

Session D15

# Flexibly Rigid: Using Train-the-Trainer to Meet Unique District Needs with Fidelity

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# Overview

- FLPBS:RtIB Train the Trainer process & evaluations
- Trainer evaluation data
- Braiding initiatives
- Blending state resources
- Lessons learned



# Why are Train-the Trainer Approaches Necessary?

- New “project” staff require formal training
- Large district may need “scaling-up”
- Need to insure:
  - Fidelity of training
  - Adherence to process
  - Direct feedback on skills
  - Plan for new training modules and changes



# What Skill Sets are Needed?

- Expertise in PBIS, implementation process & systems change,
- Skilled team facilitators and presenters,
- Communicate up-to-date technical information from the field,
- Deliver FLPBS:RtIB trainings with fidelity, adhere to FLPBS:RtIB procedures,
- Support the Project's mission of building district capacity



# Co-Training Agreement

## District/Trainer

- Commitment to DAP, Project procedures
- Time commitment for training
- Agreement for evaluation
- Signing on to process and use documents
  - “Terms of Use” for all training materials

## FLPBS Project

- Facilitate DAP
- Commit to feedback
- Complete evaluation of structure, training, and outcomes
- Acknowledgement of Recognized Trainers
- Ongoing training and support



# The Process

- Annual agreement to participate
  - A plan for utilization of recognized trainer (in- and out-of-district)
- Commitment to co-train
  - Initial observation of all modules
  - Present on all portions of Tier 1 at least 1 time
    - Feedback on Training **Structure** Evaluation
    - Feedback on Trainer **Evaluation** Form
    - Minimum competency on each module
    - May use anonymous observer, random observations, or video taped observations for evaluations



# Training Structure Evaluation



## Training Structure Evaluation

Date: \_\_\_\_\_

Trainer: \_\_\_\_\_ Observer: \_\_\_\_\_ District: \_\_\_\_\_

These items help to set the context for understanding participant feedback, but may be outside of a trainer's control. If a pattern of deficits emerge after multiple trainings, it would indicate an area a trainer needs to problem solve.

|   | NO<br>(0) | COULD BE IMPROVED<br>(1) | YES<br>(2) |
|---|-----------|--------------------------|------------|
| Prior to starting the training, the room was set up to be conducive to the type of training being conducted (i.e., teams, classroom style, individual)  |           |                          |            |
| All necessary electronic and technology equipment was ready to use in time for the training (e.g., lcd, computer, microphone, speakers)   |           |                          |            |
| All materials, tools, and handouts were prepared prior to training start time   |           |                          |            |
| The training started at the published time  |           |                          |            |
| Trainer started the training with an appropriate introduction and training objectives   |           |                          |            |
| Trainer clearly explains the order of the day to include times for breaks and lunch   |           |                          |            |
| Trainer explains the location of restrooms, snacks, and other necessities as needed   |           |                          |            |
| Trainer allows for appropriate participant introductions at the beginning of the session. If this is a very large group, the District Coordinator should offer a few words to orient the participants to one another. In small groups, administrators may introduce their team.                                   |           |                          |            |
| Trainer provides basic parameters for learning environment: turn off cell phones, respect other perspectives, minimize personal conversations, workshop environment, encourage participants to ask questions & interact with the trainer during activities, acknowledge hand signal to bring group back together. |           |                          |            |
| Trainer stays on track as described for breaks and lunch  |           |                          |            |
| Trainer does not exceed more than 1 ½ hours of consecutive presentation before a break is scheduled   |           |                          |            |
| Trainer explains and requests the return of evaluation forms prior to ending the  |           |                          |            |

- One form per 3-day training
- Items help trainer set the training up for success (break time, ground rules, etc.)
- Activities may be outside of a trainer's control.
- These items help to set the context for understanding participant feedback
- Pattern of deficits would indicate an area a trainer needs to problem solve.

# Trainer Evaluation p.1



## FLPBS: RtIB Trainer Evaluation

Trainer: \_\_\_\_\_ Observer: \_\_\_\_\_ District: \_\_\_\_\_ Dates: \_\_\_\_\_

| <b>Evaluation Scale</b><br>Please indicate your overall impression during each content area.<br>5 = Among the best I've ever seen<br>4 = Better than many<br>3 = Typical of most speakers<br>2 = Could have done better<br>1 = Really struggled with this | Modules: Introduction...Teaching...Expectations & Roles...Teaching...Reward Systems...Definitions, forms, referral process...Effective Responses...Implementing...Evaluation...Classroom...Problem Solving...Next Steps |       |                           |       |
|---|---|-------|---------------------------|-------|
|   | Module: _____<br>Comments   | Score | Module: _____<br>Comments | Score |
| <b>Presentation</b>   |   |       |                           |       |
| Speaking.....Used inflection; had expression, energy, volume, clarity   |   |       |                           |       |
| Language.....Respectful, and tone appropriate, approachable   |   |       |                           |       |
| Physical Awareness.....Appropriate body language, mannerisms, movement  |   |       |                           |       |
| <b>Interaction with Audience</b>  |   |       |                           |       |
| Encouragement.....Promotes audience participation, gives positive feedback, acknowledges participants who have questions  |   |       |                           |       |
| Focus.....Uses relevant examples, adjusts talking for participant understanding/experience, redirects audience when off-topic, concise  |   |       |                           |       |
| Questioning.....Summarizes questions before answering, ensures question was addressed, provides follow-up during breaks for detailed/off-topic questions  |   |       |                           |       |
| Management.....Anticipates necessary breaks, marginalizes noise & conflict  |   |       |                           |       |

- Assesses presentation, interaction, content & facilitation across all modules

- 5-point rating scale, score of 3+ required for each module & skill area

- Categories help Observers identify key areas of strength or improvement

- Specific examples of skill areas help clarify Observer's expectations

# Trainer Evaluation p.2



Trainer:

