



## Spring 2019 PBIS Training Updates

Summary of results from Cohorts 13 and 14

September 2019

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based approach to addressing behavior issues in schools. The Minnesota Department of Education and the Regional Training Projects sponsor three training sessions per year for schools that are participating in Minnesota's two-year training sequence for PBIS. This report is intended for all stakeholders to better understand the status of PBIS schools in training. This report summarizes school teams' attendance at the Spring 2019 training and results from surveys they completed at the end of training. School teams are comprised of school staff members and administrators. Participating school teams complete one survey per team at each training. This report summarizes the results for:

- 53 school teams that are in their second year of training (Cohort 13)
- 47 school teams are in their first year of training (Cohort 14)<sup>1</sup>

More information about PBIS in Minnesota can be found at: [www.pbismn.org](http://www.pbismn.org).

### *Training attendance*

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Schools in their first year of training (Cohort 14 in 2018-19) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 13 in 2018-19) receive one day at each of three points during the year. Staff and trainers at the Regional Implementation Projects (RIPs) keep track of team attendance and also administrator attendance at training. School teams are required to attend training. Administrator attendance is recommended, and their attendance is monitored as a potential indicator of buy-in to the school's PBIS initiative. Some key findings for training attendance include:

- ▶ The Spring 2019 training was well-attended by both teams and administrators from both cohorts (Figure 1).
- ▶ The North region did not track team and administrator attendance for Cohorts 13 & 14 for spring training.
- ▶ A few administrators from the Metro and South regions in both cohorts did not attend spring training.

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<sup>1</sup> There were smaller numbers of school teams from the North region (N=9) in Cohort 13 and the South region (N=8) in Cohort 14. Caution should be used when interpreting results from these regions.

## 1. Spring 2019 training attendance for teams and administrators by Cohort and region

	Cohort 13		
	Metro (N=16)	North* (N=9)	South (N=27)
team - full day	88%	N/A	74%
team - partial day	0%	N/A	0%
team - did not attend	13%	N/A	26%
administrator - full day	50%	N/A	70%
administrator - partial day	0%	N/A	0%
administrator - did not attend	50%	N/A	30%

Note. Attendance was not recorded for Cohort 13 teams and administrators from the North region for Spring training. Percentage totals may not equal 100% due to rounding.

	Cohort 14, day 1			Cohort 14, day 2			
	Metro (N=20)	North (N=17)	South (N=8)	Metro (N=20)	North (N=17)	South (N=8)	
team - full day	95%	N/A	100%	team - full day	95%	N/A	100%
team - partial day	0%	N/A	0%	team - partial day	0%	N/A	0%
team - did not attend	5%	N/A	0%	team - did not attend	5%	N/A	0%
administrator - full day	85%	N/A	88%	administrator - full day	80%	N/A	88%
administrator - partial day	0%	N/A	13%	administrator - partial day	5%	N/A	0%
administrator - did not attend	15%	N/A	0%	administrator - did not attend	15%	N/A	13%

Note. Percentage totals may not equal 100% due to rounding.

### *Overall satisfaction with training*

In the training survey, school teams were asked to indicate how useful the training was in helping their team implement PBIS at their school sites. Key findings include:

- ▶ Most school teams thought spring 2019 training was very useful or somewhat useful (Figure 2).
- ▶ A few school teams from the South region in Cohort 13 and Metro region in Cohort 14 indicated spring 2019 training was not very useful.

2. School team ratings: “Overall, how useful was this PBIS training in terms of helping your team to implement PBIS in your school?”

	Cohort 13			Cohort 14		
	Metro (n=11)	North (n=10)	South (n=20)	Metro (n=18)	North (n=12)	South (n=6)
Very useful	45%	50%	30%	44%	67%	83%
Somewhat useful	56%	50%	60%	50%	33%	17%
Not very useful	0%	0%	10%	6%	0%	0%
Not at all useful	0%	0%	0%	0%	0%	0%

Note. Combined percentages of the “very useful” and “somewhat useful” categories that equal 85% and above are highlighted in orange indicating a high level of perceived training usefulness. Combined percentages of the “not very useful” and “not at all useful” categories that equal 15% and above are highlighted in blue to indicate a relatively lower level of perceived training usefulness.

