

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

**BLUEPRINT FOR SCHOOL-WIDE POSITIVE
BEHAVIOR SUPPORT TRAINING AND
PROFESSIONAL DEVELOPMENT¹**

Timothy J. Lewis

Susan Barrett

George Sugai

Robert H. Horner

Version 3: September 2010

¹ The Center is supported by a grant from the Office of Special Education Programs, with additional funding from the Safe and Drug Free Schools Program, US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

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.

Citation: Lewis, T.J., Barrett, S., Sugai, G., Horner, R. H. (2010). *Blueprint for school-wide positive behavior support training and professional development*. Eugene, OR: National Technical Assistance Center on Positive Behavior Interventions and Support. Retrieved from www.pbis.org

Introduction

A hallmark of the School-wide Positive Behavior Support (SWPBS) process is the emphasis on **data** to guide decision making about what **practices** should be put in place to support student learning and social behavior. The third essential component of effective SWPBS is an equal emphasis on the **system** supports that will be needed to build fluency with new or revised practices among all teachers and staff within the school (Sugai et al., 2000). The basic problem solving process of data, practices and systems is then applied across the continuum of supports students will need to increase the likelihood of their academic and social behavior success. To assist school teams with SWPBS implementation, the *OSEP Center on Positive Behavior Interventions and Supports* has developed an *Implementers Blueprint* focusing on SWPBS practices and process and an *Evaluation Blueprint* focusing on data based decision making (see pbis.org). The purpose of this *Professional Development Blueprint* is to provide an overview of essential features and the basic logic of building capacity within schools to insure systems are in place to implement effective practices and make sound data decisions. The blueprint is not intended to serve as a professional development curriculum or set of training and support materials. The blueprint focuses on outlining and describing key features to enable states, regional educational cooperatives, and school districts to build a system of professional development that is responsive to school team needs. Readers will be required to refer to the *Implementers* and *Evaluation Blueprints* as content and material related to both will not be reviewed within this document, but understanding of materials within each is essential to benefiting from content within this blueprint.

Challenge

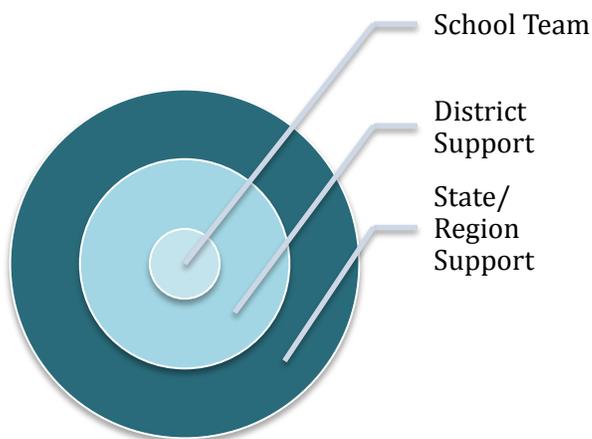
To date, there have been several documented examples of school teams successfully implementing SWPBS through randomized control treatment research (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Horner, Sugai, Smolkowski, Todd, Nakasato, & Esperanza, 2009), descriptive and quasi-experimental studies (Duda, Dunlap, Fox, Lentini, & Clarke, 2004; Lewis, Colvin, & Sugai, 2000), and case studies (Bohanan, 2006; Chapman & Hofweber, 2000). The basic logic of SWPBS 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 to overcome implementation barriers, and maintenance of school team efforts to allow schools 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), SWPBS stresses building “expertise” across all educators within a school through the problem-solving team model. In order 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 *Implementers Blueprint*, in addition to SWPBS teams at the school level, districts and states are also advised to build a leadership team that will allow them to be responsive to school team needs.

Focal Points of the Professional Development Blueprint

One of the key functions of the district leadership team is to allocate resources to build behavioral expertise that is accessible to school teams (see *Implementers Blueprint* for a description of all leadership team roles). In order to build expertise at the school team level, districts must examine their current capacity and potentially re-allocate, hire new, or re-purpose existing personnel. As delineated in the *Implementers Blueprint* and this Blueprint, districts must have (a) a SWPBS coordinator, (b) personnel who can provide training to school teams, and (c) personnel who can provide on-going technical assistance to school teams. Most districts have behavioral expertise among their staff; however, it is often organized for very specific purposes, such as evaluation for special education services. Across this Blueprint, specific recommendations to potentially re-purpose existing behavioral expertise will not be offered. Instead, building on the basic logic of SWPBS, districts will be provided with strategies and tools to self-assess and make determinations of needed resources based on current expertise.

If district leadership teams are to succeed in building expertise at the school team level, they will need training and on-going technical assistance. The focus throughout this Blueprint will be on building fluency of the SWPBS school team through within-school district resources and supports. An additional focal point will be on what regional educational cooperatives and/or state departments of education can and should do to support district implementation. Similar to the district's self assessment for capacity building, states and regional cooperatives should also engage in a self assessment process to determine their ability to support district SWPBS efforts through the following minimal features:

- Provide regional trainings for within-district coordinators and trainers.
- Provide regional trainings to build fluency among within-district technical assistance providers.
- Provide on-going technical assistance to within-district SWPBS providers.
- Coordinate state initiatives to allow districts to make clear connect points to their SWPBS efforts.
- Provide professional networking opportunities across districts.



