

Session D15

Flexibly Rigid: Using Train-the-Trainer to Meet Unique District Needs with Fidelity

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8th International Conference on Positive Behavior Support

March 10, 2011



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



Overview

- FLPBS:RtIB Train the Trainer process & evaluations
- Trainer evaluation data
- Braiding initiatives
- Blending state resources
- Lessons learned



Why are Train-the Trainer Approaches Necessary?

- New “project” staff require formal training
- Large district may need “scaling-up”
- Need to insure:
 - Fidelity of training
 - Adherence to process
 - Direct feedback on skills
 - Plan for new training modules and changes



What Skill Sets are Needed?

- Expertise in PBIS, implementation process & systems change,
- Skilled team facilitators and presenters,
- Communicate up-to-date technical information from the field,
- Deliver FLPBS:RtIB trainings with fidelity, adhere to FLPBS:RtIB procedures,
- Support the Project's mission of building district capacity



Co-Training Agreement

District/Trainer

- Commitment to DAP, Project procedures
- Time commitment for training
- Agreement for evaluation
- Signing on to process and use documents
 - “Terms of Use” for all training materials

FLPBS Project

- Facilitate DAP
- Commit to feedback
- Complete evaluation of structure, training, and outcomes
- Acknowledgement of Recognized Trainers
- Ongoing training and support



The Process

- Annual agreement to participate
 - A plan for utilization of recognized trainer (in- and out-of-district)
- Commitment to co-train
 - Initial observation of all modules
 - Present on all portions of Tier 1 at least 1 time
 - Feedback on Training **Structure** Evaluation
 - Feedback on Trainer **Evaluation** Form
 - Minimum competency on each module
 - May use anonymous observer, random observations, or video taped observations for evaluations



Training Structure Evaluation



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
- Items help trainer set the training up for success (break time, ground rules, etc.)
- Activities may be outside of a trainer's control.
- These items help to set the context for understanding participant feedback
- Pattern of deficits would indicate an area a trainer needs to problem solve.

Trainer Evaluation p.1



FLPBS: RtI 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...Teaming...Expectations & Roles...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				

- Assesses presentation, interaction, content & facilitation across all modules
- 5-point rating scale, score of 3+ required for each module & skill area
- Categories help Observers identify key areas of strength or improvement
- Specific examples of skill areas help clarify Observer's expectations

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	<i>Modules: Introduction...Teaming...Expectations & Roles...Teaching...Reward Systems...Distinctions, Issues, referral process...Effective Responses...Implementing...Evaluation...Classrooms...Problem Solving...Next Steps</i>			
	Module: _____ Comments	Score	Module: _____ 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 Trainee evaluation of Observer
- Feedback reviewed at end of each day

