



## 2012-2013 PBIS Mid-Year School Status Report

Cohorts 1-8

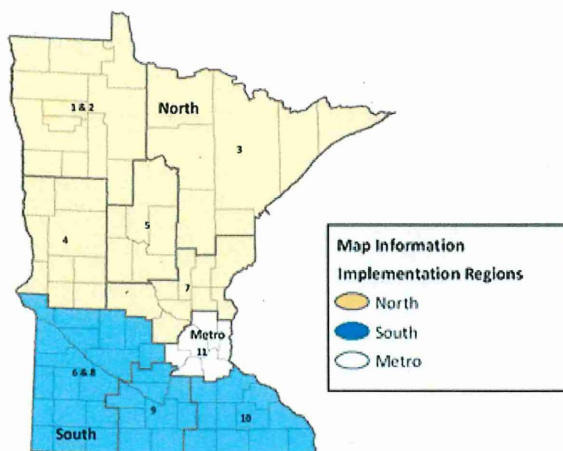
January 2013

This PBIS school status report provides a summary of the current status of all schools implementing PBIS in Minnesota with regard to participating in the Minnesota Department of Education's training sequence, implementation fidelity assessment scores, and outcomes (as appropriate). In particular, this report highlights the patterns and trends in PBIS implementation and outcomes in Minnesota, and helps to understand the relationships between training, implementation fidelity, and outcomes. This report is intended for all stakeholders to better understand the status of PBIS in Minnesota.

### About PBIS Schools

#### Number of schools (by region)

	Number of schools	Percent
Metro	187	51%
North	108	30%
South	71	19%
Total	366	100%



#### Number of schools (by grade level)

	Number of schools	Percent
Early childhood	4	1%
Elementary	199	54%
Middle school	57	16%
High school	53	14%
ALC	11	3%
K-12	15	4%
Elementary/Middle school	4	3%
Middle/High school	7	2%
School closed/Don't know	5	1%
Inactive	11	3%
Total	366	100%

### Number of schools (by cohort)

Cohort	Number of schools	Cohort	Number of schools
1 (2005)	9	5 (2009)	46
2 (2006)	10	6 (2010)	76
3 (2007)	41	7 (2011)	76
4 (2008)	32	8 (2012)	76

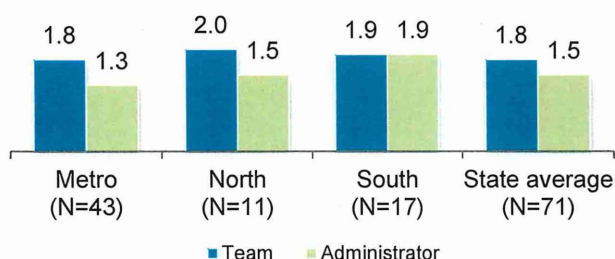
## Training indicators – only for schools currently in the 2-year sequence

For schools that are currently participating in the 2-year PBIS training sequence, two indicators are used to illustrate how fully schools are participating and invested in the training: team attendance at training and administrator participation at training. Administrators (principal, vice-principal, or assistant principal) are expected to participate in the training sessions and are an important actor to ensure PBIS implementation at their school.

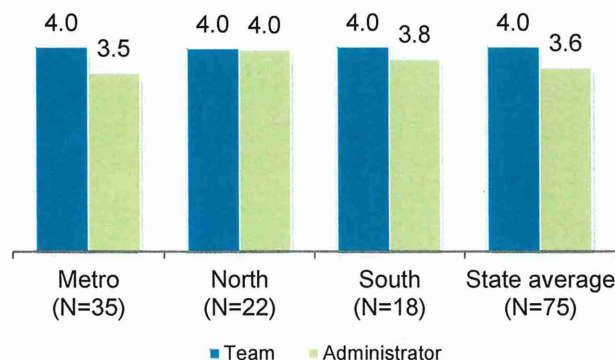
### Team attendance and administrator participation at training

Through December 2012, schools in the second year of training in 2012-13 (Cohort 7) had 2 full days of training. Schools in the first year of training in 2012-13 (Cohort 8) are expected to attend 4 full days of training. Support from administration is a key feature of schools that successfully implement PBIS.

Average number of days of training attended by team and administrator (Cohort 7 - Year 2 in training sequence)



Average number of days of training attended by team and administrator (Cohort 8 - Year 1 in training sequence)



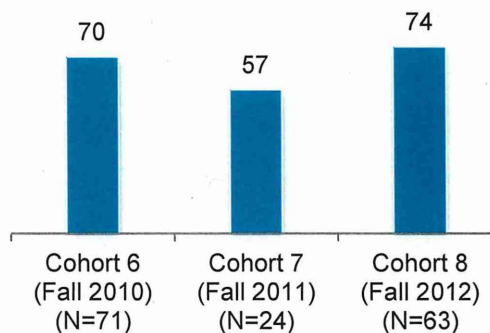
## Implementation fidelity measures

PBIS is an evidence-based approach to addressing behavior issues in schools. A significant amount of research has been done to identify the critical features of PBIS. The following assessment tools are used to assess PBIS implementation fidelity among participating schools in Minnesota.

### SET scores

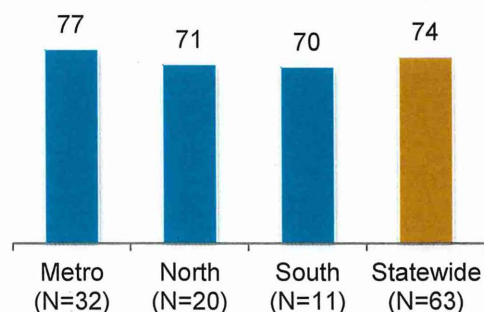
The School-wide Evaluation Tool, or SET, is used to measure implementation fidelity of tier 1 (universal tier) of PBIS. At the beginning of their training sequence, schools are asked to complete a baseline SET, which is administered by a trained SET Evaluator who is from outside the school. This baseline score is an indication of how much work the school has to do to get from where they are currently at to full implementation of PBIS. Sixty-three out of the 76 schools, or 83 percent, in Cohort 8 submitted their SET scores.

Average Baseline SET overall scores (2010-2012)

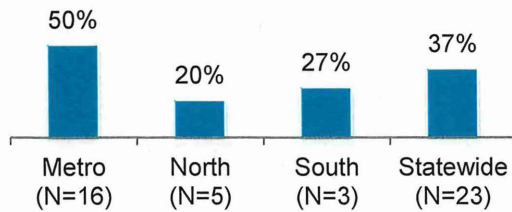


Note: Fewer Baseline SET evaluations were conducted in Fall 2011 as a result of the statewide government shutdown.

Average Baseline SET overall scores for Cohort 8 (by region)



**Percent of Cohort 8 schools with a baseline SET score of at least 80 overall with at least an 80 teaching expectations sub-score (commonly known as 80/80) (by region)**

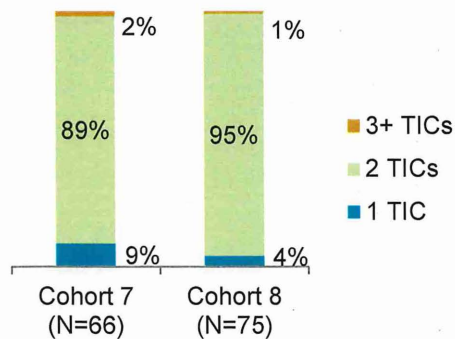


*Note: Percent is based on the total number of schools in Cohort 8 for the given region.*

### Team Implementation Checklist

The Team Implementation Checklist, or TIC, is a tool used by schools to measure PBIS implementation fidelity. The TIC is designed to be completed by the PBIS Team three times per year to monitor activities for implementation of PBIS in a school. Only TIC scores for cohorts in training during Fall 2012 are included.

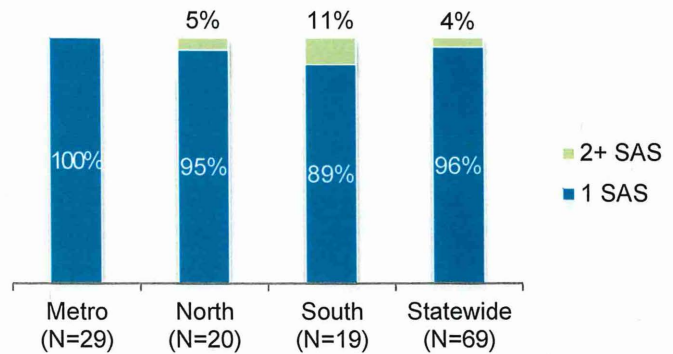
**Number of TICs completed during Fall 2012 (by cohorts in training)**



### Self-Assessment Survey

The Self-Assessment Survey, or SAS, examines the status and need for improvement of four behavior support systems: (a) school-wide, (b) non-classroom, (c) classroom, and (d) individual students. A summary of the survey results is used to develop an action plan for implementing and sustaining Positive Behavioral Interventions and Supports (PBIS) systems throughout the school.

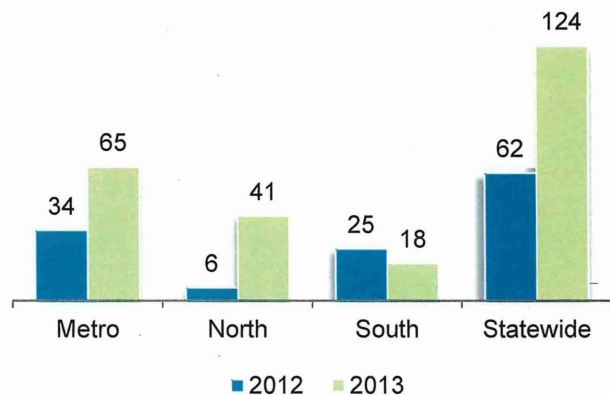
**Number of SAS completed by Cohort 8 during Fall 2012 (by region)**



### BoQ Qualifying Schools

Benchmarks of Quality, or BoQ, is a self-assessment tool that schools use to assess implementation fidelity of tier 1 of PBIS. In Minnesota, schools that have reached a score of 80+ on the SET and have completed the 2-year training sequence qualify to complete the BoQ every year for two years and only complete a SET every third year. Therefore, even qualifying to complete the BoQ is an indication of implementation fidelity. Of the 214 schools in Cohorts 1-6, 121 schools, or 57 percent, qualify to complete the BoQ in Spring 2013.

**Number of BoQ qualifying schools in 2012 and 2013 (by region)**



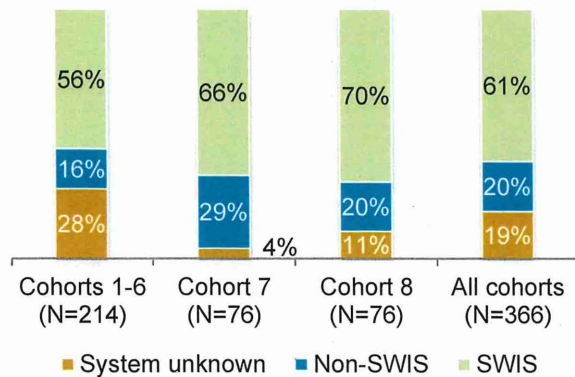
*Note: In 2012, schools must have scored 80/80 or higher on their most recent SET to qualify for the BoQ. In 2013, school must have scored an overall implementation score of 80 or higher on their most recent SET to qualify for the BoQ.*



### Behavioral data system

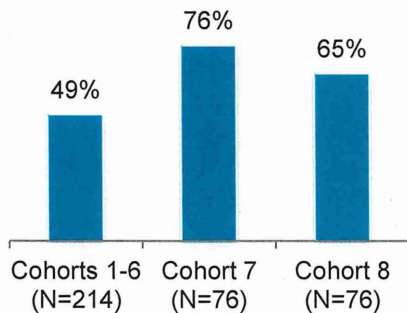
The presence of a behavioral data system allows for data-based decision making. The data collected in these systems are used for improving school-wide behavior support and for understanding changes in the behavioral climate at a school.

