Suggestions for Classroom Training Steps

The following guide lists suggestions for steps to be followed when a district inquires about classroom training for one or more schools. It is critical to remember that these suggestions will vary depending on the demand for classroom training. If there is a high demand for classroom training, some of the suggested steps will not be feasible and revisions will need to be made.

Districts will learn about classroom training as a next step in school-wide positive behavior support during 2nd and 3rd year coaches’ training. At the coaches’ training, an overview of classroom PBS will be provided. District coordinators (and/or a designated district employee selected by the district coordinator to be responsible for classroom training, if applicable) will be required to attend the first classroom training in that district. District coordinators or a designated district employee will be required to co-train with PBS staff at the second classroom training. The selected district employee will be required to co-train only on the modules presented at the first classroom training. PBS staff will train on any new modules presented. This process will continue for additional trainings until the district employee has co-trained on all the classroom modules. At this point, the district employee will be responsible for future classroom trainings.

Steps for a school to request classroom training:
1. The team (including the coach) will complete the Next Step Decision Module (on-line)
2. The coach will contact the district coordinator to request classroom PBS
3. The district coordinator will identify all schools ready for the training within one month of each other
4. The district coordinator will contact his/her PBS representative

Steps for PBS staff to determine if a school is ready to receive classroom training:
1. Ensure the school meets the following criteria:
   a. Completion of school-wide PBS training
   b. A functional and active school-wide PBS team as indicated by a score of “2” on item #3 on the Benchmarks of Quality
   c. A data-based decision making system established and utilized as indicated by a score of “2” on item #18 on the Benchmarks of Quality
   d. A minimum of 70% on the Benchmarks of Quality or SET
   e. A minimum score in each of the following critical element areas:
      i. Effective procedures for dealing with discipline (score 10 of 12)
      ii. Data entry & analysis plan established (score 7 of 9)
      iii. Expectations & rules developed (score 9 of 11)
      iv. Reward/recognition program established (score 14 of 17)
2. Completed Next Step Decision Module with applicable data

Steps for PBS staff, district coordinator, and schools once a school is ready for classroom training:
1. Identify designated district employee responsible for classroom training (i.e., district coordinator or someone designated by district coordinator)
2. Identify who should participate in training (e.g., classroom teachers, classroom aide(s), member(s) of the school-wide team, administrator, etc.)---The district/school should
determine who they want to go through training. This will vary by district/school. One school may choose to have all classroom teachers go through training. Another school may want the school-wide team to go through training. Another may want only the classroom teachers who need assistance to go through training. This is up to the school based on their wants and needs. The district coordinator (or designated person) and coach must go through training.

3. Have identified schools complete the classroom needs assessment
4. Identify specific components of the training
5. Determine when the training will be held (e.g., ASAP, summer)---This will depend on who is participating in the training, what the needs of the school are, and available time. The district must commit enough time to complete the core modules (at least 3 hours). This may be split up or conducted over consecutive days.

6. Determine where the training will be held.
7. Establish goals and outcomes of the training
8. Identify relevant outcome data to collect and analyze
9. Develop process for PBS staff to access data (e.g., SWIS, monthly update, etc.)
10. Complete training evaluation on the last day of the scheduled training

11. Plan for technical assistance as needed---Technical assistance will occur as it does for school-wide PBS. That is, PBS staff will contact the district coordinator to determine how the school is doing. If further assistance is needed, then a technical assistance visit will be scheduled. It is up to the district coordinator/designated district employee/coach (may vary by district) to provide technical assistance. Only if more is needed will the project provide assistance.

12. Initiate a yearly follow-up technical assistance survey---This will occur for all schools that have participated in classroom training at a determined time during the year.