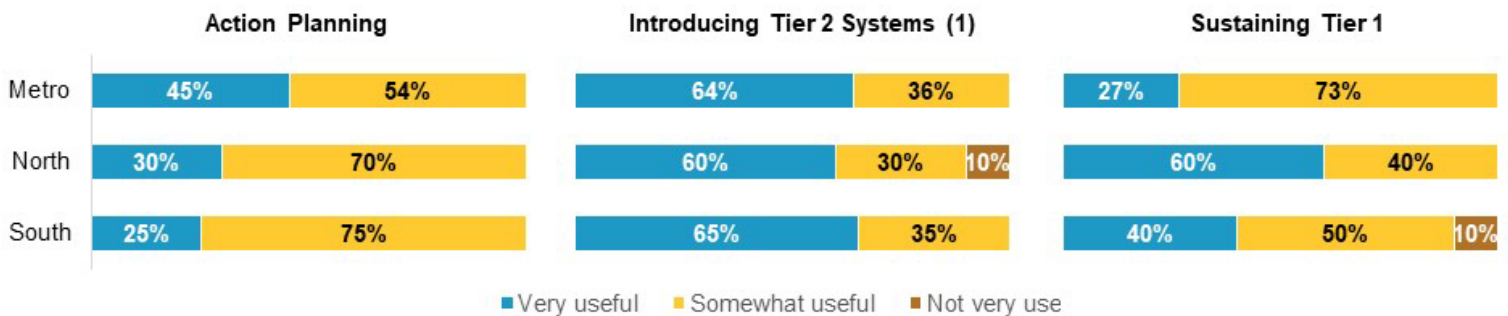
*Ratings of specific training content areas*

School teams were asked to rate how useful the specific training content areas were in terms of helping them implement PBIS at their school. Key findings for each cohort are outlined below.

**Cohort 13**

- ▶ The majority of school teams from all regions in Cohort 13 reported all of the training content areas were very or somewhat useful.
- ▶ All school teams from each region found the Action Planning session to be very or somewhat useful (Figure 3).
- ▶ Higher proportions of school teams from the Metro and South regions in Cohort 13 found the Sustaining Tier 1 session to be “somewhat useful.”

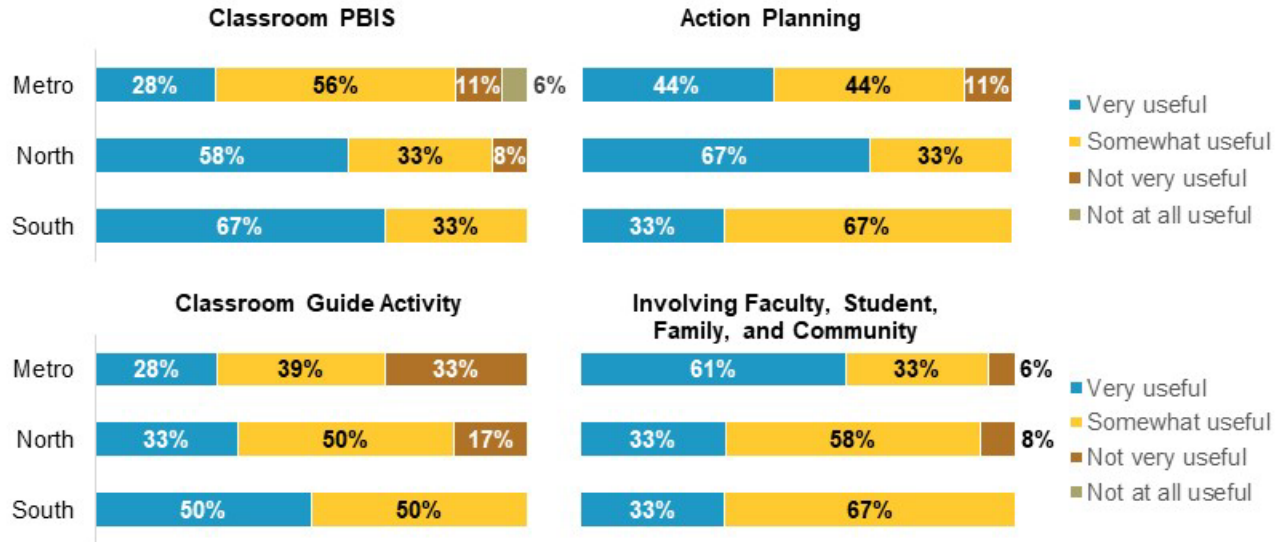
3. Ratings of specific training content areas – Cohort 13 (Year 2)



**Cohort 14**

- ▶ Most school teams from all regions found the Classroom PBIS, Action Planning, and the Involving Faculty, Student, Family, and Community sessions to be very useful or somewhat useful to them (Figure 4).
- ▶ One-third of school teams from the Metro region and 17% of school teams from the North region found the Classroom Guide Activity session to be not very useful.

