

The Center for Community Engagement at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Tier II Training

Module 10

Professional Learning for PBIS Tier II



Arkansas State Personnel Development Grant

Focus Area: Professional Learning (PL) needed for PBIS Tier II

Title of Training:



Module 10: Professional Learning for PBIS Tier II

Suggested Training Time: 1-2 hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS Tier II.

What is included?

- The first part of this guide (pgs. 1 – 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are discussion questions, homework, and resources for attendees.

Suggested pre-requisites to this training:

- Tier I Modules
- Tier II Modules 1-9

Training Description:

This presentation is designed to give administrators, schools, districts, or other personnel an idea of what Professional Learning (PL) is recommended for those involved in PBIS Tier II.

Module Sections:

Introduction – Purpose and objectives (slides 1 – 4) pgs. 5 – 9

Training Sections

Section 1 – Why Provide Professional Learning (PL) to Staff?
(slides 5 – 8) pgs. 10 – 14

Section 2 – What PL is Needed for Tier II? (slides 9 – 19) pgs. 15 – 28

Section 3 – Who Can Provide PL for Tier II? (slides 20 – 23)
pgs. 29 – 33

Section 4 – How Can You Make PL Highly Effective? (slides 24 – 38)
pgs. 34 – 50

Conclusion – Summary and resources (slides 39 – 42) pgs. 51 – 55

Discussion questions, homework, resources – pgs. 56 – 57

Training Materials/Equipment:

PowerPoint for Module 10: Professional Learning for PBIS Tier II

- Equipment needed/recommended to project the PowerPoint:
 - Laptop computer
 - Access to PowerPoint (downloaded on computer, flash drive, etc.)
 - Projector
 - Speakers, if needed
 - Microphone(s), if needed
 - Required connecting cables, extension cords, etc.
 - “Clicker” to advance slides
- Showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
 - Note that it may take a minute for the video to load.

- Once the video is loaded, a still shot with an arrow to start the video will appear on the slide.
- Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint.
- If necessary, provide a hard copy of the PowerPoint.

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes



Handouts:

Physical and/or electronic copies of:

- [Teacher Self-Assessment](#) (pgs. 27 – 28)
- [HQPD Checklist](#) (pg. 49)



Activities in this Training:

- Discussion (pg. 20)
- Using the Teacher Self-Assessment (pg. 26)
- District Support (pg. 31)
- Local Support (pg. 32)

Essential Questions:

These essential questions will be addressed in this training module:

- Why is Professional Learning (PL) important for schools implementing Tier II?
- What kind of PL is needed for schools implementing Tier II?
- Who can provide PL for Tier II?
- How can teams provide effective PL for their school staff?

Trainer Tips:

- When schools begin to implement PBIS, it's important to give staff all the information and support they need so that they can provide supports to students. The better their understanding, the better staff can provide support, which means better outcomes for students.
- PL doesn't end with just training. It's important for teams to assess staff needs and give tiered support to staff, just like we do for students.
- The reason we use the term Professional Learning instead of Professional Development is because it involves more than just training. It's an ongoing process involving training, feedback, support, and coaching.

Introduction

Slides 1 - 4

- Purpose of this module
- Objectives of this module



RTI Arkansas

**Professional Learning
for PBIS Tier II**



Arkansas Department of Education
LEADERSHIP
SUPPORT
SERVICE



Arkansas
DEPARTMENT OF EDUCATION

Images in this module were obtained at google.com/images unless otherwise specified.



Arkansas Positive Behavioral
Interventions & Supports



Center for
Community
Engagement
University


Slide #1
[Professional Learning for PBIS Tier II]

RTI  **arkansas**

Purpose of This Module
Discuss the training and support that school staff need for effective Tier II implementation




  

Slide #2
[Purpose of This Module]



Objectives

- Learn why professional learning (PL) is needed for Tier II
- Learn what PL is needed for Tier II
- Learn about who can provide the PL
- Learn how you can provide PL in a way that's most effective for your district/school



Slide #3
[Objectives]

RTI Arkansas

The Tiered Fidelity Inventory (TFI)
Tier II Planning Tool

<p>TEAM</p> <ul style="list-style-type: none"> ▪ 2.1 Team Composition ▪ 2.2 Team Operating Procedures ▪ 2.3 Screening ▪ 2.4 Request for Assistance <p>INTERVENTIONS</p> <ul style="list-style-type: none"> ▪ 2.5 Options for Tier II Interventions ▪ 2.6 Tier II Critical Features ▪ 2.7 Practice Matched to Student Need ▪ 2.8 Access to Tier I Supports ▪ 2.9 Professional Development 	<p>EVALUATION</p> <ul style="list-style-type: none"> ▪ 2.10 Level of Use ▪ 2.11 Student Performance Data ▪ 2.12 Fidelity Data ▪ 2.13 Annual Evaluation
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▶

Slide #4

[The Tiered Fidelity Inventory (TFI) Tier II Planning Tool]

Trainer Notes:

- The TFI will be used throughout PBIS modules. Each module aligns with one or more of the TFI items, denoted by the yellow arrows.
- The TFI is a tool that can be used for PBIS implementation planning, PBIS progress monitoring, and evaluation of PBIS implementation.
- In this module, item 2.9 will be addressed.

