

LEADERSHIP TEAM

1. Leadership Team is configured to address multi-school (district) and/or multi-district (region, state) leadership and coordination.

The *SWPBS Implementation and Planning Self-Assessment* is focused on district, regional, and/or state level leadership team planning. However, its features have applications to any large scale practice adoption and sustained/scaled implementation.

The Leadership Team's primary function is to engage in leadership and coordination functions, which support and sustain accurate implementation of a continuum of evidence-based SWPBS practices. Its activities are configured around following *SWPBS Implementation Blueprint* features: (a) capacity building for training, coaching, evaluation, and coordination; (b) administrative participation for political support, visibility, funding, and policy; and (c) demonstrations of school and district implementation.

The overriding mission or purpose of this team is to provide overall leadership related to assessing, developing, implementing, managing, and evaluating a state, regional, and/or district-level comprehensive system of SWPBS for all students. This team is responsible for the coordination of training, coaching, and evaluation activities related to SWPBS implementation. This team develops a 3-5 year action plan to guide its capacity building and coordination activities and to achieve the mission or purpose of the SWPBS implementation effort.

2. Leadership Team is established with representation from appropriate range of stakeholders (e.g., special education, general education, families, mental health, administration, higher education, professional development, evaluation & accountability).

Because of its leadership and coordination functions, membership on the SWPBS Leadership team should represent individuals who benefit from and are affected by the activities and decisions of SWPBS implementation. With its district, regional, and state focus, the leadership should have membership from a range of stakeholders, for example, general and special education leadership, professional development departments and agencies, specialists who support individuals with behavior challenges, and advocacy groups representing families, professional unions, and community members.

A SWPBS leadership team should have the capacity to represent any stakeholder who has a concern related to the prevention of problem behavior and the teaching and encouraging of prosocial behavior. Appropriate representation of stakeholders enables political, policy, management, and fiscal communications. The goal is to increase the efficiency with which common behavior support goals and objectives are achieved and supported.

To the greatest extent possible, leadership should strive toward integration of teams and committees that have a common behavior-related mission. Prioritizing initiative or integrating politically distinct groups can be a difficult task. The following questions should be considered:

- What committees/work groups can we **eliminate**?
- What committees/work groups can we **combine**?

- What committees/work groups need to be **supported** for improved outcomes and sustained functioning?
- What would an **organizational chart** look like that shows the relationship between each of our recommended committees/work groups?

Membership of this team should consist of individuals whose roles, responsibilities, and activities are associated with (a) prevention of the development and occurrence of problem behavior, (b) development and maintenance of general and specialized behavioral capacity or competence, and (c) management and evaluation of resources related to the provision of behavioral supports. Typically, the following areas are represented:

- Instruction and Curriculum
- Safe and Drug Free Schools
- Special Education
- School Psychology and Counseling
- Title I or Other Related Initiatives
- Student Health
- School-Wide Discipline
- Dropout Prevention
- Character Education
- Alternative Programming
- Data or Information Management
- Multiculturalism and Affirmative Action

3. Leadership Team completes SWPBS Implementation Blueprint self-assessment at least annually.

To enhance the efficiency and relevance of action planning, the SWPBS Leadership Team engages in annual self-assessments to evaluate what organizational activities, structures, resources, and/or initiatives are in place and need to be enhanced. The SWPBS *Self-assessment Survey* (See Appendix A) represents each of the features of SWPBS implementation, and can be used to organize the development and implementation of the SWPBS Leadership Team action plan. The following guidelines should be considered when completing the SWPBS *Self-assessment Survey*:

- a. Complete on an annual basis.
- b. Identify a range of representative stakeholders to engage in self-assessment process.

4. Team completes a 3-5 year prevention-based action plan.

Establishing effective, efficient, and relevant SWPBS requires action plan implementation that is sustained, formally invested, and high priority for 3-5 years. This action plan should emphasize coordination and capacity building related to establishing (a) school demonstrations, (b) coaching/facilitation, (c) training, (d) evaluation,

(e) recurring funding, (f) guiding policy development and enactment, (g) dissemination, and (h) visible public relations. Each of these areas will include by-month specification of activities and persons responsible. See Appendix B for example.

