

Fall 2014 Regional PBIS School Status and Training Updates

Summary of results from school training and implementation fidelity measures

October 2014

This Fall 2014 school status and training report provides a summary of the current implementation status of schools in training results from the Fall 2014 training surveys. The Minnesota Department of Education (MDE) and Regional Training Partners (RIPs) sponsor three training sessions per year for schools that are participating in Minnesota's 2-year training sequence for Positive Behavioral Interventions and Supports (PBIS). This report is intended for all stakeholders to better understand the status of PBIS of schools in training and help to refine training and data reporting. More information about PBIS in Minnesota can be found at: www.pbismn.org.

This report summarizes the results of the Fall 2014 training surveys.

- There are a total of 56 Cohort 9 schools that are in their second year of training.
- There are a total of 53 Cohort 10 schools are in their first year of training.

Wilder Research was contracted to evaluate the PBIS initiative statewide. As a part of the PBIS evaluation, surveys are conducted with school teams who are participating in the training sequence (one survey was completed per school team). The results of these surveys, administrative (attendance) records from the RIPs, and data entered for the TIC and SAS are the basis of this report.

This Fall 2014 school status report provides a summary of the current status of schools in training and implementing PBIS in Minnesota. The Minnesota Department of Education (MDE) and Regional Training Partners (RIPs) sponsor three training sessions per year for schools that are participating in Minnesota's 2-year training sequence for Positive Behavioral Interventions and Supports (PBIS). This report is intended for all stakeholders to better understand the status of PBIS of schools in training and help to refine training and data reporting. More information about PBIS in Minnesota can be found at: www.pbismn.org.

Training attendance

Schools in their first year of training (Cohort 10 in 2014-15) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 9 in 2014-15) receive one day at each of three points during the year. Overall, attendance for the Fall 2014 Trainings was very high.

All school teams in Cohort 9 attended fall training this year. However, there was one north school in Cohort 9 that closed after their team attended training. This school is marked "attended," but it is worth noting that they are no longer participating in PBIS. There is one metro school from Cohort 10 that did not attend and will be receiving make-up training in October. See Figure 1.

1. Fall 2014 training attendance by Cohort (number of school teams / administrators attended)

	Cohort 9		
	Metro	North	South
team - full	27	14	15
team - partial	0	0	0
team - not attended	0	0	0
administrator - full	17	13	15
administrator - partial	0	0	0
administrator - not attended	10	1	0
Total number of teams	27	14	15

	Cohort 10, day 1			Cohort 10, day 2			
	Metro	North	South	Metro	North	South	
team - full	20	19	13	team – full	20	18	13
team - partial	0	0	0	team – partial	0	1	0
team - not attended	1	0	0	team - not attended	1	0	0
administrator - full	19	19	13	administrator – full	20	18	13
administrator - partial	1	0	0	administrator – partial	0	1	0
administrator - not attended	1	0	0	administrator - not attended	1	0	0
Total number of teams	21	19	13	Total number of teams	21	19	13

Overall satisfaction with training

School teams were asked to indicate how much they agree or disagree that the training was a positive, worthwhile experience overall. The vast majority of school teams indicated satisfaction with the overall training experience. However, a few schools in the south region (from both cohorts) indicated some dissatisfaction with their training experience. See Figure 2.