Dates:

| <b>Evaluation Scale</b><br>Please indicate your overall impression during each content area.<br>5 = Among the best I've ever seen<br>4 = Better than many<br>3 = Typical of most speakers<br>2 = Could have done better<br>1 = Really struggled with this | Modules: Introduction...Teaming...Expectations & Roles...Teaching...Reward Systems...Discipline, Issues, referral process...Effective Responses...Implementing...Evaluation...Classroom...Problem Solving...Next Steps |       |                           |       |
|---|--|-------|---------------------------|-------|
|   | Module: _____<br>Comments  | Score | Module: _____<br>Comments | Score |
| <b>Content</b>  |  |       |                           |       |
| Expertise.....Demonstrates thorough understanding of material, conveys purpose of activities, demonstrates how to use materials/tools/strategies  |  |       |                           |       |
| Delivery....Consistent & appropriate instructional pace, summarizes & elaborates on slide content, summarizes sections upon completion, reviews earlier content as needed   |  |       |                           |       |
| <b>Team Facilitation</b>  |  |       |                           |       |
| Availability.....Circulates among teams during activities, offers ideas & suggestions, provides positive feedback to team members   |  |       |                           |       |
| Assistance.....Provides technical feedback, ensures team member participation, re-directs teams as needed, addresses conflict, facilitates roadblocks   |  |       |                           |       |

- Zeroes in on content delivery and team facilitation
- Includes Trainee evaluation of Observer
- Feedback reviewed at end of each day

**Trainer Evaluation of Observer:**

Not Applicable ----- Anonymous Observation

- YES.....NO      Observer was present at least 90% of the time during evaluated sessions.
- YES.....NO      Observer provided undivided attention to the trainee presenter.
- YES.....NO      Observer provided assistance only when necessary (e.g., when valuable information was overlooked, and/or at trainee request).
- YES.....NO      Observer discussed results of evaluation with trainee in a timely manner.
- YES.....NO      Observer provided a deadline for providing trainer with written copy of feedback: \_\_\_\_\_

**Signatures:**

\_\_\_\_\_  
Trainer

\_\_\_\_\_  
Observer

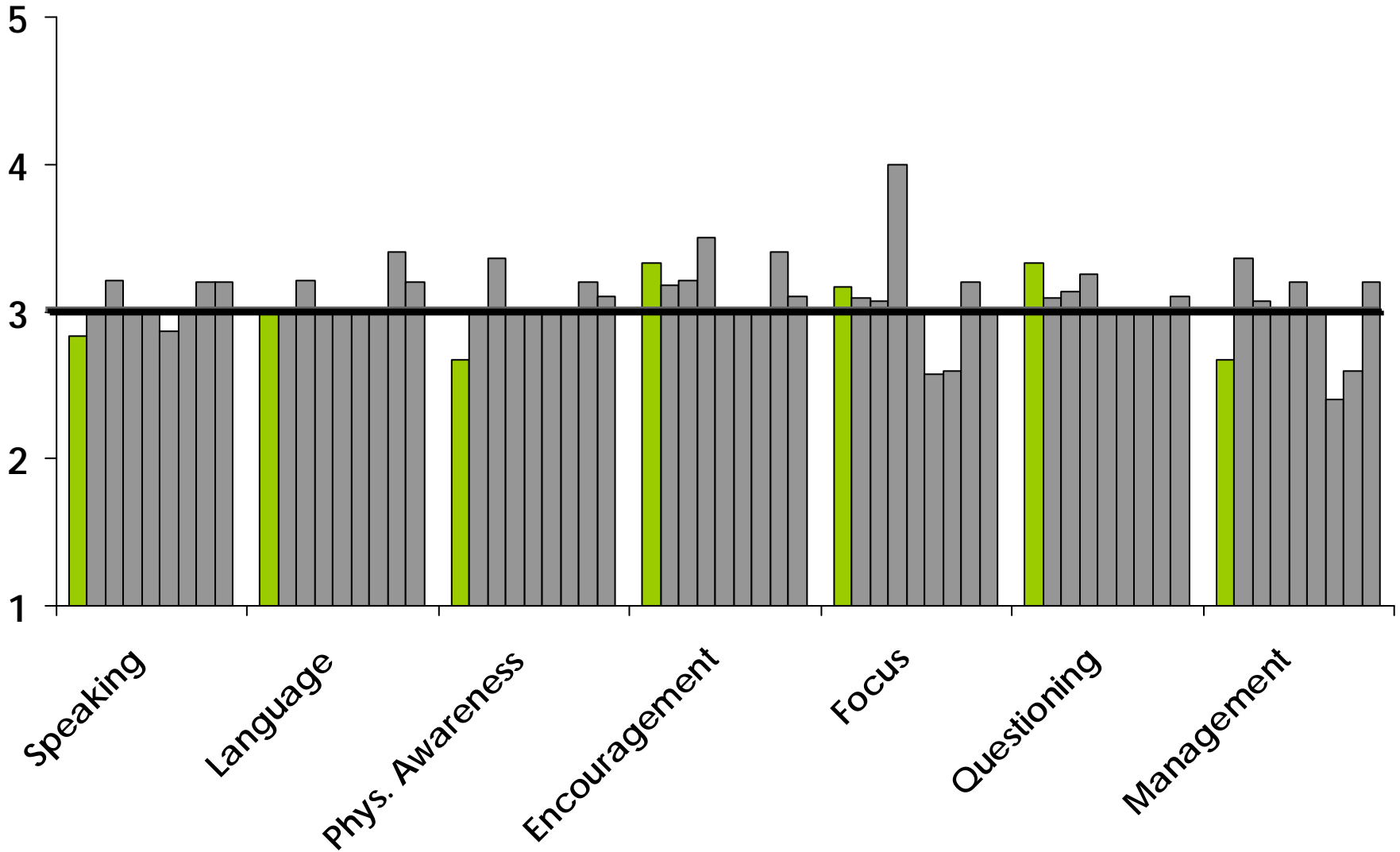
# The Victims

- 9 Trainer Candidates
  - 5 became Recognized Trainers
    - 1 District Coordinator\*
    - 3 District-Level (External) Coaches
    - 1 School-Based AP\*
  - 2 are ongoing
    - 36% complete (non-district employee)
    - 50% complete (District Coordinator)
  - 2 discontinued the process (non-district employees)



