



Enhancing Inservice Training Using Technology-based Strategies: Strategies/Tools

Rachel Freeman
University of Kansas

Lori Newcomer
University of Missouri

Assumptions

- Technology is a necessary tool when going to scale with PBS using a three-tier systems change model
- Inservice training will be more effective when state training teams align preservice education with inservice training
- Research on adult learning and staff development can inform our PBS efforts

Purpose of Presentation

- Provide examples that show how technology is currently being used to drive implementation efforts
Training in education and human services at tier 3 requires layers of inservice curriculum:
 - Professional/staff development
 - Staff meetings
 - Team trainings
 - Inservice events
- Show you actual tools and resources that you can use in your own implementation efforts tomorrow

How Did a Jayhawk and Mizzou Person Start Collaborating?



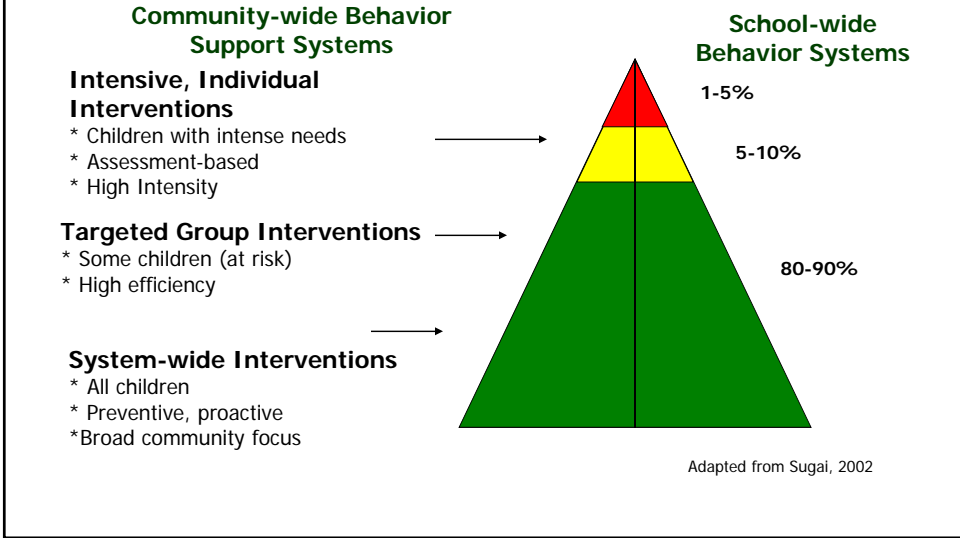
History

- Kansas Institute for Positive Behavior Support
 - Training began in 2001
 - Part of Kansas' Medicaid State Plan
 - Train professionals in DD, MH, and Child Welfare settings
 - Certification for Medicaid reimbursement
 - Tier 3 training system
 - www.kipbs.org

