

Strategies/Tools Presentation

Topic/Area: School-wide Systems

Topic/Area: Training

Title: Mini-Modules: Training Tools for Building Capacity and Implementation Fidelity of Schoolwide PBS

Abstract:

Professional development is a high priority within the State of Missouri, as evidenced by the eleven Regional Professional Development Centers (RPDCs) that provide specialized training and technical assistance to schools. All areas of the state are assigned a Regional Schoolwide PBS Consultant through an RPDC that works closely with Internal SWPBS Coaches, teams and administrators to implement and sustain SWPBS.

The training that is provided to schools aligns with the work of Thomas Guskey, who highlighted the three critical aspects to remember with professional development: “change is a slow, difficult, gradual process for teachers; teachers need to receive regular feedback on student learning outcomes; and continued support and follow-up are necessary after initial training” (pp. 9-10).

To assist schools in building capacity to create and sustain change, Missouri SWPBS has developed a training tool called the “mini-module”. The concept behind a mini-module is to provide an avenue for focused staff training on an element of SWPBS (such as an essential component or a specific classroom practice) that a SWPBS Internal Coach, team member or administrator can use to provide professional development. This tool is typically comprised of a brief powerpoint presentation and an activity that, at minimum, the SWPBS Internal Coach has received training on previously. This strategic preparation for and use of mini-modules is intended to assist with maintaining the integrity of information shared in a systemic manner.

Examples of specific mini-module content used within Missouri SWPBS schools will be reviewed, as well as data collected from schools on the impact of the use of mini-modules. Follow up support methods that have been used by administrators and Consultants will also be shared in regards to mini-module training related to Schoolwide PBS. Finally, next steps for improving professional development and support for Schoolwide PBS schools will be shared, specifically how to incorporate levels three and four of depth of knowledge into training and potential uses for future mini-modules.

Guskey, T. R. (1986). Staff development and the process of teacher change. *Educational Researcher*, 15(5), 5-12.