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

PBIS Positive Behavioral Intervention & Supports

OSEP TECHNICAL ASSISTANCE CENTER

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

Version 18 October 2015

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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).

The contents of this technical paper were developed under a grant from the U.S. Department of Education, Office of Special Education Programs (OSEP) (#H326130004) and Office of Safe and Healthy Students in the Office of Elementary and Secondary Education. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. OSEP Project Officer is Renee Bradley.

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Citation Recommendation

OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). *Positive Behavioral Interventions and Supports (PBIS) Implementation Blueprint: Part 2 - Self-Assessment and Action Planning.* Eugene, OR: University of Oregon. Retrieved from www.pbis.org.

Positive Behavioral Interventions and Supports Implementation Blueprint

PURPOSE

The **purpose** of the *Positive Behavioral Interventions and Supports Implementation Blueprint* is to guide leadership teams in the assessment, development, and execution of action plans. The outcome is the development of local capacity for sustainable, culturally and contextually relevant, and high fidelity implementation of multi-tiered practices and systems of support.

The *PBIS Implementation Blueprint* is organized in two major sections:

Part 1	***Foundational and Supporting Information***	The PBIS Implementation Blueprint is grounded in the behavioral and prevention sciences and emphasizes within a multi-tiered support system framework (a) measurable outcomes, (b) evidence-based practices, (c) implementation systems, and (d) data for decision making. In Part 1, foundational content and guidelines are described in relation to PBIS implementation *Self-Assessment and Action Planning.*
Part 2	***Self-Assessment and Action Planning***	State, county, regional, and district leadership teams should regularly assess the status of factors or drivers associated with systemic implementation of the PBIS framework. Self-assessment results are used to develop and modify action plans designed to achieve local capacity for establishing and sustaining high fidelity implementation of the PBIS framework. In Part 2, the self-assessment tool and action planning template are provided.

PROCESS

The PBIS Implementation Blueprint Self-Assessment and Action Planning process is organized around implementation drivers or elements highlighted in the following figure. These elements also are considered when conducting systemic implementation activities related to, for example, resource mapping, practice alignment and integration, program evaluation, and local capacity development.
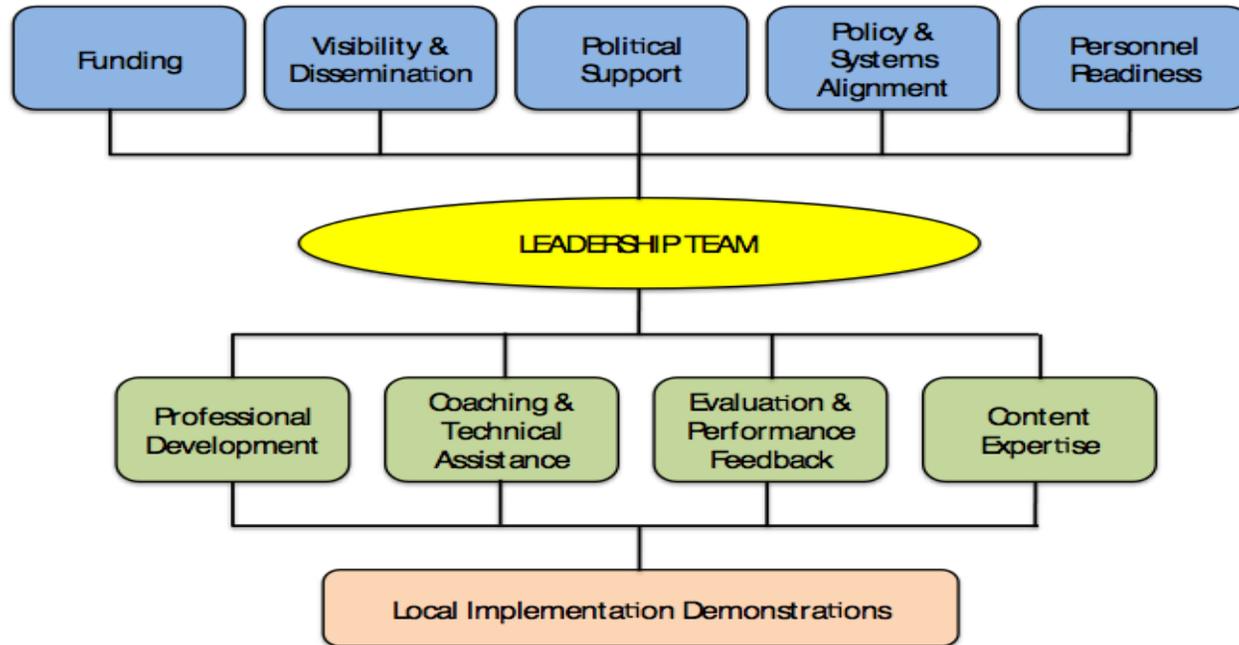
PBIS SELF-ASSESSMENT SELF-ASSESSMENT AND ACTION PLANNING