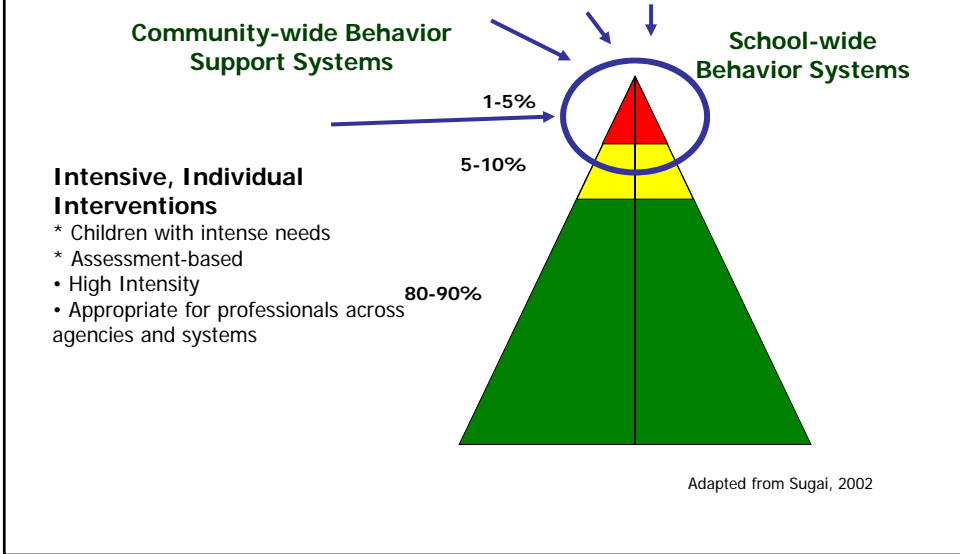
KIPBS Training System

- 1 Day Kick Off Event
 - Provide context
 - Break into training groups
- Online assignments (email)
- 8 Field-based activities; 8 onsite classes
- 1 Mid-term Celebration
- 2 open book exams (short answer primarily)
- 2 case study reports (baseline/intervention/follow-up)
- Observations forms signed by Mentors on key skills
- 1 Graduation Event
 - Meeting new professionals in next cohort
 - Billing instructions

Expanding the Triangle to Community-based Organizations



Tertiary Training Systems that Encourage Home, School, and Community Planning



Layers of Training Systems Are Needed for Systems Change

1. Awareness level presentations
2. Teach core skills necessary for function-based decision making
3. Mentor Individuals who will facilitate PBS/PCP/Wraparound plans
4. Create Larger Number of Experts
(Teach individuals how to facilitate team process)

Missouri Statewide PBS

- One of the first state teams to go to scale with SWPBS
 - Over 600 schools implementing across the state
 - Sophisticated state level evaluation of tier 1 systems
 - Implementing Tier 2 and moving into tier 3
 - <http://pbissmissouri.org/>

Layers of Training Are Needed for Different Prevention Tiers

- **Tier 1/Universal Interventions/Primary Prevention**

(Example: Training for teams in systems to create positive environments, teach communication and social skills, and collect data and intervene early)

- **Tier 2/Secondary Prevention/Specialized**

(Example: Trainings for teams to use data for early identification of problem behavior and implementation of interventions that will support groups of individuals)

- **Tier 3 or Tertiary Prevention**

(Example: Trainings for teams to create systems that address chronic and severe problem behavior)

Layers of Training Are Also Needed at Tier 3

- **Tertiary-level Awareness**

(Example: training materials that introduce basic skills, case studies, and show individuals what they will be learning.)

- **Tertiary-level Skill Building**

(Example: It is helpful for several individuals in schools and other organizations to be working on skills over time so that they are ready to facilitate PBS plans)

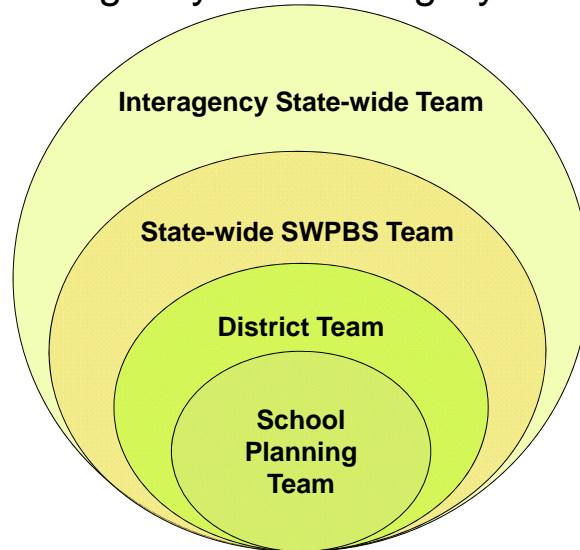
- **Tertiary-level Facilitators**

(Example: this involves mentoring a person while going through a functional assessment and PBS process case study)

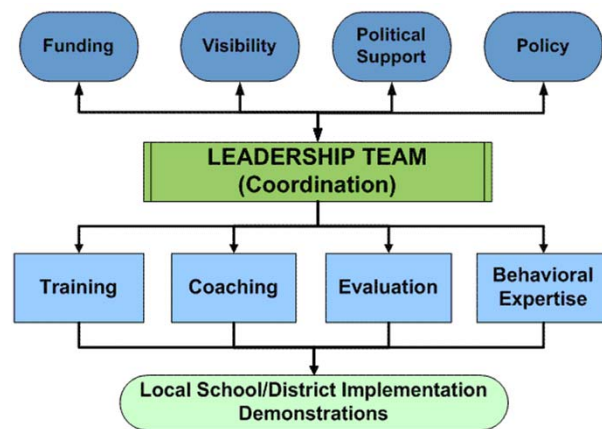
- **Tertiary-level Trainers**

(Example: trainers are individuals that state teams are confident can provide training and mentoring to individuals learning to facilitate PBS plans and who are building their skills)

