



Paying it Forward: Training the Trainer to Scale Up with Fidelity

Session D8

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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.

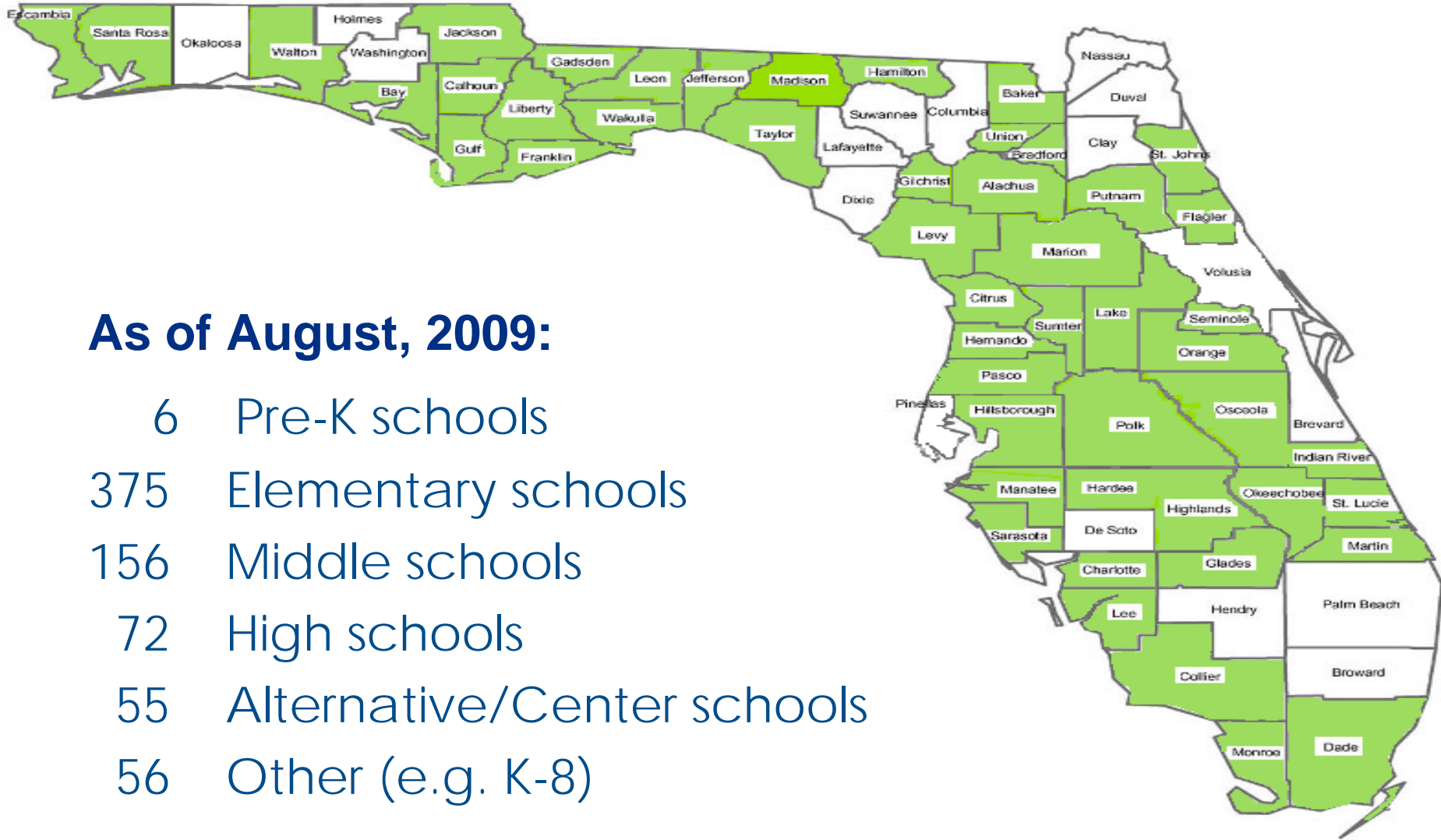


Agenda

- **WARNING:** We're not experts!
- Description of the Training
- Goals of Train the Trainer Process
- Evaluation Tools
- Outcomes
- Ongoing Concerns
- Questions



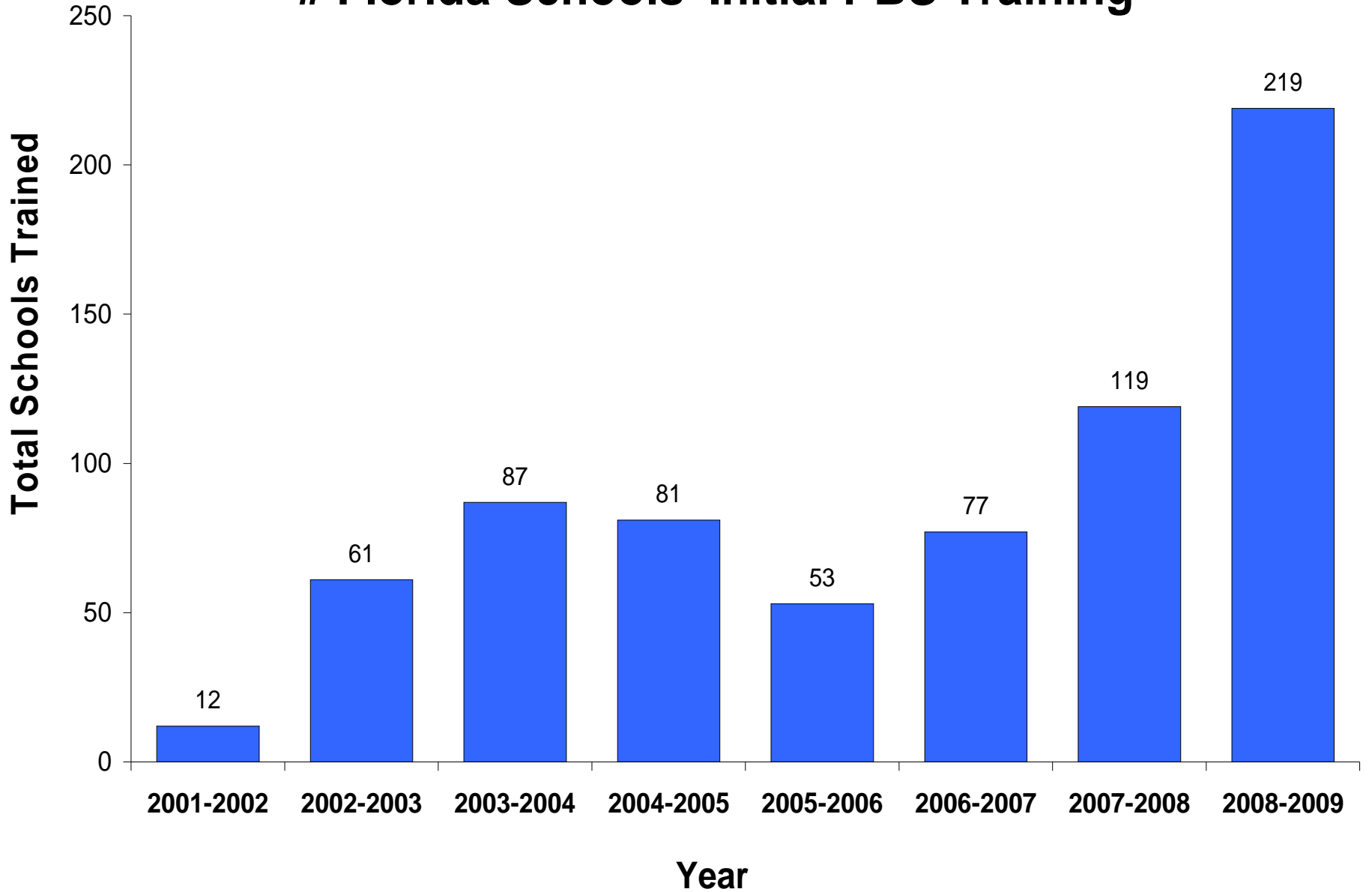
Florida's Positive Behavior Support Project District Map



