



Winter 2015 Regional PBIS School Status and Training Updates

Summary of results from school training and implementation fidelity measures

January 2016

This Winter 2015 school status and training report provides a summary of the current implementation status of schools in training and results from the Winter 2015 training surveys. The Minnesota Department of Education (MDE) and the Regional Training Projects (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.

Wilder Research is 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, attendance records from the RIPs, data system information gathered from the RIPs and from school teams, and data entered for the TIC (Cohort 10 only), TFI (Cohort 11 only), and SAS (both Cohort 10 and 11) are the basis of this report. This report summarizes the results of the Winter 2015 trainings and PBIS implementation as of December 2015:

- There are a total of 52 Cohort 10 schools that are in their second year of training.
- There are a total of 55 Cohort 11 schools are in their first year of training.

Training attendance

Schools in their first year of training (Cohort 11 in 2015-16) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 10 in 2015-16) receive one day at each of three points during the year.

Overall, attendance for the Winter 2015 trainings was very high. All school teams in Cohort 10 and Cohort 11 attended winter training this year. Most team administrators from both cohorts attended training, however there were a few administrators from the metro and north regions in both cohorts that did not attend training. See Figure 1.

1. Fall 2015 training attendance by Cohort (number of school teams / administrators attended)

| Cohort 10 | | | |
|------------------------------|-----------|-----------|-----------|
| | Metro | North | South |
| team - full | 21 | 18 | 13 |
| team - partial | 0 | 0 | 0 |
| team - not attended | 0 | 0 | 0 |
| administrator - full | 17 | 15 | 13 |
| administrator - partial | 0 | 0 | 0 |
| administrator - not attended | 4 | 3 | 0 |
| Total number of teams | 21 | 18 | 13 |

| Cohort 11, day 1 | | | | Cohort 11, day 2 | | | |
|------------------------------|-----------|-----------|-----------|------------------------------|-----------|-----------|-----------|
| | Metro | North | South | | Metro | North | South |
| team - full | 19 | 17 | 19 | team - full | 19 | 17 | 19 |
| team - partial | 0 | 0 | 0 | team - partial | 0 | 0 | 0 |
| team - not attended | 0 | 0 | 0 | team - not attended | 0 | 0 | 0 |
| administrator - full | 16 | 14 | 19 | administrator - full | 15 | 14 | 19 |
| administrator - partial | 0 | 0 | 0 | administrator - partial | 0 | 0 | 0 |
| administrator - not attended | 3 | 3 | 0 | administrator - not attended | 4 | 3 | 0 |
| Total number of teams | 19 | 17 | 19 | Total number of teams | 19 | 17 | 19 |

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 training experience. However, one or two schools in Cohort 10 from each region indicated some dissatisfaction. See Figure 2.

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

| | Cohort 10 | | | Cohort 11 | | |
|-------------------|-----------|-------|-------|-----------|-------|-------|
| | Metro | North | South | Metro | North | South |
| Strongly agree | 35% | 15% | 17% | 65% | 71% | 59% |
| Agree | 60% | 69% | 75% | 35% | 29% | 41% |
| Disagree | 5% | 15% | 8% | 0% | 0% | 0% |
| Strongly disagree | 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).