Connecting SWPBS Networking to Interagency Networking Systems



Interagency Statewide Planning Model



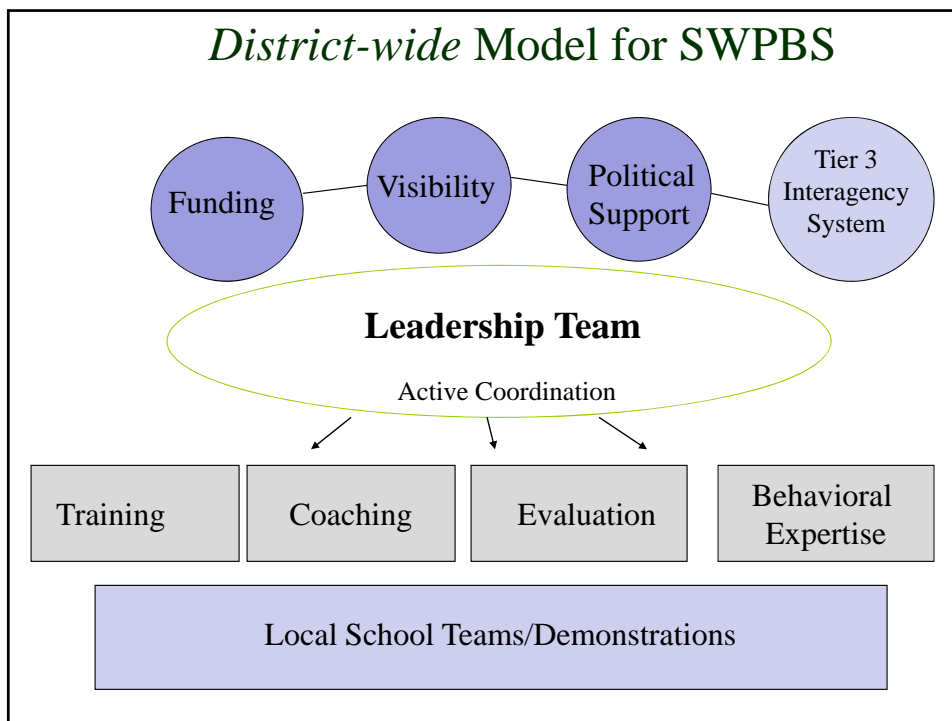
Kansas SWPBS

Inservice Training at Tiers 2 and 3

Kansas SWPBS District Model

District Leadership Team Tertiary Support

- 2-3 meetings to establish action plan in **year 1**
- 1-2 meetings in **year 2** to support in second year for tertiary
- Monthly district coordinator phone meetings
- 1-2 onsite full day meetings for district coordinators
- District leadership team assesses behavioral expertise within the district
- Assumption: it takes 1-3 years to be confident in facilitating highly complicated tertiary plans



Tier 1 Training & Infrastructure

- District Coordinator and District Trainers Identified
- External Coaches (as needed)
- Two internal coaches are encouraged in each school
 - Internal coach for Tier 1 (Primary Prevention)
 - Internal coach for Tiers 2 and 3
- District Coordinator conducts coaches meetings within the district
- Most districts use SWIS for data based decision making
- PBS Surveys is used for other SWPBS tools
 - SET
 - EBS Team Checklist
 - School Safety Survey

Kansas SWPBS District Model

Two Types of Trainers in Districts

- District Tertiary Trainers
- District Universal/Primary Trainers
- Co-training occurs with KU Staff
- Fidelity of implementation training tool in development

