

SWPBS Sustainability: Self Assessment and Action Plan for Targeted and Intensive Levels of Implementation

Purposes:

1. Assist teams in appraising the status and outcomes of sustainability efforts.
2. Guide action planning for sustainability.

Guidelines for Use:

- Complete self assessment as a team.
- Consider existing efforts, initiatives, and/or programs that may be inter-related.
- Emphasize measurable outcomes (e.g., fiscal support, newsletters).

Date _____

Members of Team Completing Self-Assessment _____

Instructions:

1. Identify the extent to which each feature is fully in place, partially in place, or not at all in place.
2. As a team, identify priorities for the upcoming year and circle them.
3. Record features to be targeted in the upcoming year on the Action plan and complete the action plan, identifying objectives, who is responsible for guiding activities, and the targeted start and completion dates.

Sustainability Self-Assessment and Planning Tool for Schools Focused on Sustained Implementation at the Targeted and Intensive Levels

<u>FEATURE</u>		Is This In Place?		
		Yes	Partial	No
Leadership Team	1. Team includes representation from administration, special education, regular education			
	2. At least one member has expertise in behavioral theory, functional behavior assessment, and function-based intervention.			
	3. Team completes a 3-5 year action plan.			
	4. Team member with behavioral expertise attends district meetings (intensive support team) on regular basis, shares data with district coordinator			
	5. At least one team member attends meetings for universal behavior support and coordinates sharing of data			
	6. Team defines regular meeting schedule & meeting process (agenda, minutes, etc).			
	7. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations			
	8. Role of coordinator is clear to all stakeholders			
	9. Coordinator has expertise to guide team in planning, implementation, and evaluation			
	10. Clear process for referring students to team, conducting assessments, and monitoring outcomes is in place and has been taught/reviewed with all teachers, administrators, and staff at least annually.			
	11. Process for developing sub-teams around students exists [team includes at least: individual with behavioral expertise, student's teacher, parent or guardian, student (when appropriate)]			
Funding	12. Costs of program per year are identified and budgeted for			
	13. Working with universal SWPBS team, funding sources to cover activities for at least three years are secured			
	14. Working with universal SWPBS team, Funding sources to cover activities for next five to ten years are identified (may be in consort with district team)			
Visibility	15. Outcomes are shared with all teachers and staff (protecting student confidentiality) at least twice per year			

Self Assessment and Action Plan for the Universal Level of SWPBS by School Teams

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Visibility	16. Teachers who refer a student to the team are included in assessment and intervention process and are kept apprised of outcomes on at least a monthly basis			
Blending with New Initiatives	17. Team members are informed of relevant upcoming initiatives and agendas before they are implemented in a school			
	18. Team has plan for reviewing new initiatives and braiding PBS into those initiatives (person with expertise in PBS must be involved)			
Training Capacity	19. Coach attends all team meetings and provides guidance on functional behavior assessment, data collection, intervention planning and evaluation, and training in interventions			
	20. Coach attends all district meetings on targeted and intensive supports			
	21. Training schedule with stated objectives, measurable outcomes, and identified participants is developed annually			
	22. Ongoing training needs for individuals with behavioral expertise are identified and shared with district team			
	23. Working with SWPBS team, training is budgeted for annually			
Evaluation	24. Leadership has developed evaluation process for assessing (a) implementation fidelity of support efforts (i.e., targeted, intensive), (b) impact of supports on individual student outcomes, (c) impact of supports on administrator, teacher, staff, and parent outcomes (e.g., consumer satisfaction), & (d) extent to which the leadership team's action plan is implemented.			
	25. Team reviews school-wide data at least quarterly to identify students who may need intervention			
	26. Systems for collecting and analyzing data for individual student outcomes are in place, used with all students referred to the program, monitored at least weekly by sub-team, and at least monthly by school team			
	27. At least one team member has expertise in evaluating student data, determining what should be graphed, and guiding teams in interpreting data			
	28. Team evaluates data and uses data (fidelity data, satisfaction data, student outcome data) to guide action planning			

Action Plan for Sustainability of Targeted and Intensive Supports

Feature	Objectives	Who is Responsible	Target Start Date	Target Completion Date