

Australian SW-PBIS Readiness Checklist for Schools and State/Sector 2021

This Australian Version is made from these readiness checklist examples, which are gratefully acknowledged:

1. The Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System: Training Readiness Checklist for Individual Schools *Adapted from SWPBS Readiness Checklist 1.14.05 doc - Florida's PBS Project at USF and Illinois PBIS Network: Schoolwide PBIS: Training and Readiness Checklist for Individual Schools.*
2. Missouri Schoolwide Positive Behavior Support: Initial Readiness Checklist for Individual Schools

Instructions:

This Checklist is designed to allow schools and sectors to measure if the key elements of readiness are in place, before making a commitment to implement SW-PBIS. It includes suggested actions to increase each readiness factor.

If you are working in a School, Use Part A and Part B

- Organise for a whole staff Awareness of SW-PBIS session. This should include information about what SW-PBIS is, what the main components are, Australian implementation examples, the expected outcomes and time investment required from staff. This session should include time to ask questions
- After this session, provide the Appendix version of Part A to all staff. It should take about 5 minutes for all staff to complete this.
- Collate the answers to Part A and use the Actions for a Team to get to readiness to guide your next steps.
- If over 80% of staff answered YES to questions 1-8 on Part A, and you have a group of people interested in being on the leadership team, schedule a meeting to complete Part B.

If you are working on the implementation of SW-PBIS at scale (in a state, region or sector) use Form C

- The team responsible for scaling up SW-PBIS implementation to answer the questions together, and use the Actions for State/Region/Sector Leadership Team to get to readiness, in conjunction with the Implementation Blueprints at www.pbis.org to plan actions

This Readiness Checklist was developed using these research articles about SW-PBIS readiness:

- Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank quarterly*, 82(4), 581–629. <https://doi.org/10.1111/j.0887-378X.2004.00325.x>
- Vestena Robbins PhD, Kari Collins, Carl Liaupsin, Robert J. Illback & James Call (2004) Evaluating School Readiness to Implement Positive Behavioral Supports, *Journal of Applied School Psychology*, 20:1, 47-66, DOI: [10.1300/J370v20n01_04](https://doi.org/10.1300/J370v20n01_04)
- This study used the AVICTORY model – first described by:
Davis, H.R., & Salasin, S.E. (1975). The utilization of evaluation In E. Struening and M. Guttentag (Eds.), *Handbook of Evaluation Research* (Vol. 1). Beverly Hills, CA: Sage Publications, Inc.
- Pinkelman, S. E., McIntosh, K., Rasplia, C. K., Berg, T., & Strickland-Cohen, M. K. (2015). Perceived Enablers and Barriers Related to Sustainability of School-Wide Positive Behavioral Interventions and Supports. *Behavioral Disorders*, 40(3), 171–183. <https://doi.org/10.17988/0198-7429-40.3.171>

Australian SW-PBIS Readiness Checklist Part A – ALL STAFF in a school considering SW-PBIS
 Complete this with your whole school staff AFTER the Overview/Awareness presentation, BEFORE the school makes a commitment. (This version has Actions for a Team to get to readiness - **see Appendix for photocopyable version to give to all staff**)

Questions for all staff	Answer options	Actions for a Team to get to readiness
1. School-wide discipline (i.e., behaviour, school safety, school climate, active engagement with learning) is one of the top three goals in the school improvement plan.	<input type="radio"/> Yes <input type="radio"/> No	Provide school plans to all staff, review and discuss as a staff
2. Do we need to change our school-wide behaviour support or discipline policy?	<input type="radio"/> No <input type="radio"/> Yes	Provide information (data or case studies) about how the school discipline systems is and is not working, comparisons to like schools and PBIS schools
3. Our whole school staff have participated in a session which provided an overview of SW-PBIS, some examples of how it has been implemented in Australian schools and an opportunity to ask questions	<input type="radio"/> Yes <input type="radio"/> No	Provide an overview session and readings – resources are available at www.pbis.org
4. I am willing to spend some time at staff meetings working with a school-based team to provide input determining what our school's problems are and what our goals should be.	<input type="radio"/> Yes <input type="radio"/> No	Provide examples of how other schools have used Data Based Decision Making
5. I am willing to spend some time at staff meetings working with a school-based team to make decisions about rules, expectations, and procedures in the common areas of the school as a school community	<input type="radio"/> Yes <input type="radio"/> No	Provide examples of how other schools have developed expectations and how staff feel this has been helpful
6. I am willing to actively teach students our school behaviours, dedicating some lesson time to doing so	<input type="radio"/> Yes <input type="radio"/> No	Show videos of lessons
7. Our school currently collects data about student behaviour errors, in a form that can be easily graphed so we can see change over time	<input type="radio"/> Yes <input type="radio"/> No	Show the schools current data system and outputs
8. I am willing to collect data about student behaviour errors and successes in my learning area, to be used for whole school decision making and so we can see change over time	<input type="radio"/> Yes <input type="radio"/> No	Provide examples of how other schools have used Data based Decision Making with results – change over time
9. I would like to be part of the school SW-PBIS Leadership Team, attending training and some additional meetings after school to build systems to support all staff to implement SW-PBIS Please circle your role AND your answer Principal Classroom Teacher Other staff member (please specify _____)	<input type="radio"/> Yes <input type="radio"/> No	Provide more information about the training and meeting schedule for the SW-PBIS team (time commitment) team processes, roles and responsibilities

Results: to progress SWPBIS it would be ideal to have over 80% of staff answer YES to questions 1-8, and for a group which represents the school staff (about 5-10 people, plus Principal) to answer YES to Q 9.