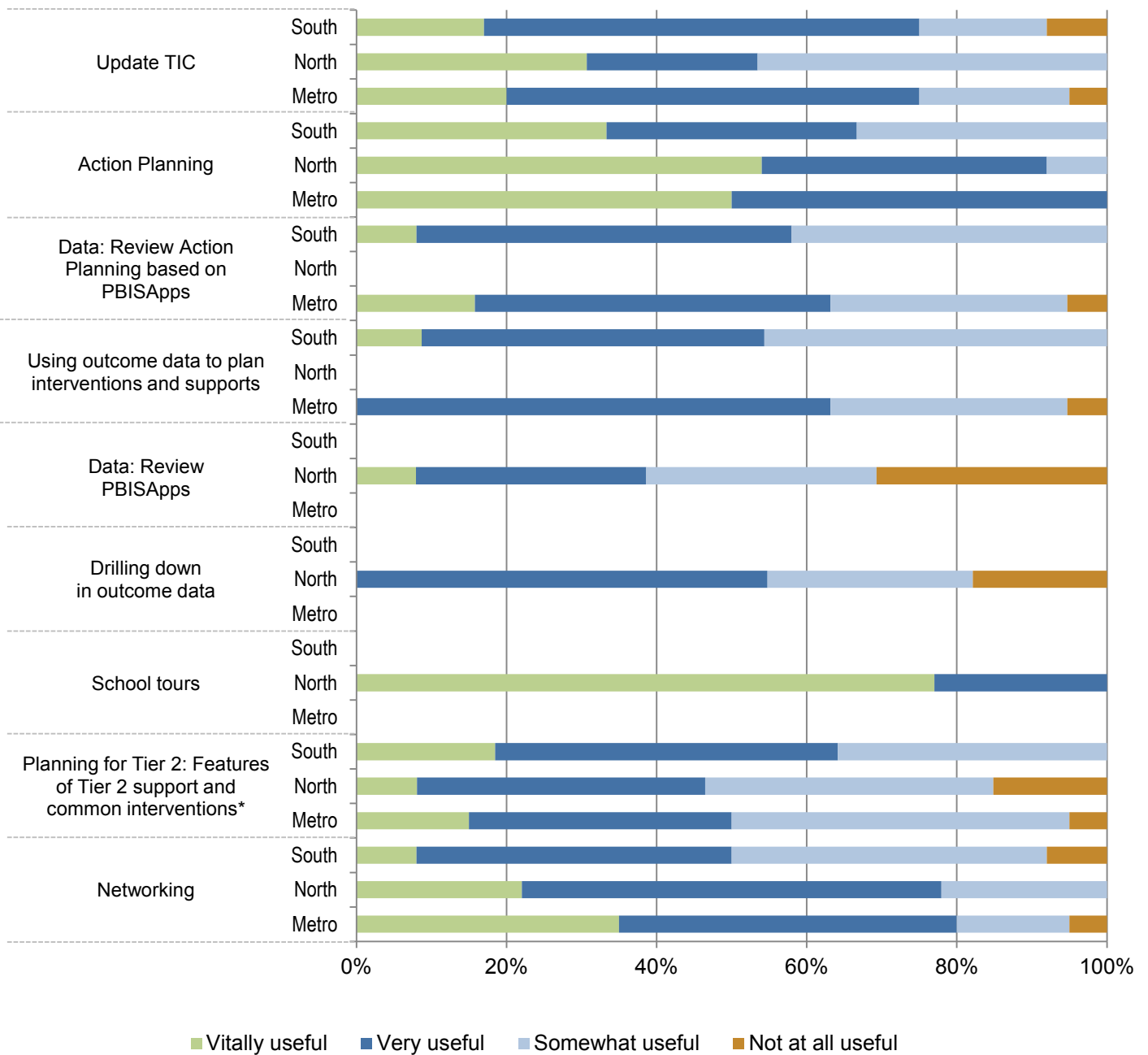
Ratings of specific training content areas

Cohort 10

School teams were asked to rate how useful the specific training content areas are in terms of helping them implement PBIS at their school. For Cohort 10 (Year 2), “Action planning,” “Update TIC,” “Networking,” and “School tours (North region only)”, are the sessions that were most likely to be rated as vitally or very useful. The sessions about using data (“Using outcome data” (Metro and South regions) and “Drilling down in outcome data”

(North region)) were more likely to be rated as very useful by teams in the Metro and South regions and nearly one-quarter of teams in the North region found this session to be “somewhat” useful and some of the teams found this session to be “not at all useful.” Half of school teams in the Metro and South regions found the “Data Review: Action Planning Using PBISApps” session to be “very useful.” However, almost one-third (31%) of school teams from the North region found the similar session “Data—Review PBISApps” session to be “not at all useful.” Since reviewing outcome and fidelity data is very important to PBIS implementation, it is essential that school teams are engaged and able to use what they have learned in these sessions to further their PBIS implementation. See Figure 3.

3. Ratings of specific training content areas – Cohort 10 (Year 2)



* Examples (ex. CICO, Check and Connect, Social Skills)

Additionally, schools from Cohort 10 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 the Metro and South regions stated that planning and work time were the most useful parts of their training, and that the networking session was particularly useful to them. Teams from the North region found the school tours to be the most useful. A few teams from the Metro region reported the Tier 2 session to be the most useful. Below are a few of their comments, edited for clarity:

“Action Planning and Networking [were the most useful]. As we continue to grow in PBIS, the conversations with other teams and within our team vitally supported our mission to improve student behaviors and buy in from staff.”
—Cohort 10 team, Metro region

“The school visit, we took away several great ideas to bring back to our school.”—Cohort 10 team, North region

“The session clarified tier 1 and 2 ideology. Noting that having a basic tier 1 system is VITAL to implementation of tier 2.”
—Cohort 10 team, Metro region

School teams from Cohort 10 also provided feedback on the least useful parts of the training. Teams had varying responses. A few teams from each region noted that the Tier 2 session was the least useful part of training for them. Below are a few of their comments, edited for clarity:

“The tier 2 intervention piece presents all elementary school [examples], but none for middle school/secondary. It would be nice to separate for more stylized interventions.”—Cohort 10 team, Metro region