#### Behavioral data system used (Cohorts 1-6, 7, and 8).



*Note: Non-SWIS=School uses one of the following systems: TIES, Infinite Campus, CLASSROOM, SKYWARD, or another system.*

#### Submitted ODR data in Fall 2012 (Cohorts 1-6, 7, and 8).



*Note: Entered data in September, October, or November 2012 through the PBIS-MN ODR Data Entry System or SWIS.*

### Outcomes – Triangle Data

One goal of PBIS is to increase the efficiency with which schools can respond to students' behavioral support needs (Sailor, Dunlap, Sugai, & Horner, 2009). This efficiency can be maximized by minimizing the number of students who need support beyond the universal level.

Triangle data are only available at the end of the school year. These data will be reported in the School Status Report in Summer 2013.

**Wilder  
Research**  
Information. Insight. Impact.

451 Lexington Parkway North  
Saint Paul, Minnesota 55104  
651-280-2700  
[www.wilderresearch.org](http://www.wilderresearch.org)



AMHERST H.  
**WILDER**  
FOUNDATION  
ESTABLISHED 1906  
**Here for good.**

#### For more information

For more information about this report, contact Muneer Karcher-Ramos at Wilder Research, 651-280-2733.

Author: Muneer Karcher-Ramos  
JANUARY 2013



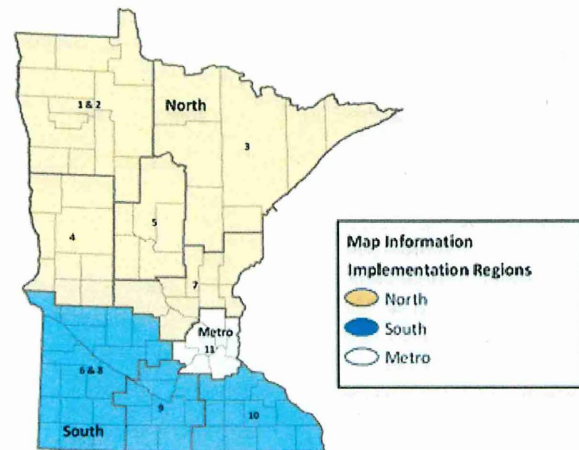


## 2011-2012 PBIS School Status Report

### Cohorts 1-7

September 2012

This PBIS school status report provides a summary of the current status of all schools implementing PBIS in Minnesota with regard to participating in the Minnesota Department of Education's training sequence, implementation fidelity assessment scores, and outcomes (as appropriate). In particular, this report highlights the patterns and trends in PBIS implementation and outcomes in Minnesota, and helps to understand the relationships between training, implementation fidelity, and outcomes. This report is intended for all stakeholders to better understand the status of PBIS in Minnesota.



### About PBIS Schools

#### Number of schools (by region)

	Number of schools	Percent
Metro	151	52%
North	89	31%
South	51	18%
Total	291	-

#### Number of schools (by cohort)

Cohort	Number of schools	Cohort	Number of schools
1 (2005)	9	5 (2009)	46
2 (2006)	10	6 (2010)	76
3 (2007)	41	7 (2011)	77
4 (2008)	32		

#### Number of schools (by grade level)

	Number of schools	Percent
Early childhood	12	4%
Elementary	149	51%
Middle school	47	16%
High school	46	16%
ALC	11	4%
K-12	13	5%
Elementary/Middle school	7	2%
Middle/High school	4	1%
School closed/Don't know	2	1%
Total	291	-

### Training indicators – only for schools currently in the 2-year sequence

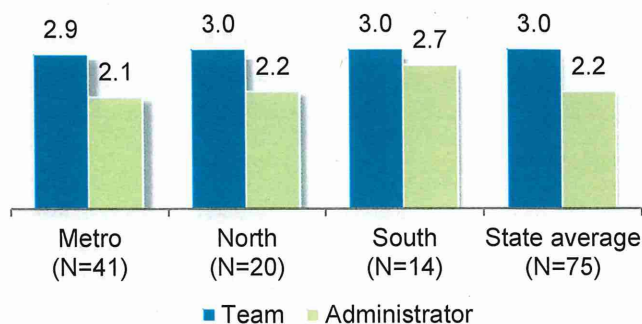
For schools that are currently participating in the 2-year PBIS training sequence sponsored by the Minnesota Department of Education, three indicators are used to illustrate how fully schools are participating and invested in the training: Team attendance at training, administrator participation at training, and usefulness of training.

#### Team attendance and administrator participation at training

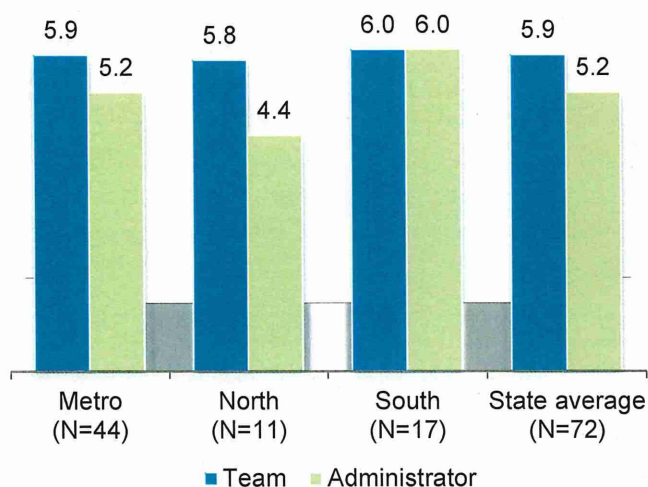
Schools in the first year of training in 2011-12 (Cohort 1) had 6 full days of training that they are expected to attend. Schools in the second year of training in 2011-12 (Cohort 2) had 3 full days of training. Support from administration is a key feature of schools that successfully

implement PBIS. Schools that are participating in the 2-year training sequence are expected to bring an administrator (principal, vice-principal, or assistant principal) to training.

**Average number of days attended training by team and administrator (Cohort 6 - Year 2 in training sequence)**



**Average number of days attended training by team and administrator (Cohort 7 - Year 1 in training sequence)**



### Usefulness of training

Schools that participate in the training sequence are asked to provide feedback on the training sessions they attended. This indicator shows the average rating from all team members from the most recent training session they attended during the previous year on an item that asks participants how much they agree or disagree with the following statement: "Overall, this training was a positive, worthwhile learning experience." Scores range from 1=strongly disagree to 4=strongly agree.

*Data are not available on usefulness of training for the 2011-12 school year.*

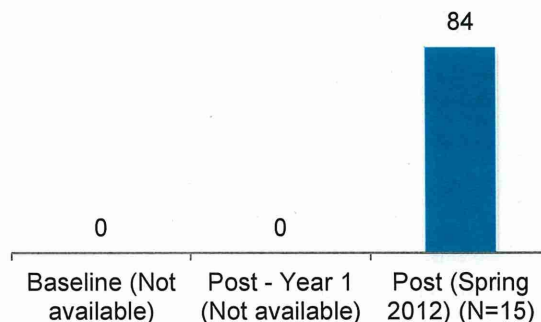
## Implementation fidelity measures

PBIS is an evidence-based approach to addressing behavior issues in schools. A significant amount of research has been done to identify the critical features of PBIS. More generally, implementation science points to a specific sequence to ensure the model is implemented with fidelity. The following assessment tools are used to assess PBIS implementation fidelity among participating schools in Minnesota.

### SET scores

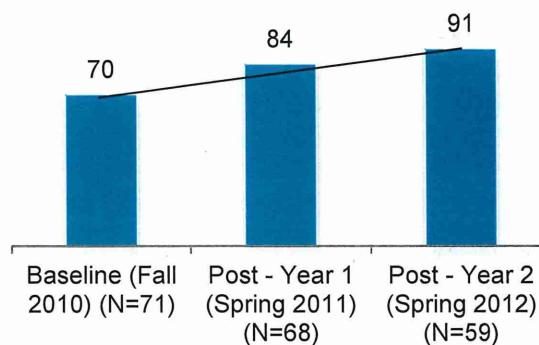
The School-wide Evaluation Tool, or SET, is used to measure implementation fidelity of tier 1 (universal tier) of PBIS. At the beginning of their training sequence, schools are asked to complete a baseline SET, which is administered by a trained SET Evaluator who is from outside the school. This baseline score is an indication of how much work the school has to do to get from where they are currently at to full implementation of PBIS.

**Average SET scores for Cohorts 1-5 (Schools out of training)**



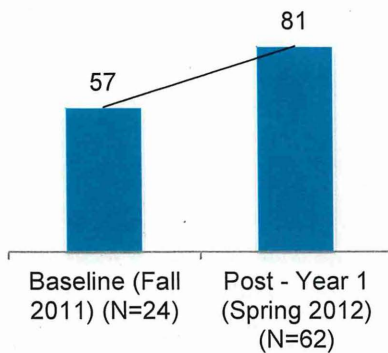
*Note: Historical data for Cohorts 1-5 are not readily available to calculate scores at Baseline or for Post-Year 1.*

**Average SET scores for Cohort 6 (Schools in year 2 of training sequence)**





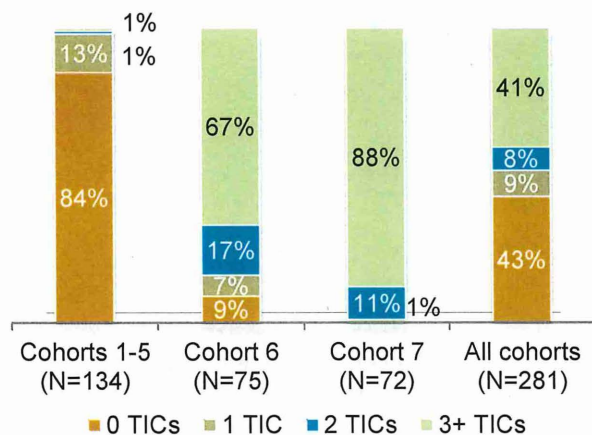
**Average SET scores for Cohort 7  
(Schools in year 1 of training sequence)**



**Team Implementation Checklist**

The Team Implementation Checklist, or TIC, is a tool used by schools to measure PBIS implementation fidelity. The TIC is designed to be completed by the PBIS Team three times per year to monitor activities for implementation of PBIS in a school. Only TIC scores from the most recent school year are included.

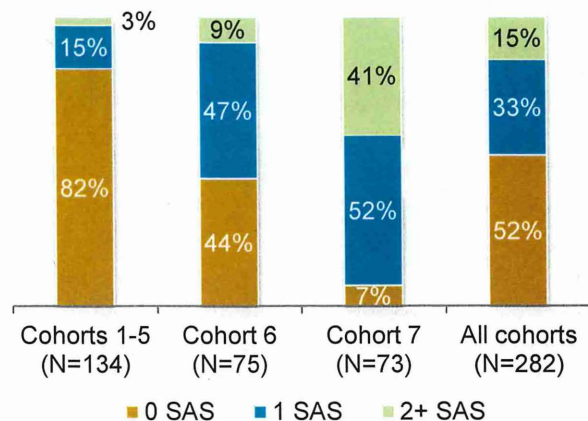
**Figure 9. Number of TICs completed during last school year (by cohort)**



**Self-Assessment Survey**

The Self-Assessment Survey, or SAS, examines the status and need for improvement of four behavior support systems: (a) school-wide, (b) non-classroom, (c) classroom, and (d) individual students. A summary of the survey results is used to develop an action plan for implementing and sustaining Positive Behavioral Interventions and Supports (PBIS) systems throughout the school.

