

Community Self-Assessment and Action-Planning Tool

This manual is intended for district and school teams who have been implementing school-wide positive behavior support over a year. The purpose of this tool is to allow your team to gather self-assessment and action-planning notes in one place. Allocate a significant period of time with 2 or more hours initially to begin the self-assessment process with your team. You may decide to schedule a series of meetings over time or spend a concentrated period of time completing the tasks in this workbook. The district coordinator or school coach should facilitate the meeting by reading sections out loud to the planning team and recording the results.

Why Conduct a Community Self-Assessment?

There are a number of reasons why your district or school team should consider conducting a community self assessment. Some of these reasons include:

- Many problems at school reflect larger community issues; the solutions to many problems at school are better addressed by both the school and the larger community;
- Many teams with strong community participation in SWPBS are able to obtain reinforcers for students, improve service coordination, and leverage regional and state interagency resources;
- Students who need individualized supports benefit from closer communication across human service and community agencies;
- Building a school community means creating a larger network of collaborators.



“The solution to many societal problems require that we learn how to mobilize groups and organizations to take action.” Tony Biglan

Tips for Getting Started

An important part of the planning process is to prepare for success. Effective team meeting behaviors are important to ensure the success of meetings. Here are some helpful hints. Check off each of these items before getting started to make sure you:

- Pick a meeting location that will not be distracting to the team members;
- Assign team members roles (time keeper, meeting minutes, facilitator, etc.);
- Use flip chart paper to focus on important issues that the group is discussing and plenty of usable markers;
- Create a “Jargon Corner” which includes flip chart paper and the acronyms that come up in discussion that people ask about, the terms that are new to people, and any other words that may not be known by the entire group;
- List the ground rules for the team (everyone will have a chance to speak, we will stay for the entire meeting, we will listen to each other when we voice our ideas, etc.);
- Bring a laptop to record the more complex goal and objective statements that are being discussed so it doesn't have to be written later;
- Always update people who are new to the meeting so they understand the purpose and mission of the group;
- If new people have been invited, ask an experienced team member to connect with the person in advance to describe what positive behavior support is in more detail and to find out more about how PBS might relate to areas of interest or issues that the person is working on in their own job or home setting. This helps provide context for the person before they attend the first meeting;
- Review cultural sensitivity information before starting the brainstorming process (this information will be presented in the next section);
- Start the meeting with the message that this group will be building on strengths. Gather outcome data on accomplishments and celebrate success at every meeting. Consider adding a ground rule that includes focusing statements so that they are positively stated. Prompt individuals when they begin discussing issues from a more negative or weakness-oriented approach; and
- Schedule ongoing action planning meetings well in advance so that the group doesn't spend a lot of time at each meeting finding times that work for everyone.

Step 1: Getting Started – Creating the Team Vision

The first step in the process is to make sure that everyone knows why the purpose of the meeting and why each individual is involved. If interagency, human service professionals have been invited to the meeting, it is important that they have a complete understanding of SWPBS and of the district or school planning process.

- 1) Start the meeting by introducing the major elements of SWPBS
- 2) Summarize examples of interagency collaboration in primary, secondary, and tertiary prevention levels.
- 3) Emphasize the important goal of enhancing interagency service coordination and community building

The leadership team's next step is to spend time with community professionals discussing what their thoughts are about how SWPBS relates to their field given what they have learned. Consider asking the following types of questions:

- 1) What types of issues are critical within your organization right now?
- 2) How does student problem behavior affect your organization?
- 3) How could this group possibly assist with the problems that your organization is struggling to address?

Major Message: Our school and district planning teams have their agendas and they are scheduling a community planning meeting to address important needs. However, other human service organizations have really important issues they need to spend time addressing too. If the planning team can find “connecting points” in which our agencies will all mutually benefit, it is easier to create sustainable interagency meetings. For instance, a mental health department may need to implement interventions on substance abuse prevention broadly throughout the community. District planning teams really need mental health professionals to attend leadership team meetings. A district leadership team may propose that one key outcome of meeting attendance will be a plan to disseminate substance abuse prevention literature through the action planning process. The mental health professional is more likely to see meeting attendance as critical to his or her job and everyone benefits by this clear understanding that is established at the beginning of the process.

You Know You Have Not Met Everyone's Needs When You Hear Someone Say

“I am not sure why I was invited to this meeting because I don't think I can help you.”
“I am not sure what this meeting is really for and I am confused about why I am here.”
“I have a lot of meetings I must attend, why is this one more important?”

Avoid these responses by spending some time investigating the major areas of interest for local community settings.

Vision and Mission Activities

Your school-wide leadership team may already have a vision and mission which is a good place to start, however, to create a unified vision with community members may require your team to refocus an existing vision or to create a vision for community collaboration.