Training Section One

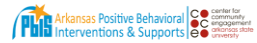
Why Provide Professional Learning (PL) to Staff?

Slides 5 - 8

Goal

Participants will learn why professional learning is important.

Why Provide Professional Learning (PL) to Staff?



Slide #5

[Why Provide Professional Learning (PL) to Staff?]

Provide Leadership

“Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.”



Slide #6

[Provide Leadership]

The slide features a blue watercolor-style splash on the left containing the title "Why is PL Important?". The top right corner has the "RTI Arkansas" logo. The bottom of the slide contains three logos: "Arkansas Building a Better Future", "Arkansas Positive Behavioral Interventions & Supports", and "Center for Community Engagement University of Arkansas".

RTI Arkansas

Why is PL Important?

- To ensure Tier II is implemented as intended
- To ensure students meet desired outcomes

Arkansas Building a Better Future | Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement University of Arkansas

Slide #7

[Why is PL Important?]

Trainer Notes:

- Because so many staff members will be involved in the Tier II process—through identifying students, providing interventions, or providing feedback—professional learning is needed to ensure that staff members understand their roles.
- The reason the term “professional learning” is used (as opposed to professional development) is that the process should be more than just training; it should include ongoing training combined with feedback, support, and coaching based on the needs of the staff **to ensure students meet desired outcomes.**

Training Alone is Not Enough

Training Components	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
	Demonstrate Knowledge	Demonstrate New Skill in Training	Use New Skills in Classroom
Theory and Discussion	10%	5%	0%
<i>Plus</i> Demonstration in Training	30%	20%	0%
<i>Plus</i> Practice and Feedback in Training	60%	60%	5%
<i>Plus</i> Coaching in the Classroom	95%	95%	95%

Figure 9.1
Joyce and Showers (2002)



Slide #8

[Training Alone is Not Enough]

Trainer Notes:

- Providing high quality professional learning is critical. Training alone does not always lead to teachers being able to use new skills effectively in the classroom.
- Meta-analysis by Joyce and Showers (2002) reveals that providing not only training, but also **modeling, practice, feedback, and coaching** will give teachers the best chance at effectively using new skills in the classroom.

Training Section Two

What PL is Needed for Tier II?

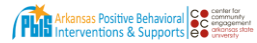
Slides 9 - 19

Goals

Participants will learn

- Overview of PL needed before kick-off and ongoing
- About PL in the classroom

What PL is Needed for Tier II?



Slide #9

[What PL is Needed for Tier II?]

Before Tier II Kick-off

- Tier I overview for new staff
- Review of Tier I components
- Overview of Tier II and how it links to Tier I
- Interventions currently available
- How to refer a student for Tier II interventions
- What information and data should accompany the referral



Slide #10

[Before Tier II Kick-off]

Trainer Notes:

- Start the school year by ensuring staff have a basic understanding of Tier II.
- Staff will be asked to continue supporting students with Tier I interventions and they will need to understand how Tier II interventions are tied to Tier I practices, expectations, etc.
- Staff will also need a basic understanding of what interventions are available and what these interventions are targeting.
- Staff will also need to know the process for referring a student for Tier II interventions and how the process includes providing data with the referral.

Important Tier II Topics

- Function of behavior and how it relates to interventions
- Data decision rules
- Collecting baseline data and/or screener data



Slide #11

[Important Tier II Topics]

Trainer Notes:

- As staff are asked to support students in Tier II interventions, it is important that they understand how interventions are chosen based on hypothesized function of behavior.
- For staff to better identify students that might benefit from Tier II interventions, they need to understand which data are used to determine eligibility.
- Because staff will be referring or nominating students for Tier II interventions, they will need to understand how to collect data to help the team better identify the students' proposed function of behavior and develop plans to support them.

Provide Ongoing Tier II PL

Throughout the year

- Training for staff supporting students in interventions:
 - Their role in supporting the students
 - How to use the daily progress report
- Training on any new interventions added



Slide #12

[Provide Ongoing Tier II PL]

Trainer Notes:

- As staff begin identifying students for interventions, they will need an introduction to the intervention and an understanding of how they will be involved in supporting the student in the intervention.
- Staff who have students in interventions will need to know how student progress is recorded, what their part is in the recording of data, and how they submit data to the appropriate person (if needed).
- As new interventions are added, staff will need updates and overviews.

Additional Training, as Needed

- Provide training boosters, as suggested by data.
- Continue to provide PL on effective classroom practices:
 - Use data such as walkthroughs, checklists, etc. to determine needs for support with classroom practices.
- Intensify training and support for some staff, as suggested by data.