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

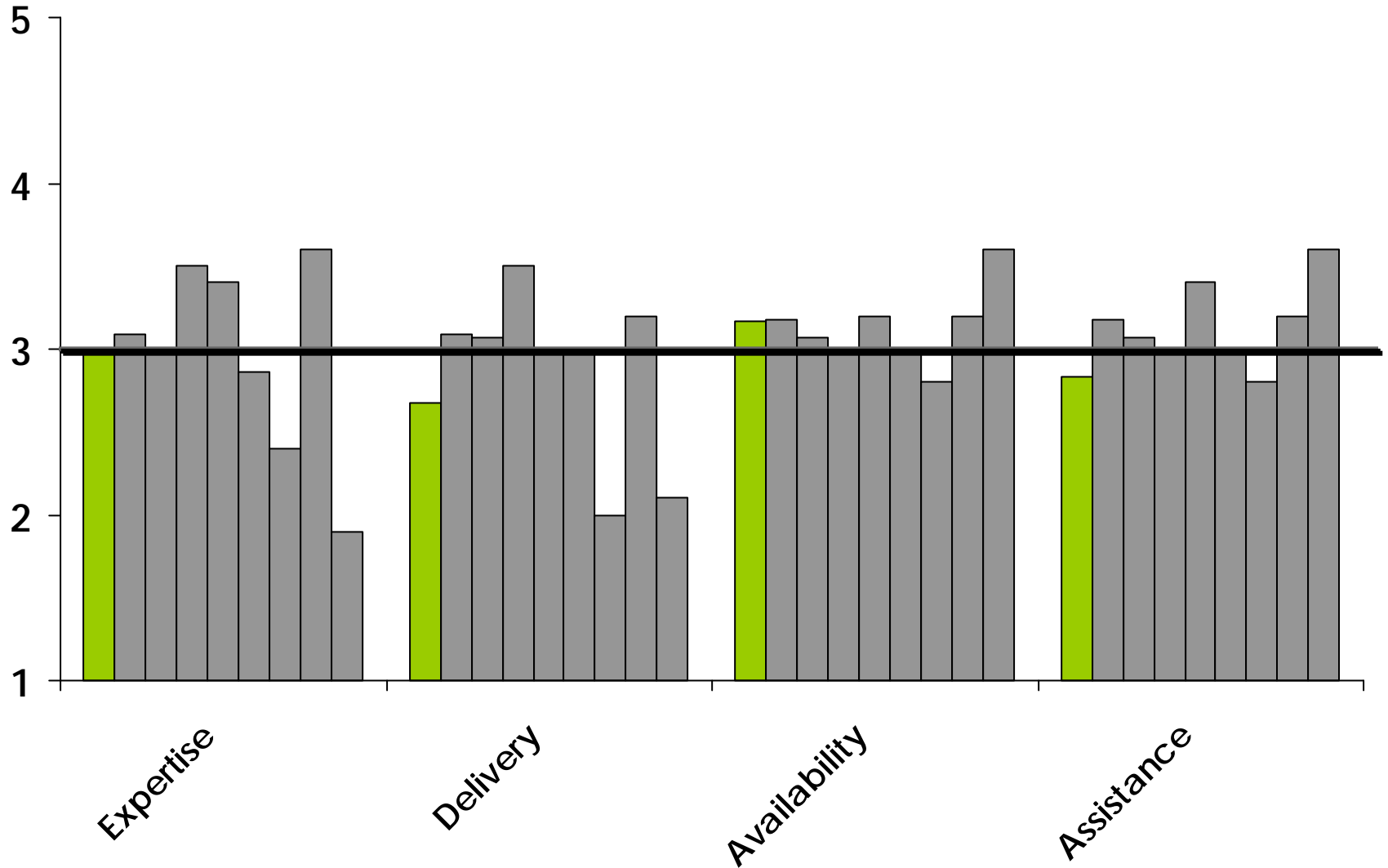
The Victims

- 9 Trainer Candidates
 - 5 became Recognized Trainers
 - 1 District Coordinator*
 - 3 District-Level (External) Coaches
 - 1 School-Based AP*
 - 2 are ongoing
 - 36% complete (non-district employee)
 - 50% complete (District Coordinator)
 - 2 discontinued the process (non-district employees)