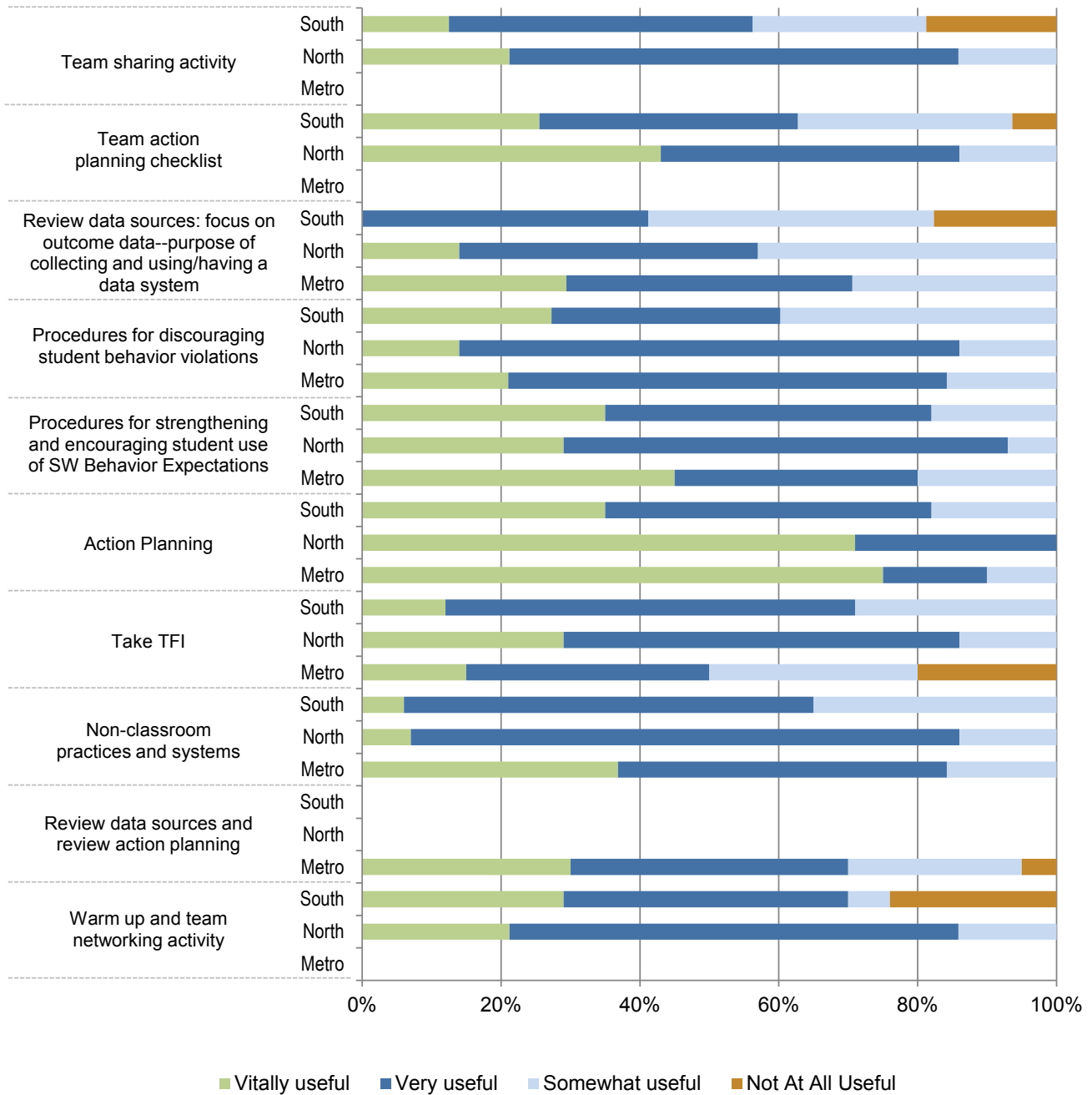
“The data review and description of the TIC as many of us already know what it is by now.”—Cohort 10 team, Metro region

“Tier 2 planning. I thought we would get all kinds of new ideas, but the two discussed we already use.”
—Cohort 10 team, North region

“We weren’t ready for tier 2 so it was probably the least for us, personally.”—Cohort 10 team, South region

Cohort 11

For Cohort 11 (Year 1), the “Action Planning,” “Warm up and team networking activity,” “Procedures for strengthening and encouraging student use of SW Behavior Expectations,” and “Non-classroom practices and systems” sessions were most likely to be rated as vitally or very useful by teams in all regions. School teams found the sessions on “Taking the TFI (Metro and South regions),” and “Review Data Sources” sessions to be “somewhat useful.” School teams from the Metro region (20%) reported that taking the TFI was “not at all useful.” However, each training session still had a majority of teams indicate them as somewhat, very, or vitally useful. See Figure 4 on the following page.



