



PBS TRAINING MATRIX

DECEMBER 2007

IOWA BEHAVIORAL ALLIANCE – AN INITIATIVE OF THE IOWA DEPARTMENT OF EDUCATION

| | Pre-PBS | Repeated Annually | Year 1 | Year 2 | Year 3 |
|--|---------|-------------------|--------|--------|--------|
| Pretraining and Year 1 | | | | | |
| Received an overview of PBS | ✓ | | | | |
| Administer self-assessment survey | ✓ | ✓ | | | |
| Demonstrate administrator support <ul style="list-style-type: none"> resources identified to support training for 3 years time allotted for staff to attend trainings and meetings be an active member of the local PBS Leadership team | ✓ | ✓ | | | |
| Staff commitment at 80 percent or greater | ✓ | ✓ | | | |
| Commitment to use SWIS or comparable program (see program criteria) | ✓ | ✓ | | | |
| Identify local PBS leadership team members (including non-staff parent) | ✓ | ✓ | | | |
| Clarify roles of team members | | ✓ | ✓ | | |
| Clarify role(s) of coach(es) | | ✓ | ✓ | | |
| Clarify role(s) of administrator | | | ✓ | | |
| Attend annual conference | | ✓ | | | |
| Define 3-5 expectations | | | ✓ | | |
| Develop expectations by settings | | | ✓ | | |
| Develop reward/reinforcement system | | | ✓ | | |
| Develop working smarter matrix | | | ✓ | | |
| Develop teaching plans | | | ✓ | | |
| Implement teaching plans | | | ✓ | | |
| Apply a reward/reinforcement system on a consistent basis | | | ✓ | | |
| Build a consequence system | | | ✓ | | |
| Define and develop ODR form | | | ✓ | | |
| Apply a consequence system on a consistent basis | | | ✓ | | |
| Establish an information system (sharing with staff, parents, etc.) | | | ✓ | | |
| Establish an efficient and valid data collection system (e.g., SWIS or comparable data system) | | | ✓ | | |
| Introduce use of SWIS data to make decisions | | | ✓ | | |
| Examine values of school personnel related to family involvement | | | ✓ | | |
| Define family involvement plan | | | ✓ | | |
| Implement family involvement plan | | ✓ | ✓ | | |
| Evaluate family involvement practices and how they relate to PBS | | ✓ | ✓ | | |
| Introduction to SET data and use for decision-making | | ✓ | ✓ | | |
| Introduce non-classroom interventions | | | ✓ | | |
| Introduce classroom interventions | | | ✓ | | |
| Complete annual planning calendar for year 2 | | | ✓ | | |
| Review the process for the year, refine the work, continue to support | | ✓ | ✓ | | |

The following schedule of training is a suggested approach implemented over three years. School teams may elect to cover the material in less time if appropriate training is available.

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| | Pre-PBS | Repeated Annually | Year 1 | Year 2 | Year 3 |
|--|---------|-------------------|--------|--------|--------|
| Annual and Year 2 | | | | | |
| Maintain awareness of school-wide expectations (Refer to teaching plans. Modify if needed. Include on your annual planning calendar) | | ✓ | | ✓ | |
| Develop plan for keeping buy-in and bringing new staff on board (Include strategies on your annual planning calendar) | | ✓ | | ✓ | |
| Update reward/reinforcement system based on effectiveness and input from major players | | ✓ | | ✓ | |
| Review and update consequence system based on effectiveness and input from major players | | ✓ | | ✓ | |
| Review and update valid information system and schedule sharing times with all staff (check annual planning calendar) | | ✓ | | ✓ | |
| Review and update working smarter matrix* | | ✓ | | | |
| Review and update plan for family involvement | | ✓ | | ✓ | |
| Clarify roles of team members | | ✓ | | | |
| Clarify role(s) of coach(es) | | ✓ | | | |
| Clarify role(s) of administrator | | ✓ | | | |
| Attend annual conference | | ✓ | | | |
| Use of intermediate SWIS data for decision-making | | | | ✓ | |
| Classroom interventions continued | | | | ✓ | |
| Introduction to targeted interventions | | | | ✓ | |
| Approaches to complex, chronic and intense behaviors (connections to child focused teams, problem solving process, wraparound process) | | | | ✓ | |
| Develop youth leadership team where appropriate | | | | ✓ | |
| Conduct asset resource mapping to connect with community partners | | | | ✓ | |
| Review the process for the year, refine the work, continue to support | | ✓ | | | |

**At the first training of the year, the Working Smarter Matrix should be reviewed and updated to reflect new initiatives and initiatives that are no longer being implemented, new leadership members including administrators, and any other changes that may have an effect on the sustainability of your program.*

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| | Pre-PBS | Repeated Annually | Year 1 | Year 2 | Year 3 |
|--|---------|-------------------|--------|--------|--------|
| Annual and Year 3 | | | | | |
| Maintain awareness of school-wide expectations (Refer to teaching plans. Modify if needed. Include on your annual planning calendar) | | ✓ | | | |
| Develop plan for keeping buy-in and bringing new staff on board (Include strategies on your annual planning calendar) | | ✓ | | | |
| Update reward/reinforcement system based on effectiveness and input from major players | | ✓ | | | |
| Review and update consequence system based on effectiveness and input from major players (e.g., youth leadership teams) | | ✓ | | | |
| Review and update valid information system and schedule sharing times with all staff (check annual planning calendar) | | ✓ | | | |
| Review and update working smarter matrix* | | ✓ | | | |
| Review and update plan for family involvement | | ✓ | | | |
| Clarify roles of team members | | ✓ | | | |
| Clarify role(s) of coach(es) | | ✓ | | | |
| Clarify role(s) of administrator | | ✓ | | | |
| Attend annual conference | | ✓ | | | |
| Review classroom interventions, including new research | | | | | ✓ |
| Review targeted interventions, including new research | | | | | ✓ |
| Use of advanced SWIS data for decision making | | | | | ✓ |
| Understand and prepare to conduct Functional Behavior Analysis (FBA) and Behavior Intervention Plans (BIPs) | | | | | ✓ |
| Build on youth and community partnerships | | | | | ✓ |
| Understand the Wraparound process | | | | | ✓ |
| Connect with community partners | | | | | ✓ |
| Review the process for the year, refine the work, continue to support | | ✓ | | | |

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| | Pre-PBS | Repeated Annually | Year 1 | Year 2 | Year 3 |
|--|---------|-------------------|--------|--------|--------|
| Year 4 and Beyond | | | | | |
| Maintain awareness of school-wide expectations (Refer to teaching plans. Modify if needed. Include on your annual planning calendar) | | ✓ | | | |
| Develop plan for keeping buy-in and bringing new staff on board (Include strategies on your annual planning calendar) | | ✓ | | | |
| Update reward/reinforcement system based on effectiveness and input from major players | | ✓ | | | |
| Review and update consequence system based on effectiveness and input from major players (e.g., youth leadership teams) | | ✓ | | | |
| Review and update working smarter matrix* | | ✓ | | | |
| Review and update valid information system and schedule sharing times with all staff (check annual planning calendar) | | ✓ | | | |
| Review and update plan for family involvement | | ✓ | | | |
| Clarify roles of team members | | ✓ | | | |
| Clarify role(s) of coach(es) | | ✓ | | | |
| Clarify roles of administrator | | ✓ | | | |
| Attend annual conference | | ✓ | | | |
| Continue to build youth and community involvement | | ✓ | | | |
| Identify ways to review new research and incorporate new information into the program | | ✓ | | | |
| Review the process for the year, refine the work, continue to support | | ✓ | | | |

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