Coaching Development Tool

This tool measures the training and coaching we provide across the state to ensure that your team has received the support to become fluent with the three PBIS implementation elements: data, practices, and systems.

* DATA: Information that is used to select, monitor, and evaluate outcomes, practices, and systems.
* PRACTICES: Interventions and strategies that are evidence-based in achieving indicated outcomes.
* SYSTEMS: Supports that are needed to enable the accurate and durable implementation of practices, efficient use of data, and achievement of outcomes.

This tool is designed to assist internal coaches to identify current strengths and professional development goals within the PBIS team. Internal coaches provide direct support within a school, and is a different role than external coaches who are at the district or regional level, and may be responsible for supporting one to many school teams.

The information will help regional and statewide external coaches determine how to best support internal coaches both during and after cohort training.

## Are you currently in SW-PBIS cohort training?

* Yes
* No, team has completed cohort training
* Other (fill-in)

## Cohort Year

### What year of cohort training are you in?

* Year 1 (Cohort 17)
* Year 2 (Cohort 16)

## Region

### Which region are you located?

* NRIP – North
* MRIP - Metro Twin Cities Area
* SRIP – South

## Data Collection Systems

### 1. Familiar with multiple data collection systems and their uses (e.g., ODR system, TFI, SAS, achievement scores).

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Data Systems Assistance

### 2. Can assist school to develop other data systems as needed.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Data for Decision-Making

### 3. Can teach and support teams use of data to guide decision-making.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Features of PBIS

### 1. Know and can define the essential features of school-wide PBIS.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
* [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Features of Classroom Management

### 2. Understand features of effective classroom instruction and management.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Adopt EBPs

### 3. Can guide school in identifying and adopting evidence-based practices.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Tier 2 Support: Prevention/Reduction

### 4. Know strategies to increase appropriate and decrease inappropriate behavior of groups.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Provide Exemplars

### 5. Can provide school with models and examples of other schools implementing PBIS.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Behavioral Expertise

For example:

* Increased instruction and practice with self-regulation and social skills
* Increased adult supervision
* Increased opportunity for positive reinforcement
* Increased antecedent manipulations (e.g., pre-correction)
* Increased precision to minimize rewards for problem behavior
* Increased access to academic supports

### 6. Understand basic principles of applied behavior analysis (i.e., reinforcement, punishment, stimulus control).

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
* [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Facilitate Meetings

### 1. Can facilitate effective team meetings.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
	+ Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Technical Assistance

### 2. Can provide effective consultation and technical assistance to school team.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Communication

* For example:
	+ Communicate progress and celebrate success throughout the system to: Faculty/staff
	+ Families
	+ School board
	+ Other schools
* Report systemic barriers that are preventing or hindering implementation to:
	+ District,
	+ Coop,
	+ Region, and/or
	+ State.
* Report on actions taken related to past issues
	+ Short presentations
	+ Newsletters
	+ Notes
* Revisit past decisions and agreements periodically to ensure that solutions are still Functional
	+ Develop and update implementation plan
	+ Regular meetings

### 3. Able to effectively communicate within and across schools.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## Sustainability

Sustainability is the durable implementation of a practice at a level of fidelity that continues to produce valued outcomes. (McIntosh et al., 2009)

School team actions, especially the frequency of sharing data with the whole school staff, were statistically significantly related to sustainability, as shown in the bullet list below (McIntosh et al., 2014)

Strongest Predictor of Sustainability = Team Use of Data

* School team/staff skill,
* Regular team meetings,
* Data collection,
* Use of data for decision making,
* Presenting data to staff & community.

### 4. Can assist school to establish systems that support staff and increase sustainability of PBIS efforts.

* 3 = Fluent/Mastered
* 2 = Building skills, but not fluent
* 1 = Still learning
* Someone else on my team has this role
	+ [If someone else has the role, then logic to find out who has the role. Scored as a 0 for purpose of this assessment.]

## External Coaching Support

External coaches are at the district or regional level, and may be responsible for one to many school teams depending upon:

* Geographic distribution
* School/district size and enrollment
* Level of implementation
* Other specific responsibilities

### Who do you seek out for support for PBIS coaching questions?

* Internal School District Coach
* Educational Cooperative Coach
* External Regional Coach (MRIP, NRIP, or SRIP coach)
* State TA provider (e.g., MN Department of Education)
* National TA provider (e.g., PBIS Apps)

## Coaching Support

### How many coaching support events have you attended outside of training, within the past 2 years (i.e. coach meetings, school tour, data day, coaches connect, etc.)

* 0 - 1 events
* 2-5 events
* 6 or more events

## Your Information (Optional)

Please consider including the following information, but no obligation to fill out in order to submit your responses. Thanks!

### School:

### District:

### Name:

### Email:

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