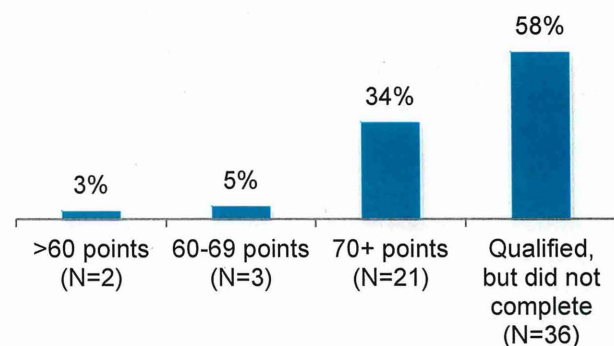
**Number of SAS completed during last school year (by cohort)**



**Benchmarks of Quality**

Benchmarks of Quality, or BoQ, is a self-assessment tool that schools use to assess implementation fidelity of tier 1 of PBIS. In Minnesota, schools that have reached a score of 80+ on the SET and have completed the 2-year training sequence are eligible to complete the BoQ every year for two years and only complete a SET every third year. Therefore, even being eligible to complete the BoQ is an indication of implementation fidelity. Only BoQ scores from the previous school year are included.

**BoQ score of Cohorts 1-5 that qualified to complete the BoQ**

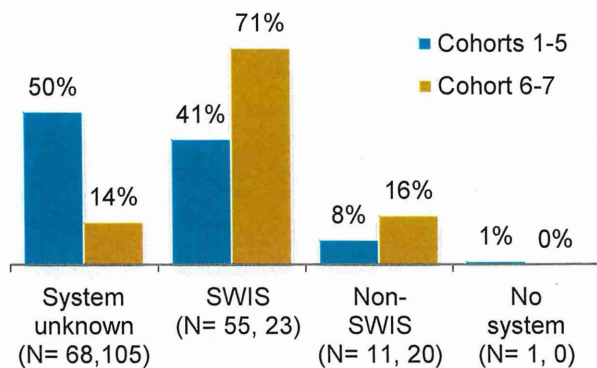


**Behavioral data system**

The presence of a behavioral data system allows for data-based decision making. The data collected in these systems are used for improving school-wide behavior support.



### Behavioral data system used (Cohorts 1-5 and 6-7)



**Note:** Non-SWIS=School uses one of the following systems: TIES, Infinite Campus, CLASSROOM, SKYWARD, or a custom system.

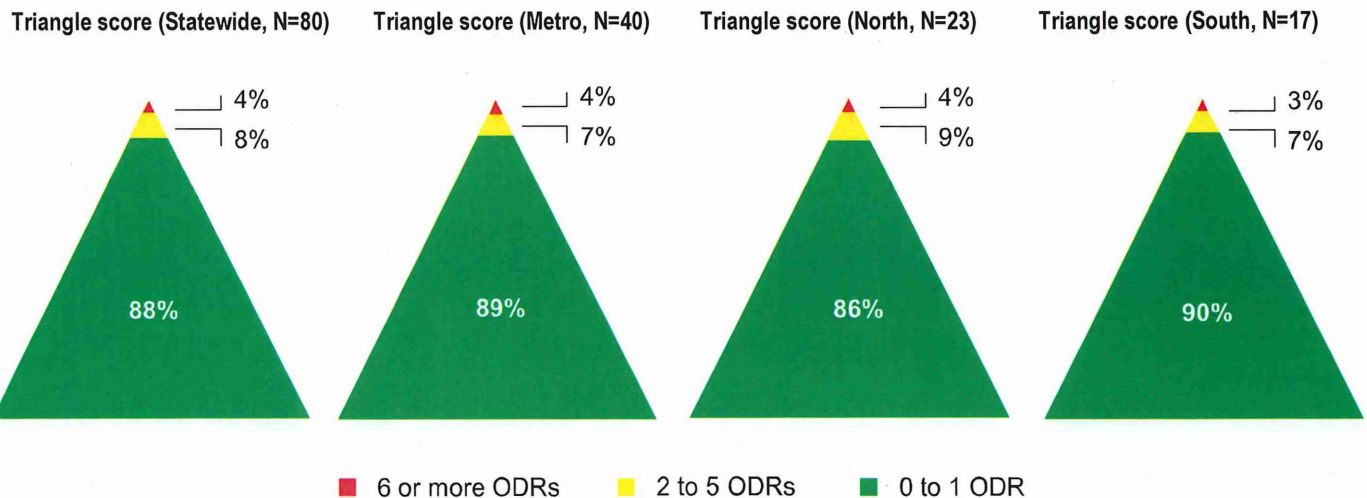
### Outcomes – Triangle data

One goal of PBIS is to increase the efficiency with which schools can respond to students' behavioral support needs (Sailor, Dunlap, Sugai, & Horner, 2009). This efficiency can be maximized by minimizing the number of students who need support beyond the universal level.

The hallmark conceptual triangle of PBIS suggests that, on average, 80-90% of students are socially successful with universal support alone, 5-10% require additional support in the form of targeted interventions, and 1-5% require intensive individualized support (Sugai, Horner, & Gresham 2002).

The smaller the percentage of students who require support beyond the universal level, the more efficiently those students can be served with the limited resources schools have available. "Socially successful" is defined as having 0-1 office discipline referrals (ODR) within a given time span, while "needing targeted interventions" is defined as having 2-5 ODR, and "needing intensive interventions" as having more than 6 ODR within a given time span (Horner, Sugai, Todd, & Lewis-Palmer, 2005).

Data are only reported for schools in cohorts 1-6 that have completed at least two years of training and that have entered data through SWIS. The triangle scores are calculated using "Majors only."



**Wilder Research**  
Information. Insight. Impact.

451 Lexington Parkway North  
Saint Paul, Minnesota 55104  
651-280-2700  
www.wilderresearch.org

**W**  
AMHERST  
WILDER  
FOUNDATION  
ESTABLISHED 1906  
**Here for good.**

#### For more information

For more information about this report, contact Muneer Karcher-Ramos at Wilder Research, 651-280-2733.  
Authors: Muneer Karcher-Ramos  
SEPTEMBER 2012

## Spring 2013 Regional PBIS Trainings

### Summary of results from school feedback surveys

The Minnesota Department of Education (MDE) and Regional Training Partners (RIPs) sponsor three training sessions per year for schools that are participating in Minnesota's 2-year training sequence for Positive Behavioral Interventions and Supports (PBIS). More information about PBIS in Minnesota can be found at: [www.pbismn.org](http://www.pbismn.org).

This report summarizes the results of the Spring 2013 training surveys. (Separate reports summarize the fall and winter training sessions.)

- There are a total of 74 Cohort 7 schools that are in their second year of training.
- There are a total of 72 Cohort 8 schools are in their first year of training.

Wilder Research was contracted to evaluate the PBIS initiative statewide. As a part of the PBIS evaluation, surveys are conducted with school teams who are participating in the training sequence (one survey was completed per school team). The results of these surveys plus administrative (attendance) records from the RIPs are the basis of this report.

The purpose of this report is to help MDE and the RIPs improve the trainings to better meet schools' needs and best support all schools to achieve full PBIS implementation fidelity by the end of the two-year program. This report is also to be used by MDE and other PBIS stakeholders in Minnesota to understand the overall effectiveness and impact of the PBIS initiative.

### Training attendance

Schools in their first year of training (Cohort 8 in 2012-13) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 7 in 2012-13) receive one day. Overall, attendance for the Spring 2013 Trainings was very high.

Some special cases of note were that there were four Metro schools in cohort 8 that needed a make-up training date. DVDs were sent for the teams to view the training

and were marked in the "not attended" category for their attendance. In addition, there was one metro school that decided to quit training this year and one school that is receiving a make-up training in the month of May due to inclement weather. These two schools were also marked in the "not attended" category. See Figure 1.

**Figure 1. Spring 2013 training attendance by Cohort (number of school teams / administrators attended)**

Cohort 7			
	Metro*	North	South
team - full	37	11	16
team - partial	1	0	0
team - not attended	8	0	1
administrator - full	27	9	16
administrator - partial	0	0	0
administrator - not attended	19	2	1
<b>Total number of teams</b>	<b>46</b>	<b>11</b>	<b>17</b>

Cohort 8, day 1			
	Metro	North	South
team - full	35	19	16
team - partial	0	0	0
team - not attended	0	2	0
administrator - full	31	17	16
administrator - partial	0	0	0
administrator - not attended	4	4	0
<b>Total number of teams</b>	<b>35</b>	<b>21</b>	<b>16</b>

Cohort 8, day 2			
	Metro	North	South
team - full	31	19	16
team - partial	0	0	0
team - not attended	4	2	0
administrator - full	20	17	16
administrator - partial	0	0	0
administrator - not attended	15	4	0
<b>Total number of teams</b>	<b>35</b>	<b>21</b>	<b>16</b>

*\*Metro Cohort 7 includes 7 schools that are tentative or confirmed drops from the program; all of these are counted in the "not attended" category.*



## Overall satisfaction with training

School teams were asked to indicate how much they agree or disagree that the training was a positive, worthwhile experience overall. The vast majority of school teams indicated their satisfaction with the overall training experience. See Figure 2.

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

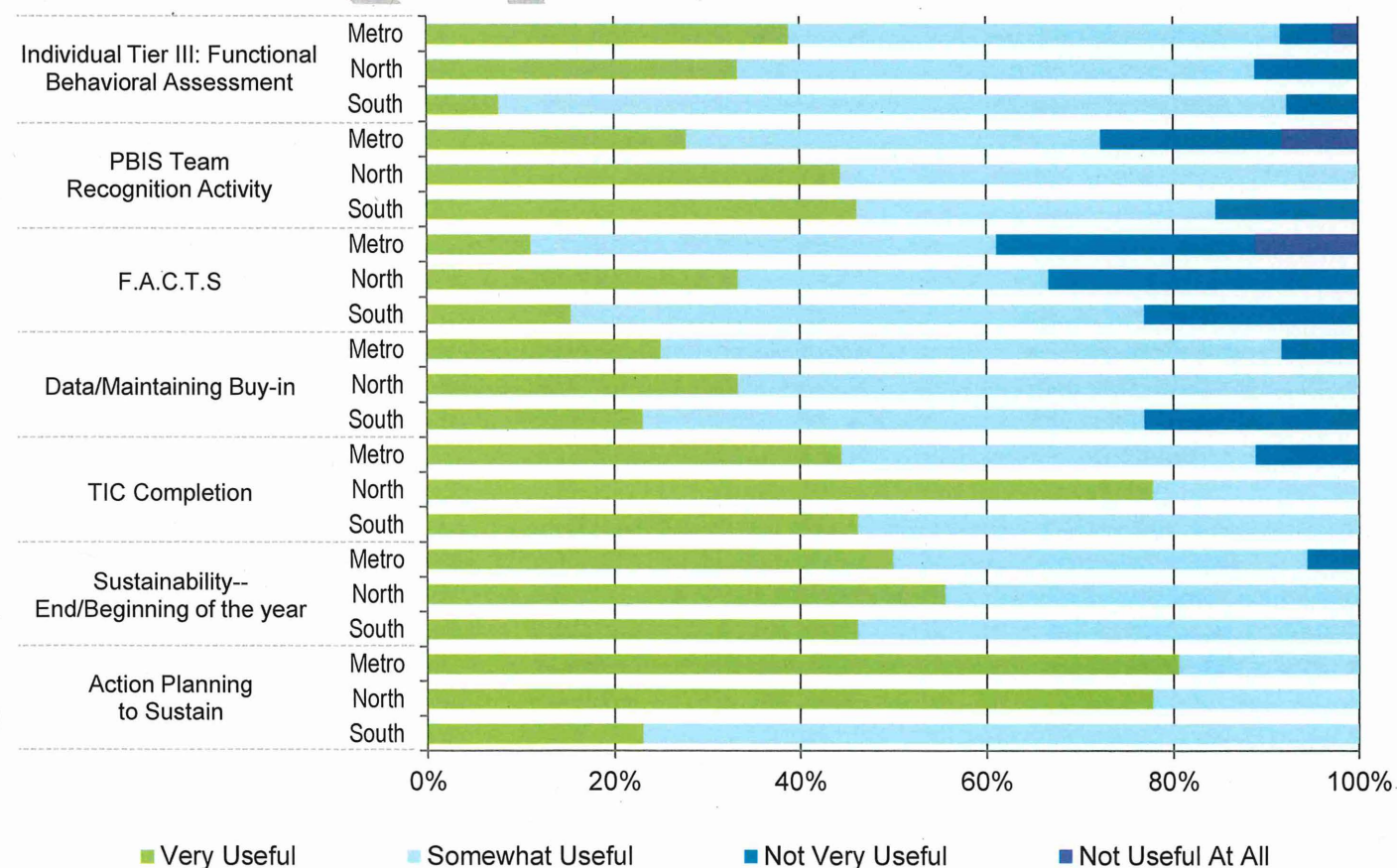
	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
Strongly agree	19%	56%	15%	22%	53%	56%
Agree	78%	44%	85%	70%	47%	44%
Disagree	3%	0%	0%	7%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%

**Note:** Combined percentages of the "strongly agree" and "agree" categories that equal 85% and above are highlighted in green indicating a high level of satisfaction.