4. Ratings of specific training content areas – Cohort 11 (Year 1)

Cohort 11 schools were also asked in an open-ended question format to identify the most and least useful training components. Similar to Cohort 10, the vast majority of school teams in Cohort 11 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 was extremely useful. It gave us time to sit together and focus for an extended period of time.”
 —Cohort 11 Team, South region

“The extended work times. Our team was able to talk, plan, and create products to take back to our school.”
 —Cohort 11 Team, Metro region

“Time to work on our action plan. The time is the hardest part to get when we get back so it is very helpful while we are here.”
 —Cohort 11 Team, North region

Additionally, Cohort 11 school teams provided feedback on what they found to be the least useful training components. Answers varied greatly across teams and regions. A few schools from the North and South region felt the data components were too early as they had not started this part of PBIS. See below for some of their comments:

“Data talk, as we don’t know how yet to utilize the information as we are in the starting stages.”—Cohort 11 team, North region

“We are not to the data part of the process yet, so it was overwhelming and hard to process because we are not there.”—Cohort 11 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 reported that the training information was clearly presented, that the training enhanced their understanding of PBIS, that the training will improve practices in their school, and that their team is confident to meet with school staff and share topics learned at the training. Some school teams from Cohort 10 in the North region disagreed that the training enhanced their understanding of PBIS. A few teams in all regions from Cohort 10 and some teams from the North region from Cohort 11 disagreed that the resources, materials, and teaching aids provided in training were helpful. See Figure 5.

5. Ratings of training effectiveness

| | Cohort 10 | | | Cohort 11 | | |
|---|-----------|-------|-------|-----------|-------|-------|
| | Metro | North | South | Metro | North | South |
| The training information was clearly presented. | | | | | | |
| Strongly agree | 20% | 8% | 25% | 20% | 57% | 29% |
| Agree | 75% | 77% | 75% | 75% | 43% | 71% |
| Disagree | 5% | 15% | 0% | 5% | 0% | 0% |
| Strongly disagree | 0% | 0% | 0% | 0% | 0% | 0% |
| The training enhanced my understanding of PBIS. | | | | | | |
| Strongly agree | 35% | 0% | 8% | 25% | 43% | 35% |
| Agree | 55% | 77% | 92% | 70% | 57% | 65% |
| Disagree | 10% | 15% | 0% | 5% | 0% | 0% |
| Strongly disagree | 0% | 8% | 0% | 0% | 0% | 0% |
| The training will improve our practices in school. | | | | | | |
| Strongly agree | 35% | 8% | 0% | 35% | 43% | 47% |
| Agree | 65% | 77% | 100% | 65% | 57% | 53% |
| Disagree | 0% | 15% | 0% | 0% | 0% | 0% |
| Strongly disagree | 0% | 0% | 0% | 0% | 0% | 0% |
| The resources, materials, and teaching aids provided in training were helpful. | | | | | | |
| Strongly agree | 10% | 0% | 17% | 20% | 36% | 29% |
| Agree | 70% | 85% | 67% | 80% | 43% | 71% |
| Disagree | 15% | 15% | 17% | 0% | 21% | 0% |
| Strongly disagree | 5% | 0% | 0% | 0% | 0% | 0% |

5. Ratings of training effectiveness (continued)

| | Cohort 10 | | | Cohort 11 | | |
|---|-----------|-------|-------|-----------|-------|-------|
| | Metro | North | South | Metro | North | South |
| Our team is confident in our ability to meet with school staff and share topics learned today. | | | | | | |
| Strongly agree | 30% | 38% | 17% | 55% | 57% | 41% |
| Agree | 65% | 54% | 75% | 45% | 43% | 59% |
| Disagree | 5% | 8% | 8% | 0% | 0% | 0% |
| Strongly disagree | 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.

Completion of PBIS activities

School teams were asked if they had completed key PBIS activities at training or within the past month. A majority of school teams in all regions from Cohort 10 fully or partially completed their action plan, except the South region where 42 percent of school teams have not completed it. A majority of school teams in all regions for Cohort 10 and Cohort 11 report that they have “fully completed” a fidelity assessment such as the TIC, SAS, SET, or TFI. School teams from all regions in Cohort 10 were more likely to report that they fully or partially reviewed their ODR data in the past month; however, a few teams from each region reported that they had not completed this activity. Over half of school teams from the Metro and North regions in Cohort 11 reported that they “partially completed” reviewing their school’s ODR data. Over one-quarter of school teams from the South region and one-fifth of school teams in the Metro region from Cohort 11 did not review their ODR data in the past month. 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, whereas schools in their first year of training might just be establishing data systems and are just beginning to use ODR data. See Figure 6.

6. Completion of PBIS activities at training or within the past month

| Activity | Cohort 10 | | | Cohort 11 | | |
|---|-----------|-------|-------|-----------|-------|-------|
| | Metro | North | South | Metro | North | South |
| Update your school’s PBIS Action plan | | | | | | |
| Fully completed | 60% | 69% | 33% | 42% | 57% | 29% |
| Partially completed | 40% | 31% | 25% | 53% | 43% | 65% |
| Not completed | 0% | 0% | 42% | 5% | 0% | 6% |
| Review your school’s Office Discipline Referral (ODR) Big 5 data | | | | | | |
| Fully completed | 55% | 69% | 42% | 26% | 21% | 24% |
| Partially completed | 30% | 23% | 42% | 53% | 72% | 47% |
| Not completed | 15% | 8% | 17% | 21% | 7% | 29% |
| Taken a fidelity assessment (TIC, SAS, SET, TFI, etc.) | | | | | | |
| Fully completed | 90% | 100% | 75% | 89% | 86% | 76% |
| Partially completed | 10% | 0% | 17% | 11% | 7% | 24% |
| Not completed | 0% | 0% | 8% | 0% | 7% | 0% |

