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Positive Behavioral
Interventions & Supports

A group of five professionals (three men and two women) are gathered around a table in a meeting room. They are looking at a laptop on the table. The background shows a large window and a framed picture of a staircase.

PBIS STATE SYSTEMS FIDELITY INVENTORY (SSFI) MANUAL

Version 1 | revised March 2026



PBIS State Systems Fidelity Inventory (SSFI) Manual

Center on Positive Behavioral Interventions and Supports
U. S. Department of Education, Office of Special Education Programs
and Office of Elementary and Secondary Education

Version 1 | March 2026

www.pbis.org

This document was supported from funds provided by the Center on Positive Behavioral Interventions and Supports cooperative grant supported by the Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education (OESE) of the U.S. Department of Education (H326S230002). Sunyoung Ahn, PhD serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, or enterprise mentioned in this document is intended or should be inferred.

Suggested Citation for this Publication

Center on PBIS. (2026). *PBIS State Systems Fidelity Inventory (SSFI)*. University of Oregon. www.pbis.org.



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Introduction & Purpose

The SSFI is designed to assist state leadership teams and similar organizational units with (a) initial assessments of the extent to which there is the capacity to implement Positive Behavioral Interventions and Supports (PBIS) or a similar multi-tiered system of support (MTSS) framework to support students' social, emotional, and behavioral growth; (b) action planning to guide resource allocation during the process of PBIS implementation; and (c) periodic assessments of the capacity of a state or region to sustain PBIS implementation and inform state strategic plans.

The SSFI is divided into 9 categories:

1. Leadership Teaming
2. Partner Engagement
3. Funding and Alignment
4. Policy
5. Workforce Capacity
6. Training
7. Coaching
8. Evaluation
9. Local Implementation Demonstrations

Intended Participants

The SSFI is intended for use by leadership teams at state, regional/county, or district education offices considering or actively implementing PBIS. However, it can be used by an individual or limited group to complete before a full state team is established. It

also can be used by other organizational units (e.g., large schools, special/alternative schools, educational facilities). Users of the SSFI should be familiar with the core features of Tier 1, Tier 2, and Tier 3 PBIS. It is strongly recommended to complete this measure with an external PBIS technical assistance provider.

Readiness

A team is “ready” for PBIS implementation (and use of the SSFI) when the team (a) is knowledgeable about the core features of PBIS (at Tiers 1, 2, and 3), (b) is knowledgeable about the nine elements of the implementation model, (c) has defined the role of the team in the larger educational system, and (d) selected an operational goal for the number of schools targeted for PBIS adoption over each of the next 5 years based upon the current needs of existing data available.

Additional Resources

The team (or external technical assistance providers) can consult the [PBIS Implementation Blueprint](#) for foundational information about PBIS and its effective implementation and PBIS State Systems Fidelity Inventory Action Planning Companion for examples to guide scoring of the self-assessment and tools for implementation actions. Alternatively, teams can use the State Capacity Assessment (SCA; Fixsen et al., 2015) from the National Implementation Research Network (NIRN) for a more generic assessment of state educational initiatives.



Schedule of Administration

It is recommended that the Leadership Team complete the SSFI prior to installation of a tiered system, and then annually thereafter to evaluate ongoing implementation and state strategic planning.

Preparation for Administration & Completion Time

Time required for completion depends on experience level of the team. To allow ample time, schedule approximately 60–90 minutes to complete all sections. Assembling relevant data and resources prior to completing the self-assessment will maximize participants' use of time.

Prior to Administering the SSFI

1. Identify an internal or external **facilitator** who is fluent with systemic PBIS implementation processes and blueprint elements and can guide assessment and action planning.
2. Form a **team** composed of behavior-related leadership personnel who are responsible for establishing and coordinating implementation of PBIS systems and practices. If a team is not already formed, an individual or limited group can still complete the SSFI.
3. Review **existing data** related to (a) student behavior (e.g., suspension/expulsions, screening outcomes, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates, school climate, student/family surveys) and (b) implementation fidelity (e.g., Tiered Fidelity Inventory).

4. Conduct **resource mapping** (i.e., identification, alignment, integration, adaptation) of existing social-emotional-behavioral efforts, initiatives, and/or programs to maximize use and impact of existing resources.
5. Complete the SSFI using the embedded scoring criteria to **rate current implementation status**.
6. Prioritize implementation elements for action planning with respect to the importance of short and long-term **student outcomes** and need for **systems** level capacity development.
7. Review implementation elements to develop steps for a **multi-year action plan** (1 year, 2 to 4 years, and 5 or more years).
8. Emphasize use and organization of **existing resources** for implementation of action plan.
9. **As a team, review progress** on action plan activities and outcomes at least monthly.
10. Conduct **annual evaluation** and updating of action plan fidelity of implementation and outcome progress.

Alternative Administration Process

For increased efficiency, teams can come to the meeting with their own draft ratings, which can identify items with agreement and focus the team's time on items with less agreement:

1. In advance of the meeting, a facilitator sends the SSFI to team members via [an online survey or sheet](#).
2. Before the meeting, each team member provides initial draft scores using their best information.