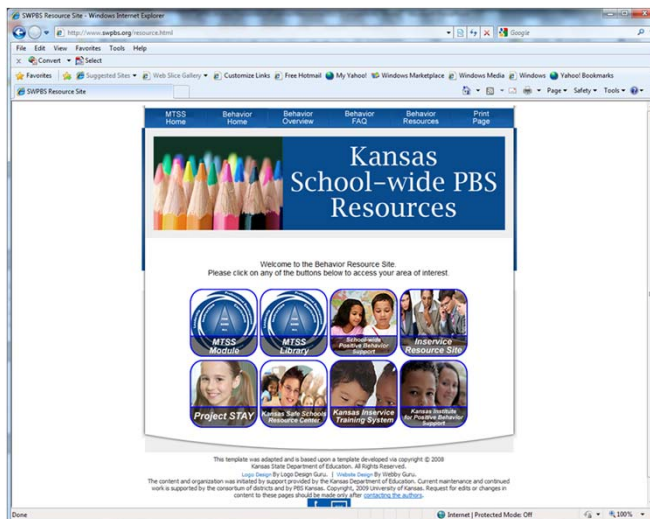
Goals of District Leadership Team

- Concept of a district tertiary team is introduced as part of the infrastructure
- Most districts move slowly towards interagency teams in year 1
- Recruit human service professionals to complete KIPBS training
- Identify 1-2 district trainers to complete KIPBS training
- **Goal: Establish a district interagency tertiary team that meetings monthly**

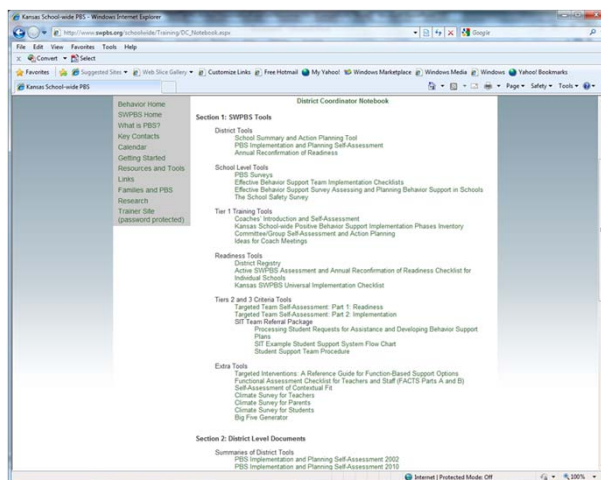
Team Training System: All 3 Years

- **Summer Kick Off**
 - 1 day coach training
 - 2 days for team training
 - District trainer day
- **Fall Follow-up Training**
 - 1 day coach training
 - 1 day team training
 - District trainer day
- **Spring Follow-up Training**
 - 1 day coach training
 - 1 day team training
 - District trainer day

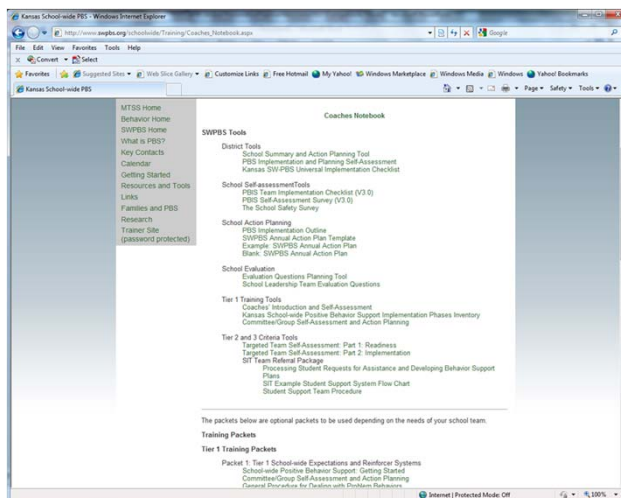
Kansas SWPBS (www.swpbs.org)



