



**Positive Behavioral Interventions and Supports**

**Implementation Blueprint:**

**Part 2 - Self-Assessment & Action Planning**

Technical Assistance Center on Positive Behavioral Interventions and Supports

U. S. Department of Education, Office of Special Education Programs

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**PREFACE**

The OSEP Center on Positive Behavioral Interventions and Supports (PBIS) is grateful to students, educators, families, researchers, and many others who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of PBIS.

These materials have been developed to assist local and state education agents to improve their capacity to address school climate and PBIS for all students.

Authority for and use of the terminology “Positive Behavioral Interventions and Supports” was first indicated in the Individuals for Disabilities Education Act of 1996, and has been referenced in subsequent reauthorizations in 2000 and 2006. The priority for this Center was developed in 1997. In this document PBIS is used as equivalent to “School-Wide Positive Behavior Support” (SWPBS), “School-wide Positive Behavioral Interventions and Supports (SWPBIS), and “Multi-Tiered Behavioral Frameworks” (MTBF).

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PBIS LEADERSHIP TEAM IMPLEMENTATION SELF-ASSESSMENT

**Purpose**

This self-assessment is designed to assist teams and other organizational units with (a) initial assessments of the extent to which there is the capacity to implement Positive Behavioral Interventions and Supports (PBIS); (b) action planning to guide resource allocation during the process of PBIS implementation; and (c) periodic assessments of the capacity of a state, region, county or district to sustain PBIS implementation and expansion.

**Intended Users**

This self-assessment is intended for use by Leadership Teams at state, regional, county, or district education offices considering or actively implementing PBIS. It also can be used by other organizational units (e.g., large schools, special/alternative schools, educational facilities).

**Guidelines for Use**

1. Identify an internal or external **facilitator** who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.
2. Form a **team** composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.
3. Review **existing data** related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory, School-wide Evaluation Tool, Benchmarks of Quality).
4. Conduct resource mapping (i.e., identification, alignment, integration, adaptation) of **existing social-emotional-behavioral efforts**, initiatives, and/or programs to maximize use and impact of existing resources.
5. Complete the PBIS Implementation Self-Assessment and Action Planning document, rating general implementation status as **IP** = In Place (>80%), **PP** = Partially in Place (50-80%), or **NP** = Not in Place (<50%).
6. Prioritize implementation elements for action planning with respect to the importance of short and long term **student outcomes** and need for **systems** level capacity development.
7. Review implementation elements to develop steps for a **multi-year action plan** (1 year, 2-4 years, and 5+ years).
8. Emphasize use and organization of **existing resources** (identified in step 3) for implementation of action plan.
9. **Review progress, as a team,** on action plan activities and outcomes at least monthly.
10. Conduct **annual evaluation** and updating of action plan fidelity of implementation and outcome progress.

**PBIS Implementation Self-Assessment and Action Planning**

| **Individuals Completing Self-Assessment:** | **Current Date:** |  |
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| **Next Date:** |  |

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| **Level of Implementation:**  □ State □ Region/County □District  □ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Status:**  **IP** = In Place (>80%)  **PP** = Partial in Place (50-80%)  **NP** = Not in Place (<50%) |

| **STATUS** | **LEADERSHIP TEAMING** | **ACTIONS** |
| --- | --- | --- |
| IP PP NP | 1. Leadership Team has the **authority** to influence the organization (e.g., decision-making for budget, implementation, policy, data systems). |  |
| IP PP NP | 1. Leadership Team has **representation** from range of stakeholders with investment in youth outcomes from the local community and individuals with **detailed knowledge** about the current social-emotional-behavioral initiatives (e.g., accountability, administrators, families, general and special education, higher education, mental health, school board and community members, school board attorneys, trade organizations, youth-serving agencies). |  |
| IP PP NP | 1. **Leadership Team** includes individuals with behavioral science expertise across the full continuum of behavior support (Tiers I, II, III) to ensure fidelity of implementation of PBIS practices and systems in three domains: **(a) training, (b) coaching, and (c) evaluation**. |  |
| IP PP NP | 1. Leadership Team is led or facilitated by a **coordinator(s)** with (a) adequately allocated FTE and (b) experience in data-based decision-making, systems to support implementation, and evidence-based social-emotional-behavioral practices. |  |
| IP PP NP | 1. Leadership Team completes a **3-5 year action plan** guided by the PBIS Implementation Blueprint Self-Assessment, state/district strategic plan, and district/school fidelity of implementation data (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for vulnerable populations. |  |
| IP PP NP | 1. Leadership Team uses **standard meeting process** and **problem solving agenda** (e.g., Team-Initiated Problem Solving) with clearly defined operating procedures (e.g., procedures for securing agreements, resolving conflicts and integration of system features). |  |
| IP PP NP | 1. Leadership Team engages in ongoing, two-way **communication with executive leadership** regarding implementation progress and outcomes related to student behavior goals and PBIS fidelity of implementation. |  |
| IP PP NP | 1. Leadership Team members who coordinate daily implementation of the initiative regularly **monitor and report implementation** activities and follow agreed-upon procedures for monitoring progress. |  |
| IP PP NP | 1. Leadership Team regularly (e.g., quarterly) uses **two-way** **communication** with other stakeholders (e.g., school boards, families, community organization leaders, politicians, youth) to solicit feedback on implementation progress and link to outcomes. |  |

