

WKEC PBIS/ISF & Related Training Descriptions

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PBIS/ISF District Level Trainings:

Overview and Exploration of PBIS for District Leadership Team

Description:

This one-day introduction will bring district leaders together to explore critical components of Positive Behavioral Interventions and Supports (PBIS), an MTSS framework for climate, culture, social, emotional, and behavioral outcomes. PBIS is the most researched and developed MTSS framework. Through the use of activities and dialogue, leaders will acquire knowledge and build upon what is already known, to make informed decisions about next steps in improving the systems of support in place to positively impact student behavior.

Length:

Full day (6 hours)

Participants: (*suggested)

Superintendent
School Board Members
Assistant Superintendent(s)
Director of Special Education
Principal(s)
Other District Personnel
PBIS District-based Coach/Coordinator

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District Coaches Training

Description:

This training is designed specifically for District level PBIS/MTSS Coaches, and those individuals who assist schools within their district with PBIS tiered support and implementation. The training will be organized around the implementation elements as defined within the PBIS Implementation Blueprint. District Coaches will leave this training with further understanding of their role and how to develop systemic support for PBIS implementation. A Professional Development and Coaching Monthly Calendar and Coaches Self-Assessment will be explored within this training.

Length:

Full day (6 hours)

Participants:

District PBIS Coaches

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PBIS/ISF Tier 1 Trainings:

Tier 1 Leadership & Readiness

Description:

School administrators and coaches will prepare to lead their school through the planning and implementation of PBIS. These leaders will learn the critical features of PBIS, and understand the integration of classroom management practices into Tier I. Participants will also learn about coaching and team facilitation roles, use of behavioral data for decision-making, and progress-monitoring for fidelity of implementation and student outcomes. School leaders may participate in this training as the third day follow-up to team training or in advance of team training (e.g.: Leaders participate in Summer Institute and Team participates in Fall Institute).

Length:

Full day (6 hours)

Participants:

District-based PBIS Coach(es)
School Administrators
Tier 1 School-based Coaches

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Tier 1 Team Training

Description:

During this interactive training, your team will learn the features of Tier I PBIS as well as have time to develop an action plan for implementation. The training is aligned to the Tiered Fidelity Inventory (TFI), which will support your team in having a solid foundation for the features of Tier I and ability to continue to assess implementation using TFI.

Length:

2 Full days (6 hours each day)

Participants:

Tier 1 Team Members

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TIPS Meeting & Processes

Description:

This training will explore the TIPS (Team Initiated Problem Solving) Model. This model was developed to help your PBIS teams become more effective and efficient in your meeting processes and utilizing data for decision making. We will explore in detail Meeting Foundations, the TIPS Meeting Minute Form, Roles and Responsibilities, Critical Features, and the TIPS Fidelity of Implementation Checklist.

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Length:

Half-day (3 hours)

Participants:

Tier 1 Team Members

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Data-Based Decision Making

Description:

This training will explore all facets of using office referral data for decision-making and action planning. It will specifically focus on utilization of SWIS data, but can be easily adapted to your own referral system. We will cover Core and Additional Data Reports, Building Precision Problem Statements, Drill Down and Action Planning.

Length:

Full day (6 hours)

Participants:

Tier 1 Coach
Data Analyst for Team
Administrator
Other Team Members if Needed

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New Team Member Training

Description:

This training is designed for people who have not attended Tier 1 Team training and are joining an existing building-level Tier 1 Team, or people who need a refresher in the basics of Tier 1 PBIS. It is also for people who are changing roles (becoming a new building-level coach, taking on administrative role, etc...) on an existing building-level team.

Length:

Full day (6 hours)

Participants:

Building Coaches
New Administrators
New Team Members Changing Roles

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Classroom Practices

Description:

Classroom practices are critical to implementation of PBIS, and are integrated into the successful implementation of behavior supports across all three tiers. This Classroom Practice specific 1 day training will provide a more detailed look at all six of the classroom practices. Coaches, administrators, team members, and other classroom practice leaders engage in the professional learning necessary to install and coach the six identified classroom practices/components in a systemic, efficient, and effective way. This will include: 1) providing training to school staff, 2) using the snapshots as self-assessment, peer-assessment, and walk through data to assess implementation of the components, and 3) providing support to staff where data or staff request indicate further need.

Length:

Full day (6 hours)

Participants:

External Coaches
District Coaches
Administrators
Teachers

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Trauma Integration

Description:

This training will be done after educators have gone through the Trauma Informed Care for Educators (TICE) training. Following the Interconnected Systems Framework (ISF) process for integrating PBIS and school mental health into a single system, trauma-informed practices become part of one multi-tiered continuum of support, benefitting from the structures that contribute to efficiency and effectiveness. Participants will leave understanding the big picture of where trauma informed practices fit within a three-tiered framework and interested in learning about setting up routines in the classroom for regulation, relationships and self-awareness.