3. The facilitator compiles the individual scores into draft consensus scores. Sample decision rules for each item:
 - If 75+% or more team members provided the same score (e.g., 0), use that score.
 - If half or more team members provided a score of 1, use 1.
 - All other items are reviewed at the scoring meeting.
4. At the consensus scoring meeting, the team reviews the draft consensus scores for agreement (any member can identify draft scores for team reconsideration).
5. The facilitator guides the team through consensus scoring for all remaining items.
6. The facilitator enters the final scores at <https://www.pbisapps.org>.

Complete the SSFI Action Plan Online

Leadership Teams can complete the SSFI on paper, or they can take the survey online in Field Test at <https://www.pbisapps.org>. When they take the survey online, teams can fill in action items related to each subscale. Then, once they submit their survey responses, the app compiles the action plan items into a full action plan ready to be printed and used in future meetings. Teams access their completed action plan by going to Reports and selecting Action Plan Items from the drop-down menu of available reports for the SSFI.



Glossary

Behavioral Expertise: Knowledge and skills in application of behavioral science to systems. It includes an understanding of principles of human behavior, organizational behavior change, effective instructional practices, mental health support, and social-emotional learning.

Coaching: Job-embedded professional learning provided to support implementation of new skills and practices. Frequently involves modeling, observing, and/or providing performance feedback.

Cultural and Contextual Adaptation: Implementing features of PBIS based on behavioral principles and with attention to tailoring for the specific context, such as age and developmental level, community resources, disability status, grade levels, and race/ethnicity.

Executive Leadership: Provides the funding, visibility, and political support needed to allow school teams to travel through the full sequence of adoption stages.

Leadership Team: Local team comprised of representation from leadership, partners, implementers, consumers, and content experts that is responsible for ensuring high implementation fidelity, management of resources, and data-based decision making.

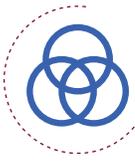
Model Demonstrations: Schools that are implementing evidence-based PBIS practices with fidelity and are designated as learning/observation sites for other schools.

Multi-tiered Systems of Support (MTSS): The practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions (Batsche et al., 2005). An integrated MTSS is integration of several MTSSs into one coherent strategically combined system meant to address multiple domains in content areas in education (McIntosh & Goodman, 2016).

Positive Behavioral Interventions and Supports (PBIS): A framework for implementing evidence-based practices to support improved social, emotional, behavioral, and academic outcomes for all student groups through systems and data-based decision making.

Professional Learning: A systematic process of support for all staff that can include face-to-face training, observation, coaching, resource banks of materials, communication plans, or virtual supports to help educators establish and sustain evidence-based practices.

Resource Alignment: Thoughtful allocation of budgets and other resources to achieve desired education outcomes for students (California Department of Education, n.d.).



Resource Mapping: A system-building process historically utilized by communities, organizations, schools, and service centers to align resources, strategies, and outcomes available (Crane & Mooney, 2005).

Social-Emotional-Behavioral Initiatives and Programs:

Interventions, systems, or practices implemented to improve social, emotional, or behavioral competencies. Examples include PBIS, mental health, and social-emotional learning programs.

Partners: Anyone internal or external to the organization who has an interest in or is affected by the success of a school. Key partners include students, family members, community groups, and agency employees.

Technical Assistance: Process of providing support to an organization with an identified problem or need.

Training: Provision of instruction in new concepts and skills for implementing systems and practices. Training is less likely to lead to durable change in behavior without coaching.

Transitions: Moving from one school to another school within a district.

Workforce Capacity: Internal experience and expertise to collaborate, implement and sustain evidence-based practices, and improve outcomes for all student groups.



Individuals Completing: _____ Current Date: _____

Next Date: _____

Level of Implementation: State Region/County Multi-state Region Other: _____

Section 1: Leadership Teaming

Feature	Possible Data Sources	Scoring Criteria
<p>1.1 Leadership Authority One or more members of the Leadership Team has the authority to make key decisions (e.g., budget, implementation, policy, data systems) that affect practices across the organization.</p>	<ul style="list-style-type: none"> District Organizational Chart Team Roles & Responsibilities 	<p>0 = No members of the Leadership Team have decision-making authority to influence the organization.</p> <p>1 = At least one member of the Leadership Team has decision-making authority to influence the organization.</p> <p>2 = Multiple members of the Leadership Team have documented decision-making authority (e.g., organizational chart) to influence the organization.</p>
<p>1.2 Team Membership Leadership Team has representation from range of partners, including families and members with investment in youth outcomes from the local community and individuals with detailed knowledge about the current social-emotional-behavioral initiatives (e.g., accountability, administrators, families, general and special education, higher education, mental health, school board and community members, school board attorneys, trade organizations, youth-serving agencies)..</p>	<ul style="list-style-type: none"> Organizational Chart Team Roles and Responsibilities Memorandum of Understanding (MOU) with Community Partners Document defining role and utilization of school and community employed clinicians (e.g., time studies to determine how school and community staff time is funded, prioritized, and assigned) 	<p>0 = Leadership Team does not have representation from a range of partners with investment in youth outcomes from the community.</p> <p>1 = Leadership Team has a diverse range of partners on their team. Family and student voice are represented at least on subcommittees or through other activities of the team.</p> <p>2 = Leadership Team uses a written process to identify a range of partners, including families and members with investment in youth outcomes and individuals with detailed knowledge about current social-emotional-behavioral initiatives, and team leaders audit membership annually.</p>



