

SWPBS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT⁷⁸

Center on Positive Behavioral Interventions and Supports

August 7, 2009

Purposes: This self-assessment has been designed to serve as a multi-level guide for (a) appraising the status of positive behavior support (PBS) organizational systems, and (b) developing and evaluating PBS action plans.

Guidelines for Use⁹:

- Form team to complete self-assessment
- Specify how self-assessment information will be used
- Consider existing behavior-related efforts, initiatives, and/or programs.
- Review existing behavior-related data (e.g., suspension/expulsions, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates).

Date _____

Members of Team Completing Self-Assessment _____

Level of Implementation Being Considered

State-wide Region/District-wide School-wide Other _____

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⁹ See *PBS Implementers' Blueprint* for supporting definitions, descriptions, and guidelines.

PBS Implementation Self-Assessment and Planning Tool

| IMPLEMENTATION FEATURE | | IN PLACE STATUS | | |
|------------------------|---|-----------------|---------|----|
| | | Yes | Partial | No |
| Leadership Team | 1. Leadership Team is configured to address multi-school (district) and/or multi-district (region, state) leadership and coordination. | | | |
| | 2. Leadership Team is established with representation from appropriate range of stakeholders (e.g., special education, general education, families, mental health, administration, higher education, professional development, evaluation & accountability). | | | |
| | 3. Leadership Team completes PBS Implementation Blueprint self-assessment at least annually. | | | |
| | 4. Leadership Team completes a 3-5 year prevention-based action plan that delineates actions linked to each feature of the Implementation Blueprint. | | | |
| | 5. Leadership Team establishes regular meeting schedule (at least quarterly) & meeting process (agenda, minutes, dissemination). | | | |
| Funding | 6. Recurring/ stable state funding sources are established to support operating structures & capacity activities for at least three years. | | | |
| | 7. Funding & organizational resources across related initiatives are assessed & integrated. | | | |
| Visibility | 8. Dissemination strategies are identified & implemented to ensure that stakeholders are informed about activities & accomplishments (e.g., website, newsletter, conferences, TV). | | | |
| | 9. Procedures are established for quarterly & public acknowledgement of implementation activities that meet criteria. | | | |

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| Political Support | 10. Student social behavior is one of the top three to five goals for the political unit (state, district, region). | | | |
| | 11. Leadership Team reports to the political unit at least annually on the activities & outcomes related to student behavior goal & SWPBD implementation. | | | |
| | 12. Participation & support by administrator from state chief or equivalent administrator are agreed upon & secured. | | | |
| Policy | 13. SWPBS policy statement developed and endorsed | | | |
| | 14. Procedural guidelines & working agreements have been written & referenced for implementation decision making. | | | |
| | 15. Implementation data & outcomes are reviewed semi-annually to refine policy. | | | |
| | 16. Audit of effectiveness, relevance, & implementation integrity of existing related initiatives , programs, etc. is conducted annually to refine policy. | | | |
| Training Capacity | 17. Leadership Team gives priority to identification & adoption of evidence-based training curriculum & professional development practices . | | | |
| | 18. Leadership Team has established local training capacity to build & sustain SWPBS practices. | | | |
| | 19. Leadership Team has established plan for continuous regeneration & updating of training capacity. | | | |
| Coaching Capacity | 20. Leadership Team has developed a coaching network that establishes & sustains SWPBS. | | | |
| | 21. Individuals are available to provide coaching & facilitation supports at least monthly with each emerging school teams (in training & not at implementation criteria), & at least quarterly with established teams. | | | |

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| | 22. Coaching functions are identified & established for internal (school level) & external (district/regional level) coaching supports. | | | |
| Coordination Capacity | 23. Leadership Team has established individual(s) who have adequate & designated time to manage day-to-day operations . | | | |
| | 24. Leadership Team has established individuals who put policy & action planning into practice . | | | |
| | 25. Leadership Team has established individuals who inform leadership team on implementation outcomes | | | |
| Evaluation Capacity | 26. Leadership Team has developed an evaluation process & schedule for assessing (a) extent to which teams are using SWPBS, (b) impact of SWPBS on student outcomes, & (c) extent to which the leadership team’s action plan is implemented. | | | |
| | 27. School-based data information systems (e.g., data collection tools & evaluation processes) are in place. | | | |
| | 28. District &/or state level procedures & supports are in place for system level evaluation . | | | |
| | 29. Annual report of implementation integrity & outcomes is disseminated. | | | |
| | 30. At least quarterly dissemination, celebration, and acknowledgement of outcomes and accomplishments. | | | |
| School/District Demonstrations | 31. At least 10 schools have adopted SWPBS, & can be used as local demonstrations of process & outcomes. | | | |
| | 32. At least 2 districts/regions have established demonstrations of system-level leadership teams to coordinate SWPBS implementation in 25% (3 schools) or more of their schools. | | | |

Sample State/District Leadership SWPBS Action Planning Template

| GOAL: District and/or state level capacity to establish, sustain, and scale-up of accurate implementation of a continuum (multi-tiered) of SWPBS across multiple schools. | | | | | | | | |
|---|--|--|--|---|--|---|--|--|
| Month | Activity/Action (Person/s) | | | | | | | |
| | Leadership/Coordination Capacity <ul style="list-style-type: none"> • Dist./state • Represent. • Self-assess. • 3-5 yr act. plan • Month. mtg. • Coordinator • Policy driven | Coaching/Facilitation <ul style="list-style-type: none"> • Coach. netwk. • Coach. schdl. • Coach. functs | Training Capacity <ul style="list-style-type: none"> • Evid. prac. • Local netwk. • Cont. regen. | Evaluation Capacity <ul style="list-style-type: none"> • Eval. schdl • Schl. data sys. • Sys. data sys. • Annl. reprt. • Dissem. schdl. | Funding <ul style="list-style-type: none"> • State fund. • Integ. fund. | Visibility <ul style="list-style-type: none"> • Dissem. strgy. • Acknow. | Political Support <ul style="list-style-type: none"> • Beh. prior. • Reprt. schdl. • Admn. supprt. | Policy <ul style="list-style-type: none"> • Policy state. • Proc. & agree. • Data supprt • Policy audit |
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