

Self-Assessment of Systems to Support Teachers' Implementation of Positive Classroom Behavior Support (based on Freeman et al. 2017)¹

School: _____ Behavior Coach: _____ Date: _____

Leadership Team Members:

Systems to Support PCBS Implementation Feature	Extent of Implementation			
	Yes	Partially	No	N/A
Foundations				
1. PCBS implementation is a clear school and district priority .				
2. School and district resources are available to support PCBS implementation.				
3. School and district teams have considered alignment and integration of PCBS with other district priorities and initiatives.				
Knowledge of PCBS Practices and Implementation Accuracy				
4. School leadership has communicated clear expectations for implementation.				
5. School leadership provides (or arranges) explicit training about practices that should be implemented by all staff.				
6. Educators receive regular coaching (e.g., prompts, reminders) on the use of PCBS practices?				
7. Educators receive regular performance feedback on the use of PCBS practices				
Differentiated Support				
8. Data system is in place to monitor implementation and identify educators who require additional support.				
9. Leadership team meets regularly to review data, monitor implementation, and identify educators who require additional support.				
10. Most educators ($\geq 80\%$) are responding to school-wide, universal systems of support.				
11. Supplemental supports are available and provided to targeted groups (5-15%) of educators who require additional support.				
12. Individualized supports are available and provided to individual educators ($\leq 5\%$) needing intensified support.				

¹ Freeman, J. Simonsen, B., Goodman, S., Mitchell, B., George, H. P., Swain-Bradway, J., Lane, K., Sprague, J., & Putnam, B. (2017). PBIS technical brief on systems to support teachers' implementation of positive classroom behavior support.