Clearly defined components and practices are a pre-requisite for sound implementation. This process will help you identify the core components or essential functions of your evidence based program.

Operationally define what the program would “look like” if you were to observe the instructional or behavioral practices being used as intended in the school or classroom. Identify each core component of the program, with some developmental variations of this core component, and finally identify any unacceptable variations of this component. Use a separate form for each core component.

Here are operational definitions of the use in practice headings for your reference:

- **Expected/ Proficient** - includes activities that exemplify practitioners who are able to generalize required skills and abilities to wide range of settings and contexts; use these skills consistently and independently; and sustain these skills over time while continuing to grow and improve in their position. Words used to describe expected/proficient activities may include “consistently, all of the time, and in a broad range of contexts.”

- **Developmental** - includes activities that exemplify practitioners who are able to implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need supervisor/coach consultation to complete or successfully apply skills; and would benefit from a coaching agenda that targets particular skills for improvement in order to move practitioners into the “expected/proficient” category. Words used to describe developmental activities may include “some of the time, somewhat inconsistently, in a limited range of contexts.” This column helps to define the coaching agenda.

- **Unacceptable variation** - includes activities that exemplify practitioners who are not yet able to implement required skills or abilities in any context. Often times, if practitioners’ work is falling into the unacceptable category, there may be challenges related to the overall implementation infrastructure. For example, there may be issues related to how they are selecting or training staff, managing the new program model, or using data to inform continuous improvement. Activities in the unacceptable variation may include words such has “none of the time, inconsistently.” This column may indicate deficiencies in the implementation drivers on a larger scale. The column also should include unacceptable activity that is beyond the absence of or opposite of activity articulated in the developmental or expected categories.
<table>
<thead>
<tr>
<th>Core Component</th>
<th>Contribution to the Outcome</th>
<th>Expected Use in Practice</th>
<th>Developmental Use in Practice</th>
<th>Unacceptable Use in Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of this component</td>
<td>Describe why this core component is important to achieving the outcome</td>
<td>Description of practitioner behavior</td>
<td>Description of practitioner behavior</td>
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</tr>
</tbody>
</table>
# Practice Profile Template

**Focused Practice:** Schoolwide Positive Behavior Interventions and Supports (adapted from pbssurveys.org)

**Outcomes for this Practice:** Meet criteria on fidelity measures (e.g., Team Implementation Checklist, Self-Assessment Survey, Schoolwide Evaluation Tool)