Feature	Possible Data Sources	Scoring Criteria
<p>1.3 Team Expertise Leadership Team includes individuals from agencies representing P-12 school and community with behavioral science expertise (e.g., knowledge of both externalizing and internalizing behaviors) across the full continuum of behavior support (Tiers 1, 2, 3) to ensure fidelity of implementation of PBIS practices and systems in three domains: (a) training, (b) coaching, and (c) evaluation.</p>	<ul style="list-style-type: none"> Organizational Chart Teaming Protocols Team Roles & Responsibilities 	<p>0 = Leadership Team does not include individuals with behavioral science expertise across the full continuum of behavior support.</p> <p>1 = Leadership Team includes individuals with behavioral science expertise across one or two but not all three tiers or not from agencies representing both P-12 school and community systems.</p> <p>2 = Leadership Team includes individuals with behavioral science expertise across all three tiers and from agencies representing P-12 school and community systems.</p>
<p>1.4 Team Leadership Leadership Team is led or facilitated by a coordinator(s) with (a) adequate designated time (i.e., FTE) for coordination and (b) experience in data-based decision-making, systems to support implementation, and evidence-based social-emotional-behavioral practices.</p>	<ul style="list-style-type: none"> Organizational Chart Teaming Protocols Leadership Team Meeting Agenda and Minutes 	<p>0 = Leadership Team does not have an assigned facilitator/coordinator (or coordinator lacks adequate designated time or experience across all areas).</p> <p>1 = Leadership Team has an assigned facilitator and either adequate designated time or experience across all areas, but not both.</p> <p>2 = Leadership Team has assigned facilitator with both adequate designated time and experience across all areas.</p>
<p>1.5 Team Operating Procedures Leadership Team uses standard meeting process and problem-solving agenda (e.g., Team-Initiated Problem Solving) with clearly defined operating procedures (e.g., procedures for securing agreements, resolving conflicts and integration of system features).</p>	<ul style="list-style-type: none"> Leadership Team Agenda and Minutes Team Roles and Responsibilities (including procedures for ensuring active participation of family and community members) 	<p>0 = Leadership Team does not does not meet at least monthly or use a regular meeting agenda, minutes, defined roles, and processes for decision making and integration of systems features.</p> <p>1 = Leadership Team does not meet at least monthly or has some but not all operating procedures.</p> <p>2 = Leadership Team meets at least monthly and uses a regular meeting agenda, minutes, defined roles, processes for decision making, and process for integration of systems features.</p>



Feature	Possible Data Sources	Scoring Criteria
<p>1.6 Action Planning & Evaluation Leadership Team has a current 3 to 5 year action plan guided by the SSFI, state strategic plan, and district/school fidelity of implementation data (e.g., Tiered Fidelity Inventory), and matches resources to needs based on student outcome data, especially for vulnerable populations. The team uses the action plan to guide agendas, and addresses potential barriers (funding, policy, roles of personnel) to engaging school and community members.</p>	<ul style="list-style-type: none"> Strategic Plan 	<p>0 = Leadership Team has no action plan.</p> <p>1 = Leadership Team has an action plan, but it has not been updated in the past 12 months, is not derived from data, does not include the next 3 to 5 years or is not linked/aligned with the state strategic plans.</p> <p>2 = Leadership Team has a current 3 to 5 year action plan, has been updated in the past 12 months, is linked to vision statement and improvement plan using the SSFI, implementation and student outcomes data, and uses this plan to guide team meetings.</p>
<p>1.7 Communication with Executive Leadership Leadership Team engages in regularly scheduled and ongoing, two-way communication with executive leadership regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.</p>	<ul style="list-style-type: none"> Leadership Team Agenda and Minutes 	<p>0 = Leadership Team does not regularly communicate with executive leaders.</p> <p>1 = Leadership Team regularly (i.e., at least quarterly) updates executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.</p> <p>2 = Leadership Team regularly (i.e., at least quarterly) updates and receives feedback or input from executive leaders regarding implementation progress and outcomes related to student behavior goals and implementation of PBIS framework.</p>
<p>1.8 Communication Among Team Leadership Team members who coordinate daily implementation of the initiative follow agreed-upon procedures for monitoring progress and regularly monitor and report on implementation.</p>	<ul style="list-style-type: none"> Communication Plan Teaming Protocols 	<p>0 = No processes exist for monitoring progress and reporting implementation activities.</p> <p>1 = A process exists for monitoring progress and reporting implementation activities.</p> <p>2 = A process for monitoring progress and reporting implementation activities is documented, and team members who coordinate daily implementation follow the process.</p>



