

Pennsylvania's Schoolwide Positive Behavior Interventions and Supports System:

Training Readiness Checklist for Individual Schools



revised 3/25



Commonwealth of Pennsylvania
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Governor

Schoolwide Positive Behavior Interventions and Supports: Training Readiness Checklist for Individual Schools

Status			Items to Complete Prior to Schoolwide Positive Behavior Support Training
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	1. An LEA Leadership Team is established that has/will have completed the Schoolwide Positive Behavior Interventions and Supports (SWPBIS) District Systems Fidelity Inventory and signed a commitment letter.
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	2. A school improvement plan has been adopted that includes schoolwide discipline (i.e., behavior, school safety, school climate) as one of the top school goals.
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	3. The administrator has committed to SWPBIS and is aware that SWPBIS is a 3- to 5-year process that requires ongoing training across the continuum of behavior support and/or revisions of the school's SWPBIS Plan.
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	4. An administrator, who is responsible for making discipline decisions, is an active participant on the SWPBIS Team and agrees to attend all levels of Pennsylvania SWPBIS Training across the continuum of behavior support.
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	5. Tier 3 leadership team (or a combined Tier 2 and Tier 3 Team) includes the following roles: 1-2 Tier 3 systems coordinators (i.e., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and noncertified staff), members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise in the following areas: <ul style="list-style-type: none"> • Behavior support • Academic instruction • Equity • Data systems and information regarding system and students • Mental health and trauma • Coaching • Physical health and wellness (e.g., nurse, health teacher)
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	6. Dates are secured for SWPBIS Universal Team training and for follow-up monthly meetings to review and share data.
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	7. The SWPBIS Team has collected and submitted baseline data.
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	8. The entire faculty, including your SWPBIS Team, has participated in an overview presentation on SWPBIS. Date secured for faculty to complete the self-assessment survey.
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	9. There is a schoolwide data collection system in place that can be disaggregated by location, time of day, problem behavior, administrative decision, perceived function of the behavior, individual students, and grade level.
<input type="checkbox"/> In Place	<input type="checkbox"/> Partially In Place	<input type="checkbox"/> Not In Place	10. A SWPBIS building level coach has been identified to receive additional training and actively participate in the schoolwide initiatives.

Adapted from Tiered Fidelity Inventory 3.24

4 PBIS Elements

**Supporting Social Competence
& Academic Achievement**