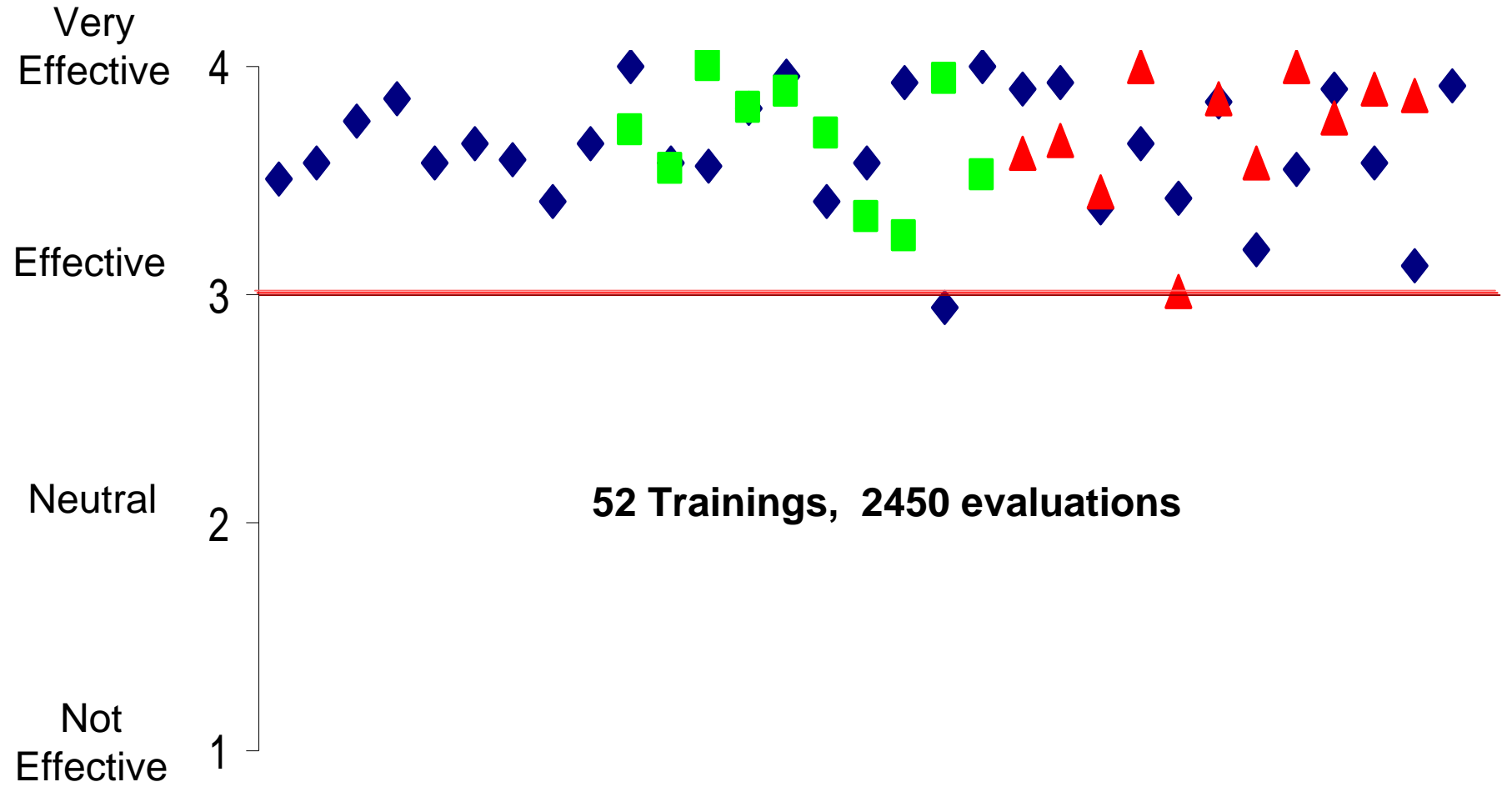
Overall Ratings – Delivering Content

Across All Modules (2010)



Participant Feedback: Average Skill of Trainer

◆ Project (60%) ■ Co-Training (19%) ▲ Recognized Trainers (21%)



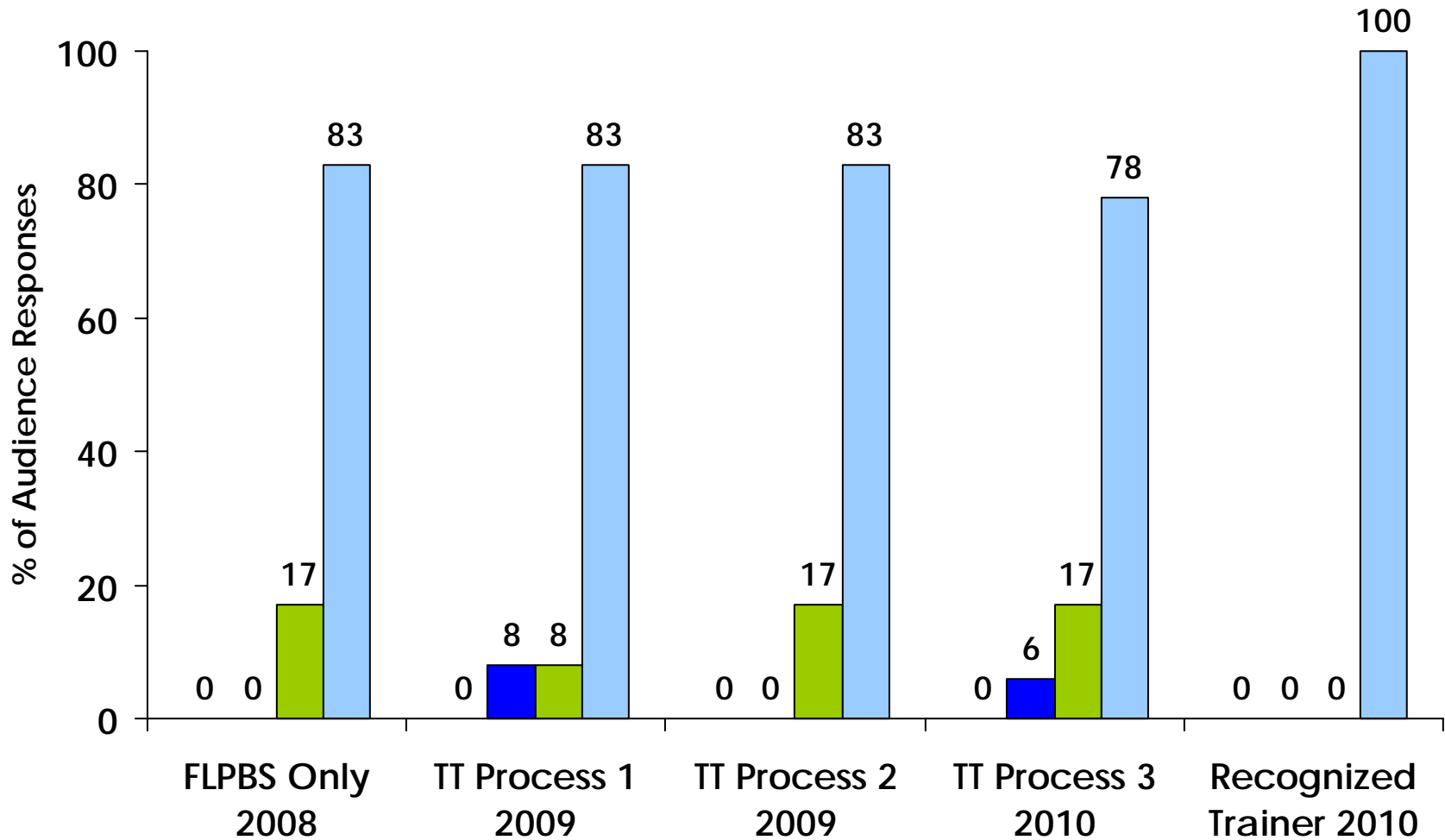
District A

- Approx. 50 schools (K-12)
- Completed train the trainer process over 3 years (3 summers of co-training)
- Supervisor of district-level behavior support team members
- Recognized Trainer since Fall 2010