Slide #13

[Additional Training, as Needed]

Trainer Notes:

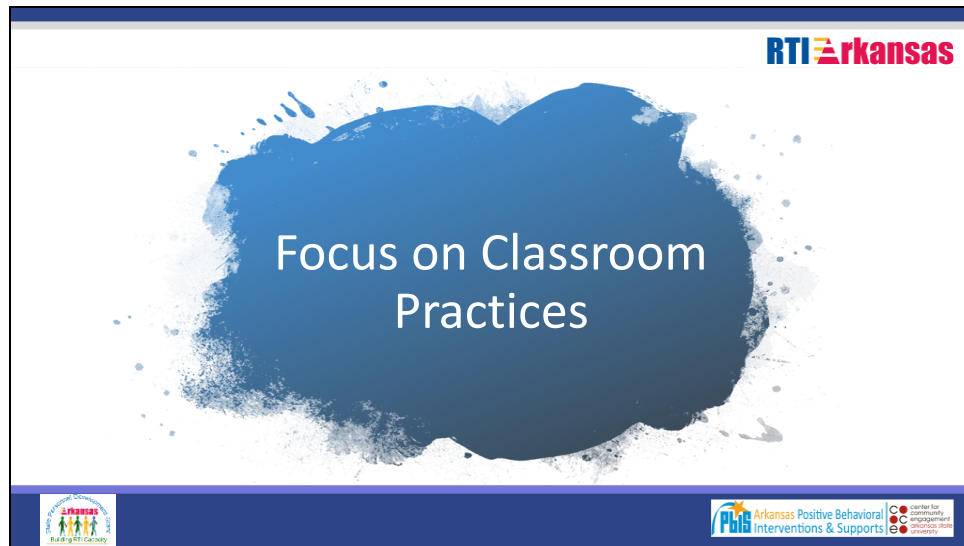
- As students begin to receive interventions and data are collected, the team will be looking at the overall success of the interventions and may find areas where additional training or a booster would help staff provide more effective support for students.
- Students spend most of their time in the classroom and classroom teachers will be supporting students that are receiving interventions, so it is important that classroom teachers have continued support with effective classroom practices.
- Some staff may need more support in specific areas.



ACTIVITY

Discussion

- Ask participants the following questions:
 - How will you determine what training is needed?
 - How often will you look at aggregated Tier II intervention data?
 - What other sources can provide information on needed PL?
 - How often will you ask staff to complete the Self-Assessment Survey?
 - How will you know if some staff need additional training or support?



Slide #14
[Focus on Classroom Practices]

Tier II Aligned to Tier I Practices

Tier II will be more successful with a strong Tier I implementation in the classroom:

- Tier II interventions teach new (or improved) skills for meeting behavioral expectations.
- For students to be more successful and continue using the skills, the appropriate environment and teacher support is crucial.

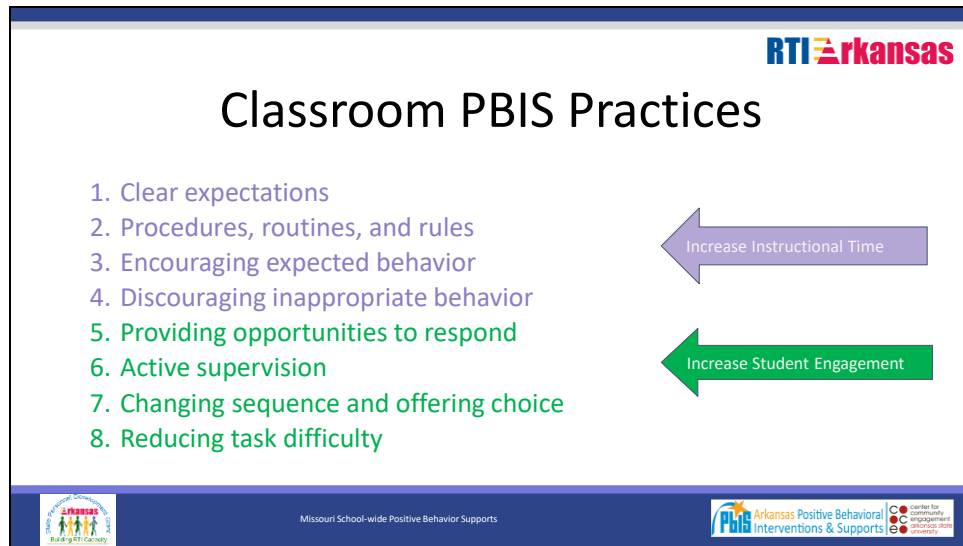


Slide #15

[Tier II Aligned to Tier I Practices]

Trainer Notes:

- For Tier II interventions to be successful, classroom teachers will need to provide feedback to students.
- Classroom practices need to include Tier I practices that are used throughout the school (e.g., defining and teaching behavioral expectations, giving acknowledgements, consistent response to problem behavior, etc.).
- Tier II interventions are aligned with Tier I practices – students are learning new (or improving) skills to meet the behavioral expectations and will need more intense feedback and reinforcement to increase the chance of retaining and continuing to use the skills after graduating from the interventions.
- Refer to Tier I Module 13 for more information on PBIS classroom practices.