| **STATUS** | **STAKEHOLDER SUPPORT** | **ACTIONS** |
| --- | --- | --- |
| IP PP NP | 1. **Stakeholders** (e.g., school boards, families, community organization leaders, politicians, youth) are **actively involved** in goal-setting and policy development. |  |
| IP PP NP | 1. **Stakeholders** assist in **disseminating information** and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports). |  |
| IP PP NP | 1. **Organizational leaders** (e.g., state chief, superintendent, board of trustees, commissioner) **actively and visibly participate** in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress) to engage stakeholders. |  |
| IP PP NP | 1. Promoting positive school climate and student social-emotional-behavioral healthareestablished by organizational leadership as one of the **top five permanent goals or priorities** for the next 3 to 5 years. |  |

| **STATUS** | **FUNDING** | **ACTIONS** |
| --- | --- | --- |
| IP PP NP | 1. **A budget plan for at least 3 years of** **prioritized funding** is developed to support operating structures and capacity building activities to implement PBIS. |  |
| IP PP NP | 1. Initiative has transitioned from short-term funding (e.g., State Personnel Development Grants, contracts) to **long-term institutional funding** (e.g., Title IV block grants). |  |
| IP PP NP | 1. Funding and organizational resources **across related initiatives** are assessed and aligned to sustain implementation. |  |

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| **STATUS** | **POLICY AND SYSTEMS ALIGNMENT** | **ACTIONS** |
| IP PP NP | 1. PBIS **vision statement** (and clear rationale) supporting importance of school climate (and how PBIS can improve both school climate and academic achievement) is developed and endorsed by lead state/district/school administrators. |  |
| IP PP NP | 1. PBIS vision statement is articulated into observable, measurable, specific, and actionable **long-term outcomes**. |  |
| IP PP NP | 1. PBIS implementation is **included in organizational policy** and procedural guidelines. |  |
| IP PP NP | 1. **Policy, technical briefs, and procedural guides** are posted and distributed at least annually. |  |
| IP PP NP | 1. Policies are **reviewed and refined regularly** to enhance their effectson fidelity of implementation and association with behavior and academic outcomes. |  |
| IP PP NP | 1. **Periodic formal review** (e.g., audit, survey, resource mapping, alignment)of existing social-emotional-behavioral-related initiatives or programs to determine effectiveness, relevance, and fidelity of implementation is completed at least annually. |  |
| IP PP NP | 1. **Clear description of initiative alignment** (e.g., graphic organizer,organizational chart, conceptual map) displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar goals, outcomes, systems, and practices. |  |
| IP PP NP | 1. **New** **potential initiatives are reviewed** **for fit** with existing social-emotional-behavioral initiatives and resources before deciding whether to adopt, align, and/or integrate them. |  |

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| **STATUS** | **WORKFORCE CAPACITY** | **ACTIONS** |
| IP PP NP | 1. **Hiring criteria, recruitment, and selection** for all district/school administrators, coaches, and school personnel includes knowledge, skill, and experience implementing PBIS. |  |
| IP PP NP | 1. Personnel **roles and FTE** are (re)allocated to support implementation of PBIS. |  |
| IP PP NP | 1. Implementation **activities** (e.g., training, coaching) are embedded **into job descriptions.** |  |
| IP PP NP | 1. State **certification and licensure policies** for administrators, teachers, and related instructional/support personnel require coursework in positive behavior support, PBIS, and/or implementation science. |  |
| IP PP NP | 1. Annual **performance evaluations** of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to PBIS implementation. |  |

| **STATUS** | **TRAINING** | **ACTIONS** |
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| IP PP NP | 1. **Orientation descriptions** and/or presentations (e.g., 1-page overview, video, website) are developed for describing implementation rationale, process, outcomes, and readiness requirements. |  |
| IP PP NP | 1. Dedicated **professional development time and training plans** (with clear scope and sequence) are scheduled for PBIS implementation (e.g., state-wide training calendar, district-wide master schedule). |  |
| IP PP NP | 1. PBIS training materials and professional development practices are **aligned** with other relevant empirically-supported initiatives as needed. |  |
| IP PP NP | 1. **Professional development activities and events** are publicly posted to define and shape the goals and process of implementing PBIS. |  |
| IP PP NP | 1. **Orientation and refresher** **trainings** are conducted at least annually for new and continuing staff who need boosters. |  |
| IP PP NP | 1. **Peer networking opportunities** (e.g., peer-to-peer sharing events, professional learning communities) are scheduled and regularly repeated on PBIS framework, practices, and systems for school leaders, PBIS coaches, and school teams. |  |
| IP PP NP | 1. For states and large districts, **internal training capacity** (e.g., core group identified and supported in leading efforts) is established to build and sustain PBIS practices. |  |

