

**National Technical Assistance Center on  
Positive Behavioral Interventions and Supports**

**TRAINING AND PROFESSIONAL DEVELOPMENT BLUEPRINT FOR POSITIVE  
BEHAVIORAL INTERVENTIONS AND SUPPORTS<sup>1</sup>**

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## PREFACE

The National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) was established in 1997 by the Office of Special Education Programs, U.S. Department of Education, and is comprised of a collaboration of university and resource partners. The primary purpose of the PBIS Center is to gather and disseminate evidence-based behavioral interventions and practices that enhance the social behavior development, school climate, and safety of all students, especially students who are at risk of or display problem behavior within the school context. The Center emphasizes the adoption and implementation of these practices within a structured systems approach that is characterized by (a) data-based decision making, (b) team-based coordination and implementation, (c) fidelity and integrity of implementation, (d) continuum of evidence-based decision making, (e) continuous progress monitoring, and (f) regular universal screening.

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

These training materials have been developed to assist schools in their efforts to improve school climate and positive behavior support for all students. Sale of all or portions of these materials is forbidden without expressed written permission by the OSEP Center for Positive Behavioral Interventions and Supports. However, we encourage personal photocopying and use of these materials, and ask that the Center be cited as the source. Updated current copies can be viewed at [www.pbis.org](http://www.pbis.org).

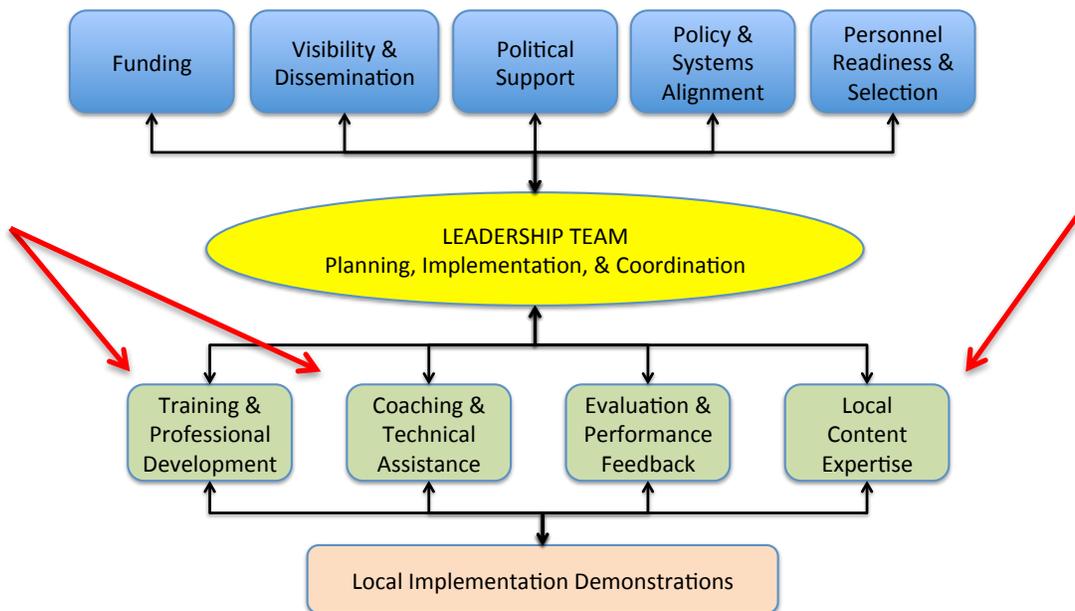
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## PURPOSE

The purpose of this *Training and Professional Development Blueprint for Positive Behavioral Interventions and Supports* is to provide an overview of essential features of professional development and the basic logic of building internal district systems capacity for implementing effective practices and making sound data decisions. Districts are provided with strategies and tools to self-assess and determine needed resources. The Blueprint is *not* intended to serve as a professional development curriculum or set of training and support materials. Descriptions of key features enable school district leadership teams to build a system of professional development that is responsive to school team needs. In addition, implications for regional and state supports are briefly discussed.

PBIS implementation drivers or elements are summarized in the following figure (see details in the *Implementation Blueprint for Positive Behavioral Interventions and Supports* <http://www.pbis.org/blueprint/implementation-blueprint>). These elements are considered when conducting activities related to resource mapping and practice alignment and integration and implementation action planning, especially in regard to sustainable and generalizable practice use. This *Training and Professional Development Blueprint* focuses specifically on (a) Training and Professional Development, (b) Coaching and Technical Assistance, and (c) Local Content Expertise.



Readers should refer to the *Implementation* and *Evaluation Blueprints* as content and material related to both are not reviewed within this document and are essential to benefiting from content within this Blueprint.

## ENHANCEMENTS

Two major enhancements are reflected in this version of the *Training and Professional Development Blueprint*. First, supporting materials and tools have been added to assist district leadership teams in planning for and implementing core PBIS content. In addition, detail has been provided on essential features of an effective professional development system. Second, given what we have learned about PBIS over the last 20 years, the Center Blueprint series has expanded: (a) Evaluation, (b) Professional Development, (c) Technical Assistance, and (d) Implementation. This expansion streamlines the content included in the *Training and Professional Development Blueprint*. Users are encouraged to refer to all four Blueprints.

## RATIONALE AND INTENDED USERS

To date, several examples of school teams successfully implementing PBIS have been documented through randomized control treatment research (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Horner, Sugai, Smolkowski, Todd, Nakasato, & Esperanza, 2009), descriptive and quasi-experimental studies (Duda, Dunlap, Fox, Lentini, & Clarke, 2004; Lewis, Colvin, & Sugai, 2000), and case studies (Bohanan, 2006; Chapman & Hofweber, 2000). The basic logic of PBIS and essential features within, such as teaching expected behaviors and providing high rates of positive feedback, have been clearly linked to improved student outcomes. The remaining challenge is to build capacity within independent school districts across the United States to assist with the development, implementation, problem solving, and maintenance of school team efforts to build a complete continuum of behavioral supports.

While relying on “experts” to deliver training and provide on-going technical assistance is a long-standing model within education (Guskey, 2000), PBIS stresses building “expertise” across all educators within a school through the problem-solving team model. To build expertise across a wide range of teachers, administrators, and staff, districts must build a parallel process that has the capacity to deliver quality training and provide on-going technical assistance. As noted in the *Implementation Blueprint*, in addition to building PBIS teams, districts and states are also advised to build a Leadership Team that will allow them to be responsive to school team needs.

The intended USERS for the *Training and Professional Development Blueprint* fall into three main, sometimes overlapping, categories.

1. Educators and administrators involved in direct PBIS implementation at the district, regional and/or state level.
2. Personnel developers who prepare educators and administrators to implement PBIS by providing supports for training, coaching, coordination, and evaluation.
3. Technical assistance providers who build self-sustaining capacity to implement PBIS practices and systems fully.

The remainder of this Blueprint is organized into four major sections:

<b>Section I</b>	<p><b>Establish an Effective Professional Development System</b></p> <p>A. Introduction</p> <p>B. Steps to Develop a Professional Development System</p> <ol style="list-style-type: none"> <li>1. Self-Assess District Implementation</li> <li>2. Self-Assess Current Professional Development Capacity</li> <li>3. Use Assessment Results to Design a Professional Development Action Plan to Implement PBIS</li> <li>4. Link PBIS Professional Development Action Plan to District Improvement Plan</li> <li>5. Evaluate Plan</li> </ol>
<b>Section II</b>	<p><b>Decide on Core Content</b></p> <p>A. Introduction</p> <p>B. Tier I Exploration</p> <p>C. Tier I Installation Through Sustainability</p> <p>D. Tier II Exploration</p> <p>E. Tier II Installation Through Sustainability</p> <p>F. Tier III Exploration</p> <p>G. Tier III Installation Through Sustainability</p>
<b>Section III</b>	<p><b>Develop Key Skill Sets to Provide Professional Development</b></p> <p>A. Introduction</p> <p>B. Tier I</p> <p>C. Tier II</p> <p>D. Tier III</p>
<b>Section IV</b>	<p><b>Monitor and Evaluate the Professional Development System</b></p>

## Section I. Establish an Effective Professional Development System

### A. Introduction

In this section, essential internal capacity developing features of district level professional development process are addressed, especially for school leadership teams. The focus is on outcomes at the school level relative to phases of implementation and tier levels and development of a standard set of days/hours of in-service and technical assistance.

Prior to providing training or technical assistance to a school team, district leadership teams should assess the school’s level of content and implementation readiness. Successful implementation of a complex process, like PBIS, requires district and school leadership teams to move through five phases (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). An overview of the phases of implementation linked to the continuum of PBIS implementation with examples professional development focal points are summarized in the following table.

**Table 1 - Stages and Focal Points of District PBIS Professional Development**

<i>Phase of Implementation</i>	<i>School Team Implementation Target</i>		
	Tier I	Tier II	Tier III
Exploration and Adoption	<i>What is PBIS? How will it address our concerns and are we committed to it?</i>	<i>What do we need to have in place to start a Tier II system?</i>	<i>What do we need to have in place to start a Tier III system?</i>
Installation	<i>What are the essential features of PBIS and how do we put PBIS in place?</i>	<i>Tier II team established and interventions based on data targeted.</i>	<i>Tier III team established with assessment and intervention development process created.</i>
Initial Implementation	<i>Put minimal features in place such as teaching expectations.</i>	<i>One or two Tier II interventions in place.</i>	<i>Basic FBA-PBS process in place with some community connections.</i>
Full Implementation	<i>All components of Tier I in place.</i>	<i>Tier II process and range of interventions in place.</i>	<i>Tier III process and range of interventions in place.</i>
Innovation & Sustainability	<i>Tier I process and supports annually reviewed and revised based on data.</i>	<i>Tier II process and supports annually reviewed and revised based on data.</i>	<i>Tier III process and supports annually reviewed and revised based on data.</i>

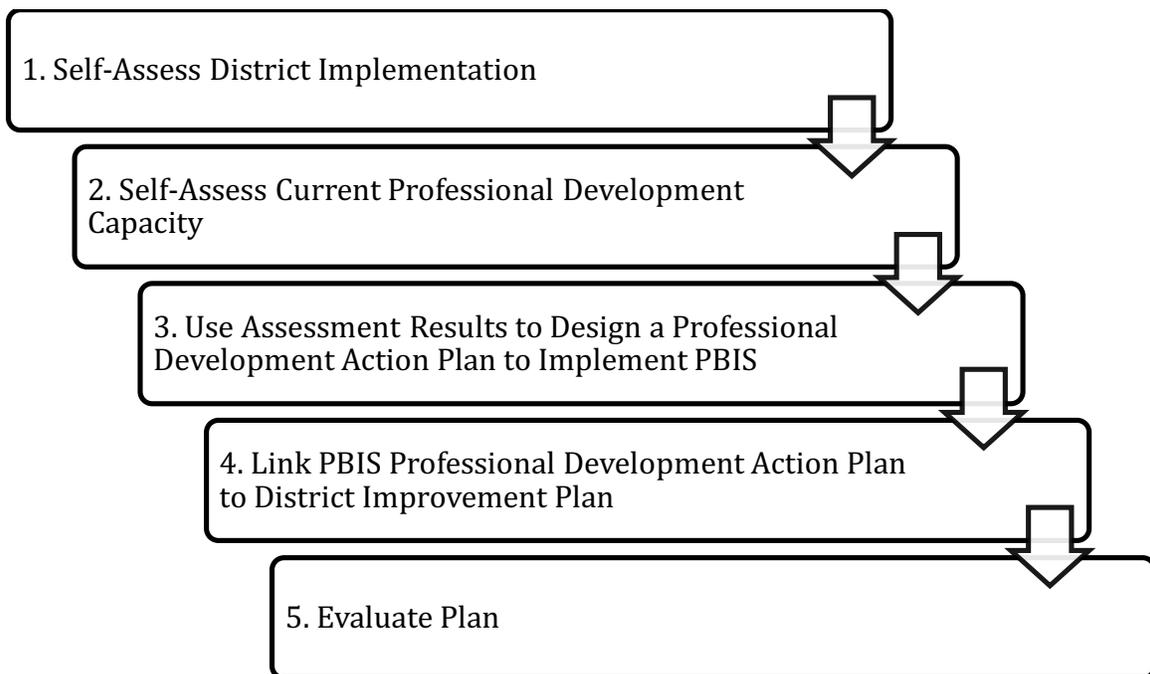
- **Exploration and Adoption** – Securing agreement within the school to pursue a change in practice and self-assessing capacity to implement.

- **Installation** - Establishing initial systems, data-decisions, and practices that will be required to implement PBIS to the degree change in student behavior is evident.
- **Initial Implementation** - Targeting an element within the tier to allow all within the school to begin implementation on a manageable scale.
- **Full Implementation** - Operating all systemic components and a range of interventions that are responsive to patterns noted within the school's data.
- **Innovation and Sustainability** - Revising and updating practices and systems to sustain student outcomes within each tier in response to changes in student behaviors, significant staff or administration turn-over, or other challenges that often affect school implementation efforts.