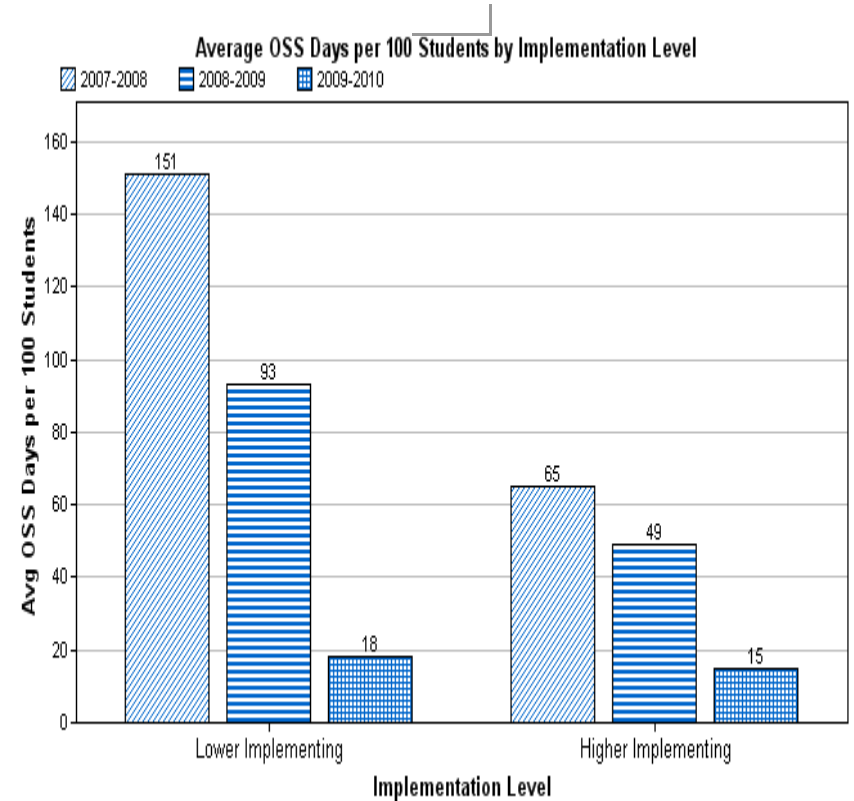
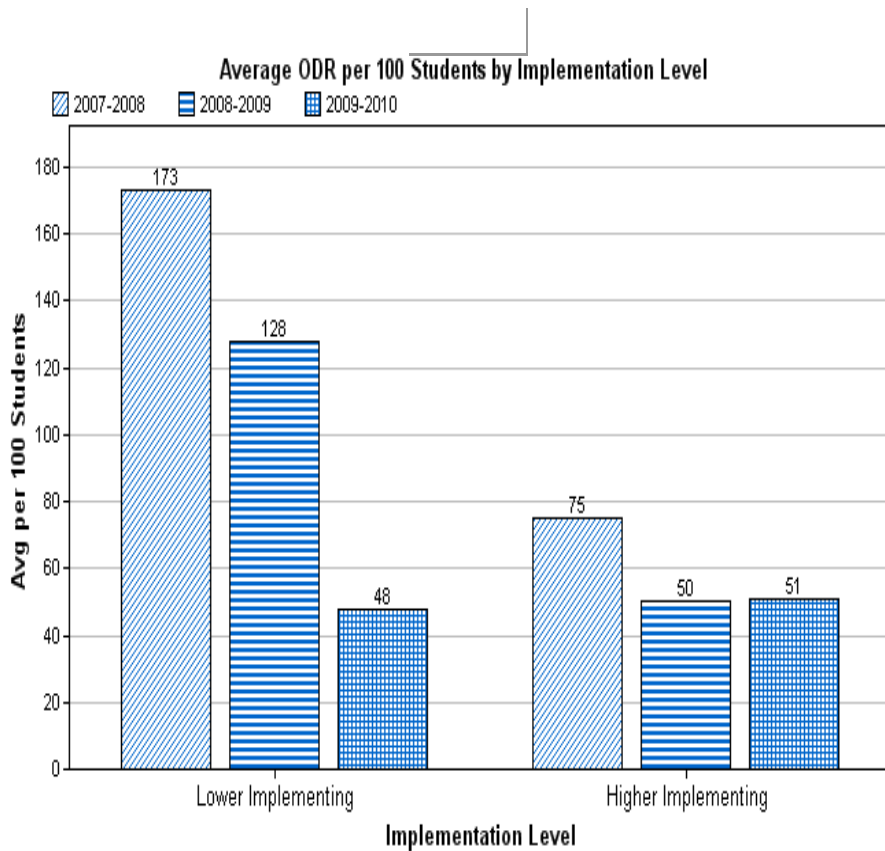


District A: "Was the Presenter Skilled at Delivering the Training/TA?"