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This self-assessment has been designed to serve as an action planning guide for (a) appraising the status of drivers or elements related to supporting the implementation of positive behavior intervention support (PBIS) systems and (b) developing and evaluating PBIS implementation action plans at the state, regional, county, and district levels. This self-assessment also can be used by other organizational units (e.g., large schools, special/alternative schools, educational facilities).

Guidelines for Use

1. If needed, identify a facilitator who is fluent with systemic PBIS implementation process and blueprint elements and can guide assessment and action planning.

2. Form **team** comprised of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS practices and systems.

3. Collect and use assessment results to develop and monitor an **implementation action plan** that will enhance local implementation capacity.

4. Conduct resource mapping (identification, alignment, integration, adaptation) of **existing behavior-related efforts**, initiatives, and/or programs to maximize use and impact of existing resources.

5. Review **existing data**: (a) behavior-related (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).

6. Rate general implementation status as **IP** = In Place (>80%), **PP** = Partially In Place (50-80%), or **NP** = Not In Place (<50%).

7. Prioritize implementation elements for action planning with respect to importance of short and long term **student outcomes** and need for **systems** level capacity development.

8. Review implementation elements to develop actionable steps for **multi-year action planning** (1 year, 2-4 years, and 5+ years).

9. Emphasize use and organization of **existing resources** for implementation of action plan.

10. **Review progress** on action plan activities and outcomes at least monthly.

11. Conduct **annual evaluation** and updating of action plan implementation fidelity and outcome progress.

PBIS Implementation Self-Assessment and Action Planning

Individuals Completing Self-Assessment	Current Date
	Next Date

Level of Implementation Being Considered	Status
☐ State-wide ☐ Region/County/District-wide ☐ School-wide ☐ Other_____	**IP** = In place (>80%) **PP** = Partial in place (50-80%) **NP** = Not in place (<50%)

STATUS	LEADERSHIP TEAM	ACTIONS
IP PP NP	1. Leadership Team has authority to address multi-school (**district**) and/or multi-district (**region, state**) implementation (e.g., policy, professional development, evaluation, scheduling, funding).	
IP PP NP	2. Leadership Team has **representation** from the appropriate range of stakeholders from the local community (e.g., special education, general education, families, mental health, administration, higher education, professional development, evaluation and accountability).	
IP PP NP	3. Leadership team is led or facilitated by **coordinator** with successful experience in (a) data-based decision, (b) practice and systems implementation, (c) conducting team meetings, (d) evidence-based behavioral practices, (e) organizational management (e.g., problem solving, action planning, decision making), and (f) establishing and maintaining positive and productive working relationships.	
IP PP NP	4. Leadership Team completes PBIS **Implementation Blueprint Self-Assessment** at least annually and whenever sustained and high fidelity implementation are concerns.	

STATUS		ACTIONS
IP PP NP	5. Leadership Team completes a **3-5 year action plan** that delineates actions linked to each feature of the Implementation Blueprint, district or school behavioral data, and implementation fidelity data (e.g., Tiered Fidelity Inventory), and reviews and modifies this plan annually based on progress assessment.	
IP PP NP	6. Leadership Team **meets monthly** using standardized meeting process (schedule, agenda, minutes, dissemination).	
IP PP NP	7. Leadership Team uses formal procedures for securing majority **agreements** from members of implementation unit for decision-making and policy and procedural approval and **problem solving** challenges, conflicts, etc.	
IP PP NP	8. Leadership Team regularly (e.g., monthly) **informs other leadership personnel** on implementation outcomes (e.g., fidelity, student outcomes, professional development).	