2. School team ratings: “Overall, this training was a positive, worthwhile learning experience.”

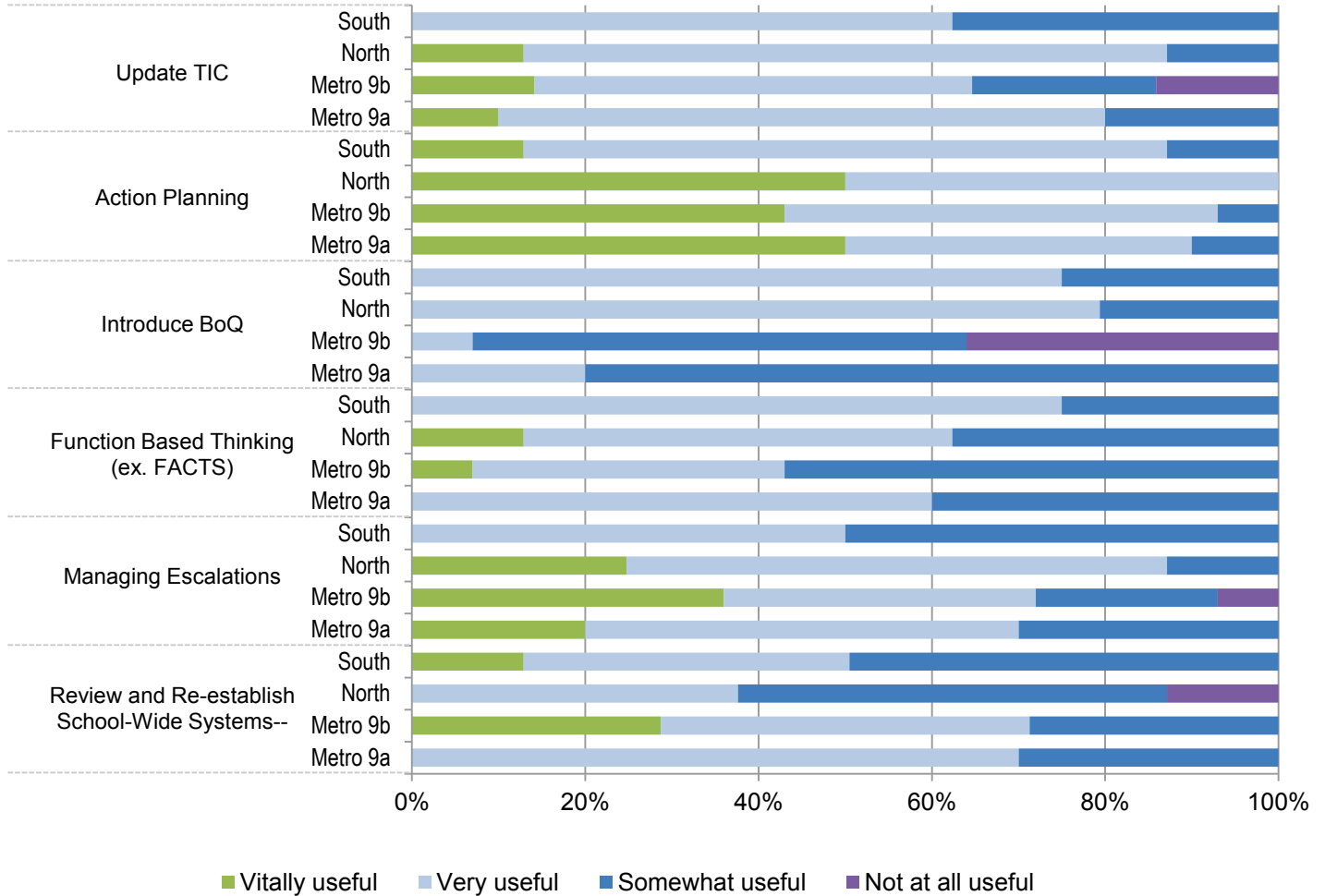
	Cohort 9				Cohort 10		
	Metro 9a	Metro 9b	North	South	Metro	North	South
Strongly agree	20%	29%	25%	25%	42%	39%	47%
Agree	80%	71%	75%	63%	58%	61%	47%
Disagree	0%	0%	0%	13%	0%	0%	5%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%

Note: Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction (none on this table).

Ratings of specific training content areas

School teams were also asked to rate how useful the specific training content areas is in terms of helping them implement PBIS at their school. For Cohort 9 (Year 2), “Action planning,” “Update TIC,” and “Managing Escalations” are the sessions that were most likely to be viewed as vitally or very useful. The “Introduction to the BoQ” session was most frequently rated as “somewhat useful” by the majority of school teams, and over one-third (36%) of school teams in the 9b metro region thought it was “not at all helpful.” See Figure 3.

3. Ratings of specific training content areas – Cohort 9 (Year 2)



Additionally, schools were asked in an open-ended format what parts of training were the most and least useful to their PBIS teams. The overwhelming majority of school teams in all regions stated that planning and work time were the most useful parts of their training. Below are a few of their comments, edited for clarity:

“Action planning. We were very productive during our planning sessions. We also enjoyed the morning sessions and felt they added value to our experience.”—Cohort 9 team, Metro region

“Work time and sharing ideas at the end of the day. We always need time to work together as a team and it’s always useful to get ideas from other schools.”—Cohort 9 team, Metro region

School teams also provided feedback on the least useful part of fall training. Teams in all regions believed that the BoQ portion of the training was the least useful to them. Teams in the Metro and South regions said that the “Managing Escalations” session of the training was the least useful. It should also be mentioned that teams in the Metro and North regions thought that the Wilder SET Evaluation Update was not useful for everyone. Below are a few of their comments, edited for clarity:

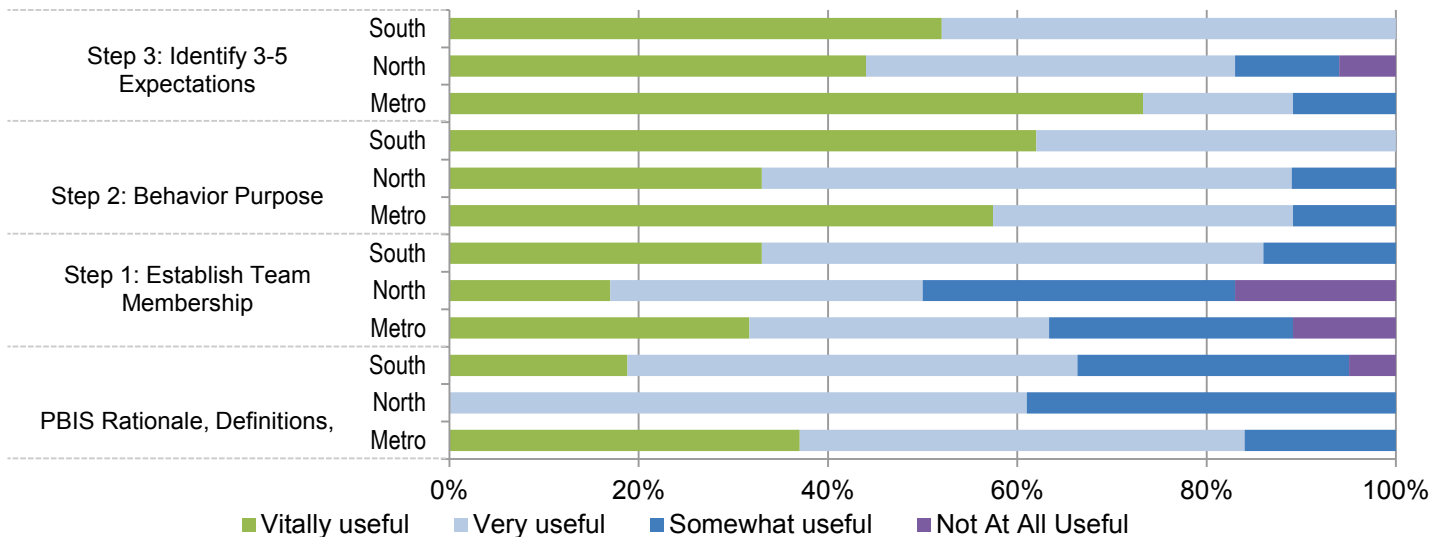
“The introduction to the BoQ was not all that enlightening or valuable.”—Cohort 9 team, Metro region

“Talking about the SET evaluations to the whole group. Although it was short, we felt that we were aware of the information.”—Cohort 9 team, Metro region

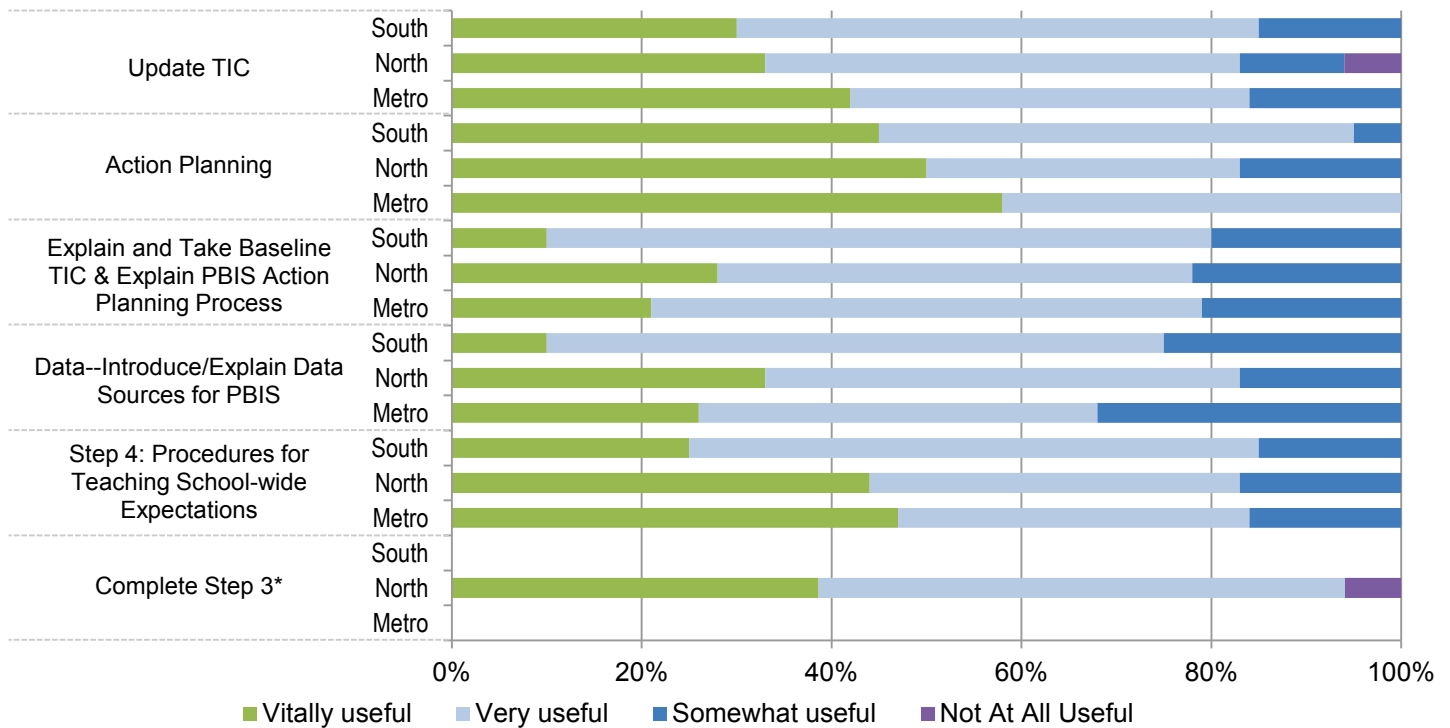
“It [the training] was fast! I think we were spoiled by 2-day trainings in year one and all the time we had in the evening to process and plan. For us, managing escalations was the least useful only because we already have a plan in place for that have many staff trained in CPI.”—Cohort 9 team, South region