The slide features a blue header with the RTI Arkansas logo in the top right corner. The title "Classroom PBIS Practices" is centered in a large, black font. Below the title is a numbered list of eight practices. Practices 1 through 4 are in purple, 5 through 7 are in green, and 8 is in purple. To the right of the list are two arrows pointing left: a purple arrow labeled "Increase Instructional Time" and a green arrow labeled "Increase Student Engagement". The footer contains logos for the Missouri Department of Education, Missouri School-wide Positive Behavior Supports, and the Arkansas Positive Behavioral Interventions & Supports Center for Community Engagement and University.

RTI **Arkansas**

Classroom PBIS Practices

1. Clear expectations
2. Procedures, routines, and rules
3. Encouraging expected behavior
4. Discouraging inappropriate behavior
5. Providing opportunities to respond
6. Active supervision
7. Changing sequence and offering choice
8. Reducing task difficulty

Increase Instructional Time

Increase Student Engagement

Missouri School-wide Positive Behavior Supports

Arkansas Positive Behavioral Interventions & Supports

center for community engagement and university

Slide #16

[Classroom PBIS Practices]

Trainer Notes:

- From MO-SW-PBS Tier II workbook: “MO SW-PBS has identified eight classroom practices that have been shown to increase the likelihood of appropriate behavior and decrease problem behavior while increasing academic learning time.”
- Refer to Tier I Module 13 PBIS in the Classroom for more in-depth discussion on these practices.

Professional Learning: Focus on Classroom

- Provide direct training to all staff (ideally, one topic at a time).
- Assess the need for additional support:
 - Direct observation
 - Checklists or self-assessments
- Provide coaching to staff members that need support:
 - Set goals and have staff self-monitor
 - Progress monitor and provide feedback



Slide #17

[Professional Learning: Focus on Classroom]

Trainer Notes:

- This follows the process discussed in the previous section on tiered support.
- It is recommended that schools focus on one topic at a time until 80% of staff show mastery.

Effective Classroom Practices	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4:1? ... <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior?
4. Discouraging Inappropriate Behavior	<input type="checkbox"/> I have attended Discouraging Inappropriate Behavior in-service. <input type="checkbox"/> I demonstrate calm, consistent, brief, immediate, and respectful error corrections using professional teaching tone and demeanor. <input type="checkbox"/> I use a variety classroom response strategies (prompt, redirect, re-teach, provide choice, and conference with students).

Slide #18

[Example: MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices, Pg. 1]

Trainer Notes:

- Teachers can use this to self-assess whether they are using effective classroom practices. (Found at: <https://pbissmissouri.org/wp-content/uploads/2017/06/8.1-MO-SW-PBS-Teacher-Self-Assessment-of-the-Effective-Classroom-Practices.docx>)
- This can also be used by teachers as a guide for implementing effective classroom practices.
- This is a two-page document. (See next slide for page 2.)
- This full document is provided in this guide after the next slide.

**Example:
MO SW-PBS Teacher
Self-Assessment of
the Effective
Classroom Practices,
Pg. 2**

Effective Classroom Practices	Staff Expectations to Support Student Behavior
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision. <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level. <input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? <input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	<input type="checkbox"/> I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty. <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.

Slide #19

[Example: MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices, Pg. 2]



ACTIVITY

Using the Teacher Self-Assessment

Begin developing a plan for using the Teacher Self-Assessment to determine areas of PL that are needed.

- Schedule a time for teachers to complete the assessment.
- Analyze the results and create a list of topics for PL.
- Identify dates and times for providing training, and personnel who will provide the training.
- Develop a plan for follow-up progress monitoring to identify staff who may need more intense support. (Targeted and intense support for staff are discussed in an upcoming section of this module.)

The full Teacher Self-Assessment can be found on pages 27 – 28.

MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices

TIER ONE – EFFECTIVE CLASSROOM PRACTICES: All staff consistently implement effective classroom practices to provide an engaging, predictable and safe learning environment for all students.

Effective Classroom	Staff Expectations to Support Student Behavior
1. Classroom Expectations	<input type="checkbox"/> I have attended Classroom Expectations in-service. <input type="checkbox"/> I have created and posted classroom rules aligned with schoolwide expectations. <input type="checkbox"/> I have filed a copy of my classroom rules in the office. <input type="checkbox"/> 80% of my students can tell the classroom expectations and rules.
2. Classroom Procedures and Routines	<input type="checkbox"/> I have attended Classroom Procedures and Routines in-service. <input type="checkbox"/> I have created, posted, taught and given students frequent specific performance feedback on classroom procedures and routines. <input type="checkbox"/> Students can verbalize and regularly demonstrate the classroom procedures and routines.
3. Encourage Expected Behavior – Provide Specific Positive Feedback	<input type="checkbox"/> I have attended Classroom Strategies to Encourage Expected Behavior in-service. <input type="checkbox"/> I use a variety of strategies to give specific positive feedback (free and frequent, intermittent, and long term). <input type="checkbox"/> What is my method for providing specific positive feedback at a ratio of 4: 1? _____ <input type="checkbox"/> Can my students tell how they receive acknowledgement for appropriate behavior? _____
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MO SW-PBS Teacher Self-Assessment of the Effective Classroom Practices
Page 2