## Ratings of specific training content areas

School teams were also asked to rate how useful the specific training content areas will be in terms of helping them implement PBIS at their school. For Cohort 7 (Year 2), "Action planning to sustain," "TIC completion," and "Sustainability for end/beginning of year" are the sessions that were most likely to be viewed as very useful. On the other hand, the "F.A.C.T.S" session was most frequently rated as not at all helpful by participating school teams. This session was still found to be very or somewhat useful by the majority of the teams. See Figure 3.

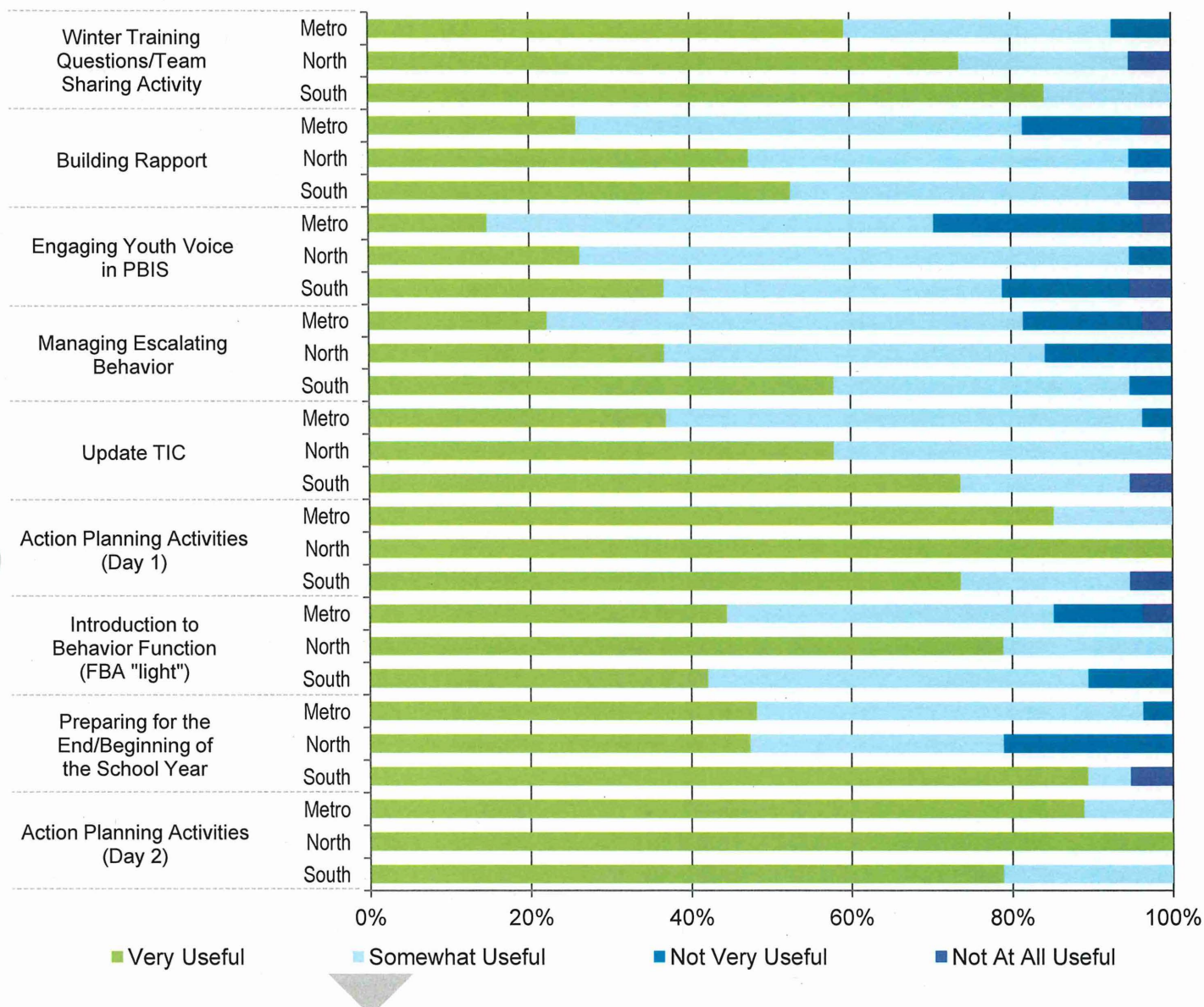
Figure 3. Ratings of specific training content areas – Cohort 7 (Year 2)





For Cohort 8 (Year 1), “Action Planning Activities (Day 1 & 2),” “Winter Training Questions/Team Sharing Activity,” and “Introduction to Behavior Function (FBA “light”)” were most likely to be rated as very useful. On the other hand, the sessions “Engaging Youth Voice in PBIS,” and “Managing Escalating Behavior” were rated the least useful; however, each still had a majority citing them as somewhat or very useful. See Figure 4.

**Figure 4. Ratings of specific training content areas – Cohort 8 (Year 1)**



### ***Ratings of training effectiveness***

School teams were also asked how strongly they agree or disagree with five statements about the effectiveness of the trainings. A majority of all school teams in all regions felt the information was presented clearly in the trainings, that the presenters demonstrated expertise in the topics, the training enhanced their understanding of PBIS, and that the training will improve practices at their school. Some school teams from Cohort 7 and 8 in the Metro region and Cohort 8 in the North region disagreed that the training will enhance their understanding of PBIS. School teams from Cohort 7 were somewhat more likely to indicate some dissatisfaction with the pace of the training, indicating that it was too slow. School teams from the Metro region in Cohort 8 also expressed a similar concern. However,

over 90% of Cohort 8 school teams from the North and South regions indicated that the training pace was “about right.” See Figures 5 and 6.

Figure 5. Ratings of training effectiveness

	Metro	Cohort 7 North	South	Metro	Cohort 8 North	South
<b>The training information was clearly presented.</b>						
Strongly agree	25%	44%	15%	22%	26%	22%
Agree	69%	56%	85%	74%	74%	78%
Disagree	6%	0%	0%	4%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%
<b>The presenters demonstrated expertise in the topic.</b>						
Strongly agree	31%	67%	31%	26%	53%	67%
Agree	61%	33%	69%	74%	47%	28%
Disagree	8%	0%	0%	0%	0%	6%
Strongly disagree	0%	0%	0%	0%	0%	0%
<b>The training enhanced my understanding of PBIS.</b>						
Strongly agree	28%	56%	15%	15%	53%	44%
Agree	58%	44%	85%	70%	32%	56%
Disagree	14%	0%	0%	15%	16%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%
<b>The training will improve my practices in school.</b>						
Strongly agree	17%	67%	8%	22%	53%	39%
Agree	72%	33%	85%	70%	47%	61%
Disagree	11%	0%	8%	7%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%

**Note:** Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.

Figure 6. Ratings of training pace

	Metro	Cohort 7 North	South	Metro	Cohort 8 North	South
<b>The pace of the training was...</b>						
Too fast	0%	0%	8%	4%	0%	0%
About right	61%	67%	54%	63%	90%	94%
Too slow	39%	33%	39%	33%	11%	6%

### Ratings of training resources – activities and materials

School teams were also asked how strongly they agree or disagree with two statements about the training resources and materials provided. All groups except the North region from Cohort 7 and the South region from Cohort 8 had a majority disagree or strongly disagree about the training providing practical classroom activities and the teaching aids and resources provided. A majority of Cohort 7 teams in the North region and Cohort 8 teams in the North and South regions indicated they were satisfied with the activities and materials provided, however the others disagreed with the statement. See Figure 7.



Figure 7. Ratings of training resources

	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>Practical school-wide activities were provided.</b>						
Strongly agree	11%	33%	8%	15%	47%	61%
Agree	44%	56%	54%	52%	37%	33%
Disagree	42%	11%	39%	33%	16%	6%
Strongly disagree	3%	0%	0%	0%	0%	0%
<b>The resources, materials, and teaching aids provided in training were helpful.</b>						
Strongly agree	11%	56%	15%	15%	42%	56%
Agree	64%	44%	62%	52%	53%	44%
Disagree	25%	0%	23%	33%	0%	0%
Strongly disagree	0%	0%	0%	0%	5%	0%

**Note:** Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.

### Satisfaction with training logistics

School teams were asked to rate four aspects of training logistics on a five-point scale. Most school teams rated the training logistics in the range of “good (3)” to “very good (4),” although many school teams also provided the rating of “excellent (5)” and very few provided any ratings of “fair (2)” or “poor (1).” See Figure 8.

Figure 8. Ratings of training logistics (average score on a 5-point scale: 1=poor to 5=excellent)

	Cohort 7			Cohort 8		
Training logistics	Metro	North	South	Metro	North	South
Convenience of the training date	3.9	3.2	2.9	3.5	3.4	3.7
Convenience of the training location	3.5	3.5	2.7	3.2	4.0	3.7
Comfort of the training facility	4.0	3.3	2.4	4.0	3.4	3.7
Length of the training	3.3	3.1	2.8	3.3	3.7	3.7

**Note:** Ratings of 3.9 and above are highlighted in green to indicate a high level of satisfaction with the training logistics. Ratings of 2.5 and below are highlighted in orange to indicate a relatively lower level of satisfaction.

### Completion of PBIS activities

School teams were asked if they had completed key PBIS activities at training or within the past two weeks. A majority of schools either fully or partially completed their PBIS action plan. Three-quarters of the school teams in the North region for Cohort 8 had fully completed the PBIS action plan update. The majority of Cohort 7 schools from all regions fully or partially reviewed their Office Discipline Referral (ODR) data at training. One in ten schools in the Metro region did not complete this activity. Use of data for planning and making decisions is a key element of training, so it would be expected that schools entering their second year should be internalizing and implementing this concept. See Figure 9.