Multilevel Focus of SWP-PBS Professional Development

The remainder of this Blueprint will focus on (a) building an effective professional development process, (b) essential features of SWPBS across implementation phase and continuum tier to guide training content, (c) key skill sets relative to providing SWPBS professional development, (c) effective professional development activities that lead to measurable school team outcomes, (d) effective technical assistance skill sets and practices to build school team mastery of professional development targets, and (e) development of an on-going professional development evaluation plan. The primary focal point across the Blueprint is on within-district capacity building. State and regional support personnel are encouraged to follow the core steps of SWPBS professional development with a focus shift from school teams to the district as the unit of analysis. The basic logic, process, skill sets, and professional development targets should remain the same. The companion document to this Blueprint, *The State/District Implementation Workbook*, provides a set of planning tools and example materials to assist in the creation of a professional development action plan and implementation guidance.

Professional Development Process and Planning

The purpose of this Blueprint is to overview essential features of professional development districts' must follow to build internal capacity to train and support school teams. Across each step of the process, districts should focus on outcomes at the school level relative to phase of implementation and tier level versus the development of a standard set of days/hours of in-service and generic technical assistance. Likewise, prior to providing training or technical assistance to a school team, districts should assess the schools level of readiness for the content or process. Building on the work of Fixsen and colleagues successful implementation of a complex process like SWPBS requires school teams to move through five phases (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). In addition, school teams will repeat the movement across phases of implementation for each level of the continuum of SWPBS they attempt to implement. The figure below provides an overview of the phases of implementation linked to the continuum of SWPBS implementation with example professional development focal points.

Figure One - Stages and Focal Points of District SW-PBS Professional Development

Phase of Implementation	School Team Implementation Target		
	Universal	Tier II	Tier III
Exploration and Adoption	<i>What is SWPBS and how will it address our concerns?</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 SWBPS and how do we put SWPBS in place?</i>	<i>Tier II team established and interventions based on data targeted.</i>	<i>Tier III team established and assessment intervention development process developed.</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 universals 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>Universal 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 focuses on gaining agreement within the school to pursue a change in practice and self-assessing capacity to implement. **Installation** focuses on initial systems, data-decisions, and practices that will be required to implement SWPBS to the degree change in student behavior is evident. **Initial Implementation** typically targets an element within the tier to allow all within the school to begin implementation on a manageable scale. For example, at the universal level the school team may target a non-classroom setting such as the cafeteria, or at Tier II the school may target a small group social skill intervention as an initial implementation focus. **Full Implementation** translates into all systemic components and a range of interventions are in place that are responsive to patterns noted within the school’s data. **Innovation and Sustainability** reflects the school team’s ability to continue to revise and update 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 derail school implementation efforts.

As districts' build their professional development capacity, it is important to understand, measure, and tailor supports based on team readiness across all professional development activities using the phases of implementation within tiers of SWPBS as the basic guiding framework. In addition, all professional development activities should produce measurable outcomes that reflect (a) team implementation fidelity and (b) desirable student outcomes. Failure to take into account these two fundamental professional development building blocks will most likely result in school teams taking on too much too soon, losing interest among teams if training does not move them forward when they are ready, or failing to follow-through with essential features all resulting in 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, districts should follow these basic steps in the development of their professional development plans and process:

1. Self-assessment of current level of district-wide implementation of SWPBS at the school level.
2. Self-assessment of current capacity to implement SWPBS training and technical assistance within existing and future school team needs.
3. Build a plan to capitalize on current strengths and address areas of need that results in within-district behavioral expertise at the (a) SWPBS coordinator, (b) SWPBS trainers, and (c) SWPBS technical assistance levels.
4. Build a comprehensive district professional development plan linking SWPBS to overall district improvement plan.
5. Build a formative and summative evaluation plan to inform on-going and future professional development activities.

Each of the above broad steps is further defined below.

Self-Assessment of District Implementation. As a first step, district leadership teams are encouraged to assess the depth and breadth of current SWPBS efforts across their district. *School-wide Assessment Surveys (SAS)* or *Effective Behavior Support Survey (EBS Survey)* summaries, *School-wide Evaluation Tool (SET)*, *Benchmarks of Quality (BoQ)*, and the *Benchmarks of Advanced Tiers (BAT)* can be used to provide an index of how many schools are implementing SWPBS and at what level within the continuum (see the *Evaluation Blueprint* for complete descriptions and use of these and other tools). If the majority of schools have universals in place, the implication for professional development planning becomes sustaining and innovations at the universal level and targeting tier II and III process and supports.

