Critical Elements for Effective SWPBIS: Implementation Drivers

| Funding | Visibility & Dissemination | Political Support | Policy & Systems Alignment | Personnel Readiness |

LEADERSHIP TEAM

| Professional Development | Coaching & Technical Assistance | Evaluation & Performance Feedback | Content Expertise |

Local Implementation Demonstrations
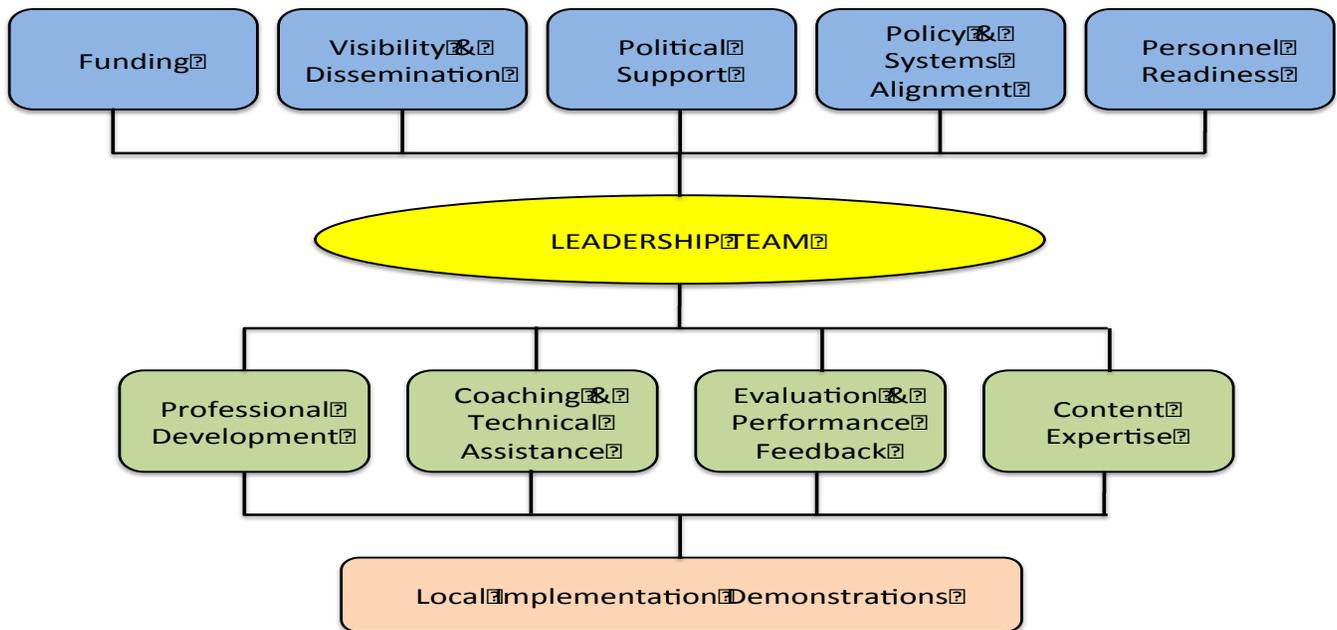
PBIS is a systemic prevention framework to organize behavioral resources for achieving social and learning outcomes across classrooms, schools, districts and states. To successfully develop an education system that effectively supports behavior, these implementation drivers must be considered for: a) conducting implementation activities (e.g., resource mapping, practice alignment and integration, program evaluation, local capacity development), b) enhancing outcomes, and c) increasing sustainability. (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005) Below is a description of each implementation driver. ***Critical elements that must be ensured are in italics*:**

Funding	Funding is established to develop an operating infrastructure to support PBIS implementation for long-term sustainability. ☐ *>3 years of predictable funding is available to support operating structures and capacity-building activities.* ☐ *Funding and resources across related initiatives are aligned and integrated.* ☐ *Funds are committed to developing and sustaining high levels of local implementation capacity.* ☐ *A plan has been developed to achieve long-term institutional funding.*
Visibility and Dissemination	A plan is developed and executed that involves expanding the visibility of PBIS implementation and dissemination efforts which are varied and ongoing. ☐ *Stakeholders (e.g., school board, families, community members, politicians) are informed about activities and accomplishments and are publicly recognized.* ☐ *Activities and events are publicly posted to define and shape PBIS implementation goals.* ☐ *Policies, technical briefs, and procedural guides are developed, updated and disseminated annually.*

