

PBIS Coach Competencies

1) Describe and promote the features of the school-wide PBS approach

- a) Purpose
- b) Rationale
- c) Implementation Requirements
- d) Systems Processes
- e) Research

2) Describe and promote the practices and systems of school-wide PBS approach

- a) Outcomes
- b) Data
- c) Practices
- d) Systems

3) Describe the logic and application of 3 tiered prevention logic and continuum of behavior support

- a) Primary or universal
- b) Secondary or targeted
- c) Tertiary or intensive

4) Describe and promote the components and operations of a proactive school-wide discipline system

- a) Purpose/vision
- b) Small set of positively stated school-wide behavioral expectations and examples
- c) Procedures for teaching school-wide behavioral expectations
- d) Continuum of procedures for encouraging school-wide behavioral expectations
- e) Continuum of procedures for discouraging rule violations and problem behavior
- f) Procedures for monitoring, adapting, and enhancing implementation.

5) Describe and promote fundamental strategies and systems of classroom management

- a) Classroom-wide positive expectations taught & encouraged
- b) Teaching classroom routines & cues taught & encouraged
- c) Ratio of 6-8 positive to 1 negative adult-student interaction
- d) Active supervision
 - i) Redirections for minor, infrequent behavior errors
 - ii) Frequent precorrections for chronic errors

6) Describe and promote fundamental strategies of active supervision

- a) Nonclassroom settings
- b) Positive expectations and routines taught and encouraged
- c) Active supervision by all staff
- d) Scan, move, interact
- e) Precorrections and reminders
- f) Positive reinforcement

7) Describe and apply school-based data management and data-based decision making

8) Guide strategic data-based action planning with school teams

- a) Self-assessment and data collection
- b) Data analysis & summarization
- c) Development of data-based action plans
- d) Team-based Action Planning
- e) Organize team
- f) Review data
- g) Analyze, describe, & prioritize problem within context
- h) Specific measurable outcome

- i) Select evidence based practice
- j) Provide supports for accurate sustained adoption & implementation
- k) Monitor practice implementation & progress toward outcome

9) Facilitate strategic problem solving with school teams

- a) Problem solving process
- b) Systems analysis

10) Facilitate the effectiveness, efficiency, and relevance of school team meetings

- a) Teaming
- b) Conducting team meetings

11) Facilitate effective communication between school leadership team and school and community stakeholders (e.g., faculty, students, staff, parents, community members).

12) Positively report, promote, shape and reinforce school team progress and products

13) Describe and promote features of behavior support for individual students

- a) Targeted secondary interventions & systems
- b) Intensive tertiary interventions & systems
- c) Function-based approach to behavior intervention planning
- d) Person-centered planning
- e) Enhanced approach
- f) Organize team
- g) Review data
- h) Analyze, describe, & prioritize problem within context
- i) Specific measurable outcome
- j) Select evidence based practice
- k) Provide supports for accurate sustained adoption & implementation
- l) Monitor practice implementation & progress toward outcome

14) Link school teams to supporting resources

- a) Mental health
- b) Parent/family
- c) Business
- d) Juvenile Justice
- e) Public Health