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| **Self Assessment Item Map** | | | | |
| **THEORETICAL FOUNDATIONS** | **PBIS Implementation** | **Supporting Adult Behavior Change** | **Professionalism** | **Technology Literacy** |
| Relevant graduate degree (MA or higher) in Special Education, School Psychology, Psychology, Education, or related field | 3 or more years of professional school-based experience | Provided coaching, consultation, or direct training on topic related to PBIS and/or behavior (e.g., classroom management) AND collected evaluation data. | Understanding of Privacy/confidentiality | Fluency with basic word processing and presentation software, email applications, Dropbox or other shared file applications |
| Theoretical fluency in Behaviorism, ABA, and/or PBIS   * ABCs (3-term contingency) * Reinforcement, Punishment, & Extinction * Stimulus Control | 2 or more years of experience as an active participant on or with a school-based intervention team in a multi-tiered framework | Translating theoretical concepts into user-friendly language | Using person first language | Use of projector and other presentation tools |
| Theoretical fluency in direct, systematic, and explicit instruction   * General Case Programming * Instructional Feedback * Varied and High Rates of Opportunities to Respond | 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 | Maintaining fidelity to behavioral concepts and using professional language while training | Using a strength-based approach | Technology is used to enhance training |
| Theoretical fluency in multi-tiered frameworks of support   * Prevention logic & Integrated Multi-tiered Continuum * Data-based Decision Making * Fidelity Monitoring | Developing a full set of products/exemplars related to implementation | Selection use and adaption of practices | Maintaining professional relationships with trainees |  |
|  | SWIS facilitator and PBIS Assessment training | Using general case programming when selecting and using examples | Using positive, preventive, and constructive communication skills |  |
|  | Critical features of practices and needed adjustments across the tiers and settings (classroom, non-classroom, school-wide) and school levels/types (pre-K - HS, gen ed - alternative) | Following training activities, develop action plan based on performance feedback and implement action plan to adjust behavior in response to feedback | Routines to stay current with new research and practices |  |
|  | Data-based decision making procedures (problem-solving framework, teaming) and tools (PBIS evaluation tools, PBIS apps and evaluation tools) |  | District/organization sign off for trainer capacity (investment in time for attendance) |  |
|  | Systems features (staff recognition, PD) |  |  |  |
|  | Connections to additional MTF of support for academic, mental health, and other support needs (e.g., ISF, MTBF, RtI, SRBI) |  |  |  |
|  | Use of PBIS center blueprints (i.e., Evaluation, PD, Implementation) to guide team progress |  |  |  |