Effective Classroom	Staff Expectations to Support Student Behavior
5. Active Supervision	<input type="checkbox"/> I have designed the classroom floor plan to allow for ease of movement for Active Supervision . <input type="checkbox"/> I continually monitor all areas of the room by scanning, moving, and interacting frequently and strategically. <input type="checkbox"/> When designing a lesson, I consider student groupings, location, and activity level. <input type="checkbox"/> I provide positive contact, positive, and corrective feedback while moving around the room.
6. Opportunities to Respond	<input type="checkbox"/> I use a variety of strategies to increase student Opportunities to Respond (examples: turn and talk, guided notes, response cards). <input type="checkbox"/> What strategy do I use to track students being called on? _____ <input type="checkbox"/> I regularly use wait-time to increase student opportunity for metacognition. <input type="checkbox"/> I regularly plan instructional questions and response methods prior to the lesson.
7. Activity Sequence and Choice	<input type="checkbox"/> I Sequence tasks by intermingling easy/brief tasks among longer or more difficult tasks. <input type="checkbox"/> When designing a lesson I consider the pace, sequence, and level of task difficulty to promote each student's success. <input type="checkbox"/> I consider a variety of elements when offering students Choice (order, materials, partner, location, type of task). <input type="checkbox"/> I develop and use a menu of options to promote student choice (examples: work stations, demonstration of knowledge).
8. Task Difficulty	<input type="checkbox"/> How do I make certain independent work contains 70-85% known elements (instructional level)? _____ <input type="checkbox"/> How do I make certain reading tasks are 93-97% known elements (independent)? _____ <input type="checkbox"/> I use a variety of strategies to adjust Task Difficulty . <input type="checkbox"/> I scaffold tasks by modeling, providing guided practice, and chunking multi-step directions and activities.

Training Section Three

Who Can Provide PL for Tier II?

Slides 20 - 23

Goals

Participants will learn


- About training at the district and local levels
- Resources for training

Who Can Provide PL for Tier II?






Slide #20

[Who Can Provide PL for Tier II?]



District Support

- A district professional learning plan might include...
 - Securing funding for PL
 - Establishing district-wide trainers to sustain PBIS efforts
 - Developing a coaching network
 - Scheduling an evaluation to identify PL needs
- District staff with expertise can provide support on...
 - Matching students with interventions that address needs/needed skills

Slide #21
[District Support]

Trainer Notes:

- Districts can be extremely helpful in supporting schools that are implementing Tier II.
- By developing expertise, training, and coaching capacity within the district, it is much more likely that schools will be successful and will sustain PBIS.



ACTIVITY (Optional)

District Support

- This activity is for district personnel.
- Begin identifying personnel who can provide training and coaching on various Tier II components and interventions (e.g., use of a district-wide data tool, understanding Function of Behavior, Check-in Check-out).

Local Support

- Administrator, Tier I and Tier II teams, and coach(es) can provide overviews of Tiers I and II.
- Administrator, intervention coordinator(s), and other Tier II team members can provide observation and feedback.
- Teachers can collaborate to support each other in providing observation and feedback.



Slide #22

[Local Support]

Trainer Notes:

- Once they have had training and begun implementing PBIS, local school teams and administrators can build capacity to provide initial and ongoing training on PBIS to their staff.
- As staff are learning and beginning to support students in Tier II interventions, it is important for the team to have a plan to provide staff with feedback and continued support.



ACTIVITY (Optional)

Local Support

- This activity is for school leadership teams.
- Begin identifying personnel in the school who could provide PL and coaching on Tier I classroom practices, Tier II components, and Tier II interventions.
- Alternatively, identify personnel who have the time and who are willing to develop the skills to provide this support.

Outside Resources

- Local, state, and regional workshops and conferences:
 - [PBIS National Forum](#)
 - [APBS Annual Conference](#)
 - [Missouri School-wide PBS Summer Institute](#)
- Websites and written materials (journals, books, etc.):
 - [A-State PBIS Resource Center](#)
 - [National Center on PBIS](#)
 - [Journal of Positive Behavior Interventions](#)
 - [Supporting and Responding to Behavior – Evidence-based Classroom Strategies for Teachers](#)



Slide #23

[Outside Resources]

Trainer Notes:

- Because PBIS is being implemented in schools all over the US (and around the world), there are trainings, regional conferences, and national conferences throughout the year. These are especially useful for schools and districts to continue building capacity in training and coaching within the district.
- The National Center often posts publications and training materials from various conferences, and these are open to the public to view and use.

Training Section Four

How Can You Make PL Highly Effective?

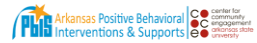
Slides 24 - 38

Goals

Participants will learn

- Characteristics of effective professional learning
- About multi-tiered support

How Can You Make PL Highly Effective?



Slide #24

[How Can You Make PL Highly Effective?]

Create Systems

“Skillful leaders establish organizational systems and structures that support effective professional learning and ongoing continuous improvement. They equitably distribute resources to accomplish individual, team, school, and school system goals.”



Slide #25

[Create Systems]

Trainer Notes:

- This section describes all of the components, or systems that work together to provide support for staff in implementing Tier II of PBIS. For example, have a detailed plan in place for teaching staff about Tier II interventions.