#### 4. Ratings of specific training content areas – Cohort 14 (Year 1)



### Ratings of training effectiveness

School teams were asked how much they strongly agree or disagree with four statements about the effectiveness of the trainings. These statements included whether or not the training content was clearly presented, if the training enhanced their understanding of PBIS, if the training content will assist PBIS implementation in their school, and whether or not they are confident to share the topics they learned at training with other school staff. Some key findings include:

- ▶ A majority of all school teams in all regions from both cohorts reported that the training information was clearly presented, that the training enhanced their understanding of PBIS, that the training will assist in PBIS implementation in their school, and that their team is confident they can share topics learned at the training with other school staff (Figure 5).
- ▶ A few school teams from Cohort 13 in the North region and Cohort 14 in the Metro and North regions disagreed that the training content enhanced their understanding of PBIS.
- ▶ Some school teams from the South region in Cohort 14 disagreed that the training content was clearly presented and that the training content will assist them in PBIS implementation at their school.

## 5. Ratings of training effectiveness

	Cohort 13			Cohort 14		
	Metro (n=11)	North (n=10)	South (n=20)	Metro (n=18)	North (n=12)	South (n=6)
<b>The training content was clearly presented.</b>						
Strongly agree	82%	50%	45%	39%	67%	50%
Somewhat agree	18%	50%	45%	50%	25%	33%
Somewhat disagree	0%	0%	10%	6%	8%	17%
Strongly disagree	0%	0%	0%	6%	0%	0%
<b>The training enhanced our team members' understanding of PBIS.</b>						
Strongly agree	4	40%	40%	44%	50%	67%
Somewhat agree	18%	40%	50%	28%	33%	33%
Somewhat disagree	0%	20%	10%	22%	8%	0%
Strongly disagree	0%	0%	0%	6%	8%	0%
<b>The training content will assist in PBIS implementation in our school.</b>						
Strongly agree	4	60%	50%	50%	67%	67%
Somewhat agree	27%	40%	50%	44%	33%	17%
Somewhat disagree	0%	0%	0%	6%	0%	17%
Strongly disagree	0%	0%	0%	0%	0%	0%
<b>We are confident in our ability to share the topics we learned today with other school staff.</b>						
Strongly agree	4	40%	40%	78%	75%	33%
Somewhat agree	36%	50%	60%	17%	25%	67%
Somewhat disagree	0%	10%	0%	0%	0%	0%
Strongly disagree	0%	0%	0%	6%	0%	0%

Note. Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in orange indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in blue to indicate a relatively lower level of satisfaction. Percentages may not equal 100% due to rounding.