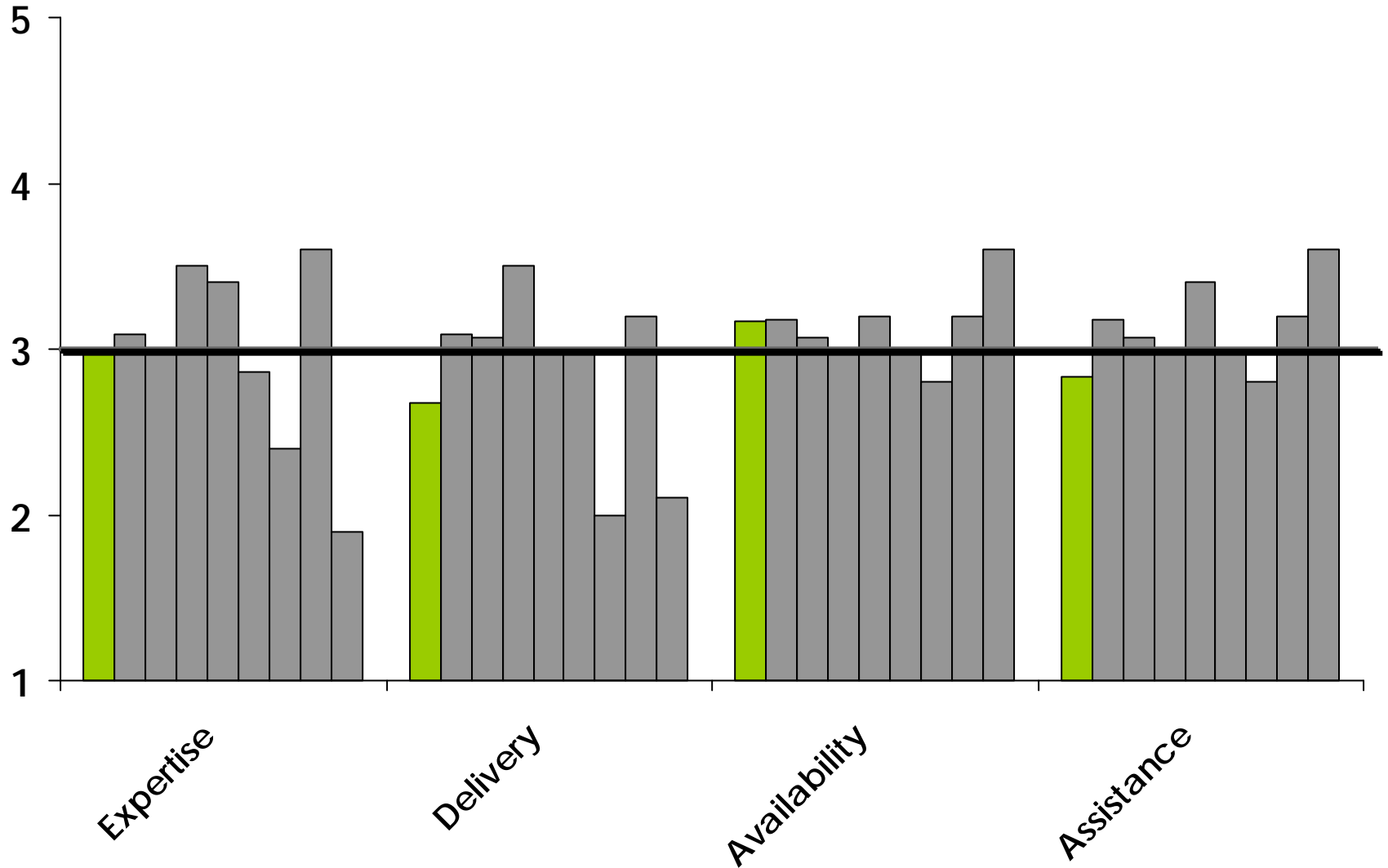
# Overall Ratings – Presentation Skills

Across All Modules (2010)