Feature	Possible Data Sources	Scoring Criteria
<p>1.9 Communication with Key Partners Leadership Team regularly (e.g., quarterly) uses two-way communication with other partners (e.g., school boards, families, community organization leaders, politicians, youth) to actively elicit ownership, voice, and broad representation of their families and communities, especially underserved families and cultures, and to solicit feedback on implementation progress and link to outcomes.</p>	<ul style="list-style-type: none"> • Website • Newsletters • Leadership Team Minutes 	<p>0 = Leadership Team does not communicate progress or ask for input from key partners.</p> <p>1 = Leadership Team communicates progress with some but not all key partners and/or does not ask for input.</p> <p>2 = Leadership Team communicates progress with and actively seeks input from all key partners connected to progress and linked to outcomes.</p>
<p>1.10 Goal Identification Promoting positive school climate and social-emotional-behavioral health for all student groups are established by organizational leadership as one of the top five permanent goals or priorities for the next 3 to 5 years.</p>	<ul style="list-style-type: none"> • Handbook • Strategic Plan 	<p>0 = Organization does not have goals or priorities focused on positive school climate or social-emotional-behavioral health.</p> <p>1 = Organization has goals or priorities focused on positive school climate or social-emotional-behavioral health but not in the top 5 goals.</p> <p>2 = Organization has goals or priorities focused on positive school climate or social-emotional-behavioral health for all students in the top 5 goals.</p>



Section 2: Partner Engagement

Feature	Possible Data Sources	Scoring Criteria
<p>2.1 Partner Involvement Leadership Team follows a written process to actively involve partners (e.g., school boards, families, community organization leaders, politicians, youth) in goal setting, goal alignment, and policy development.</p>	<ul style="list-style-type: none"> Strategic Plan Teaming Protocols Leadership Team Minutes Team Roles and Responsibilities (including active participation of family and community members) Website 	<p>0 = No process exists to involve partners.</p> <p>1 = Partners are on the team, but active involvement is not monitored.</p> <p>2 = A written process is followed to actively involve partners in goal setting and policy development. Teams engage families and community members that are representative of the state’s demographics and any underserved populations.</p>
<p>2.2 Information Dissemination Leadership Team develops one or more tools for communicating information, data, and accomplishments (e.g., website, newsletter, meeting presentations, conferences, media, annual progress reports) targeted to broad partner groups at least annually.</p>	<ul style="list-style-type: none"> Products Website Newsletters Social Media Annual Reports 	<p>0 = Information, data, and accomplishments are not disseminated.</p> <p>1 = Communication systems are developed to assist in disseminating 1 but not all 3 components (i.e., information, data, accomplishments).</p> <p>2 = Multiple systems for communication are established to assist in disseminating information, data, and accomplishments at least annually.</p>
<p>2.3 Partner Participation State-level organizational leaders (e.g., state superintendent, board of trustees, other government leaders, community agency directors) actively and visibly participate in PBIS events and activities (e.g., attend annual events, visit implementation sites, acknowledge progress).</p>	<ul style="list-style-type: none"> Attendance Event Agendas 	<p>0 = Organizational leaders do not participate in PBIS activities.</p> <p>1 = Organizational leaders actively participate in PBIS events but do not engage partners.</p> <p>2 = Organizational leaders actively participate in PBIS events and engage partners.</p>



Section 3: Funding and Alignment

Feature	Possible Data Sources	Scoring Criteria
<p>3.1 Budget Plan A budget plan with prioritized funding is developed to support operating structures and capacity building activities to implement PBIS.</p>	<ul style="list-style-type: none"> Budget 	<p>0 = No budget plan exists to fund operating procedures and/or capacity building activities.</p> <p>1 = Operating procedures and capacity building activities are funded through short term funding sources.</p> <p>2 = Initiative has transitioned from short-term funding (e.g., State Personnel Development Grants, contracts) to long-term institutional funding (e.g., Title IV block grants).</p>
<p>3.2 Budget and Resource Alignment Funding and organizational resources across PBIS and related social-emotional-behavioral initiatives are assessed and aligned to sustain implementation.</p>	<ul style="list-style-type: none"> Budget Alignment/Leveraging Procedures 	<p>0 = No mechanisms exist to assess or improve alignment or integration of budgets for related initiatives.</p> <p>1 = Some but not all funding for PBIS and other social-emotional-behavioral initiatives are aligned or integrated.</p> <p>2 = Funding for PBIS and other social-emotional-behavioral initiatives are fully integrated and based on the PBIS framework, tiered logic, and commitment to evidence-based practice.</p>
<p>3.3. Annual Alignment Review At least annually, Leadership Team reviews (e.g., audit, survey, resource mapping, alignment) existing social-emotional-behavioral initiatives or programs to determine alignment of goals, outcomes, systems, and practices to promote fidelity, effectiveness, equity, and cultural and contextual adaptation.</p>	<ul style="list-style-type: none"> Audit Spreadsheet Working Smarter not Harder Worksheet Organizational Chart Graphic Organizer Displaying Initiative Alignment 	<p>0 = No documented alignment review of social-emotional-behavioral initiatives exists.</p> <p>1 = Alignment of social-emotional-behavioral initiatives is reviewed and documented periodically, but the process does not include assessing fidelity of implementation and effectiveness.</p> <p>2 = Social-emotional-behavioral initiatives are reviewed at least annually, and the process includes assessing fidelity of implementation and effectiveness. A document or graphic organizer describes how related initiatives are aligned or integrated.</p>
<p>3.4 Initiative Selection Procedures A written process is followed for state-level review of fit for new social-emotional-behavioral initiatives or practices with PBIS framework (i.e., evidence base, capacity, contextual fit) before deciding whether to adopt, align, or integrate them.</p>	<ul style="list-style-type: none"> Recommended Procedures Initiative Selection Guide Working Smarter not Harder Worksheet Hexagon Tool 	<p>0 = Clear procedures for reviewing new programs, prior to adoption, do not exist.</p> <p>1 = Procedures for review and adoption of new programs can be described but are not documented and/or inconsistently used and/or do not promote alignment and integration among existing initiatives.</p> <p>2 = Clear procedures for reviewing programs are documented and regularly adhered to when considering new innovations and alignment with existing initiatives is determined prior to adoption of any new program.</p>