Australian SW-PBIS Readiness Checklist **Part B– School Admin and PBIS Leadership Team**

Complete this as a group – including all the staff who nominated an interest in being part of the SW-PBIS Leadership Team - after you have all of the data from **Part A**.
Use a consensus decision making strategy to get whole team answers to these questions.

	Questions	Answer	Actions for a Team to get to readiness
Internal School Readiness and Resources	80% or more of our school staff answered YES to most questions in Part A of the Readiness Checklist	<input type="radio"/> Yes <input type="radio"/> No	Give additional info about SWPBIS and more time to ask questions. Ask for concerns or barriers and address them using info from www.pbis.org
	A Schoolwide Positive Behavioural Interventions and Supports (SW-PBIS) Team is formed and has broad representation.	<input type="radio"/> Yes <input type="radio"/> No	Discuss with those who nominated who else needs to be on the team and approach them to join
	Principal(s) who is responsible for making discipline decisions is an active participant on SW-PBIS Team and agrees to attend all days of training.	<input type="radio"/> Yes <input type="radio"/> No	Discuss with the Principal the importance of Leadership support for SW-PBIS. See Pinkelman et al 2015.
	SW-PBIS Team commits to meet at least once a month during the training/building phase of SW-PBIS to design the schoolwide systems	<input type="radio"/> Yes <input type="radio"/> No	Discuss with those who nominated their availability for meetings and the importance of meeting regularly.
	Some time at whole school staff meetings has been allocated to reviewing the draft schoolwide systems developed by the SWPBIS team, and for all staff to review and suggest improvements	<input type="radio"/> Yes <input type="radio"/> No	Discuss with Principal/school leaders the importance of all staff having input into the schoolwide systems and negotiate some time or systems for staff input
	SW-PBIS Team commits to meet at least once a month ongoingly (once schoolwide systems are build and launched) analyse and problem-solve schoolwide data about impact of SW-PBIS on student behaviour AND on fidelity of implementation.	<input type="radio"/> Yes <input type="radio"/> No	Discuss with those who nominated their availability for meetings and the importance of meeting regularly. Read through the information on the TFI and SAS (fidelity data) and the collection of the "Big 5" about Office Discipline Referrals/student behaviour errors
	School has allocated/secured funding to support their SW-PBIS initiatives.	<input type="radio"/> Yes <input type="radio"/> No	Allocate funding to cover training, relief and a small budget for printing and resources
	An internal coach/team leader has been identified to receive additional training on leading SW-PBIS and has some time allocated to co-ordinating the school-wide systems.	<input type="radio"/> Yes <input type="radio"/> No	Identify a person on the team who has time available and is keen to learn more about SW-PBIS
Supports outside school readiness/	We can identify an individual at the State/district/sector level as the lead district contact or SW-PBIS District Coordinator.	<input type="radio"/> Yes <input type="radio"/> No	Discuss available supports with your State/district/sector leaders
	We know what kind of data (about fidelity and student impact) we will need to collect and provide to the State/district/sector level	<input type="radio"/> Yes <input type="radio"/> No	Read through the information on the TFI and SAS (fidelity data) and the collection of the "Big 5" about Office Discipline Referrals/student behaviour errors. Discuss with your trainer/Technical Assistant how other schools are collecting this data.
	We can access training and ongoing technical assistance to implement SW-PBIS.	<input type="radio"/> Yes <input type="radio"/> No	Discuss available supports with your State/region/sector SW-PBIS leadership team OR engage an external provider
	We know how long training will take and can dedicate the required time to training and to regular team meetings (fortnightly to monthly frequency)	<input type="radio"/> Yes <input type="radio"/> No	Ask your trainer for a training map, and discuss meeting frequency as a team
	Dates are secured for training and for follow-up monthly meetings to review and share data.	<input type="radio"/> Yes <input type="radio"/> No	Add the training dates and meetings to the school calendar

Results: to progress SW-PBIS it would be ideal to have YES answers to all the questions above.