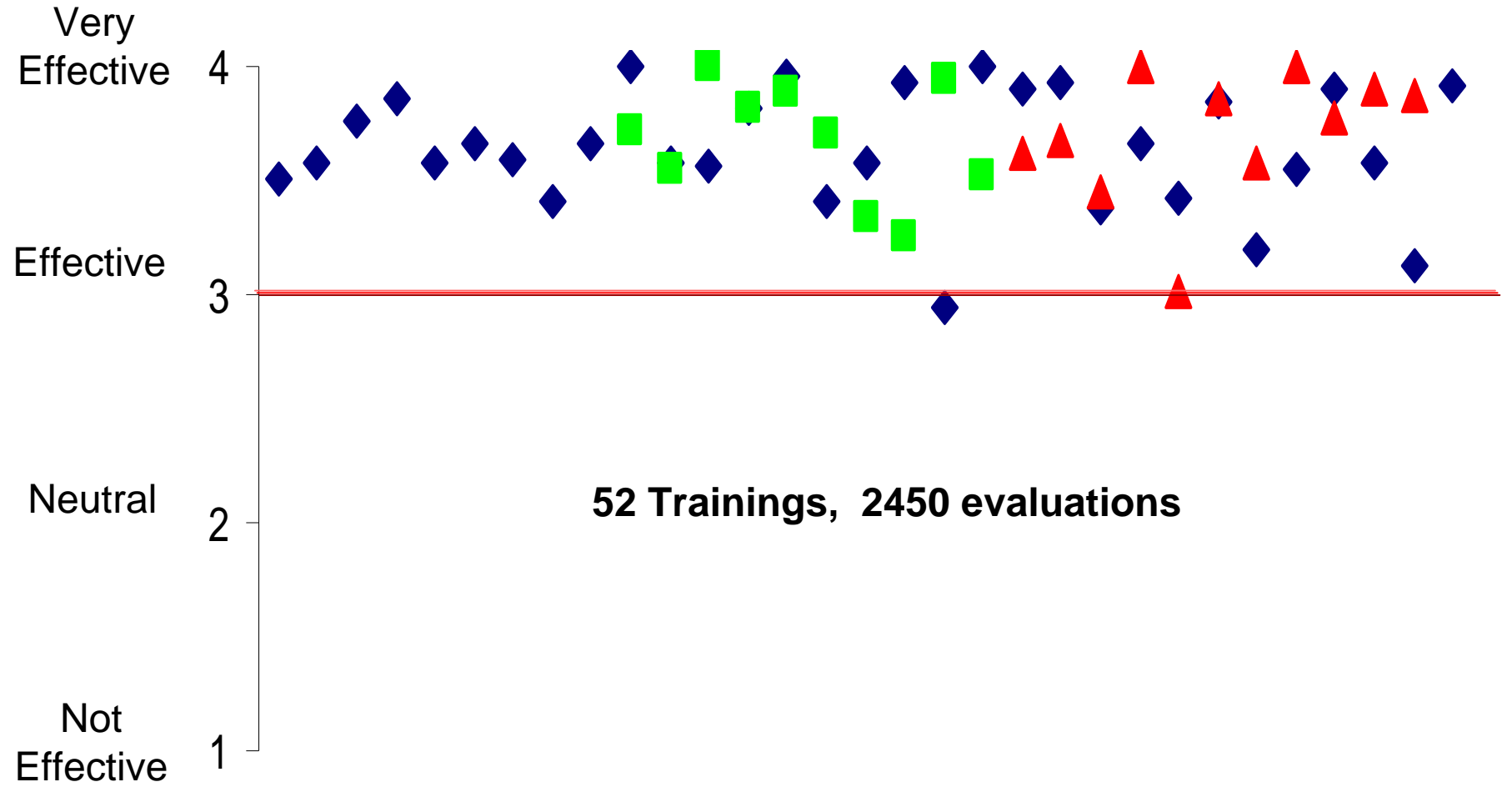
# Overall Ratings – Delivering Content

Across All Modules (2010)



# Participant Feedback: Average Skill of Trainer

◆ Project (60%)    ■ Co-Training (19%)    ▲ Recognized Trainers (21%)



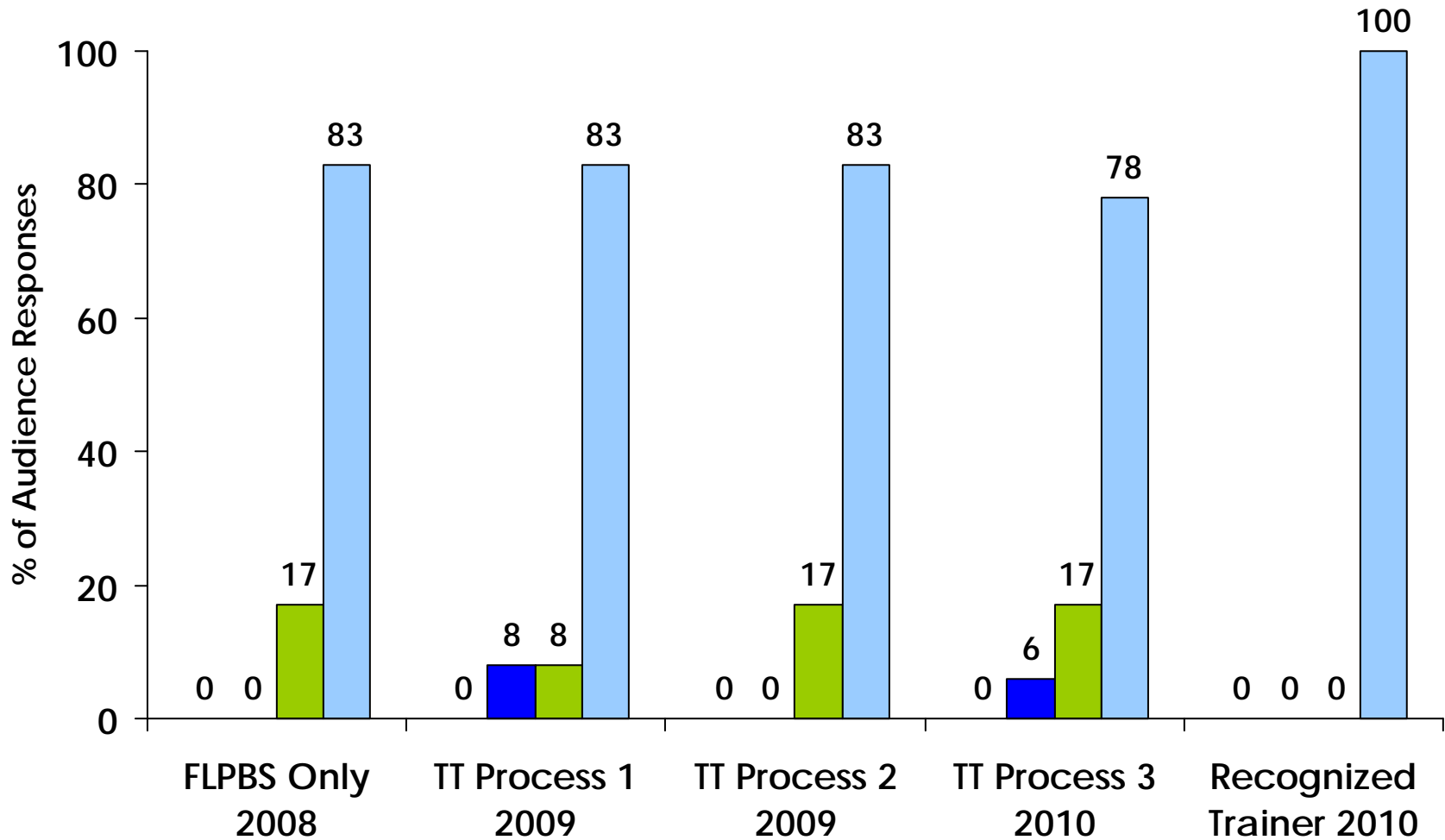
# District A

- Approx. 50 schools (K-12)
- Completed train the trainer process over 3 years (3 summers of co-training)
- Supervisor of district-level behavior support team members
- Recognized Trainer since Fall 2010

