

Building a Practice Profile

Step #1:

Determine the critical components of the evidence-based program or practice

- What does the research identify as the critical features of the evidence-based program or practice?
- What are the resources needed to implement this evidence-based program or practice? (e.g. time, materials, staff, technology, etc.)

Step #2:

For each critical component of the evidence-based program or practice, brainstorm the ideal or “gold standard” for implementation by key individuals (e.g., principal, teachers, coach)

- If the practice or program were implemented with fidelity, what would the critical component look like?
- What would the principal be saying and/or doing? The teachers? The coach? The students?

Step #3:

For each critical component of the evidence-based program or practice, brainstorm the harmful variation for implementation by key individuals (e.g., principal, teachers, coach)

- If the practice or program were not implemented with fidelity, what wouldn't happen? What might be happening instead?
- What would the principal be saying and/or doing? The teachers? The coach? The students?
- What do we hope we would never see?

Step #4:

For each critical component of the evidence-based program or practice, generate the acceptable variation and unacceptable variation for implementation

Acceptable Variation

- Review the ideal “gold standard” and identify what, if any portions of this could not be in place and would still lead to improved outcomes for students

Unacceptable Variation

- Look for the variation that is close to acceptable but not quite there and not the extreme variation (that's more likely the harmful variation)
- What is the non-example? How do we define the “strike” zone?

Step #5:

For each variation, be sure you've used an action verb to describe the behavior of key individuals (e.g., principal, teachers, coach)

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Critical Component #1			
PBIS Team			
Ideal “Gold” Standard	Ideal “Gold” Standard	Ideal “Gold” Standard	Ideal “Gold” Standard
Administrator actively participates in all school leadership team meetings and trainings	Administrator communicates and supports the decisions of the school leadership team & implementation of SW-PBIS to the rest of the school staff, students, and families	School Leadership Team meets every 2-4 weeks throughout the school year Meeting dates and times are on the school calendar for the entire school year	School Leadership Team uses a problem-solving meeting agenda and action plan for every team meeting
Acceptable Variation	Acceptable Variation	Acceptable Variation	Acceptable Variation
Administrator attends most school leadership team meetings and trainings and uses meeting notes and action plans to stay up to date	Administrator communicates the decisions of the school leadership team & implementation of SW-PBIS to the rest of the school staff, students, and families	School Leadership Team meets every 4 weeks throughout the school year	School Leadership Team uses a problem-solving meeting agenda and action plan for most meetings
Unacceptable Variation	Unacceptable Variation	Unacceptable Variation	Unacceptable Variation
Administrator occasionally attends the school leadership team meetings or trainings	Administrator does not communicate with the school staff, students or families regarding the decisions of the school leadership team or implementation of SW-PBIS	School Leadership Team meets quarterly	School Leadership Team has a meeting agenda that does not focus on problem-solving and/or has no action plans for implementation
Harmful Variation	Harmful Variation	Harmful Variation	Harmful Variation
Administrator does not attend school leadership team meetings and/or trainings	Administrator communicates information and or policies that are in contrast to the decisions of the school leadership team &/or implementation of SW-PBIS	School Leadership Team does not meet	School Leadership team has no meeting agenda or action plan

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Critical Component #1			
PBIS Team (continued)			
Ideal “Gold” Standard	Ideal “Gold” Standard	Ideal “Gold” Standard	Ideal “Gold” Standard
The leadership team has a clear written purpose or mission statement for the work of SW-PBIS. The purpose or mission statement is a part of their action plan and is communicated to the staff, students, and families.			
Acceptable Variation	Acceptable Variation	Acceptable Variation	Acceptable Variation
The leadership team has a shared purpose or mission statement for the work of SW-PBIS that may or may not be a part of their action plan.			
Unacceptable Variation	Unacceptable Variation	Unacceptable Variation	Unacceptable Variation
The leadership team does not have a purpose or mission statement for the work of SW-PBIS.			
Harmful Variation	Harmful Variation	Harmful Variation	Harmful Variation

Practice Profile

Critical Components	Ideal "Gold Standard" <i>All items within the category are in place</i>	Acceptable Variation <i>All items within the category are in place</i>	Unacceptable Variation <i>One or more item(s) are occurring</i>	Harmful Variation <i>One or more item(s) are occurring</i>