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| **STATUS** | **COACHING** | **ACTIONS** |
| IP PP NP | 1. **Adequate** **coaching supports** are provided to schools based on phase of implementation and data-indicated need (e.g., at least monthly with each emerging school team, and at least quarterly with established teams (i.e., at implementation criteria). |  |
| IP PP NP | 1. Training and support (e.g., clear scope and sequence, technical assistance) are provided to **local** **coaching networks** to establish and sustain PBIS implementation. |  |
| IP PP NP | 1. Support emphasizes **coaching functions** (responsibilities and activities, not people or positions) for internal (school level) and external (district/regional level) implementation supports. |  |
| IP PP NP | 1. **Tiered technical assistance** system allows differentiated coaching supportbased on district/school/classroom fidelity of implementation and outcomes. |  |
| IP PP NP | 1. Districts/schools have transitioned from outside to **local coaching** capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions). |  |

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| **STATUS** | **EVALUATION AND PERFORMANCE FEEDBACK** | **ACTIONS** |
| IP PP NP | 1. **School-based data systems** (e.g., data collection tools and evaluation processes) are in place to enable continuous performance feedback. |  |
| IP PP NP | 1. Data systems are **used to provide regular performance feedback to school teams and coaches** for problem solving and action planning. |  |
| IP PP NP | 1. **Evaluation schedule and process** is used at all implementation levels (e.g., student, classroom, district, state) for examining the extent to which: (a) teams are implementing PBIS, (b) PBIS implementation is improving student outcomes, and (c) the Leadership Team’s action plan is implemented. |  |
| IP PP NP | 1. **Annual progress reports** tailoredto external stakeholders are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals. |  |
| IP PP NP | 1. Outcomes and accomplishmentsare **disseminated, acknowledged, and celebrated** at least quarterly. |  |
| IP PP NP | 1. Districts have transitioned from external to **internal evaluation and performance feedback** capacity (e.g., core group identified and supported in leading efforts). |  |
| IP PP NP | 1. **System** is in place for **identifying districts, schools, or classrooms** in need of additional training and coaching support. |  |

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| **STATUS** | **BEHAVIORAL EXPERTISE** | **ACTIONS** |
| IP PP NP | 1. **Trainers and coaches** have behavioral science expertise that aligns with general PBIS content(practices, systems, data) and across all tiers. |  |
| IP PP NP | 1. **Specialized instructional support personnel** (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have behavioral science expertise that aligns with general PBIS content and across full continuum of behavior support (Tiers I, II, III). |  |
| IP PP NP | 1. **Ongoing** **professional development and mentoring in behavioral science** (e.g., behavior coursework, intensive behavior institute) is available across roles of staff. |  |

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| **STATUS** | **LOCAL IMPLEMENTATION DEMONSTRATIONS** | **ACTIONS** |
| IP PP NP | 1. **Formal site selection processes** (including readiness requirements and commitment procedures) and criteria are developed and used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools and/or districts. |  |
| IP PP NP | 1. **Demonstration PBIS** **schools/districts** have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local demonstrations of process and outcomes across tiers (I, II, III) and levels (elementary, middle, high). |  |
| IP PP NP | 1. **Plan for further demonstrations**, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed and followed. |  |

**Sample State/District Leadership PBIS Action Planning Template**

| **Individuals Completing Self-Assessment:** | **Date:** |
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| **Implementation Level:** □ State □ Region/County □ District □ Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **GOAL: District/state level capacity to establish, sustain, and scale-up of accurate implementation of a continuum (multi-tiered) of PBIS across multiple schools/districts.** | | | | | | | | | | |
| **Month** | **Activity/Action (Person/s)** | | | | | | | | | |
| **Leadership Teaming** | **Stakeholder Support** | **Funding** | **Policy and Systems Alignment** | **Workforce Capacity** | **Training** | **Coaching** | **Evaluation & Performance Feedback** | **Behavioral Expertise** | **Local Implementation Demonstrations** |
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| **Aug** |  |  |  |  |  |  |  |  |  |  |
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