A MODEL FOR DELIVERING AND SUPPORTING LOCAL TRAINING AND COACHING TO SCHOOLS

Session H9
Association of Positive Behavior Supports
March 2018

UNIVERSITY OF OREGON & PBIS APPLICATIONS

SESSION OBJECTIVES

1. Learn from successes and challenges that the PBIS Applications group has experienced while scaling up adoption of data systems
2. Describe new efforts in the Northeast region of the U.S. to build a sustainable and replicable PBIS Trainer-of-Trainers model
3. Gather examples of promising materials (e.g., screening questions, descriptions, handbooks) and technologies (e.g., online learning management systems, video recording) that are supporting professional development efforts.
4. Share questions, ideas, and experiences related to professional development of trainers, coaches, and PBIS leaders

UNIVERSITY OF CONNECTICUT & NORTHEAST PBIS NETWORK

A NATIONAL EXAMPLE

School-Wide Information System (SWIS) Suite
A model for supporting SWIS and data-based decision making at the school, district, and regional level
What is PBISApps?

PBIS Applications are educational tools created to support implementation of multi-tiered system of supports (MTSS).

PBIS Application tools have been utilized in more than 25,000 schools domestically and internationally.

PBISApps Timeline

1998-99 2008-09 2017-18 …

SWPBIS Sustainability Research

What is the factor most related to high sustainability of SWPBIS?

The frequency that DATA are presented to all school staff!

McIntosh, Kim, Mercer, Strickland-Cohen, & Hanner (2015)

Types of Information (Data)

Did we implement the systems and strategies we agreed upon?

Is the plan resulting in progress toward our goals?

Continuum of Decision Making

Tertiary—intensive, individualized 5% of student population
Secondary—targeted, small group 15% of student population
Universal—primary prevention provided to all students, effective for approximately 80%

All specialized interventions are more effective and more durable with universal, school-wide behavioral expectations as a foundation.

Components of SWIS Suite Applications

Decision System
Practices and resources to support team-based analysis of data for continuous quality improvement (e.g., documentation, team agreements, problem-solving routines)

Data Collection System
Practices and resources are organized to support consistent collection and organization of data (e.g., documentation, staff, time, training, coaching)

Web Application
Technology that is secure, subscription-based, and continuously available for entry, management, and reporting of referral data
Continuous Quality Improvement Cycle

- Identify current status & problems with precision
- Establish goal(s)
- Develop solution(s) with integrity and fidelity
- Implement solution(s)
- Monitor outcomes and compare to goal(s)
- Reassess and review solution(s) as needed

The Challenge

Value
- Providing high quality training, coaching, technical assistance, and monitoring fidelity across schools
- Access to local expertise

Reality
- Research unit in a university setting with small number of staff to support school implementation of SWIS

Solution Part 1

Facilitator Role
- The SWIS facilitator guides the installation and ongoing implementation of SWIS across local schools. Facilitators are the liaison between PBISApps and the school.

Facilitator Responsibilities
- Installation
  - 15-20 hours/school/year
  - Primary Tasks:
    - Staying current & connected
    - Readiness
    - Training & Coaching
    - Technical Assistance
- Maintenance
  - 5-8 hours/school/year

Next Challenge

Build training “hubs” across the U.S. in locations of key PBIS experts (later the Technical Assistance Centers)
- Six events x two sites
- 25-30 participants
- Assuming 3-10 schools per facilitator

Solution Part 2

Allow for hosted events and state-level trainers for states investing in PBIS capacity
- Ten events
- Twelve trainers
- 25-30 participants
- Assuming 3-10 schools per facilitator

6 x 25 x 5 = 750 new schools per year

10 x 25 x 5 = 12,500 new schools per year
New Challenges

- Facilitators started changing roles, positions, and geographic locations
- Requests for local events (outside official “hubs”)
- Requests for internal trainer capacity from states with internal PBIS initiatives and/or grants
- General guidelines and loose policies for maintaining fidelity to the facilitation and training models (e.g., scope, sequence, attendance policies)

Solution Part 3

- Increase number of hubs & allow locally hosted events
- Beef up trainer network (some by request and some by invitation)
- Increase PBISApps support/training staff from 5 to 15

Staff organized into three teams:
  - Training/content
  - Accounts & Facilitator Support
  - Marketing & Communications