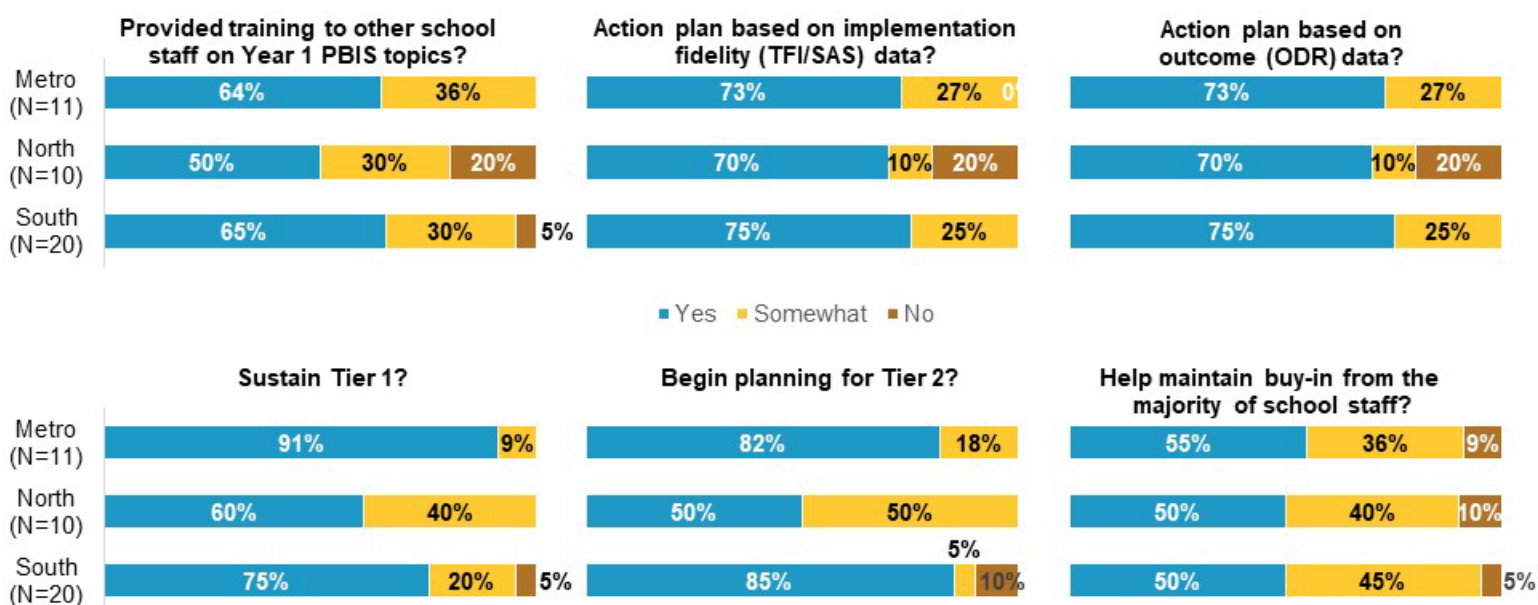
### Completion of key PBIS activities

School teams from Cohort 13 were asked to identify whether or not they had provided training to other school staff on PBIS training topics they learned in Year 1. They were also asked whether they were prepared to action plan based on implementation fidelity (i.e. TFI/SAS) data or outcome (ODR) data, whether or not they were prepared to sustain Tier 1 PBIS systems and plan for Tier 2. School teams were also asked to what extent they were able to help maintain buy-in from the majority of school staff. Some key findings include:

- ▶ Nearly two-thirds of school teams from the Metro and South regions and half of school teams in the North region in Cohort 13 indicated they have provided training to other school staff on PBIS training topics from Year 1, though some school teams from each region reported they have only felt somewhat prepared to complete this task “somewhat” (Figure 6).

- ▶ Seven in 10 school teams from all regions in Cohort 13 indicated they were prepared to action plan based on implementation fidelity data. Of note, 20% of school teams from the North region answered “no” when asked if they were prepared to action plan based on implementation fidelity data. A similar proportion of school teams from the South and North regions indicated the same for action planning around ODR data, though fewer school teams in the Metro indicated they are ready to do this.
- ▶ Most school teams from the Metro and South regions in Cohort 13 indicated they are prepared to sustain Tier 1 and plan for Tier 2, however, a smaller proportion of schools from the North region reported they felt ready to complete these PBIS tasks.
- ▶ Half of school teams from each region said they were prepared to help maintain buy-in for the majority of school staff.

**6. Completed key PBIS activities: training/education, action planning, sustaining Tier 1, planning for Tier 2, and maintaining buy-in – Cohort 13**



Schools from Cohort 14 were asked to identify whether or not their school teams feel prepared to develop a behavior purpose statement, develop school-wide expectations, establish an acknowledgement system, create or add to a PBIS action plan, use fidelity and outcome data to make decisions, plan for the end of this school year and the beginning of next school year. They were also asked to report whether or not they have staff buy-in for their school’s PBIS initiative. Note, due to the small numbers of school teams, especially in the South region, these data should be interpreted with caution. Key findings include:

- ▶ All schools from each region report they are prepared to develop school-wide behavior expectations (Figure 7).
- ▶ Most schools from the each of the regions in Cohort 14 indicated they are at least somewhat prepared to develop a brief purpose statement, establish an acknowledgement system, create and add to an action plan, and plan for the end of the school year.
- ▶ Several school teams from each region in Cohort 14 report they somewhat have buy-in from the majority of school staff. Very few school teams from the Metro and South regions indicate they do not have buy-in from the majority of their schools’ staff.