Self-Assessment of Current Professional Development Capacity. Key to effective professional development is the effective use of within-district personnel with behavioral expertise specific to the SWPBS process. As outlined in the *Implementers Blueprint*, districts should work toward three levels of SWPBS support: (a) District Coordinator, (b) trainers, and (c) technical assistance providers. The District Coordinator is responsible for overseeing the SWPBS professional development, implementation, and evaluation efforts within the district. Trainers are responsible for delivering content that leads to measurable outcomes among participating school

teams. Technical assistance providers, or “SWPBS Coaches,” provide direct assistance to school teams with implementation. Each of these roles is further defined with minimal skill sets later in this Blueprint (see the *State/District Implementation Workbook* for a self-assessment tool). Districts are encouraged to think in terms of the expertise and roles versus specific and unique staff positions. For example, the District Coordinator, Coaches, and Full Implementation school team leaders could provide training to teams at the installation and initial implementation phases. Likewise, existing resources such as school psychologists, behavior consultants, or school counselors could be tapped to fulfill SWPBS coaching function. Key to a useful self-assessment is determining (a) what behavior expertise exist within the district, (b) what skill sets will existing behavioral experts need to implement SWPBS, and (c) who and how many personnel are needed to meet district demand.

Professional Development Plan focusing on SWPBS. Once both self-assessment activities are complete, districts should create an action plan with two foci. First, target needed skill sets, training activities, and technical assistance to address weaknesses in current within-district SWPBS behavioral expertise. Ideally, regional and state educational agencies, along with national forums, should be targeted to build expertise. The second target should be on moving school teams through the phases of implementation across the continuum (see *State/District Implementation Workbook* for a sample Professional Development Action Plan). The next section of this Blueprint should also be used to guide professional development targets, activities, and outcomes within the Action Plan.

Linkage of SWPBS Professional Development Plan to District Improvement Plan. In an effort to reduce redundancies, inefficiencies, and conflicting messages, the district leadership team should also indicate within their Professional Development Action Plan how SWPBS activities also address larger and related district improvement goals. For example, if the district has set a goal to reduce suspensions and expulsions, indicate how universal to individual SWPBS are targeted to reduce behavioral challenges thereby creating explicit strategies to directly address the goal. SWPBS also has implications for academic achievement goals in that SWPBS efforts have shown an increase in academic related behaviors (e.g., increases in time in instruction) and overall improvements in achievement (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Lassen, Steele, & Sailor, 2006; Luiselli, Putnam, Handler, & Feinberg, 2005). The goal is to connect all professional development efforts across the district to leverage consistent and improved outcomes. Ideally, every professional development activity undertaken within the district has clearly articulated goals relative to the district improvement plan and clear linkages across various professional development efforts (e.g., SWPBS, academic instruction).

Evaluation Plan. In addition to linkages to district improvement goals, the district SWPBS professional development action plan should have clear formative and summative evaluation points to assess progress (see *Evaluation Blueprint* for specific measures, tools, and analysis strategies). Two data points should be set for each action goal. First, school team mastery and implementation checks should be planned. For example, as an outcome of Installation Phase within the Universal level professional development activities, checks for a completed matrix of expectations, lesson plans and teaching schedule, reinforcement strategy along with an overall action plan with implementation timelines should be planned. Second, student outcomes should also be factored into all professional development activities. In addition to product checks

outlined in the above example, reductions in behavioral infractions, improvements in attendance and achievement should be included. Both data points should be 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) as well as annually to determine the overall effectiveness of current professional development (e.g., what worked well, what didn't, additional needed training and technical assistance supports, needed links to community and external agencies). Annual evaluations should be used by the district leadership team to adjust their Professional Development Action Plan and shared with regional or state-wide SWPBS initiatives to allow development of needed external supports to assist with the modified action plan.

To further assist district leadership teams with the development of a comprehensive professional development plan, a series of guiding questions, tools and supports, activities, and desired outcomes are provided in the figure below. The list of guiding questions is organized by phase of implementation and should be explored relative to the continuum focus indicated (universal, tier II, tier III) in the district's self-assessment.



Developing SWPBS Professional Development Capacity at the District Level

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

Exploration Phase

Guiding Questions	Activities	Outcomes
<ul style="list-style-type: none"> • Is there a need for change? 	<ul style="list-style-type: none"> • Review multiple data sources 	<ul style="list-style-type: none"> • Request technical assistance from national center • Exploration team meets with TA Center provider
<ul style="list-style-type: none"> • What current practices and initiatives exist that are facilitators or barriers? 	<ul style="list-style-type: none"> • 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 • Resource map 	<ul style="list-style-type: none"> • Barriers and enablers to implementation identified (e.g., key individuals, other initiatives and systems in place)
<ul style="list-style-type: none"> • What is innovation and does it address our problem? 	<ul style="list-style-type: none"> • Meet with TA Center provider, review outcomes from model schools/districts 	<ul style="list-style-type: none"> • Exploration team decides to proceed • Determine most effective use of current resources that will allow the system to achieve the goal • Determine how system will build from existing products, strategy, skills, experience.