For Cohort 10 (Year 1), “Step 2: Behavior Purpose Statement,” and “Step 3: Identify 3-5 Expectations” were most likely to be rated as vitally or very useful by teams in all regions for the first day of training. The sessions “PBIS Rationale, Definitions, and Features” and “Step 1: Establish Team Membership” were also rated very highly by school teams. For the second day of training, the sessions on “Action Planning,” “Update TIC,” and “Step 4: Procedures for Teaching School-wide Expectations” were the most highly rated. On the other hand, the sessions “Data—Introduce/Explain Data Sources for PBIS” and “Explain and Take Baseline TIC and Action Planning Process” were rated the least useful; however, each still had a majority citing them as somewhat or very useful. See Figure 4.

4. Ratings of specific training content areas – Cohort 10 (Year 1): Day 1



4. Ratings of specific training content areas – Cohort 10 (Year 1): Day 2



***Note:** This session was only at the North training.

Cohort 10 schools were also asked in an open-ended question format to identify the most and least useful training components. Similar to Cohort 9, the majority of school teams in Cohort 10 commented that the time to work together in teams was the most useful part of training. See below for a few of their comments, edited for clarity:

*“Work time with each other and planning how to start our PBIS team right away this school year.”
—Cohort 10 Team, South region*

“The most useful for us today was the time to sit down and work together on the components of the matrix. Group work time can be so hard to come by, but it is vital for the success of this program.”—Cohort 10 Team, North region

Additionally, Cohort 10 school teams provided feedback on what they found to be the least useful training components. Many Cohort 10 teams from the Metro region found the Wilder presentation on SETs to be the least useful. A few Cohort 10 teams in the Metro and South regions said that the clock exercise was the least useful to them. A few Cohort 10 teams from the south region felt that learning about PBIS data came too soon in their training. In the North region, many Cohort 10 teams cited technology issues at the training. A few North region teams also thought there was too much of a focus on introductory material and would have preferred to start off at the “next level.” See below for some of their comments:

*“The rationale and other components presented on Tuesday morning were the least useful. We felt that we had covered this material in preparing ourselves to apply for the PBIS application. We were ready to dig deeper.”
—Cohort 10 team, North region*

“Lack of technology for the presenters and us [was the least useful]. We tried to collaborate with Google Docs, but the internet [issues] prevented it.”—Cohort 10 team, North region

*“Data introduction was not purposeful yet as we aren’t at that step in the process.”
—Cohort 10 team, South region*

“We felt we weren’t quite ready to learn about the graphs and data just yet today. We still needed some time to get the basics set up and get organized.”—Cohort 10 team, South region

Ratings of training effectiveness

School teams were also asked how strongly they agree or disagree with five statements about the effectiveness of the trainings. A majority of all school teams in all regions felt the information was presented clearly in the trainings, that the presenters demonstrated expertise in the topics, the trainings enhanced their understanding of PBIS, and that the training will improve practices at their school. Some school teams from Cohort 10 in the Metro region and in the North region disagreed that the training information was clearly presented. Nearly half of school teams in the North and the South regions indicated some dissatisfaction with the pace of the training. However, the majority of school teams strongly agreed or agreed that the training information was comfortably paced. See Figure 5.

5. Ratings of training effectiveness

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
The training information was clearly presented.							
Strongly agree	20%	29%	13%	13%	32%	22%	26%
Agree	80%	71%	88%	88%	68%	61%	58%
Disagree	0%	0%	0%	0%	0%	11%	16%
Strongly disagree	0%	0%	0%	0%	0%	6%	0%
The training information was comfortably paced.							
Strongly agree	20%	29%	13%	13%	16%	17%	21%
Agree	70%	64%	88%	75%	79%	39%	32%
Disagree	0%	7%	0%	13%	5%	44%	42%
Strongly disagree	10%	0%	0%	0%	0%	0%	5%
The presenters demonstrated expertise in the topic.							
Strongly agree	30%	43%	25%	38%	53%	56%	53%
Agree	70%	57%	75%	63%	47%	44%	47%
Disagree	0%	0%	0%	0%	0%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%
The training enhanced my understanding of PBIS.							
Strongly agree	10%	14%	13%	13%	42%	61%	58%
Agree	90%	79%	88%	63%	58%	28%	37%
Disagree	0%	7%	0%	25%	0%	11%	5%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%

5. Ratings of training effectiveness (continued)

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
The training will improve my practices in school.							
Strongly agree	10%	21%	25%	13%	47%	44%	26%
Agree	90%	71%	75%	88%	53%	50%	74%
Disagree	0%	7%	0%	0%	0%	6%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%

Note: Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.