## B. Steps to Develop a Professional Development System

To build their professional development capacity, district leadership teams must understand, measure, and tailor supports based on team readiness across all professional development activities using the phases of implementation within tiers of PBIS. In addition, all professional development activities should produce measurable outcomes that reflect (a) team implementation fidelity and (b) desirable student outcomes. Failure to account for these two fundamental professional development outcomes is likely to result in school teams, for example, taking on too much too soon; decreased interest, commitment, and participation; omitting key professional development features; failure to adapt to changing conditions and progress data; and ultimately, limited implementation integrity and limited student benefit.

Bearing in mind the two fundamental aspects of all professional development activities, targeting school team readiness and focusing on measurable outcomes, district leadership teams should follow these basic steps in the establishment of their professional development system:



**1. Self-Assess District Implementation.** District leadership teams assess the depth and breadth of current PBIS efforts across their district. Summaries from the *School-wide Assessment Survey* (SAS), the *School-wide Evaluation Tool* (SET), and/or the *Tiered Fidelity Inventory* (TFI) can provide an index of how many schools are implementing PBIS and their levels within the continuum (see the *Evaluation Blueprint* for complete descriptions and use of these and other tools). If the majority of schools have Tier I in place, the implication for professional development planning becomes innovation and sustainability at the Tier I level and exploring/adopting at the Tier II and III levels (see sample district plans in Appendix A).

**2. Self-Assess Current Professional Development Capacity.** A primary responsibility of the district leadership team is to create and execute a plan for providing professional development to all district employees. As stated in the *Implementation Blueprint* the District Leadership Team has representation from the appropriate range of stakeholders (e.g., personnel that can leverage resources and influence policy, special education, general education, families, mental health, administration, higher education, professional development, evaluation and accountability.) The majority of training efforts are directed at building PBIS leadership teams that also must have the appropriate range of stakeholders. To coordinate these training and technical assistance efforts, districts will need to determine (a) what current staff have skills and experience needed to implement PBIS, (b) what financial resources are needed to implement, and (c) how much time must be dedicated to providing professional development (see Appendix B for a list of essential functions PBIS district staff should fulfill, Appendix C for a list of guiding questions to assist in action planning)

Key to effective professional development is the efficient use of within district **personnel** with behavioral expertise specific to the PBIS process. District leadership teams are encouraged to think in terms of the expertise and roles **versus** specific and unique staff positions and titles. For example, the district coordinator, coaches, and team leaders from fully implementing schools can provide training to teams at the installation and initial implementation phases. Likewise, existing resources, such as, school psychologists, behavior consultants, or school counselors can be tapped to fulfill PBIS coaching functions. Useful self-assessment determine (a) what behavior expertise exist within the district, (b) what skill sets will existing behavioral experts need to implement PBIS, and (c) who and how many personnel are needed to meet district demand. As outlined in the *Implementation Blueprint*, districts should work toward three levels of PBIS support: (a) district coordinator, (b) trainers, and (c) coaches/technical assistance provider.

**The District Coordinator** has a pivotal role of overseeing the PBIS professional development, implementation, and evaluation efforts within the district, and is responsible for:

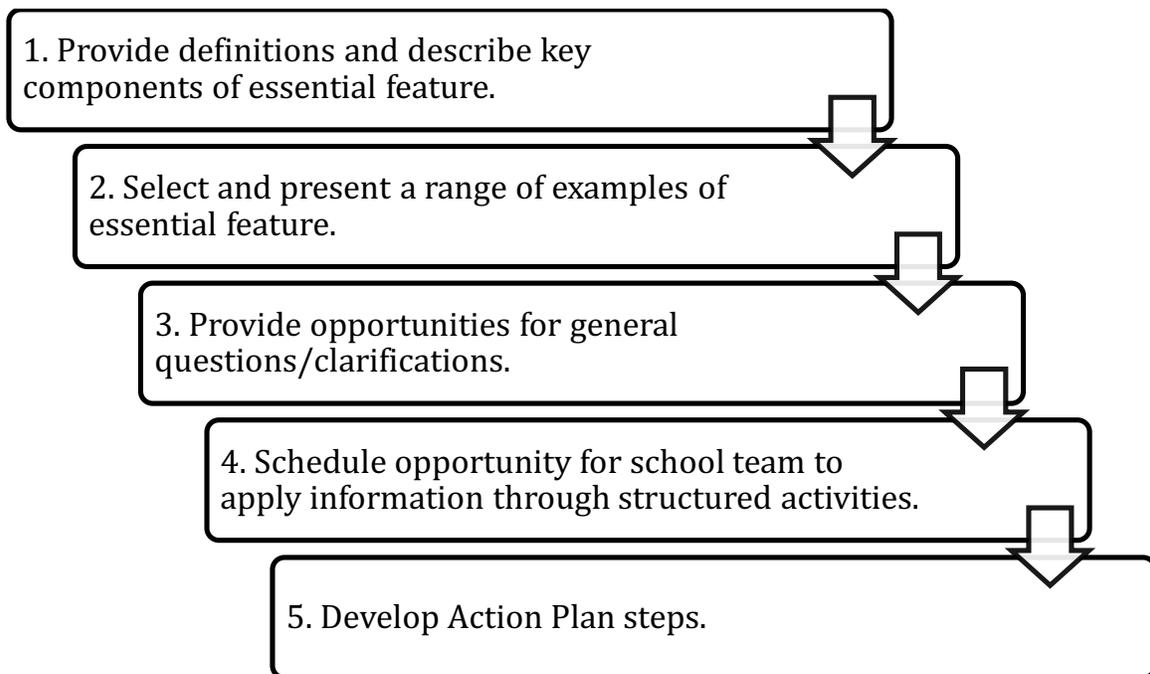
- Evaluating district-wide efforts
- Linking school needs (data based) to district professional development plan
- Making data decision rules to identify needed supports with/across schools
- Delivering effective professional development/training skills
- Mapping district policy to essential features of PBIS
- Linking district PBIS plan to state improvement plan
- Planning and facilitating District Leadership Team meetings

- Communicating across district
- Providing resources (experts and materials)
- Codifying practices into policy
- Coordinate coach monthly meetings

Three levels of professional development activities should be provided to promote school team outcomes: (a) exploratory overviews of PBIS and assist school’s self-assessment to determine readiness, (b) organized training around the 3 tiers of PBIS, and (c) on-going and readily available technical assistance for school teams.

As part of the district’s self-assessment, personnel identify within district who can provide training to school teams. Initially, districts capitalize on training events offered through their state PBIS initiative and/or contact their state or national *Center on PBIS* designee (see pbis.org “state map”) for trainers who can assist with the first cohort of school teams modeling best practice, and provide technical assistance to within district trainers.

**Trainers** are responsible for delivering content that leads to measurable outcomes among participating school teams. To maximize the effectiveness of organized training, trainers should first develop fluency with the essential content features of PBIS. In addition, trainers should develop fluency with related skills, such as, presenting, facilitating activities, progress monitoring, and planning follow-up activities, not on finding the most “entertaining” trainer. The focus is on achieving key outcomes for teams and organizing trainings to serve as facilitated school team action planning work time. Training should be organized around short modules with clearly defined outcomes and follow these basic steps:



Within the PBIS professional development process, two types of technical assistance or “**coaching**” are recommended: (a) “external” and (b) “internal.” Coaching is comprised of a set of professional development functions that are most often the responsibilities of existing personnel (e.g., program supervisors, school psychologists, social workers, special educators, administrators). Although individuals engaged in coaching are often referred to as “PBIS coaches,” it is important to focus on developing “coaching” capacity within an organization rather than hiring new personnel or establishing new positions. Individuals who assume **PBIS Coaching “positions” or roles are “technical assistant providers”** who provide direct assistance to school teams and prompt, support, and reinforce content and skills acquired during professional development events and activities. .

**External coaching** is the responsibility of district personnel with behavioral and PBIS expertise who do not have specific teaching or administrative duties within a school building. External coaches should have experience with the PBIS process and behavioral expertise beyond most district faculty and staff. School psychologists, behavioral consultants, special educators are often tasked with serving as external coaches. The primary role of the external coach is to provide individual school team technical assistance by:

- Attending District Leadership Team meetings
- Attending school team meetings
- Making data decision rules to identify needed supports with/across schools
- Providing resources expertise and examples
- Assisting with material development
- Organizing internal coach meetings and trainings
- Assisting with the overall district PBIS process such as conducting the School-wide Evaluation Tool (SET) evaluation or Tiered Fidelity Inventory (TFI)
- Prompting and assisting school teams to complete required information and data the district will need to plan and evaluate (e.g., Team Implementation Checklist (TIC); internal behavioral data such as time out of class)

**Internal coaching** is the responsibility of school building-based personnel who do not have direct teaching duties (e.g., assistant principal, school counselor) and receive additional training to serve as a direct resource to his/her colleagues on the PBIS team. Internal coaches primarily serve as the link between the district PBIS initiative and the school team. Internal coaches should be someone within the school building who already is partly responsible for social behavior issues and has flexibility in the school day. Internal coaches have many of the same responsibilities as external coaches (e.g., attending meetings, prompting, reminding, reinforcing) only applied at the school team level. In addition, internal coaches provide technical assistance by:

- Serve as resources for the school team during PBIS meetings
- Point person between the school team and external coach with respect to asking for additional assistance
- Provide PBIS leadership within the school building, and assist with problem solving.

District leadership teams consider how to allocate the necessary **funding** to implement PBIS. In particular, a financial commitment is made, for example, to:

- Hiring of additional personnel

- Coordination with departments responsible for hiring and training non-certified staff (cafeteria workers, bus drivers, instructional aides, etc.)
- Providing substitutes for team members attending training
- Funding for district coaches to attend regional, state and/or national conferences
- Conducting local professional development event (e.g., training, webinars)
- Securing data systems for efficient data management and decision making
- Purchasing curriculum and other resource materials and services

District leadership teams consider allotting the necessary **time** for PBIS training. For instance what is the current district schedule for professional development (e.g. early release days, dedicated days on the district calendar)? If current schedule is not sufficient, how will the district schedule days for training? How many substitutes are available and needed for training? Leadership teams must organize and provide time beyond initial professional development events (e.g., action planning, booster sessions, on-site coaching, evaluation).

### **3. Use Assessment Results to Design a Professional Development Action Plan to Implement PBIS.**

When self-assessment activities are complete, district leadership teams should create an action plan with two foci: (a) moving school teams through the phases of implementation across the continuum and (b) identifying skill sets, training activities, and technical assistance to address weaknesses in current within district PBIS behavioral expertise. Regional and state educational agencies, along with national forums, are targeted to build expertise. PBIS Core Content (See Section 2) guides development of professional development targets, activities, and outcomes within the Action Plan (see Appendix A for sample district team-training plans).

To further assist district leadership teams with the development of a comprehensive professional development plan, guiding questions, tools and supports, activities, and desired outcomes are provided in Appendix D. The guiding questions are organized by phase of implementation and considered relative to continuum tier (Tier I, Tier II, Tier III) in the district's self-assessment.

**4. Link PBIS Professional Development Action Plan to District Improvement Plan.** To reduce redundancies, inefficiencies, and conflicting messages, the district leadership team indicates within their Professional Development Action Plan how PBIS activities address larger and related district improvement goals. For example, if the goal is to reduce suspensions and expulsions, the team indicates how universal to individual PBIS are targeted to reduce behavioral challenges. Similarly, the team emphasizes how PBIS efforts can enhance academic related behaviors (e.g., increases in time in instruction) and overall achievement (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Lassen, Steele, & Sailor, 2006; Luiselli, Putnam, Handler, & Feinberg, 2005). The goal is to align and integrate all professional development efforts across the district to leverage consistent and improved outcomes and efficient use of resources. Ideally, every professional development activity has clearly articulated goals relative to the district improvement plan and linkages across professional development efforts (e.g., PBIS, academic instruction).

6. **Evaluate Plan.** In addition to district goal alignment and integration, the district PBIS professional development action plan should have clear formative and summative

evaluation measures, tools, schedules, and processes to assess progress (see *Evaluation Blueprint* for specific examples). Each action goal should have two components.

First, a plan for checking school team **mastery and implementation** should be developed. For example, to assess the Installation Phase of Tier I level professional development activities, school teams provide copies of products, such as, (a) matrix of expectations, (b) lesson plans and teaching schedule, (c) reinforcement strategy, and (d) an action plan.