STATUS	FUNDING	ACTIONS
IP PP NP	9. At least three years of predictable **funding** available to support operating structures and capacity activities to implement PBIS.	
IP PP NP	10. Funding and organizational resources across **related initiatives** assessed, aligned, and integrated.	
IP PP NP	11. Funding justifications based on developing and sustaining high levels of local **implementation capacity.**	
IP PP NP	12. Plan and timeline for transition from short-term funding (e.g., grants, contracts) to **long-term institutional funding**.	

STATUS	VISIBILITY AND DISSEMINATION	ACTIONS

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IP PP NP	13. Stakeholders (e.g., school boards, parents, community members, politicians) **informed, recognized,** and **acknowledged** about activities and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports).	
IP PP NP	14. **Professional development activities and events** publicly posted to define and shape the goals and process of implementing PBIS.	
IP PP NP	15. **Policy, technical briefs, and procedural guides** developed, updated, posted, and distributed annually.	

STATUS	POLITICAL SUPPORT	ACTIONS
IP PP NP	16. **Public and sustainable implementation support** provided by leadership (e.g., state chief, superintendent, board of trustees, commissioner) of the political or organizational unit (e.g., state, district, region).	
IP PP NP	17. Student **social behavior and school climate** established by leadership as one of the top five permanent goals or priorities for the next three to five years.	
IP PP NP	18. **Progress report** presented by implementation team at least annually on the activities and outcomes related to student behavior goal and PBIS implementation fidelity.	
IP PP NP	19. **Leadership actively participating** in implementation (e.g., attend annual events, visit implementation sites, acknowledge progress).	

STATUS	POLICY AND SYSTEMS ALIGNMENT	ACTIONS
IP PP NP	20. PBIS **policy statement** developed and endorsed by lead administrators (i.e., school, district, state).	

STATUS		ACTIONS
IP PP NP	21. Written **procedural guidelines and working agreements** referenced for implementation decision-making.	
IP PP NP	22. **Implementation data and outcomes** reviewed semi-annually to refine policy and enhance implementation fidelity and impact.	
IP PP NP	23. Audit, survey, or **resource mapping** of effectiveness, relevance, and implementation integrity of existing, similar behavior related initiatives, programs, etc. conducted annually to refine policy.	
IP PP NP	24. **Organizational chart or plan** displays integrated and/or collaborative implementation of PBIS with existing initiatives having similar outcomes, practices, goals, and systems.	

STATUS	PERSONNEL READINESS AND SELECTION	ACTIONS
IP PP NP	25. **Orientation description** and/or presentation (e.g., 1-page overview, abstract, video, PowerPoint presentation, website) developed for describing implementation rationale, process, outcomes, and readiness requirements.	
IP PP NP	26. Initial (pilot) and (b) new (expansion, scaling) **participating schools** and/or districts selected (procedures and criteria) based on readiness requirements.	
IP PP NP	27. **Leadership school personnel** selected (procedures and criteria) with knowledge, skill, and experience implementing PBIS.	
IP PP NP	28. **Participant commitment** from majority (~80%) of members of implementation unit (e.g., school staff, district team) secured and confirmed (procedures and criteria).	
IP PP NP	29. **Participation** by members of implementation unit **assessed** (e.g., TFI) **and sustained** (e.g., coaching, prompting, reinforcing).	

IP PP NP	30. **Technical assistance and supports** used for participants (individuals, schools, and/or districts) whose participation commitment is not sufficient (e.g., below 80%).	

STATUS	TRAINING AND PROFESSIONAL DEVELOPMENT	ACTIONS
IP PP NP	31. Leadership Team gives priority to identification and adoption of **evidence-based training curriculum and professional development practices.**	
IP PP NP	32. Leadership Team (school, district, state) establishes **plan** and **local training capacity** to build and sustain PBIS practices.	
IP PP NP	33. **Professional development opportunities** (e.g., innovations, practice boosters, peer networking events) scheduled and regularly repeated on PBIS framework, practices, and systems for school leaders, PBIS coaches, and school teams.	
IP PP NP	**34.** Plan and timeline for transition from external to **internal training and professional development** capacity**.**	

STATUS	COACHING AND TECHNICAL ASSISTANCE	ACTIONS
IP PP NP	35. Leadership Team uses **local coaching network** to establish and sustain PBIS implementation.	
IP PP NP	36. **Individuals** available to provide **coaching and facilitation supports** at least monthly with each emerging school team (i.e., at implementation criteria), and at least quarterly with established teams.	
IP PP NP	37. Emphasis on **coaching functions** (responsibilities, activities) (not people or positions) for internal (school level) and external (district/regional level) implementation supports.	