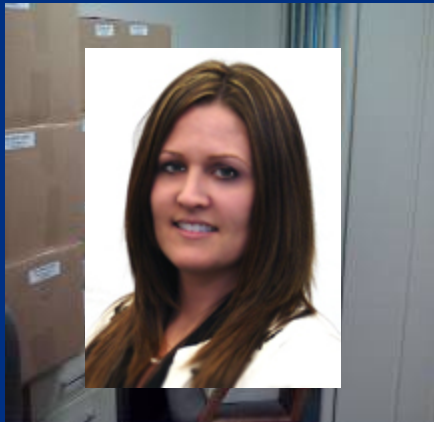
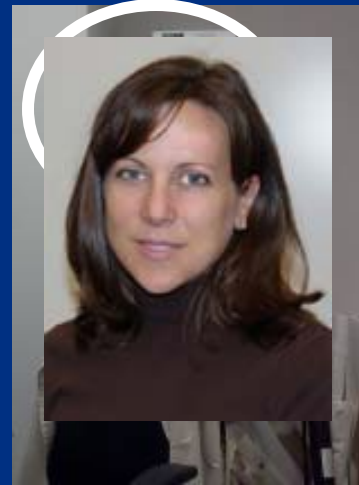
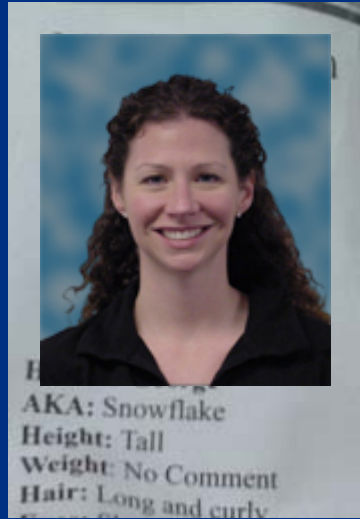
As of August, 2009:

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

Florida Schools' Initial PBS Training



FLPBS:RtIB Staff



The Training

3 consecutive days

up to **20** schools per training (mode = ~ 6)

up to **10** people per school, plus stragglers



Training Sequence*

Day 1	Intro to Rtl:B
	Teaming
	Developing Expectations & Rules
	Developing a System for Teaching

Day 2	Developing a Reward System
	Effective Discipline Procedures
	• Definitions
	• Forms
	• Process
	• Responses
Implementing PBS	

Day 3	Evaluation
	Classroom PBS
	Facilitated work time



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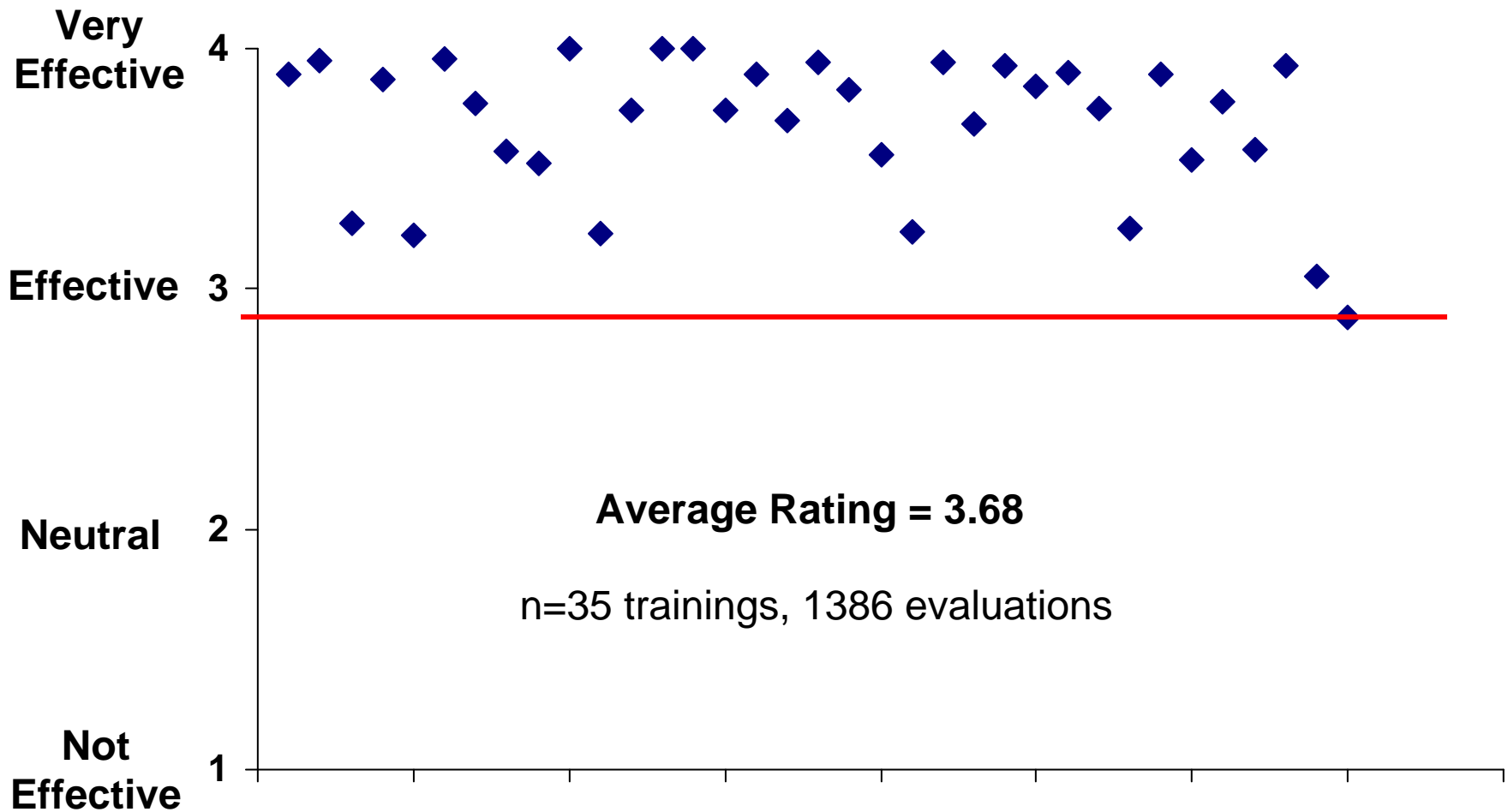
Format