Second, a plan for monitoring **student outcomes** should be included all professional development activities. For example, school teams create regular reports on office discipline referrals, attendance, and academic achievement. A list of school products and student outcome data is reviewed on an on-going basis by the District Leadership Team to allow for adjustments in support (e.g., increased coaching targeted to common problem spots across school teams, refresher trainings to build school team fluency). These data should be reviewed annually to determine the overall effectiveness of current professional development (e.g., what worked well, and didn't, what additional training and technical assistance supports are needed, what links to community and external agencies should be developed).

District Leadership Team should use annual evaluations, for example, to adjust their Professional Development Action Plan, communicate with regional or state-wide PBIS initiatives, and determine external supports to assist with the modified action plan. See Section IV for more information regarding Evaluation.

## Section II: Decide on Core Content

### A. Introduction

All professional development activities within district are focused on establishing the core knowledge of school teams to implement PBIS with fidelity. The initial professional development content and activities (exploration phase) are focused on the:

- Essential features of PBIS (see *Implementation Blueprint*).
- Purpose and rationale of district implementation of PBIS (i.e., connect points to district improvement plan outcomes).  
Commitment of school (e.g., forming a team, on-going training) and district (e.g., on-going technical assistance).  
Achieving implementation commitment of at least 80% of staff at each school

Once the above are achieved, professional development activities shift toward the next phase of implementation and across the continuum. Readiness to move to more advanced phases is based on achievement of measurable student outcomes.

An overview of training content knowledge across various tiers and phases of implementation is provided in **Table 2** for both district and school team training. In addition, materials and tools for supporting content acquisition and expected team training outcomes are also indicated.

District teams also consider how, when and what training content is needed for other district personnel (e.g., non-certified educational staff, cafeteria workers, bus drivers, office personnel) who require training to understand, participate in, and support PBIS implementation.

**Table 2 - Core Training Content Across the PBIS Continuum**

**B. Tier 1 Exploration - Readiness**

<i>Training Content</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes</i>
<ul style="list-style-type: none"> <li>☐ Definition of PBIS (data, practice, systems)</li> <li>☐ Essential components of PBIS: a) define expected behavior (e.g. matrix, schoolwide procedures, classroom rules) b) directly teach expected behavior c) recognize students following expected behavior, d) discourage inappropriate behavior e) data based decision making</li> <li>☐ Implementation Blueprint features: a) implementation fidelity b) continuum of evidence-based interventions c) content expertise and fluency, d) Leadership Team implementation and coordination, d) continuous progress monitoring e) universal &amp; comprehensive screening f) cultural and contextual relevance</li> <li>☐ Rationale including: a) general for improving school climate and discipline b) current issues at district and individual schools c) anticipated outcomes</li> <li>☐ Commitments / “Costs”</li> <li>☐ Involvement in state / region initiative (if applicable)</li> <li>☐ Next steps to begin, including District and School Leadership Teams formed</li> </ul>	<ul style="list-style-type: none"> <li>☐ Implementation Blueprint</li> <li>☐ Evaluation Blueprint</li> <li>☐ State training curriculum materials (Missouri, Oregon, Florida, Maryland, Wisconsin, etc.)</li> <li>☐ PBIS.org overview training materials</li> </ul>	<ul style="list-style-type: none"> <li>☐ District Leadership Team outcomes: a) basic knowledge of PBIS b) rationale for implementation of PBIS c) agreement to support and implement PBIS d) 3-5 year commitment d) roles and responsibilities of District Leadership Team defined, e) revise/write pertinent district policies, f) communicate with community and families</li> <li>☐ School Outcomes: a) basic knowledge of PBIS b) rationale for implementation of PBIS c) 80% buy-in among staff, d) a 3-5 year commitment e) development of a School Leadership Team</li> </ul>

### C. Tier 1 Innovation through Sustainability - Implementation

<i>Training Content</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes</i>
<ul style="list-style-type: none"> <li>• Science of behavior</li> <li>• Definition of PBIS (data, practice, systems)</li> <li>• Team process / effective meetings</li> <li>• Action planning</li> <li>• Administrator support</li> <li>• Communication/ dissemination</li> <li>• Essential components of PBIS and examples (define expectations, teach, recognize, discourage)</li> <li>• Ongoing monitoring and data-based decision making</li> <li>• Effective classroom practices: a) define and teach rules &amp; procedures, b) high rates of recognition of appropriate behavior, c) strategies to discourage inappropriate, d) active supervision, e) opportunities to respond, f) providing choice, g) task difficulty</li> <li>• Fidelity of implementation</li> <li>• Student, family and community involvement/communication</li> <li>• Connections to academics and other initiatives</li> </ul>	<ul style="list-style-type: none"> <li>☐ PBIS.org:               <ul style="list-style-type: none"> <li>○ <i>Getting Started Workbook</i></li> <li>○ <i>Classroom Self-Assessment</i></li> </ul> </li> <li>☐ State training curriculum materials (Missouri, Oregon, Connecticut, Florida, Wisconsin, etc.)</li> <li>☐ Exemplars and examples on PBIS websites (Maryland, Florida, Connecticut, Oregon, Wisconsin, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and training plan for ALL staff and students (new staff/students)</li> <li>• Team roles/agendas/minutes/ action plan/administrator attends and promotes</li> <li>• Behaviors defined and posted: Schoolwide matrix, nonclassroom procedures, classroom rules &amp; procedures</li> <li>• Teaching plan: lessons, schedule</li> <li>• Schoolwide and all classrooms have systems to acknowledge student mastery of behaviors: high rates of praise, “tickets”, goal setting, celebrations</li> <li>• Response to problem behavior: flowchart, office &amp; classroom managed behaviors defined, office discipline referral form</li> <li>• Plan for active supervision in nonclassroom settings and classrooms</li> <li>• Teachers know and use multiple opportunities to respond</li> <li>• Teachers offer choice to prevent problem behavior</li> <li>• Teachers use strategies to assist students with difficult academic tasks</li> <li>• Information management system (e.g. SWIS) used to make decisions</li> <li>• Fidelity of implementation is measured with the SAS, SSS and the TFI on PBIS Apps</li> <li>• Plan to involve student, families and community</li> <li>• On-going communication /dissemination plan</li> <li>• Plan to integrate school initiatives <b>MASTERY = 80% on TFI</b></li> </ul>

### D. Tier II Exploration - Readiness

<i>Training Content</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes</i>
<ul style="list-style-type: none"> <li>☐ Tier I review and connections between Tier I and II: a) increasing intensity and frequency of essential components of Tier I (targeted behaviors defined, more frequent teaching, increased positive specific feedback, consistent responses to problem behavior) b) need for consistent documentation of minor behaviors c) team process</li> <li>☐ Data based readiness for Tier II: documentation of Tier I implementation</li> <li>☐ Process of Tier II: a) student identification process, b) collect &amp; review data to clarify the problem behavior &amp; identify function of behavior, c) select &amp; provide interventions that match function, d) monitor student progress &amp; make decisions</li> <li>☐ Rationale including: a) prevention of the development of new problem behaviors, b) decrease the frequency and/or intensity of problem behaviors c) standardized strategies needed to support students who do not respond to Tier I d) anticipated outcomes</li> <li>☐ Commitments / “Costs”</li> <li>☐ Involvement in state / region initiative (if applicable)</li> <li>☐ Next steps to begin</li> </ul>	<ul style="list-style-type: none"> <li>☐ Implementation Blueprint</li> <li>☐ Evaluation Blueprint</li> <li>☐ State training curriculum materials (Missouri, Oregon, Florida, Maryland, Wisconsin, etc.)</li> <li>☐ PBIS.org:               <ul style="list-style-type: none"> <li>○ <i>Tier II Readiness Indicators and Guidelines</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>☐ District Leadership Team outcomes: a) basic knowledge of PBIS Tier II b) rationale for implementation of PBIS Tier II c) reallocation of personnel and roles d) revise/write pertinent district policies</li> <li>☐ School Outcomes: a) understanding the connections between Tier I and II b) Readiness for Tier II is documented through data c) understanding of the Tier II process d) rationale for implementation of PBIS, Tier II e) 80% buy-in among staff, f) a 3-5 year commitment g) development / reorganization of a Tier II Leadership Team</li> </ul>

## E. Tier 2 Installation through Sustainability - Implementation

<i>Training Content</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes</i>
<ul style="list-style-type: none"> <li>• Tier I review and connections between Tier I and II: a) increasing intensity and frequency of essential components of Tier I (targeted behaviors defined, more frequent teaching, increased positive specific feedback consistent responses to problem behavior) b) need for consistent documentation of minor behaviors c) Tier II team process</li> <li>• Process of Tier II: a) student identification process, b) collect &amp; review data to clarify the problem behavior &amp; identify function of behavior, c) select &amp; provide interventions that match function, d) monitor student progress &amp; make decisions</li> <li>• Rationale including: a) prevention of the development of new problem behaviors, b) decrease the frequency and/or intensity of problem behaviors c) standardized strategies needed to support students who do not respond to Tier I d) anticipated outcomes</li> <li>• Research-based intervention essential features:               <ul style="list-style-type: none"> <li>○ Check-In/Check-Out</li> <li>○ Social Skills Group</li> <li>○ Check &amp; Connect</li> <li>○ First Steps to Success</li> </ul> </li> <li>• Stake-holder input</li> <li>• Communication (staff, parents, community)</li> <li>• Train &amp; support staff on process and practices</li> <li>• Implementation fidelity</li> <li>• Role of the coach/technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Catalog of current Tier II practices</li> <li>• Tier II implementation plan</li> <li>• Tier II process plan</li> <li>• State training curriculum materials (Missouri, Oregon, Florida, Maryland, Wisconsin, etc.)</li> <li>• Social skills curriculum materials</li> <li>• Responding to Problem Behavior in Schools: The Behavior Education Program (Crone, Hawken &amp; Horner) book and videotapes</li> <li>• Check &amp; Connect training materials</li> <li>• First Steps to Success training materials</li> </ul>	<p>School Outcomes</p> <ul style="list-style-type: none"> <li>• Understanding of the connections between Tier I and II</li> <li>• Tier II team roles/agendas/minutes/ action plan/administrator participates and promotes / communication plan for staff, students and families</li> <li>• Information management system(s) consistently used to assist with student identification and progress monitoring</li> <li>• Student identification process in place               <ul style="list-style-type: none"> <li>○ Teacher nomination form and process</li> <li>○ Decision rules decided to use existing school data</li> <li>○ Standardized screening instrument</li> </ul> </li> <li>• Process in place to collect and review relevant student data to clarify problem behavior and identify function</li> <li>• Use student data to select function-based interventions that match student needs</li> <li>• Collect, graph and interpret student progress monitoring data to continue, intensify, discontinue, fade or successfully exit intervention</li> <li>• Evaluation of Tier II system completed               <ul style="list-style-type: none"> <li>○ implementation fidelity</li> <li>○ social validity</li> <li>○ student outcomes</li> <li>○ progress monitoring</li> </ul> </li> <li>• Training and support for all staff and staff implementing &amp; monitoring interventions <b>MASTERY = 80% on TFI</b></li> </ul>

**F. Tier III Exploration – Readiness**

<i>Training Content</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes</i>
<ul style="list-style-type: none"> <li>• Tier I and II review and connections between Tier I, II and III</li> <li>• Data based readiness for Tier III: Documentation of Tier I and II implementation</li> <li>• Process of Tier III: a) define the problem behavior b) conduct assessment for behavior support planning (FBA), c) design an individualized behavior support plan (BSP), d) ensure fidelity of implementation, e) monitor plan impact on student behavior, f) Tier III team process</li> <li>• Rationale including: a) prevention of the development of new problem behaviors, b) decrease the frequency and/or intensity of problem behaviors c) individualized strategies needed to support students who do not respond to Tier I and II d) anticipated outcomes</li> <li>• Commitments / “Costs”</li> <li>• Interagency collaboration</li> <li>• Involvement in state / region initiative (if applicable)</li> <li>• Next steps to begin</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation Blueprint</li> <li>• Evaluation Blueprint</li> <li>• State training curriculum materials (Missouri, Oregon, Florida, Maryland, Wisconsin, etc.)</li> <li>• PBIS.org:               <ul style="list-style-type: none"> <li>○ <i>Basic FBA to BSP: Trainer’s Manual</i></li> <li>○ <i>Leading a Team from a FBA to a BSP</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• District Leadership Team Outcomes: a) basic knowledge of PBIS Tier III b) rationale for implementation of PBIS Tier III c) alignment of forms and processes between special education and general education, d) assign/reassign personnel to implement Tier III process, e) establish/redefine interagency collaboration, agreements and services, and f) revise/write pertinent district policies</li> <li>□ School Outcomes: a) understanding of the connections between Tier I, II and III b) Readiness for Tier III is documented through data c) understanding of the Tier III process d) staff understand rationale for implementation of PBIS, Tier III e) 80% buy-in among staff, f) a 3-5 year commitment g) development / reorganization of a Tier III Leadership Team</li> </ul>