Ratings of training resources – activities and materials

School teams were also asked how strongly they agree or disagree with statements about the training resources and materials provided. All groups except the South region from Cohort 9 and Metro region from Cohort 10 had a majority agree or strongly agree about the training providing practical classroom activities and the teaching aids and resources provided. Additionally, a majority of schools from all regions in most cohorts indicated that they are confident in training school staff or other team members on the topics covered at PBIS training. This question was not asked of cohort 9 schools in the Metro region. See Figure 6.

6. Ratings of training resources

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
Practical classroom activities were provided.							
Strongly agree	20%	7%	13%	13%	11%	17%	11%
Agree	70%	50%	88%	38%	37%	56%	68%
Disagree	10%	43%	0%	50%	42%	17%	21%
Strongly disagree	0%	0%	0%	0%	11%	11%	0%
The resources, materials, and teaching aids provided in training were helpful.							
Strongly agree	10%	7%	25%	25%	16%	33%	42%
Agree	80%	79%	75%	75%	63%	67%	58%
Disagree	10%	0%	0%	0%	21%	0%	0%
Strongly disagree	0%	14%	0%	0%	0%	0%	0%
I am confident in my ability to meet with school staff and train staff or team members on the topics learned today.							
Strongly agree			38%	25%	21%	22%	11%
Agree			63%	75%	79%	61%	84%
Disagree			0%	0%	0%	11%	5%
Strongly disagree			0%	0%	0%	6%	0%

Note: Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.

Satisfaction with training logistics

School teams were asked to rate four aspects of training logistics on a five-point scale. Most school teams rated the training logistics in the range of “good (3)” to “very good (4),” although many school teams also provided the rating of “excellent (5)” and very few provided any ratings of “fair (2)” or “poor (1).” See Figure 7.

7. Ratings of training logistics (average score on a 5-point scale: 1=poor to 5=excellent)

Training logistics	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
Convenience of the training date	4.0	4.1	4.0	3.8	3.7	3.5	3.9
Convenience of the training location	3.7	3.9	3.6	3.6	3.6	3.6	3.7
Comfort of the training facility	3.6	3.9	4.2	3.6	4.2	3.4	3.7
Length of the training	3.7	3.9	3.4	3.8	3.8	3.4	3.4

Note: Ratings of 3.9 and above are highlighted in green to indicate a high level of satisfaction with the training logistics. Ratings of 2.5 and below are highlighted in orange to indicate a relatively lower level of satisfaction.

Completion of PBIS activities

School teams were asked if they had completed key PBIS activities at training or within the past two weeks. A majority of school teams in all regions partially completed their action plan. Some Cohort 10 school teams in the North and South regions did not update their PBIS action plan at training or in the past two weeks. The majority of Cohort 9 schools (with the exception of half of North region schools) from all regions reviewed their Office Discipline Referral (ODR) data at training or in the past two weeks. The majority of school teams in all regions from Cohort 10 did not review ODR data at training or within the past two weeks. Nine in ten (90%) of South region schools in Cohort 10 did not review ODR data. Use of data for planning and making decisions is a key element of training, so it would be expected that schools entering their second year should be internalizing and implementing this concept while schools at their first training might just be establishing data systems and are just beginning to use ODR data. See Figure 8.

8. Completion of PBIS activities at training or within the past two weeks

	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
Update your school's PBIS Action plan							
Fully completed	20%	36%	50%	38%	32%	11%	15%
Partially completed	80%	64%	50%	63%	68%	72%	60%
Not completed	0%	0%	0%	0%	0%	17%	25%
Review your school's Office Discipline Referral (ODR) Big 5 data							
Fully completed	40%	14%	50%	25%	16%	6%	5%
Partially completed	50%	36%	25%	50%	32%	39%	5%
Not completed	10%	50%	25%	25%	53%	56%	90%

Note: Cells in the “fully completed” category that are 80% and above are highlighted in green to indicate a high level of activity completion. Cells in the “partially completed” category that are 50% and above are highlighted in blue to indicate a high level of partial completion. Cells in the “not completed” category that are 10% and above are highlighted in orange to indicate a low level of activity completion.

Strengths and challenges implementing PBIS

Schools from both cohorts in all regions were asked in an open-ended format to identify what successes and challenges they are facing with PBIS implementation.