- Baseline evaluation (“BBQ”)
- Large group lecture
- Large group activities/discussion
- Team activities
 - Trainers circulate to help teams
 - Activities result in Tier 1 PBS plan
- Action planning
- Video

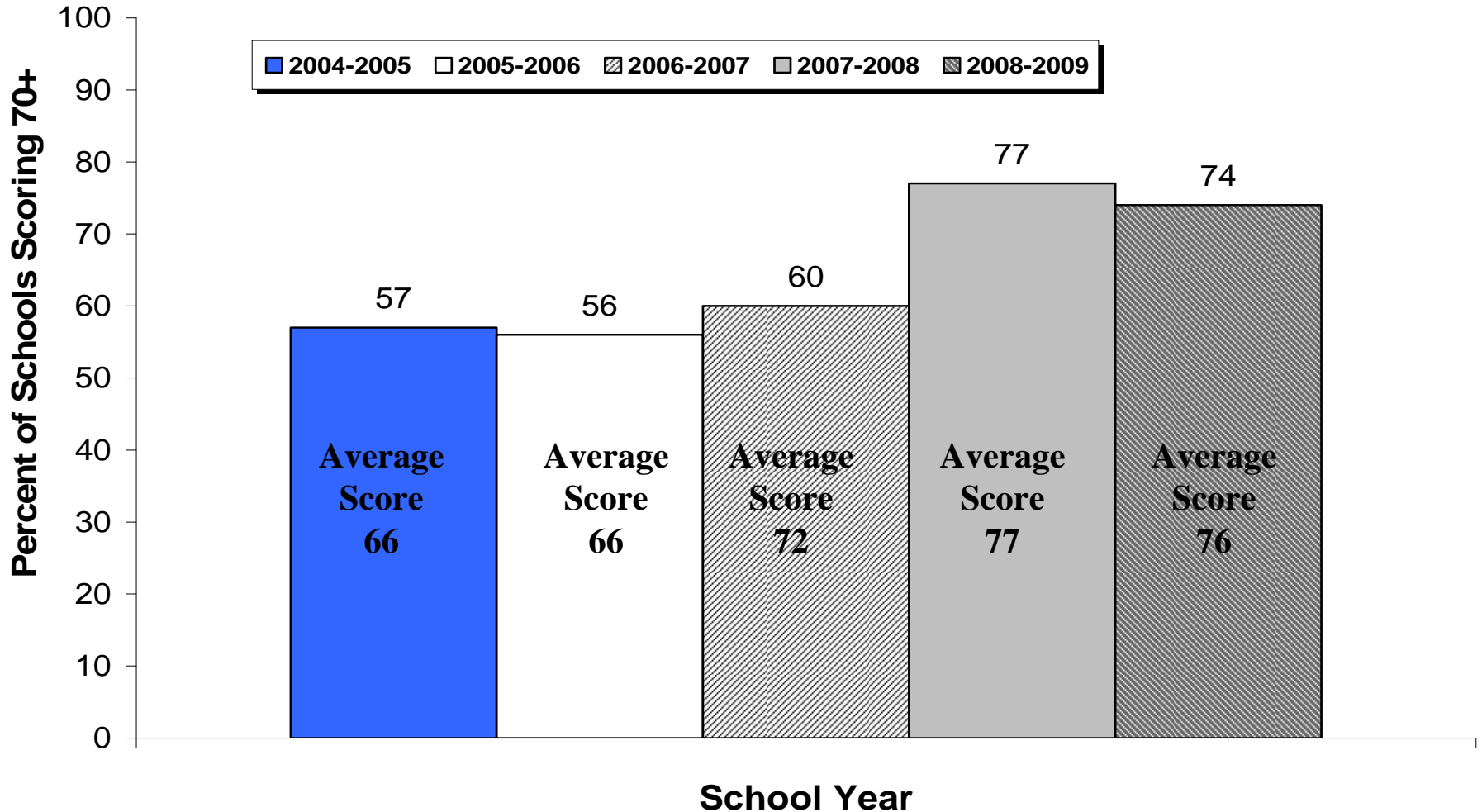


Average Skill of Trainer (All Trainers)

3-Day Trainings



High Implementing Florida PBS Schools (Scoring 70 or Above on BoQ)



Goals

- Fidelity of the material
- Fidelity of readiness & training processes
- Continued growth in positive school outcomes
- Quality presentation
- Trainers feel supported



Developing the Evaluation

- Review other train-the-trainer programs
 - Processes, evaluations
- Lit review (minimal resources)
- Internet searches
 - Adult learning styles
 - Selecting & Training facilitators
- Collaboration with other trainers
 - Thank you, Brenda Clark! (*UCEDD*)



FLPBS Trainer Evaluation Tool

v.1

Train the Trainer: Observation Form

Trainer _____ District _____ Date _____
 Observer _____ Title _____

Directions : Training Skills refer to the ability to effectively prepare for, set up, conduct, and conclude a training session. In this section, observe the training session. Use the rating scale provided.		Rating
		1 = Not Applicable/Available 2 = No 3 = Rarely 4 = Often 5 = Always
Training Skills	When conducting the training the Trainer :	
	1. Started the training with an appropriate introduction, agenda, and overview	1 2 3 4 5
	2. Set up the room to be conducive to the type of training being conducted (i.e., teams, classroom style, individual)	1 2 3 4 5
	3. Was able to set up all necessary electronic and technology equipment prior to the training (e.g., lcd, computer, microphone, speakers)	1 2 3 4 5
	4. Used ice breakers and energizers to keep participants attention if necessary	1 2 3 4 5
	5. Adjusted the training specifically for adult learning styles (i.e., participant independence, prior experience, problem solving)	1 2 3 4 5
	6. Used eye contact and appropriate body language	1 2 3 4 5
	7. Used inflection in voice	1 2 3 4 5
	8. Paced the training appropriately according to participant understanding	1 2 3 4 5
	9. Physically moved around the training room during training and activities	1 2 3 4 5
	10. Actively facilitated learning and group participation	1 2 3 4 5
	11. Understood and was able to convey the purpose of training activities	1 2 3 4 5
	12. Knew the audience (i.e., was able to know when breaks were necessary, anticipated conflict, used appropriate examples/stories, etc.)	1 2 3 4 5
	13. Resolved team conflict in a timely and effective manner	1 2 3 4 5
	14. Summarized participant questions before providing a response	1 2 3 4 5
	15. Able to provide clear answer/explanation to questions posed from participants	1 2 3 4 5
	16. Summarized slides and elaborated on training content (e.g., did not read slides verbatim)	1 2 3 4 5
	17. Utilized training methods that incorporated audience participation (i.e., not lecture or "sit and get")	1 2 3 4 5
18. Ended the training with a summary and conclusion of content and materials	1 2 3 4 5	
Total Score : Training Skill		90

