California
CSEFEL Teaching
Pyramid Framework

Promoting Social Emotional Competence in California's Young Children

Positive Behavior Support Plan Implementation Rating Tool

Use a simple rating scale to monitor the team's implementation of a Behavior Support Plan

What is the Implementation Rating Tool?

One of the major reasons that a Positive Behavior Support Plan can fail to produce the desired results is that the plan is not fully implemented. Before any rating of whether or not the plan is working (i.e., is producing positive changes in child behavior) takes place, it makes sense to rate the degree to which the plan is being implemented. You can't rate the efficacy of the plan if the plan has never been put into action! The Implementation Rating Tool is a simple way to collect some data regarding the degree to which the teaching and support team is implementing a Positive Behavior Support Plan. Degree of implementation may also be thought of as enacting the plan with fidelity—as intended.

Types of Fidelity

Fidelity of implementation is related to:

1. The **number** of strategies utilized on a regular basis. A successful Positive Behavior Support Plan will have between 5 and 8 Prevention Strategies and 3-5 New Responses to both Challenging Behavior and the Replacement Behavior—how many are being utilized?
2. The **accuracy** with which strategies are used. Accuracy is made up of:

   Δ **Intensity** (Implemented frequently)

   Δ **Timing** (New Skills are taught through Direct Teaching, Prompted and PDA'd through Indirect Teaching)

   Δ **Content** (The language and visuals are used consistently across situations and adults)

What formats can be used to rate the degree of implementation?

This rating scale uses a teacher self-assessment to rate degree of implementation. The teachers should feel that this is for their own use and encouraged to approach it with honesty and curiosity. It needs to be clear that they are not being judged by the rest of the team, that the team members know how challenging it can be to implement a plan while maintain all the other operations of a classroom.

Holding the Staff Meeting/In-service Spotlight

1. Read through the Replacement Skills listed in the plan, then review each of the Prevention Strategies and the New Responses to both the Challenging Behavior and the Replacement Behavior.
2. Review the "Types of Fidelity" section, above.
3. Ask the teachers: "As a team, with all these things in mind, how *completely* do you feel you are implementing this plan? Not at All Completely? [point to this choice] A little? [continue pointing to the choices each time] Somewhat Completely? Fairly Completely? Very Completely?"
4. Have the teachers select the letter or phrase for their current rating.
5. Ask the teachers why they gave that rating and to provide some specific examples for how they have implemented or not implemented the strategies. Ask how often they use a few of the specific strategies and how the child responds.
6. Brainstorm with the team any changes they need to make or supports they may need to increase the use of the strategies in the plan, or if the plan needs to be modified somewhat to meet the reality of their classroom.
7. Make changes to the plan and plan new supports to the teaching team as needed.

Materials for the In-service

Δ Facilitators Guide

Δ The Rating Scale (may be laminated, or printed on card stock)

Δ A Recording Sheet

Follow-up to the Staff Meeting

Δ After the degree of implementation has been rated, the team can go on to complete a rating of the child's behavior using one of the behavior rating scales

Δ The numerical ratings of implementation and child behavior can be entered into an Excel Spreadsheet and used to produce a graphic of the results

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