- Use the action plan during regularly scheduled meetings of the Leadership Team to evaluate current progress and activities.
- Collect and use other forms of data (e.g., referrals for special supports, discipline data, etc.) to support and inform data from self-assessment and to develop action plan features.
- Develop, review, and update action plan annually based on analysis of results from *SWPBS Self-Assessment Survey*, and data from implementation integrity checks and student outcomes.
- Assess extent to which action plan features and activities are culturally and contextually appropriate.

5. Leadership Team establishes regular meeting schedule (at least quarterly) & meeting process (agenda, minutes, dissemination).

The SWPBS Leadership Team should establish a routine that enhances predictability, organizational efficiency, administrative status, and coordination capacity. Teams should meet at least quarterly (usually monthly), and maintain a record of planning, activity, policy agreements and decisions. The goal is to establish an institutional memory for sustained and expanded implementation.

Leadership Team meetings should engage in discussions and activities that allow policy to enable practice and practice to inform policy. The activities, products, and objectives of the action plan should serve as organizers for this kind of discussion.

Minutes and/or notes from Leadership Team meetings should be disseminated within two days to stakeholders, leadership, and others who are invested in and benefit from team decisions and discussions, and whose feedback would be informative to the functioning of the SWPBS Leadership team. In addition, minutes should be archived and accessible to relevant individuals (e.g., Sharepoint, Google docs, Dropbox).

6. Leadership Team has established individual(s) who have adequate & designated time to manage day-to-day operations.

An individual or team of individuals is needed to provide coordination and leadership for team and action plan implementation. At minimum, the coordinator should have fluency with knowledge and implementation of (a) SWPBS practices and systems; (b) organizational change strategies; (c) assessment-based action planning approach; (d) coordination, coaching/facilitation, and training; and (e) regular program evaluation strategies.

More importantly, individuals with coordination capacity are needed to ensure that the daily logistics are handled accurately and consistently, for example,

- Information management and dissemination
- Preparation for and conducting team meetings.
- Maintenance of efficient and information communications.
- Establishment and use of an events calendar that reflects action plan deadlines for activities and tasks.
- Management of fiscal-related tasks.

7. Leadership Team has established individuals who put policy & action planning into practice.

The activities and practices of the SWPBS Leadership Team are guided fundamentally by organizational policy and action plan goals, activities, and deadlines. Individuals with coordination functions and capacity have the critical role of moving policy and action plans into implementation activities at the school leadership team level, that is, “policy enabled practice.”³ For example, during SWPBS Leadership Team meetings, coordinators refer to policy guidelines to inform their decisions and action plan implementation.

³Fixsen, Blase, et al. (2004) have developed the Policy Enabled Practice (PEP) and Practice Informed Policy (PIP) working concept.

8. Leadership Team has established individuals who inform leadership team on implementation outcomes.

To enhance policy, update action plans, and revise decisions and activities, coordinators have the additional important role of gathering and presenting information from the implementation sites back to the SWPBS Leadership Team, that is, “practice informed policy.” These implementation outcomes include data on implementation integrity, student progress, and local implementation decision-making.

9. Organizational leadership has authority to implement.

The leadership team must have the authority from existing administrative entities (e.g., supervisors, superintendents, education boards, commissioners) to implement practice and supporting systems (i.e., data management and evaluation, coaching, training, expertise) and necessary resources (e.g., funding, personnel, expertise) to enable implementation with integrity (accurate and fluent). This authority may involve, for example, practice selection, activity prioritization, resource distribution, policy development, and implementation coordination.

FUNDING

10. Recurring/stable state funding sources are established to support operating structures & capacity activities for at least three years.

Establishing accurate, durable, and scalable implementation of systems level change efforts can require as much as three to five years. Stable and predictable funding should be secured to support the personnel, management, coordination, and leadership function of the SWPBS implementation effort. Activities and requirements specified in the annual action plan also can be used to develop an appropriate funding model.

To the greatest extent possible, secure recurring support from the general fund (e.g., department of education, mental and public health). Although grant support can be a useful source of start-up funding, this type of funding may not be sustainable.

11. Funding & organizational resources across related initiatives are assessed & integrated.

SWPBS goals, activities, and outcomes are likely to be related to those of other initiatives and programs, for example, Character Education, Safe/Drug-Free, Title I, and Special Education. To achieve organizational effectiveness, efficiency, and relevance, Leadership Team members and stakeholders should examine opportunities to blend funding and resources. This blending can occur naturally as a result of organizational restructuring and integration of multiple and similar committees, programs, etc.