Exploration Phase - continued

Guiding Questions	Activities	Outcomes
<ul style="list-style-type: none"> How do we plan for implementation? 	<ul style="list-style-type: none"> Exploration team establishes meeting cycle 	<ul style="list-style-type: none"> Systems, evidence-based practices, and data tools likely to be necessary for implementation in their state/district (what it takes to implement effectively) Exploration team familiar with implementation blueprint
<ul style="list-style-type: none"> Is the team ready to begin installation of innovation? 	<ul style="list-style-type: none"> Review needs, review what has been learned about innovation 	<ul style="list-style-type: none"> Team chooses to move to installation

Installation

Guiding Questions	Activities	Outcomes
<ul style="list-style-type: none"> What individuals have authority to reallocate resources/facilitate implementation and connect with state improvement plan 	<ul style="list-style-type: none"> Provide overview of innovation to key individuals, make them aware of innovation and how it addresses need and links with improvement plan 	<ul style="list-style-type: none"> Key stakeholders (individuals with authority to allocate resources and affect policy) identified and commitments are secured (e.g., management team)
<ul style="list-style-type: none"> Who will guide implementation? 	<ul style="list-style-type: none"> Meet with key stakeholders and potential implementers Identify members for implementation team (work to allocate FTE) Stakeholders sign off on implementation plan 	<ul style="list-style-type: none"> Implementation team established Coordinator with fluency in implementation blueprint established
<ul style="list-style-type: none"> What does implementation of the innovation involve? 	<ul style="list-style-type: none"> Develop long-term implementation plan (coordinator, coach, training, evaluation) 	<ul style="list-style-type: none"> Plan for building coaching capacity developed Long-term implementation plan established based on implementation blueprint

Initial Implementation

Guiding Questions	<i>Activities</i>	Outcomes
<ul style="list-style-type: none"> Who are initial implementers? 	<ul style="list-style-type: none"> Readiness checklist used State/District Superintendent invites school administrators to Overview Event 	<ul style="list-style-type: none"> Initial implementers selected
<ul style="list-style-type: none"> How do we begin implementation? 	<ul style="list-style-type: none"> Plan, schedule, and coordinate trainings* for: <ol style="list-style-type: none"> State/District Team Members Behavior Support Coaches Administrators School Teams *Initial Training Conducted by external TA provider *Local Trainers are assigned and begin “Train the Trainer” Process 	<ul style="list-style-type: none"> District Team formed to support and guide effort Administrator complete initial training, active participant in implementation Initial schools are implementing innovation
<ul style="list-style-type: none"> How do we monitor fidelity and outcomes? 	<ul style="list-style-type: none"> Tool(s) identified for monitoring fidelity and used to guide training and monitor implementation Outcome data system identified (e.g., SWIS) and used with exemplar schools 	<ul style="list-style-type: none"> Evaluation plan implemented and data system identified

Full Implementation

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

Innovation and Sustainability

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

Essential Features of School-wide Positive Behavior Support Professional Development

As indicated within the introduction to this Blueprint, this section is not intended to serve as set of training activities for district use. The essential features overviewed within this section are intended to represent *minimal* (a) skill sets or knowledge trainers and coaches must master, (b) recommended professional development delivery or activities, (c) targets of school team training, and (d) measurable outcomes. Essential features are organized by (a) content, (b) implementation, and (c) additional professional development targets outside of school teams. Content focuses on mastery of key school team skill sets and student outcomes organized by phase of implementation and tier of support (see Figure One). Implementation focuses on skills sets of trainers and coaches, proven delivery methods and activities, and supporting examples and tools. Finally, while the focus throughout this Blueprint is on increasing capacity at the

school team level, additional professional targets are discussed along with related content and implementation information to achieve awareness and connect points among groups such as parents, community agencies, and local community groups and leaders. The basic organization of this section is to provide an overview of essential features, examples of key professional development focal points, with links to examples and related tools found in the appendices. Examples and tools are presented to assist with district planning and implementation and should not be viewed as complete and sufficient enough to stand alone for district adoption.

Content

The focus across all professional development activities within-district is on providing school teams with the core knowledge across the continuum to allow implementation with fidelity and measurable student outcomes. The initial professional development activity is focused on the Exploration phase of implementation. Here the content focus should be on the essential features of SWPBS (see *Implementers Blueprint*), the purpose and rationale of the district in implementing SWPBS (i.e., connect points to district improvement plan outcomes), and the commitment on the schools part (e.g., forming a team, on-going training) and district's part (e.g., on-going technical assistance). Outcomes from overview sessions should be the school team committing to the process.

Once a commitment is made, the content of professional development should continue to follow the teams' readiness to move to the next phase of implementation and across the continuum. At each professional development activity, training and technical assistance should be focused on measurable team outcomes with a plan to measure related student outcomes. The table below provides an overview of minimal essential features, targeted team outcomes, and recommended evaluation points across the continuum of SWPBS. Sample "training" agenda, formats, and activities can be found in the *State/District Implementation Workbook*.

Core Content Foci Across the SWPBS Continuum

<i>Phase of Implementation</i>	<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcome</i>
Exploration	Core SW-PBS Components of training: Readiness	<ul style="list-style-type: none"> • Definition of SW-PBS (data, practice, systems) • Rationale a) general b) current issues at school/dist c) anticipated outcomes • Implementation Blueprint features • School /District examples • Commitments / “Costs” • State/Region Initiative • Next steps 	Planning Phase Checklist Background readings Implementation Blueprint Evaluation Blueprint	<ul style="list-style-type: none"> • Role and responsibilities of District a) leadership team, b) integrated resources allocation, c) PD plan with dates, d) information systems linked to assessment /evaluation plan e) 3-5 year commitment • Role and responsibilities of school team a) 80% buy-in among staff, b) school team composition, c) information system plan, d) integrated resource allocation, e) PD plan • Role and responsibilities of State/Region Initiative a) contact point, b) on-line information, c) 3-5 year commitment, d) integrated resource allocation

