

Positive Behavioral Interventions and Supports (PBIS) Within a Multi-Tiered System of Supports (MTSS) Framework Training Series: Systems-Level Coaching Competencies



Competencies	Overall <i>General behaviors associated with Competences</i>	Teaming Settings <i>When working with school-level PBIS teams</i>	Skill Development/Training <i>When providing trainings, group, or individual PD</i>	Data Usage <i>When using the PSP or sharing data with others</i>
Technical Knowledge <i>The concepts, application, and nuances of a PBIS within an MTSS Framework.</i>	<ul style="list-style-type: none"> Knows the PBIS Core features Understands practices, data, and systems as it relates to outcomes at Tier 1, 2, and 3 Articulates how PBIS within an MTSS Framework relates to the 5 MTSS components Applies effective implementation practices for sustainability and scale-up of PBIS at the school and district level Understands the steps of the problem-solving process (PSP) 	<ul style="list-style-type: none"> Shares knowledge about PBIS and MTSS when applicable to ensure the team understands them Provides resources and references sources when applicable 	<ul style="list-style-type: none"> Knows behavior theory Knows relevant and updated research Provides examples of application Answers questions within scope of expertise and looks for assistance with things outside of expertise 	<ul style="list-style-type: none"> Understands the difference in data needed for each step of the PSP Understands the difference between screening, diagnostic, and progress monitoring tools at the system- and student-level Fluent with the impact and implementation tools used to evaluate school-wide efforts Fluent with PBISApps.org
Interpersonal Skills <i>The social-emotional skills necessary to build relationships and engage in productive interactions related to the provision of technical assistance.</i>	<ul style="list-style-type: none"> Uses effective coaching techniques Builds rapport and credibility with others Communicates effectively Considerate of context and culture Navigates difficult conversations 	<ul style="list-style-type: none"> Supports team lead in facilitating team meetings Engages others in the team meetings using coaching skills Acknowledges big picture of the team’s efforts while also seeing the incremental steps taken Adapts technical assistance role to context between mentoring, coaching, and consulting 	<ul style="list-style-type: none"> Encourages and acknowledges implementation efforts Identifies personal growth in others Provides opportunities to discuss or process implementation efforts 	<ul style="list-style-type: none"> Communicates and presents data in an easily understood manner Provides TA to others on use of data and data systems Provides feedback on skill development with PSP
Effective Implementation Practices <i>The application of implementation science and technical assistance to implement practices to sustainability.</i>	<ul style="list-style-type: none"> Applies activities based on stages of implementation science Considers the implementation drivers when implementing a new innovation Regularly uses data to guide implementation efforts Able to manage complex change using various frameworks 	<ul style="list-style-type: none"> Attends all school-level PBIS meetings Holds pre-meeting and debrief with team lead Along with team lead, ensures action plan is current and used regularly to guide efforts Assists with development of systems to facilitate implementation 	<ul style="list-style-type: none"> Can assess the staff/school’s level of implementation Provides “Just in time PD” and job-embedded support when needed Able to make connections among various concepts Uses adult learning principles within trainings 	<ul style="list-style-type: none"> Facilitates use of the PSP to identify and solve problems Uses data to monitor system-level implementation & impact of efforts Uses self-assessment to evaluate coaching skills and progress