SUBSIST PBIS Sustainability Checklist:

Self Assessment and Action Planning Tool for School Teams

Purposes: This self assessment has been designed to assist school teams in identifying the presence of key features related to sustainability of school-based practices and guide action planning for sustainability. This version is specific to School-wide PBIS, although the items were designed to be used for any school-wide practice. These items have been shown to predict sustained fidelity of implementation of School-wide PBIS (e.g., McIntosh, Mercer et al., 2013).

Guidelines for Use:

- Complete self assessment as a school team
- Consider existing efforts, initiatives, and/or programs that may be integrated with PBIS systems and structures
- Use results to identify strengths and areas for action planning

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Date _____

Team Members Completing Self Assessment _____

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Instructions:

1. Identify the extent to which features are fully in place, partially in place, or not in place
2. Circle features that will be priorities for the upcoming year (identify the smallest changes that will make the greatest impact)
3. Add each circled feature to the action plan, identifying WHO will do WHAT by WHEN

McIntosh, K., Doolittle, J. D., Vincent, C. G., Horner, R. H., & Ervin, R. A. (2013). *SUBSIST PBIS Sustainability Checklist* (Version 1.1). Eugene, OR: Educational and Community Supports, University of Oregon.

SUBSIST Sustainability Checklist

FEATURE		In Place?		
		Yes	**Partial**	**No**
Priority	1. There is agreement that PBIS serves a critical and shared need for the school			
	2. PBIS addresses outcomes that are highly valued by school personnel			
	3. A vast majority of school personnel (>80%) support PBIS			
	4. PBIS is integrated into new school or district initiatives (e.g., renamed to meet new needs, shown how it can meet the goals of the new initiatives as well)			
	5. Parents are actively involved in the PBIS effort (e.g., as part of PBIS team or district committee)			
Building Leadership	6. The school administrators describe PBIS as a top priority for the school			
	7. The school administrators actively support school personnel when implementing and aligning initiatives (e.g., shield staff from competing demands, change language to align PBIS with new initiatives) to allow PBIS to continue			
	8. A school administrator regularly attends and participates in PBIS team meetings			
External Leadership	9. There are adequate district resources (funding and time) allocated for PBIS			
	10. The district administration actively supports PBIS (e.g., describes PBIS as a top priority, provides clear direction)			
	11. State/provincial officials actively support PBIS (e.g., promotion, publicity, providing infrastructure)			
	12. PBIS is promoted to important organizations (e.g., school board, community agencies, businesses, parent groups) at least yearly			
	13. PBIS is embedded into school and/or district policy (e.g., school improvement plans, mission/vision statements)			

FEATURE		In Place?		
		Yes	**Partial**	**No**
Effectiveness	14. The practices and strategies implemented as part of PBIS are evidence-based (i.e., there is published research documenting their effectiveness)			
	15. School personnel perceive PBIS as effective in helping them achieve desired outcomes			
	16. School personnel celebrate the positive effects of PBIS at least yearly			
	17. PBIS has a "crossover effect" in other areas (e.g., improved academic achievement scores, attendance)			
	18. PBIS is effective for a large proportion of students			
	19. PBIS has been expanded to other areas (e.g., classrooms, buses, students with intensive needs, parenting workshops)			
	20. PBIS is implemented with fidelity (i.e., it is used as intended)			
	21. The school team implementing PBIS is knowledgeable and skilled in PBIS			
	22. The school PBIS team is well organized and operates efficiently (e.g., regular meeting schedule and process, agenda, minutes)			
	23. The school PBIS team meets at least monthly			
Efficiency	24. PBIS becomes easier to use with continued experience			
	25. PBIS is considered to be a typical operating procedure of the school (it has become "what we do here/what we've always done")			
	26. PBIS is viewed as a part of systems already in use (as opposed to being an "add-on" system)			
	27. Implemented PBIS strategies are cost-effective (in terms of money and effort)			
	28. Data collected for PBIS are easy to collect and do not interfere with teaching			
	29. Materials related to PBIS (e.g., handbook, lesson plans, posters) are used and adapted across years			

FEATURE		In Place?		
		Yes	Partial	No
Data-Based Decision Making	30. Needs assessments (e.g., PBIS Self Assessment Survey) are conducted			
	31. Fidelity of Implementation data are collected at least yearly (e.g., SET, BoQ, TIC, EBS Survey)			
	32. Student outcome data are collected at least yearly (e.g., ODRs, academic achievement data, School Safety Survey, student/parent satisfaction survey)			
	33. Data are reviewed regularly at each team meeting			
	34. Data are presented to all school personnel at least four times per year			
	35. Data are presented at least once per year to key stakeholders outside of the school (e.g., district officials, school boards, community agencies/groups)			
	36. Data are used for problem solving, decision making and action planning (to make PBIS more effective b&/or efficient)			
Capacity Building	37. All school personnel have a basic understanding of PBIS practices and how/why they work			
	38. The school team has regular access to district PBIS expertise (e.g., external/district coaches or consultants)			
	39. School teams and new personnel are provided with professional development in PBIS at least yearly			
	40. The school team is connected to a "community of practice" (e.g., network of other PBIS schools, local/regional conferences)			
Overcoming Barriers	41. Efforts are taken to build consensus on the school's core values, beliefs and goals as they relate to PBIS			
	42. To overcome shifting priorities, the team and school administrators review new initiatives and identify how PBIS can contribute to/be integrated with those initiatives			
	43. To address general school turnover, the PBIS team is representative and communicates with groups across the school (e.g., administration, grade-level teachers, specialists, staff, students)			
	44. To address "champion" turnover, the leadership and expertise for implementing PBIS is shared among a number of school personnel			
	45. Administrators have created positions with allocated FTE and job descriptions for PBIS-related activities			

Action Plan for Prioritized Sustainability Activities

Feature Number (from above)	Activities	Who is Responsible	Target Start Date	Target Completion Date	Review Date