VISIBILITY

12. Dissemination strategies are identified & implemented to ensure that stakeholders are informed about activities & accomplishments (e.g., website, newsletter, conferences, TV).

Keeping stakeholders (e.g., district/state administrators, school board members, local politicians, parent groups) informed about the implementation efforts and accomplishments is important for a number of reasons, for example, (a) communication, (b) accountability, (c) funding and resource justification, (d) promotion of sustained and/or expanded implementation, and (e) acknowledgements.

Visibility can be accomplished in a variety of ways (e.g., websites, newsletters, presentations, media coverage, site visits). The goal is to schedule regular (e.g., quarterly, semi-annual, annual) events in which current activities and accomplishments and future events are highlighted. In addition, exemplar schools, classes, grade levels, students, and/or communities can be showcased. To the greatest extent possible, outcomes should be highlighted through the collection and display of data. These data should be linked to the activities of the initiative and to the costs and benefits of the effort.

13. Procedures are established for quarterly & public acknowledgement of implementation activities that meet criteria.

At all performance levels (e.g., individual student, classroom teacher, leadership team, school and district administrator, regional/state chief), accurate and sustained implementation of effective practices is directly linked to meaningful, regular, and contingent feedback. An important element of performance feedback is ensuring that positive recognition and acknowledgement are visible to the individual (e.g., student, family member, educator, staff member, administrator) and relevant members of that individual's working and social network or culture. As such, this feedback can "spread" to other responsible individuals within the organization (i.e., classroom, school, district, region, state).

One of the major functions of the SWPBS Leadership Team is to develop and implement a formal system of performance acknowledgements, which should have the following characteristics:

- Culturally and contextually relevant.
- Visible to individuals and their relevant social network.
- Contingent or related to the individual's actual performance at expected criterion levels.
- Provided on a regular schedule (e.g., monthly, quarterly, annually).
- Appropriate and specific to a given individuals level of responsibilities, functioning, and position.

POLITICAL SUPPORT

14. Student social behavior is one of the top three to five goals for the political unit (state, district, region).

The improvement of social behavior of all students must be a high priority at leadership and coordination levels (i.e., district, region, state) to maximize accuracy, consistency, and durability of SWPBS implementation and to enable long term investments and expansions. Without high priority, supports for coordination, funding, coaching, training, and evaluation activities are affected by competing demands for funding, personnel, and organizational resources.

High priority can be accomplished by (a) integrating initiatives that have similar goals, activities, and outcomes; (b) demonstrating a link to important and desired system level goals, priorities, and needs; (c) providing clear evidence of the effectiveness, efficiency, and relevance of activities and their outcomes; (d) advocating for the need and importance of an agenda of prevention and positive behavior support; and (e) most importantly, documenting a functional link between academic gains, social behavior, and school climate. Establishing priority also can be supported by demonstrating how the SWPBS effort will contribute substantially to implementing the activities and achieving the goals of other high priority initiatives, for example,

No Child Left Behind, Safe and Drug-Free Schools, Reading First, and Character Education.

15. Leadership Team reports to the political unit at least annually on the activities & outcomes related to student behavior goal & SWPBS implementation.

Regular reports and presentations to organizational leaders and community stakeholders increase visibility, accountability, public relations, and future planning and support. Events should be conducted at least annually to create a rhythm or routine for others to learn about current activities and their outcomes, and directly reflect achievement and progress toward improving the student behavior goal.

Postings on information websites or shared networks, standing presentations at leadership meetings (e.g., superintendent's cabinet, school board meetings, community information forums), and formal submission of annual performance reports can be a useful means of informing key political decision makers and leaders of current activities and accomplishments, and of future plans and needs.

16. Participation & support by administrator from state chief or equivalent administrator are agreed upon & secured.

To the greatest extent, administrative leaders of the regional, district, and/or state political unit should be included as active members of the SWPBS Leadership Team to enhance (a) political support and influence, (b) decision making, (c) resource management, (d) relevant action planning, (e) durable and expanded implementation, and (f) policy development and implementation. These administrators might include, for example, superintendents, school board members, program heads, and directors of other initiatives. In addition, community members also might be included, for example, political leaders (e.g., mayor, city council members), business owners or managers, local community program directors, and state and federal

legislators. If full membership on the team is not possible, administrators should be invited to attend and participate in initiative activities.