Australian SW-PBIS Readiness Checklist Form C for States/Regions/Sectors

Complete this to support decision making and planning for large scale SWPBIS implementation – use the PBIS Implementation Blueprint <https://www.pbis.org/resource/pbis-implementation-blueprint> and other Blueprints available at www.pbis.org

Questions	Answer	Actions for State/Region/Sector Leadership Team to get to readiness
We have a reason for doing SW-PBIS at scale. We have within school, system and community pressures to do SW-PBIS	<input type="radio"/> Yes <input type="radio"/> No	Discuss and map with key stakeholders
We have a good understanding of what SW-PBIS is, and what implementation can achieve.	<input type="radio"/> Yes <input type="radio"/> No	Seek information from, and www.apbsaustralia.org.au
Based on the information, we think SW-PBIS is the best fit behaviour support for our organisation	<input type="radio"/> Yes <input type="radio"/> No	Consider the key elements of SW-PBIS and map these against existing organisation planning documents and policies
We have support from the highest levels of our organisation to pursue SW-PBIS.	<input type="radio"/> Yes <input type="radio"/> No	Discuss the adoption of SW-PBIS with Executive and/or Minister and explain how critical leadership support is to successful and sustained adoption of SW-PBIS
We have a team within our organisation who are passionate about supporting schools with SW-PBIS	<input type="radio"/> Yes <input type="radio"/> No	Provide an overview of SW-PBIS to interested parties, include the PBIS Implementation Blueprint https://www.pbis.org/resource/pbis-implementation-blueprint and role of the Leadership team
We have sought information from those who are opposed to PBIS, and have some information to provide them on why we are supporting PBIS implementation	<input type="radio"/> Yes <input type="radio"/> No	Discuss and map with key stakeholders
We have a partner organisation to assist us with planning using the blueprint and regularly evaluating implementation fidelity and student outcome	<input type="radio"/> Yes <input type="radio"/> No	Seek information from, and www.apbsaustralia.org.au to find information on partner organisations who can assist with planning, training, technical assistance and evaluation. Consider leveraging partnership research funds to support this work
We have mapped out, or have information from other sectors about how they have, the time needed (number of days/meetings for a school team) for sustainable implementation of all 3 Tiers over 3-5 years	<input type="radio"/> Yes <input type="radio"/> No	Discuss with your external partner organisation what training will look like over the project. See the Training and Professional Development Blueprint for PBIS https://www.pbis.org/resource/training-and-professional-development-blueprint-for-pbis
We know the kind of information we need to get from schools to show a) SWPBIS is being done with fidelity b) the impact that this is having on students	<input type="radio"/> Yes <input type="radio"/> No	See the Evaluation Blueprint (https://www.pbis.org/resource/pbis-evaluation-blueprint) and discuss with partner organisation. Review the plan for data collection with schools to ensure it is feasible
We have funds and personnel available to drive this project as per the Blueprint	<input type="radio"/> Yes <input type="radio"/> No	Develop with the external partner organisation a budget and project plan for at least 3-5 years
We can collect and analyse data about student outcome from pre and during SWPBIS implementation.	<input type="radio"/> Yes <input type="radio"/> No	See the Evaluation Blueprint (https://www.pbis.org/resource/pbis-evaluation-blueprint) and ensure school-wide data collection systems is consistent with collecting (at minimum) the big 5 in graph form, and this information can be collated and analysed at the state level.

Appendix:

Part A – ALL STAFF Photocopy ready version

<p>Australian SW-PBIS Readiness Checklist Part A – ALL STAFF in a school considering SWPBIS AFTER overview/awareness presentation, BEFORE Commitment</p>	
<p>Are you a:</p> <ul style="list-style-type: none"> <input type="radio"/> Principal <input type="radio"/> School Leader/ Administrator <input type="radio"/> Classroom Teacher <input type="radio"/> Other (please specify _____) 	
<p>1. School-wide discipline (i.e., behaviour, school safety, school climate) is one of the top three goals in the school improvement plan.</p>	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>2. Do we need to change our school-wide behaviour support or discipline policy?</p>	<ul style="list-style-type: none"> <input type="radio"/> No, it's working great <input type="radio"/> Maybe a bit – some edits needed <input type="radio"/> Yes – it's not working, and we need to try something else
<p>3. Our whole school staff have participated in a session which provided an overview of SWPBIS, some examples of how it has been implemented in Australian schools and an opportunity to ask questions</p>	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>4. I am willing to spend some time at staff meetings working with a school-based team to provide input determining what our school's problems are and what our goals should be.</p>	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>5. I am willing to spend some time at staff meetings working with a school-based team to make decisions about rules, expectations, and procedures in the common areas of the school as a school community</p>	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>6. I am willing to actively teach students our school behaviours, dedicating some lesson time to doing so</p>	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>7. Our school currently collects data about student behaviour errors, in a form that can be easily graphed so we can see change over time</p>	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>8. I am willing to collect data about student behaviour errors and successes in my learning area, to be used for whole school decision making and so we can see change over time</p>	<ul style="list-style-type: none"> <input type="radio"/> Yes <input type="radio"/> No
<p>9. I would like to be part of the school SW-PBIS Leadership Team, attending training and some additional meetings after school to build systems to support all staff to implement SWPBIS. If you choose Yes please write your name here:</p>	<p>Please circle your role AND your answer</p> <ul style="list-style-type: none"> <input type="radio"/> Principal Yes/No <input type="radio"/> Classroom Teacher Yes/No <input type="radio"/> Other staff member (please specify _____) Yes/No

Do you have any other comments or questions about SW-PBIS?

Thankyou!