Section 4: Policy

Feature	Possible Data Sources	Scoring Criteria
<p>4.1 Vision/Mission Statement Leadership Team develops a statement that includes a rationale and support for the importance of school climate and social-emotional-behavioral health to achieve equitable outcomes for all student groups (and how PBIS can improve both these outcomes and academic achievement).</p>	<ul style="list-style-type: none"> Vision/Mission Statement 	<p>0 = No vision/mission statement, or the vision statement does not include the importance of school climate.</p> <p>1 = Vision/mission statement includes a rationale and clear support for the importance of school climate but is not articulated into long-term outcomes or endorsed by lead administrators.</p> <p>2 = Vision/mission statement includes a rationale and clear support for the importance of school climate and equitable outcomes for all student groups and is developed with community partners, articulated into long-term outcomes, and endorsed by lead administrators and community partners.</p>
<p>4.2 Inclusion of PBIS in Policy An instructional and preventive approach to discipline and PBIS framework are included in organizational policy and procedural guidelines and posted or distributed at least annually.</p>	<ul style="list-style-type: none"> Organizational Policies Discipline Policy Sample District Handbooks Sample Code of Conduct Website 	<p>0 = PBIS is not explicitly included in policy documents.</p> <p>1 = PBIS is included in policy documents, but only as a reactive approach.</p> <p>2 = PBIS is embedded throughout policy documents as an instructional and preventive approach.</p>
<p>4.3 Discipline Policy Review Leadership Team regularly reviews and refines policies to enhance their effects on fidelity of implementation and social-emotional-behavioral and academic outcomes for all student groups.</p>	<ul style="list-style-type: none"> Discipline Policy Behavioral Screening Policy Policies for Student Alternative Placement Strategic Plan Leadership Team Minutes 	<p>0 = Policies are not reviewed and refined annually.</p> <p>1 = Policies are reviewed and refined annually but not to enhance their effects on fidelity of implementation.</p> <p>2 = Policies are reviewed and refined annually to enhance their effects on fidelity of implementation and association with behavior and academic outcomes for all student groups.</p>



Section 5: Workforce Capacity

Feature	Possible Data Sources	Scoring Criteria
<p>5.1 Personnel Selection Criteria Leadership Team provides guidance on hiring criteria, recruitment, and selection for state/district/school administrators, coaches, and school personnel based on knowledge, skill, and experience implementing PBIS.</p>	<ul style="list-style-type: none"> Recommended Policies 	<p>0 = Hiring criteria, recruitment, and selection do not explicitly consider knowledge, skill, and experience implementing PBIS.</p> <p>1 = Hiring criteria, recruitment, and selection consider knowledge, skill, and experience implementing PBIS at a cursory level.</p> <p>2 = Hiring criteria, recruitment, and selection explicitly name knowledge, skill, and experience implementing PBIS as critical for relevant administrators, coaches, and other personnel.</p>
<p>5.2 Job Descriptions PBIS implementation activities (e.g., training, coaching) are embedded into job descriptions, and dedicated time (i.e., FTE) is allotted to complete activities.</p>	<ul style="list-style-type: none"> Job Descriptions 	<p>0 = No PBIS system implementation activities are embedded in job descriptions.</p> <p>1 = PBIS system implementation activities are assumed as part of the job descriptions but are not formally included.</p> <p>2 = PBIS system implementation activities are embedded into job descriptions and adequate time is allotted for them.</p>
<p>5.3 Performance Evaluation Annual performance evaluations of administrators, teachers, and related instructional/support personnel assess knowledge and skills related to PBIS implementation.</p>	<ul style="list-style-type: none"> Evaluation Rubrics 	<p>0 = Performance evaluations do not include assessment of knowledge or skills for PBIS systems implementation.</p> <p>1 = Annual performance evaluations of some personnel, but not all, assess knowledge and skills related to PBIS systems implementation.</p> <p>2 = Annual performance evaluations of administrators, teachers, and related instructional/support personnel directly assess knowledge and skills related to PBIS systems implementation.</p>
<p>5.4 Licensure Requirements State certification and licensure policies for administrators, teachers, and related instructional/support personnel require coursework and fieldwork in positive behavior support, PBIS, and/or implementation science.</p>	<ul style="list-style-type: none"> Credentialing and Licensure Descriptions 	<p>0 = State certification and licensure requirements do not require coursework and fieldwork in positive behavior support, PBIS, implementation science, and/or related content.</p> <p>1 = State certification and licensure requirements require coursework and fieldwork in content related but not specific to positive behavior support, PBIS, and/or implementation science.</p> <p>2 = State certification and licensure requirements explicitly require coursework and fieldwork in positive behavior support, PBIS, and/or implementation science.</p>