POLICY

17. SWPBS policy statement developed and endorsed.

To guide and focus the SWPBS initiative, a policy statement should be developed and endorsed by the leadership team and organizational leaders. This policy statement should be focused on the improvement and support of student academic and social behavior, positively stated, and considerate of evidence-based practices, and supporting systems.

18. Procedural guidelines & working agreements have been written & referenced for implementation decision-making.

This policy statement should include descriptions of (a) need and rationale, (b) purpose and benefits, (c) measurable outcome objectives, (d) activities and operations for achieving these objectives, and (e) evaluation strategy. This statement will assist in enhancing visibility, funding, political support, and resource commitments.

Although mandating a SWPBS framework, specifically, is not recommended, a policy statement can delineate necessary requirements related to, for example, implementation readiness, participation expectations, evidence-based practices, evaluation procedures, and benchmarks for successful sustained and scaled implementation.

19. Implementation data & outcomes are reviewed semi-annually to refine policy.

The relationship between policy and implementation practice is two-way in that it is dynamic, in that each continuously should enable and inform the other. Specifically, policy is current and contextually relevant when implementation and outcome information is collected on a regular basis (at least semi-annually).

- *Implementation information* describes the extent to which an evidence-based practice is implemented as originally tested and intended and to which modifications and adaptations have been made.
- *Outcome information* describes the associated effects (i.e., improvement, no difference, worsening) in student performance.

Together, implementation and outcome information can be used to refine policy statements that guide practice implementation and maximize student responsiveness.

20. Audit of effectiveness, relevance, & implementation integrity of existing related (similar outcomes) initiatives, programs, etc. is conducted annually to refine policy.

Policy is generally not intervention or practice specific, but instead provides guidelines and requirements for practice selection, implementation, and change. To be useful, policy statements should

provide specific statements about purpose, performance criteria, outcomes, and implementation requirements. As a result, audits can be conducted to determine which initiatives are represented by these policy characteristics, and, in turn, how policy might be revised to represent what has been learned from implementation practice.

The end objective is to identify specific ways that related and existing initiatives, programs, interventions, and practices might (a) modified, (b) merged, (c) left unchanged, (d) eliminated, and/or (e) lowered/raised in priority. From a policy perspective, the intent is for increased organizational efficiency, effectiveness, relevance, durability, and scalability.

21. Action plan developed for integrated and/or collaborative implementation of SWPBS with other initiatives, programs, mandates, etc. that have similar goals, participants, implementers, and expected outcomes.

Formal plans are useful for mapping and guiding how similar initiatives, programs, mandates, etc. that share common goals, outcomes, participants, and implementers could be integrated to make efficient, effective, and relevant use of resources. This action plan should be formalized so that commitments and on-going activities toward integrated implementation are supported. In addition, an action plan will provide a basis for judging the extent to which implementation is on track toward desired outcomes.

TRAINING CAPACITY

22. Leadership Team gives priority to identification & adoption of evidence-based training curriculum & professional development practices.

Staff and team training practices may need to be modified to fit the local needs, context, and culture and to maximize performance and outcomes. Thus, the process must be initiated with evidence-based professional development practices that have demonstrated efficacy and effectiveness.

“Evidence” may take a variety of forms, and they may vary with respect to experimental rigor, theoretical or conceptual alignment, or practical relevance. In general, the following guiding questions should be considered:

- Was a clear functional relationship documented between the training practices and staff performance outcomes through experimental and quasi-experimental research designs that control for alternative explanations?
- Have multiple replications of the functional relationship been documented across similar and different learners, implementers, and contexts?
- Does the professional development practice have sufficient social and educational validity (i.e., acceptability and relevance to implementers) to support its experimental evidence?
- Are procedures and instruments provided to measure implementation integrity?

