

For school and district staff (not families or students)

<https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

Potential check for learning - there is an end of unit assessment with the option to print to PDF

### [Addressing Disruptive and Noncompliant Behaviors \(Part 1\): Understanding the Acting-Out Cycle](#)

First in a two-part series, this module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases (est. completion time: 1 hour).

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### [Addressing Disruptive and Noncompliant Behaviors \(Part 2\): Behavioral Interventions](#)

The second in a two-part series, this module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors (est. completion time: 1 hour).

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### [Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan](#)

This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are also described (est. completion time: 2 hours).

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For administrators and TOSAs

National Implementation Research Network <https://nirn.fpg.unc.edu/modules-and-lessons>

Seven modules on implementation (45-60 mins) with assessment.

For administrators and TOSAs

<https://training.pbisapps.org/w/>

1 hour PD available from U of Oregon on PBIS Apps and Data Based Decision Making