### G. Tier III Installation through Sustainability – Implementation

<i>Training Content</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes</i>
<ul style="list-style-type: none"> <li>• Tier I and II foundations/systems are maintained</li> <li>• Tier III team process to establish clear process, have a quick response to requests for assistance, communicate regularly with staff and provide training and coaching to staff</li> <li>• Family participation in process</li> <li>• Resource allocation / behavioral expertise (10 hrs per week)</li> <li>• Formal documentation of process, procedures, policies</li> <li>• Tier III process: a) student identification process, b) define the problem behavior, c) conduct functional behavior assessment (FBA), d) design an individualized behavior support plan (BSP), e) ensure fidelity of implementation of BSP, f) monitor impact on student behavior</li> <li>• Evaluation of entire Tier III system</li> <li>• Community connection</li> <li>• Dissemination plan for key educators and family</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation Blueprint</li> <li>• Evaluation Blueprint</li> <li>• State training curriculum materials (Missouri, Oregon, Florida, Maryland, Wisconsin, etc.)</li> <li>• PBIS.org:               <ul style="list-style-type: none"> <li>○ <i>Basic FBA to BSP: Trainer’s Manual</i></li> <li>○ <i>Leading a Team from a FBA to a BSP</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the connections between Tier I, II and III</li> <li>• Tier III team has roles/agendas/minutes/ action plan/administrator participation and promotes / communication plan for staff, students and families</li> <li>• Tier III Team responds quickly to teacher requests (48 hours)</li> <li>• Tier III team provides additional supports/coaching to staff directly involved with student and implementing BSP</li> <li>• Tier III teams supported by coach and receives ongoing training</li> <li>• Families are invited to participate in Tier III process</li> <li>• Administrator allocates time for staff with behavioral expertise</li> <li>• Staff/student handbook outlining Tier III process</li> <li>• Information management system(s) consistently used to assist with student identification and progress monitoring (e.g. SWIS, ISIS SWIS)</li> <li>• Multiple ways to identify students in place (screening, nomination, data, etc)</li> <li>• Process in place to define the problem behavior with teachers and family</li> <li>• Process in place to conduct FBAs</li> </ul>

**G. continued**

<i>Training Content</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes</i>
		<p>School Outcomes:</p> <ul style="list-style-type: none"> <li>• Process in place to develop and implement BSPs that operationally define problem behavior, use summary statements, define replacement behavior, include prevention strategies, strategies to address function of problem behavior, environmental modifications, responses when appropriate behavior is displayed and responses when problem behavior is displayed</li> <li>• Process in place to collect measures to ensure fidelity of implementation of BSPs</li> <li>• Collect, graph and interpret individual student progress monitoring data to continue, intensify, discontinue, fade or change BSP.</li> <li>• Staff are familiar with and connect with district and community resources and agencies to provide support to students and families.</li> <li>• Evaluation of Tier III system             <ul style="list-style-type: none"> <li>○ implementation fidelity</li> <li>○ social validity</li> <li>○ student outcomes</li> <li>○ progress monitoring</li> </ul> </li> <li>• Training and support for all staff and staff implementing &amp; monitoring BSP</li> <li>• Regular communication with families  <b>MASTERY = 80% on TFI</b> </li> </ul>

## **Section III: Develop Key Skill Sets to Provide Professional Development**

### **A. Introduction**

To enhance their current professional development capacity, district teams must understand and assess the content knowledge existing and needed by trainers and coaches, who are responsible for delivery of the training content and providing technical assistance, guidance, modeling, and expert advice to school PBIS leadership teams and staff. An overview of essential training and coaching skills and content knowledge related to the PBIS continuum is provided in Table 3.

**Table 3 - Essential Trainer and Coach Skill Sets Across the Continuum of PBIS**

**B. Tier I**

<i>Trainer and Coach Content Knowledge</i>	<i>Supporting Materials &amp; Tools</i>	<i>Team Outcomes Related to Trainer and Coach Skill Set</i>
<ul style="list-style-type: none"> <li>• Definition, essential features and rationale for PBIS</li> <li>• Implementation Blueprint features</li> <li>• Basics of applied behavior analysis/science of behavior</li> <li>• Team process / effective meetings</li> <li>• Action planning</li> <li>• Administrator support</li> <li>• Communication/ dissemination</li> <li>• Model school examples:               <ul style="list-style-type: none"> <li>○ Matrices</li> <li>○ Classroom rules &amp; procedures</li> <li>○ Lessons, teaching plans, teaching schedules</li> <li>○ Recognitions systems (e.g. “tickets”, celebrations)</li> <li>○ System to discourage misbehavior (flow chart, office and staff managed defined, office discipline referral form &amp; process)</li> </ul> </li> <li>• Multiple data collection systems for ongoing monitoring and data-based decision making (School Wide Information System [SWIS], PBIS Apps)</li> <li>• Effective classroom practices</li> <li>• Student, family and community involvement/communication</li> <li>• Connections to academics and other initiatives</li> <li>• Implementation fidelity measures (Self-Assessment Survey, School Safety Survey and Tiered Fidelity Inventory)</li> </ul>	<ul style="list-style-type: none"> <li>• On-line course(s)</li> <li>• PD Blueprint</li> <li>• Implementation Blueprint</li> <li>• Evaluation Blueprint</li> <li>• State/District Implementation Workbook</li> <li>• Team Training Workbook Examples</li> </ul>	<ul style="list-style-type: none"> <li>• Team roles / agendas / minutes /action plan / administrator attends and promotes</li> <li>• Behaviors defined and posted: Schoolwide matrix, nonclassroom procedures, classroom rules &amp; procedures</li> <li>• Teaching plan: lessons, schedule</li> <li>• Schoolwide and all classrooms have systems to acknowledge student mastery of behaviors: high rates of praise, “tickets”, goal setting, celebrations</li> <li>• Response to problem behavior: flowchart, office &amp; classroom managed behaviors defined, office discipline referral form</li> <li>• Plan for active supervision in nonclassroom settings and classrooms</li> <li>• Teachers know and use multiple opportunities to respond</li> <li>• Teachers offer choice to prevent problem behavior</li> <li>• Teachers use strategies to assist students with difficult academic tasks</li> <li>• Information management system (e.g. SWIS) used to make decisions</li> <li>• Fidelity of implementation is measured with the SAS, SSS and the TFI on PBIS Apps</li> </ul>

### C. Tier II

<i>Trainer and Coach Content Knowledge</i>	<i>Supporting Materials &amp; Tools</i>	<i>Team Outcomes Related to Trainer and Coach Skill Set</i>
<ul style="list-style-type: none"> <li>• Connections between Tier I and II (e.g. tie social skills group curriculum to matrix)</li> <li>• Tier II team process (effective meetings, action planning, administrator support, communication and dissemination)</li> <li>• Methods of identifying students (nominations, data decision rules and standardized screening instruments)</li> <li>• Basic applied behavioral analysis / Science of behavior (antecedent, observable behavior, consequences, and functions of behavior)</li> <li>• Relevant student data needed to clarify problem behavior and function of behavior</li> <li>• Planning and implementation of research based Tier II interventions:               <ul style="list-style-type: none"> <li>○ Social skill group</li> <li>○ Check In Check Out</li> <li>○ Check &amp; Connect</li> <li>○ First Steps to Success</li> </ul> </li> <li>• Progress monitoring tools (CICO SWIS, Excel) and how to interpret student data</li> <li>• Tier II system evaluation:               <ul style="list-style-type: none"> <li>○ implementation fidelity</li> <li>○ social validity</li> <li>○ student outcomes</li> <li>○ progress monitoring</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Implementation Blueprint</li> <li>• Evaluation Blueprint</li> <li>• State/District Implementation Workbook</li> <li>• Social skills curriculum materials</li> <li>• Responding to Problem Behavior in Schools: The Behavior Education Program (Crone, Hawken &amp; Horner) book and videotapes</li> <li>• Check &amp; Connect training materials</li> <li>• First Steps to Success training materials</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the connections between Tier I and II</li> <li>• Tier II team roles/agendas/minutes / action plan/administrator participates and promotes / communication plan for staff, students and families</li> <li>• Information management system(s) consistently used to assist with student identification and progress monitoring</li> <li>• Student identification process in place               <ul style="list-style-type: none"> <li>○ Teacher nomination form and process</li> <li>○ Decision rules decided to use existing school data</li> <li>○ Standardized screening instrument</li> </ul> </li> <li>• Process in place to collect and review relevant student data to clarify problem behavior and identify function</li> <li>• Use student data to select function-based interventions that match student needs</li> <li>• Collect, graph and interpret student progress monitoring data to continue, intensify, discontinue, fade or successfully exit intervention</li> <li>• Evaluation of Tier II system completed               <ul style="list-style-type: none"> <li>○ implementation fidelity</li> <li>○ social validity</li> <li>○ student outcomes</li> <li>○ progress monitoring</li> </ul> </li> </ul>

## D. Tier III

<i>Trainer and Coach Content Knowledge</i>	<i>Supporting Materials &amp; Tools</i>	<i>Team Outcomes Related to Trainer and Coach Skill Set</i>
<ul style="list-style-type: none"> <li>• Tier III team process (purpose of Tier III team and action teams, effective meetings, action planning, administrator support, communication and dissemination, how to respond in a timely manner, how to provide coaching to staff on implementation, how to involve families)</li> <li>• Models of how to allocate time for staff</li> <li>• Methods of identifying students (nominations, data decision rules and standardized screening instruments)</li> <li>• Advanced applied behavioral analysis</li> <li>• How to define the problem behavior</li> <li>• Components needed and how to conduct a functional behavior assessment (FBA)</li> <li>• Components needed and how to write a behavior support plan (BSP) that operationally define problem behavior, use summary statements, define replacement behavior, include prevention strategies, strategies to address function of problem behavior, environmental modifications, responses when appropriate behavior is displayed and responses when problem behavior is displayed</li> <li>• District and community resources and agencies to support students and families</li> <li>• Methods and data used to measure fidelity of implementation of BSPs</li> <li>• Progress monitoring tools (ISIS SWIS, Excel) and how to interpret student data</li> <li>• Methods and data used to evaluate the Tier III system (Tiered Fidelity Inventory; social validity surveys; attendance, discipline referrals and other student outcome measures)</li> <li>• Methods to training and communicate with all staff and families</li> </ul>	<ul style="list-style-type: none"> <li>• PD Blueprint</li> <li>• Implementation Blueprint</li> <li>• Evaluation Blueprint</li> <li>• State/District Implementation Workbook</li> <li>• PBIS.org:               <ul style="list-style-type: none"> <li>○ <i>Basic FBA to BSP: Trainer’s Manual</i></li> <li>○ <i>Leading a Team from a FBA to a BSP</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the connections between Tier I, II and III</li> <li>• Tier III team has roles/agendas/minutes/ action plan/administrator participation and promotes/communication plan for staff, students and families</li> <li>• Tier III Team responds quickly to teacher requests (48 hours)</li> <li>• Tier III team provides coaching to staff directly involved with student and implementing BSP</li> <li>• Tier III teams supported by coach and receives ongoing training</li> <li>• Families are invited to participate in Tier III process</li> <li>• Administrator allocates time for staff with behavioral expertise Information management system(s) consistently used to assist with student identification</li> <li>• Multiple ways to identify students in place (screening, nomination, data, etc.)</li> <li>• Process in place to define the problem behavior with teachers and family</li> <li>• Process in place to conduct FBAs</li> <li>• Process in place to develop and implement BSPs</li> <li>• Staff are familiar with and connect with district and community resources and agencies to support students and families.</li> <li>• Process in place to collect measures to ensure fidelity of implementation of BSPs</li> <li>• Collect, graph and interpret individual student progress monitoring data to continue, intensify, discontinue, fade or change BSP.</li> <li>• Evaluation of Tier III system               <ul style="list-style-type: none"> <li>○ implementation fidelity</li> <li>○ social validity</li> <li>○ student outcomes</li> </ul> </li> <li>• Training and support for all staff and staff implementing &amp; monitoring BSP</li> <li>• Regular communication with families</li> </ul>

## Section IV. Monitor & Evaluate the Professional Development System

The final consideration in developing a comprehensive professional development plan is the ongoing evaluation of efforts. Throughout this Blueprint school team outcomes and possible tools to measure impact have been noted relative to the training or coaching event. Districts are encouraged to refer to the *Evaluation Blueprint* for strategies to organize, analyze, and make data-based decisions relative to their impact on team implementation and student outcomes. **Table 4** below provides an overview of key evaluation questions to assist in decision-making.