23. Leadership Team has established local training capacity to build & sustain SWPBS practices.

To decrease reliance on outside training expertise, the leadership team should invest in building the capacity to provide training within its own district, region, or state. Individuals who possess this training capacity have the following characteristics:

- Demonstrated fluency with key concepts/features, practices, and systems of SWPBS.
- Participated in full training sequence for school leadership teams, which was led by a competent and experienced SWPBS trainer.
- Have successful experiences in providing training workshops to adult learners, especially, in school leadership team formats.
- Direct experience with implementation of SWPBS practices and systems in multiple schools.

24. Leadership Team has established a plan for continuous regeneration & updating of training capacity.

Successful organizations formally plan for duplication or redundancy of expert knowledge and training capacity, specifically to respond to staff attrition, transfers, and changes, and access to new, modified, and/or adjusted practices.

SWPBS Leadership Teams develop action plans that initiate school team training with external experienced trainers, and simultaneously identify individuals who can assume team training responsibilities as the implementation matures. The objective is to have local training capacity within 2-3 years that has the potential to expand or scale up as more schools and districts consider adoption and implementation of SWPBS.

This plan for continuous regeneration also considers how other local training resources can be integrated into the SWPBS action plan, for example, local college and university personnel preparation programs, and regional resource centers. In addition, indirect professional training structures are considered, for example, web-based training modules, audio and video based materials, and remote video-conferencing equipment.

COACHING CAPACITY

25. Leadership Team has developed a coaching network that establishes & sustains SWPBS.

To support school team implementation of SWPBS, an overt and formalized network is needed to link training experiences and actual use of the SWPBS systems and practices. Coaching, or facilitation, capacity refers to the system's ability to organize personnel and resources for facilitating, assisting, maintaining, and adapting local school training implementation efforts.

This coaching network is established and maintained by the leadership team that provides regular opportunities for professional development and advancement, problem solving, and maintaining recognition and acknowledgements. The coaching network also provides SWPBS Leadership Teams with implementation feedback for enhancing training, evaluation, coordination, etc. The following guiding principles are considered when establishing coaching capacity:

- Each school team should have access to coaching support.
- On-going district support is needed to maintain coaching activities.
- Coaches must have experience with school team implementation and problem solving.
- Coaches' training and experiences must be linked with school team training and implementation.

26. Individuals are available to provide coaching & facilitation supports at least monthly with emerging school teams (in training & not at implementation criteria), & at least quarterly with established teams.

Although individuals can refer to themselves as PBIS "coaches" or "facilitators," most implementation efforts emphasize the roles, responsibilities, and activities of coaching. Given this emphasis, efficiencies are developed by integrating the coaching functions into job descriptions of existing school personnel (e.g., school psychologist, behavior specialist, social worker, school counselor, cluster/complex administrator).

Individuals who provide these coaching supports and functions meet with school teams as frequently as monthly for newly implementing school teams, and as infrequently as quarterly for established teams. Their primary objective is to provide prompts and reminders of important implementation activities.

27. Coaching functions are identified & established for internal (school level) & external (district/regional level) coaching supports.

Individuals within a coaching network may be located within a school (internal coaching) or at the district or regional level (external coaching), and may be responsible for one to many school teams depending upon geographic distribution, school and district size and enrollment, level of implementation (emerging v. established), and other position specific responsibilities (e.g., school psychologist, social work, counselor, special education, administrator, grade level teacher).

Coaching for "emerging" teams, that are in process of establishing major systems elements (e.g., securing staff agreements, conducting self-assessments and data reviews, developing school-wide action plans), is frequent and on-going to ensure accurate, continuous, and effective implementation. At least monthly, coaches, for example, (a) attend team meetings, (b) make contact (e.g., email, telephone) with team leader and/or administrator, (c) review and report school data, (d) complete and/or check team progress on *Team Implementation Checklist*, (e) acknowledge team progress and outcomes, and (f) report school progress to district and state leadership.

Coaching for "established" teams, that are focused on action plan implementation, includes many of the same functions for emerging teams, except that the emphasis is, for example, on (a) monitoring accuracy and consistency of implementation (*Team Implementation Checklist*), (b) maximizing targeted outcomes, (c) increasing implementation efficiency, (d) acknowledging progress and outcomes, (e) communicating progress to district and state leadership, and (f) facilitating review of data and action plan enhancement.