<i>Phase of Implementation</i>	<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcome</i>
Installation through Sustainability	Core SW-PBS Components of school team training: Universals	<ul style="list-style-type: none"> • Definition of SW-PBS (data, practice, systems) • Data-based decision making / action planning • Resource allocation /alignment of multiple initiatives • Team Process / Effective Meeting • Admin Support • Role of the Coach/TA • Communication/ dissemination • Classroom management / Effective instruction • Science of Behavior • Sustaining Efforts • Plan to train & support staff on process and practices • Implementation fidelity (concept & measurement) • Plan to gather stake-holder input • Connections to academics and other initiatives • Family/community connections 	<p>New team Workbook</p> <p>Self Assessment Survey</p> <p>Classroom Self-Assessment</p>	<ul style="list-style-type: none"> • Action Plan w/dates (<i>Develop, schedule and deliver</i>) • Information management system w/ decision rules & schedule • Rules & Matrix • Teaching plan • Acknowledgement of student mastery • Response to problem behavior • Classroom rules & routines • Team roles /Process / Procedures • Orientation and training plan for ALL staff and students (new staff/students) • Plan to involve family and community • On-going communication /dissemination plan • Plan to embed SW-PBS into school handbooks • Resource Map and initiative integration plan <p>MASTERY= 80% better on SET, BoQ, SAS</p>

<i>Phase of Implementation</i>	<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcome</i>
Installation through Sustainability	Core SW-PBS Components of training: Tier II	<ul style="list-style-type: none"> • Universal review and connections • Tier II definition (data, systems, practices) • Gap-analysis w/in team structures (sub-set / stand alone) • Connection to existing systems & practices (TAT, SAT) • Resource allocation • System of student identification/tracking • Data triangulation to match the intervention to student need plus environmental modifications • Progress monitoring & Evaluation • Stake-holder input • Communication (staff, parents, community) • Train & support staff on process and practices • Implementation fidelity • Role of the coach/TA 	<ul style="list-style-type: none"> • Catalog of current Tier II practices • Tier II implementation plan • Tier II process plan 	<ul style="list-style-type: none"> • Information management system • Team process • Data decision rules <ul style="list-style-type: none"> ○ ID ○ Match intervention ○ How to progress monitor ○ Modify ○ Next phase of learning ○ Exit support • Screening schedule • Progress monitoring schedule • Team agenda w/ roles • “Plan” with dissemination activities • Bank of research-based practices • Follow-along strategies • Evaluation / social validity • Orientation and training plan for ALL staff <p>MASTERY = 80% BAT</p>

<i>Phase of Implementation</i>	<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcome</i>
Installation through Sustainability	Core SW-PBS Components of training: Tier III	<ul style="list-style-type: none"> • Universal and Tier II Foundation in place • Tier III Team establishes clear process • Range of Tier 3 supports are available from simple to complex based on factions of behavior and relationship to school environments • Tier III connections to Tier I • Roles on Teams are clearly defined • Family participates in process • Resource allocation / behavioral expertise (10 hrs per week) 	Individual student team process plan	<ul style="list-style-type: none"> • Team includes person to coordinate with behavior expertise, admin part of team-focus on student support and teacher support

<i>Phase of Implementation</i>	<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcome</i>
Installation through Sustainability	Core SW-PBS Components of training: Tier III - Continued	<u>Systems in Place</u> <ul style="list-style-type: none"> • Student Identification • Teacher Referral • Decision Rules • Communication • Teacher support • Process to triangulate data • Coaching • Formal Documentation of Process, procedures, policy <u>Data System</u> <ul style="list-style-type: none"> • Individualized progress monitoring 		<u>System in Place</u> <ul style="list-style-type: none"> • Multiple ways to identify students (screening, nomination, ODR, etc) • Tier III Team responds quickly to teacher requests (48 hours) • Communication System to Staff, Teams. Families (awareness, notification, involvement) • Tier III Team trains all staff on process and procedures for accessing support • Tier III team provides additional supports to staff directly involved with student • Students and Staff receive support in a timely manner • Tier III teams supported by coach and receives ongoing training <u>Data System</u> <ul style="list-style-type: none"> • Tier III team collects data daily, graph at least twice per month • Data is used to evaluates impact and modify plan if needed

<i>Phase of Implementation</i>	<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcome</i>
Installation through Sustainability	Core SW-PBS Components of training: Tier III - Continued	<u>Plan Development</u> <ul style="list-style-type: none"> • Replacement behavior • Environmental modifications • What response if: <ul style="list-style-type: none"> ○ Appropriate behavior displayed ○ Problem behavior displayed • Community connection • Dissemination plan for key educators and family 		<u>Plan Development</u> <ul style="list-style-type: none"> • Plans operationally define problem, use summary statements and include prevention strategies, strategies to address function of problem behavior • Plans include action plan for developing, coaching and supporting core elements of the Tier III strategies <p>MASTERY = 80% BAT and I-SET</p>

Implementation

Two levels of implementation activities should be available to promote school team outcomes. The first is organized training, the second on-going technical assistance. As part of the district's self-assessment, personnel should be identified within-district that can provide training to school teams. Initially, districts should capitalize on training events offered through their state SWPBS initiative and/or contact their state national *Center on PBIS* designee (see pbis.org "state map") to look for trainers who can assist with the first cohort of school teams modeling best practice, and then provide technical assistance to within-district trainers.