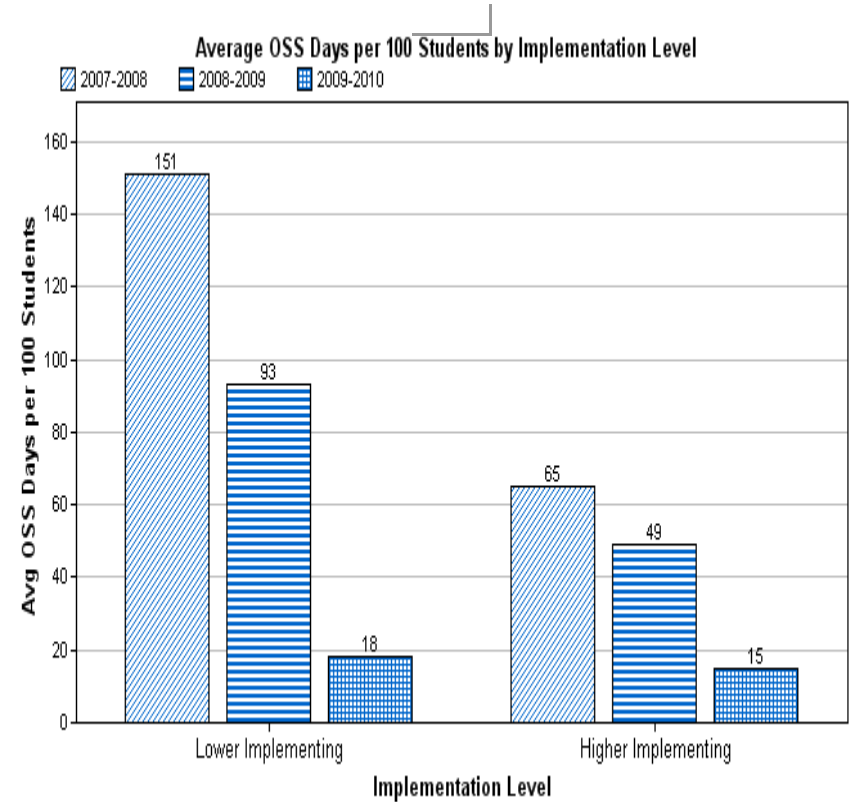
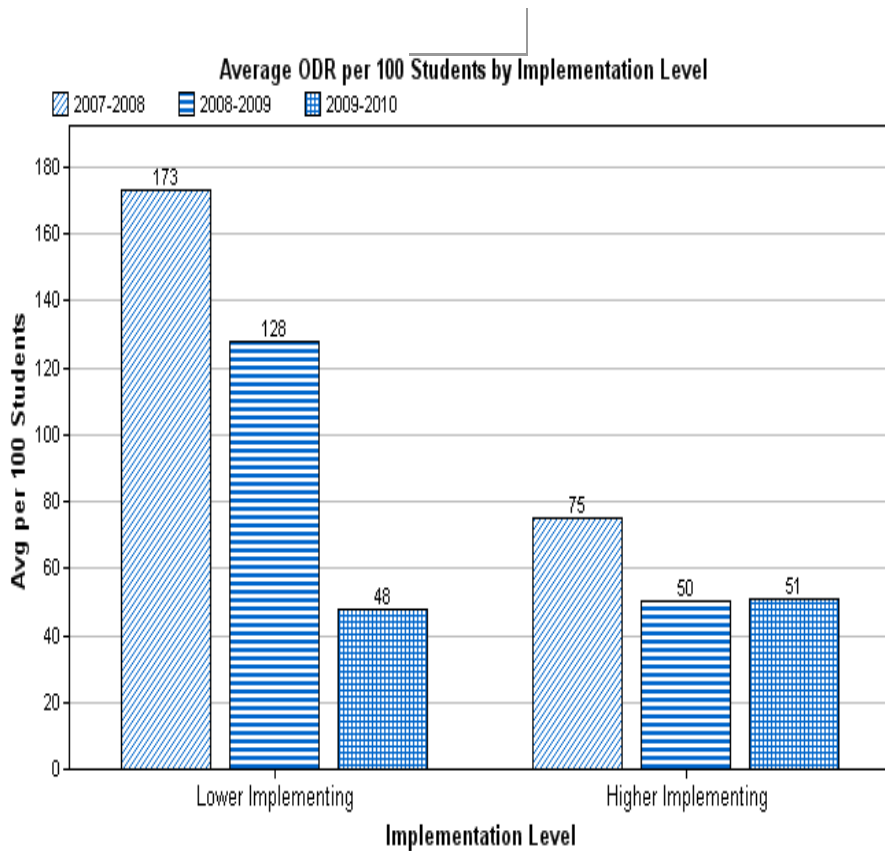