Highly Effective

Characteristics of effective professional learning:

- Research-based
- Consistent and ongoing
- Convenient
- Relevant
- Differentiated



Nobori (2011)

Slide #26

[Highly Effective]

Training Notes:

- The next few slides will go through each of the bullets listed on this slide and below.

RTI Arkansas

PBIS is Research-Based

- The PBIS framework (RTI framework) is research-based
- Tier I components are research-based
- Tier II interventions should be research-based and are linked to Tier I

Arkansas Department of Education | PBIS Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement and University Research

Slide #27
[PBIS is Research-Based]

Trainer Notes:

Links to research:

- <https://www.pbis.org/pbis/tier-1>
- <https://www.pbis.org/pbis/tier-2>

Consistent and Ongoing Training

- Provide initial training at the beginning of the school year.
- Provide ongoing training throughout the year.
- Provide booster training as needed.
- Continue training on Tier I practices (especially classroom practices), because the success of Tier II depends on a strong Tier I.



Slide #28

[Consistent and Ongoing Training]

Document the Process

- Provide to staff a resource or handbook on Tier II systems, practices, and data.
- This might include, for example:
 - Information on available Tier II interventions
 - How to refer students for Tier II interventions
 - What is the teacher's role in implementing Tier II interventions
 - How to use a daily progress report



Slide #29

[Document the Process]

Trainer Notes:

- Provide information on available Tier II interventions.
 - What is available, and what are the intervention targets (skill type, function of behavior, etc.)?
- Detail how to refer students for Tier II interventions.
 - What is the process (written form, electronic form, contact person, data required, etc.)?
- Explain the teacher's part in implementing Tier II interventions.
 - How to use a daily progress report to record student data
 - How to deliver positive, specific feedback to students in interventions
 - How to monitor student progress in interventions

Find Convenient Times for PL

- Get higher participation when you make PL convenient.
- Some ideas:
 - Schedule PL ahead of the next school year.
 - Schedule time during staff meetings.
 - Use staff planning time.
 - Use technology; e.g., recorded webinars (provide follow up).
 - Arrange class coverage so staff can attend boosters, coaching, etc.



Slide #30

[Find Convenient Times for PL]

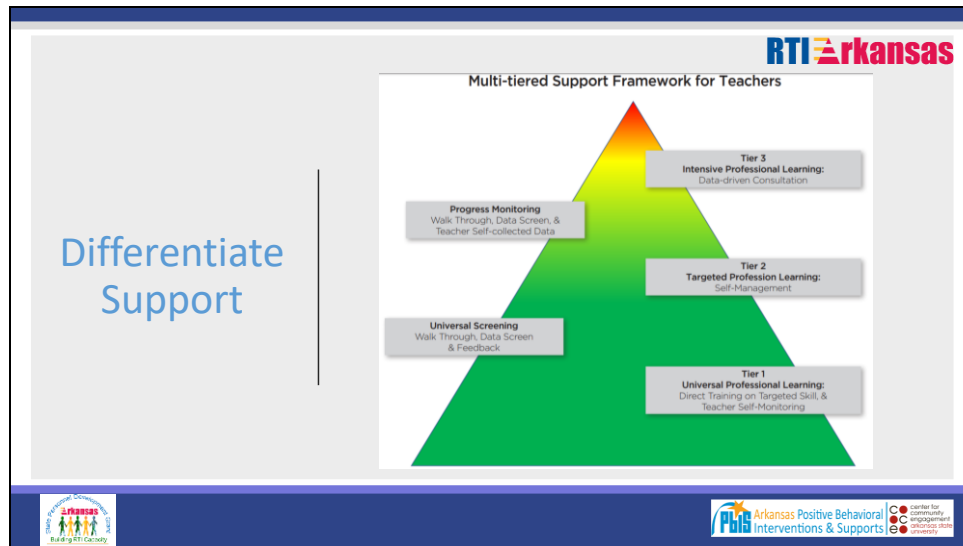
Make Sure the PL is Relevant

- Use data to determine professional learning needs.
- Get staff input in the development process.
- Create local context – align it with your school’s mission or vision; show how PBIS contributes towards reaching goals and outcomes.



Slide #31

[Make Sure the PL is Relevant]



Slide #32
[Differentiate Support]

Trainer Notes:

- Provide support to teachers using the same tiered framework you use to support students.
- Most teachers will respond well to the universal training, but others may need more support.
- The next slide explains the different levels of support, with two additional slides giving more detail about Tiers II and III.

Multi-tiered Support for Staff

- Provide high quality training on Tier II interventions to all relevant staff.
- Identify staff who require additional assistance (through observation, checklists, etc.).
- Support the identified staff members (targeted or intense support).
- Continue to monitor staff in their implementation of interventions to adjust supports.



Slide #33

[Multi-tiered Support for Staff]

Trainer Notes:

High quality training: training that includes modeling, practice, feedback, and coaching.