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 10 school teams across all regions commonly identified Rewards Systems (n=21) as an area they had the most success with in terms of PBIS implementation. Common themes that were present in two of three regions included: student and staff buy-in to PBIS (n=10; North and Metro regions only), PBIS team formation and working as a team (n=5; North and Metro regions only), and teaching PBIS expectations and lesson plans (n=5, South and Metro regions only). Other less-common themes in one region included using data (outcome and fidelity) (n=3; North region), creating a matrix (n=3; Metro region), and implementing Tier 2 (n=2; North region). Below are some of their comments, edited for clarity:

"The reward system. The kids love it!"—Cohort 10 team, North region

*"We have had great success building a leadership team, and sharing ideas without needing validation."
—Cohort 10 team, Metro region*

"[We have a] system for collecting and analyzing data, expectations are clearly defined and posted. We also have administrative support."—Cohort 10 team, North region

School teams in Cohort 11 from all regions identified establishing a rewards system (n=16), creating a matrix (n=12), and PBIS team formation and working as a team (n=9) as the most successful components of their PBIS program. A few teams in the Metro and South regions identified the Teaching PBIS Expectations (n=5) as a success. A smaller number (n=3) teams from the North region indicated that student and staff buy-in was a successful part of their PBIS program. Below are some of their comments, edited for clarity:

"[We have had success] with 'Shout out' tickets as tangible recognition when students are following our three expectations."—Cohort 11 team, Metro region

"We completed our matrix, and held a school wide expectations reteach day with almost full participation from staff and students."—Cohort 11 team, Metro region

"At the beginning of the year we got PBIS up and running. We worked with staff to develop a matrix and have taught our expectations to the students."—Cohort 11 team, South region

"[We have a] team roster with diverse representation."—Cohort 11 team, North region

Challenges

Cohort 10 schools in all regions identified using data (outcome and fidelity) (n=12) and student and staff buy-in (n=12) as the most common challenges their teams face with PBIS implementation. The North and Metro regions identified Tier 2 and Tier 3 implementation (n=6) as a barrier, and the North region said time, funding, and resources (n=4) were a challenge for PBIS implementation in their schools. Below are some of their comments, edited for clarity:

"Using data to drive the decision-making process [has been a challenge]."—Cohort 10 team, South region

"Getting all of the staff to buy in and to fill out the forms needed for data collection- some like to argue everything that we do."—Cohort 10 team, North region

*"Using behavioral data for more systematic interventions—not just of or for individuals [is a challenge]."
—Cohort 10 team, Metro region*

"Finding time and resources to implement Tier 2 [has been a challenge]."—Cohort 10 team, North region

Many Cohort 11 schools across all regions identified the biggest challenges in implementing PBIS at their school to be staff buy-in (n=14), time (n=12), consistency with program implementation (n=8), and using data (outcome and fidelity) (n=7). See below for a few of their comments, edited for clarity:

“[We struggle with] staff commitment and figuring out rewards that fit our 7-12 [grade level] school setting.”
—Cohort 11 team, South region

“[We struggle with] utilizing consistency for staff in terms of tagging. [We also struggle with] data-based decision-making.”
—Cohort 11 team, North region

“[We struggle with] getting staff on board with acknowledgements and time to implement and train our staff.”
—Cohort 11 team, Metro region

“[We struggle with] getting the data into SWIS and really analyzing the data.”—Cohort 11 team, South 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 that PBIS is implemented with fidelity. The following assessment tools are used to assess PBIS implementation fidelity among participating schools in Minnesota: TIC, SAS, SET, TFI (Cohort 11 only), and the BoQ. The BoQ is not used with schools that are in training. The Tiered Fidelity Inventory (TFI) is a new instrument that measures implementation fidelity on all three tiers of PBIS and effectively replaces the TIC and the SET. It was rolled out for use in Minnesota schools in spring 2015. Currently, only Cohort 11 is using this assessment. Cohort 10 will still utilize the TIC and the SET to assess their implementation fidelity, but will be given the option to use the TFI once they have completed training. The number of TICs and SASs that were completed, and TFI scores from August-December 2015 are reported here.

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, Cohort 10 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 instructed to complete the TIC at the Fall and Winter PBIS training sessions. The number of TICs completed by Cohort 10 as of December 2015 is included in the graph below (Figure 7).