<table>
<thead>
<tr>
<th>Critical Component (non-negotiable)</th>
<th>Define how does this Critical Component contribute to the Outcome?</th>
<th>Ideal &quot;Gold Standard&quot; of the Critical Component</th>
<th>Acceptable Variation of the Critical Component</th>
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</table>
| **Establish commitment**            | • Develops “critical mass” around staff support to get initiative started  
• Provides defense against those who are detractors around initiative  
• Helps to keep initiative moving forward during the fragile initial implementation phase | • One of the administrators at the school (a) defines social behavior as one of the top three goals for the school, (b) agrees to participate in PBS training, and (c) agrees to attend at least 80% of the team meetings during the next two years  
• Positive Behavior Support is one of the top three school improvement goals for the next three years. At least 80% of school staff members support investment in improving the social culture of the school | • Behavior support is not one of top three goals but it is referenced in school planning  
• Administrator is unable to attend meeting but designates team member with power to make decisions | • Behavior support is not in school plan  
• Less than 80% staff support PBIS implementation  
• Administrator does not attend meetings our support team decision/action planning process |
| **Establish and maintain team**     | • Team increases likelihood initiative continues to move forward even with staff turn-over  
• Increased quality of program with multiple perspectives of team members  
• Team approach help to increase “buy-in” from rest of staff | • A team is established that represents all grade levels, support staff, teaching staff, supervisory staff, and parents (when possible). The team does not have to be a newly formed team. The team does need to have administrative representation, and a school improvement goal to drive the effort. Consideration is given to including a student and a family member as part of the team.  
• The team has a regular meeting time, process, agenda, and way to keep all team members (when a meeting is | • Team membership does not represent all school staff but gathers input from school community  
• Team meeting vary on time and day, but meeting take place with adequate attendance and participation | • Team is established but meets less than every other month  
• Team membership does not represent or considers concerns of all school staff  
• Team meets without agenda  
• Team meets without an annual action plan  
• Team meets but only one or two members actually do the work |
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| Self-assessment                    | • Useful for developing effective action plan for implementation  
• Help to improve efficiency by taking stock of current program strengths and weaknesses | • The School staff completes either the Team Checklist or Benchmarks of Quality to assess implementation. The Team Checklist is a progress monitoring tool to be used 3-4 times a year. The Benchmarks of Quality is an annual assessment (completed within the past 12 months).  
• The team uses previous office discipline referral data (ODR) to aid in building the Action Plan for the year.  
• The school team uses information gathered from assessments to build and review the Action Plan throughout the year. Action plan content is used to build the regular team meeting agenda.  
• Action plan is embedded in | • Team checklist is completed only two times per year but the self-assessment survey or benchmarks of quality are completed annually  
• PBIS action plan is separate from school improvement process but is still considered important and implemented | • Self-assessment data are old and out of date  
• Data are collected but not acted upon  
• Data are inaccurate  
• Fidelity data (e.g., team checklist, Benchmark of Quality, self-assessment survey) or student outcome data (e.g., office discipline referrals) are collected but not both fidelity and outcome data |
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| Establish schoolwide expectations   | • Provide for foundations of PBIS (reducing rate and intensity of more serious problem behavior)  
  • Contribute to school culture (e.g., common language, expectations, experience, values) | • Three to five brief, positive, and clearly stated rules or expectations are defined and agreed upon by 80% of all staff members.  
  • A teaching matrix is developed and used that provides specific positive examples for applying the rules. As part of the teaching matrix, the specific examples are linked to the common areas in the school.  
  • General instructional plans for teaching the rules defined are developed and used by staff to teach the expectations to students. The instructional plan includes a definition of the expectation, examples for what the rule is and is not, a monitoring plan, and an instructional, practice, feedback, and booster schedule.  
  • The instructional plans are implemented to all students and monitored. Randomly selected staff and students know the defined expectations.  
  • A system for acknowledging the good faith efforts of staff and students is developed, documented, and used. The acknowledgement system includes positive options for | • Three to five brief, positive, and clearly stated rules or expectations are defined and agreed upon by less than 80% of all staff members.  
  • Clearly defined and consistent consequences and procedures for undesirable behaviors are developed, documented, and agreed upon by less than 80% of staff. | • More than 5 behavior expectations are identified  
  • 3-5 expectations are identified but not taught  
  • Expectations are only taught in some but not all areas within school (e.g. taught in classroom but not in cafeteria)  
  • An acknowledge system is identified but is used infrequently  
  • A consequence systems is identified for inappropriate behaviors but it is inconsistently applied |
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<td>Classroom behavior support systems</td>
<td>• Recover academic time • Establish environments conducive to learning</td>
<td>• The instructional faculty have completed a self-assessment of the classroom behavior support systems in the school, and generated a school-wide index of classroom management, and defined an action plan (if needed) to improve classroom management support. • The classroom self-assessment information is used to build an action plan that is embedded within school improvement process that guides items for the regular team meeting agenda. • Office discipline rates are monitored at least monthly; the office referrals coming from the classroom are analyzed, and reported at least monthly</td>
<td>• A workgroup (has conducted a representative sample of classroom behavior support systems to create an index of classroom management and develop an action plan • Classroom behavior management action plan is separate from school improvement process but is still considered important and implemented • Office referrals coming from the classroom are analyzed, and are reported at least quarterly to the faculty.</td>
<td>• Classroom expectations are not aligned with schoolwide expectations (e.g., there are additional expectations or expectations are different from or not connected to schoolwide expectations • Office discipline rates are monitored at less than monthly, • Office referrals coming from the classroom are analyzed, and but not reported at least quarterly to the faculty.</td>
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<td>Establish information systems</td>
<td>• Utilized in problem solving&lt;br&gt;• Utilized in action planning&lt;br&gt;• Necessary for evaluation</td>
<td>• Discipline data are gathered, summarized, reported and used for revision purposes. School wide decisions begin to be made after reviewing office discipline referral information by frequency, by location, by time, by type of problem behavior, and by student. This information is used at regular team meetings and presented monthly to school staff.</td>
<td>• This discipline data are used at regular team meetings and presented quarterly to school staff.</td>
<td>• Office discipline referral data are collected but not analyzed.&lt;br&gt;• Office discipline rates are analyzed, and but not reported at least quarterly to the faculty.</td>
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<tr>
<td>Build capacity for function-based support</td>
<td>• Improves effectiveness of behavioral intervention</td>
<td>• A staff person with expertise in positive behavior support strategies, functional behavior assessment and support is on the team. The person is available to respond to requests for assistance within 3 school days, throughout the school year.&lt;br&gt;• The school has at least one staff member on site with the time and knowledge to conduct simple functional behavioral assessments.&lt;br&gt;• The school has a team that addresses individual student needs and provides function-based supports for students at the intensive level.</td>
<td>• The school has at least one staff member off-site (within district) with the time and knowledge to conduct simple functional behavioral assessments for the identified school.&lt;br&gt;• A staff person with expertise in positive behavior support strategies, functional behavior assessment and support is on the team. The person is available to respond to requests for assistance in 3-5 school days, throughout the school year.</td>
<td>• A team is identified to develop behavior support plans but team members do not have behavior expertise.&lt;br&gt;• A staff person with behavior expertise is identified to develop behavior support plans but does not participate on the team.&lt;br&gt;• The time does not have adequate time/resources to respond to requests for assistance in within 5 school days, throughout the school year.</td>
</tr>
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