Successes

Cohort 9 school teams across all regions commonly identified Rewards Systems, Staff Buy-in, and Expectations Defined as the areas they had the most success with PBIS implementation. Other less-common themes included team commitment and data collection/use. Below are some of their comments, edited for clarity:

“We have buy-in. Our staff and our team and everyone are on board. We are also having success with our incentives/rewards.”—Cohort 9 team, South region

“We have a large percentage of staff members interested in the PBIS planning actions. [We have also had success with] our system for consistent expectations in and out of the classroom.”—Cohort 9 team, Metro region

*“[We have had success with] our expectations and implementing them with our students.”
—Cohort 9 team, Metro region*

*“We have a very specific and ever-changing incentive program that is very popular amongst our student body.”
—Cohort 9 team, North region*

Cohort 10 teams in all regions identified Teaming, Expectations Defined, and Staff Buy-in as the most successful elements of their PBIS program. One other theme that was mentioned in two regions as a success were matrices and lesson plans. Some schools in the Metro and South regions stated that they were just starting their PBIS program and did not list any successes. Below are some of their comments, edited for clarity:

“We have a very good leadership team who are able to work together.”—Cohort 10 team, Metro region

“We have a strong purpose statement and have established our 3-5 expectations. We have a good start on our expectation matrix.”—Cohort 10 team, South region

“The buy-in portion went well. The roles are well-established. We are just getting into implementation, so there will be other successes to look forward to.”—Cohort 10 team, North region

Challenges

Cohort 9 teams in all regions identified Staff Buy-in as a challenge for PBIS implementation in their schools. Other themes that were identified in two regions include: consistency, staff/administrator turnover, getting the community involved in PBIS, funding, and lesson planning. Three school teams from the Metro region also identified data collection and using data as a challenge. Below are some of their comments, edited for clarity:

“[Our challenge has been] reaching the few folks who haven’t bought in yet. One of them agreed to be on our PBIS team and we are hoping that will help.”—Cohort 9 team, South region

*“Administrative changes have been difficult for our district and the momentum we are trying to gain.”
—Cohort 9 team, North region*

“Staff buy-in and funding. We have yet to add support staff to our team and are rolling out slowly to be sure to cover everything and not get caught unprepared.”—Cohort 9 team, North region

Many Cohort 10 schools across all regions identified the biggest challenge in implementing PBIS at their school to be Staff Buy-in and some schools in all regions named consistency in rolling out the PBIS program among school staff to be their biggest challenge. One team in each region identified data as a challenge to implementing PBIS at their school. Other less-commonly mentioned themes in two of three regions included school building make-up, pacing of the PBIS program, and time. See below for a few of their comments, edited for clarity:

"[Our challenge is] making sure that all school staff support PBIS and become knowledgeable about the PBIS 'system' in order to implement in our school."—Cohort 10 team, South region

"Staff buy-in and not making PBIS 'just one more thing to do.'"—Cohort 10 team, North region

"We are in the starting process. I think the biggest challenge will be to take it slow and not feel like we need to jump in and do too much too fast."—Cohort 10 team, South region

*"Staff consistently implementing the program and the motivation to continue all year."
—Cohort 10 team, North region*

Implementation fidelity measures

PBIS is an evidence-based approach to addressing behavior issues in schools. A significant amount of research has been done to identify the critical features of PBIS. More generally, implementation science points to a specific sequence to ensure the model is implemented with fidelity. The following assessment tools are used to assess PBIS implementation fidelity among participating schools in Minnesota: SET, TIC, SAS, and the BoQ. The TIC and SAS scores from August-October 2014 are reported here. Baseline SET scores for cohort 10 will be reported on in the January 2014 update of this report. The BoQ is not used with schools that are in training.

Team Implementation Checklist

The Team Implementation Checklist, or TIC, is a tool used by schools to measure PBIS implementation fidelity. The TIC is designed to be completed by the PBIS Team three times per year to monitor activities for implementation of PBIS in a school. In order to be on track with MDE's data calendar, schools in training should complete at least one TIC by the end of August and another one by the end of November. (School teams are typically instructed to complete the TIC at the August and November PBIS training sessions.) The majority of schools in training from all regions (N=98) completed the TIC. A few schools (N=11) did not complete the TIC this fall. The number of TICs completed this fall from Cohorts 9 and 10 are included in the graph below (Figure 9).

9. Number of TICs completed during fall 2014 (by Cohort)

Cohort 9 (N=56)	0 TICs	1 TIC	2 TICs
Metro (N=27)	1	25	1
North (N=13)	2	11	0
South (N=16)	5	11	0
Total for cohort 9	8	47	1
Cohort 10 (N=53)			
Metro (N=21)	1	20	0
North (N=19)	0	19	0
South (N=13)	2	11	0
Total for cohort 10	3	50	0
Total for cohorts 9 & 10 combined (N=109)	11	97	1

Strengths and challenges of the TIC

School teams completed the Team Implementation Checklist (TIC) at training and were asked to identify areas of strengths and challenges based on their TIC outcomes. Nearly all teams in all regions reported “Establish commitment” and “Establish and maintain team” to be a strength. One in 10 schools in the Metro (10%) and North (13%) regions in Cohort 9 said they have not established prevention systems. One-fifth (20%) of schools in the Metro region 9a and 1 in 10 (13%) schools in the South region in Cohort 9 report not having classroom behavior support systems. Additionally, some schools in the Metro regions 9a (10%) and 9b (14%) report not having an established information system. Two-fifths (40%) of schools in Metro region 9a and over one-third (36%) in Metro region 9b have not started to “Build Capacity for Function-Based Support.” As expected, many schools in cohort 10 noted that they have not started the areas of “Self-Assessment,” “Establish school-wide expectations: prevention systems,” “Classroom behavior support systems,” “Establish information system,” and “Build capacity for function-based support.” See Figure 10.

