

## Cybering Up while Scaling Up: Using the Web for Tier 2 Training

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This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Parte Florida Mental Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

## Overview

- Why we moved towards online training
- What the training looks like
- Considerations for online training
- Questions

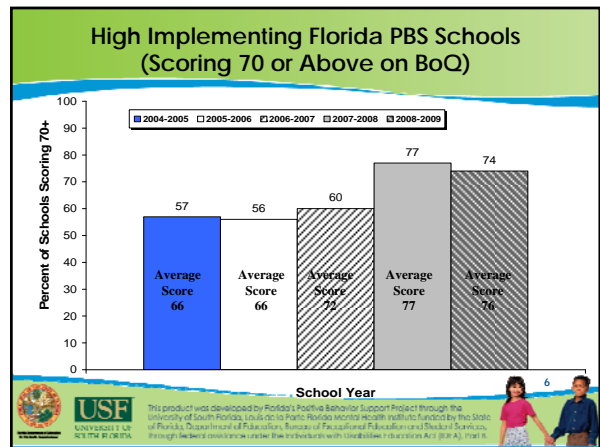
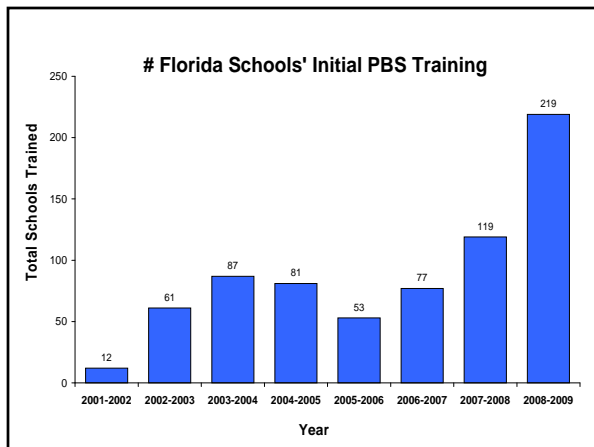
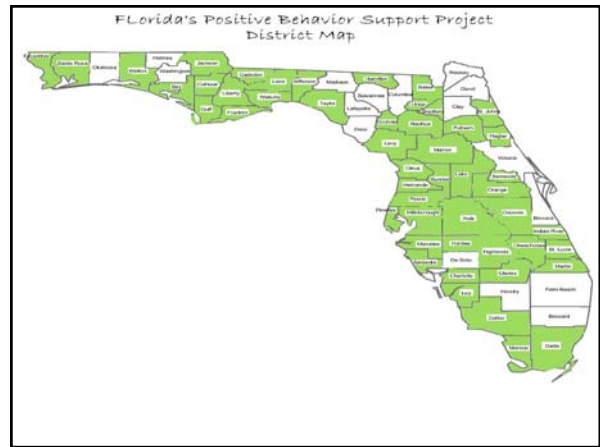
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## # of Schools Trained State-wide

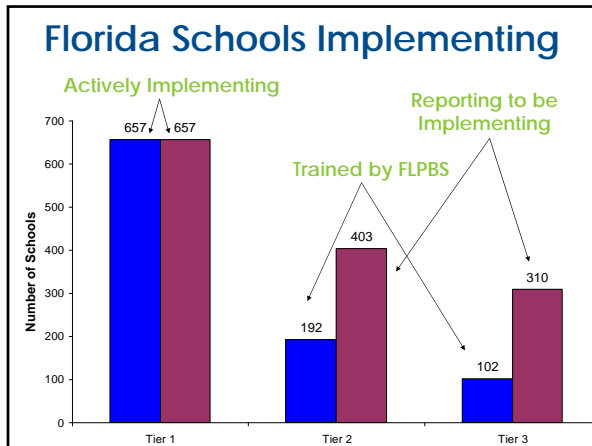
*As of August 2009 - Annual Report update*

6	Pre-K schools
375	Elementary schools
156	Middle schools
72	High schools
55	Alternative/Center schools
56	Other (e.g. K-8)
<b>720</b>	<b>TOTAL SCHOOLS</b>

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Childs, K. & Sandomierski, T (2010)  
APBS; St. Louis, MO)



## Adobe Connect Pro

- Web conferencing**  
Control access to team meetings and help ensure the privacy and compliance of communications and business data.
- eLearning**  
Create self-paced courses and media-rich live virtual classroom sessions.
- Web seminars**  
Host live web events and training for customers, prospects, and business partners.

<http://www.adobe.com/products/acrobatconnectpro/>

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<http://flpbs.fmhi.usf.edu>

**How to use Adobe Connect**

\*Under these sections there is at least one module that uses Adobe Connect. You should review the "Using Adobe Connect Modules" to understand how to use the system.