Current Status & New Challenges

Recent Event Patterns & Trainers

Current Data

Update: Facilitator Role

- Training lots of new facilitators trained each year
- Turn-over, scale-up efforts, new district/state initiatives
- Little planning for end of grant and start-up funds
- Changes in features, materials, and research requires more effort for facilitators to “keep up” and new initiatives compete for time and resources
- Administrator/staff turn-over, paperless, integration, Drill Down, equity issues, advanced tiers of supports
**Update: Training & Coaching**

- Stand-alone and add-on models for each of the three SWIS Suite applications (SWIS, CICO-SWIS, I-SWIS) in addition to other applications
- Leveraging online and in-person technologies for high quality training and networking
- International adoption and cultural adaptation of applications and training
- Emerging research on high quality professional development

**Update: Trainers & Regional Hubs**

- Event hosts
  - Lots of requests across the U.S. and internationally
- Event coordination across 2-3 organizations is challenging!
- Local norms and terminology sometimes differ widely
- Participants not always a "best fit" for role of facilitator (time, support, role)

- Trainers
  - Balancing standardized elements of training with local expertise and adaptations
  - Turn-over and changing roles (similar to facilitators)
  - Lots to remember and manage when it occurs only once per year

**Values Remain the same!**

- Engage and promote **high quality educational research**
- Promote implementation of effective practices with fidelity
  - PBIS, data-based decision making, & implementation
- Promote local expertise, capacity, and ownership of data-based decision making (DBDM)
- Find new strategies to maximize efficiency and effectiveness in everything we do (DBDM)

**New Goals/Initiatives**

- Moving from Tinder to E-Harmony model
  - Dusting off policies that weren’t being enforced (e.g., renewal of certification)
  - Monitoring internal quality

**Phase 1: Re-establish networks**

Current facilitator and trainer networks
- Renewed efforts to monitor activity and fidelity through record reviews (tracking communication, login history, training, school reports)
- Offering new opportunities for retraining, refresher, and networking
- Share communication records across PBISapps staff over time

New facilitator and trainer models
- More explicit communication of expectations
- Standard screening questions and follow-up to increase "fit"
- Leveraging online technologies to increase efficiency and quality
- Provide advanced and refresher professional development opportunities

**Examples: Registration**

**Previous Training Registration**
- Brief description of roles
- No questions about capacity to perform the tasks
- No formal screening process

**New Registration Application**
- Screening questions
- Streamlined review and registration system
- Each individual must complete their own application
Examples: Trainer Network

**Previous Method**
- PBIS Friends and Family *(no formal nomination process)*
- Loose guidelines for training of trainers
- Informal reviews every 5-ish years to retrain

**New Method**
- Formal state team nomination and screening process *(quantitative and qualitative)*
- Rigorous training process and sign-off *(endorsement)*
- Annual requirements to remain in the network *(e.g., performance feedback, networking requirements, conference attendance)*

Phase 2: TBD... a few ideas so far

- Strengthen internal expertise related to
  - Online technologies
  - Adult learning
  - Implementation science – installation, scaling up and out, sustainability
  - Balance research and not-for-profit business models

- Align technologies and policies
  - Automate certification tracking
  - Update policies and procedures (e.g., readiness requirements, manuals)
  - Increase transparency and consistency in enforcing policies

A REGIONAL EXAMPLE

Building and Sustaining District, State, and Regional SWPBIS Capacity: Training of Trainers

Brandi Simonsen, Jennifer Freeman, Adam Feinberg, & Susannah Everett

Northeast PBIS (NEPBIS) Network

**Purpose and Current Activities**
- Improve the efficiency and effectiveness of PBIS implementation in schools and districts within the Northeast states
- Communications
- Information exchange
- Political visibility
- Technical assistance
- Professional bridge to APBS

**Current & Future Activities**
- Northeast Advisory Group
- NEPBIS Conference *(5/17 & 5/18)*
- Policy & Political Support
- Regional & State-level Evaluation
- Website *(neswpbis.org)*
- Training of Trainers
- PBIS Academy

Northeast PBIS Training of Trainers (NEPBIS TOT)
CT School Climate Transformation Grant: Partnerships

One of the specific goals of the 2014 Connecticut School Climate Transformation Grant was building and enhancing the network of state-level trainers who provide ongoing, sustainable, multi-tiered behavioral frameworks training and coaching to school districts. Through a collaboration between the CT State Department of Education and the Center for Behavioral Education and Research at the University of Connecticut, we are developing a comprehensive training of trainers (TOT) model designed to develop and enhance new and existing trainers’ skills and experiences.