Not Effective
 Neutral
 Effective
 Very Effective

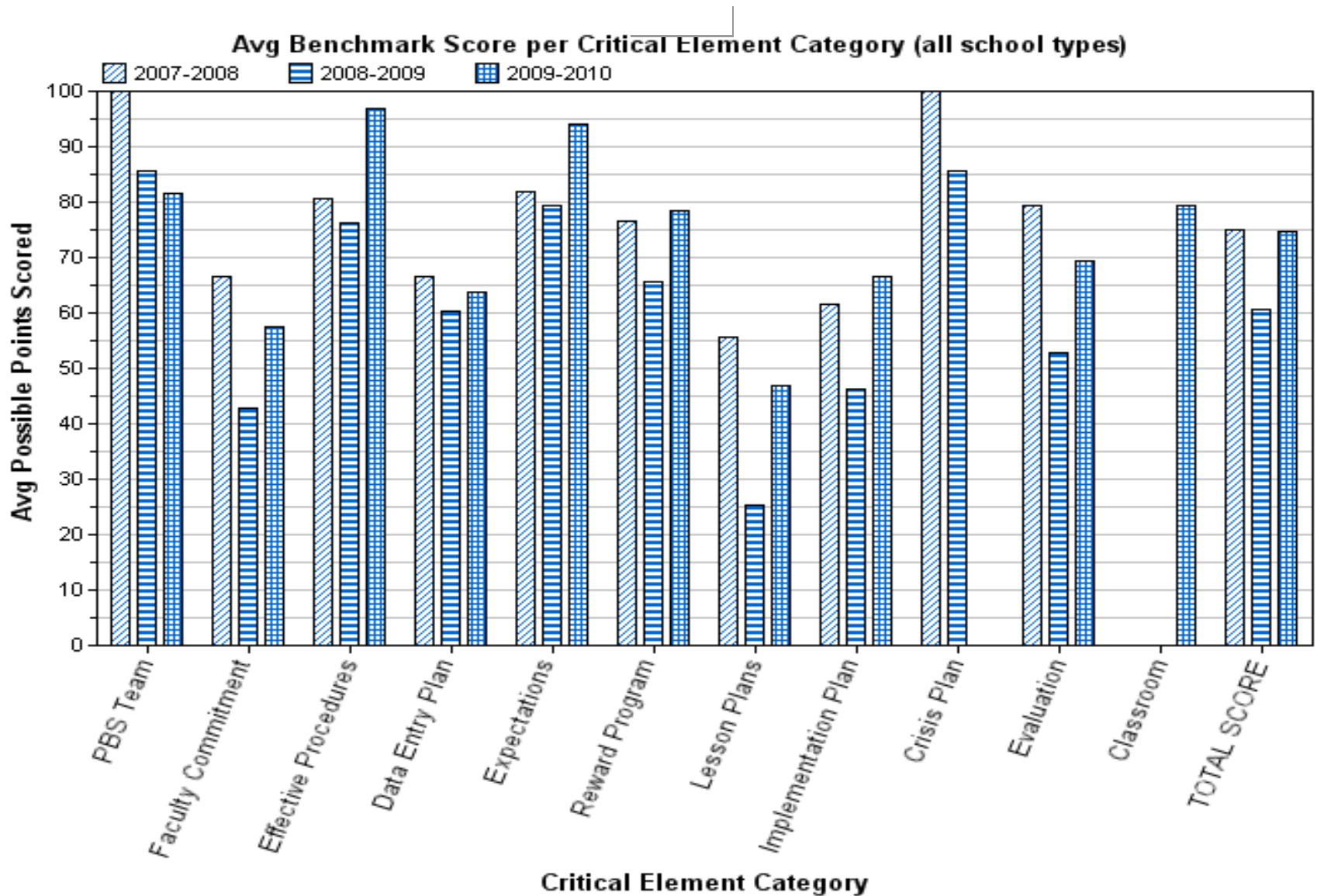


District A: ODRs and OSS/100 Students



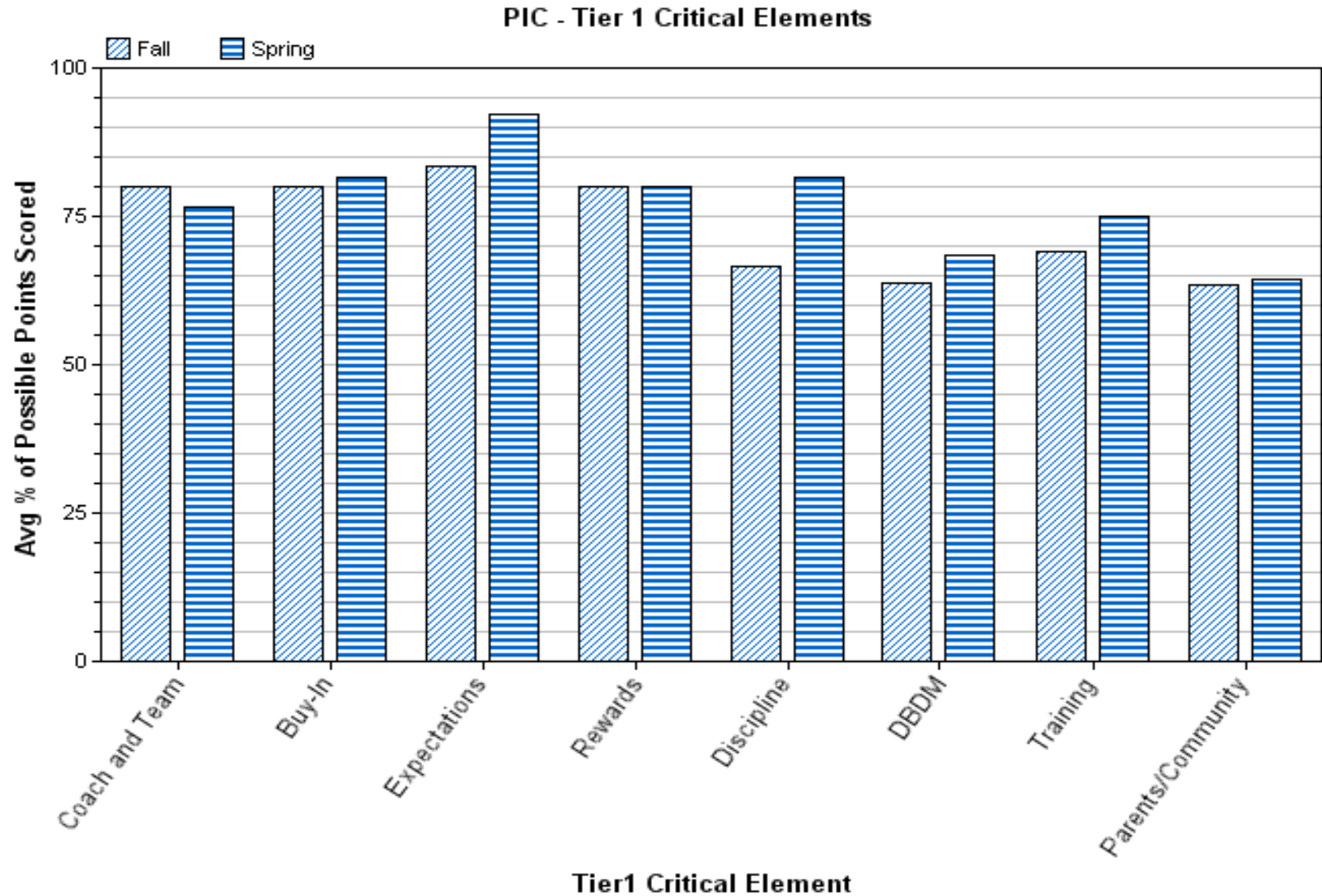
District A: Implementation

Schools trained during the "Train the Trainer" process



District-Wide Implementation: 2010

District A



Braiding Initiatives: District B

- Rtl Pilot district for FL
- Worked with Project staff to condense 3 day training
 - Worked in Rtl pilot vocabulary, consensus building information (general consensus for Rtl)
- 6-day training sequence varied according to district need, stage of implementation, & resources
 - Year 1: Rtl:A (appr. 4 days) & then Rtl:B (last 2)
 - Year 2: RtlB, then Rtl:A
 - Year 3 (2 days so far): RtlB



District B: General Scope & Sequence

Rtl Philosophy/Overview

Consensus Building

Using Data to Make Decisions

Quick **PBS Overview**

Teaming (“Rtl School-Based Behavior Team”)

Developing Expectations & Rules

Teaching Expectations & Rules

Rewarding Appropriate Behavior

Problem Solving (“Core Principles,” district data system, hypothesis predictions)

Discipline Process (definitions, forms, procedures, consequences)

Classroom PBS

Implementation Planning

Evaluation

Applying the Problem-Solving Process

District B:

Unique sequence for Secondary

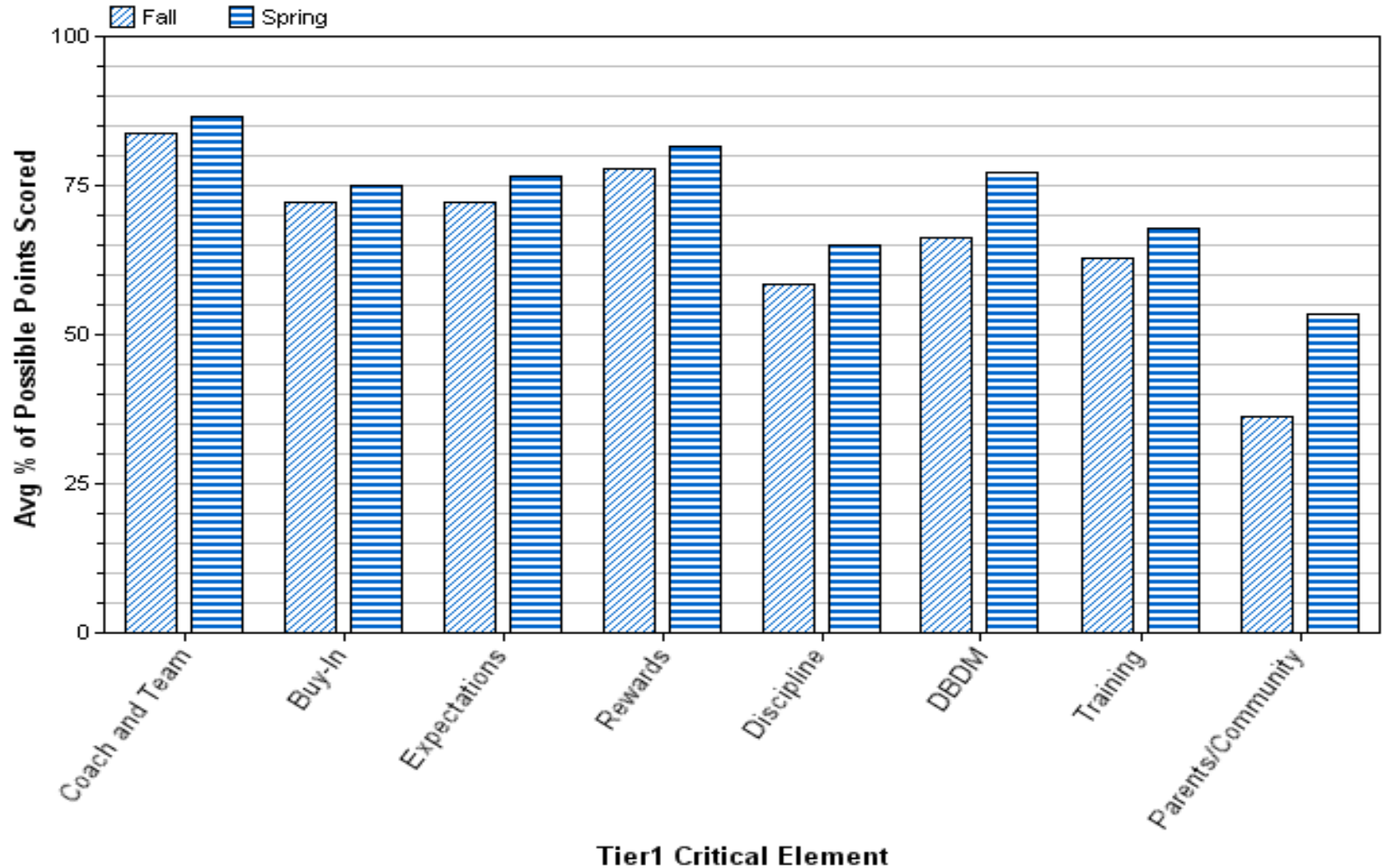
- High schools had more challenges with student behavior
 - Philosophy
 - Data-based decision making
 - Developing expectations & rules
 - Teaching
 - Rewarding
- Frequent collaboration with FLPBS
- Implementation outcomes still emerging, ODR & OSS are down



District-Wide Implementation: 2010

District B

PIC - Tier 1 Critical Elements



District C: Context for Implementation

- Three-year Statewide RtI Pilot district
 - 3 pilot schools
 - TA and training
 - External coach
- District-wide training and implementation of PS/RtI in 2009-2010
- Bradley MOU



Introducing “Rtl:B”

- Identified components of existing initiatives/programs they wanted to keep
- Developing a consistent language
 - Safe and Civil Schools
 - Foundations & Champs
 - Training modules
 - PBS
 - Overall framework
 - Tier I training curriculum
 - Data collection and evaluation tools



