

**PBIS COACHING SKILLS DEVELOPMENT**

 **April 2020**

INTERNAL PBIS Coaches have the knowledge and professional behaviors needed to directly support school teams to sustain evidence-based practices.

## this brief outlines the basic areas of expertise and skills needed for persons assuming the role of an internal coach on a pbis implementation team. this internal coach helps to guide and support a building team that is focused on implementing pbis practices to fidelity and sustaining the framework.

| **Area of Expertise** | **Current Skillset** **(the candidate can…)** | **Advanced Skillset** **(the candidate will learn…)** |
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| Data | ***Access to local data sources*** and the ability to enter and manipulate this data. | ***Obtain* data reports from multiple data sources, including PBIS Assessment,** to inform my PBIS coaching: Outcome (ODRs, Core Reports), Fidelity data i.e., TFI, SET, TIC, BOQ, SAS, Climate Surveys, Achievement scores). |
| **Assist school team in understanding the importance of looking at outcome data from various sources.** | **Assist school to develop other data systems** (i.e. attendance, academics, office referrals, suspensions, etc.) as needed.  |
| **Support school team to understand the importance of using data to make decisions.**  | **Teach and support school team to use data to guide decision-making** (e.g., in SWIS, create a [precision problem statement](http://pbismn.org/documents/summerinstitute/TIPS_PrecisionProblemStatementsDrillingDown_PSievers_PSmith.pdf), solution components, action planning and improvement cycles) to guide decision-making and actions  |
| Practices | 1. **Ability to describe the importance of the essential features of school-wide PBIS** to school staff, administrators, families/community, board, etc.
 | **Describe and explain the importance of and coach on the essential features of school-wide PBIS** to school staff, administrators, families/community, board, etc. |
| **Teach, model and coach effective classroom instruction/management** to support *staff* working within their schools | **Knowledge, experience and skills to coach classroom behavioral practices within a range of settings** (e.g., special education, more restrictive settings, preschool, high school, etc.) including FBAs |
| **Engage school team** in learning how to streamline the supports available to students, with a focus **on Evidence Based Practices.** | Engage school team in a systematic *process* to help identify and adopt EBPs ***linked* to a data-based need** (e.g., PBIS Working Smarter not Harder grid) |
| Connect with PBIS implementing schools **to learn more about what PBIS looks, sounds, and feels like in various settings.** | Know how to **connect with PBIS exemplar implementing school teams in order to partner and learn from these schools**  |
| **Understands basic principles of functional****behavioral** and **applied behavior analysis** (e.g., reinforcement, punishment, stimulus control) and can help teams identify when a more rigorous individual functional behavioral analysis may be indicated | **Can apply the principles of functional behavioral assessments** to coach teams to apply FBA logic to PBIS practices at both the group and typical student level |
| Systems | **Facilitate effective team meetings**  | Experience using best practices in Team Initiated Problem Solving (TIPS) and can provide training and coaching on use; or experience as a trained SWIS facilitator to coach on precision problem solving etc. |
| **Support the development** of teaming around PBIS work. | **Support the development and function** of the PBIS Team. |
| **Support team to initiate PBIS implementation** with a priority of using fidelity, capacity and outcome data.  | **Support team to continuously improve and sustain their PBIS implementation** using fidelity, capacity and outcome data.  |

Additional information and/or resources can be activated through the regional implementation projects across the state of Minnesota. For more information, visit: <http://pbismn.org/statewide/index.php>

Information adapted from Coaches Self-Assessment