Political Support	**Leadership provides support for increasing pro-social student behavior and enhancing school climate.**
	☐ *Superintendent provides public support.*
	☐ *Leadership has identified student social behavior and school climate in the top five goals/priorities.*
	☐ *Implementation team provides an annual progress report on the activities and outcomes related to student behavior goals and PBIS implementation fidelity.*
	☐ *Leadership actively participates in implementation (e.g., attends annual events, visits implementation sites, acknowledges progress, etc.).*
Policy Systems and Alignment	**Written policy supports integrating PBIS implementation with related initiatives to collaboratively impact student outcomes.**
	☐ *A PBIS policy statement exists.*
	☐ *There are written procedural guidelines supporting PBIS implementation.*
	☐ *Implementation data and outcomes are reviewed semi-annually to refine policy and enhance fidelity and impact.*
	☐ *District has engaged in resource mapping of effectiveness, relevance, and implementation fidelity of existing similar behavior related initiatives/programs.*
	☐ *An organizational chart/plan exists that integrates/collaborates PBIS with existing initiatives having similar outcomes, practices, goals, and systems.*
Personnel Readiness	**A formal process/plan exists to orient new implementers.**
	☐ *Orientation procedures are established for stakeholders/implementers.*
	☐ *Pilot procedures and protocol are established.*
	☐ *Essential leadership is recruited and commitment established from initial implementers.*
	☐ *Baseline data are collected to identify needs.*
	☐ *Coaching and technical assistance (TA) are established to support new implementers.*
Leadership Team Implementation and Coordination	**Implementation of evidence-based practices and systems are guided, coordinated, and administered by a local team responsible for ensuring high implementation fidelity, management of resources, and data-based decision making.**
	☐ *Leadership team has the authority to address multi-school (district) implementation.*
	☐ *There are representative members from the community on the team.*
	☐ *A Coordinator is established with successful experience in (a) data-based decision-making, (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.*
	☐ *Team engages in Yearly Implementation Planning for PBIS.*
	☐ *Team meets regularly with data at the center of ongoing problem-solving.*
	☐ *Team regularly informs other leadership personnel on implementation outcomes (e.g., fidelity, student outcomes, PD).*
Professional Development	**Ongoing training of evidence-based practices to build and sustain PBIS implementation is a priority.**
	☐ *Leadership team gives priority to identifying and adopting evidence-based training curriculum.*
	☐ *A plan is established to build local training capacity and sustain PBIS practices (e.g., internal training capacity).*
	☐ *Ongoing training opportunities exist on PBIS framework, practices, and systems for all implementers.*

Coaching and Technical Assistance (TA)	**An individual is identified at the school and district level as a lead contact with additional individuals to support and facilitate ongoing PBIS implementation.** ☐ *Leadership team accesses a local coaching network to establish and sustain PBIS implementation.* ☐ *Individuals are available to provide school-based team coaching and facilitation supports at least monthly.* ☐ *Coaching functions (responsibilities/activities, not people/positions) for internal (school level) and external (district/regional level) implementation supports are emphasized.* ☐ *Tiered coaching support is available based on assessment of implementation needs and responsiveness of schools and districts.* ☐ *A plan exists to transition from external to internal coaching and TA capacity.*
Evaluation and Performance Feedback	**Ongoing review of data occurs across all levels for continual improvement.** ☐ *An established evaluation process is used by the leadership team at all implementation levels (e.g., student, classroom, district, state) to examine (a) extent of PBIS implementation, (b) impact of PBIS on student outcomes, and (c) extent to which team action plans are implemented.* ☐ *School-based data information systems (e.g., data collection tools and evaluation processes) enable continuous performance feedback and action planning.* ☐ *An annual report of implementation fidelity and outcomes is developed and disseminated.* ☐ *Quarterly dissemination, celebration, and acknowledgement of outcomes and accomplishments occurs.* ☐ *An established plan exits to transition from external to internal evaluation and performance feedback capacity.*
Content Expertise and Fluency	**Local personnel have high levels of content knowledge, fluency and experience to support culturally relevant and high fidelity implementation of evidence-based practices and systems.** ☐ *There are people with behavioral and MTSS expertise fluent in the continuum of support.* ☐ *Trainers and coaches are established to support schools.* ☐ *Specialized support staff have behavioral expertise.* ☐ *Implementers understand the academic/behavioral connection and the organizational system (e.g., school team or district structure) to support a multi-tiered system effectively and efficiently.*
Local Demonstrations	**Models/exemplars exist at the school and district level that demonstrate PBIS implementation process and outcomes.** ☐ *Demonstration PBIS schools exist with visible activities, data, and products to serve as local exemplars of process and outcomes. .* ☐ *Demonstration PBIS schools use current annual data indicating sustained acceptable levels of implementation fidelity.* ☐ *Demonstration PBIS district/region uses system-level leadership teams to coordinate a substantial number of schools (e.g., >25% in large districts, 3-5 in small districts) implementing with sustained high levels of implementation fidelity.* ☐ *An established plan exists for transition from school to district to regional demonstrations.*

Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).