10. Strengths and challenges of the TIC

Activity	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
Establish commitment							
It's a strength	90%	86%	75%	75%	84%	83%	68%
It's a challenge	10%	14%	25%	25%	16%	11%	21%
Have not started	0%	0%	0%	0%	0%	6%	11%
Establish and maintain team							
It's a strength	80%	79%	88%	100%	90%	100%	84%
It's a challenge	20%	21%	13%	0%	11%	0%	11%
Have not started	0%	0%	0%	0%	0%	0%	5%
Self-assessment							
It's a strength	90%	79%	50%	75%	42%	33%	21%
It's a challenge	10%	21%	38%	25%	16%	17%	26%
Have not started	0%	0%	13%	0%	42%	50%	53%

10. Strengths and challenges of the TIC (continued)

Activity	Cohort 9				Cohort 10		
	Metro (9a)	Metro (9b)	North	South	Metro	North	South
Establish school-wide expectations: prevention systems							
It's a strength	60%	71%	88%	75%	53%	56%	16%
It's a challenge	30%	21%	0%	25%	37%	28%	32%
Have not started	10%	7%	13%	0%	11%	17%	53%
Classroom behavior support systems							
It's a strength	30%	79%	25%	25%	16%	11%	0%
It's a challenge	50%	14%	75%	63%	58%	39%	32%
Have not started	20%	7%	0%	13%	26%	50%	68%
Establish information system							
It's a strength	40%	50%	50%	38%	37%	28%	5%
It's a challenge	50%	36%	50%	63%	42%	17%	26%
Have not started	10%	14%	0%	0%	21%	56%	68%
Build capacity for function-based support							
It's a strength	30%	29%	63%	13%	42%	44%	5%
It's a challenge	30%	36%	38%	88%	47%	28%	26%
Have not started	40%	36%	0%	0%	11%	28%	68%

Note: Cells in the “it’s a strength” category that are 80% and above are highlighted in green to indicate an area of strength. Cells in the “it’s a challenge” category that are 50% and above are highlighted in blue to indicate an area of challenge. Cells in the “not completed” category that are 10% and above are highlighted in orange to indicate a low level of activity completion.

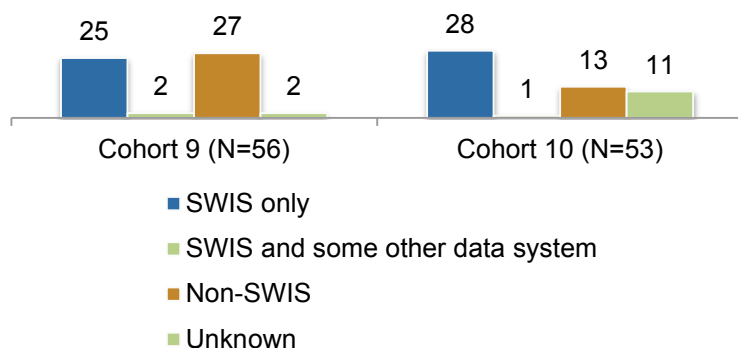
Self-Assessment Survey

The Self-Assessment Survey, or SAS, examines the status and need for improvement of four behavior support systems: school-wide, non-classroom, classroom, and individual students. A summary of the survey results is used to develop an action plan for implementing and sustaining Positive Behavioral Interventions and Supports (PBIS) systems throughout the school. For Cohort 10 schools, the SAS needs to be completed once in the fall and once in the spring to be on track with MDE’s data calendar. The majority of schools in Cohort 10 have not yet completed the SAS. To date, one school from Cohort 10 has completed the SAS. Very few schools (N=2) from Cohort 9 have completed the SAS, however, the SAS only needs to be completed once during the school year for schools in the second year of PBIS training.

Behavioral data system

The presence of a behavioral data system allows for data-based decision-making. The data collected in these systems are used for improving school-wide behavior support. Schools should have an established behavior system in place by the beginning of their training in their first year. Schools in Cohort 10 were slightly more likely than schools in Cohort 9 to use SWIS as their data system. More schools in Cohort 9 (N=27) use a data system other than SWIS compared with Cohort 10 schools (N=13). Thirteen schools in Cohorts 9 and 10 are listed as “unknown” as to what their data system is, if any. Eleven of these schools are in Cohort 10. The graph below outlines what type of data systems are used in Cohorts 9 and 10. See Figure 11.