Figure 9. Completion of PBIS activities at training or within the past two weeks

Activity	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>Update your school's PBIS Action plan</b>						
Fully completed	17%	33%	15%	30%	74%	22%
Partially completed	83%	67%	77%	70%	26%	78%
Not completed	0%	0%	8%	0%	0%	0%
<b>Review your school's Office Discipline Referral (ODR) Big 5 data</b>						
Fully completed	47%	44%	31%			
Partially completed	42%	56%	62%			
Not completed	11%	0%	8%			

**Note:** Cells in the "fully completed" category that are 80% and above are highlighted in green to indicate a high level of activity completion. Cells in the "partially completed" category that are 50% and above are highlighted in blue to indicate a high level of partial completion. Cells in the "not completed" category that are 10% and above are highlighted in orange to indicate a low level of activity completion.

### Strengths and challenges of the TIC

School teams were asked to complete the TIC (Team Implementation Checklist) during spring training. After that, school teams were asked document which subscale areas were strengths, challenges, or areas that they have not started. "Establish & Maintain Team" was noted as an area of particular strength for Cohort 8 in all regions. The Metro and North regions in Cohort 8 also reported d that "Established Commitment" was an area of strength. The majority of Cohort 7 teams in all regions reported "Establish School-wide Expectations: Prevention Systems" to be an area of strength. Over half of all teams in all regions for Cohort 8 reported that "Classroom Behavior and Support Systems" was a challenge. Nearly one-quarter of South region schools in Cohort 8 reported that they had not completed this area of the TIC. In addition, nearly one in ten Cohort 7 schools in the Metro Region and Cohort 8 Schools in the Metro and South region reported not completing "Establishing an Information System."

Figure 10.

TIC Area	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>Establish Commitment</b>						
It's a strength	53%	67%	69%	82%	95%	67%
It's a challenge	47%	33%	31%	19%	5%	33%
Not completed	0%	0%	0%	0%	0%	0%
<b>Establish &amp; Maintain Team</b>						
It's a strength	89%	78%	69%	93%	84%	89%
It's a challenge	11%	22%	31%	7%	16%	11%
Not completed	0%	0%	0%	0%	0%	0%
<b>Self-Assessment</b>						
It's a strength	67%	89%	54%	89%	58%	56%
It's a challenge	25%	11%	39%	11%	42%	44%
Not completed	8%	0%	8%	0%	0%	0%

continued

Figure 10. (continued)

TIC Area	Metro	Cohort 7 North	South	Metro	Cohort 8 North	South
<b>Establish School-wide Expectations: Prevention Systems</b>						
It's a strength	94%	100%	100%	78%	79%	50%
It's a challenge	6%	0%	0%	22%	21%	44%
Not completed	0%	0%	0%	0%	0%	6%
<b>Classroom Behavior Support Systems</b>						
It's a strength	53%	56%	54%	30%	42%	6%
It's a challenge	39%	44%	31%	59%	58%	72%
Not completed	8%	0%	15%	11%	0%	22%
<b>Establish Information System</b>						
It's a strength	47%	56%	54%	59%	74%	44%
It's a challenge	42%	44%	46%	30%	26%	44%
Not completed	11%	0%	0%	11%	0%	11%

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

### Issues to consider and recommendations

Based on the results described above, there are a few things the Minnesota PBIS Leadership Team, including the Minnesota Department of Education (MDE) and the Regional Implementation Partners (RIPs) should consider when planning future trainings. RIPs should also pay attention to areas where their particular region or a specific Cohort within their region may be rating aspects of the training less favorably to determine possible causes and solutions for these specific problem areas.

**Session content.** School teams generally expressed satisfaction with the training and provided high ratings on the general aspects of the training. However, when they were asked to indicate the degree to which they felt the content of specific sessions in the training will help their team successfully implement PBIS in their school, these same teams frequently rated the sessions as only somewhat or not at all helpful. This was particularly true for school teams in their first year of training, which reflects a similar pattern in the data from the Winter 2012 training surveys.

Therefore, MDE and the RIPs may need to continue to make a more concerted effort, particularly at the very first training sessions (and possibly through improved communications with schools prior to the start of the training sequence) to help school teams understand how the material they are learning at training can and should be applied once they get back to school.

The RIPs and MDE should also consider adding a follow up survey question to examine the areas of training that are rated as "very useful," such as "Action Planning," "Preparing for the End/Beginning of the School Year" and "Introduction to Behavior Function" to gain insight as to why teams rated these areas so highly. Incidentally, it would also be helpful to further examine why the areas of "F.A.C.T.S" or "Engaging Youth Voice in PBIS" were rated lower.



**Activities and materials.** In comparison to the Winter 2012 training sessions, substantially fewer teams thought that the school-wide activities and resources, materials and teaching aids were helpful during the Spring 2013 training sessions. Because school teams rated the school-wide activities less helpful when compared with some other aspects of training, MDE and the RIPs should consider ways of improving the resources that are provided related to school-wide activities.

Because these resources will assist schools in implementing concrete aspects of PBIS once they are back at school, it is likely that additional efforts here will contribute to higher PBIS implementation fidelity measures as well.

**Use of data.** Most schools in Cohort 7 and 8 partially updated the school's PBIS Action Plan. The majority of Cohort 7 teams partially reviewed their ODR data. Compared to the Winter 2012 Training Survey, the number of teams that have partially completed their PBIS Action Plan has increased. In addition, teams that have reviewed their Office Discipline Referral (ODR) Data fully or partially has slightly increased.

In addition, school teams were asked to complete the TIC at training and report areas of strengths and challenges. Areas reported to be strengths by Cohort 8 teams included "Establish Commitment" and "Establish & Maintain Team." "Establish School-wide Expectations: Prevention Systems" was listed as a strength by the majority of the Cohort 7 teams in all regions. "Self-Assessment" was listed as a strength by the majority of Cohort 7 teams in the North region and Cohort 8 teams in the Metro region. "Classroom Behavior Support Systems" was reported to be a challenge by over half of the Cohort 8 teams in all regions, and it was also the area that was most likely to have been listed as "not completed" by school teams.

The RIPs and MDE should continue to encourage teams to plan around and review outcome data to ensure this key PBIS activity of using data for decisions continues to increase. In addition, it might be helpful for the RIPs and MDE to provide technical assistance in the areas that are deemed to be challenges, particularly "Classroom Behavior Support Systems" for Cohort 8 teams in all regions. We also recommend that MDE and the RIPs continue to ensure time is set aside at training and that technical assistance is provided to Year 2 schools to review their outcome data.

**For more information**

This summary presents highlights of the Spring 2013 Regional PBIS Trainings in Minnesota, which are sponsored by the Minnesota Department of Education. For more information, contact Nicole MartinRogers at Wilder Research, 651-280-2682.

Authors: Amanda J. Petersen and Nicole MartinRogers

MAY 2013



## Winter 2012 Regional PBIS Trainings

### Summary of results from school feedback surveys

The Minnesota Department of Education (MDE) and Regional Training Partners (RIPs) sponsor three training sessions per year for schools that are participating in Minnesota's 2-year training sequence for Positive Behavioral Interventions and Supports (PBIS). More information about PBIS in Minnesota can be found at: [www.pbismn.org](http://www.pbismn.org).

This report summarizes the results of the Winter 2012 training surveys. (Separate reports summarize the fall and spring training sessions.)

- There are a total of 74 Cohort 7 schools that are in their second year of training.
- There are a total of 72 Cohort 8 schools are in their first year of training.

Wilder Research was contracted to evaluate the PBIS initiative statewide. As a part of the PBIS evaluation, surveys are conducted with school teams who are participating in the training sequence (one survey was completed per school team). The results of these surveys plus administrative (attendance) records from the RIPs are the basis of this report.

The purpose of this report is to help MDE and the RIPs improve the trainings to better meet schools' needs and best support all schools to achieve full PBIS implementation fidelity by the end of the two-year program. This report is also to be used by MDE and other PBIS stakeholders in Minnesota to understand the overall effectiveness and impact of the PBIS initiative.

#### Training attendance

Schools in their first year of training (Cohort 8 in 2012-13) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 7 in 2012-13)

receive one day. Overall, attendance for the Winter 2012 Trainings was very high. See Figure 1.

**Figure 1. Winter 2012 training attendance by Cohort (number of school teams / administrators attended)**

Cohort 7			
	Metro*	North	South
team - full	37	11	15
team - partial	2	0	0
team - not attended	7	0	2
administrator - full	26	8	15
administrator - partial	0	0	0
administrator - not attended	20	3	2
<b>Total number of teams</b>	<b>46</b>	<b>11</b>	<b>17</b>

Cohort 8, day 1			
	Metro	North	South
team - full	35	21	16
team - partial	0	0	0
team - not attended	0	0	0
administrator - full	29	21	16
administrator - partial	0	0	0
administrator - not attended	6	0	0
<b>Total number of teams</b>	<b>35</b>	<b>21</b>	<b>16</b>

Cohort 8, day 2			
	Metro	North	South
team - full	35	20	16
team - partial	0	1	0
team - not attended	0	0	0
administrator - full	24	20	16
administrator - partial	0	1	0
administrator - not attended	11	0	0
<b>Total number of teams</b>	<b>35</b>	<b>21</b>	<b>16</b>

\*Metro Cohort 7 includes 4 schools that are tentative or confirmed drops from the program; all of these are counted in the "not attended" category.

## Overall satisfaction with training

School teams were asked to indicate how much they agree or disagree that the training was a positive, worthwhile experience overall. The vast majority of school teams indicated their satisfaction with the overall training experience. See Figure 2.

**Figure 2. School team ratings: "Overall, this training was a positive, worthwhile learning experience."**

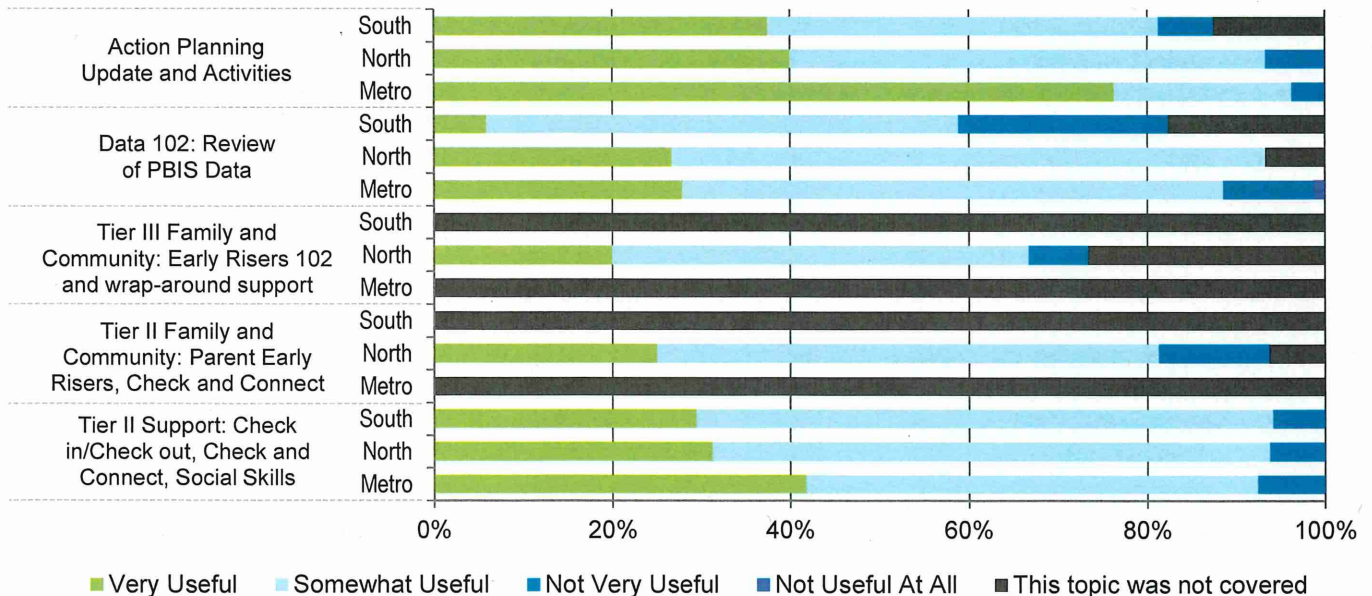
	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
Strongly agree	42%	44%	6%	42%	39%	40%
Agree	53%	50%	88%	48%	61%	57%
Disagree	4%	0%	6%	8%	0%	3%
Strongly disagree	1%	6%	0%	2%	0%	0%

**Note:** Combined percentages of the "strongly agree" and "agree" categories that equal 85% and above are highlighted in green indicating a high level of satisfaction.

