**NEPBIS TOT Trainer Progress Summary**

**Assigned**: June 6 **Due**: June 30

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| **Area** | **Competency/Skill** | **Evidence of Mastery** |
| **Educational, Professional, and Theoretical Foundation** | **Theoretical fluency** in *all* of the following:   1. Behaviorism, ABA, and/or PBIS    1. ABCs (3-term contingency)    2. Reinforcement, Punishment, & Extinction    3. Stimulus Control 2. Direct, systematic, and explicit instruction    1. High OTRs    2. Stimulus Control    3. General Case Programming    4. Instructional Feedback 3. Multi-tiered frameworks (MTF) of support    1. Prevention logic & Integrated continuum    2. Data-based decision making    3. Fidelity monitoring |  |
| **Content knowledge** related to PBIS   1. Critical features of **practices** and needed adjustments across the tiers and settings (classroom, non-classroom, school-wide) and school levels/types (pre-K thru HS, gen ed thru alternative) 2. **Data**-based decision making procedures (problem-solving framework, teaming) and tools (PBIS evaluation tools, PBIS apps and evaluation tools) 3. **Systems** features (staff recognition, PD) links to additional MTF of support for academic, mental health, and other support needs (e.g., ISF, MTBF, RtI, SRBI) |  |
| **Apply theoretical foundation and framework** to inform   1. Training behaviors—    1. Translating theoretical concepts into user-friendly language    2. Maintaining fidelity to behavioral concepts and using professional language 2. Selection, use, and adaptation of practices. Using general case programming when selecting and using examples (smallest number that sample the range of critical features and teach discriminations) |  |
| **PBIS Implementation** | Experience to (a) understand the process of implementation within a building and (b) develop examples of implementation by participating as a PBIS team member or PBIS coach (internal or external). |  |
| Develop full set of products/exemplars related to implementation (school and classwide matrices, documented lesson plans and system for ensuring implementation of school and classwide social skills training, documented school and classwide recognition systems, documented data/evaluation system, documented PD plan) |  |
| Demonstrated fluency with PBIS center blueprints: Evaluation, PD, implementation |  |
| SWIS facilitator training and PBIS Assessment—demonstrating ability to use tools (e.g., TFI, BoQ, SET) and facilitate data-based decision making |  |
| **Adult Behavior Change** | During training activities, as co- or lead trainer, to school-based teams and meet [quality indicators for an effective training](#QI) (self-monitored and externally monitored) |  |
| Following training activities, develop action plan based on performance feedback and implement action plan to adjust behavior in response to feedback (video and feedback meeting required) |  |
| While observing others during training activities, provide peer feedback and assist peers in develop an action plan for implementing feedback. |  |
| **Technology Literacy** | Use of projector and other presentation tools |  |
| Fluency with advanced word processing and presentation software, email applications, Dropbox or other shared file applications |  |
| **Professionalism** | Privacy/confidentiality |  |
| Positive, preventive, and constructive communication skills (i.e., person-first, strength-based, professionally, timely) |  |
| Stay current with new research and practices |  |
| Maintaining professional relationships with trainees |  |
| Attend ongoing PD (e.g., conferences, booster sessions) |  |