11. Behavioral data system used, Cohorts 9 & 10



Issues to consider and recommendations

Based on the results described above, there are a few things the Minnesota PBIS Leadership Team, including the Minnesota Department of Education (MDE) and the Regional Implementation Partners (RIPs) should consider when planning future trainings. RIPs should also pay attention to areas where their particular region or a specific Cohort within their region may be rating aspects of the training less favorably to determine possible causes and solutions for these specific problem areas.

Session content. School teams generally expressed satisfaction with the training and provided high ratings on many aspects of the training. When they were asked to indicate the degree to which they felt the content of specific sessions in the training will help their team successfully implement PBIS in their school, a majority of school teams frequently rated the sessions as helpful. The majority of school teams in both cohorts also believe that the training was a positive, worthwhile experience.

It is important to note that schools in both cohorts frequently list planning time activities such as “Action Planning” and “Updating the TIC” as “very useful.” When asked in the open-ended format how PBIS training could be improved, many schools said they would benefit from more team work time. Here are a few of their comments, edited for clarity:

“Keep giving work time, it is nice to have time carved out with the PBIS mindset as we get a lot accomplished.”

—Cohort 9 team, South region

“It seemed that we did not have a lot of work time, by the time we got back into the swing of things, work time was over.”—Cohort 9 team, North region

Team feedback. Additionally, when asked in the open-ended format to provide feedback on how PBIS training could be improved, some schools cited the need for more concrete examples on how to implement PBIS and differentiated instruction for schools that are further along in the PBIS process. A few schools also suggested having the materials (like the PBIS manual and other prep work) provided to them ahead of time so they could come to training prepared. See below for some of their comments:

“More suggestions or discussion regarding staff-buy-in and practical student tools (how do you ACTUALLY DO this stuff) [is needed].”—Cohort 9 team, Metro region

“I think there needs to be a pre-survey [of schools] using the 8 steps of PBIS. Clearly many of the schools (including us) already had steps in place. Rehashing these steps and being asked to re-do stuff we had completed by trainers made things a bit frustrating at times.”—Cohort 10 team, Metro region

“We would like more examples of lessons and activities.”—Cohort 10 team, Metro region

*“Differentiate for where the groups are—divide up teams and provide different instruction.”
—Cohort 10 team, North region*

“For future cohorts, information needs to be provided ahead of time regarding steps in the PBIS process (provide manuals before training).”—Cohort 10 team, North region

“Have prep work available before the first meeting.”—Cohort 10 team, Metro region

MDE and the RIPs have already begun to discuss how to differentiate instruction at training for school teams. MDE and the RIPs may need to continue to make a more concerted effort, particularly at the very first training session (and possibly through improved communications with schools prior to the start of the training sequence) to help school teams understand how the material they are learning at training can and should be applied once they get back to school. MDE and the RIPs may also want to consider revising training materials based on training survey feedback.

Activities and materials. The majority of teams in all regions in Cohort 9 believed the resources, materials, and teaching aids were helpful. School teams in the North and South regions in Cohort 10 also thought these were helpful, but one-fifth (21%) of school teams in the Metro region disagreed that the resources and materials were helpful. The majority of Cohort 10 schools in all regions and Cohort 9b in the Metro region either disagreed or strongly disagreed that practical classroom activities were provided at the training. MDE and the RIPs should consider ways of improving classroom activities that are provided. Because these resources will assist schools in implementing concrete aspects of PBIS once they are back at school, it is likely that additional efforts here will contribute to higher PBIS implementation fidelity measures as well.

Use of data. Most schools in Cohort 9 and 10 completed the TIC at training or within the weeks prior to training. A majority of Cohort 9 and 10 schools partially updated the school’s PBIS Action Plan. The majority of Cohort 10 teams did not review their ODR data. Half of schools in the South region (50%) and the Metro 9a region (50%) did not review ODR data. Also, it is worth noting that very few teams in Cohort 10 have taken the SAS this fall even though they are directed to complete a SAS twice this year according to the SLT training calendar. The RIPs and trainers should continue to emphasize the importance of the SAS in PBIS implementation fidelity.

The RIPs and MDE should continue to encourage teams to plan around and review outcome data to ensure this key PBIS activity of using data for decisions continues to increase. In addition, it might be helpful for the RIPs and MDE to provide technical assistance in the areas that are deemed to be challenges and remind school teams to view their data before attending training. We also recommend that MDE and the RIPs continue to ensure time is set aside at training and that technical assistance and data review is provided to Year 2 schools to review their outcome data.

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For more information

This summary presents highlights of the Fall 2014 Regional PBIS Trainings in Minnesota, which are sponsored by the Minnesota Department of Education. For more information, contact Nicole MartinRogers at Wilder Research, 651-280-2682.

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