Using our Network: Scaling Up

- **3** Cohorts of participants enrolled in 2 year training sequence
- **Leveraging the NEPBS Network**
  - 30 participants from CT
  - 7 from MA
  - 5 from ME
  - 3 from NH
  - 3 from RI
  - 1 from NJ
- Trainers work in regional PD agencies, schools and districts, universities, children’s service agencies, and as independent consultants

NEPBS TOT: Opportunities and S^R^+

Opportunities:
- Increasing consistency of training within our state and region
- Creating a network of PBIS trainers across the state to promote collaboration
- On-going professional development to stay current with new topics emerging from research, policy, and practice

Potential reinforcing factors (S^R^+):
- Enhanced knowledge and skill related to PBIS training
- Endorsement (advertised on nepbis.org and participating state websites/contact lists/etc.)
- Links to regional (NorthEast PBIS) and national (PBIS, APBS) networks

Screening: Supporting Fidelity

- **TOT Application Requirements**
  - Educational and Theoretical Foundations
  - PBIS Implementation
  - Adult Behavior Change
  - Technology Literacy
- **Supporting Materials**
  - Transcripts, letters of recommendation, resume, personal statement, optional training video
Scope, Sequence, and Requirements: Maintaining Fidelity

Training Scope and Sequence
- Homework
- Training Requirements
- Trainer’s Manual
- Endorsement Requirements
- Requirements for Maintaining Endorsement

Model, Lead, Test Progression

- **Model**: Observe 3 days of cohort-based school team training (select from provided list of trainings)
- **Lead**: Plan, deliver, and record 1 live training (e.g., module of NEPBIS Team Training, PBIS training for school); recruit mentor/supervisor/peer feedback on training behaviors (based on TRAIN matrix and DOT-Q); self-assess using DOT-Q; and submit self-assessment and summary of feedback
- **Test**: Plan, deliver, and record 1 live training (e.g., module of NEPBIS Team Training, PBIS training for school) self-assess using DOT-Q

TRAIN

*Teach* content explicitly.
*Relate* to audience.
*Adapt* presenter behaviors based on audience assessment data.
*Implement* to promote meaningful outcomes.
*Navigate* through the presentation.

Additional Effective Presentation Skills

- Explicitly present new content that promotes generalized understanding and application of the concepts and skills.
- Facilitate meaningful activities that allow the teams to apply the content.
- Effectively solicit and respond to questions using tips provided in FAQ.
- Effectively facilitate team activities and action planning.
- Provide encouragement!
- Ensure all team members meaningfully and actively participate.
- Carefully monitor activities to provide support as needed.
- Assist teams with maintaining their focus on Tier 1 supports.
- Provide an agenda or advance organizer.
- Provide cumulative review to highlight and build fluency key concepts and skills (i.e., “big ideas” of training).

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Even though I find the videos and feedback extremely nerve-wracking, I also keep telling people that I have never been challenged this much during professional development at any point in my career previously. I love the data-driven approach based on observable trainer behaviors. It really gives me something to work toward!
Challenges and Strategies

- Maintaining Fidelity to the Model
  - Revision from 2 tiered model to 1 tier model
  - Revisions to product requirements reflecting trainers’ responsibilities
  - Consistency with application requirements; signed approvals
  - Support for participants new to PBIS training

Challenges and Strategies

- Technology and Communication Systems
  - Individual Tracking
  - Moving to Dropbox
  - Communication loops
- Planning Ahead for Sustainability

BIG IDEAS & TAKE-AWAY MESSAGES

- Create comprehensive implementation plans
- Include comprehensive progress monitoring
  - Fidelity (internal and external)
  - Outcomes (internal and external)
- Plan for common barriers
  - Staff and administrative needs and priorities
  - Staff and administrative turn-over
  - Resource fluctuation
Follow our own PBIS logic
• Monitor data closely
• Share data and action plans regularly
• Ask for feedback
• Use data and feedback to make decisions

THANK YOU!

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