



**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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| **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** | **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. |  |