- 18 items
- Greeting, room set-up, ice breakers, pacing, conflict, etc...
- Likert rating 1-5 (“N/A” to “Always”)
- 90 possible points

FLPBS Trainer Evaluation Tool

v.1

<p>Directions: Content Area Skills refer to the individual components of Positive Behavior Supports, the materials with which PBS trainings are conducted, and other content area skills which are necessary to conduct PBS training. Use the rating scale provided.</p>		<p>Rating</p> <p>1= Not Applicable/Available 2= No 3= Rarely 4= Often 5= Always</p>
Content Area Skills	The Trainer displayed knowledge of:	
	1. Introduction to PBS (including Initial EOC)	1 2 3 4 5
	Feedback:	
	2. Introduction to the Problem Solving Process	1 2 3 4 5
	Feedback:	
	3. Teaming	1 2 3 4 5
	Feedback:	
	4. Developing Expectations and Rules	1 2 3 4 5
	Feedback:	
	5. Developing a System for Teaching Appropriate Behavior	1 2 3 4 5
	Feedback:	
	6. Developing a School-Wide Reward System	1 2 3 4 5
Feedback:		

- All modules listed
- Overall module score
- Likert rating 1-5 (“N/A” to “Always”)
- Total possible points varied

FLPBS Trainer Evaluation Tool

v.1

Scoring Summary

Skill	Score Obtained	Score Possible	Percent Obtained
I. Training Skills		90	%
II. Content Area Skills		60	%
Total Skill Score		150	%

Thank you for completing this FLPBS RtIE Train the Trainer Observation Form.

The Training Skills Evaluation component is scored from a range of 0-90 on a five point Likert scale with 1 being 'Not Applicable/Available' and 5 being 'Always'. A score of 4 or higher in each Training Skills component area is required to move forward in the Train the Trainer process.

The Content Area Skills component is scored from 0-60 on a five point Likert scale with 1 being 'Not Applicable/Available' and 5 being 'Always'. A score of 4 or higher in each Content Area Skills component area that is being trained is required to move forward in the Train the Trainer process. A score of 3 or will include comments and feedback from FLPBS RtIE Project staff with information to assist in increased understanding of the component prior to moving forward in the Train the Trainer process.

If a score of 4 or higher is obtained on each component area after successfully completing all co-training opportunities the Trainer may begin independent training. FLPBS RtIE Project staff will continue to monitor training activity with formal observations and provide feedback as necessary. Observations will occur frequently initially and gradually fade as the Trainer indicates training accuracy.

After continued Self Evaluation data and Observation data indicate a level of training accuracy the TOT will be provided a Training Certificate. Technical Assistance will be provided as needed.

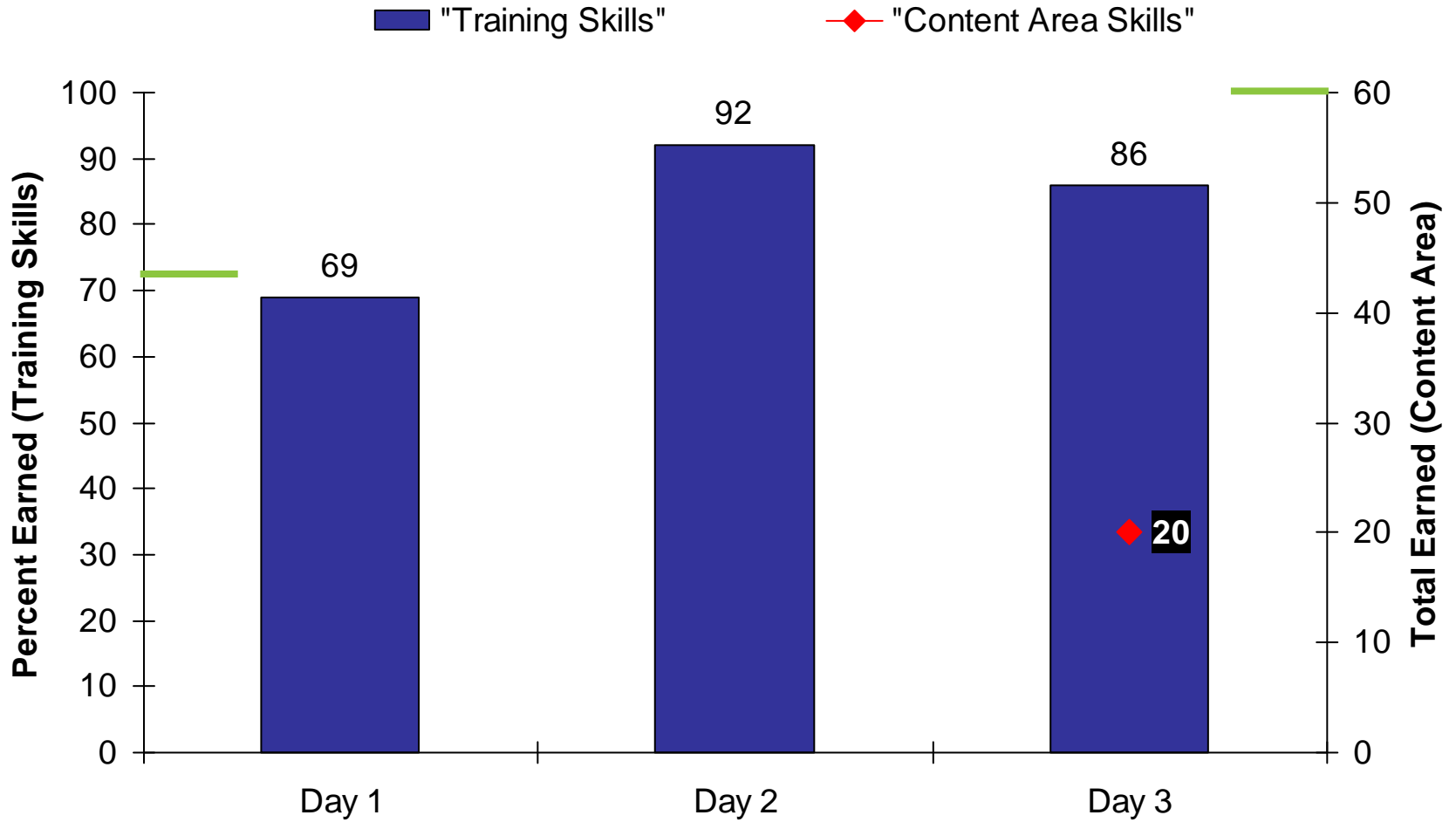
Training Skills

- 72 points across all 3 days (4's)

