

SWPBS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT⁷⁸

Center on Positive Behavioral Interventions and Supports

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



SWPBS Implementation Self-Assessment and Planning Tool

| IMPLEMENTATION FEATURE | | IN PLACE STATUS | | |
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| | | Yes | Partial | No |
| Leadership Team | 1. Capacity to address multi-school (district) and/or multi-district (region, state) leadership and coordination. | | | |
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| | 2. Leadership Team with representation from appropriate range of stakeholders (e.g., special education, general education, families, mental health, administration, higher education, professional development, evaluation & accountability). | | | |
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| | 3. Completion of SWPBS Implementation Blueprint self-assessment at least annually. | | | |
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| | 4. 3-5 year prevention-based action plan that delineates actions linked to each feature of the Implementation Blueprint. | | | |
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| 5. Regular meeting schedule (at least quarterly) & meeting process (agenda, minutes, dissemination). | | | | |
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| | 6. Individual(s) who have adequate & designated time to manage day-to-day operations . | | | |
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| | 7. Individual(s) who put policy & action planning into practice . | | | |
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| | 8. Individual(s) who inform leadership team on implementation outcomes. | | | |
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| | 9. Implementation authority from organizational leadership. | | | |
| Funding | 10. Recurring/ stable state funding sources to support operating structures & capacity activities for at least three years. | | | |
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| | 11. Assessment & integration of funding & organizational resources across related initiatives. | | | |
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| Visibility | 12. Dissemination strategies to ensure that stakeholders are informed about activities & accomplishments (e.g., website, newsletter, conferences, TV). | | | |
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| | 13. Procedures for quarterly & public acknowledgement of implementation activities that meet criteria. | | | |
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| Political Support | 14. Student social behavior is one of the top three to five goals for the political unit (state, district, region). | | | |
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| | 15. Leadership Team reports to the political unit at least annually on the activities & outcomes related to student behavior goal & SWPBS implementation. | | | |
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| | 16. Participation & support by administrator from state chief or equivalent administrator are agreed upon & secured. | | | |
| Policy | 17. Endorsed SWPBS policy statement . | | | |
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| | 18. Written procedural guidelines & working agreements for guiding implementation decision-making. | | | |
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| | 19. Semi-annual review of implementation data & outcomes to refine policy. | | | |
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| | 20. Annual audit of effectiveness, relevance, & implementation integrity of existing related (similar outcomes) initiatives , programs, etc. to refine policy. | | | |
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| Training Capacity | 21. Action plan for integrated and/or collaborative implementation of SWPBS with other initiatives having similar outcomes and goals. | | | |
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| | 22. Priority for identification & adoption of evidence-based training curriculum & professional development practices . | | | |
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| | 23. Plan for local training capacity to build & sustain SWPBS practices. | | | |
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| | 24. Plan for continuous regeneration & updating of training capacity. | | | |
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| Coaching Capacity | 25. Coaching network that establishes & sustains SWPBS. | | | |
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| | 26. Individuals for 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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| | 27. Coaching functions for internal (school level) & external (district/regional level) coaching supports. | | | |
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| Evaluation Capacity | 28. 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. | | | |
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| | 29. School-based data information systems (e.g., data collection tools & evaluation processes). | | | |
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| | 30. District &/or state level procedures & supports for system level evaluation. | | | |
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| | 31. Dissemination of annual report of implementation integrity & outcomes. | | | |
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| | 32. At least quarterly dissemination, celebration, and acknowledgement of outcomes and accomplishments. | | | |
| Behavioral Competence | 33. At least two individuals on leadership team have behavioral expertise and experience to ensure implementation integrity of SWPBS practices and systems at three capacity levels (a) training, (b) coaching, and (c) evaluation. | | | |
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| | 34. Individuals with behavioral expertise have SWPBS content competence. | | | |
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| | 35. The interaction and relationship between effective academic instruction and school-wide behavior support are visible and promoted. | | | |
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| | 36. SWPBS behavioral expertise includes fluency with the process and organizational strategies that support and enhance the use of evidence-based behavioral practices. | | | |
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| School/District Demonstrations | 37. At least 10 local school demonstrations of SWPBS process & outcomes. | | | |
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| | 38. Establishment of at least 2 districts/regional demonstrations of system-level leadership teams to coordinate SWPBS implementation in 25% (3 schools) or more of their schools. | | | |
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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 | Coaching/ Facilitation | Training | Evaluation | Behavioral Expertise | Funding | Visibility | Political Support | Policy |
| Jul | | | | | | | | | |
| Aug | | | | | | | | | |
| Sep | | | | | | | | | |
| Oct | | | | | | | | | |
| Nov | | | | | | | | | |
| Dec | | | | | | | | | |
| Jan | | | | | | | | | |

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| Jan | | | | | | | | | |
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