**Preview of NEPBIS TOT Application Preview**

*Please use this document to a) preview the survey and b) prepare and collect all documents* ***before*** *logging into the NEPBIS Training of Trainers electronic application survey at* [*neswpbs.org*](http://www.neswpbs.org)*.*

Applications will be reviewed based on readiness requirements in the following broad areas (including, but not limited to, examples of specific skills/competencies listed below):

**Educational, Professional, & Theoretical Foundation**(e.g., relevant coursework, school-based experience, and fluency in ABA, instruction, and/or MTSS)

**PBIS Implementation** (e.g., support via participation, coaching, training, and/or technical assistance)

**Adult Behavior Change**(e.g., provision of professional development/training via coaching, consultation, and/or formal training)

**Professionalism** (e.g., strength-based approach, constructive communication skills, commitment to on-going skill development)

**Tech Literacy**(e.g., fluency with technology associated with training, coaching, and collaboration with stakeholders)

Please feel free to address any areas where you may not meet minimum requirements in your personal statement.

What is your name?

What email address should we use to contact you?

What phone number should we use to contact you?

Are you applying for beginning or advanced training of trainers?

* Beginning
* Advanced

*Applicants not meeting minimum requirements in one or more of these areas may be considered based on the availability of positions and the balance of skills across the cohort.*

Do you currently have relevant graduate course work in Special Education, School Psychology, Psychology, Education, or related field?

* Yes
* No

If yes, please attach transcript showing relevant graduate work.

Do you have 2 or more years of professional school-based experience?

* Yes
* No

Please summarize relevant experiences in 1-3 sentences.

Please describe your experience with a school based PBIS or other multi-tiered framework leadership team.

***2 or more years criteria:***

**Minimum**: 2 or more years of experience as an active participant on or with a school-based intervention team in a multi-tiered framework

**Preferred**: 2 or more years of experience as an active participant on a PBIS team, as a PBIS coach (internal or external), as a PBIS technical assistance provider, or as a PBIS trainer

***Less than 2 years criteria:***

**Minimum**: Experience with supporting professional development (e.g., coaching, performance feedback, skill-based training) or related professional supports

**Preferred**: Provided coaching, consultation, or direct training on topic related to PBIS and/or behavior (e.g., classroom management) and collected evaluation data to support training effectiveness

**Please upload the following documents in support of your application**

Please upload a copy of your **resume or CV**

Please attach (in a word document or PDF file) a **personal statement** that describes your:

1) experience with and approach to group training and coaching

2) theoretical background and approach to providing behavior supports

3) future plans for providing PBIS training, and

4) addresses any areas for which minimum requirements are not currently met

Please upload (as a word or PDF document) **evidence** of your effectiveness as a trainer (e.g., training evaluations or feedback from participants, outcome data in supported schools; Optional for new trainers, Strongly encouraged for advanced)

Please upload (as a word document or PDF file) **two letters of reference** that speak to your experience with training and or coaching.

Please provide a link (via Dropbox or Youtube private link) to a **video clip** (at least 30 mins) of a training you have delivered. (Encouraged for new trainers, Strongly recommended for advanced trainers)

If accepted to the training of trainers’ cohort, I commit to the following:

|  |  |  |
| --- | --- | --- |
|  | I agree | I do not agree |
| Maintaining privacy and confidentiality |  |  |
| Use of person first language |  |  |
| Using a strengths based approach |  |  |
| Using positive, preventative and constructive communication skills |  |  |
| Obtaining and submitting district approval for participation |  |  |
| Completing 6 days of ToT events in year 1 and 3 in year 2 |  |  |
| Completing on-going skill development activities (e.g., booster sessions to maintain active trainer status and to work toward advanced trainer status |  |  |
| Leading (or co-leading) at least one team training sequence per year |  |  |
| Consistently using the NEPBIS training curriculum and evaluation structures when providing PBIS training |  |  |
| Staying current with new research and practices by participating in the PBIS professional network (via national, regional, and state conferences) |  |  |