7. Extent of preparedness to complete key PBIS activities and maintain staff buy-in – Cohort 14

	Cohort 14		
	Metro (n=18)	North (n=12)	South (n=6)
<b>Develop a brief behavior purpose statement</b>			
Yes	78%	92%	83%
Somewhat	22%	0%	17%
No	0%	8%	0%
<b>Develop school-wide behavior expectations</b>			
Yes	100%	100%	100%
Somewhat	0%	0%	0%
No	0%	0%	0%
<b>Establish an acknowledgement system</b>			
Yes	78%	83%	50%
Somewhat	22%	17%	50%
No	0%	0%	0%
<b>Create and add to an action plan</b>			
Yes	78%	83%	50%
Somewhat	22%	17%	50%
No	0%	0%	0%
<b>Use student outcome (ODR) data to make decisions</b>			
Yes	56%	75%	67%
Somewhat	39%	17%	17%
No	6%	8%	17%
<b>Use fidelity data (TFI, SAS) to make decisions</b>			
Yes	50%	42%	33%
Somewhat	44%	58%	50%
No	6%	0%	17%
<b>Plan for the end of this school year</b>			
Yes	67%	83%	67%
Somewhat	28%	8%	33%
No	6%	8%	0%
<b>Plan for the beginning of next school year</b>			
Yes	61%	58%	33%
Somewhat	33%	33%	50%
No	6%	8%	17%
<b>Does your school team have buy-in from the majority of staff for your school's PBIS initiative?</b>			
Yes	33%	92%	50%
Somewhat	61%	8%	33%
No	6%	0%	17%

Note. Cells in the “yes” category that are 80% and above are highlighted in green to indicate a high level of preparation. Cells in the “no” category that are 10% and above are highlighted in orange to indicate a low level of preparation.

## Issues to consider

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The PBIS State Leadership Team (SLT), the Minnesota Department of Education (MDE), and the Regional Implementation Projects (RIPs), should consider the following in order to improve training usefulness and outcomes for schools participating in the two-year cohort training sequence.

### **Continue to refine and evaluate trainings in order to provide high-quality, engaging, and useful training.**

Overall, school teams from both cohorts found Spring training to be useful to them. Most school teams from both cohorts reported the training to be highly useful. Additionally, most school teams from all regions in both cohorts indicated that they thought each of the training topic areas were highly useful. The SLT, RIPs, and trainers should continue to keep up the work they are doing so schools continue to be engaged at training and find the training topics to be useful to them in their PBIS initiatives.

### **Consider training exercises for school teams on data use and decision-making for outcome and fidelity data.**

Schools in Cohort 14 were more likely to indicate that they were either “somewhat” prepared or they were not prepared to use fidelity data to make decisions. Slightly less indicated they were either not prepared or somewhat prepared to use outcome data to make decisions. RIPs and trainers could provide real-life examples of how schools in a variety of settings (i.e. elementary, high school, ALCs, etc.) use this data to make decisions in order to help school teams to see how this is done within the PBIS framework. Consequently, this could help them to feel better prepared to use their data.

### **Continue to help schools strategize around maintaining buy-in for their PBIS initiative**

About half of school teams from each region in Cohort 13 indicated they felt either somewhat prepared or not prepared to help maintain buy-in for the majority of their school staff around PBIS. Similarly, most school teams from the Metro region in Cohort 14 indicated they “somewhat” had buy-in for their PBIS initiative. Seventeen percent of school teams from the South region in Cohort 14 indicated they did not have buy-in from the majority of school staff. The SLT, RIPs, and trainers should continue to focus on buy-in strategies for school teams so they can contribute towards other school staff buying in to the initiative.

## **Wilder Research**

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For more information

This summary presents highlights of the Spring 2019 Regional PBIS Trainings in Minnesota, which are sponsored by the Minnesota Department of Education. For more information, contact Amanda Petersen at Wilder Research, [amanda.petersen@wilder.org](mailto:amanda.petersen@wilder.org).

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