## Ratings of specific training content areas

School teams were also asked to rate how useful the specific training content areas will be in terms of helping them implement PBIS at their school. For Cohort 7 (Year 2), "Action planning update" and "Tier II Support" are the sessions that were most likely to be viewed as very useful. On the other hand, the "Tier II Family and Community," and "Review of PBIS Data" sessions were most frequently rated as not at all helpful by participating school teams. Both, however, were still found to be very or somewhat useful. See Figure 3.

**Figure 3. Ratings of specific training content areas – Cohort 7 (Year 2)**



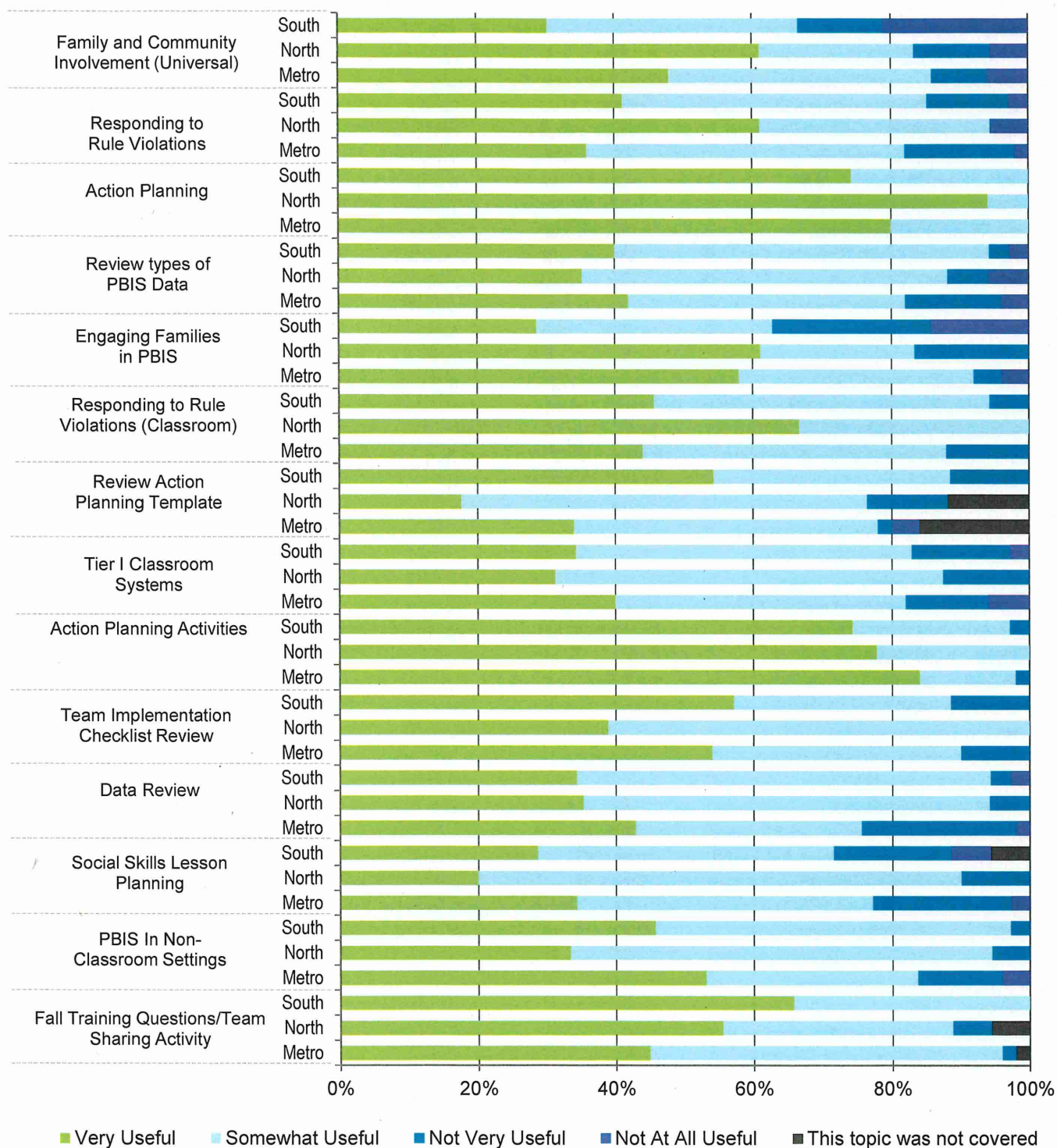
\* The South and Metro Cohort 7 groups did not participate in the "Tier II Family and Community" and "Tier III Family and Community" sessions.

For Cohort 8 (Year 1), "Action Planning," "Action Planning Activities," and "Responding to Rules Violations" were most likely to be rated as very useful. On the other hand, the sessions "Engaging families in



PBIS,” “Tier I Classroom Systems,” and “Social Skills Lesson Planning” were rated the least useful; however, each still had a majority citing them as somewhat or very useful. See Figure 4.

**Figure 4. Ratings of specific training content areas – Cohort 8 (Year 1)**



## Ratings of training effectiveness

School teams were also asked how strongly they agree or disagree with five statements about the effectiveness of the trainings. A majority of all school teams felt the information was presented clearly in the trainings and that the presenters demonstrated expertise in the topics. School teams, especially teams from Cohort 7 in the South region, were somewhat more likely than for other items to indicate some dissatisfaction with the pace of the training. School teams from the South region Cohort 7 were also more likely than other school teams to not like the pace of the training, more likely to disagree that the training enhanced their understanding of PBIS, as well as to disagree that the training will improve their practices in school. See Figures 5 and 6.

Figure 5. Ratings of training effectiveness

	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>The training information was clearly presented.</b>						
Strongly agree	53%	38%	12%	30%	39%	23%
Agree	47%	63%	88%	66%	50%	77%
Disagree	0%	0%	0%	4%	11%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%
<b>The presenters demonstrated expertise in the topic.</b>						
Strongly agree	61%	63%	41%	38%	44%	40%
Agree	38%	38%	59%	56%	56%	60%
Disagree	1%	0%	0%	6%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%
<b>The training enhanced my understanding of PBIS.</b>						
Strongly agree	37%	44%	6%	38%	28%	26%
Agree	56%	44%	65%	48%	72%	71%
Disagree	6%	13%	24%	14%	0%	3%
Strongly disagree	0%	0%	6%	0%	0%	0%
<b>The training will improve my practices in school.</b>						
Strongly agree	42%	50%	12%	51%	39%	37%
Agree	55%	44%	76%	43%	61%	60%
Disagree	3%	0%	12%	6%	0%	3%
Strongly disagree	0%	6%	0%	0%	0%	0%

**Note:** Combined percentages of the "strongly agree" and "agree" categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the "disagree" and "strongly disagree" categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.



Figure 6. Ratings of training pace

	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>The pace of the training was...</b>						
Too fast	1%	0%	0%	4%	11%	3%
About right	87%	75%	59%	68%	72%	74%
Too slow	12%	25%	41%	28%	17%	23%

### *Ratings of training resources – activities and materials*

School teams were also asked how strongly they agree or disagree with five statements about the effectiveness of the trainings. Most school teams were satisfied with the activities and materials provided. However, all groups except the Metro group from Cohort 7 had a majority disagree or strongly disagree about the training providing practical classroom activities. See Figure 7.

Figure 7. Ratings of training resources

	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>Practical school-wide activities were provided.</b>						
Strongly agree	27%	25%	12%	28%	22%	34%
Agree	61%	44%	35%	50%	56%	49%
Disagree	13%	25%	41%	22%	22%	17%
Strongly disagree	0%	6%	12%	0%	0%	0%
<b>The resources, materials, and teaching aids provided in training were helpful.</b>						
Strongly agree	36%	31%	6%	20%	22%	37%
Agree	62%	63%	88%	64%	72%	60%
Disagree	1%	6%	0%	14%	6%	3%
Strongly disagree	0%	0%	6%	2%	0%	0%

**Note:** Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.

### *Satisfaction with training logistics*

School teams were asked to rate four aspects of training logistics on a five-point scale. Most school teams rated the training logistics in the range of “good (3)” to “very good (4),” although many school teams also provided the rating of “excellent (5)” and very few provided any ratings of “fair (2)” or “poor (1).” See Figure 8.

Figure 8. Ratings of training logistics (average score on a 5-point scale: 1=poor to 5=excellent)

Training logistics	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
Convenience of the training date	3.4	3.7	3.1	3.7	2.9	3.5
Convenience of the training location	2.9	3.5	3.1	3.4	3.6	3.6
Comfort of the training facility	3.7	3.7	3.1	3.9	3.6	3.3
Length of the training	3.6	3.7	3.2	3.6	3.6	3.2

**Note:** Ratings of 3.9 and above are highlighted in green to indicate a high level of satisfaction with the training logistics. Ratings of 2.5 and below are highlighted in orange to indicate a relatively lower level of satisfaction.

### Completion of PBIS activities

School teams were asked if they had completed key PBIS activities at training or within the past two weeks. Most school teams completed the Team Implementation Checklist (TIC). A majority of schools either partially completed or had not completed their PBIS action plan. However, nearly two-thirds of Cohort 7 schools from all regions reviewed their Office Discipline Referral (ODR) data at training. Use of data for planning and making decisions is a key element of training, so it would be expected that schools entering their second year should be internalizing and implementing this concept. However, it is worth noting that 12-18% of Cohort 7 schools did not complete their action plan or ODR within two weeks of the training, while almost every school in Cohort 8 completed or partially completed their TIC and action plans. (Cohort 8 schools were not asked about review of ODR data, as this is not an expectations for schools in Year 1 of the PBIS training sequence.) See Figure 9.

Figure 9. Completion of PBIS activities at training or within the past two weeks

Activity	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>Team Implementation Checklist (TIC)</b>						
Fully completed	96%	100%	82%	90%	94%	89%
Partially completed	3%	0%	12%	10%	6%	9%
Not completed	1%	0%	6%	0%	0%	3%
<b>Create your school's PBIS Action plan</b>						
Fully completed	56%	38%	41%	38%	53%	44%
Partially completed	44%	50%	41%	62%	47%	56%
Not completed	0%	13%	18%	0%	0%	0%
<b>Review your school's Office Discipline Referral (ODR) Big 5 data</b>						
Fully completed	65%	69%	65%			
Partially completed	28%	31%	24%			
Not completed	8%	0%	12%			

**Note:** Cells in the "fully completed" category that are 80% and above are highlighted in green to indicate a high level of activity completion. Cells in the "partially completed" category that are 50% and above are highlighted in blue to indicate a high level of partial completion. Cells in the "not completed" category that are 10% and above are highlighted in orange to indicate a low level of activity completion.



## *Issues to consider and recommendations*

Based on the results described above, there are a few things the Minnesota PBIS Leadership Team, including the Minnesota Department of Education (MDE) and the Regional Implementation Partners (RIPs) should consider when planning future trainings. RIPs should also pay attention to areas where their particular region or a specific Cohort within their region may be rating aspects of the training less favorably to determine possible causes and solutions for these specific problem areas.

