**Self-Assessment of Systems to Support Teachers’ Implementation of**

**Positive Classroom Behavior Support (based on Freeman et al. 2017)[[1]](#footnote-1)**

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| **School:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Behavior Coach:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Date:**\_\_\_\_\_\_\_\_\_\_\_ |
| **Leadership Team Members:** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Systems to Support PCBS Implementation Feature** | **Extent of Implementation** | | | |
| Yes | Partially | No | N/A |
| **Foundations** | | | | |
| 1. PCBS implementation is a clear school and district **priority.** |  |  |  |  |
| 1. School and district **resources** are available to support PCBS implementation. |  |  |  |  |
| 1. School and district teams have considered **alignment and integration** of PCBS with other district priorities and initiatives. |  |  |  |  |
| **Knowledge of PCBS Practices and Implementation Accuracy** | | | | |
| 1. School leadership has communicated clear **expectations** for implementation. |  |  |  |  |
| 1. School leadership provides (or arranges) **explicit** **training** about practices that should be implemented by all staff. |  |  |  |  |
| 1. Educators receive regular **coaching** (e.g., prompts, reminders) on the use of PCBS practices? |  |  |  |  |
| 1. Educators receive regular **performance feedback** on the use of PCBS practices |  |  |  |  |
| **Differentiated Support** | | | | |
| 1. **Data system** is in place to monitor implementation and identify educators who require additional support. |  |  |  |  |
| 1. **Leadership team** meets regularly to review data, monitor implementation, and identify educators who require additional support. |  |  |  |  |
| 1. Most educators (>80%) are **responding** to school-wide, universal systems of support. |  |  |  |  |
| 1. **Supplemental supports** are available and provided to targeted groups (5-15%) of educators who require additional support. |  |  |  |  |
| 1. **Individualized supports** are available and provided to individual educators (<5%) needing intensified support. |  |  |  |  |

1. Freeman, J. Simonsen, B., Goodman, S., Mitchell., B., George, H. P., Swain-Bradway, J., Lane, K., Sprague, J., & Putnam, B. (2017). PBIS technical brief on systems to support teachers’ implementation of positive classroom behavior support. [↑](#footnote-ref-1)