Trainers. In order to maximize the effectiveness of organized training, trainers should first develop fluency with the essential content features. In addition, trainers should develop fluency with related skills such as presentations, facilitated activities, and other basic professional developments skills. The emphasis should not be on finding the most "entertaining" trainer, rather, focus on key outcomes for teams and organize trainings to in essence serve as facilitated school team work time. Training should be organized around short modules with clearly defined outcomes (see figure above for targeted team outcomes) and follow these basic steps:

1. Definition, key components of essential feature.
2. Range of examples of essential feature.
3. Opportunity for general questions/clarifications.
4. Opportunity for school team to apply information through a structured activity that leads to clear outcome.

The Table below provides an overview of essential trainer content knowledge and measurable team outcomes that reflect fluency of content knowledge and effective training. Sample training materials, activities, and tools to assist with targeted team outcomes can be found in the *State/District Implementation Workbook*.

Essential Trainer Skill Sets Across the Continuum of SWPBS

<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials Tools</i>	<i>Trainer Outcome</i>	<i>Team Outcomes Related to Trainer Skill Set</i>
Tier I	<ul style="list-style-type: none"> • Multiple data collection systems • Problem solving with Data • Research data collection tools (e.g., SET) • School-wide PBS essential features • Effective Instruction • Classroom management • Rules to inform adoption of practices • Model school examples • Basics of Applied Behavior Analysis • PBS responses to problem behavior • Meetings / Team roles • Communication within building • Consultation • Targeted technical assistance • Task analyze team generated universal practices for implementation • Codify practices into policy • 	<p>On-line course(s)</p> <p>PD Blueprint</p> <p>Implementation Blueprint</p> <p>Evaluation Blueprint</p> <p>State/District Implementation Workbook</p> <p>Team Training Workbook Examples</p>	<ul style="list-style-type: none"> • Fluency @ Universal level • “Lead” teams through process (Direct) 	<p>Team Action Plans</p> <p>Team implementation fidelity as measured by: SET / SAS survey/ BoQ</p>

Table continues next page

<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials Tools</i>	<i>Trainer Outcome</i>	<i>Team Outcomes Related to Trainer Skill Set</i>
Tier II	<ul style="list-style-type: none"> • Social Skill instruction • Check In Check Out • Systematic (data-based) student identification for small group supports • Create/support student support team or process • Task analyze team generated small group practices for implementation • Adapt universal systems to support generalization of small group /individual plans • Codify practices into policy 	PD Blueprint Implementation Blueprint Evaluation Blueprint State/District Implementation Workbook	<ul style="list-style-type: none"> • Fluency at Small group and Individual student level • Work with school team chair (Indirect) • Develop/adapt formal Tier II process within school and work through 20-30 students 	Team Action Plans Team implementation fidelity as measured by: SAS survey / BAT Progress monitoring Data and review schedule

Table continues next page

<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials Tools</i>	<i>Trainer Outcome</i>	<i>Team Outcomes Related to Trainer Skill Set</i>
Tier III	<ul style="list-style-type: none"> • Direct observation data at individual student level • Advance ABA • Functional Behavioral Assessment • Systematic (data-based) student identification for individual supports • Create/adapt student support team or process • Task analyze team generated individual practices for implementation • Adapt universal systems to support generalization of /individual plans • Consult with other agencies/parents • Codify practices into policy 	PD Blueprint Implementation Blueprint Evaluation Blueprint State/District Implementation Workbook	<ul style="list-style-type: none"> • Fluency at Individual student level • Develop/adapt formal Tier III process within school and work through 8-10 students 	Team Action Plans Team implementation fidelity as measured by: SAS survey / BAT / I-SET

Table continues next page

<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials Tools</i>	<i>Trainer Outcome</i>	<i>Team Outcomes Related to Trainer Skill Set</i>
District Coordinator	<ul style="list-style-type: none"> • Evaluation of district-wide efforts • Data –decision rules to identify needed supports within/across schools • Link school needs (data-based) to district professional development plan • Effective professional development / training skills • Map district policy to essential features of PBS • Link district PBS plan to state improvement plan • Leadership team roles / meetings • Communication across district • Resource bank (“experts” & materials) • Codify practices into policy 	PD Blueprint Implementation Blueprint Evaluation Blueprint	<ul style="list-style-type: none"> • Work with multiple schools • Train teams universal through individual level • Train coaches • Establish district-wide system • Coordinate district leadership team 	District action plan District leadership self-assessment
Specialized Trainers (SWIS)	<i>Refer to SWIS trainer and facilitator manuals – swis.org</i>		•	

Coaches. Within the SWPBS professional development process, two types of technical assistance, or “coaching” are recommended. The first are “external” coaches the second, “internal” coaches. External coaches are district personnel with behavioral and SWPBS expertise who do not have specific teaching or administrative duties within a school building. Internal coaches are school building-based personnel who do not have direct teaching duties (e.g., assistant principal, school counselor) who receive additional training to serve as a direct resource to his/her colleagues on the SWPBS team.