7. Number of TICs completed by winter 2015 (by region)

| Cohort 10 (N=52) | 0 TICs | 1 TIC | 2 TICs |
|------------------------------|---------------|--------------|---------------|
| Metro (N=21) | 0 | 2 | 19 |
| North (N=18) | 1 | 1 | 16 |
| South (N=13) | 0 | 3 | 10 |
| All cohort 10 schools | 1 | 6 | 45 |

Strengths and challenges of the TIC

School teams in Cohort 10 completed the Team Implementation Checklist (TIC) at training and were asked to identify areas of strengths and challenges based on their TIC outcomes. Most teams in all regions reported “Establish commitment,” “Establish and maintain team,” and “Establish prevention systems,” to be a strength. Most school teams in the Metro and North regions report “Self-assessment” to be a strength while half of school

teams from the South region reported this to be an area of challenge and 17 percent stated they “have not started” this component of PBIS. Over half of school teams in all regions reported “Classroom behavior support systems” to be a challenge. Three-quarters of school teams from the North region and over half of school teams from the South region state that “Establish information system” is a strength, while over half of the school teams from the Metro region report “Establishing information system” to be a challenge. Over half of school teams from the South region find “Building Capacity for Function-Based Support” to be a challenge. A few schools from each region state that they “have not started” this component of PBIS. See Figure 8.

8. Strengths and challenges of the TIC—Cohort 10 (Winter 2015)

| Activity | Cohort 10 | | |
|---|-----------|-------|-------|
| | Metro | North | South |
| Establish commitment | | | |
| It's a strength | 90% | 69% | 83% |
| It's a challenge | 10% | 31% | 17% |
| Have not started | 0% | 0% | 0% |
| Establish and maintain team | | | |
| It's a strength | 95% | 100% | 75% |
| It's a challenge | 5% | 0% | 25% |
| Have not started | 0% | 0% | 0% |
| Self-assessment | | | |
| It's a strength | 80% | 92% | 33% |
| It's a challenge | 20% | 8% | 50% |
| Have not started | 0% | 0% | 17% |
| Establish school-wide expectations: prevention systems | | | |
| It's a strength | 85% | 100% | 75% |
| It's a challenge | 15% | 0% | 25% |
| Have not started | 0% | 0% | 0% |
| Classroom behavior support systems | | | |
| It's a strength | 45% | 46% | 33% |
| It's a challenge | 55% | 54% | 58% |
| Have not started | 0% | 0% | 8% |
| Establish information system | | | |
| It's a strength | 40% | 77% | 58% |
| It's a challenge | 55% | 23% | 33% |
| Have not started | 5% | 0% | 8% |
| Build capacity for function-based support | | | |
| It's a strength | 40% | 46% | 25% |
| It's a challenge | 45% | 39% | 58% |
| Have not started | 15% | 15% | 17% |

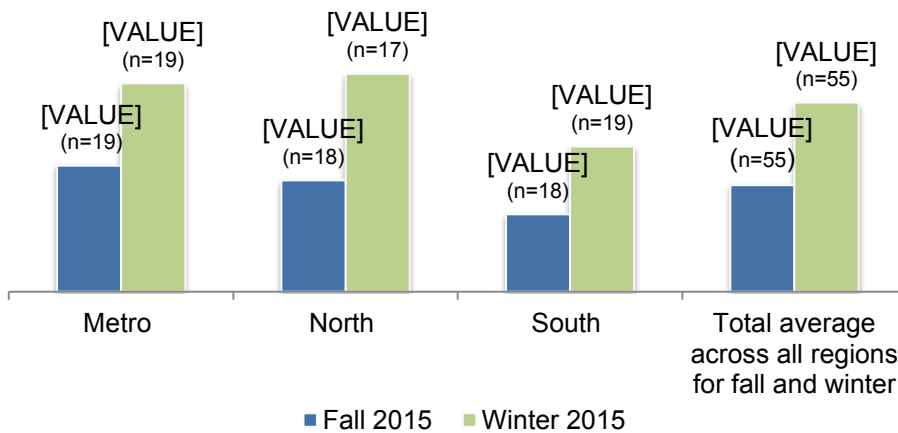
Note: Cells in the “it's a strength” category that are 80% and above are highlighted in green to indicate an area of strength. Cells in the “it's a challenge” category that are 50% and above are highlighted in blue to indicate an area of challenge. Cells in the “not completed” category that are 10% and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

Tiered Fidelity Inventory

The Tiered Fidelity Inventory (TFI) examines how schools are implementing across all three tiers of PBIS. The TFI is designed to be taken four times per year while the school is in training. For now, the plan in Minnesota is that schools will take a TFI at each PBIS training and will have one TFI assessment completed at their school with an external evaluator. The external evaluator will visit their school and complete a “walk-through” to interview staff and students in addition to completing the coaching session component. Currently, only Cohort 11 schools and after will be completing the TFI and will do so at each of the three trainings this year. Note that schools in training are currently only taking the Tier 1 portion of the TFI assessment.

Fifty-five school teams completed a TFI at the Fall and Winter trainings this year. Average TFI scores increased for each region: the average score for all schools in each region for Tier 1 in the Fall was 22 percent; this average increased to 39 percent in the Winter. In order to be implementing PBIS with fidelity, a school needs to score 80 percent or better for each of the three tiers of PBIS. See Figure 9 for average TFI scores for Tier 1 separated by region.