Section 6: Training

Feature	Possible Data Sources	Scoring Criteria
<p>6.1 Professional Development Plans and Calendar</p> <p>Leadership Team completes a 3 to 5 year professional development plan guided by school implementation data (e.g., TFI, SAS results) and linked to vision statement and measurable outcomes.</p>	<ul style="list-style-type: none"> Professional Development Plan Professional Development Calendar Website 	<p>0= No professional development calendar exists, or a calendar exists but does not include training plans for PBIS.</p> <p>1= Professional development calendar is created but not publicly posted with defined goals to support implementation of PBIS.</p> <p>2= Professional development calendar is created and publicly posted with defined goals to support implementation of PBIS.</p>
<p>6.2 Training Focus and Alignment</p> <p>Training materials and practices emphasize core PBIS features (outcomes, data, systems, and practices) in a manner that is (a) consistent with principles of behavioral science, (b) adapted based on culture and context, and (c) aligned with other relevant initiatives to support a wide range of student social-emotional-behavioral needs within a PBIS framework.</p>	<ul style="list-style-type: none"> Training Materials 	<p>0 = PBIS training materials/practices are not based on behavioral science, adapted based on culture and context, or overtly aligned with other relevant initiatives.</p> <p>1 = PBIS training materials/practices are somewhat based on behavioral science, adapted based on culture and context, or overtly aligned with other relevant initiatives.</p> <p>2 = PBIS training materials/practices are fully based on behavioral science, adapted based on culture and context, and overtly aligned with other relevant initiatives.</p>
<p>6.3 Orientation Training Materials</p> <p>Orientation descriptions and presentations (e.g., 1-page overview, video, website) are developed for describing implementation rationale, process, outcomes, and readiness requirements for state, district, and school-level implementation.</p>	<ul style="list-style-type: none"> Website 	<p>0 = Relevant, specific materials and a strategic process for orientation are not available and/or not strategically provided to all personnel and partners.</p> <p>1 = Some information about the implementation rationale, readiness requirements, process and outcomes are developed but are not specific and/or are not strategically disseminated to all relevant partners.</p> <p>2 = Materials for orienting all internal and external partners are available, include specific information about the implementation rationale, readiness requirements, process and outcomes and are shared according to need (e.g., internal staff receive on-going professional learning, external partners are given overview materials).</p>



Feature	Possible Data Sources	Scoring Criteria
<p>6.4 Ongoing Professional Development Training descriptions and materials (e.g., workbooks, power points, videos) are developed to provide in-depth and sustained team-based professional development on implementing, sustaining, and scaling the PBIS framework.</p>	<ul style="list-style-type: none"> Professional Development Plan Professional Development Calendar Website Training Materials 	<p>0 = No standardized professional development material specific to the PBIS framework exists.</p> <p>1 = Standardized professional development material specific to the PBIS framework exists but is limited in quality, depth and information for sustaining and scaling PBIS.</p> <p>2 = Standardized professional development material specific to the PBIS framework is developed for new staff, and advanced sessions are provided to returning staff for sustaining implementation and scaling the PBIS framework on an annual basis.</p>
<p>6.5 Behavioral Science Expertise In-district and/or out-of-district peer networking opportunities focused on PBIS are available and regularly accessed by school and team leaders, district or school level coaches, and/or district/school level teams.</p>	<ul style="list-style-type: none"> Professional Development Calendar Training Participant Evaluations 	<p>0 = No formal training or mentoring is available.</p> <p>1 = Training or mentoring is available but is informal, sporadic, or not available to all roles.</p> <p>2 = Formal, sequenced opportunities for training and mentoring in behavioral science are continuously available across roles, accessed, and rated highly by participants.</p>
<p>6.6 Communities of Practice Leadership Team establishes or provides access to regular PBIS peer networking opportunities (e.g., peer-to-peer sharing events, professional learning communities) on selected topics (e.g., high schools, equity) for state/district/school leaders, PBIS coaches, and teams.</p>	<ul style="list-style-type: none"> Professional Development Plan 	<p>0 = Relevant leaders, coaches and/or teams do not regularly access peer networking opportunities.</p> <p>1 = Some leaders, coaches, and/or teams access peer networking opportunities but not all relevant personnel access, or access is inconsistent.</p> <p>2 = Peer network opportunities focused on the PBIS framework, practices, and systems are scheduled for and regularly accessed by all relevant members or groups.</p>
<p>6.7 Internal Training Capacity State has established internal training capacity (e.g., core group identified and supported in leading efforts) to implement and sustain PBIS.</p>	<ul style="list-style-type: none"> Capacity Building Plan Training Participant Evaluations 	<p>0 = No internal PBIS training capacity exists.</p> <p>1 = Some internal PBIS training capacity exists within the state.</p> <p>2 = A core group is established and regularly provides highly-rated training within the state to implement and sustain PBIS.</p>