# District A: "Was the Presenter Skilled at Delivering the Training/TA?"

■ Not Effective    ■ Neutral    ■ Effective    ■ Very Effective

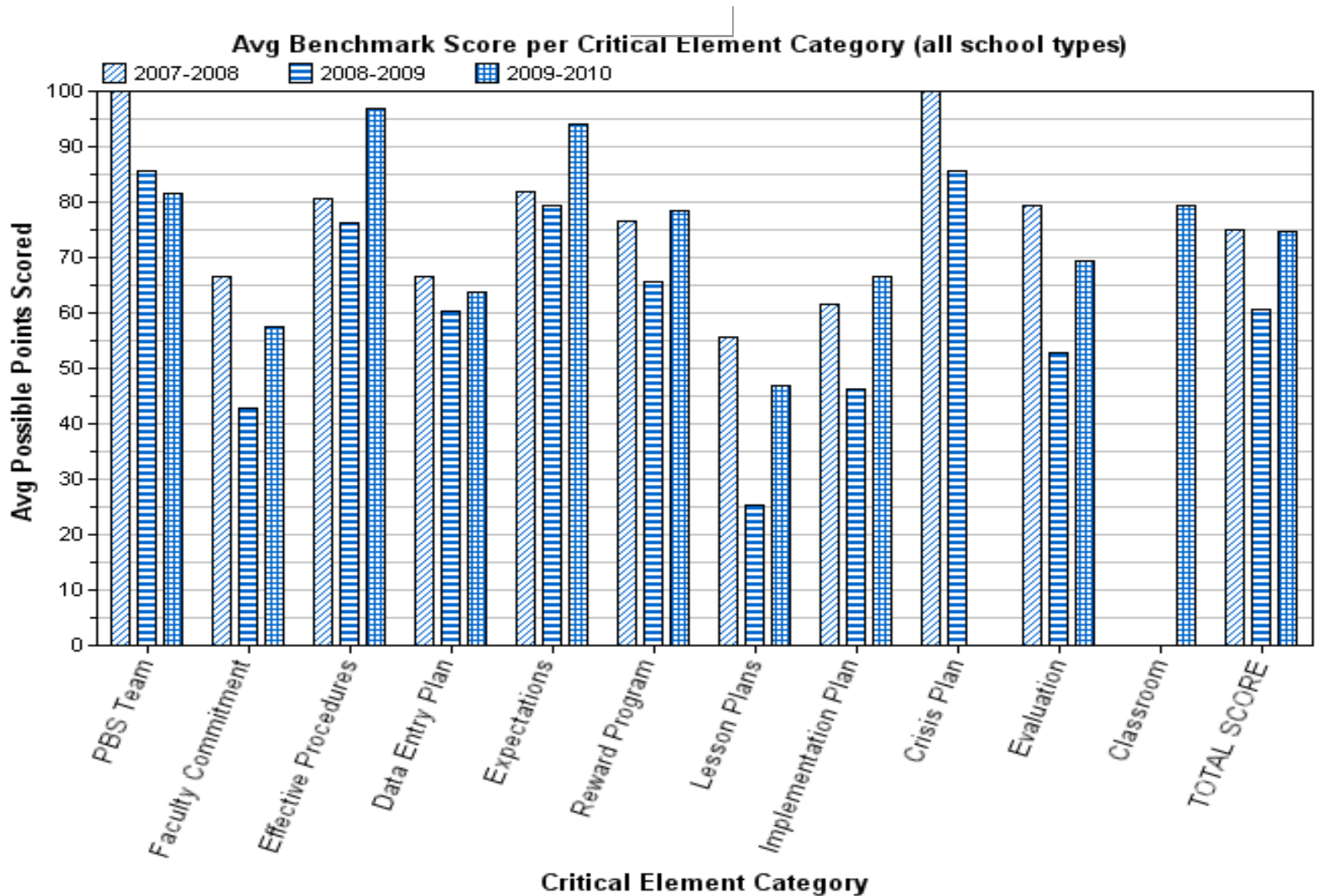


# District A: ODRs and OSS/100 Students



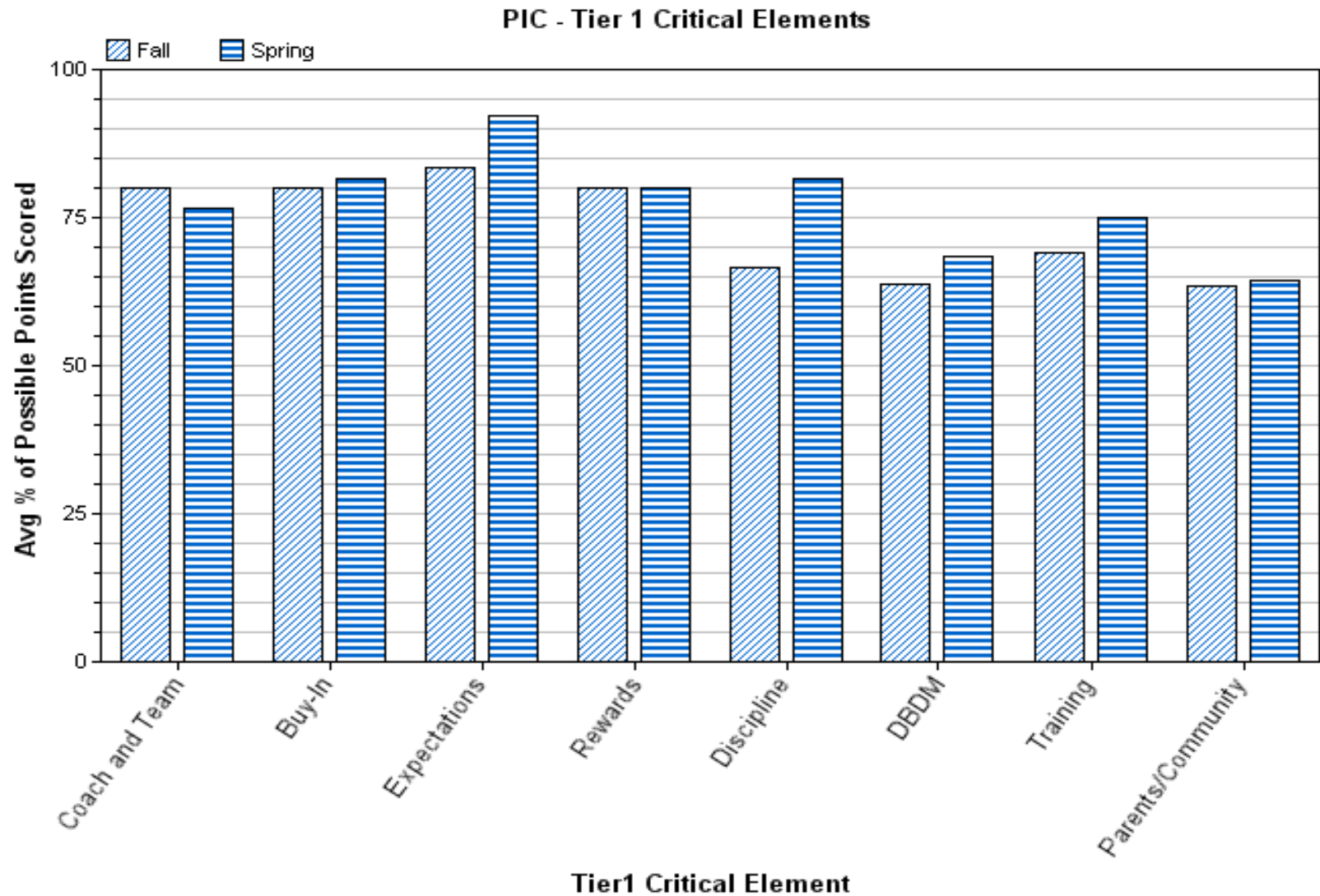
# District A: Implementation

Schools trained during the "Train the Trainer" process



# District-Wide Implementation: 2010

## District A



# Braiding Initiatives: District B

- Rtl Pilot district for FL
- Worked with Project staff to condense 3 day training
  - Worked in Rtl pilot vocabulary, consensus building information (general consensus for Rtl)
- 6-day training sequence varied according to district need, stage of implementation, & resources
  - Year 1: Rtl:A (appr. 4 days) & then Rtl:B (last 2)
  - Year 2: RtlB, then Rtl:A
  - Year 3 (2 days so far): RtlB