EVALUATION

28. Leadership has developed evaluation process & 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.

Leadership teams conduct assessments for three main reasons. First, assessment information is used to examine the extent to which teams are accurately selecting and implementing the SWPBS systems and practices. SWPBS practices and systems are grounded in behavioral theory and research evidence. Second, assessment information allows teams to determine the extent to which targeted student outcomes are being and/or likely to be achieved. Initial specification of these outcomes should be linked to reviews of existing data. Third, assessments are conducted to determine if teams are accurately and consistently implementing activities and practices specified in their individualized action plan.

When developing an evaluation process or plan, the following guidelines should be considered:

- Use a team to lead the assessment and evaluation process.
- Develop general and specific evaluation questions that reflect measurable outcomes.
- Identify a range or variety of data sources that could be used to answer evaluation questions.
- Review existing data, and if needed, collect additional data to determine what is in place, what might need to be changed/improved, etc.
- Based on data analysis, develop an action plan that specifies practices that have been shown to be effective in achieving the desired outcomes.
- Implement practices and monitor progress toward achieving outcomes.

29. School-based information systems (e.g., data collection tools and evaluation processes) are in place.

To guide decisions, efficient, effective, and relevant school-wide information systems are needed. These systems should meet the following guidelines:

- Specify a comprehensive set of behaviors that are of concern and interest to the school in decision making.
- Define each behavior in terms that are measurable, distinctive, and mutually exclusive (i.e., not overlapping).
- Develop procedures that take a minimal amount of time and resources to collect, store/enter, summarize, retrieve, and display the data.
- Operate team-based processes by which school leadership teams regularly review and act on their data.

One of the most commonly available sources of data that can reflect the status of the school discipline and social climate is office discipline and referral information. Processes and records of behavioral incidents and minor and/or major rule violations are maintained in most schools. To be useful, school discipline data must have a comprehensive list of rule-violating behaviors that are defined in measurable and mutually exclusive terms. A system for entering, storing, summarizing, and displaying discipline data must be easy to

use and consume no more than 1% of staff time. At minimum and at least quarterly, school teams should review graphs of the following five data displays: (a) number of office discipline referrals per day per month, (b) number of office referrals by type of problem behavior, (c) number of office discipline referrals by school location, (d), number of office discipline referrals by student, and (e) number of office discipline referrals by staff member.

30. District &/or state level procedures & supports are in place for system level evaluation.

SWPBS Leadership Teams must establish the capacity to collect, summarize, analyze, and report multiple levels of information, for example, student, classroom, school, district, regional, and state. Similar to school-level data management and decision making, evaluation questions need to be clear and specific, measures need to be observably defined, data collection tools and procedures need to be efficient, and the technology must be user friendly in its summarizations and reporting.

At the systems (district, regional, state) levels, questions relate to issues about (a) special education referrals, (b) disproportionality of specific student groups, (c) interaction between academic and behavior performance outcomes, (d) universal screening and continuous progress monitoring, and (e) intervention and placement decisions related to students whose behaviors are the least responsive to varied intensities of interventions.

31. Annual report of implementation integrity & outcomes is disseminated.

Data are only as useful to the extent in which they can be helpful in answering evaluation questions that are important to key stakeholders. An important task of the SWPBS Leadership Team is annual and formal dissemination of key implementation outcomes, especially, intervention integrity and student responsiveness and outcomes.

Regardless of the dissemination strategy (e.g., website, newsletter, standalone document), the format must have the following characteristics:

- Organized around key evaluation questions.
- Visually easy to interpret.
- Accessible to a variety of audiences and stakeholders.
- Emphasis on accomplishments, progress, and enhancements.
- Positive and constructive in messages and recommendations.

32. At least quarterly dissemination, celebration, & acknowledgement of outcomes and accomplishments.

Leadership teams should regularly (at least quarterly) engage in activities that (a) build public relations, (b) provide information about implementation efforts and outcomes, (c) reinforce implementation efforts, and (d) provide support for future funding and implementation planning. Activities include, for example, publications (e.g., websites, newsletters), presentations (e.g., conferences, school boards, community groups), public relations events (e.g., radio/television spots, newspaper articles), and individual (person, school, district) acknowledgements (e.g., certificates of recognition, public recognition).

BEHAVIORAL EXPERTISE

33. At least two individuals on leadership team have behavioral expertise and experience to ensure implementation integrity of SWPBS practices and systems at three capacity levels: (a) training, (b) coaching, & (c) evaluation.