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IP PP NP	38. **Coaching-based tiered technical assistance and support** available based on assessment of implementation needs and responsiveness of schools and districts.	
IP PP NP	**39.** Plan and timeline for transition from external to **internal coaching and technical assistance** capacity**.**	

STATUS	EVALUATION AND PERFORMANCE FEEDBACK	ACTIONS
IP PP NP	40. **Evaluation process** and schedule used by Leadership Team at all implementation levels (e.g., student, classroom, district, state) for examining (a) extent to which teams are using PBIS, (b) impact of PBIS on student outcomes, and (c) extent to which the leadership team's action plan is implemented.	
IP PP NP	41. School-based data **information systems** (e.g., data collection tools and evaluation processes) in place to enable continuous performance feedback and action planning.	
IP PP NP	42. **Annual report** of implementation fidelity and outcomes disseminated.	
IP PP NP	43. At least **quarterly dissemination, celebration, and acknowledgement** of outcomes and accomplishments.	
IP PP NP	44. Plan and timeline for transition from external to **internal evaluation and performance feedback** capacity**.**	

STATUS	CONTENT EXPERTISE	ACTIONS
IP PP NP	47. At least **two individuals on leadership team** have behavioral expertise and experience across the full continuum of behavior support (Tiers I, II, III) to ensure implementation integrity of PBIS practices and systems at three capacity levels: **(a) training, (b) coaching, and (c) evaluation.**	

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STATUS		ACTIONS
IP PP NP	48. **Trainers and coaches** have behavioral expertise and experience that aligns with general **PBIS content** (practices, systems, data) and across full continuum of behavior support (whole school, group, individual student) and receive on-going professional development and mentoring.	
IP PP NP	49. **Specialized support staff** (e.g., special educators, counselors, school psychologists, social workers) at school and district levels have behavioral expertise that aligns with general PBIS content and across full continuum of behavior support (Tiers I, II, III).	
IP PP NP	50. Relationship between **effective academic instruction and school-wide behavior support** visible and promoted.	
IP PP NP	51. **Process and organizational strategies** of PBIS systems used to support and enhance selection and implementation of evidence-based behavioral practices.	

STATUS	LOCAL IMPLEMENTATION DEMONSTRATIONS	ACTIONS
IP PP NP	52. Demonstration PBIS **schools** have **visible activities, data, and products** to serve as local demonstrations of process and outcomes.	
IP PP NP	53. Demonstration PBIS **schools** use current annual data indicating sustained acceptable levels of **implementation fidelity** (>70% TFI).	
IP PP NP	54. Demonstration PBIS **district/region** uses **system-level leadership teams** to coordinate a substantial number of schools (e.g., 25% or more in large districts, 3-5 in small districts) implementing with sustained high levels of implementation fidelity (>70% TFI).	
IP PP NP	55. Demonstration PBIS **state** use **system-level leadership team** to coordinate implementation in 25% or more of their districts/ regions.	

IP PP NP	56. Plan and timeline for transition from **school to district to regional demonstrations.**	

Sample State/District Leadership PBIS Action Planning Template

Team Member Names	Date

Implementation Level   ☐ State-wide   ☐ Region/District-wide   ☐ School-wide   ☐ Other_____

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.

Activity/Action (Person/s)

Month	Leadership Team	Coaching & Technical Assistance	Training & Professional Development	Evaluation & Performance Feedback	Content Expertise	Funding	Visibility & Dissemination	Political Support	Policy & System Alignment	Personnel Readiness	Local Implementation Demonstrations
Jul											
Aug											
Sep											

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Oct

Nov

Dec

Jan

Feb

Mar

Apr

May

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Jun

Jul

Aug

Sep

Oct

Dec

Jan