

# PBIS Coach Competencies

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**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