**Session content.** School teams generally expressed satisfaction with the training and provided high ratings on the general aspects of the training. However, when they were asked to indicate the degree to which they felt the content of specific sessions in the training will help their team successfully implement PBIS in their school, these same teams frequently rated the sessions as only somewhat or not at all helpful. This was particularly true for school teams in their first year of training, which reflects a similar pattern in the data from the Fall 2012 training surveys.

Therefore, MDE and the RIPs may need to continue to make a more concerted effort, particularly at the very first training sessions (and possibly through improved communications with schools prior to the start of the training sequence) to help school teams understand how the material they are learning at training can and should be applied once they get back to school.

The RIPs and MDE should also consider adding a follow up survey question to examine the areas of training that are rated as “very useful,” such as “Action Planning,” “Tier II Support” and “Responding to Rules Violations” to gain insight as to why teams rated these areas so highly. Incidentally, it would also be helpful to further examine why the areas of “Engaging Families” or “Review of Data Systems” were rated lower.

**Activities and materials.** In comparison to the Fall 2012 training sessions, substantially fewer teams thought that the school-wide activities were helpful during the Winter 2012 training sessions. Because school teams rated the school-wide activities less helpful when compared with some other aspects of training, MDE and the RIPs should consider ways of improving the resources that are provided related to school-wide activities. Because these resources will assist schools in implementing concrete aspects of PBIS once they are back at school, it is likely that additional efforts here will contribute to higher PBIS implementation fidelity measures as well.

**Use of data.** Most schools in Cohort 7 and 8 had completed the Team Implementation Checklist (TIC). Compared to the Fall 2012 Training Survey, the number of teams that have fully or partially completed their PBIS Action Plan has increased. In addition, teams that have reviewed their Office Discipline Referral (ODR) Data fully or partially has sharply increased.

The RIPs and MDE should continue to encourage teams to plan around and review outcome data to ensure this key PBIS activity of using data for decisions continues to increase. We also recommend that MDE and the RIPs continue to ensure time is set aside at training and that technical assistance is provided to Year 2 schools to review their outcome data.

# Wilder Research

Information. Insight. Impact.

451 Lexington Parkway North  
Saint Paul, Minnesota 55104  
651-280-2700  
[www.wilderresearch.org](http://www.wilderresearch.org)



AMHERST H.  
WILDER  
FOUNDATION

ESTABLISHED 1906

**Here for good.**

## For more information

This summary presents highlights of the Winter 2012 Regional PBIS Trainings in Minnesota, which are sponsored by the Minnesota Department of Education. For more information, contact Nicole MartinRogers at Wilder Research, 651-280-2682.

Authors: Ryan Steel, Amanda Petersen, and Nicole MartinRogers

DECEMBER 2012



## Fall 2012 Regional PBIS Trainings

### Summary of results from school feedback surveys

The Minnesota Department of Education (MDE) and Regional Training Partners (RIPs) sponsor three training sessions per year for schools that are participating in Minnesota's 2-year training sequence for Positive Behavioral Interventions and Supports (PBIS). More information about PBIS in Minnesota can be found at: [www.pbismn.org](http://www.pbismn.org).

This report summarizes the results of the Fall 2012 training surveys. (Separate reports will summarize the Winter and Spring trainings as they occur.)

- There are a total of 74 Cohort 7 schools that are in their second year of training.
- There are a total of 72 Cohort 8 schools are in their first year of training.

Wilder Research was contracted to evaluate the PBIS initiative statewide. As a part of the PBIS evaluation, surveys are conducted with school teams who are participating in the training sequence (one survey was completed per school team). The results of these surveys plus administrative (attendance) records from the RIPs are the basis of this report.

The purpose of this report is to help MDE and the RIPs improve the trainings to better meet schools' needs and best support all schools to achieve full PBIS implementation fidelity by the end of the two-year program. This report is also to be used by MDE and other PBIS stakeholders in Minnesota to understand the overall effectiveness and impact of the PBIS initiative.

#### *Training attendance*

Schools in their first year of training (Cohort 8 in 2012-13) receive two days of training at each of three points during the year, and schools in their second year of training (Cohort 7 in 2012-13)

receive one day. Overall, attendance for the Fall 2012 Trainings was very high. See Figure 1.

**Figure 1. Fall 2012 training attendance by Cohort (number of school teams / administrators attended)**

	Cohort 7		
	Metro*	North	South
team - full	38	11	17
team - partial	2	0	0
team - not attended	6	0	0
administrator - full	28	9	17
administrator - partial	2	0	0
administrator - not attended	16	2	0
<b>Total number of teams</b>	<b>46</b>	<b>11</b>	<b>17</b>
	Cohort 8, day 1		
	Metro	North	South
team - full	35	21	16
team - partial	0	0	0
team - not attended	0	0	0
administrator - full	31	20	16
administrator - partial	0	0	0
administrator - not attended	4	1	0
<b>Total number of teams</b>	<b>35</b>	<b>21</b>	<b>16</b>
	Cohort 8, day 2		
	Metro	North	South
team - full	35	21	16
team - partial	0	0	0
team - not attended	0	0	0
administrator - full	30	18	16
administrator - partial	0	0	0
administrator - not attended	5	3	0
<b>Total number of teams</b>	<b>35</b>	<b>21</b>	<b>16</b>

\*Metro Cohort 7 includes 6 schools that are tentative or confirmed drops from the program; all of these are counted in the "not attended" category.



### ***Overall satisfaction with training***

School teams were asked to indicate how much they agree or disagree that the training was a positive, worthwhile experience overall. With one exception (Cohort 7 training in the South), the vast majority of school teams indicated their satisfaction with the training experience. See Figure 2.

**Figure 2. School team ratings: "Overall, this training was a positive, worthwhile learning experience."**

	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
Strongly agree	31%	55%	6%	47%	30%	68%
Agree	64%	46%	38%	50%	70%	32%
Disagree	6%	0%	44%	0%	0%	0%
Strongly disagree	0%	0%	13%	3%	0%	0%

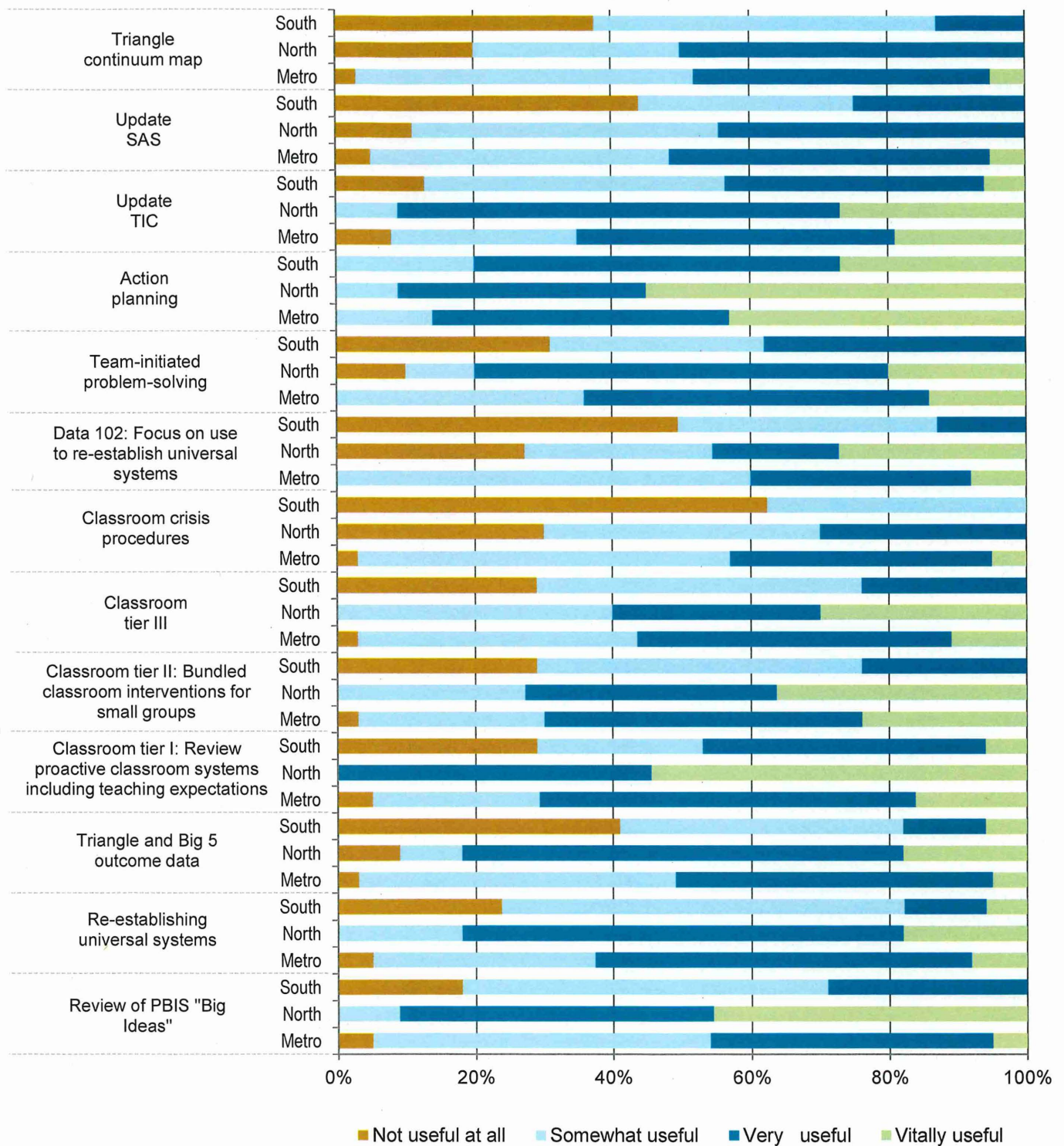
Note: Combined percentages of the "strongly agree" and "agree" categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the "disagree" and "strongly disagree" categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.

### ***Ratings of specific training content areas***

School teams were also asked to rate how useful the specific training content areas will be in terms of helping them implement PBIS at their school. For Cohort 7 (Year 2), "Classroom crisis procedures," "Update SAS," "Triangle continuum map," and "Triangle and Big 5 outcome data" are the sessions that were most likely to be viewed as vitally helpful. On the other hand, the "Update TIC," "Action planning," and "Classroom tier I" sessions were most frequently rated as not at all helpful by participating school teams. See Figure 3.