**Table 4 – Evaluation Guiding Questions**

Evaluation Question	Tool or Data Source
Are school teams implementing PBIS with fidelity as a result of district professional development?	Tiered Fidelity Inventory
As a result of participating in PBIS training and receiving coaching, are student outcomes improving?	Office Discipline Referrals / Suspensions Attendance Achievement School climate surveys
Are school teams ready to move to next tier?	Tiered Fidelity Inventory (TFI) Readiness Data/Inventory
Are schools maintaining PBIS efforts (annual review)?	Tiered Fidelity Inventory (TFI) Student Outcome Data
Are successes and struggles across all school teams within the district used to revise district professional development action plan?	Professional Development Action Plan Evaluation Plan District Leadership Team Review
Are there resources within the region or state to assist district professional development efforts?	Region/State Action Plan Region/State professional Development Plan

## IMPLICATIONS FOR REGIONAL AND STATE SUPPORTS

The focus of the *Training and Professional Development Blueprint* is on how school districts can build internal capacity to train and support PBIS school team efforts. A similar and parallel approach to professional development is recommended for development of regional and state system capacity to support district leadership teams. The logic emphasizes the same core elements of essential outcomes, relevant data for decision-making, empirically supported practices, and efficient implementation systems. In addition, priority is given to expertise development, implementation fidelity, meaningful student outcome progress, and local implementation capacity

**Regional/State Leadership Teams must establish on-going supports that focus on school districts to avoid assuming the primary role of training and technical assistance to individual schools.** The rationale is pragmatic best practice in that most states simply do not have the resources to train and provide direct technical assistance to individual schools. By directly using local resources to support in-district professional development providers, the region or state can focus their supports and exponentially increase their impact across schools.

Currently 48 states have PBIS initiatives that have developed a wide range of supports to districts and schools within their states. For example, the Missouri School-wide Positive Behavior Support initiative has placed SWPBS consultants within nine Regional Professional Development Centers (RPDC). The regional SWPBS consultants provide training and technical assistance to participating districts within their regions through development and dissemination of training materials; organization of trainings and meetings with district coordinators, trainers and coaches; and coordination of summer institutes that provides professional development and networking opportunities. In addition, Missouri SWPBS has hired a state coordinator and a web and data-base manager who provide overall organization and coordination to the initiative. Tier II/III experts also have been established who are responsible for developing comparable professional development materials and activities and to disseminating them regional through a co-presentation model designed to increase their training fluency and to establish regional and district Tier II/III practice and system capacity. The Tier II/III consultants also provide technical assistance to regional consultants and district coordinators and coaches. Across all professional development activities within the state, the focus is on building a continuum of expert implementation and professional development capacity – state to region to district to school.

Regional and state agencies follow the basic logic of this Blueprint and engage in a similar self-assessment and action planning process with the schools, districts, and regions. Region/states also build a similar system of professional development supports at the coordinator, trainer, and coach levels. A similar process is followed across all levels: (a) assess expertise levels; (b) determine level of demand across the district, region, or state; (c) identify phase of school implementation within the continuum; and (d) specify optimal organization of resources to meet district need across the region or state.

## CONCLUSION

While the ideal is to build professional development within district using existing or added resources, the reality is that many districts do not have the capacity to achieve within district autonomy. The solutions to this situation are varied, for example, partnering with neighboring districts, using regional or state professional development resources, contracting with private firms or individuals. Districts must evaluate the degree to which any, or all of these, alternative sources of professional development follow best practices as outlined in this Blueprint. In Appendix C, a brief “consumer guide” to PBIS is provided for states/regions/districts to review and evaluate the fit and appropriateness of external professional development in building capacity at the school team level. The bottom line remains – **will a PBIS professional development activity increase a school teams capacity to sustain implementation a practice with high fidelity and achieve meaningful student academic and social behavior change?**

This Blueprint was developed to directly address this question by emphasizing the following points:

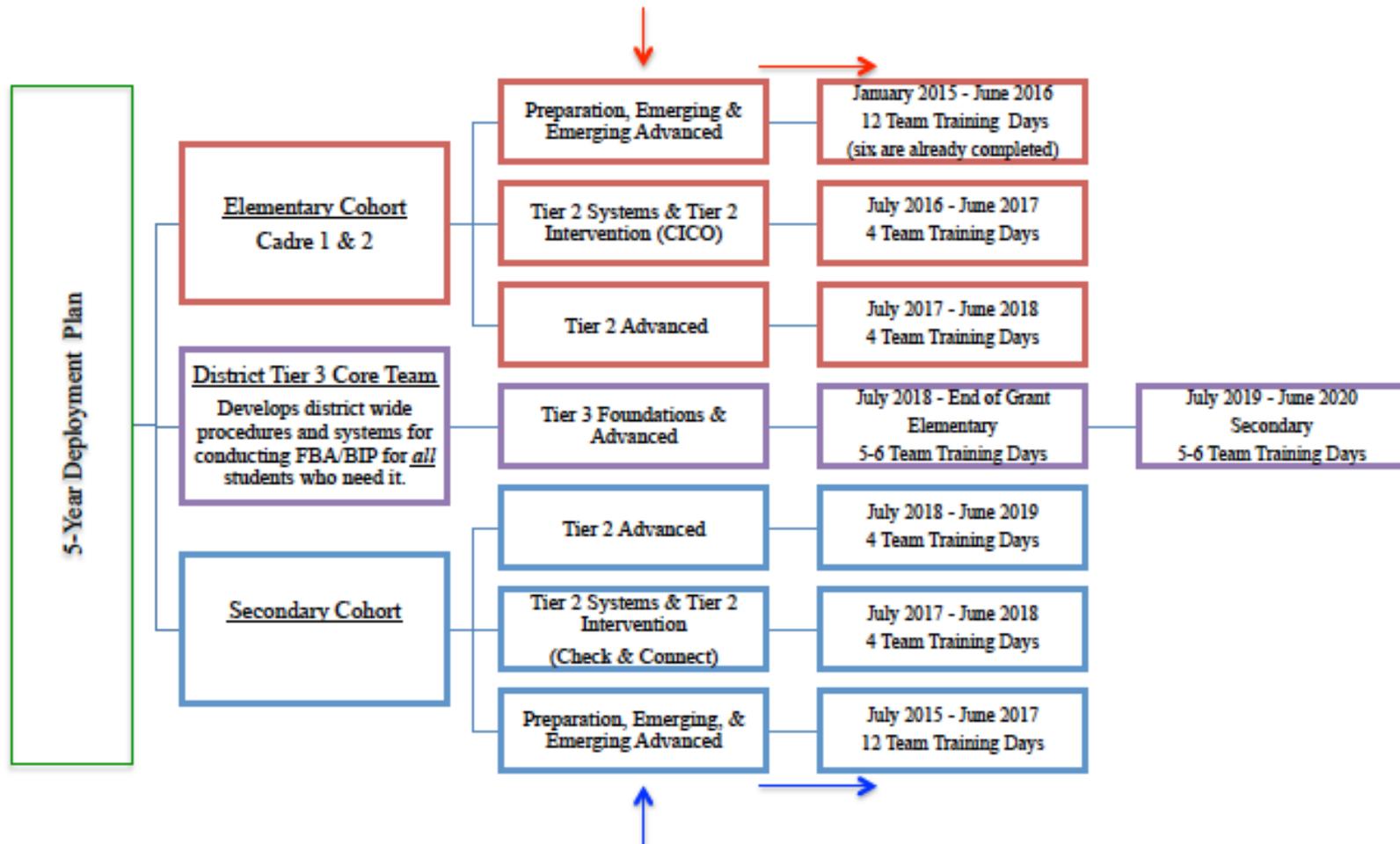
1. Assess and specify clear, measurable school team outcomes - not how to train or what to say during training.
2. Focus on phases of implementation within the tiers of the PBIS continuum.
3. Give priority to school readiness for training and technical assistance.
4. Assess effectiveness, efficiency, and relevance when selecting, delivering, and enhancing professional development content and support, especially within available technologies and existing professional development structures.
5. Refer to the essential features at each level of continuum
6. Ensure that providers of professional development have content mastery, implementation experiences, relevant examples, effective presentation skills, and comprehensive professional development strategies.
7. Develop continuum of professional development capacity from state to region to district to school.
8. Use self-assessment and continuous progress data to shape school, district, regional, and state professional development plans.
9. Align and integrate professional development resources, activities, and outcomes across initiative, programs, and organizational structures.

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## APPENDIX A

### Sample District Training Plans



**Sample District PBIS  
5-Year Deployment Plan**

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
<b>Elementary Cohort</b>					
<b>Phase</b>	<b>Prep &amp; Emerging</b>	<b>Emerging Advanced</b>	<b>Tier 2 Intervention</b>	<b>Tier 3 Foundations</b>	<b>Tier 3 Advanced</b>
Cadre 1	4 Training Days	4 Training Days	2 Training Days	4 Training Days	4 Training Days
Cadre 2	4 Training Days	4 Training Days	2 Training Days	4 Training Days	4 Training Days
Cadre 1 & 2 Together	2 Training Days	<b>Tier 2 Systems</b>	*Check-in/Check-out		
		2 Training Days	SWIS-CICO		SWIS-ISIS
			Additional Interventions: Boys Town Social Skills, First Step to Success, & CW-FIT		
<b>Secondary Cohort</b>					
<b>Phase</b>		<b>Prep &amp; Emerging</b>	<b>Emerging Advanced</b>	<b>Tier 2 Systems</b>	<b>Tier 3 Foundations</b>
		6 Training Days	4 Training Days	2 Training Days	4 Training Days
				<b>Tier 2 Intervention</b>	<b>Tier 3 Advanced</b>
				2 Training Days	4 Training Days
				*Check & Connect	
				Additional Interventions: Boys Town Social Skills & RENEW	
<b>District Tier 3 Team – School Psychologists, PBIS Coaches, &amp; Special Education Administrator</b>					
<b>Phase</b>			<b>Tier 3 Systems</b>	<b>Tier 3 Foundations</b>	<b>Tier 3 Advanced</b>
			3 Training Days	Joins Elementary Cohort	Joins Elementary Cohort
					Joins Secondary Cohort
<b>Total # of Days</b>					
	<b>10</b>	<b>16</b>	<b>11</b>	<b>12</b>	<b>12</b>

## PBIS Training Plan

### New Cohort

Readiness Phase	Proposed Date	Staff Trained	Content	Delivery method with estimated time	Next Steps with individual task assignments
Readiness: Part I	<u>February</u>	District and School Leaders	<ul style="list-style-type: none"> <li>Introduce Core Features of PBIS</li> <li>Review School Readiness Requirements including SWIS</li> <li>Establish Expectations</li> <li>Clarify Roles of Key staff (External Coach, Internal Coach, Admin, School Leadership Team)</li> <li>Define Role of Family and Student</li> </ul>	FTF (Face to Face) 2 hours	Assign Coach, Set up site visit to collect baseline information
Readiness Part II	<u>February- March</u>	District and School Leaders, PBIS Coaches	<ul style="list-style-type: none"> <li>Conduct Tiered Fidelity Walk through or SET</li> </ul>	School Tour ½ day	TFI/SET assessor provides feedback to administrator, sets up next readiness tasks
SWIS Readiness Webinar	<u>March-April</u>	District and School Leaders, PBIS Coaches	<ul style="list-style-type: none"> <li>SWIS Readiness</li> </ul>	FTF	SWIS: Complete School Information Form, Sign Licensing Agreement
On site Readiness and Preparing/Planning for Summer Training	<u>March-April</u>	District, School Leaders, Coaches SWIS data users	<ul style="list-style-type: none"> <li>ID Summer Dates (work with district to determine training dates 1 day for leadership and coaches, 2 days for teams, 1-2 days for planning, 30 minutes)</li> <li>Develop 2 year PD Calendar (2 hours)</li> <li>Establish Leadership Team (recruit over several weeks: 2 hours)</li> <li>Register for PBIS Assessment Account (overview 20 minutes, paperwork 2 minutes)</li> <li>Train SWIS data system (2.5-3 hours) 3 parts: 1.)Developing a coherent data collection system- up to 6 months, 2.) SWIFT at SWIS training, 2.5 hours, 3.) data based decision making- develops during team meetings</li> </ul>	FTF 2 days	Admin and Coach will finalize PD calendar Admin will Communicate readiness plan with staff SWIS data entry users conduct SWIS fluency activities ID date for EBS staff Survey