Section 7: Coaching

Feature	Possible Data Sources	Scoring Criteria
<p>7.1 Coaching Provision Adequate coaching supports (including data-based feedback) are provided based on phase of implementation and data-indicated need (e.g., at least monthly with each emerging school team, and at least quarterly with established teams implementing with fidelity).</p>	<ul style="list-style-type: none"> Coaching Recipient Evaluations 	<p>0= No formal coaching is provided.</p> <p>1= Coaching is available but is informal, sporadic, or not available to all participating districts/schools.</p> <p>2= Coaching is consistently provided to all participating districts/schools and is driven by data.</p>
<p>7.2 Coaching Networks Training and support (e.g., technical assistance) are provided to local coaching networks to establish and sustain coaches' skills in PBIS implementation.</p>	<ul style="list-style-type: none"> Professional Development Plan Training Participant Evaluations 	<p>0= No process for supporting coaching exists.</p> <p>1= Coaches training process is informal.</p> <p>2= A written process is used to train coaches and provide access to coaching networks.</p>
<p>7.3 Coaching Functions Support emphasizes coaching functions (i.e., responsibilities and activities, not people or positions) for internal (school level) and external (state/district level) implementation supports.</p>	<ul style="list-style-type: none"> Coaching Manual 	<p>0 = No process for determining coaching functions.</p> <p>1 = Process to determine coaching functions is informal.</p> <p>2 = A written process exists outlining the coaching functions for implementation.</p>



Feature	Possible Data Sources	Scoring Criteria
<p>7.4 Differentiated Coaching Support A plan for differentiated coaching support is developed and based on stages of implementation, relevant tiers, and data-indicated need. The coaching plan is readily available (e.g., website) and/or disseminated to district and/or school teams and is consistently implemented.</p>	<ul style="list-style-type: none"> Coaching Plan 	<p>0 = A plan for differentiated levels of coaching is not documented or no coaching supports are consistently provided.</p> <p>1 = A coaching plan is documented but is not differentiated according to phase or level of implementation or by data-indicated need, or coaching supports are available but tend to be delivered with the same intensity for all or inconsistently across district/school sites.</p> <p>2 = A plan for differentiated coaching is available and indicated levels of support are regularly provided across sites in the state/region.</p>
<p>7.5 Internal Coaching Capacity State has transitioned from outside/external to local/internal coaching capacity (e.g., core group identified and supported in leading efforts, embedded in job descriptions) and assists districts in increasing their internal coaching capacity.</p>	<ul style="list-style-type: none"> List of State PBIS Coaching Personnel Job Descriptions 	<p>0 = State has no internal coaching capacity.</p> <p>1 = State has informal internal coaching capacity that does not include a core group of individuals identified to provide support and/or the related tasks are not embedded in job descriptions.</p> <p>2 = State has internal coaching capacity, including a core group of individuals that have been identified to provide support and have related tasks embedded in job descriptions.</p>



Section 8: Evaluation

Feature	Possible Data Sources	Scoring Criteria
<p>8.1 Data Collection Systems State, district, and school-level data systems (e.g., data collection tools and applications) are in place to (a) promote consistent collection and entry of common data (e.g., team accomplishments, schools/districts involved, fidelity, outcomes disaggregated by subgroup), (b) reflect a range of settings and partners (e.g., community data, student and family perceptions), (c) identify districts, schools, or classrooms needing additional training and coaching support, and (d) enable continuous decision-making and feedback at all levels (i.e., state, district, school, classroom).</p>	<ul style="list-style-type: none"> • Data System Reports • School Fidelity Data (e.g., TFI, BoQ) • Student Outcome Data (e.g., discipline, school climate) • Adult Outcome Data (e.g., staff, parent and community satisfaction/engagement surveys, teacher attrition) • District Reports • School/Community Demographic Data 	<p>0 = No data collection systems are in place or existing data systems do not allow easy access to information needed for evaluation of efforts and impact.</p> <p>1 = Data systems are in place to collect common data that allow for continuous decision making , but data are not disaggregated by student group or aggregated into a state-level report for decision making at all levels (i.e., state, district, school, classroom).</p> <p>2 = Data systems are in place to collect common data for that allow for continuous decision making, and data are both disaggregated by student group and aggregated for decision making at all levels (i.e., state, district, school, classroom).</p>
<p>8.2 Evaluation Plan Leadership Team completes a 3 to 5 year evaluation plan that (a) identifies partner-generated evaluation questions (including equity in student outcomes by subgroup), (b) includes a detailed data collection plan (via systems described in item 8.1), and (c) enables the team to summarize and analyze data to provide meaningful responses to evaluation questions across local and statewide levels.</p>	<ul style="list-style-type: none"> • Evaluation Plan • Action Plan 	<p>0 = Leadership Team has not developed a 3 to 5 year evaluation plan, or existing plan only includes one of the three features listed.</p> <p>1 = Leadership Team has an evaluation plan that is less than 3 to 5 years in length, has not been reviewed for updates in the past 12 months, or does not include all three features listed.</p> <p>2 = Leadership Team completes a comprehensive 3 to 5 year evaluation plan that has been reviewed in the past 12 months and includes all three features listed (i.e., partner-generated evaluation questions that address equity, detailed data collection plan, and ability to summarize and analyze).</p>