Creating a vision statement does not always seem important to individuals and many teams mistakenly skip this step in the interest of time. However, the vision process is actually a key activity for building unity, focusing the planning process, and helping teams refocus their efforts. The purpose of the vision statement is to assist new and existing team members to unify their efforts.

Brainstorming Session: Discuss the dreams and long-term goals for the planning team. Write down the key themes or words that arise. Assign a designated period of time for this discussion.

Write down your key words and phrases:



Finalized Vision Statement: Your vision statement should tell you where your school or district community planning team is heading and what you want the outcomes to look like when you have accomplished your community action planning. The statement should include language that shows where you want to be and your anticipated destination. The vision statement should be written in a way that makes people want to be involved in your community leadership planning process.

Write down the final vision statement:

Step 2: Community Self-Assessment

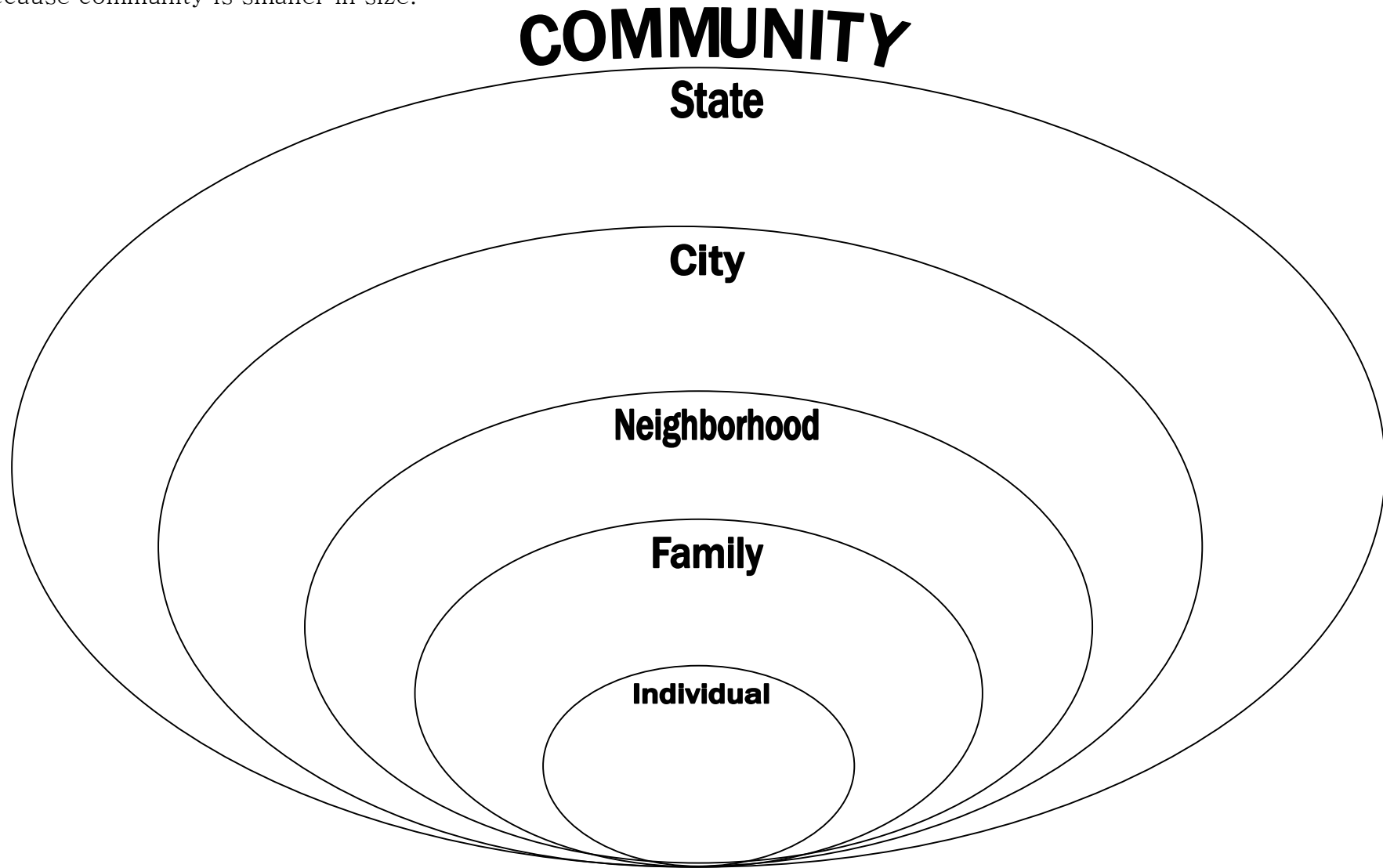
This manual can be used by leadership teams in different ways. Step 2 can be used by individual team members to record their notes individually prior to a group meeting to discuss community self assessment.