Readiness Late Spring	<u>March- June</u>  Ongoing Video conferences, webinars, email exchange	District Leaders, Admin, Coaches	<ul style="list-style-type: none"> <li>Administer EBS staff Survey ( support from coach, 20 minutes for staff to complete)</li> <li>Prepare for Summer Training (planning meeting with coach to reviewing discipline data, EBS Staff survey, and school strategic plan: 3 hours)</li> <li>Determine role and function of leadership team in implementation (2 hours)- use TIPS process to select roles</li> </ul>	FTF	Review TIPS meeting process Ensure staff complete EBS survey Gather discipline data, climate data and EBS results to bring to training
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Summer Training and Planning	Proposed Date	Staff Trained	Content	Delivery method with estimated time	Next Steps with individual task assignments
Coaches Training	Summer	External and Internal Coaches	<ol style="list-style-type: none"> <li>Overview and Introductions</li> <li>Tier 1 Components and Critical Features</li> <li>Facilitation and Coaching 101</li> <li>SWIS and TIPS</li> <li>Fidelity Tools and Data Collection</li> </ol>	FTF, 1 Day	Be prepared to take the lead with the school leadership team during the next two days.
School Leadership Team Training	Summer	School Leadership Team and Coaches	<p>New Team Training Modules- anchored to Tiered Fidelity Inventory and activity based (i.e. Re-thinking discipline, resource mapping, working smarter)</p> <ul style="list-style-type: none"> <li>NTT Overview</li> <li>NTT 1.1, 1.2 ppt</li> <li>NTT 1.3 ppt</li> <li>NTT 1.4 ppt</li> <li>NTT 1.5 ppt</li> <li>NTT 1.7 ppt</li> <li>NTT 1.10. 1.11 ppt</li> <li>NTT 1.12 ppt</li> <li>NTT 1.14, 1.15 ppt</li> <li>Workbook</li> <li>Tiered Fidelity Inventory and Action Planner</li> <li>Tiered Fidelity Implementation Snapshots</li> </ul>	FTF, 2 Days	<p>Leadership Team has time to develop the following products:</p> <ol style="list-style-type: none"> <li>3-5 Expectations</li> <li>School Teaching matrix</li> <li>Social Behavior lesson plans</li> <li>Acknowledgement plan</li> <li>Office Referral form in final format</li> <li>Data collection process (who writes referrals, where do they go, who enters, what is a minor/major, etc.)</li> <li>Procedures for informing families/students about PBIS</li> <li>Plan for kicking off PBIS with staff prior to SY and plan for kick off with students on the first day of school</li> </ol> <p>Other key discussion items How team members can communicate with staff members throughout the</p>

					summer in order to get “some” staff input whenever possible. (It is ideal to get staff input for every component).
School Leadership Team Planning	Summer	School Leadership Team and Coaches	School Leadership Teams uses Kick off template to plans for kickoff events (students and staff) Ensure all items are in place: <ul style="list-style-type: none"> <li>• Share SAS staff survey results</li> <li>• Secure staff commitment to implementation</li> <li>• Review School Implementation Plan with specific measurable goals</li> <li>• Establish Staff Expectations</li> <li>• Finalize plan to teach school community (staff, students, families) new process</li> </ul>	FTF, 2 Days	<ul style="list-style-type: none"> <li>• Continue finalizing implementation plan and PBIS products</li> <li>• Get input from staff</li> <li>• Coach assesses fidelity of products (i.e. expectations positively stated, rules and behavior examples are operationally defined)</li> </ul>
School Leadership Team Faculty Kick Off	Summer	All Staff	Train all staff on core features, present how PBIS will be delivered and supported	FTF, Prior to students returning	Gather staff feedback

Year 1 Implementation	Proposed Date	Staff Trained	Content	Delivery method with estimated time	Next Steps with individual task assignments
Student Kick Off	First day of school	Students	Expectations, Rules, Routines taught in context, acknowledgement/feedback system	School Leadership team determines how content is delivered	Gather Student feedback
Family Training	Within first month of school	Families	Expectations, Rules, Routines taught in context, acknowledgement/feedback system	FTF during BTS night/communication home, school website, newsletter	Ensure families have ongoing communication, feedback and participation

PD Days	Varies	School Leadership Team and Coaches	<p>Classroom Components</p> <ul style="list-style-type: none"> <li>• Define classroom rules, align them to schoolwide expectations, teach the rules, and acknowledge rule following (follow up to summer training)</li> <li>• Define classroom routines, teach routines, acknowledge routine following</li> <li>• Develop a continuum of strategies to acknowledge appropriate behavior: <ul style="list-style-type: none"> <li>○ Establish minimum ratio of 4:1 positive specific feedback (adult attention)</li> <li>○ Provide positive specific feedback consistently to reinforce students' use of academic skills, classroom rules and procedures</li> </ul> </li> <li>• Develop a continuum of strategies for responding to inappropriate behavior: <ul style="list-style-type: none"> <li>○ Prompt (identify error)</li> <li>○ Re-teach (expectation/rule/concept)</li> <li>○ Provide choice (where, when, how work is done)</li> </ul> </li> <li>• Employ active supervision (move, scan, interact)</li> <li>• Provide multiple opportunities to respond (OTR)</li> </ul>	4-5 Days over SY	<ul style="list-style-type: none"> <li>• Leadership trains school staff on classroom components</li> <li>• Coach uses Classroom Walk through/CCU to track implementation</li> </ul>
Booster Sessions	Varies	Varies	<p>Team uses progress monitoring data and discipline data to determine specific skill building sessions- Team uses TFI modules to assist with booster sessions</p>	FTF	<ul style="list-style-type: none"> <li>• Continue to progress monitor fidelity</li> <li>• Increase support for staff who need additional support</li> </ul>
Coaches Trainings	Monthly	Coaches	<p>Topics vary based on need</p> <ul style="list-style-type: none"> <li>• Function Based Thinking</li> <li>• Data for Decision Making</li> </ul>	FTF	Use coaching log to track progress

			<ul style="list-style-type: none"><li>• Facilitation</li><li>• TIPS</li><li>• Establishing a Classroom system to support installation of classroom components (classroom observation, performance feedback)</li><li>• Using the Tiered Fidelity to measure progress and adjust action plan</li></ul>		
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## APPENDIX B – GUIDING QUESTIONS

### Guiding Questions Across Phases of Implementation to Assist with the Development of a District Professional Development Action Plan

<b>Exploration Phase</b>		
Guiding Questions	<i>Activities</i>	Outcomes
Is there a need for change?	<ul style="list-style-type: none"> <li>Review multiple data sources</li> </ul>	<ul style="list-style-type: none"> <li>Request technical assistance from national center</li> <li>Exploration team meets with TA Center provider</li> </ul>
What current practices and initiatives exist that are facilitators or barriers?	<ul style="list-style-type: none"> <li>Gap Analysis: The function of a Gap Analysis is to identify the gap between current performance and desired performance; the contingencies that account for the gap; and activities that will close the gap</li> </ul>	<ul style="list-style-type: none"> <li>Barriers and enablers to implementation identified (e.g., key individuals, other initiatives and systems in place)</li> </ul>
What is innovation and does it address our problem?	<ul style="list-style-type: none"> <li>Meet with TA Center provider, review outcomes from model schools/districts</li> </ul>	<ul style="list-style-type: none"> <li>Exploration team decides to proceed</li> <li>Determine most effective use of current resources that will allow the system to achieve the goal</li> <li>Determine how system will build from existing products, strategy, skills, experience.</li> </ul>
How do we plan for implementation?	<ul style="list-style-type: none"> <li>Exploration team establishes meeting cycle</li> </ul>	<ul style="list-style-type: none"> <li>Systems, evidence-based practices, and data tools likely to be necessary for implementation in their state/district (what it takes to implement effectively)</li> <li>Exploration team familiar with implementation blueprint</li> </ul>
Is the team ready to begin installation of innovation?	<ul style="list-style-type: none"> <li>Review needs, review what has been learned about innovation</li> </ul>	<ul style="list-style-type: none"> <li>Team chooses to move to installation</li> </ul>

<b>Installation</b>		
<b>Guiding Questions</b>	<b>Activities</b>	<b>Outcomes</b>
What individuals have authority to reallocate resources/facilitate implementation and connect with state improvement plan	<ul style="list-style-type: none"> <li>• Provide overview of innovation to key individuals, make them aware of innovation and how it addresses need and links with improvement plan</li> </ul>	<ul style="list-style-type: none"> <li>• Key stakeholders (individuals with authority to allocate resources and affect policy) identified and commitments are secured (e.g., management team)</li> </ul>
Who will guide implementation?	<ul style="list-style-type: none"> <li>• Meet with key stakeholders and potential implementers</li> <li>• Identify members for implementation team (work to allocate FTE)</li> <li>• Stakeholders sign off on implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation team established</li> <li>• Coordinator with fluency in implementation blueprint established</li> </ul>
What does implementation of the innovation involve?	<ul style="list-style-type: none"> <li>• Develop long-term implementation plan (coordinator, coach, training, evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for building coaching capacity developed</li> <li>• Long-term implementation plan established based on implementation blueprint</li> </ul>
<b>Initial Implementation</b>		
Who are initial implementers?	<ul style="list-style-type: none"> <li>• Readiness checklist used</li> <li>• State/District Superintendent invites school administrators to Overview Event</li> </ul>	<ul style="list-style-type: none"> <li>• Initial implementers selected</li> </ul>
How do we begin implementation?	<ul style="list-style-type: none"> <li>• Plan, schedule, and coordinate trainings* for:               <ol style="list-style-type: none"> <li>1. State/District Team Members</li> <li>2. Behavior Support Coaches</li> <li>3. Administrators</li> <li>4. School Teams</li> </ol> </li> <li>*Initial Training Conducted by external TA provider</li> <li>*Local Trainers are assigned and begin “Train the Trainer” Process</li> </ul>	<ul style="list-style-type: none"> <li>• District Team formed to support and guide effort</li> <li>• Administrator complete initial training, active participant in implementation</li> <li>• Initial schools are implementing innovation</li> <li>•</li> </ul>
How do we monitor fidelity and outcomes?	<ul style="list-style-type: none"> <li>• Tool(s) identified for monitoring fidelity and used to guide training and monitor implementation</li> <li>• Outcome data system identified (e.g., SWIS) and used with exemplar schools</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation plan implemented and data system identified</li> </ul>

<b>Full Implementation</b>		
<b>Guiding Questions</b>	<b>Activities</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>• How do we build local training/coaching capacity?</li> </ul>	<ul style="list-style-type: none"> <li>• Exemplar schools identified and trained</li> <li>• First cohort of coaches identified and trained by Local stakeholders</li> <li>• Build plan for training trainers</li> </ul>	<ul style="list-style-type: none"> <li>• Local capacity around coaching, training and TA is developed</li> <li>• Plan for scaling/TOT is in place</li> </ul>
<ul style="list-style-type: none"> <li>• What resources do we need to add more schools?</li> </ul>	<ul style="list-style-type: none"> <li>• Develop marketing plan</li> <li>• Assess existing resources and identify needs</li> <li>• Integrate innovation with professional development activities</li> <li>• Revise action plan for full implementation</li> <li>• Reallocation of roles</li> </ul>	<ul style="list-style-type: none"> <li>• Needed resources are secured</li> <li>• Action plan used to guide full implementation</li> </ul>
<ul style="list-style-type: none"> <li>• How do we sustain fidelity and positive outcomes over time?</li> </ul>	<ul style="list-style-type: none"> <li>• Select recognition program</li> <li>• Collect and analyze data</li> <li>• Coaches and trainers use blueprint to guide implementation initially and over time</li> <li>• Facilitators fluent with data tools (e.g., SWIS, progress monitoring tools) established and providing TA to schools</li> <li>• Outcome data used to guide modifications of training and TA</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition program instituted</li> <li>• Data summaries and cost/benefit analyses used to monitor outcomes</li> </ul>
<ul style="list-style-type: none"> <li>• What do we still need from the TA Center?</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for ongoing collaboration</li> <li>• Secure financial resources for conference planning/attending</li> </ul>	<ul style="list-style-type: none"> <li>• All schools at minimum implementation criteria or better within targeted tier</li> </ul>

<b>Innovation and Sustainability</b>		
<b>Guiding Questions</b>	<b>Activities</b>	<b>Outcomes</b>
How do we braid innovation with new/existing initiatives?	<ul style="list-style-type: none"> <li>• Needs assessment conducted annually to determine professional development needs</li> <li>• Professional development provided matched to needs assessment</li> <li>• Leadership committee established (in state or district) to monitor incoming initiatives and blend with innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Formal process exists to blend new initiatives with SWPBS using logic of systems and outcome measures necessary for implementation of the new (evidence-based) practice</li> <li>• Local context adapted to as needed (e.g., new initiatives)</li> </ul>
How do we become more efficient and effective?	<ul style="list-style-type: none"> <li>• Assess what is and is not working in TA model</li> <li>• Modify training/TA provision as needed</li> <li>• Monitor fidelity and outcomes as innovation is adapted</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple methods for receiving/providing training and TA developed and implemented</li> <li>• Advancements in knowledge and skill provided to overall system</li> <li>• Innovation continues to be implemented with high degree of fidelity</li> <li>• Outcomes are maintained or enhanced over time</li> </ul>
How do we share what we have learned?	<ul style="list-style-type: none"> <li>• Identify who needs information—who to share with</li> </ul>	<ul style="list-style-type: none"> <li>• Systems, practices, and outcomes shared</li> <li>• Funding secured for innovation for long-term</li> </ul>