# District B: General Scope & Sequence

Rtl Philosophy/Overview

Consensus Building

Using Data to Make Decisions

Quick **PBS Overview**

**Teaming** (“Rtl School-Based Behavior Team”)

**Developing Expectations & Rules**

**Teaching Expectations & Rules**

**Rewarding Appropriate Behavior**

**Problem Solving** (“Core Principles,” district data system, hypothesis predictions)

**Discipline Process (definitions, forms, procedures, consequences)**

**Classroom PBS**

**Implementation Planning**

**Evaluation**

**Applying the Problem-Solving Process**

# District B:

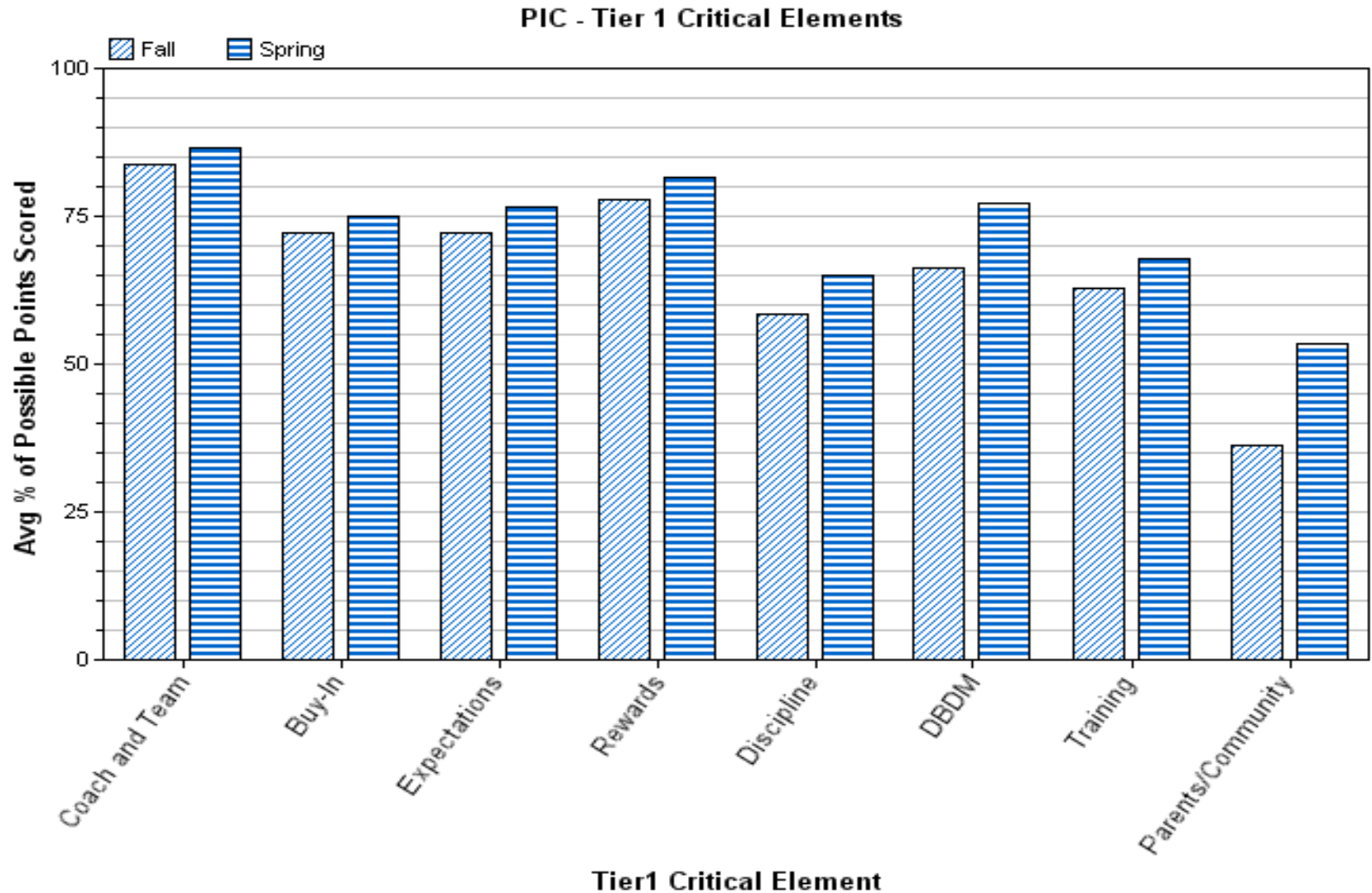
## Unique sequence for Secondary

- High schools had more challenges with student behavior
  - Philosophy
  - Data-based decision making
  - Developing expectations & rules
  - Teaching
  - Rewarding
- Frequent collaboration with FLPBS
- Implementation outcomes still emerging, ODR & OSS are down



# District-Wide Implementation: 2010

## District B



# District C: Context for Implementation

- Three-year Statewide RtI Pilot district
  - 3 pilot schools
  - TA and training
  - External coach
- District-wide training and implementation of PS/RtI in 2009-2010
- Bradley MOU



# Introducing “Rtl:B”

- Identified components of existing initiatives/programs they wanted to keep
- Developing a consistent language
  - Safe and Civil Schools
    - Foundations & Champs
    - Training modules
  - PBS
    - Overall framework
      - Tier I training curriculum
    - Data collection and evaluation tools