Feature	Possible Data Sources	Scoring Criteria
<p>8.3 Evaluation Feedback Loop Data systems are used to provide feedback, according to a determined schedule, that coaches share with district/school teams to use for problem solving and action planning.</p>	<ul style="list-style-type: none"> Data Decision Rules Staff Professional Development Calendar Staff Handbook Team Meeting Minutes 	<p>0 = Data systems are not available to provide performance feedback.</p> <p>1 = Data systems are used to provide regular performance feedback to school teams and coaches, but data are not used for problem solving and action planning.</p> <p>2 = Data systems are used to provide regular performance feedback to school teams and coaches for problem solving and action planning.</p>
<p>8.4 Annual Evaluation Reports Annual progress reports tailored to external partners are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student social-emotional-behavioral and academic outcomes across all tiers and levels of implementation.</p>	<ul style="list-style-type: none"> State Reports 	<p>0 = Annual progress reports tailored to external partners are not created.</p> <p>1 = Annual progress reports are created and distributed on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation but are not tailored to partners OR are distributed less than annually.</p> <p>2 = Annual progress reports tailored to external partners are created and distributed at least annually on the activities and outcomes related to PBIS fidelity of implementation and student behavior goals across all tiers of implementation.</p>
<p>8.5 Acknowledgement of Progress Outcomes and accomplishments are disseminated and acknowledged among partner groups, at least quarterly.</p>	<ul style="list-style-type: none"> Fidelity Tools Student Outcomes Evaluation Reports State Newsletter/Website/Social Media 	<p>0 = Outcomes and accomplishments are not disseminated or acknowledged among partner groups.</p> <p>1 = Outcomes and accomplishments are disseminated and acknowledged among partner groups, at least once per year.</p> <p>2 = Outcomes and accomplishments are disseminated and acknowledged among partner groups, at least quarterly.</p>
<p>8.6 Internal Evaluation Capacity State has transitioned from external to internal evaluation and performance feedback capacity and assists districts in increasing their internal evaluation capacity.</p>	<ul style="list-style-type: none"> Assessment Calendar Performance Feedback Activities Calendar District Systems Fidelity Inventory (DSFI) scores 	<p>0 = There is no assessment or feedback about implementation or data about implementation are only provided through an external agent (e.g., consultant).</p> <p>1 = Some assessment of implementation occurs but is partially or completely dependent on an external agent rather than administered by in-state personnel.</p> <p>2 = State has internal resources available to provide evaluation and performance feedback regarding implementation and does so according to a state plan/schedule/calendar.</p>



Section 9: Local Implementation Demonstrations

Feature	Possible Data Sources	Scoring Criteria
<p>9.1 Site Selection Formal district/school site selection processes (including readiness requirements and commitment procedures) and criteria are developed and used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools and/or districts. Consideration is given to selecting sites that reflect the range of diversity in the state (e.g., location, size, demographics, specific needs, family/community partnerships).</p>	<ul style="list-style-type: none"> • Readiness Requirements • Commitment Procedures 	<p>0 = No formal site selection process exists for school participation in PBIS.</p> <p>1 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted but not used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the state.</p> <p>2 = Formal site selection processes (including readiness requirements and commitment procedures) and criteria are developed/adopted and used to select (a) initial (pilot) and (b) new (expansion, scaling) participating schools within the state.</p>
<p>9.2 Model Demonstrations Demonstration PBIS districts/schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local demonstrations of process and outcomes across all tiers and levels (elementary, middle, high).</p>	<ul style="list-style-type: none"> • Case Studies • Site Descriptions • District Reports • SWPBIS Tiered Fidelity Inventory 	<p>0 = No demonstration schools are identified or demonstration schools do not report annual data.</p> <p>1 = Demonstration schools have annual data, but it does not indicate sustained high levels of fidelity of implementation.</p> <p>2 = Demonstration schools have annual data indicating sustained high levels of fidelity of implementation and visible activities, data, and products to serve as local examples of process and outcomes across tiers and levels (elementary, middle, high).</p>
<p>9.3 Scaling Up Leadership Team develops and uses a plan for further demonstrations, including replication and scaling of PBIS across all tiers and levels</p>	<ul style="list-style-type: none"> • Strategic Plan 	<p>0 = No formal plan exists for replicating and scaling PBIS within the state.</p> <p>1 = Plan for further demonstrations, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed.</p> <p>2 = Plan for further demonstrations, including replication and scaling of PBIS across tiers and levels in the organizational unit, is developed and followed.</p>



Sample State Leadership PBIS Action Planning Template

Individuals Completing Self-Assessment: _____

Current Date: _____

Level of Implementation: State Region/County Multi-state Region Other: _____

Feature	Action Plan Items	Who	When
1. Leadership Teaming	a.		
	b.		
	c.		
	d.		
	e.		
2. Partner Engagement	a.		
	b.		
	c.		
	d.		
	e.		
3. Funding and Alignment	a.		
	b.		
	c.		
	d.		
	e.		
4. Policy	a.		
	b.		
	c.		
	d.		
	e.		



Feature	Action Plan Items	Who	When
5. Workforce Capacity	a.		
	b.		
	c.		
	d.		
	e.		
6. Training	a.		
	b.		
	c.		
	d.		
	e.		
7. Coaching	a.		
	b.		
	c.		
	d.		
	e.		
8. Evaluation	a.		
	b.		
	c.		
	d.		
	e.		
9. Local Implementation Demonstrations	a.		
	b.		
	c.		
	d.		
	e.		