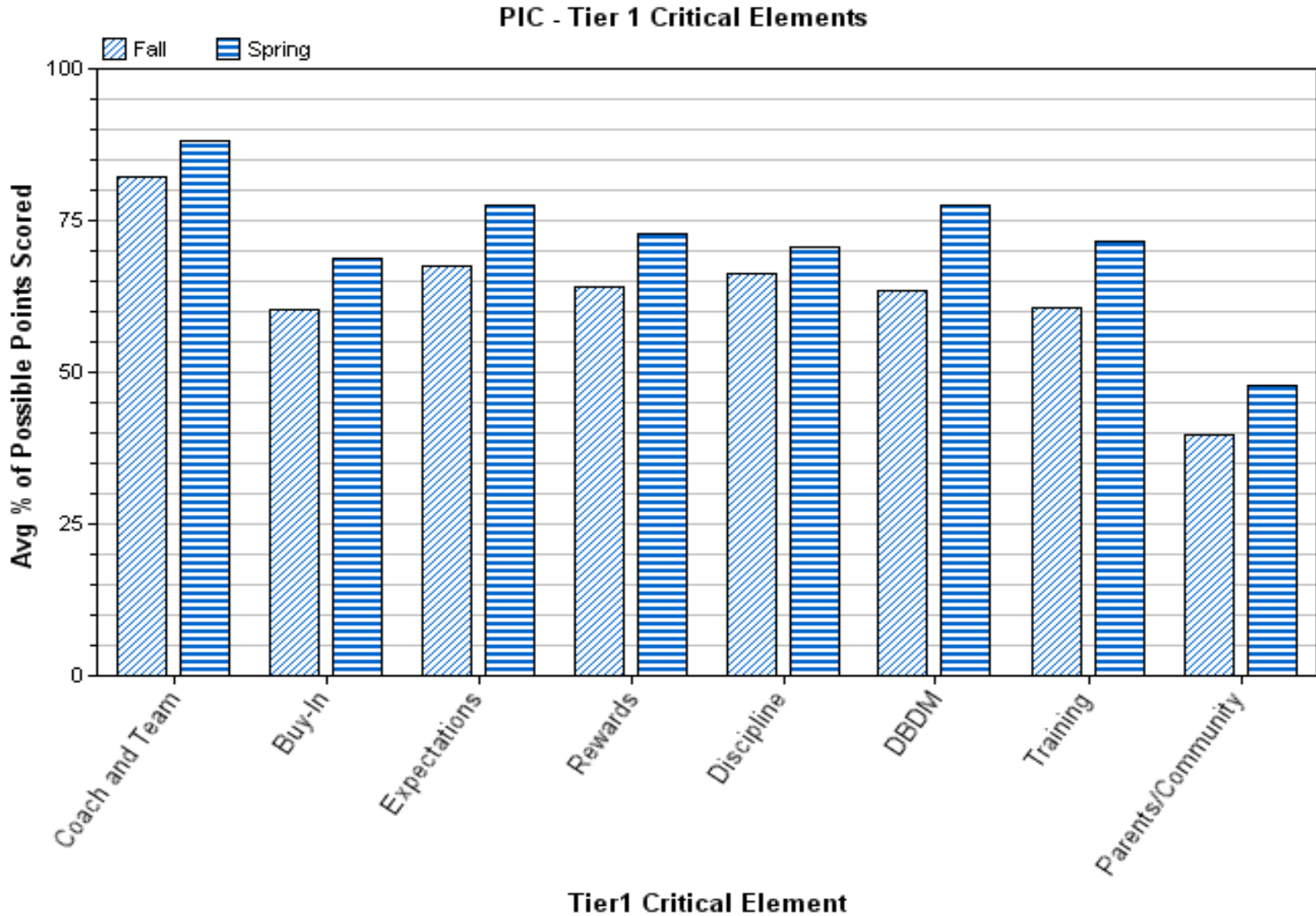
Scope and Sequence

- 2009-2010
 - Year 1: District-wide Rtl implementation
 - 25 trainers (PS/Rtl)
 - 5 cohorts of schools; 5 days of training; Tier I
- 2010-2011
 - Year 1: District-wide Rtl:**B** implementation
 - 3 day summer training
 - Ongoing facilitator trainings throughout the year
 - Year 2: District-wide Rtl implementation
 - 25 trainers (PS/Rtl)
 - 5 cohorts of schools; 5 days of training; Tier II
 - Y2D1, Y2D2 (morning: academics; afternoon: behavior)
 - Y2D3, Y2D4 integrated academics and behavior



District-Wide Implementation: 2010

District C



Lessons Learned: District C

- Separate trainings for elementary and secondary
- Work sessions vs. trainings
- Visibility of top-level district leadership
- Identifying lead coordinators/trainers
- Honoring what schools already have in place
- Importance of true collaboration and good working relationships
- Training location



Blending State Resources

- One of several state projects which provide professional development in rural regions
 - “Respond to district requests for training & technical assistance”

VS.

- “Build district capacity to provide positive behavior interventions & supports”
- State funding issues - duplication

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Florida Department of Education
Dr. Eric Smith, Commissioner



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Training Trainers: Lessons Learned

- Set clear expectations from the beginning
 - What does co-training look like? Sound like?
 - Which “bullets” can be dodged – flexibility with fidelity
- Prepare the materials
 - Module objectives & outcomes
 - Trainer’s notes: function of slide, examples
 - Consider using a Trainer’s Notebook for detailed feedback/pointers
 - **Pacing** guide, suggestions for time-savers (MiBLSi, 2010)
 - Identify “**hot button**” topics, prepare candidates to address them (MiBLSi, 2010)



Hard Lessons Learned

- Go sugar-free
 - Early expectations for feedback
 - Tips & pointers vs. corrections
 - Be specific: use direct quotes, including what led up to the quote and what came after
 - Accept that the “sandwich” may not have 2 full pieces of bread
 - Get a third perspective
 - Give candidates a “safe” way to respond to the evaluation
 - Put yourself through the process
 - It’s not for everyone



Plan for Success

- Know your candidates
 - Background knowledge and experience with implementation
 - Collaboration history

From MiBSLi (2010):

- **Feedback loops** are critical to removing barriers
- Consider pre- (self) assessments, with post evaluations
- Develop rubric for trainer evaluations
- Evaluators should have clearly defined acceptable/unacceptable variations of trainer performance



Issues to Consider

- Agreements are just “paper”
- Ongoing training of revisions is challenging
- Logistics for follow-up evaluations can be difficult



Contact Information and Resources

FLPBS:RtIB Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbs@fmhi.usf.edu
- Website: <http://flpbs.fmhi.usf.edu>

OSEP TA Center on PBIS

- Website: www.pbis.org

Association on PBS

- Website: www.apbs.org