Online Resource Center: District Coordinator Notebook



Team Training: Combining Online Access and Handouts: Coach Notebook



Criteria for Schools to Move Forward with SWPBS to Year 2 Training

- School is SWIS Ready (is ready to use SWIS or a similar data system for decision making) as indicated by:
 - The office referral form, majors/minors (flow chart), and behavioral definitions are in place
 - The ability to print off “the big five” and individual student data for decision making
 - Data are easy to access for team meetings (SWPBS teams, SIT teams, etc.)
- Self assessment data are available on www.pbssurveys.org
 - At least one leadership team checklist per year
 - EBS Survey
 - School Safety Survey
- School scores 80% overall on the SET and 80% on the teaching subscale
- Readiness Checklist is completed with all “Yes” responses
- District Commitment letter is on file

Team Training Across Years

Universal/Primary Team participates in

- Established as standard planning team
- 1 internal coach facilitates tier 1 team planning
- Tier 1 Introductory training year
- Tier 1 Advanced Training
- Teams moving to Tier 2 are responsible for working with school team to decide who attends Tiers 2 and 3 training
- Creates plan to prepare any new members attending Tiers 2 and 3 training

Tiers 2 and 3

- Student Improvement Team (SIT) is a system encouraged by KS
 - Academics
 - Behavior
- This team participates in training focused on individual student systems
- 1-2 individuals who cross over with Tier 1 team is encouraged
- 1 internal coach facilitates the SIT

Tiers 2 and 3 Training

- Coach and Team Training system for tiers 2 and 3 (e.g. slide 23)
- District trainers learn to provide onsite support to SIT teams
- SIT Teams create referral process for
 - Social and behavioral
 - Academic
 - Emotional
 - Newcomers club

(note: we adopted materials created by Michigan's SWPBS efforts)

- SIT teams refer students needing Tier 3 to the district tertiary team

Onsite Support for School Teams

- Training provided to district trainers who:
 - Provide support onsite to school teams who meet criteria for moving forward
 - Identify 3-4 school professionals who will learn measurement and direct observation
 - Establish a data base for academic and behavioral tracking (beyond Check in/Check Out)
 - Conduct case studies at the SIT meetings with real students to show process
 - District inservices organized for all faculty to support SIT process on an ongoing basis
 - Evaluation at district level to improve the onsite support system

Criteria for Teams Requesting for Onsite Support & Assistance

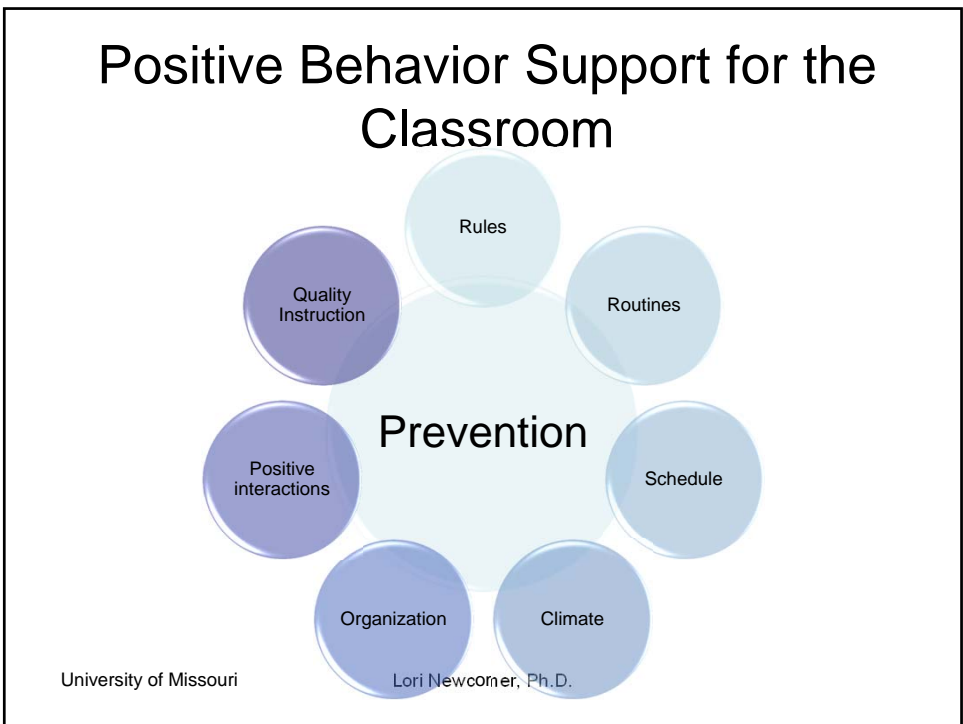
- SWIS data system is in use and school-wide progress is demonstrated
- Score on the SET is 80% overall and 80% on teaching expectations
- Annual plan and self assessment data are submitted and on file
- Universal checklist is completed & at 80%
- Part 1 of the Targeted Interventions Checklist – 80% average completion