9. Average Tier 1 TFI scores by region—Cohort 11 (Fall and Winter 2015)



School teams in Cohort 11 that completed the Tiered Fidelity Inventory (TFI) at winter training and were asked to identify areas of strengths and challenges based on their outcomes. The majority of all school teams from all regions reported that the “Teams” component to be a strength. Over half of schools from the Metro region report the “Implementation” component to be a strength. Nearly two-thirds of school teams from the North region and over half of teams from the South region report that “Implementation” is a challenge. Over one-quarter of school teams from the Metro and North regions and about one-third of school teams from the South region note that they have not started the “Evaluation” component of their PBIS program. About half school teams from all regions believe that “Evaluation” is a challenge. See Figure 10.

10. Strengths and challenges of the TFI—Cohort 11

| Category | Cohort 11 | | |
|-----------------------|-----------|-------|-------|
| | Metro | North | South |
| Teams | | | |
| It's a strength | 84% | 100% | 100% |
| It's a challenge | 11% | 0% | 0% |
| Have not started | 5% | 0% | 0% |
| Implementation | | | |
| It's a strength | 53% | 29% | 35% |
| It's a challenge | 42% | 64% | 59% |
| Have not started | 5% | 7% | 6% |
| Evaluation | | | |
| It's a strength | 26% | 14% | 12% |
| It's a challenge | 47% | 57% | 53% |
| Have not started | 26% | 29% | 35% |

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 PBIS systems throughout the school. For Cohort 11 schools, the SAS should be completed once in the fall and once in the spring to be on track with MDE’s data calendar. Many schools in Cohort 11 have completed the SAS so far this school year (n=36); however, 20 schools have not yet completed a SAS this school year. Six schools from Cohort 10 have completed the SAS and the SAS only needs to be completed once during the school year for schools in the second year of PBIS training. See Figure 11.

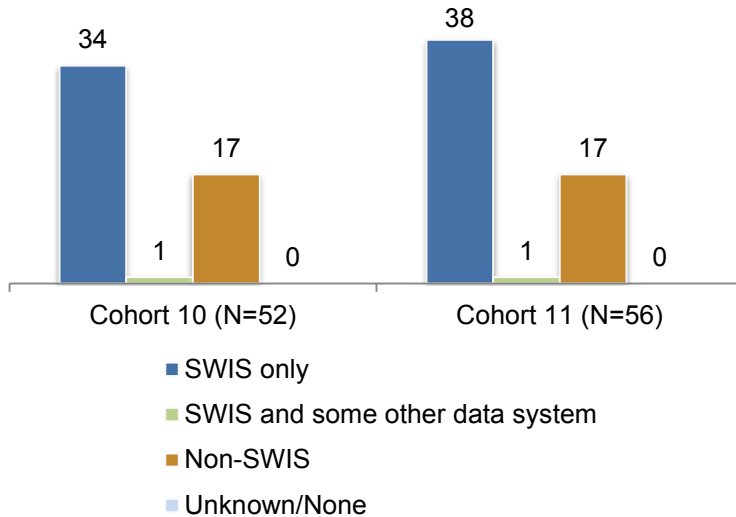
11. Number of SAS completed by winter 2015 (by region)

| Cohort 10 (N=52) | 0 SAS | 1 SAS | 2 SAS |
|---|-----------|-----------|----------|
| Metro (N=21) | 19 | 2 | 0 |
| North (N=18) | 18 | 0 | 0 |
| South (N=13) | 8 | 4 | 1 |
| Total for cohort 10 | 45 | 6 | 1 |
| Cohort 11 (N=56) | 0 SAS | 1 SAS | 2 SAS |
| Metro (N=19) | 5 | 14 | 0 |
| North (N=18) | 5 | 13 | 0 |
| South (N=19) | 10 | 9 | 0 |
| Total for cohort 11 | 20 | 36 | 0 |
| Total for cohorts 10 & 11 combined (N=108) | 65 | 42 | 1 |

Behavioral data system

The presence of a behavioral data system allows for schools to track office discipline referral (ODR) data and use this 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 Winter training in their first year. More schools in Cohort 11 than Cohort 10 use SWIS. The same number of schools in Cohorts 10 and 11 use a data system other than SWIS. One school from each cohort is identified as having SWIS and another data system listed to track student behavior. See Figure 12.

12. Behavioral data system used, Cohorts 10 & 11



Issues to consider and recommendations

Based on the results described above, there are a few things the Minnesota PBIS Statewide Leadership Team, including the Minnesota Department of Education (MDE) and the Regional Implementation Partners (RIPs) should consider when planning future PBIS 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, or where their school's implementation data may be less positive, to determine possible causes and solutions for these specific problem areas.