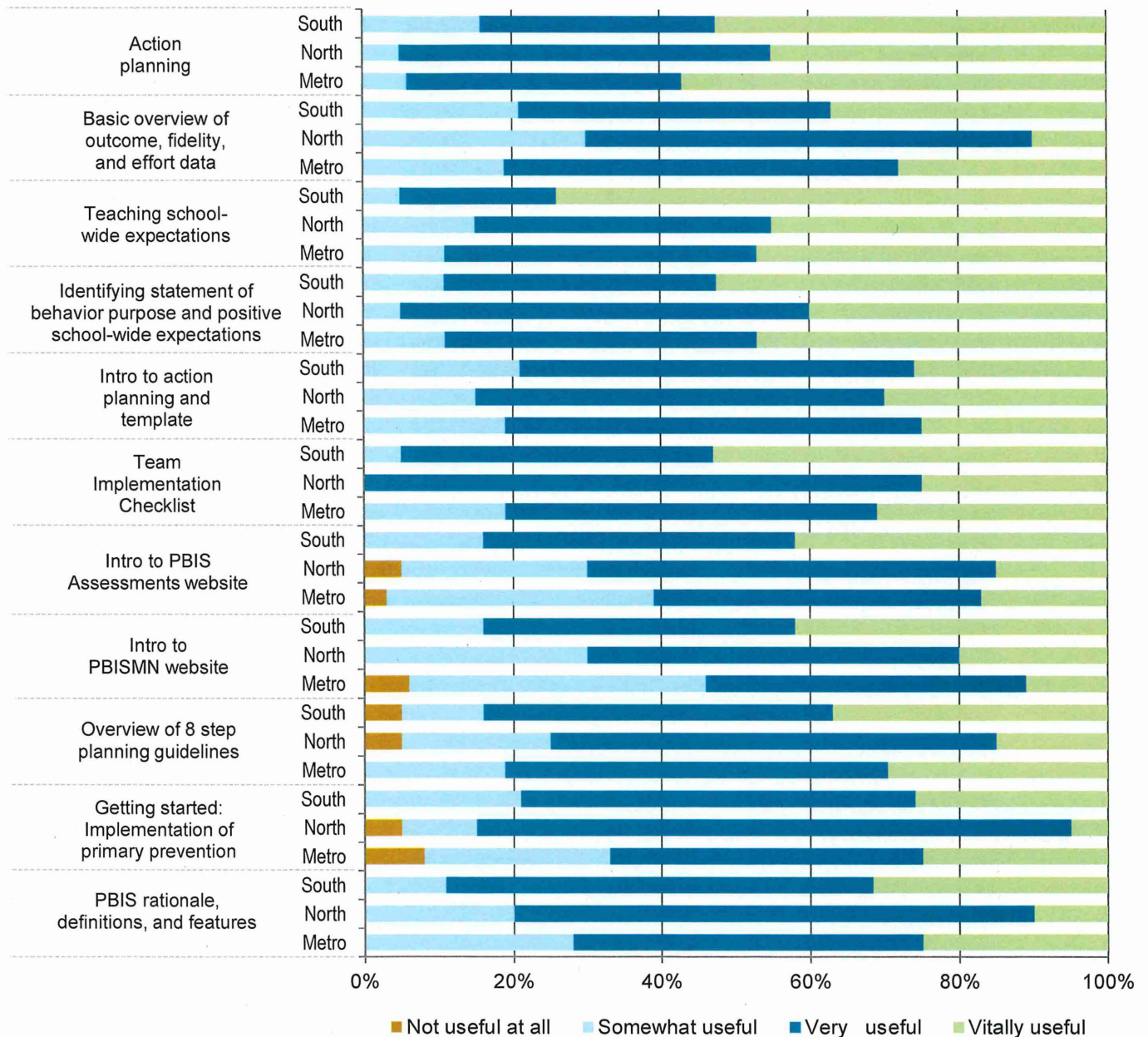


Figure 3. Ratings of specific training content areas – Cohort 7 (Year 2)



For Cohort 8 (Year 1), “Intro to PBIS Assessments website,” “Intro to PBISMN website,” and “Getting started: Implementation of primary prevention” were most likely to be rated as helpful; however, none of these sessions received more than a handful of “vitally helpful” ratings. On the other hand, the sessions “Teaching expectations” and “Identifying statement of behavior purpose and positive school-wide expectations” were rated as not at all helpful by more than two-fifths of all school teams. See Figure 4.

**Figure 4. Ratings of specific training content areas – Cohort 8 (Year 1)**





## Ratings of training effectiveness

School teams were also asked how strongly they agree or disagree with five statements about the effectiveness of the trainings. A majority of all school teams felt the information was presented clearly in the trainings and that the presenters demonstrated expertise in the topics. School teams, especially teams from Cohort 7 in the South region, were somewhat more likely than for other items to indicate some dissatisfaction with the pace of the training. School teams from the South region Cohort 7 were also more likely than other school teams to disagree that the training will improve their practices in school. See Figure 5.

Figure 5. Ratings of training effectiveness

	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>The training information was clearly presented.</b>						
Strongly agree	24%	55%	0%	28%	15%	37%
Agree	73%	46%	88%	64%	75%	58%
Disagree	3%	0%	13%	6%	10%	5%
Strongly disagree	0%	0%	0%	3%	0%	0%
<b>The training information was comfortably paced.</b>						
Strongly agree	24%	46%	0%	19%	10%	37%
Agree	60%	36%	31%	56%	65%	47%
Disagree	16%	18%	56%	22%	25%	16%
Strongly disagree	0%	0%	13%	3%	0%	0%
<b>The presenters demonstrated expertise in the topic.</b>						
Strongly agree	32%	46%	19%	58%	60%	79%
Agree	65%	55%	69%	39%	40%	21%
Disagree	3%	0%	13%	3%	0%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%
<b>The training enhanced my understanding of PBIS.</b>						
Strongly agree	16%	50%	6%	47%	30%	84%
Agree	70%	50%	50%	42%	70%	16%
Disagree	14%	0%	31%	8%	0%	0%
Strongly disagree	0%	0%	13%	3%	0%	0%
<b>The training will improve my practices in school.</b>						
Strongly agree	24%	56%	6%	39%	20%	68%
Agree	65%	46%	44%	56%	80%	32%
Disagree	11%	0%	38%	6%	0%	0%
Strongly disagree	0%	0%	13%	0%	0%	0%

Note: Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.

### ***Ratings of training resources – activities and materials***

School teams were also asked how strongly they agree or disagree with five statements about the effectiveness of the trainings. Most school teams were satisfied with the activities and materials provided, although these items are rated somewhat lower than other content areas. See Figure 6.

**Figure 6. Ratings of training resources**

	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
<b>Practical classroom activities were provided.</b>						
Strongly agree	24%	55%	0%	31%	11%	74%
Agree	65%	36%	31%	56%	63%	21%
Disagree	11%	9%	44%	14%	26%	5%
Strongly disagree	0%	0%	25%	0%	0%	0%
<b>The resources, materials, and teaching aids provided in training were helpful.</b>						
Strongly agree	24%	46%	0%	19%	30%	68%
Agree	68%	56%	50%	72%	60%	32%
Disagree	8%	0%	38%	6%	10%	0%
Strongly disagree	0%	0%	13%	3%	0%	0%

Note: Combined percentages of the “strongly agree” and “agree” categories that equal 85% and above are highlighted in green indicating a high level of satisfaction. Combined percentages of the “disagree” and “strongly disagree” categories that equal 15% and above are highlighted in orange to indicate a relatively lower level of satisfaction.

### ***Satisfaction with training logistics***

School teams were asked to rate four aspects of training logistics on a five-point scale. Most school teams rated the training logistics in the range of “good (3)” to “very good (4),” although many school teams also provided the rating of “excellent (5)” and very few provided any ratings of “fair (2)” or “poor (1).” See Figure 7.

**Figure 7. Ratings of training logistics (average score on a 5-point scale: 1=poor to 5=excellent)**

Training logistics	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
Convenience of the training date	3.3	3.7	3.2	3.4	4.0	3.5
Convenience of the training location	2.8	3.9	3.0	3.1	4.3	3.5
Comfort of the training facility	3.7	3.9	2.1	3.9	3.7	3.4
Length of the training	3.4	3.9	2.4	3.5	3.6	3.5

Note: Ratings of 3.9 and above are highlighted in green to indicate a high level of satisfaction with the training logistics. Ratings of 2.5 and below are highlighted in orange to indicate a relatively lower level of satisfaction.

### ***Completion of PBIS activities***

School teams were asked if they had completed key PBIS activities at training or within the past two weeks. Most school teams (with the exception of one-quarter of Cohort 7 schools from the South region) completed the Team Implementation Checklist (TIC). Most schools either fully or partially completed their action plan. However, nearly one-third of Cohort 7 schools from all regions did not review their Office Discipline Referral



(ODR) data at training. Use of data for planning and making decisions is a key element of training, so it would be expected that schools entering their second year should be internalizing and implementing this concept. (Cohort 8 schools were not asked about review of ODR data, as this is not an expectations for schools in Year 1 of the PBIS training sequence.) See Figure 8.

**Figure 8. Completion of PBIS activities at training or within the past two weeks**

Activity	Cohort 7			Cohort 8		
	Metro	North	South	Metro	North	South
Team Implementation Checklist (TIC)						
Fully completed	95%	91%	63%	89%	80%	95%
Partially completed	3%	9%	13%	11%	20%	5%
Not completed	3%	0%	25%	0%	0%	0%
Create your school's PBIS Action plan						
Fully completed	41%	73%	25%	20%	15%	11%
Partially completed	51%	27%	50%	71%	70%	74%
Not completed	8%	0%	25%	9%	15%	16%
Review your school's Office Discipline Referral (ODR) Big 5 data						
Fully completed	41%	36%	44%			
Partially completed	30%	36%	25%			
Not completed	30%	27%	31%			

Note: Cells in the “fully completed” category that are 80% and above are highlighted in green to indicate a high level of activity completion. Cells in the “partially completed” category that are 51% and above are highlighted in blue to indicate a high level of partial completion. Cells in the “not completed” category that are 20% and above are highlighted in orange to indicate a low level of activity completion.

### ***Issues to consider and recommendations***

Based on the results described above, there are a few things the Minnesota PBIS Leadership Team, including the Minnesota Department of Education (MDE) and the Regional Implementation Partners (RIPs) should consider when planning future trainings. RIPs should also pay attention to areas where their particular region or a specific Cohort within their region may be rating aspects of the training less favorably to determine possible causes and solutions for these specific problem areas.

**Session content.** School teams generally expressed satisfaction with the training and provided high ratings on the general aspects of the training. However, when they were asked to indicate the degree to which they felt the content of specific sessions in the training will help their team successfully implement PBIS in their school, these same teams frequently rated the sessions as only somewhat or not at all helpful. This was particularly true for school teams in their first year of training.

It is not surprising that schools in their first year, and in fact at their very first training session, for PBIS might struggle to connect the training material to the steps they need to take after training. Therefore, MDE and the RIPs may need to make a more concerted effort, particularly at the very first training sessions (and possibly through improved communications with schools prior to the start of the training sequence) to help school teams understand how the material they are learning at training can and should be applied once they get back to school.

**Activities and materials.** Because school teams rated the classroom activities and resources, materials, and teaching aids provided less helpful when compared with some other items on this survey, MDE and the RIPs should consider ways of improving the resources that are provided to schools in training.

Because these resources will assist schools in implementing concrete aspects of PBIS once they are back at school, it is likely that additional efforts here will contribute to higher PBIS implementation fidelity measures as well.

**Use of data.** Most school had completed key PBIS activities such as the Team Implementation Checklist (TIC) and an action plan. However, fewer school teams from Cohort 7 had reviewed their Office Discipline Referral (ODR) data recently.

Wilder Research would like to work with MDE and the RIPs to develop a system to help integrate review of ODR data into the Year 2 training sequence to give schools an opportunity to practice this key PBIS activity of using data for decisions. We also recommend that MDE and the RIPs ensure time is set aside at training and that technical assistance is provided to Year 2 schools to review their outcome data.

**Considerations for survey implementation.** Because this is the first time we have administered the training surveys in this way (web survey at training, with one survey completed by each team), we should consider ways to improve the survey instrument and data collection methodology going forward (as needed).

**Wilder  
Research**

Information. Insight. Impact.

451 Lexington Parkway North  
Saint Paul, Minnesota 55104  
651-280-2700  
[www.wilderresearch.org](http://www.wilderresearch.org)



AMHERST H  
WILDER  
FOUNDATION  
ESTABLISHED 1906

**Here for good.**

**For more information**

This summary presents highlights of the Fall 2012 Regional PBIS Trainings in Minnesota, which are sponsored by the Minnesota Department of Education. For more information, contact Nicole MartinRogers at Wilder Research, 651-280-2682.

Author: Nicole MartinRogers  
SEPTEMBER 2012