The history and evolution of the SWPBS framework are firmly grounded in behavioral theory and behavior analysis. Similarly, the practices, strategies, and interventions that comprise SWPBS (school-wide discipline, classroom and behavior management, individual student behavior support) are derived from the behavioral research. To ensure consistent, accurate, and durable implementation integrity, behavioral expertise must be established within all SWPBS implementation activities.

At least two qualified individuals on the leadership team are recommended to maintain quality control and implementation integrity for training, coaching, and evaluation. At least two individuals are recommended to ensure content consistency and momentum should a change in personnel occur.

Finally, individuals at the leadership level would have the responsibility of training other individuals in leadership, coordination, and professional development positions on the principles, theory, and practices of a behavioral approach to SWPBS.

34. Individuals with behavioral expertise have SWPBS content competence.

Although specific technical behavioral language and terminology may not be emphasized, behavioral content should serve as the foundation for SWPBS practices and systems. This content would include, for example,

- Behavioral theory
- Behavior analysis
- Proactive school-wide discipline
- Effective classroom and behavior management strategies
- Function based behavior intervention planning and support
- Direct social skills instruction
- Principles of reinforcement

35. The interaction & relationship between effective academic instruction and school-wide behavior support are visible & promoted.

Integrating academic reforms and behavior support efforts is important for a number of reasons. First, research increasingly is demonstrating a relationship between academic and behavior success. When students have successful social skills, their academic engagement improves and teachers can teach. When students are academically successful, their social engagement is enhanced, and teachers' classroom management implementation is improved.

Second, resources (e.g., personnel, time, money) can be used more effectively and efficiently by integrating both academic and behavior support efforts. Third, by formalizing how academic and behavior

supports are delivered, school staff members increase their understanding and capacity to integrate their instructional and behavior management practices.

36. SWPBS behavioral expertise includes fluency with the process & organizational strategies that support & enhance the use of evidence-based behavioral practices.

The impact of evidence based behavioral practices is affected by the accuracy and fluency with which those practices are implemented. Individuals who have content behavioral expertise also must have the capacity to support implementation of those practices. Practice implementation integrity (see previous description) includes attention to the requirements for implementation and the systems needed to support use of those requirements, for example,

- Pre-requisite implementation skills and resources are in place.
- Student outcomes are defined and monitored to assess responsiveness to practice implementation.
- Practice implementation checklist is available and used to assess/document implementation integrity.
- Procedures are in place to make adjustments for improving outcomes and adapting to local context/culture.
- A schedule is in place for regular data-based review of student outcomes and implementation integrity.
- Procedural supports are available for providing implementation performance feedback and, if needed, remedial assistance.

SCHOOL/DISTRICT DEMONSTRATIONS

37. At least 10 schools have adopted SWPBS, & can be used as local demonstrations of process & outcomes.

One of the major activities of the SWPBS Leadership Team is to develop an action plan that systematically and formally implements and coordinates SWPBS. The number of schools that are involved in the initial implementation should reflect the following criteria: (a) high agreement and commitment to involvement in 2-3 years of training and implementation, (b) active administrative support and participation commitment, (c) an indication by at least 80% of staff for a minimum of one year of participation, and (d) district/regional support and commitment.

Initial implementation in a small number of schools (10 or more) is recommended to (a) maximize early success, (b) identify enhancements that would increase the effectiveness and efficiency of future implementations, and (c) establish demonstrations or examples of implementation. These demonstrations would reinforce the rationale for local implementation and serve as training resources and models for future teams.

The goal is to create school level demonstrations that serve as examples of what is possible and as a basis for building training capacity, expansion, and sustainability.

38. At least 2 districts/regions have established demonstrations of system-level leadership teams to coordinate SWPBS implementation in 25% (3 schools) or more of their schools.

Similar to the school level demonstrations, the SWPBS Leadership Team develops action plan activities for the establishment of 2 or more district and/or regional implementations in which 25% (or 3 schools) of schools are actively implementing SWPBS and guided by a local leadership team. The objective is to distribute implementation capacities (coaching, training, coordination, and evaluation) at multiple levels so that continuous regeneration and locally owned and maintained implementation capacity are established.