

PBS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT¹²

Center on Positive Behavioral Interventions and Supports

September 25, 2002

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 Use³:

- 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 _____ PBS

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³ See *PBS Implementers' Blueprint* for supporting definitions, descriptions, and guidelines.

Implementation Self-Assessment and Planning Tool

FEATURE		IN PLACE STATUS		
		Yes	Partial	No
Leadership Team	1. Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc).			
	2. Team determines how many schools are to be involved in the effort.			
	3. Team completes self-assessment.			
	4. Team completes a 3-5 year prevention-based action plan.			
	5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc).			
Coordination	6. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations.			
Funding	7. Funding sources to cover activities for at least three years can be identified.			
Visibility	8. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences, TV).			
Political Support	9. Student social behavior is one of the top five goals for the political unit (state, district, etc).			
	10. Leadership team reports to the political unit at least annually on the activities & outcomes related to student behavior goal.			
	11. PBS policy statement developed & endorsed.			
	12. Participation & support by administrator from political unit.			
Training Capacity	13. Leadership team has established trainers to build & sustain school-wide PBS practices.			
Coaching Capacity	14. Leadership team has developed a coaching network that builds & sustains school-wide PBS			
	15. A coach is available to meet at least monthly with each emerging school team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.			
Demonstrations	16. At least 10 schools have adopted school-wide PBS, & can be used as local demonstrations of process & outcomes.			
Evaluation	17. Leadership has developed evaluation process for assessing (a) extent to which teams are using school-wide PBS (b) impact of school-wide PBS on student outcomes, & (c) extent to which the leadership team's action plan is implemented.			
	18. School-based information systems (e.g., data collection tools & evaluation processes) are in place.			
	19. At least quarterly dissemination, celebration & acknowledgement of outcomes & accomplishments			

Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
1. Foundation & Readiness <ul style="list-style-type: none"> • Leadership commitment & priority • 3 years of funding • Commitment to leadership team • Common approach • Self-assessment & report 	a.		
	b.		
	c.		
	d.		
	e.		
	f.		
	g.		
2. Leadership Team Features <ul style="list-style-type: none"> • Stakeholder representation • Administrator participation • Coordinator • Quarterly meetings 	a.		
	b.		
	c.		
	d.		
	e.		
	f.		
	g.		

3. Leadership Team Functions <ul style="list-style-type: none"> • PBS policy • Staff development & training capacity • Coaching capacity • Evaluation of implementation & impact • Annual action plan • Dissemination & celebration of outcomes 	a.		
	b.		
	c.		
	d.		
	e.		
	f.		
	g.		

PBS Leadership Team Self-Assessment and Planning Tool

FEATURE		IN PLACE STATUS		
		Yes	Partial	No
Leadership Team	1. Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc).			
	2. Team determines how many schools are to be involved in the effort.	✓		
	3. Team completes self-assessment.			
	4. Team completes a 3-5 year prevention-based action plan. –			
	5. Team defines regular meeting schedule & meeting process – (agenda, minutes, etc).			
Coordination	6. Coordinator(s) is identified who has adequate <u>FTE</u> to manage day-to-day operations. –			
Funding	7. Funding sources to cover activities for at least three years can be identified. —			
Visibility	8. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences, TV). ←			
Political Support	9. Student social behavior is one of the top five goals for the political unit (state, district, etc).			
	10. Leadership team reports to the political unit at least annually on the activities & outcomes related to student behavior goal.			
	11. PBS policy statement developed & endorsed.			
	12. Participation & support by administrator from political unit.			
Training Capacity	13. Leadership team has established trainers to build & sustain school-wide PBS practices.			
Coaching Capacity	14. Leadership team has developed a coaching network that builds & sustains school-wide PBS			
	15. A coach is available to meet at least monthly with each emerging school team (emerging teams are teams that have not met the implementation criteria), and at least quarterly with established teams.			
Demonstrations	16. At least 10 ^{teams} schools have adopted school-wide PBS, & can be used as local demonstrations of process & outcomes.			
Evaluation	17. Leadership has developed evaluation process for assessing (a) extent to which teams are using school-wide PBS (b) impact of school-wide PBS on student outcomes, & (c) extent to which the leadership team's action plan is implemented.			
	18. School-based information systems (e.g., data collection tools & evaluation processes) are in place.			
	19. At least quarterly dissemination, celebration & acknowledgement of outcomes & accomplishments			

Leadership Team Action Planning

Activity	Activity Task Analysis	Who	When
Leadership Team <ul style="list-style-type: none"> • Representative • Defined range of influence • Self-assessment • Prevention action plan • Regular meeting schedule & process 	a.		
	b.		
	c.		
	d.		
	e.		
Coordination <ul style="list-style-type: none"> • Person(s) identified to coordinate activities • FTE for coordination & management 	a.		
	b.		
	c.		
	d.		
	e.		
Funding <ul style="list-style-type: none"> • 3 year funding support 	a.		
	b.		
	c.		
	d.		
	e.		

Visibility <ul style="list-style-type: none"> Dissemination system & strategies 	a.		
	b.		
	c.		
	d.		
	e.		
Political Support <ul style="list-style-type: none"> Student social behavior one of top five goals Annual leadership team report to political unit PBS policy statement Administrative participation & support 	a.		
	b.		
	c.		
	d.		
	e.		
Training Capacity <ul style="list-style-type: none"> Trainers for team-training 	a.		
	b.		
	c.		
	d.		
Coaching Capacity <ul style="list-style-type: none"> Coaching network Coaches meet with teams 	a.		
	b.		
	c.		
	d.		

Demonstrations <ul style="list-style-type: none"> • Representative # of implementation examples 	a.		
	b.		
	c.		
	d.		
Evaluation <ul style="list-style-type: none"> • Evaluation process • School-based information system • Dissemination, celebrations, & acknowledgements 	a.		
	b.		
	c.		
	d.		