External coaches should have experience with the SWPBS 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 school team meetings, providing examples, assisting with material development, organizing internal coach meetings and trainings, and assisting with the overall district SWPBS process such as conducting the School-wide Evaluation Tool (SET) evaluation or the coach component of the Benchmarks of Quality (BOQ). External coaches will also prompt and assist school teams to complete required information and data the district will need to plan and evaluate (e.g., Team Implementation Checklists; internal behavioral data such as time out of class; see *State/District Implementation Workbook* for additional description of Coach roles and functions)

Internal coaches primarily serve as the link between the district SWPBS 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 serve as resources for the school team during SWPBS meetings, point person between the school team and external coach with respect to asking for additional assistance, provide SWPBS leadership within the school building, and assist with problem solving. Districts should hold 2-3 training sessions on the role of the internal coach and then hold monthly meetings where internal coaches are brought together to receive district SWPBS updates, problem solve, and network horizontally across similar grade levels (e.g., elementary, middle, high school) and vertically (e.g., feeder elementary into middle into high). In addition, it is important to keep in mind, internal coaches should not have a “compliance” role within the school (e.g., turning in quarterly Team Implementation Checklists).

The figure below provides an overview of essential skill sets for external coaches. Internal coach skill sets should parallel those that are targeted at the building level, omitting district level compliance and central coaching functions.

Essential Coach Skill Sets Across the Continuum of SWPBS

<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes Related to Trainer Skill Set</i>
<i>Universals</i>	<ul style="list-style-type: none"> • Multiple data collection systems • Problem solving with Data • School-wide PBS essential features • Effective Instruction • Classroom management • Rules to inform adoption of practices • Model school examples • Basics of ABA • PBS responses to problem behavior • Meetings / Team roles • Communication within building • Consultation • Targeted technical assistance • Task analyze team generated universal practices for implementation • Codify practices into policy 	<p>Implementation Blueprint</p> <p>Evaluation Blueprint</p> <p>State/District Implementation Workbook</p> <p>Coach Curriculum</p>	<p>School implementing with fidelity (SET)</p> <p>School team can identify coach and describe roles and function</p>

Table continues next page

<i>Tier</i>	<i>Content Knowledge</i>	<i>Supporting Materials / Tools</i>	<i>Team Outcomes Related to Trainer Skill Set</i>
<i>Tier II & III</i>	<ul style="list-style-type: none"> • Research data collection tools (e.g., SET) • Direct observation data at individual student level • Advance ABA • Functional Behavioral Assessment • Social Skill instruction • Systematic (data-based) student identification for small group/individual supports • Create/support student support team or process • Task analyze team generated small group/individual practices for implementation • Adapting universal systems to support generalization of small group /individual plans • Consult with other agencies/parents • Codify practices into policy • 	Coach Curriculum Tier II/III System Examples	Functional school tier II/III process and system with: <ol style="list-style-type: none"> 1. Data-decision rules to identify students 2. Systematic Screening & referral process 3. Implementation of 2-3 evidence-based practices 4. Weekly Progress monitoring

Additional Training Targets

The primary focus of this Blueprint has been on the school team. Districts should also plan for overview/information sessions on their SWPBS efforts for various stakeholder groups such as parents, community agencies, and community groups. Districts should view the outcome across all as awareness of SWPBS and what role, if any, the targeted group may play in the district /schools efforts. For example, trainings should include overviews of universal and tier II efforts for groups such as a community mental health agencies who typically only connect with the school around individual students requiring intensive individualized supports. The goal should be to work with such groups so they understand where and how they fit into the complete continuum the school and district are attempting to build to avoid disconnected or splintered services.

Districts are also encouraged to provide on-going updates through face-to-face meetings, newsletters, websites and forums for discussion about concerns the various stakeholder groups may have. In particular, districts should routinely share data-based outcomes with stakeholder groups.

Evaluation of School-wide Positive Behavior Support Professional Development

The final consideration in developing a comprehensive professional development plan is the on-going 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. The figure below provides an overview of key evaluation questions to assist in decision-making.

Evaluation Question	Tool or Data Source
Are school teams implementing SWPBS with fidelity as a result of district professional development?	SET, BoQ
As a result of participating in SWPBS 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?	SET, BAT Readiness
Are schools maintaining SWPBS efforts (annual review)?	SET, BAT Student impact 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

Throughout the Blueprint the focus has been on how school districts can build internal capacity to train and support SWPBS school team efforts. Similar to the recommendation that districts build a parallel system of support district-wide through the district leadership team, and then follow the basic SWPBS logic of data to guide practice selection and insure effective systems are in place through professional development, regional educational cooperatives and states are also encouraged to follow this same recommendations. Regional/state leadership teams are strongly encouraged to build on-going supports with a focus on the school districts and avoid assuming the primary role of training and technical assistance to individual schools. The rationale is both pragmatic, most states simply do not have the resources to train and provide direct technical assistance to individual schools, and best practice. By using whatever resources the region/state can bring to work directly with in-district professional development providers, the region or state can provide a more focused set of supports and exponentially increase their impact across schools.