Inservice Resource Center: Pilot



PBS: Technology and Resources

Implementation Tiers 1-3



Classroom PBS Plan

- Classroom Self-Assessment
- Classroom Organization & Management Planning Guide
- Classroom Procedure Template
- Classroom PBS Plan

Lori Newcomer, Ph.D.

University of Missouri

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Tier 1: Classroom Management

Intervention Decision Process

1. Prior to meeting, review new referrals and/or nominations
 - a. Complete Cumulative Record Review
2. Complete the Student Review
 - a. Identify reason for referral/nomination (social-behavioral, academic or emotional)
 - b. Operationally define the behavior and briefly identify when and how frequently it occurs
3. Use Quick-Sort Matrix to determine appropriate Tier 2 intervention.
4. Notify Coordinator of Targeted Intervention
5. If existing Tier 2 intention is does not address the problem behavior, conduct brief FBA and develop simple function-based support plan.

Evidence Based * Tier 2 Interventions

- Classroom Management*
- Check-in and Check-Out*
- Check and Connect*
- Social Skills Club/Groups*
- Newcomer's Club
- Organizational Skills*
- Academic Support*
- Homework Support
- Simple Function Based Behavior Plans*

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Critical Features of Tier 2 Group Interventions

- Focus on changing environments not children
- Adopt a “functional approach”
- Match type of support to level of challenge
 - Academic
 - Social / Behavioral
 - Emotional

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Indicators of Risk

- Tardiness
- Skipping
- Absenteeism
- Behavior referrals
- Detention
- In-school suspension
- Out-of-school suspension
- Failing classes
- Behind in credits

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Social-Behavioral Concerns

- Who? Students with 3 to 5 ODR; students with behavior that interferes with their success

Performance Deficit

- Check in-
Check out
- Self-monitoring

Skill Deficit

- Social Skills
Training

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Academic Concerns

- Who? Students who have difficulty mastering material or with organization/completing assignments

Performance Deficits

- Check in-Check-out
- Check and Connect
- Organizational Skills
- Homework Club

Skill Deficits

- Organizational Skills
- Homework Club

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Emotional Concerns

- Who: Students who have experienced circumstances that impact performance (e.g. death in family, frequent moves, homeless); students that are disengaged, shy, unhappy or socially isolated.

- Check and Connect

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Create a system

- Data Decision Rule or Student Nomination Form
- Cumulative Record Review
- Student Review
 - Reason for Review
 - Definition of Problem Behavior / Context
 - Function Hypothesis
 - Quick Sort Matrix

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Intervention Decision Process