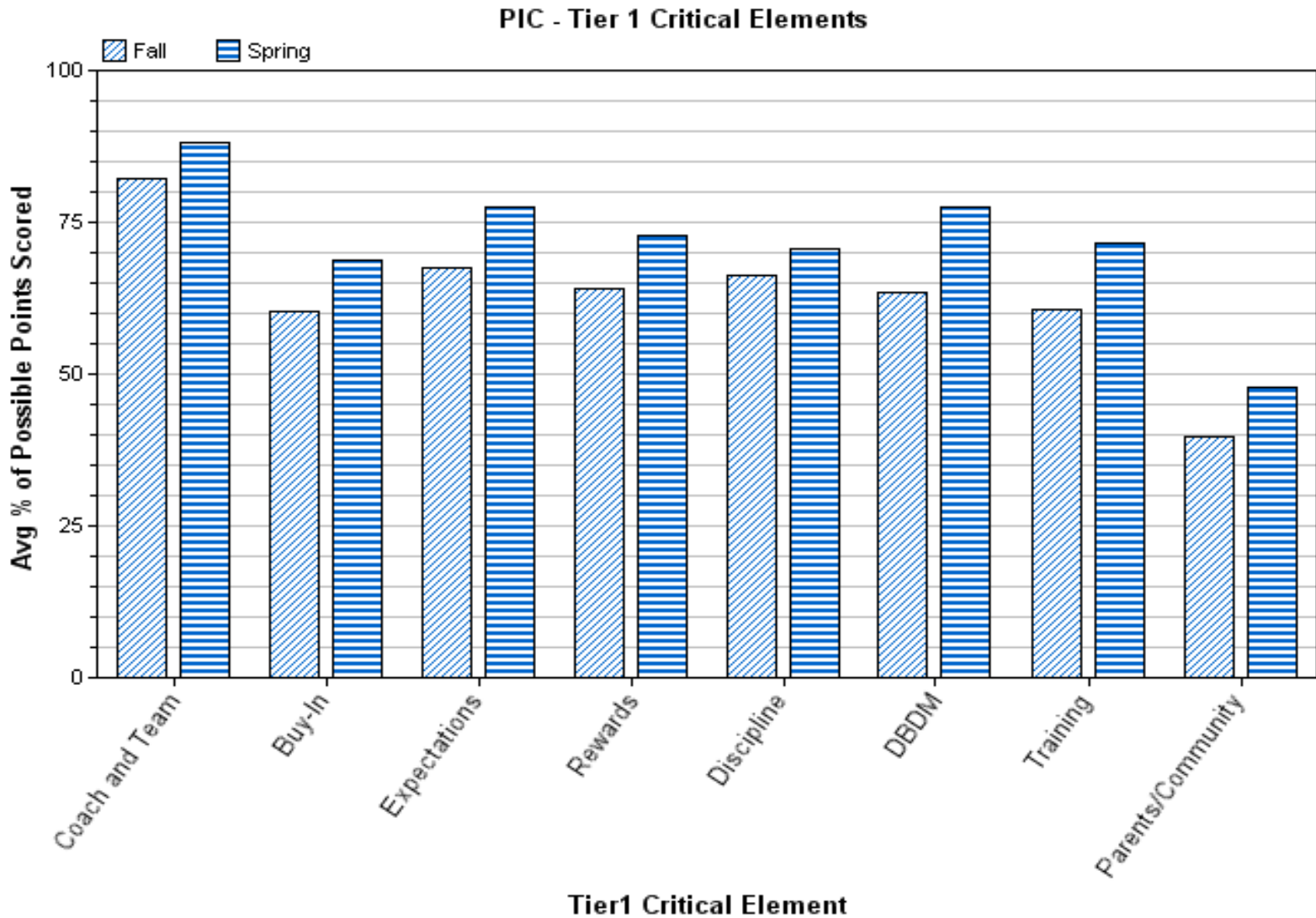
# Scope and Sequence

- 2009-2010
  - Year 1: District-wide Rtl implementation
    - 25 trainers (PS/Rtl)
    - 5 cohorts of schools; 5 days of training; Tier I
- 2010-2011
  - Year 1: District-wide Rtl:**B** implementation
    - 3 day summer training
    - Ongoing facilitator trainings throughout the year
  - Year 2: District-wide Rtl implementation
    - 25 trainers (PS/Rtl)
    - 5 cohorts of schools; 5 days of training; Tier II
    - Y2D1, Y2D2 (morning: academics; afternoon: behavior)
    - Y2D3, Y2D4 integrated academics and behavior



# District-Wide Implementation: 2010

## District C



# Lessons Learned: District C

- Separate trainings for elementary and secondary
- Work sessions vs. trainings
- Visibility of top-level district leadership
- Identifying lead coordinators/trainers
- Honoring what schools already have in place
- Importance of true collaboration and good working relationships
- Training location



# Blending State Resources

- One of several state projects which provide professional development in rural regions
  - “Respond to district requests for training & technical assistance”

**VS.**

- “Build district capacity to provide positive behavior interventions & supports”
- State funding issues - duplication

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Florida Department of Education  
Dr. Eric Smith, Commissioner



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# Training Trainers: Lessons Learned

- Set clear expectations from the beginning
  - What does co-training look like? Sound like?
  - Which “bullets” can be dodged – flexibility with fidelity
- Prepare the materials
  - Module objectives & outcomes
  - Trainer’s notes: function of slide, examples
    - Consider using a Trainer’s Notebook for detailed feedback/pointers
  - **Pacing** guide, suggestions for time-savers (MiBLSi, 2010)
  - Identify “**hot button**” topics, prepare candidates to address them (MiBLSi, 2010)



# Hard Lessons Learned

- Go sugar-free
  - Early expectations for feedback
    - Tips & pointers vs. corrections
    - Be specific: use direct quotes, including what led up to the quote and what came after
  - Accept that the “sandwich” may not have 2 full pieces of bread
    - Get a third perspective
    - Give candidates a “safe” way to respond to the evaluation
    - Put yourself through the process
  - It’s not for everyone



# Plan for Success

- Know your candidates
  - Background knowledge and experience with implementation
  - Collaboration history

From MiBSLi (2010):

- **Feedback loops** are critical to removing barriers
- Consider pre- (self) assessments, with post evaluations
- Develop rubric for trainer evaluations
- Evaluators should have clearly defined acceptable/unacceptable variations of trainer performance



# Issues to Consider

- Agreements are just “paper”
- Ongoing training of revisions is challenging
- Logistics for follow-up evaluations can be difficult



# Contact Information and Resources

## FLPBS:RtIB Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: [flpbs@fmhi.usf.edu](mailto:flpbs@fmhi.usf.edu)
- Website: <http://flpbs.fmhi.usf.edu>

## OSEP TA Center on PBIS

- Website: [www.pbis.org](http://www.pbis.org)

## Association on PBS

- Website: [www.apbs.org](http://www.apbs.org)