Targeted Support > Self-management

Use a self-management approach for teachers/staff needing Tier II support:

- Select a specific skill to target (giving positive, specific feedback).
- Set a goal for improvement.
- Develop a strategy to prompt their use of that skill.
- Take data on their implementation of that skill (observation).
- Graph their performance daily and determine whether they met their goal.
- Reward themselves when their goal is met (self-reinforce).



Adapted from Simonsen, et. al. (2013)



Slide #34

[Targeted Support > Self-management]

Trainer Notes:

From Multitiered Support Framework for Teachers' Classroom-Management Practices: Overview and Case Study of Building the Triangle for Teachers (Simonsen, et. al, 2014):

- “To increase the likelihood that teachers implement self-management strategies with fidelity, behavior coaches send weekly email prompts to remind teachers to use targeted skills, and teachers share their plan and self-management data (via email or file on a shared drive) with a behavior coach each week.”

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Intense Support

Teachers/staff meet with the behavior coach:

- Review performance and other data
- Include action planning and performance feedback

Arkansas Building the Triangle | Arkansas Positive Behavioral Interventions & Supports | center for community engagement university of arkansas

Slide #35
[Intense Support]

Trainer Notes:

From Multitiered Support Framework for Teachers' Classroom-Management Practices: Overview and Case Study of Building the Triangle for Teachers (Simonsen, et. al, 2014):

- “Within the MTS framework, data-driven consultation (Tier III) requires teachers to meet with a behavior coach, review their current performance based on self-collected and walk-through data, and develop an action plan focusing on two to three critical areas for improvement.
- The action plan contains:
 - (a) Measurable goals for improved performance,
 - (b) Specific action steps to achieve those goals, and
 - (c) Contingencies for meeting (or not meeting) goals (e.g., recognition if goal is met, increased consultation if goal is not met).”

New Staff Need Support

- New staff will need more support while learning PBIS practices.
- Create support systems for staff that will help sustain PBIS:
 - Initial or orientation training before school begins
 - Ongoing tiered support, based on data




Slide #36




[New Staff Need Support]

HQPD Checklist

Checklist for High Quality Professional Learning (HQPD) Training

Before Training	<p>PREPARATION</p> <p>1. Provides a description of the training with learning objectives prior to training.</p> <p>2. Provides readings, activities, and/or questions to think about prior to the training.</p> <p>3. Provides an agenda (i.e., schedule of topics to be presented and times) before at the beginning of the training.</p>
During Training	<p>4. Quickly establishes or builds on previously established rapport with participants.</p> <p>INTRODUCTION</p> <p>5. Connects the topic to participants' context (e.g., community, school, district).</p> <p>6. Includes the empirical research foundation of the content (e.g., citation, verbal references to research literature, key researchers).</p> <p>7. Content builds or relates to participants' previous professional learning.</p> <p>8. Aligns with school/district/state/federal standards or goals.</p> <p>9. Emphasizes impact of content on student learning outcomes.</p> <p>THE PROFESSIONAL LEARNING PROVIDER</p> <p>10. Builds shared vocabulary required to implement and sustain the practice.</p> <p>11. Provides examples of the content/practice in use (e.g., case studies, vignette).</p> <p>12. Illustrates the applicability of the material, knowledge, or practice to the participants' context.</p> <p>ENGAGEMENT</p> <p>13. Includes opportunities for participants to practice and/or rehearse new skills.</p> <p>14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts).</p> <p>15. Includes opportunities for participants to interact with each other related to training content.</p> <p>16. Adheres to agenda and time constraints.</p> <p>EVALUATION</p> <p>17. Includes Opportunities for participants to reflect on learning.</p> <p>18. Includes discussion of specific indicators - related to knowledge, material, or skills provided by the training - that would indicate a successful transfer to practice.</p> <p>19. Engages participants in assessment of their acquisition of knowledge and skills.</p>
After Training	<p>MASTERY</p> <p>20. Details follow-up activities that require participants to apply their learning in a new setting or context.</p> <p>21. Offers opportunities for continued learning through technical assistance and resources.</p> <p>22. Describes opportunities for coaching to improve fidelity of implementation.</p>



Slide #37
[HQPD Checklist]

Training Notes:

- This checklist is provided on the following page.
- This checklist will help teams develop high quality, effective professional learning opportunities for staff.



EXAMPLES
HQPD Checklist

The following page (pg. 50) contains a copy of the Checklist for High Quality Professional Learning (HQPD) Training. It can also be downloaded at the following link: http://www.rti-innovations.com/uploads/1/0/8/2/10825600/hqpdchecklist_training_level.pdf

Checklist adapted from: Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). Observation checklist for high-quality professional development in education. Center for Research on Learning.