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Area of Concern

Area of Concern						
Targeted Group Intervention	Social Behavioral	Academic	Emotional	New Student	Description	Reference / Resource Materials
Check in – Check out (performance deficit)	X	X			<ul style="list-style-type: none"> Students identified and enrolled within a week. Check-in and check-out daily with an adult at school. Regular feedback and reinforcement from teachers. Family component. Daily performance data used to evaluate progress 	Crone, D.A., Horner, R.H., & Hawken, L.S. (2004). <i>Responding to problem behavior in schools: The behavior education program</i> . New York: The Guilford Press www.guilford.com
Check and Connect	X	X	X		<ul style="list-style-type: none"> Students matched with mentor/monitor Mentor monitors risk factors daily/weekly Regular feedback and problem solving with mentor Intensive intervention option if risk factors increase Family component 	Christenson, S.L., Thurlow, M.L., Sinclair, M.F., et al.(2008). <i>Check & Connect: A comprehensive student engagement intervention manual</i> . Minneapolis, MN: University of MN icj.umn.edu
Social Skills Training (skill deficit)	X				<ul style="list-style-type: none"> Identify critical skills Develop social skills lessons "Teacher, practice, monitor, acknowledge" Match language to school-wide expectations Use generalization strategies Provide clear and specific activities all staff follow to promote generalization 	Elliot, S. & Gresham, F (2008). <i>Social skills improvement system (SSIS) intervention guide</i> . Minneapolis, MN: Pearson. PearsonAssessments.com Second Steps: A violence prevention curriculum www.cfchildren.org/ssif/ssif/
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Targeted Group Intervention	Social Behavioral	Academic	Emotional	New Student	Description	Reference / Resource Materials
Organization Check-up		X			<ul style="list-style-type: none"> Empty items out of the target area(s) and organize contents according to the Organizational Checklist Teach daily assignment log process Weekly check-in on the target area(s) using the Organizational Checklist. Regular feedback and organization 	Evans, S.W., Schultz, B.K., White, L.C., Brady, C., Sibley, M.H., VanEck, K. (2009). <i>A school-based organization intervention for young adolescents with attention deficit/hyperactivity disorder</i> . <i>School Mental Health</i> 1(2), 78-88.
Homework Club		X			<ul style="list-style-type: none"> Home partners assigned Partners call each other to remind assignments are due Homework support available after school Reinforcers for students/teams who show improvements 	
Newcomers Club				X	<ul style="list-style-type: none"> Structured programs that pairs new student with established students. Student is given orientation materials describing "tips for success", helpful contacts, etc. School-wide behavior expectations are taught Adults make extra effort to provide positive contact and positive reinforcement for new student Family contact is made by school staff 	
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QUICK SORT MATRIX							
	CHECK IN CHECK OUT	CHECK & CONNECT	SOCIAL SKILLS GROUP	ORGANIZATION SKILLS	HOMEWORK CLUB	NEWCOMERS CLUB	
INTERVENTION FUNCTION/FOCUS	Adult attention	✓	✓	✓	✓	✓	
	Peer attention			✓		✓	
	Encouraging adult relationship	✓	✓				
	Choice of alternatives/activities			✓			
	Teach replacement behavior	✓		✓	✓	✓	
	Teach problem solving skills		✓	✓			
	Increase precorrects and prompts for behavior expectations	✓	✓		✓		
	Monitor risk factors		✓				
	School/home communication system	✓	✓	8th APBS International Conference			45

Tier 2 SWPBS Module
<D:\resource.html>

Tier 3 Awareness Module

(a work in progress)

Purpose

- Increase understanding of functional assessment and function based behavior support.
- Provide foundation for tier 3 Schoolwide-PBS training
- Collaboration with SWPBS & DMH for unified training

Tier 3 Awareness Modules

- Part 1: Behavior Basics
 - Define and provide examples of principles of behavior
- Part 2:
 - Process, rationale and mechanisms to facilitate a functional assessment and behavior plan
 - Case Studies
 - Self-checks
- Part 3
 - Tool box

Tier 3 Awareness Module

www.kipbsmodules.org



KIPBS Toolbox



Evolution of Technology in SWPBS

- Organize training materials and create consistency by
 - Mini Modules: <http://pbissmissouri.org/class.html>
- KIPBS Modules: <http://kipbsmodules.org/>
- Create portals for layers of training and utilize free resources from different places by creating links

KIPBS Partner Page for Statewide Interagency Planning



KIPBS Resource Page



Technology Summary

- Look for the PB Wiki Links from the TA Center (Susan Barrett)
 - Using networking and communication software to manage large groups of trainers
 - Organize access to free website links, tools, and resources for quicker access
 - Communicate efficiently and download materials for trainers across large distances

Other Useful Links

- [http://pbskansas.org/files/PBS Across the Lifespan Monograph.pdf](http://pbskansas.org/files/PBS%20Across%20the%20Lifespan%20Monograph.pdf)
 - PBS Kansas Monograph
 - Interagency Statewide Planning
- <http://serc.gws.uky.edu/pbis>
 - Understanding Problem Behavior
 - University of Kentucky
- www.apbs.org
 - Member's Site
 - Resources (New and Updated!)

New APBS Home Page Organization