## APPENDIX C

### Essential District PBIS Staff Functions

#### District/Lead Coordinator

- Improve District Leadership
  - Form/Facilitate/Coordinate District Leadership Team (team has authority to lead effort)
  - Develop operating procedures (i.e., assign roles, meeting schedule, communication /dissemination system, formal process for selecting and eliminating practices)
  - Develop site selection and readiness criteria
  - Support the formation of Building Leadership Teams
- Coordinate District Planning
  - Facilitate annual District Capacity Assessment
  - Lead Development of District Evaluation Plan
  - Lead development of Implementation Plan
  - Ensure Building Improvement Plan/Goals are linked to the State and District Improvement Plan/Goals
  - Work with other district personnel/stakeholders (families, community) to coordinate initiatives
- Conduct Performance Assessments
  - Discipline data system that allows daily access to reports on status of office discipline referral (ODR) activity (e.g., SWIS.org)
    - How many ODRs for major infractions?
    - What were these ODRs for?
    - Where did these ODRs occur?
    - When did these ODRs occur?
    - How many students have
      - 0 to 1 major ODR?
      - 2 to 5 major ODR?
      - More than 6 major ODR?
    - Disaggregate data by student groups (e.g., ethnicity, IEP, grade level)
  - Ensure all schools have access to PBIS Apps.
  - Ensure appropriate district level personnel get SWIS (or comparable data -base) Coordinator training.
  - Schedule/Coordinate schools to take fidelity measures.
  - Work with District personnel to adapt current staff performance assessments to include PBIS and behavioral expertise (e.g. teacher evaluation include effective classroom practice data)
- Ensure hiring practices

- Position announcements, interviews and selection criteria state preference for individuals with knowledge and skill in multi-tiered systems of support
- Include PBIS content into orientation of new administrators, faculty, staff
- Coordinate the establishment of employee evaluation and professional development plans to continuously strengthen skills
- Coordinate the provision of staff training
  - Develop and manage budget for staff professional development.
  - Coordinate professional development for all staff (administrators, PBIS coaches, teachers, bus drivers, food service, custodian, etc.)
    - Establish cadres of schools at various implementation phases
  - Professional development combined with coaching support
  - Coordinate the collection of training effectiveness data
- Hire and supervise PBIS coaches
  - Provide regular training and support to PBIS Coaches
  - Monitor amount of TA per school
  - Conduct PBIS coaches' performance evaluation
- Regularly review building and district data
  - Establish procedures for the District Leadership Team to have access to building data
  - Lead the District Leadership Team to use data for decision making
- Facilitate administration of District PBIS efforts
  - Use effect team meeting process with the District Leadership Team
  - Facilitate the District Leadership Team to establish guidance documents to select evidence based practices
  - Coordinate the development and implementation of a District Communication Plan.
    - Ensure effective and regular In-district communication.
    - Coordinate regular district status reports to the School Board
    - Coordinate regular information to the community and other outside entities (e.g. State Department of Education)

### **PBIS Coaches Roles**

- Ongoing technical assistance to buildings
- Attend building SW-PBIS meetings
- Tailor curriculum for contextual fit
- Classroom/building level coaching
- Coordinate PBIS Assessments

### **PBIS Coach Training**

- Overview/Essential components of SW-PBS
- PBIS Assessments
- Curriculum Content
- How to provide high quality professional development
- Common challenges/myths

- Proper team meeting protocol
- Coaching skills
- Clear job description

**PBIS Coach Competencies**

- Understanding of teaming and adult learning
- Knowledge of ABA
- Knowledge of local school culture
- School team facilitation
- Communication and public speaking skills
- Conflict resolution
- Data knowledge
- Delegation

## APPENDIX D

### PBIS Trainer/Coach Assessment – Tier 1, 2, & 3

**Purpose:** The purpose of the PBIS Trainer/Coach Assessment is to assess the current level of knowledge and skills of PBIS Trainers/Coaches across Tiers I, II, and III. The results from this assessment can be used for personal goal development and/or to assist districts/states in developing targeted professional development opportunities for Trainers/Coaches.

**Intended Users:** Districts, States, or other organizations that have PBIS Trainers/Coaches designated to provide direct service to school buildings.

**Scoring:** Criteria for scoring each item on the assessment reflects the current level of knowledge that the Trainer/Coach has developed to date (0 = Not In Place, 1 = Partially In Place, 2 = In Place).

**Action Planning with Results:** Results from the PBIS Trainer/Coach Assessment should be used by the individual Trainer/Coach to develop priority action steps for personal growth. In addition, districts/states should use the collective data from all Trainers/Coaches within the organization to develop an action plan for professional development.

*Tier I – Training, Technical Assistance & Data Collection*

<b>Content Knowledge/Skill</b>	<b>Outcome</b>	<b>Criteria</b> (0 = Not In Place, 1 = Partially In Place, 2 = In Place)
<b>Basics of Applied Behavior Analysis</b>	Trainers/Coaches have basic foundational knowledge of Applied Behavior Analysis including: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional behavioral assessment logic</li> <li>• Data Collection</li> </ul>	0 = Trainers/Coaches do not have basic foundational knowledge of Applied Behavior Analysis. 1 = Trainers/Coaches have knowledge of some foundational pieces of Applied Behavior Analysis, including at least 2 of the following: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional Assessment</li> <li>• Data Collection</li> </ul> 2 = Trainers/Coaches have foundational knowledge of Applied Behavior Analysis, including: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional Assessment</li> <li>• Data Collection</li> </ul>
<b>Understanding and training fluency of PBIS essential components.</b>	Trainers/Coaches understand the essential components and are able to train fluently on the content, including: <ul style="list-style-type: none"> <li>• Clarifying expected behavioral expectations and rules</li> <li>• Teaching plan</li> <li>• Acknowledgement systems</li> <li>• Responses to problem behavior</li> <li>• Effective classroom practices</li> </ul>	0 = Trainers/Coaches do not have a clear understanding and/or training fluency of the essential components PBIS. 1 = Trainers/Coaches have a clear understanding and training fluency of some, but not all of the essential components of PBIS. 2 = Trainers/Coaches have a clear understanding and training fluency of all essential components of PBIS.
<b>Utilize Standardized Training Content</b>	Trainers/Coaches have access to and utilize standardized training content for all Core Tier 1 Trainings.	0 = Trainers/Coaches do not utilize standardized training content for Core Tier I Trainings. 1 = Trainers/Coaches utilize standardized training content for some Core Tier I Trainings, but less than 80%. 2 = Trainers/Coaches utilize standardize training content for at least 80% of Core Tier I Trainings.
<b>Provide targeted Technical Assistance using data</b>	Trainers/Coaches use school implementation data (SET, TFI, SAS) to determine technical assistance needs of participating schools.	0 = Trainers/Coaches do not review school implementation data when considering technical assistance, or provide no targeted technical assistance to schools. 1 = Trainers/Coaches provide technical assistance to schools but

		do not utilize implementation data to target specific school needs.
		2 = Trainers/Coaches use school implementation data (SET, TFI, SAS) to determine technical assistance needs of participating schools and provide related technical assistance.
<b>Analyze Core Data Reports with SW-PBIS Teams and assist in data-based problem solving</b>	Trainers/Coaches are fluent in using Core Data Reports to drive schoolwide interventions and can assist teams with problem solving and action planning around monthly Core Data Reports including disaggregating by student groups.	0 = Trainers/Coaches are not fluent with using Big 5 Data Reports to drive schoolwide interventions.
		1 = Trainers/Coaches are fluent with using Big 5 Data Reports to drive schoolwide interventions, but are unable to assist teams with problem solving and action planning around that data.
		2 = Trainers/Coaches are fluent in using Big 5 Data Reports to drive schoolwide interventions and can assist teams with problem solving and action planning around monthly Big 5 Data Reports.
<b>Conduct Schoolwide Evaluation Tool (SET)</b>	Trainers/Coaches are trained in conducting the Schoolwide Evaluation Tool (SET) and SETs are completed in all buildings that have been implementing PBIS for at least 1 year and qualify for a SET.	0 = Trainers/Coaches are not trained in conducting the Schoolwide Evaluation Tool (SET).
		1 = Trainers/Coaches are trained to conduct the Schoolwide Evaluation Tool (SET), but are currently not conducting it for at least 80% of qualifying schools.
		2 = Trainers/Coaches are trained to conduct the Schoolwide Evaluation Tool (SET) and are currently conducting it for at least 80% of qualifying schools.
<b>Assist in Tiered Fidelity Inventory Administration</b>	Trainers/Coaches are trained in assisting schools in administering the Tier I Subscale of the Tiered Fidelity Inventory (TFI) and conduct the TFI Walkthrough when applicable.	0 = Trainers/Coaches are not trained to assist with administration of the Tiered Fidelity Inventory (TFI).
		1 = Trainers/Coaches are trained to assist with the administration of the Tier I Subscale of the TFI and the TFI Walkthrough, but do not currently assist schools.
		2 = Trainers/Coaches are trained to assist with the administration of the Tier I Subscale of the TFI and provide direct assistance to schools, including conducting the TFI Walkthrough when applicable.
<b>Utilize PBIS Assessments (<a href="http://www.pbisapps.org">www.pbisapps.org</a>)</b>	Trainers/Coaches are trained PBIS Assessment Coordinators that open/close surveys (SET, TFI, SSS, SAS) following the data collection schedule. All schools participate in required surveys per training level.	0 = Trainers/Coaches are not trained PBIS Assessment Coordinators.
		1 = Trainers/Coaches are trained PBIS Assessment Coordinators, but are not opening/closing survey following the data collection schedule OR have less than 80% of schools participating in required surveys.
		2 = Trainers/Coaches are trained PBIS Assessment Coordinators, are opening/closing survey following the data

		collection schedule, and have 80% of schools participating in required surveys.
<b>Facilitate SWIS (School-wide Information System) Accounts</b>	Trainers/Coaches are trained SWIS Facilitators that update school accounts regularly.	0 = Trainers/Coaches are not trained SWIS Facilitators.
		1 = Trainers/Coaches are trained SWIS Facilitators, but SWIS Accounts are not updated regularly.
		2 = Trainers/Coaches are trained SWIS Facilitators and SWIS Accounts are updated regularly.

Total Score on Tier I Section: \_\_\_\_\_ / \_\_\_\_\_

**Tier II – Training, Technical Assistance & Data Collection**

<b>Content Knowledge/Skill</b>	<b>Outcome</b>	<b>Criteria</b> (0 = Not In Place, 1 = Partially In Place, 2 = In Place)
<b>Effective Tier II Team processes</b>	Trainers/Coaches are knowledgeable in effective Tier II Team processes including: <ul style="list-style-type: none"> <li>• Team Roles/Responsibilities</li> <li>• Standardized Agenda Template</li> <li>• Action Planning</li> <li>• Communication Methods</li> </ul>	0 = Trainers/Coaches do not have knowledge of effective Tier II Team processes. 1 = Trainers/Coaches have knowledge of some effective Tier II Team process, but not all. 2 = Trainers/Coaches have knowledge of effective Tier II Team processes including: Team Roles/Responsibilities, Standardized Agenda Templates, Action Planning and Communication Methods.
<b>Methods of identifying students for Tier II supports</b>	Trainers/Coaches are knowledgeable in multiple methods for identifying students in need of Tier II supports, including: <ul style="list-style-type: none"> <li>• Existing School Data</li> <li>• Teacher Nomination</li> <li>• Universal Screening</li> </ul>	0 = Trainers/Coaches do not have knowledge of methods for identifying students in need of Tier II supports. 1 = Trainers/Coaches have some knowledge of methods for identifying students in need of Tier II supports. 2 = Trainers/Coaches have knowledge in multiple methods for identifying students in need of Tier II supports, including: existing school data, teacher nomination, and universal screening.
<b>Relevant student data needed to clarify problem behavior and function of behavior</b>	Trainers/Coaches are able to assist schools in identifying and reviewing relevant student data needed to determine problem behavior and function of behavior.	0 = Trainers/Coaches are not able to assist schools in identifying and reviewing relevant student data needed to determine problem behavior and function of behavior. 1 = Trainers/Coaches are able to assist schools in identifying and reviewing relevant student data needed to determine either problem behavior OR function of behavior. 2 = Trainers/Coaches are able to assist schools in identifying and reviewing relevant student data needed to determine BOTH problem behavior and function of behavior.
<b>Planning for and implementing research based Tier II Interventions.</b>	Trainers/Coaches are knowledgeable in methods to plan for and implement research based Tier II Interventions including: <ul style="list-style-type: none"> <li>• Social Skills Intervention Groups</li> <li>• Check-In, Check-Out</li> <li>• Check &amp; Connect</li> <li>• First Step to Success</li> </ul>	0 = Trainers/Coaches are not knowledgeable in methods to plan for and implement research based Tier II Interventions. 1 = Trainers/Coaches are knowledgeable in methods to plan for and implement at least 2 research based Tier II Interventions. 2 = Trainers/Coaches are knowledgeable in methods to plan for and implement more than 2 research based Tier II Interventions.