- Using Adobe Connect
- General Information
- District Coordinators
- Coaches
- Tier 1
- Tier 2
- Tier 3
- Classroom

## Module Contents

- Approximate time to complete
- Identify people in attendance
- Training Map
- Activating prior knowledge questions
- "Tell us" opportunities
- Check Points
- Questions
- Evaluation of module
- External Resource links
- Next Steps
- Notify FLPBS of completion

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## What the training looks like

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## Module 1a: Overview of Tier 2

All modules:

- Remind people how to use Adobe
- Gather sign-in information
- Let people know where they are in the training sequence
- Activate prior knowledge
- Continue with new content
- Evaluate the training
- Assign homework
- Inform/Prepare for next step

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## Web-Based Training


**Guidelines for navigating the modules:**

- **Log in with password**
- **Can leave module before completing it**
- **Tracking time spent in each module**

The FLPBS Project is expected that you will follow the guidelines to access all of the support materials and follow the guidelines for helping:

1. You or a coach will need to log into each module with a password.
2. If you leave the module before completion, you will be able to reenter the module at the point at which you left with the same password.
3. Adobe Connect tracks the amount of time and the number of times each module has been accessed by your team, so it is important that **ALL team members complete all of the module.**

**GOOD LUCK!!**




## Basic Information

1. Please enter the number of team members present for the web training including yourself:

For all questions, be sure to click the "Submit" button to record your answer.

↓



## Basic Information


2. Please list the names and positions of each team member present for the training including yourself:

Ex. (Joe Smith, Assistant principal; Terry B. Have, Behavior Analyst; Mary Perez, Counselor, etc.)




## Training Map

Topics Covered	Who Should Receive Training
<b>Module 1A:</b> Overview of Tier 2 (30 min)	Anyone
<b>Module 1B:</b> Introduction to Tier 2 (60 min)	<p style="color: red; font-weight: bold;">Only Tier 2 Team Members.</p> <p>Guidance Counselors, School Psychologists, PBS Coaches, Mental Health Providers, etc...</p>
<b>Module 2:</b> Establishing a Foundation for a Tier 2 System (60 min)	
<b>Module 3:</b> Targeted Classroom Support (60 min)	
<b>Module 4:</b> Identifying Students (60 min)	
<b>Module 5:</b> Measuring Fidelity (60 min)	
<b>Module 6:</b> Making Decisions and Selecting Interventions (60 min)	
<b>Module 7:</b> Behavior Education Program (60 min)	
Final Activities, Certificate of Completion	




## Intended Audience

- This module is intended for anyone who is interested in an overview of Tier 2 supports.
- The **goal of this module** is to give participants a basic understanding of what Tier 2 for behavior looks like, how it works with Response to Intervention, and what some of the challenges may be with implementation.
- Participants who may serve on their school's Tier 2 team will receive additional information on team membership and structure.



## Organization of Module 1a

- Orientation to Tier 2
  - Definition
  - How Tier 2 fits into a Response to Intervention approach to student behavior (RtI:B)
  - Challenges of RtI:B



## Content Slides

- Visually interesting
- Access supplemental materials
  - Utilize web resources
- Make interactive
- Apply knowledge to their school
- Opportunities for questions
- We'll show you examples soon...

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## Florida's Positive Behavior Support Project Training/Technical Assistance Evaluation

Based upon the training session, please answer the questions below.

*To what extent:* 1 = Never 5 = Always

will you use what you learned from the training?

will you recommend the training to others?


*To what extent:* 1 = Not at all 5 = Greatly

did the training increase your knowledge?

did the training meet its intended objectives?

was the module easy to use and navigate?

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## Florida's Positive Behavior Support Project Training/Technical Assistance Evaluation

Overall, which of the following best reflects your level of satisfaction with the training?

Not at all satisfied   
  Somewhat satisfied   
  Satisfied   
  Highly Satisfied

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## External Resource Link

- If you are accessing this module for general information, we suggest that you exit the training module to the video link below to view a 22-minute video that demonstrates the Response to Intervention for Behavior (RtI:B) process. Thank you for participating!
- If you are accessing this module as a team you **must review this video and then return here to complete the training module.**

[http://flpbs.fmhi.usf.edu/PBS\\_DVD.asp](http://flpbs.fmhi.usf.edu/PBS_DVD.asp)

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## RtI:B Video

*RtI For Behavior Video:*

Positive Behavior Support

★ **PBS** ★

**R t I : B**

Response to Intervention for Behavior

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## STOP HOMEWORK STOP

### for Tier 2 Team Members

Please answer the following questions from the Benchmarks for Advanced Tiers (BAT), an instrument that measures the degree to which a school is implementing Tiers 2 and 3 of PBS.

