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

Core Competencies Self-Assessment

Please rate yourself on these statements on the 5-point scale.

1 = Emerging: There is little to no awareness of the item.

2 = Developing: Some knowledge of the item, but it's limited or not well-developed.

3 = Acquired: There is full knowledge of the item.

4 = Fluent: There is full knowledge and application of the item to appropriate settings or situations.

5 = Advanced: The concept of the item is well understood; can adapt it and apply to novel settings or situations.

Technical Knowledge				
Date of Completion				
1. Knows the PBIS Core features				
2. Understands practices, data, and systems as it relates to outcomes at Tier 1, 2, and 3				
3. Articulates what PBIS within an MTSS Framework is and how it relates to the 5 MTSS components				
4. Applies effective implementation practices for sustainability and scale-up of PBIS at the school and district level				
5. Understands the problem-solving process (PSP)				
6. Shares knowledge about PBIS and MTSS when applicable to ensure the team understands them				
7. Provides resources and references sources when applicable				
8. Knows behavior theory				
9. Knows relevant and updated research				
10. Provides examples of application				
11. Answers questions within scope of expertise and looks for assistance with things outside of expertise				
12. Understands the difference in the data needed for each step of the PSP				
13. Understands the difference between screening, diagnostic, and progress monitoring tools at the system- and student-level				
14. Fluent with the impact and implementation tools used to evaluate school-wide efforts				
15. Fluent with PBISApps				

COLORADO
Department of Education

Voluntary
FORM # OLS-103
EDAC APPROVED
Approved 9/1/2017 for 2017-2018

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Interpersonal Skills				
Date of Completion				
16. Uses effective coaching techniques				
17. Builds rapport and credibility with others				
18. Communicates effectively				
19. Considerate of context and culture				
20. Navigates difficult conversations				
21. Supports team lead in facilitating team meetings				
22. Engages others in the team meetings using coaching skills				
23. Acknowledges big picture of the team's efforts while also seeing the incremental steps taken				
24. Adapts technical assistance role to context between mentoring, coaching, and consulting				
25. Encourages and acknowledges implementation efforts				
26. Identifies personal growth in others				
27. Provides opportunities to discuss or process implementation efforts				
28. Communicates and presents data in an easily understood manner				
29. Provides TA to others on use of data and data systems				
30. Provides feedback on skill development with PSP				

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Interpersonal Skills				
Date of Completion				
31. Applies activities based on stages of implementation science				
32. Considers the implementation drivers when implementing a new innovation				
33. Regularly uses data to guide implementation efforts				
34. Able to manage complex change using various frameworks				
35. Attends all school-level PBIS meetings				
36. Holds effective pre-meeting and debrief with team lead				
37. Along with team lead, ensures action plan is current and used regularly to guide efforts				
38. Assists with development of systems to facilitate implementation				
39. Can assess the staff/school's level of implementation				
40. Provides "Just in time PD" and job-embedded support when needed				
41. Able to make connections among various concepts				
42. Uses adult learning principles within trainings				
43. Facilitates use of the PSP to identify and solve problems				
44. Uses data to monitor system-level implementation & impact of efforts				
45. Uses self-assessment to evaluate coaching skills and progress				