

SWPBS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT ^{7 8}

Center on Positive Behavioral Interventions and Supports, March 21, 2010 rev

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 Use ⁹:

- 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: (Statewide/District/School/Other)

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⁸ 2009, 2002 Center on Positive Behavioral Interventions and Supports, University of Oregon.

⁹ See SWPBS for supporting definitions, descriptions, and guidelines.

SWPBS Implementation Self-Assessment and Planning Tool

Implementation Feature		In Place Status		
		Yes	Partial	No
Leadership Team	1. Capacity to address multi-school (district) and/or multi- district (region, state) leadership and coordination.			
	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).			
	3. Completion of SWPBS Implementation Blueprint self- assessment at least annually.			
	4. 3-5 year prevention-based action plan that delineates actions linked to each feature of the Implementation Blueprint.			
	5. Regular meeting schedule (at least quarterly) & meeting process (agenda, minutes, dissemination).			
6. Individual(s) who have adequate & designated time to manage day-to-day operations .				
7. Individual(s) who put policy & action				

	planning into practice.			
	8. Individual(s) who inform leadership team on implementation outcomes.			
	9. Implementation authority from organizational leadership.			
Funding	10.Recurring/ stable state funding sources to support operating structures & capacity activities for at least three years.			
	11.Assessment & integration of funding & organizational resources across related initiatives.			
Visibility	12. Dissemination strategies to ensure that stakeholders are informed about activities & accomplishments (e.g., website, newsletter, conferences, TV).			
	13.Procedures for quarterly & public acknowledgement of implementation activities that meet criteria.			
Political Support	14.Student social behavior is one of the top three to five goals for the political unit (state, district, region).			

	15. Leadership Team reports to the political unit at least annually on the activities & outcomes related to student behavior goal & SWPBS implementation.			
	16. Participation & support by administrator from state chief or equivalent administrator are agreed upon & secured.			
Policy	17. Endorsed SWPBS policy statement .			
	18. Written procedural guidelines & working agreements for guiding implementation decision-making.			
	19. Semi-annual review of implementation data & outcomes to refine policy.			
	20. Annual audit of effectiveness, relevance, & implementation integrity of existing related (similar outcomes) initiatives , programs, etc. to refine policy.			
	21. Action plan for integrated and/or collaborative implementation of SWPBS with other initiatives having similar outcomes and goals.			

Training Capacity	22. Priority for identification & adoption of evidence-based training curriculum & professional development practices.			
	23. Plan for local training capacity to build & sustain SWPBS practices.			
	24. Plan for continuous regeneration & updating of training capacity.			
Coaching Capacity	25. Coaching network that establishes & sustains SWPBS.			
	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.			
	27. Coaching functions for internal (school level) & external (district/regional level) coaching supports.			
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			
	29. School-based data information systems (e.g., data collection tools & evaluation			

	processes).			
	30.District &/or state level procedures & supports for system level evaluation .			
	31.Dissemination of annual report of implementation integrity & outcomes.			
	32.At least quarterly dissemination, celebration, and acknowledgement of outcomes and accomplishments.			
Behavioral Expertise	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.			
	34.Individuals with behavioral expertise have SWPBS content competence .			
	35.The interaction and relationship between effective academic instruction and school-wide behavior support are visible and promoted.			
	36.SWPBS behavioral expertise includes fluency with the process and organizational strategies that support and enhance the use of evidence-based			

	behavioral practices.			
School/District Demonstrations	37. At least 10 local school demonstrations of SWPBS process & outcomes.			
	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.			