*If you would like to download the entire **BAT Scoring Guide**, please click the attachments button on the play bar below, then select the file name.*

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## Next Step

Now that you have completed Module 1A: Overview of Tier 2, you are ready to access **Module 1B: Introduction to Tier 2**

**You will not need permission to access Module 1B, but you will need permission for all of the remaining modules in Tier 2 Training.**


However, you should *have the following items* available for Module 1B:

- 1) A description and composition of your RtI for academic and behavior teams, and
- 2) A list of your school's Tier 2 interventions.



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## Examples of Content



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## Activities at Tier 2


- Classroom consultations
- Identifying and prioritizing students for interventions
- "Programmed generalization"
  - Implementing strategies to apply pull-out interventions in the classroom setting
- Measuring intervention integrity
- Daily data collection for individual students
- Bi-Weekly/Weekly data analysis of small groups of students
- Small group interventions



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## Components of Tier 2

- Tier 2 systems are characterized by:
  - Continuous availability
  - Rapid access (within 3 days)
  - Very low effort (time, skill set) for teachers
  - Builds on the school-wide expectations
  - Implemented by all staff/faculty in the school
  - Flexible intervention based on assessment



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## Challenges: Different Philosophies

- "Students should already know how to be..."
- Teacher/Student relationships
- Problem behavior impact
- Time for a...


Share Data

Admin. Support

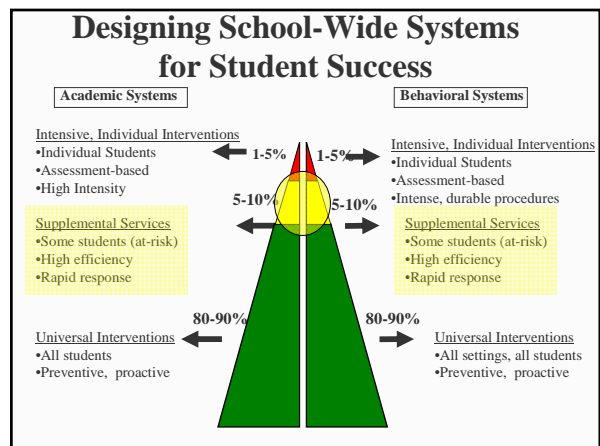
Make it Easy

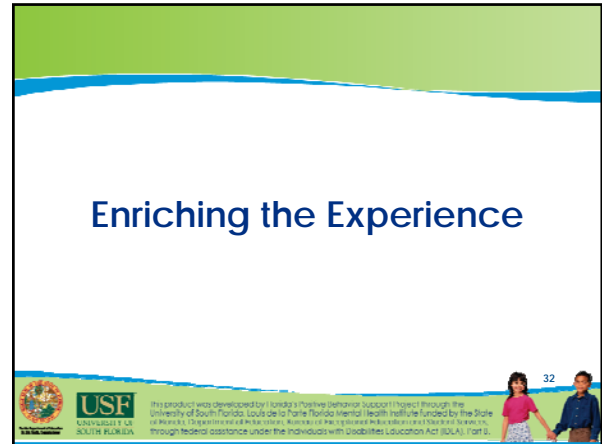
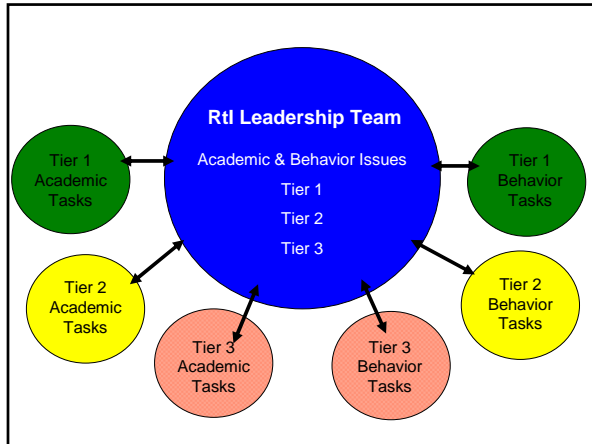
Talk About It

...ing things that are not effective



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## Tracking Students and Tasks

The Florida PBS project provides a sample template for identifying tasks that need to be accomplished in Tier 2 Team meetings and how to track student performance at Tier 2.

**To download a copy of this form, *Academic and Behavior Subcommittee Responsibilities and Tasks*, click the attachments button on the play bar below, then select the file name.**

## Activating Prior Knowledge: Module 1

2. The goal of Tier 2 is \_\_\_\_\_, and to \_\_\_\_\_ problems from getting worse.

- A) organization; prevent
- B) remediation; accelerate
- C) remediation; prevent
- D) to burden staff; do nothing to stop

**Incorrect - Please try again**      **Correct - Click anywhere to continue**

You did not answer this question completely

Your answer:

The correct answer is:

You must answer the question before continuing

## Tell us...

3a. How will your school's Tier 1, 2, and 3 Academic and Behavior teams be structured?