Length:

Half day (3 hours)

Participants:

Tier 1 Team Members
Teachers
Counselors
Others as needed

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PBIS/ISF Tier 2 Trainings:

Tier 2 Leadership & Readiness

Description:

This training is designed for district/building level leadership including administrators, clinicians, tier 2 team members, teacher leaders that represent the district/building, etc. It is recommended that teams attend with administrators, as the focus of this training is on systems features of Tier 2 work and the barriers that get in the way of doing it successfully. Those with authority to make systems-based decisions need to be present.

Length:

Full day (6 hours)

Participants:

- District Leadership Team
- Administrators
- Tier 1 Building Coaches
- Clinical Services Personnel
- Potential Tier 2 Team Members

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Tier 2 Team Training- Check-in Check-Out (CICO)

Description:

This training session is designed to help teams and schools develop the capacity for an effective and efficient continuum of Tier II supports for youth. School teams will be supported in the establishment of a Secondary Systems Planning Team, learning how to use universal data to target groups of students in need of Tier II support and assessing the fidelity of interventions/supports provided. Teams will explore the critical features of Tier II interventions and how they are applied to the Check-in Check-out (CICO) intervention and the systems and data necessary for successful installation. Teams will be supported in developing their CICO system including their DPR, referral, acknowledgement system, and plan for progress monitoring.

Length:

2 Full days (6 hours each day)

Participants:

- CICO Coordinators
- Administrators
- Building Coaches
- CICO Facilitators
- Tier 2 Team Members

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Tier 2 Team Training- Interventions Beyond CICO

Description:

This training session is designed to help school teams consider their data to identify group interventions to best meet the needs of their students. The focus will be on the development and installation of Social Academic Instructional Groups (SAIGs). The development of SAIG's will take into consideration the structure of the group, skills which need to be taught, skills required of the staff, location, and frequency of the group(s). Schools will be supported in the process of exploring and applying critical features of Tier II interventions. Teams will learn about the systems necessary to support interventions and the data used to assess student outcomes and intervention fidelity.

Length:

Full day (6 hours)

Participants:

- Tier 2 Team Members
- Administrators
- Building Coaches
- Tier 2 Facilitators

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PBIS/ISF Tier 3 Trainings:

Tier 3 Leadership & Readiness:

Description:

This training is designed for district/building level leadership including administrators, clinicians, Tier 3 team members, teacher leaders that represent the district/building, etc. It is recommended that teams attend with administrators, as the focus of this training is on systems features of Tier 3 work and the barriers that get in the way of doing it successfully. Those with authority to make systems-based decisions need to be present.

Length:

Full day (6 hours)

Participants:

- Building Coaches
- Administrators
- Tier 3 Team Member

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FBA / BIP Training

Description:

This session will provide an introduction to the concepts and systems necessary to utilize Functional Behavior Assessment and Behavior Intervention Planning (FBA-BIP) to support students with challenging behavior. These sessions will focus specifically on the processes and tools needed to assist coaches, facilitators and problem-solving teams in planning, implementing, and evaluating FBA-BIP.

Length:

Half day (3 hours)

Participants:

Counselors
Special Education Teachers
Building Coaches
Administrators
School Psychologists

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Positive Approach to Student Success (PASS) Training

Description:

This training is an overview of the classroom teacher's role in the PASS behavior program. PASS is a process for managing the behavior of students who are behaviorally at-risk and who have not responded to tier 1 and tier 2 behavior interventions. PASS provides tier 3 individualized behavior education services to students with serious emotional or behavioral issues. This virtual training was designed for general and special education teachers who will be part of a team implementing the PASS program in their schools. This training can be used as an overview for administrators, potential PASS coaches, and anyone considering the use of PASS in their school buildings.

Length:

Half day (3 hours)

Participants:

Tier 3 Team Members
Administrator
Special Education Teacher
Building Coach

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Wraparound

Description:

This training session will provide an overview of the systems, data, and practices of the wraparound process as a Tier III/Tertiary Level Intervention. Primary focus will be on increasing implementers' knowledge and fluency with the wraparound process, including development of individual teams and plans that are strength-based and tailored to the comprehensive need of each student/family. Emphasis will be given to the intensive, comprehensive wraparound process of supporting and planning for the "whole child" & "whole family."

Length:

Full day (6 hours)

Participants:

Building Coaches
Administrators
Tier 3 Team Members
Potential Wraparound Facilitators

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Additional Related Trainings

Universal Screener Training

Description:

This training will be an overview of Universal Behavior Screening and a more specific look at the Student Risk Screening Scale - Internalizing/Externalizing Edition (SRSS-IE) as a tool to use in conducting Universal Behavior Screening.