Content Area Skills

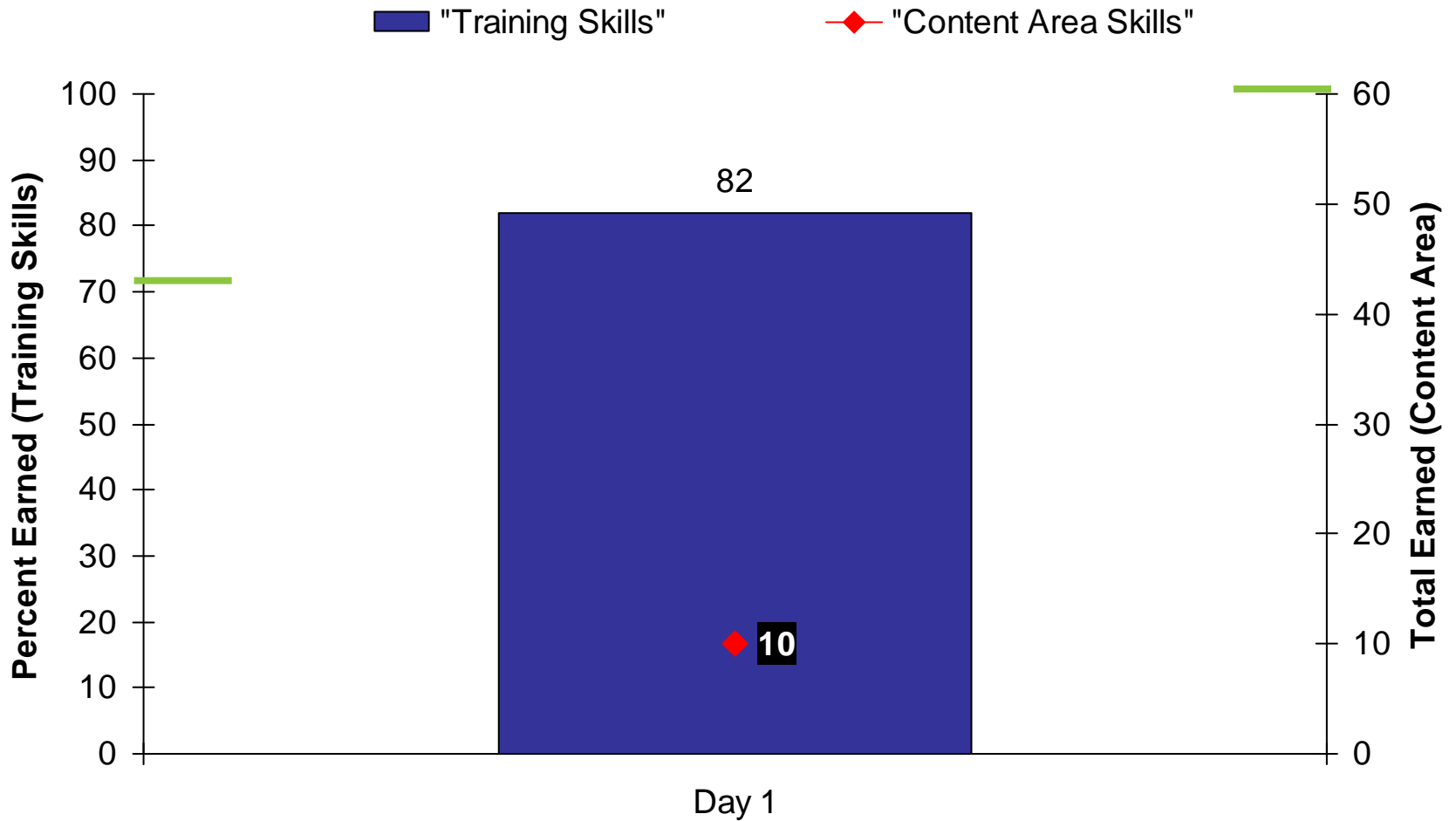
- Score of 4+ on each module (consistently)
- Continued self-evaluation with form

Co-Trainer 1 FLPBS Evaluation Results (v.1)



Completed 4/12 modules

Co-Trainer 2 FLPBS Evaluation Results (v.1)



Completed 2/12 modules

Did you see any problems?

- Likert scale: "N/A" = 1 point
- Training skills included items that weren't always under our control
 - Technology
 - Team conflict
- Room for writing feedback
- Others?



Reorganizing

- Compiled master list of evaluation items
- Grouped into similar categories
- Eliminated items that were irrelevant
- Incorporated more space for feedback



Evaluation Part 1: Training Structure



Training Structure Evaluation

Date: _____

Trainer: _____ Observer: _____ District: _____

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

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

- One form per 3-day training
- These items help to set the context for understanding participant feedback
- May be outside of a trainer's control.
- Pattern of deficits would indicate an area a trainer needs to problem solve.

Evaluation Part 2: Trainer Evaluation p.1



FLPBS: RtIB Trainer Evaluation

Trainer: _____ Observer: _____ District: _____ Dates: _____

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

- Assess presentation, facilitation skills across all modules

- Categories help Observers identify key areas of strength or improvement

- Specific examples help clarify Observer's expectations

Evaluation Part 2: Trainer Evaluation p.2



Trainer: _____ Dates: _____

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

- Zeroes in on content delivery and team facilitation
- Includes Trainer evaluation of Observer
- Provides Trainer with level of protection, expectations for evaluation

Trainer Evaluation of Observer:

Not Applicable ----- Anonymous Observation

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

Signatures:

Trainer

Observer

Co-Trainer Perceptions of New Forms (+)

- Comprehensive
- Discover others' perceptions of delivery, presentation style
- Helped to identify some areas in which to make content adjustments



Co-Trainer Perceptions of New Forms (-)

- Forms were not focused enough on slide content, purpose behind each slide
- Co-Trainer was more concerned with accuracy than delivery; only briefly reviewed the forms prior to training



Co-Trainer Perceptions of Evaluation Process

- Not aversive
- Helpful, felt supportive
 - Similar to a coaching process
 - Reciprocity in feedback sessions
 - Observer responded to Co-Trainer requests
- Broad statements (“Very Good!”) weren’t helpful



What did the training participants think?

