

## SWPBS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT<sup>78</sup>

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<sup>9</sup>:**

- 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).

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**Date** \_\_\_\_\_

**Members of Team Completing Self-Assessment** \_\_\_\_\_

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### **Level of Implementation Being Considered**

State-wide     Region/District-wide     School-wide     Other \_\_\_\_\_

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<sup>7</sup>The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred. Contact Rob Horner (Robh@uoregon.edu or George Sugai (Sugai@uoregon.edu) for more use of this self-assessment or more information.

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<sup>9</sup>See SWPBS *Implementers' Blueprint* for supporting definitions, descriptions, and guidelines.



## SWPBS Implementation Self-Assessment and Planning Tool

IMPLEMENTATION FEATURE		IN PLACE STATUS		
		Yes	Partial	No
<b>Leadership Team</b>	1. Capacity to address multi-school ( <b>district</b> ) and/or multi-district ( <b>region, state</b> ) leadership and coordination.			
	2. Leadership Team with <b>representation</b> 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 <b>Implementation Blueprint self-assessment</b> at least annually.			
	4. <b>3-5 year prevention-based action plan</b> that delineates actions linked to each feature of the Implementation Blueprint.			
5. <b>Regular meeting schedule</b> (at least quarterly) & meeting process (agenda, minutes, dissemination).				

	6. Individual(s) who have adequate & designated time to manage <b>day-to-day operations</b> .			
	7. Individual(s) who put <b>policy &amp; action planning into practice</b> .			
	8. Individual(s) who <b>inform leadership team</b> on implementation outcomes.			
	9. Implementation <b>authority</b> from organizational leadership.			
<b>Funding</b>	10. Recurring/ <b>stable state funding</b> sources to support operating structures & capacity activities for at least three years.			
	11. Assessment & integration of <b>funding &amp; organizational resources</b> across related initiatives.			

<b>Visibility</b>	12. <b>Dissemination strategies</b> to ensure that stakeholders are informed about activities & accomplishments (e.g., website, newsletter, conferences, TV).			
	13. Procedures for quarterly & public <b>acknowledgement</b> of implementation activities that meet criteria.			
<b>Political Support</b>	14. Student <b>social behavior</b> is one of the top three to five goals for the political unit (state, district, region).			
	15. Leadership Team <b>reports</b> to the political unit at least annually on the activities & outcomes related to student behavior goal & SWPBS implementation.			
	16. Participation & <b>support by administrator</b> from state chief or equivalent administrator are agreed upon & secured.			
<b>Policy</b>	17. Endorsed SWPBS <b>policy statement</b> .			

	18. <b>Written procedural guidelines &amp; working agreements</b> for guiding implementation decision-making.			
	19. Semi-annual review of <b>implementation data &amp; outcomes</b> to refine policy.			
	20. Annual audit of effectiveness, relevance, & implementation integrity of <b>existing related</b> (similar outcomes) <b>initiatives</b> , programs, etc. to refine policy.			
<b>Training Capacity</b>	21. <b>Action plan for integrated and/or collaborative implementation</b> of SWPBS with other initiatives having similar outcomes and goals.			
	22. Priority for identification & adoption of <b>evidence-based training curriculum &amp; professional development practices</b> .			
	23. Plan for <b>local training capacity</b> to build & sustain SWPBS practices.			

	24. Plan for <b>continuous regeneration</b> & updating of training capacity.			
Coaching Capacity	25. <b>Coaching network</b> that establishes & sustains SWPBS.			
	26. <b>Individuals</b> 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. <b>Coaching functions</b> for internal (school level) & external (district/regional level) coaching supports.			
Evaluation Capacity	28. An <b>evaluation process</b> & 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.			
	29. School-based data <b>information systems</b> (e.g., data collection tools & evaluation processes).			

	30. District &/or state level procedures & supports for <b>system level evaluation.</b>			
	31. Dissemination of <b>annual report</b> of implementation integrity & outcomes.			
	32. At least <b>quarterly dissemination, celebration, and acknowledgement</b> of outcomes and accomplishments.			
<b>Behavioral Competence</b>	33. At least <b>two individuals on leadership team</b> 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 <b>SWPBS content competence.</b>			

	35. The interaction and relationship between <b>effective academic instruction</b> and <b>school-wide behavior support</b> are visible and promoted.			
	36. SWPBS behavioral expertise includes fluency with the <b>process and organizational strategies</b> that support and enhance the use of evidence-based behavioral practices.			
<b>School/District Demonstrations</b>	37. At least 10 <b>local school demonstrations</b> of SWPBS process & outcomes.			
	38. Establishment of at least 2 districts/regional demonstrations of <b>system-level leadership teams</b> to coordinate SWPBS implementation in 25% (3 schools) or more of their schools.			



### 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									

Feb									
Mar									
Apr									
May									
Jun									
Jul									
Aug									
Sep									
Oct									
Dec									

Jan									