Length:

Half day (3 hours)

Participants:

District Coaches
Administrators
Building Coaches
Counselors
School Psychologists

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Enhancing the PBIS Framework to Align & Integrate All Social-Emotional-Behavioral Initiatives

Description:

This training will ensure that districts are making the most of their PBIS framework by combining all social-emotional-behavioral initiatives to fit into the same framework. Schools will discover the meaning of an Interconnected Systems Framework, understand that an integrated way of working is enhanced features of PBIS. They will then be able to identify two reasons why an interconnected system is necessary, compare and contrast their current system with an integrated system, and recognize that an ISF is accomplished through the PBIS blueprint and installation steps. This training is best for schools that already have PBIS in place to see their current status with an ISF and/or schools starting the PBIS process to ensure they are making the most of the framework.

Length:

Half day (3 hours)

Participants:

Administrators
Building Coaches
District Coach
District Leadership Teams
Community Agencies Involved
Others as necessary

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Tiered Booster Trainings

Description:

Booster trainings are for each individual tier and designed for school teams who have been trained in Tiers 1, 2, and / or 3 Team Training. The curriculum aligned to the Tiered Fidelity Inventory. This training emphasizes core modules from the full Tiered Team trainings, to boost full fidelity of implementation. This training is not intended to be a full Tiered Team training, but rather an opportunity for folks who were already trained 2+ years ago, have a new team member on the team, or simply want to hear the latest and greatest messages again. In each tiered booster, teams will leave with a concrete action plan to boost their implementation.

Length:

Half day (3 hours)

Participants:

Tiered teams
Building Coaches
Administrators
District Coaches
Other Personnel (as needed)

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Comprehensive School-Threat Assessment (Virginia Model)

Description:

Research has shown that students in special education make disproportionately more threats, as well as more severe threats, than peers in general education. As a result, WKEC is pleased to present Dr. Dewey Cornell's Comprehensive School Threat Assessment Guidelines. This model provides a 5-step decision tree and triage approach which will enable most threats to be acted upon immediately and resolved quickly. Schools are encouraged to attend this training as a multi-disciplinary team. One of the key factors in this threat assessment model is to distinguish between transient threats (those threats spoken in anger and frustration and can be resolved easily) and substantive threats (those threats which include serious intent and detailed plans). Thus, a threat assessment plan will delineate the difference between a student MAKING a threat versus the student who POSES a threat.

Length:

Full day (6 hours)

Participants:

Administrators
School Resource Officer
School Psychologist
School Counselor/ Social Worker
Others as needed

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Trauma-Informed Care for Educators

Description:

The primary mission of schools is to support students in educational achievement. To reach this goal, children must feel safe, supported, and ready to learn. Children exposed to violence and trauma may not feel safe or ready to learn. Not only are individual children affected by traumatic experiences, but other students, the adults on campus, and the school community can be impacted by interacting or working with a child who has experienced trauma. Thus, as schools maintain their critical focus on education and achievement, they must also acknowledge that mental health and wellness are innately connected to students' success in the classroom and to a thriving school environment. Becoming trauma-informed should be an essential component of the overall mission of the education system. A trauma-informed school recognizes that trauma affects staff, students, families, communities, and systems. In any school, in any setting, the unfortunate possibility exists that educators have a student who has been impacted by trauma in some form. It is imperative that educators understand how trauma impacts learning and development. Children's reactions to trauma can interfere considerably with learning and behavior at school. Schools serve as a critical system of support for children who have experienced trauma. Administrators, teachers, and staff can help reduce the effects of trauma on children by recognizing trauma responses, accommodating and responding to traumatized students within the classroom, and referring children to outside professionals when necessary. This training was designed to provide educators with trauma awareness as indicated in the School Safety and

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Resiliency Act. Participants will be able to develop appropriate, meaningful transition plans to improve post secondary outcomes for students with disabilities.

Length:

Full day (6 hours)

Participants:

Administrators

Teachers

Bus Drivers

Cafeteria Workers

Instructional Assistants

Any others with direct contact with youth

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Youth Mental Health First Aid

Description:

Mental Health First Aid is a course that teaches participants how to identify, understand and respond to signs of mental illnesses and substance use disorders for youth. Just as CPR helps you assist an individual having a heart attack, Mental Health First Aid helps you assist someone experiencing a mental health or substance use-related crisis. Topics Covered include: Depression and mood disorders, Anxiety disorders, Trauma, Psychosis, Substance use disorders.

In the Mental Health First Aid course, you learn risk factors and warning signs for mental health and addiction concerns, strategies for how to help someone in both crisis and non-crisis situations, and where to turn for help. You will learn how to apply the 5 step Mental Health First Aid action plan in a variety of situations, including when someone is experiencing panic attacks, suicidal thoughts or behaviors, nonsuicidal self-injury, acute psychosis (e.g., hallucinations or delusions), overdose or withdrawal from alcohol or drug use, reaction to a traumatic event.

Length:

Full day (6 hours)

Participants:

Administrators

Teachers

Bus Drivers

Cafeteria Workers

Instructional Assistants

Any others with direct contact with youth

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