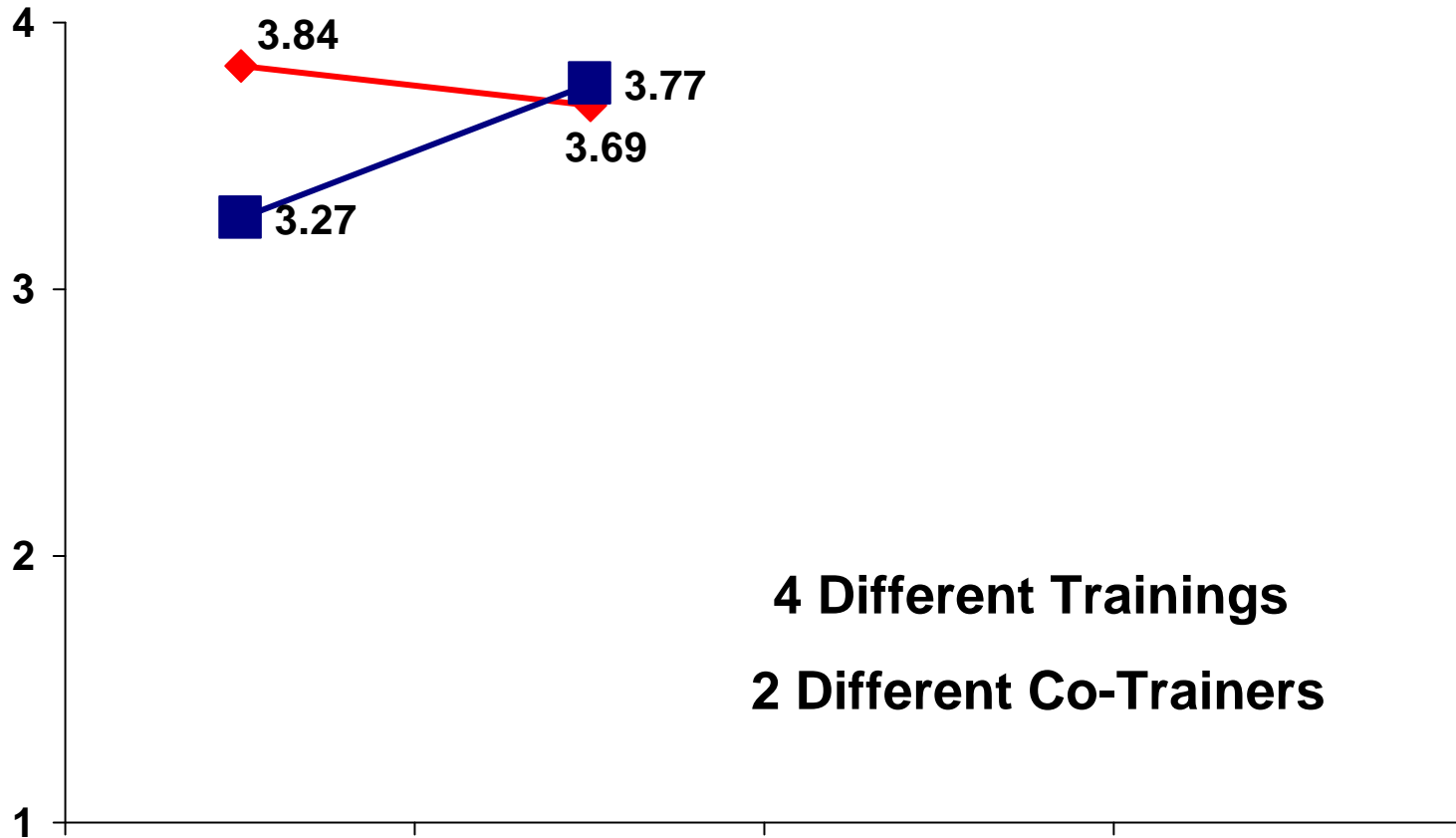
Were trainings with Co-Trainers any better or worse than trainings with FLPBS trainers only?