- A) Leadership Team Model
- B) Academic vs. Behavior
- C) Tier1, and then the rest
- D) Other
- E) I don't know at this time

## STOP CHECKPOINT STOP


- If your school-wide outcome data are not improving (but your score is 70+ on the BoQ):
  - Disaggregate your data, plan interventions as needed
  - Invest more time & energy into identified areas of need at Tier 1 (cafeteria, time of day, etc...)
  - Look at your classroom-level PBS systems
    - Are all classrooms using the school-wide system?
    - Is the Tier 1 system used consistently across teachers and locations?
    - Module 3 offers more information on targeted classroom support

## Questions

7. Do you have any questions about the material or video that was covered?  
If so, type them here. Your District Coordinator or PBS Project Contact will try to answer your question..

If you have no questions, please press the forward button below to continue.


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## Other Enrichment Ideas to Consider


- Discussion boards
- Online chats
- Additional use of online video, audio
  - Teacher Tube
  - Web cams from us & them
- Use online training to help schools build their online PBS content/community visibility

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## The Training Sequence


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## Overall Sequence

- Overview of Tier 2
- Introduction to Tier 2 (Teaming, Communication, Information gathering)
- Foundations (Looking at Tier 1)
- Targeted Classroom Support
- Identifying Students
- Measuring Fidelity
- Making Decisions & Selecting Interventions
- Behavior Education Program


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## Organization of Module 1a

- Orientation to Tier 2
  - Definition
  - How Tier 2 fits into a Response to Intervention approach to student behavior (RtI:B)
  - Challenges of RtI:B


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## Organization of Module 1b

- Team responsibilities
- Team roles
- Teaming models
- Team Tier 2 activities
- Tools for Tier 2 team
  - organization/communication

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## Organization of Module 2

- Laying the foundation for Tier 2:
  - Fidelity of Tier 1
  - Effectiveness of Tier 1
  - Need for data systems
- The goal of this module is to determine if your school has a foundation in place that will make its Tier 2 system
  - Manageable
  - Appropriately targeted
  - Effective



## Organization of Module 3

- Data-Based Decision Making at the Classroom Level
  - Step 1: Problem Identification
  - Step 2: Problem Analysis
  - Step 3: Intervention Design
  - Step 4: Response to intervention
- Classroom Consultation Guide



## Organization of Module 4

- Why do we need to do screenings?
- How can we screen for students?
  - Data needed
- How can we prioritize students?
- How can we maintain a record of students identified via screening?
- What is progress monitoring & why do we do it?
- How can we progress monitor?
  - Progress Monitoring Forms
- How can we keep track of student data?



## Organization of Module 5

- What is fidelity?
- Why is it important?
- How do you identify fidelity measures?



## Organization of Module 6

- Making Tier 2 decisions
  - Who, what, when, where, why
  - Evidence-based Programs
  - Using Data to Determine "Evidence"



## Organization of Module 7

- Decision-making: Identifying when the BEP is appropriate
- BEP Elements
- Data System
- BEP Responsibilities & Time Commitments
- Troubleshooting



## Celebrate!

Congratulations to your team on completing the Tier 2 Training Modules!

Your PBS Contact will email a PDF Certificate of Completion for each of your team members to your team contact. The amount of time on each certificate will reflect the number of modules completed by team participants.



## Additional Considerations for Online Training



## Access

- Who can access the modules?
  - How much do you want to be involved?
  - Consider server capacity
- Team training vs. Individual training
  - Team training issues:
    - Balancing web convenience with team support
    - How to address missing team members
- Forced slide viewing vs. "Get what you need"
- How users update information, review slides



## User-Friendliness

- Could "techno-phobes" do it?
  - Easy navigation
  - "Live" support for computer/technology issues
- Forgetting usernames and/or passwords
  - If dealing with restricted and public access modules, one user could have multiple log-ins
- Accessing linked content
  - Pop-Up Windows & Blockers
  - Consider different connection speeds, utility of material



## User-Friendliness

- Gathering information from users
  - What information do you really need?
    - Purpose for collecting
  - Automatic (quiz format) whenever possible
  - File uploads
- Adequacy of technical assistance and follow-up
  - Do users feel supported, or are they on "Cyber Island?"
  - How to make up for the lack of face-to-face training/TA
- Quality of slide narration



## Planning

- It will take MUCH longer than you think
- Find fresh eyes to review content, test links, etc...
  - Once is NOT enough!
    - Different computers (PC vs. MAC)
    - Different operating systems (Windows XP vs. Windows 7)
    - Internal server access vs. off-site access
- Pilot a "Beta" version before going live
- Don't go it alone – technology partners are vital



## Questions



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## Contact

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