

**PBIS COACHING SKILLS DEVELOPMENT**

 **February 2020**

EXTERNAL PBIS Coaches have the knowledge and professional behaviors needed to directly support schools, districts and/or regions to build and sustain evidence-based practices.

## this brief outlines the basic areas of expertise and skills needed for persons assuming the role of an external coach to a team. this external coach is anyone helping to guide and coach a team that does not work in the building and/or assume a role on the building pbis team.

| **Area of Expertise** | **Skill (the candidate can…)** | **Advanced** | **Knows where to find information or additional support** |
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| Data | 1. ***Access and obtain* data reports from multiple data sources** (e.g., a District SIS, School/District SWIS, [MDE data center](https://education.mn.gov/MDE/Data/) etc.) to inform my PBIS coaching: Outcome (ODRs, Core Reports), Fidelity data i.e., TFI, SET, TIC, BOQ, SAS, Climate Surveys, Achievement scores). | Set up and train on SWIS or apply SWIS data skills to develop information/data dashboards to help teams use PBIS data efficiently to examine progress over time  | Access to PBIS Assessment / pbisapps.org; Wilder, pbismn.org, SWIS facilitator training, familiarity with using spreadsheets and evaluation results |
| 2. **Assist school teams using behavioral progress monitoring data systems** *other than* SWIS to obtain needed for PBIS data reports to effectively manage implementation (e.g., Core Reports etc.) to inform PBIS coaching | Support teams to find ways to obtain behavioral progress monitoring data reports (e.g., Core Reports etc.) from data progress monitoring programs other than SWIS or connect them to other schools which have a similar system | Adapting SWIS module materials, [evaluation briefs](https://www.pbis.org/resource/patterns-of-minor-office-discipline-referrals-in-schools-using-swis) Access/knowledge to list of other teams’ PBIS progress monitoring applications (other than SWIS); Wilder evaluation site on pbismn.org |
| 3. **Teach and support school and district teams to use data systematically** (e.g., in SWIS, create a precision problem statement, solution components, action planning and improvement cycles) to guide decision-making and actions  | SWIS facilitator and able to help teams use multiple data sources for [precision problem solving](http://pbismn.org/documents/summerinstitute/TIPS_PrecisionProblemStatementsDrillingDown_PSievers_PSmith.pdf) and to inform implementation of broader PBIS systems (e.g., student outcome, fidelity and, if at a district level, capacity data to inform and sustain continuous PBIS improvement planning | SWIS modules, [DCA experience (link to short course](https://nirn.fpg.unc.edu/resources/district-capacity-assessment-dca), scope/sequence) Implementation Science professional development (SISEP/NIRN module links) |
| Practices | 1. **Describe and explain the importance of and coach on the essential features of school-wide PBIS** to school staff, administrators, families/community, board, etc. and have previous experience implementing them as part of a team. | Experience coaching the implementing these core features at multiple schools or at a district or regional level | PBIS MN Training materials, PBIS MN Coaching Scope & Sequence, Regional Supports, National TA Centers |
| 2. **Teach, model and coach effective classroom instruction/management** to support *internal* coaches 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 | National PBIS modules/training resources; Regional classroom trainings; training using an FBA process  |
| 3. **Engage school teams in a systematic *process* to help identify and adopt EBPs *linked* to a data-based need** (e.g., PBIS Working Smarter not Harder grid) | Experience (e.g., at least have observed) using systematic implementation processes such as [Hexagon](https://nirn.fpg.unc.edu/resources/hexagon-exploration-tool) (capacity, fit, need of school, evidence usability, supports of practice) to help team select EBP | NIRN/SISEP AI Hub and modules; observe/co administer tools in action with experienced person or RIP team  |
| 5. **Connect PBIS exemplar implementing school teams with/partner learning schools**  | Identify PBIS exemplar district teams and connect them with other PBIS district leadership teams; [MN Exemplar Schools](http://pbismn.org/statewide/sustaining-exemplar-schools.php)  | [District Capacity Assessment](https://nirn.fpg.unc.edu/resources/district-capacity-assessment-dca) |
| 6. **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 | Understands basic principles of functional behavioral applied behavior analysis (i.e., reinforcement, punishment, stimulus control) and can help teams identify when a more rigorous individual functional behavioral analysis may be indicated | [Competing pathways model](https://www.apbs.org/files/competingbehav_prac.pdf), prevent, teach reinforce, functional behavioral assessments and analyses, [Minnesota Restrictive Procedures](https://education.mn.gov/MDE/dse/sped/restr/) |
| Systems | 6. **Support team leaders to facilitate effective team meetings** through observation, data and feedback to the team leader around the use of critical features) | Experience using best practices in Team Initiated Problem Solving and can provide training and coaching on use; or experience as a trained SWIS facilitator to coach on precision problem solving etc. | [Team Initiated Problem Solving (TIPS)](https://www.pbis.org/resource/tips-fidelity-checklist) |
| 7. Support the development and function of implementation teams and **provide progress and outcome measures of the effectiveness of consultation and technical assistance to school teams** | Experience as a member of a district implementation team using an evidence-based practice, and experience using district TFI data and/or the District Capacity Assessment (or other comparable tools)  | [District Capacity Assessment](https://nirn.fpg.unc.edu/resources/district-capacity-assessment-dca)[Tiered Fidelity Inventory](https://www.pbisapps.org/Applications/Pages/Tiered-Fidelity-Inventory-%28TFI%29.aspx) |
| 9. **Demonstrate result of supporting school teams to continuously improve and sustain their PBIS implementation** using fidelity, capacity and outcome data  | **Support districts to measure and continuously improve their PBIS implementation** infrastructure to support and sustain PBIS using fidelity, capacity and outcome data over time | [PBIS Assessment](https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx)[District Capacity Assessment](https://nirn.fpg.unc.edu/resources/district-capacity-assessment-dca)[Implementation Drivers](https://nirn.fpg.unc.edu/module-2) |

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 Tool