Checklist for High Quality Professional Learning (HQPD) Training

Before Training	PREPARATION
	1. Provides a description of the training with learning objectives prior to training.
	2. Provides readings, activities, and/or questions to think about prior to the training.
During Training	3. Provides an agenda (i.e., schedule of topics to be presented and times) before at the beginning of the training.
	4. Quickly establishes or builds on previously established rapport with participants.
	INTRODUCTION
	5. Connects the topic to participants' context (e.g., community, school, district).
	6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers).
	7. Content builds or relates to participants' previous professional learning.
	8. Aligns with school/district/state/federal standards or goals.
	9. Emphasizes impact of content on student learning outcomes.
	THE PROFESSIONAL LEARNING PROVIDER
	10. Builds shared vocabulary required to implement and sustain the practice
	11. Provides examples of the content/practice in use (e.g., case studies, vignette)
	12. Illustrates the applicability of the material, knowledge, or practice to the participants'
	ENGAGEMENT
	13. Includes opportunities for participants to practice and/or rehearse new skills
	14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts)
	15. Includes opportunities for participants to interact with each other related to training
	16. Adheres to agenda and time constraints
	EVALUATION
	17. Includes Opportunities for participants to reflect on learning
18. Includes discussion of specific indicators - related to knowledge, material, or skills provided by the training - that would indicate a successful transfer to practice.	
19. Engages participants in assessment of their acquisition of knowledge and skills	
After Training	MASTERY
	20. Details follow-up activities that require participants to apply their learning in a new setting or context.
	21. Offers opportunities for continued learning through technical assistance and resources.
	22. Describes opportunities for coaching to improve fidelity of implementation.

Noonan, Langham, & Gaumer (2013)

2.9 Professional Development

Feature	Possible Data Sources	Scoring Criteria
<p>Professional Development: A written process is followed for teaching all relevant staff the process for and how to implement each Tier II intervention that is in place.</p>	<ul style="list-style-type: none"> Professional development calendar Staff handbook Lesson plans for teacher trainings School policy 	<p>0 = No process for teaching staff is in place.</p> <p>1 = Professional development and orientation process is informal.</p> <p>2 = Written process is used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress.</p>

Main Idea:
Effective Tier II supports require participation of many adults in the school.



Slide #38

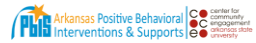
[2.9 Professional Development]

Conclusion

Slides 39 - 42


- Summary
- Resources

Summary and Resources






Slide #39

[Summary and Resources]



Summary

- Ensure that Tier II is successful through consistent, ongoing, effective professional learning (PL).
- Provide training before school starts, and then plan additional training and boosters throughout the school year.
- Develop training capacity within your district and school and look for additional options such as books, journals, conferences, and online trainings.
- Ensure that trainings are effective, efficient, and convenient for staff, and provide additional support to staff that need it.



Slide #40
[Summary]

The slide features a large blue watercolor-style splash on the left side containing the word "Resources" in white. In the top right corner, the "RTI Arkansas" logo is displayed. The main content consists of two bullet points: "[LearningForward](#) Standards for Professional Learning" and "[Missouri School-Wide Positive Behavior Support Workbook](#)". The bottom of the slide has a dark blue footer with three logos: "Arkansas Learning Technology", "Arkansas Positive Behavioral Interventions & Supports", and "Center for Community Engagement & University".

RTI Arkansas

Resources

- [LearningForward](#) Standards for Professional Learning
- [Missouri School-Wide Positive Behavior Support Workbook](#)

Arkansas Learning Technology | Arkansas Positive Behavioral Interventions & Supports | Center for Community Engagement & University

Slide #41
[Resources]

A special thanks to the following for sharing content:



- Missouri School-wide Positive Behavior Support
- Delaware Positive Behavior Support Project
- LearningForward: The Professional Learning Association
- OSEP Technical Assistance Center for PBIS



Slide #42
[Thank you]

Discussion Questions:

The following questions will help schools start developing a plan for providing Professional Learning (PL) to staff (training, coaching, feedback, assessment, etc.). If there is time, ask some of the questions below to engage attendees and assess whether they understand the material that has been presented. If you have a large group, consider having smaller groups discuss the questions and then report back to the entire group.

1. How will you plan to provide training to staff throughout the school year?
Who needs to be involved in the decision making and scheduling?
2. How will you identify areas of need that require PL?
3. How will you ensure staff understanding after training?
4. Who will act as coaches following training? How will you develop the capacity for coaching?
5. How will you identify staff who need more intense coaching after training?
6. Districts: how will you build capacity for training and coaching around Tier II topics in your district?

Homework:

- With guidance and input from administrators, begin developing a schedule to provide training and coaching to staff throughout the school year. Identify dates that can be reserved for all staff to get training on Tier II and Tier II interventions, starting at the beginning of the school year.
- Begin identifying additional topics for PL (e.g., classroom PBIS). Prioritize topics, based on data, and focus on one topic at a time.
- Use the HQPD Checklist to develop training around the identified topics. Be sure to include follow-up evaluation to ensure staff understanding, and then have a plan to provide any additional support needed.
- Identify personnel who can act as coaches following staff training. Consider using assessments, walk-throughs, or self-assessments to identify staff who need more intense coaching.
- Districts can identify personnel who can provide additional training and coaching in support of schools in the district. Consider building capacity to provide district-wide training to school teams on specific interventions, such as Check-in, Check-out.

Resources:

The following resources will give attendees more information on collecting and using data.

- [Arkansas State University CCE PBIS Resource Center](#)
- [Effective Professional Learning – Missouri SW-PBS, Tier II Workbook](#)
- [Training and Professional Development Blueprint for PBIS](#)