<b>Progress monitoring tools (ex. CICO-SWIS) and how to interpret student data</b>	Trainers/Coaches are fluent with progress monitoring tools (ex. CICO-SWIS) that can be used to graph intervention data and are able to assist schools in interpreting student data.	0 = Trainers/Coaches are not fluent with progress monitoring tools that can be used to graph intervention data.
		1 = Trainers/Coaches are fluent with progress monitoring tools (ex. CICO-SWIS) that can be used to graph intervention data, but are not currently assisting schools in interpreting student data.
		2 = Trainers/Coaches are fluent with progress monitoring tools (ex. CICO-SWIS) that can be used to graph intervention data and are currently assisting schools in interpreting student data.
<b>Methods and data used to evaluate the Tier II system</b>	Trainers/Coaches are knowledgeable in Tier II system evaluation including: <ul style="list-style-type: none"> <li>• Implementation fidelity</li> <li>• Social validity</li> <li>• Student outcomes</li> <li>• Progress monitoring</li> </ul>	0 = Trainers/coaches are not knowledgeable in Tier II system evaluation.
		1 = Trainers/coaches are knowledgeable in some components of Tier II system evaluation.
		2 = Trainers/Coaches are knowledgeable in Tier II system evaluation including: <ul style="list-style-type: none"> <li>• Implementation fidelity</li> <li>• Social validity</li> <li>• Student outcomes</li> <li>• Progress monitoring</li> </ul>
<b>Provide targeted Technical Assistance using data</b>	Trainers/Coaches use school implementation data (SET, TFI, SAS) to determine technical assistance needs of participating schools.	0 = Trainers/Coaches do not review school implementation data when considering technical assistance, or provide no targeted technical assistance to schools.
		1 = Trainers/Coaches provide technical assistance to schools but do not utilize implementation data to target specific school needs.
		2 = Trainers/Coaches use school implementation data (SET, TFI, SAS) to determine technical assistance needs of participating schools and provide related technical assistance.
<b>Assist in Tiered Fidelity Inventory Administration</b>	Trainers/Coaches are trained in assisting schools in administering the Tier II Subscale of the Tiered Fidelity Inventory (TFI) and conduct the TFI Walkthrough when applicable.	0 = Trainers/Coaches are not trained to assist with administration of the Tiered Fidelity Inventory (TFI).
		1 = Trainers/Coaches are trained to assist with the administration of the Tier II Subscale of the TFI and the TFI Walkthrough, but do not currently assist schools.
		2 = Trainers/Coaches are trained to assist with the administration of the Tier II Subscale of the TFI and provide direct assistance to schools, including conducting the TFI Walkthrough when applicable.

Total Score on Tier II Section: \_\_\_\_\_ / \_\_\_\_\_

**Tier III – Training, Technical Assistance & Data Collection**

<b>Content Knowledge/Skill</b>	<b>Outcome</b>	<b>Criteria</b> (0 = Not In Place, 1 = Partially In Place, 2 = In Place)
<b>Advanced Applied Behavioral Analysis</b>	Trainers/Coaches have advanced knowledge of Applied Behavior Analysis including: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional Behavioral Assessment</li> <li>• Behavioral Support Planning</li> <li>• Environmental Manipulations</li> <li>• Data Collection &amp; Progress Monitoring</li> </ul>	0 = Trainers/Coaches do not have advanced knowledge of Applied Behavior Analysis. 1 = Trainers/Coaches have knowledge of some advanced pieces of Applied Behavior Analysis, including at least 2 of the following: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional Behavioral Assessment</li> <li>• Behavioral Support Planning</li> <li>• Environmental Manipulations</li> <li>• Data Collection &amp; Progress Monitoring</li> </ul> 2 = Trainers/Coaches have advanced knowledge of Applied Behavior Analysis, including: <ul style="list-style-type: none"> <li>• ABCs of behavior</li> <li>• Functional Behavioral Assessment</li> <li>• Behavioral Support Planning</li> <li>• Environmental Manipulations</li> <li>• Data Collection &amp; Progress Monitoring</li> </ul>
<b>Effective Tier III Team processes</b>	Trainers/Coaches are knowledgeable in effective Tier III Team processes including: <ul style="list-style-type: none"> <li>• Team Roles/Responsibilities</li> <li>• Standardized Agenda Template</li> <li>• Action Planning</li> <li>• Communication Methods</li> </ul>	0 = Trainers/Coaches do not have knowledge of effective Tier III Team processes. 1 = Trainers/Coaches have knowledge of some effective Tier III Team process, but not all. 2 = Trainers/Coaches have knowledge of effective Tier III Team processes including: Team Roles/Responsibilities, Standardized Agenda Templates, Action Planning and Communication Methods.
<b>Methods of identifying students for Tier III supports</b>	Trainers/Coaches are knowledgeable in multiple methods for identifying students in need of Tier III supports, including: <ul style="list-style-type: none"> <li>• Existing School Data</li> <li>• Nonresponse to Tier II Intervention</li> </ul>	0 = Trainers/Coaches do not have knowledge of methods for identifying students in need of Tier III supports. 1 = Trainers/Coaches have some knowledge of methods for identifying students in need of Tier III supports. 2 = Trainers/Coaches have knowledge in multiple methods for

	<ul style="list-style-type: none"> <li>• Teacher Nomination</li> <li>• Universal Screening</li> </ul>	identifying students in need of Tier III supports, including: existing school data, nonresponse to Tier II intervention, teacher nomination, and universal screening.
<b>Components needed to conduct a Functional Behavioral Analysis (FBA)</b>	Trainers/Coaches are fluent in the components needed to conduct a FBA, including: <ul style="list-style-type: none"> <li>• Record Review</li> <li>• Interviews</li> <li>• Context Analysis</li> <li>• ABC Observations</li> </ul>	0 = Trainers/Coaches are not fluent in the components needed to conduct a FBA.
		1 = Trainers/Coaches are fluent in at least 2 of the components needed to conduct a FBA.
		2 = Trainers/Coaches are fluent in the components needed to conduct a FBA, including: <ul style="list-style-type: none"> <li>• Record Review</li> <li>• Interviews</li> <li>• Context Analysis</li> <li>• ABC Observations</li> </ul>
<b>Components needed to write a Behavior Support Plan (BSP)</b>	Trainers/Coaches are fluent in the components needed to write a BSP, including: <ul style="list-style-type: none"> <li>• Competing Behavior Pathway</li> <li>• Setting Event Strategies</li> <li>• Antecedent Strategies</li> <li>• Intervention Strategies</li> <li>• Consequence Strategies</li> <li>• Safety Plans</li> <li>• Implementation Plan</li> <li>• Monitoring &amp; Evaluating Methods</li> <li>• Generalization &amp; Maintenance Strategies</li> </ul>	0 = Trainers/Coaches are not fluent in the components needed to write a BSP.
		1 = Trainers/Coaches are fluent in at least 4 of the components needed to write a BSP.
		2 = Trainers/Coaches are fluent in the components needed to write a BSP, including: <ul style="list-style-type: none"> <li>• Competing Behavior Pathway</li> <li>• Setting Event Strategies</li> <li>• Antecedent Strategies</li> <li>• Intervention Strategies</li> <li>• Consequence Strategies</li> <li>• Safety Plans</li> <li>• Implementation Plan</li> <li>• Monitoring &amp; Evaluating Methods</li> <li>• Generalization &amp; Maintenance Strategies</li> </ul>
<b>Methods and data used to measure fidelity of implementation of BSPs</b>	Trainers/Coaches are knowledgeable in methods and data used to measure fidelity of implementation of BSPs, including: <ul style="list-style-type: none"> <li>• Self-monitoring techniques</li> <li>• Direct observations</li> </ul>	0 = Trainers/Coaches are not knowledgeable in methods and data used to measure fidelity of implementation of BSPs.
		1 = Trainers/Coaches are knowledgeable in one of the methods used to measure fidelity of implementation of BSPs.
		2 = Trainers/Coaches are knowledgeable in methods and data used to measure fidelity of implementation of BSPs, including: <ul style="list-style-type: none"> <li>• Self-monitoring techniques</li> <li>• Direct observations</li> </ul>
<b>Progress monitoring tools (ex. ISIS-</b>	Trainers/Coaches are fluent with progress	0 = Trainers/Coaches are not fluent with progress monitoring

<b>SWIS) and how to interpret student data</b>	monitoring tools (ex. ISIS-SWIS) that can be used to graph intervention and fidelity data and are able to assist schools in interpreting student data.	tools that can be used to graph intervention and fidelity data.
		1 = Trainers/Coaches are fluent with progress monitoring tools (ex. ISIS-SWIS) that can be used to graph intervention and fidelity data, but are not currently assisting schools in interpreting student data.
		2 = Trainers/Coaches are fluent with progress monitoring tools (ex. ISIS-SWIS) that can be used to graph intervention and fidelity data and are currently assisting schools in interpreting student data.
<b>Methods and data used to evaluate the Tier III system</b>	Trainers/Coaches are knowledgeable in Tier III system evaluation including: <ul style="list-style-type: none"> <li>• Implementation fidelity</li> <li>• Social validity</li> <li>• Student outcomes</li> <li>• Progress monitoring</li> </ul>	0 = Trainers/coaches are not knowledgeable in Tier III system evaluation.
		1 = Trainers/coaches are knowledgeable in some components of Tier III system evaluation.
		2 = Trainers/Coaches are knowledgeable in Tier III system evaluation including: <ul style="list-style-type: none"> <li>• Implementation fidelity</li> <li>• Social validity</li> <li>• Student outcomes</li> <li>• Progress monitoring</li> </ul>
<b>Provide targeted Technical Assistance using data</b>	Trainers/Coaches use school implementation data (SET, TFI, SAS) to determine technical assistance needs of participating schools.	0 = Trainers/Coaches do not review school implementation data when considering technical assistance, or provide no targeted technical assistance to schools.
		1 = Trainers/Coaches provide technical assistance to schools but do not utilize implementation data to target specific school needs.
		2 = Trainers/Coaches use school implementation data (SET, TFI, SAS) to determine technical assistance needs of participating schools and provide related technical assistance.
<b>Assist in Tiered Fidelity Inventory Administration</b>	Trainers/Coaches are trained in assisting schools in administering the Tier III Subscale of the Tiered Fidelity Inventory (TFI) and conduct the TFI Walkthrough when applicable.	0 = Trainers/Coaches are not trained to assist with administration of the Tiered Fidelity Inventory (TFI).
		1 = Trainers/Coaches are trained to assist with the administration of the Tier III Subscale of the TFI and the TFI Walkthrough, but do not currently assist schools.
		2 = Trainers/Coaches are trained to assist with the administration of the Tier III Subscale of the TFI and provide direct assistance to schools, including conducting the TFI Walkthrough when applicable.

Total Score on Tier III Section: \_\_\_\_\_ / \_\_\_\_\_

## APPENDIX E

### Consumer Guide to Contracting for Positive Behavioral Interventions & Supports Professional Development

#### Training

1. Training requires schools to assemble a team including a building administrator YES / NO
2. Each training session provides clear and measurable school team outcomes YES / NO
3. Training sessions designed to allow school teams to build on current successful strategies YES / NO
4. Training emphasizes the SW-PBIS problem solving logic: Data, Practices & Systems YES / NO
5. Training includes district personnel to develop local capacity (trainer of trainers) YES / NO
6. Training focuses on continuum of behavioral supports (universal, tier II, tier III) YES / NO
7. Training tailored based on school team self-assessment including phase of implementation YES / NO
8. Training uses readily available materials/resources or allows district to reproduce materials YES / NO
9. Training includes local trainers within the first year YES / NO
10. Training mirrors state initiative and/or utilizes state recommended measures YES / NO

#### Trainer(s)

11. Trainers have worked directly with school teams across all phases of implementation and continuum YES / NO
12. Trainers familiar with range of evidence-based practices and does not promote a singular or limited approach YES / NO
13. Trainers readily share training materials with district to build local capacity YES / NO
14. Trainers have worked directly with a trainer-of-trainer model YES / NO
15. Trainers have experience working with district leadership teams to action plan YES / NO
16. Trainers have experience training and coordinating external and internal coaching YES / NO

#### Self-Assessment/ Evaluation

17. Training plan includes an iterative process to measure school team progress that includes a) fidelity of implementation and b) student outcomes YES / NO
18. Clear measurable objectives established for each training activity YES / NO
19. Training includes direct technical assistance to district leadership to reach full implementation and sustainability YES / NO