There are currently 48 states with SWPBS initiatives who 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) that serve distinct geographic areas. The regional SWPBS consultants provide training and technical assistance to participating districts within the region through the development of training materials, organized trainings and meetings with district coordinators, trainers and coaches, and coordinating a summer institute that provides professional development and networking opportunities. In addition, Missouri has hired a state coordinator and a web and data-base manager who provide overall organization to the initiative, and tier II/III experts who develop materials, process, and training that are then provided at the regional level through a co-presentation model with the regional SWPBS to simultaneously strengthen their skill set as well as provide training to district personnel. 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 capacity within the school district that then build capacity at the school level.

Regional and state agencies are encouraged to follow the basic logic of this Blueprint and engage in a similar self-assessment and action planning process with the district as the focal point with respect to professional development. Region/states are also encouraged to build a similar system of professional development supports at the (a) coordinator, (b) trainer, and (c) technical assistance level. Similar to recommendations at the district level, regions/states are encouraged to first assess what level of behavioral expertise relative to SWPBS they currently have, what is the demand across the state, at what phase of implementation within the continuum are most schools, and what is the optimal organization of resources to meet district need across the region or state.

Conclusion

Throughout this Blueprint the emphasis has been on not how you train or what say during the training but clear measurable school team outcomes. Equal emphasis has been placed on school readiness for training and technical assistance by focusing on the phases of implementation within the tiers of the SWPBS continuum. Districts are encouraged to think creatively in terms of delivering content and support and using available technologies and existing professional development structures. Within each professional development activity, district coordinators, trainers, and coaches are encouraged to refer to the essential features at each level of continuum, their own fluency with content and professional development delivery, and the readiness of the school team to use the information. Regional and state agencies are encouraged to think beyond individual school supports and focus their own professional development activities at the district level. All professional development should be based on careful self-assessment, in-line with what school teams need, and guided by on-going evaluation efforts.

While the ideal is to build professional development within-district using existing or added resources, the reality is that many districts simply will not have the capacity to achieve within-district autonomy. The solutions to this situation, keeping in mind the goal remains to move school teams through the process with clear measurable outcomes, are varied from partnering with neighboring districts, using regional or state professional development resources, to contracting with private firms or individuals. Districts are strongly encouraged to evaluate the degree to which any, or all of these, alternative sources of professional development follow best practices as outlined in this Blueprint. Within the appendix, a brief “consumer guide” to SWPBS is provided for states/regions/districts to use to review and evaluate the fit and appropriateness of external professional development in building capacity at the school team level. The bottom line remains, as a result of any professional development activity offered to school teams relative to SWPBS, can teams implement and sustain best practice with fidelity and do the practices promoted through the professional development activity lead to meaningful student academic and social behavior change.

References

- Bohanon, H., Fenning, P., Carney, K., Minnis, M., Anderson-Harriss, S., Moroz, K., Hicks, K., Kasper, B., Culos, C., Sailor, W., & Piggott, T. (2006). School-wide application of positive behavior support in an urban high school: A case study. *Journal of Positive Behavior Interventions*, 8(3), 131-145
- Bradshaw, C., Reinke, W., Brown, L., Bevans, K., & Leaf, P. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. *Education and Treatment of Children*, 31, 1-26.
- Chapman, D., & Hofweber, C., (2000). Effective behavior support in British Columbia. *Journal of Positive Behavior Interventions*, 2 (4), 235-237.
- Duda, M.A., Dunlap, G., Fox, L., Lentini, R., & Clarke, S. (2004). An experimental evaluation of positive behavior support in a community preschool program. *Topics in Early Childhood Special Education* 24(3), 143-155.
- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M. & Wallace, F. (2005). *Implementation Research: A Synthesis of the Literature*. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231).
- Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press, Inc.
- Horner, R., Sugai, G., Smolkowski, K., Todd, A., Nakasato, J., & Esperanza, J. (2009). A Randomized Control Trial of School-wide Positive Behavior Support in Elementary Schools. *Journal of Positive Behavior Interventions*, 11(3), 133-144.
- Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (2005). School-wide positive behavior support. In L. Bambara & L. Kern (Eds.) *Individualized supports for students with problem behaviors: Designing positive behavior plans*. (pp. 359-390) New York: Guilford Press.
- Lassen, S., Steele, M., & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. *Psychology in Schools* 43(6), 701-712.
- Lewis, T. J., Colvin, G., & Sugai, G. (2000). The effects of precorrection and active supervision on the recess behavior of elementary school students. *Education and Treatment of Children*, 23, 109-121.

Luiselli, J. K., Putnam, R. F., Handler, M. W., & Feinberg, A. B. (2005). Whole-School Positive Behaviour Support: Effects on student discipline problems and academic performance. *Educational Psychology* 25(2-3), 183-198.

Sugai, G., Horner, R. H., Dunlap, G., Hieneman, M., Lewis, T. J., Nelson, C. M., Scott, T., Liaupsin, C., Sailor, W., Turnbull, A. P., Turnbull, H. R., III, Wickham, D. Reuf, M., & Wilcox, B. (2000). Applying positive behavioral support and functional behavioral assessment in schools. *Journal of Positive Behavioral Interventions*, 2, 131-143.

Appendix

Consumer Guide to External School-wide Positive Behavior Support 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-PBS 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 |