Average Skill of Trainer

◆ FLPBS 1

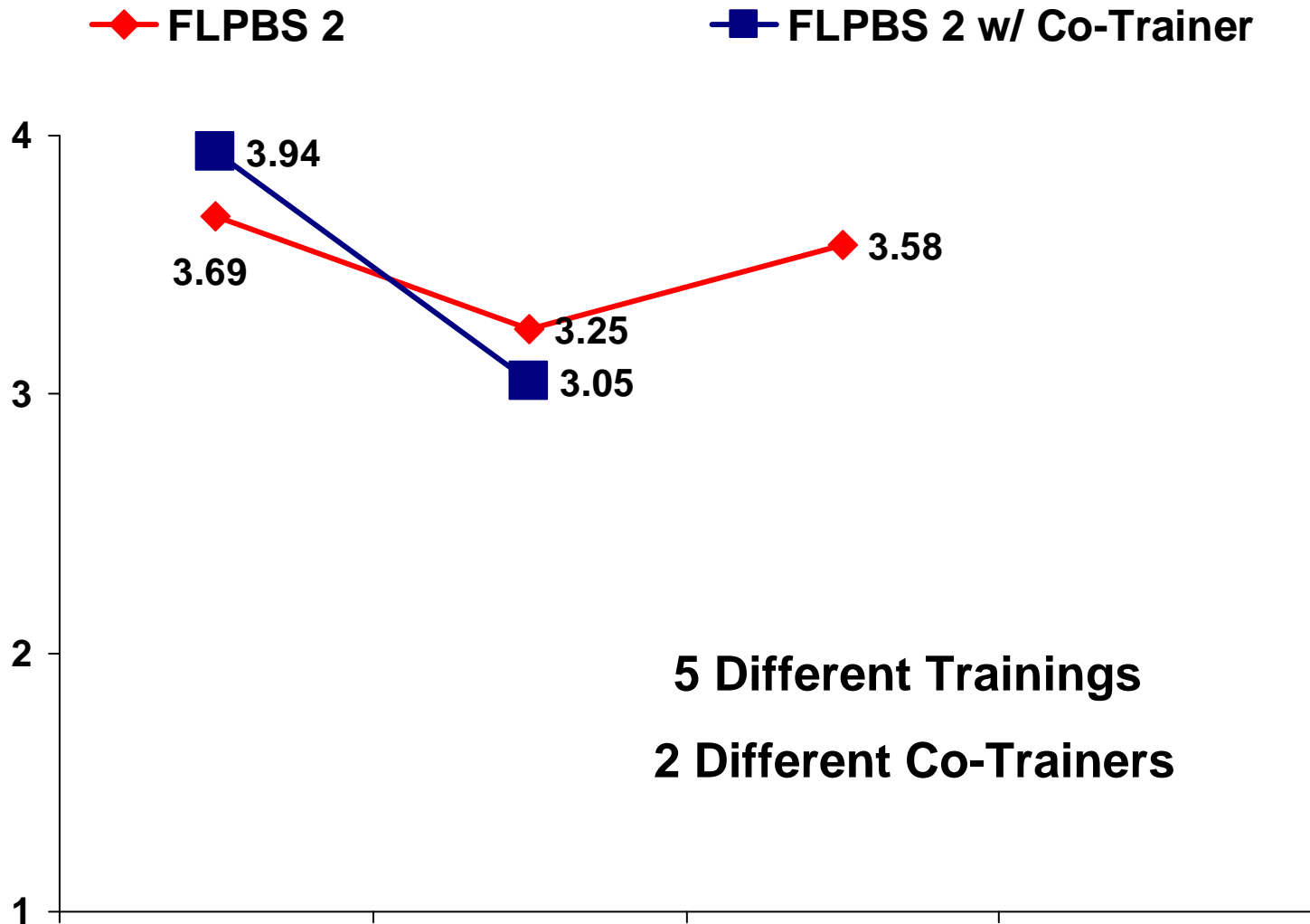
■ FLPBS 1 w/ Co-Trainer



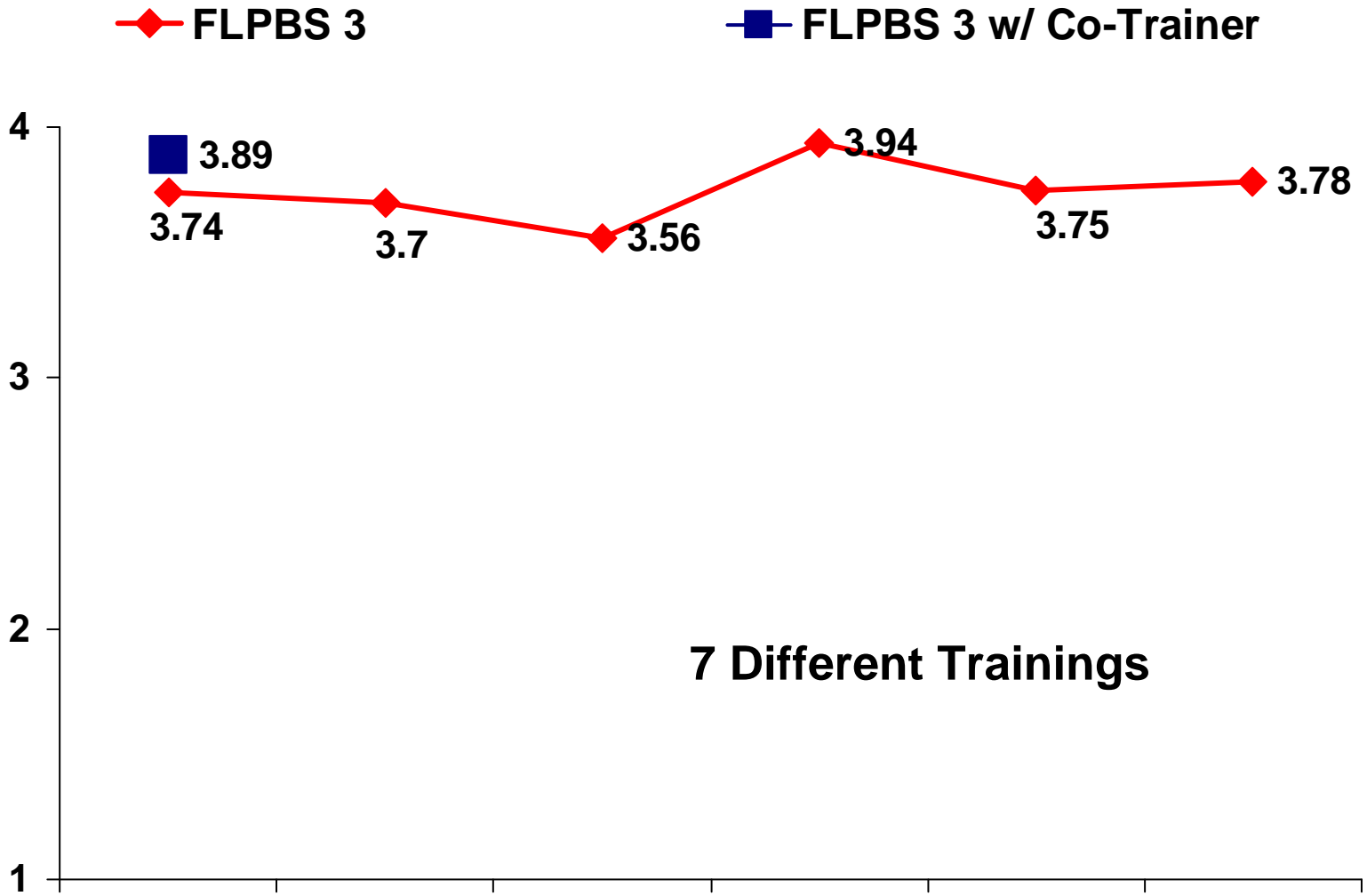
4 Different Trainings

2 Different Co-Trainers

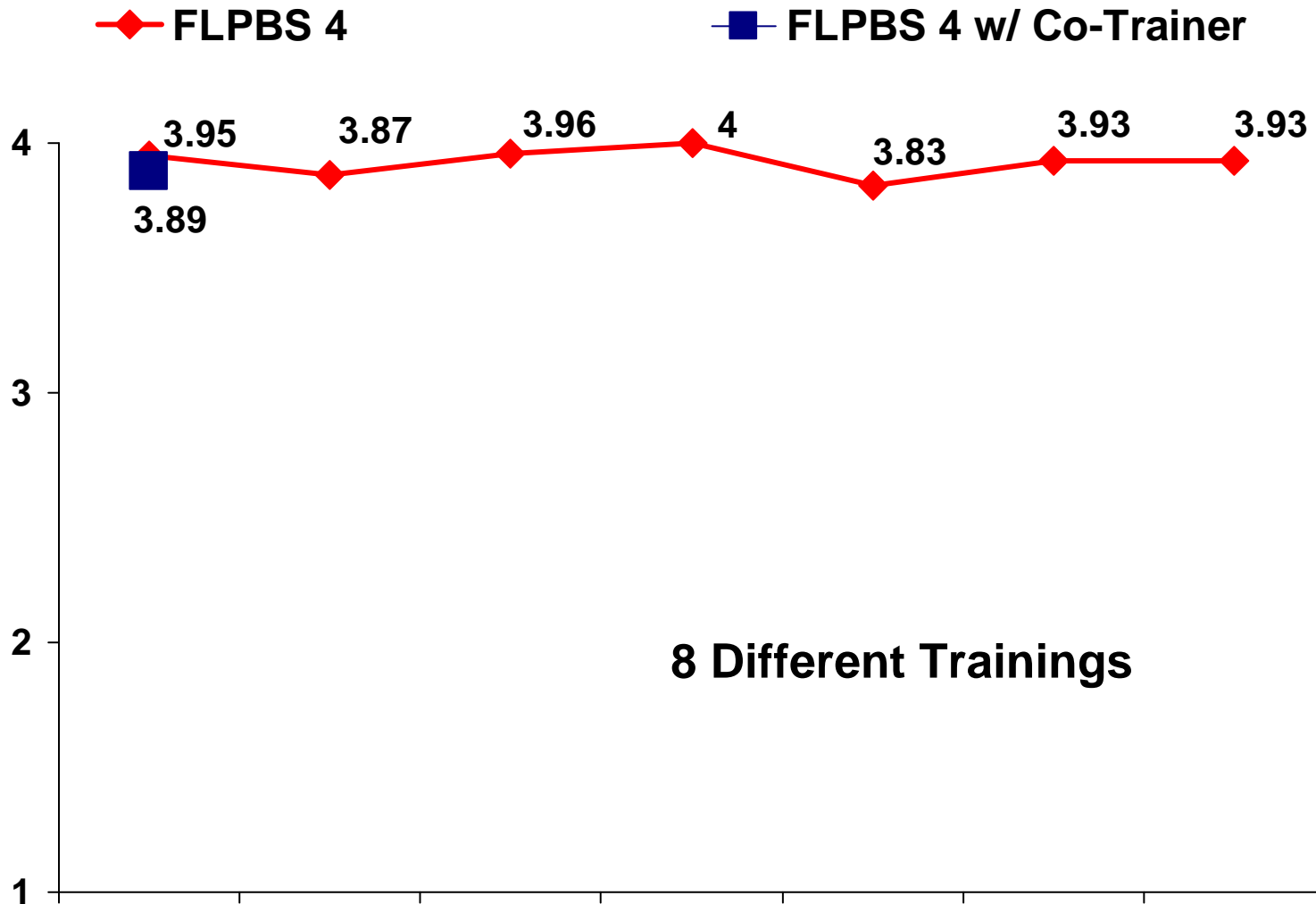
Average Skill of Trainer



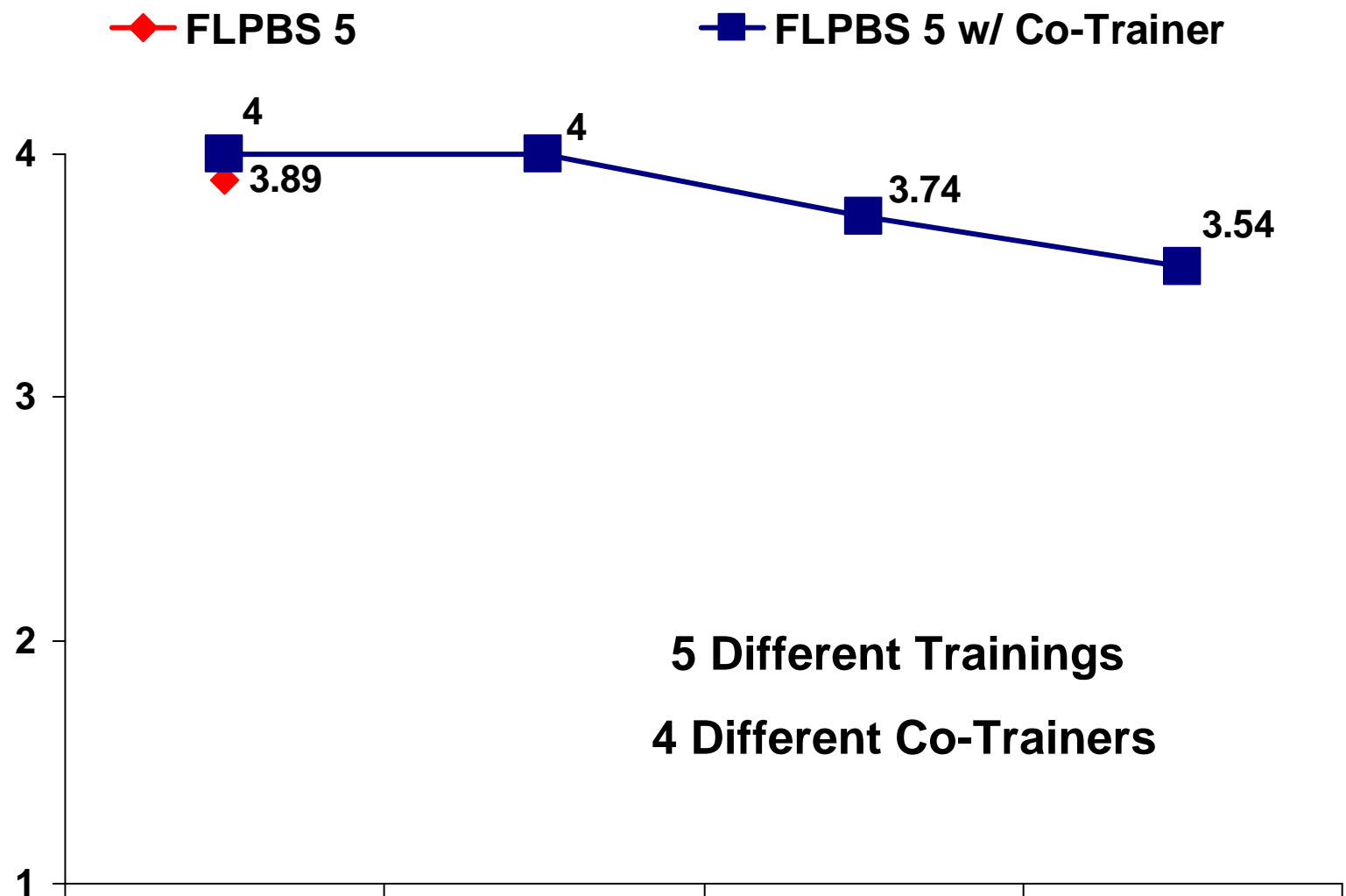
Average Skill of Trainer



Average Skill of Trainer



Average Skill of Trainer



5 Different Trainings
4 Different Co-Trainers

Ongoing Concerns

- We're always changing
 - Continuing development for our co-trainers
- Educators are nice people!
 - Test/Re-Test reliability
 - Inter-Rater reliability
 - Accurate evaluations after co-training process is complete
 - Variables that impact participants' ratings of trainers



A Brainstormed List:

- Training evaluations can be impacted by:
 - **Presenter characteristics** (skills, rapport, etc...)
 - **District** (mandated vs. voluntary, facility comfort, etc...)
 - **Grade level** (secondary vs. elementary)
 - **Audience** (school-based, district-level, transportation)
 - **Time of Year** (end of year rush, beginning of year pressure, etc...)
 - **Content** (Tier 1, Tier 2, Transportation, etc...)



Are school outcomes a valid way to measure trainer quality?



Summary

- Moving towards more of a measurement-based approach to trainer evaluation
 - Qualitative aspects of training, influence of personal perceptions are challenging



Questions



Thank you!



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