Use of data. Most schools in Cohort 10 and 11 completed the TIC or TFI at training or within the weeks prior to training. Most Cohort 10 school teams fully or partially updated their school's PBIS Action Plan. A majority of Cohort 11 schools partially updated their Action Plan. The majority of Cohort 10 and 11 teams either fully or partially reviewed their school's ODR data. However, there were some schools from all regions in each cohort that reported this activity as "not completed." Trainers and RIPs should continue to emphasize how important using data is to PBIS implementation and sustainability, and to remind schools to review ODR data prior to attending training (and at least monthly per the PBIS calendar) so their data is current and useable for Action Planning. We also recommend that MDE and the RIPs continue to ensure time is set aside at training and that technical assistance and data review time is provided to schools throughout the two-year training sequence to review their outcome data. For example, there are a few schools that think there is too much time spent on action planning—perhaps trainers could offer to look at data with schools during this time if they do not want to action plan.

Training format, content, and attendance. Overall, the training was well-attended by school teams and administrators. In fact, all school teams in both cohorts had perfect attendance for this training. However, some administrators in the Metro and North regions in both cohorts did not attend training. The RIPs should continue to emphasize the importance of having an administrator present at the training and involved in their school teams. If they have not already done so, the SLT and the RIPs should consider following up with administrators to find out barriers to their attendance. Or, alternative training formats for administrators could be offered (recorded trainings, webinars, etc.) if they are unable to attend PBIS training.

Overwhelmingly, school teams from all regions in both cohorts found the “Action Planning” sessions to be the most useful part of training. Additionally, when asked in the open-ended format to provide their opinions on how to improve PBIS training, many teams from both cohorts (n=15) stated that work time and action planning were the most useful for their teams. This feedback is provided after every training in the surveys. One option to address this feedback could be that the SLT and the trainers could host a workshop day for PBIS school teams where the teams come with the expectation that they will work on PBIS things like data, action planning, and other activities with assistance from the RIPs and/or trainers. MRIP has already hosted “Data Days” for schools out of training—perhaps schools in training could be included in these days. Otherwise, the SLT could explore an option to have this day built onto training or it could occur at a different time of year. Or, the RIPs and trainers could provide concrete examples of how and when to get more work time done during the school year on their own time.

Other feedback on how PBIS training could be improved included the need for more concrete, in-depth examples and resources on how to implement PBIS (n=8) and having the PowerPoint presentations provided to them both at training and ahead of time so they could come to training prepared and refer back to these as needed (n=6). Some (n=7) teams in Cohort 10 asked for specific examples of how to implement Tier 2 or Tier 3 in their schools. A few teams (n=3) also requested specific examples for EBD-IV, Middle, and High School settings. See below for some of their comments:

“We would like more examples, hand-outs, idea sharing.”—Cohort 11 team, North region

“More work time during each speaker. Most work time comes after a speaker but 30-45 minutes of straight presentations are difficult to follow without break/discussion time.”—Cohort 10 team, Metro region

“Our group would like meeting with a 'like' group, i.e. our ALC meeting with another ALC in the cohort, to exchange ideas.”—Cohort 11 team, South region

“We would like solid examples of Tier 2 interventions that could immediately be in place when we go back to school.”—Cohort 10 team, Metro region

Activities and materials. The majority of teams in all regions in Cohort 10 and the North region in Cohort 11 believed the resources, materials, and teaching aids were helpful. However, some school teams from each region in Cohort 10 and the North region from Cohort 11 disagreed that these materials were helpful. School teams also commented in the open-ended format that they would like more concrete, in-depth examples of PBIS and having more training materials provided to them (see above section for open-ended quotes and responses). MDE and the RIPs should consider ways of improving resources, activities, and teaching aides that are provided during training. Specifically, school teams were interested in receiving copies or handouts of the PowerPoint presentations to refer back to.

MDE and the RIPs may also want to consider revising and adding concrete examples of PBIS for schools at all grade levels. Another potential idea could include conducting school tours at each regional training to show new schools how PBIS is being implemented in a school-wide and classroom setting. The North region conducted school tours as a part of their Cohort 10 training and received overwhelmingly positive feedback—10 school teams reported that this was the most useful part of training.

Perhaps another way for school teams in training to obtain concrete examples of PBIS could be through mentorship from Sustaining Exemplar schools (or those that qualify for this recognition). This could be mutually beneficial for the schools in training and the Sustaining Exemplar schools: the newer schools in training would gain from the experience and success of the Sustaining Exemplar schools and the Sustaining Exemplar schools could fulfill the component of “Contributing to the Larger PBIS community” by taking on a mentee school in training.

Individual trainer feedback. For the Winter training survey, Wilder Research attempted to collect data on individual trainers and/or their topics to try to make the survey tailored to regions and their trainings and also to inform trainers of any areas they might want to change for their trainings. Results from these questions are not reported here, but were made available to the SLT and the RIPS as well as the PBIS trainers. A training survey work group was established to re-design the training survey questions if needed and to ensure the questions produce meaningful feedback for trainers.

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For more information

This summary presents highlights of the Winter 2015 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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