Each community is different and therefore the self-assessment process is always unique. In urban areas, there may be a very large number of people in a small area making the self-assessment very complex. Rural areas have a different challenge. In rural settings people, businesses, and human services may be distributed over a larger geographic area making it harder to collaborate and connect with others. In rural settings individuals often have multiple roles and responsibilities with smaller numbers of people involved in the process.

Suburban environments can vary tremendously. Some areas are comprised primarily of businesses that cater to factories and big business, others may have large shopping areas, while some suburban areas are primarily homes. These differences can make it easier or more difficult to build rich community and interagency connections. Regardless of these differences, it is useful to think about the self-assessment at different levels of community:

Spend some time thinking about your district or school’s community. Does the community cross county lines? Are there political issues that need to be considered during the assessment? In rural areas, it may be necessary to draw more

circles, one that indicates a closer knit community with larger circles for key areas where collaboration occurs within the city. In rural areas, there may be more discussion about individuals rather than community businesses or human services because community is smaller in size.



Write down ideas in draft form while discussing the following community mapping topics:

Assessment of People

- Informal organizations and Civics Groups (softball organizations, clubs, Kiwanis, Elks)

1. _____

2. _____

3. _____

4. _____

5. _____

- Major activities or events within the community (music, art, or dramatic events, conferences, celebrations, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____



- Newspapers, newsletters, and other directories responsible for the dissemination information in your community

1. _____
2. _____
3. _____

- Formal organizations (economic, political, spiritual etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

- Churches

1. _____
2. _____
3. _____



- Libraries

1. _____

2. _____

Key Stakeholders in the community

- Influential Community Members

1. _____

2. _____

3. _____

4. _____

5. _____



- School faculty and staff actively involved in informal and formal organizations or with unique skills to share

1. _____

2. _____

3. _____

4. _____

5. _____

- Individuals in the community who are involved in important various public services

1. _____
2. _____
3. _____
4. _____
5. _____



- Individuals *who are familiar with PBS*

1. _____
2. _____
3. _____
4. _____

- Families who are actively involved in community building

1. _____
2. _____
3. _____

- Self-advocates

1. _____

2. _____

3. _____

- Advocates

1. _____

2. _____

3. _____



- Other stakeholders who tend not to be involved in community planning

1. _____

2. _____

3. _____

- State level administrators representing government policy agencies, communities and schools

1. _____

2. _____

3. _____

- Service providers (mental health, child welfare, developmental disability services, etc.)

1. _____

2. _____

3. _____

Community Strengths & Needs

- Identify unique strengths of your community.

1. _____

2. _____

3. _____

4. _____

5. _____



- Identify gaps in supports and services.

1. _____
2. _____
3. _____
4. _____
5. _____



- Identify key the issues that impact both school and the larger community.

1. _____
2. _____
3. _____

- *Who are the people and/or organizations that help resolve these issues? What can each specific person or organization contribute?*

1. _____
2. _____
3. _____

Identify Public Settings Where Students Congregate

- What settings could benefit from teaching and reinforcing positively stated behavioral expectations (i.e., local swimming pools, library, YMCA)?

1. _____
2. _____
3. _____
4. _____
5. _____



- Connect with corner store businesses. (Are there settings where children are more likely to frequent due to proximity or popularity?)

1. _____
2. _____
3. _____
4. _____
5. _____

- What information could be shared within community churches and spiritual centers?

1. _____
2. _____
3. _____
4. _____
5. _____



Internet Searches Related to Community Building

Ask one or two team members to search the internet using Google or other search engines. Use search words related to your city and state and look for information that will help you learn more about what resources are available. Write down the results of your search here:

URL: _____

Short description of site:

URL: _____

Short description of site:

URL: _____

Short description of site:

URL: _____

Short description of site:

URL: _____

Short description of site:

Sources of Data

What types of community surveys and outcome data are currently available from regional and state human services (school-wide positive behavior support district and school evaluation data, local arrest rates, socioeconomic status, perception and opinion surveys, etc.)?

1. _____
2. _____
3. _____
4. _____
5. _____

COMMUNITY MAPPING TOOLS FOR A GROUP SELF-ASSESSMENT MEETING

After each individual has had time to record their thoughts using the Step 2 above, organize time for a group discussion and record the community self-assessment information in a more formal manner. The tools on the next page can be used to record information during a self-assessment meeting. You may find other tools online to include in the self-assessment process or adapt the information on the tools included in this manual to fit the needs of your team.

Appendix A in this manual has two examples of brainstorming “maps” that can be placed on flip chart paper for group discussion and recording purposes.

Informal Organizations

| Organization | People | Material Goods | Support | Resources | Facilities |
|--------------|--------|----------------|---------|-----------|------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Formal Organizations

| Organization | People | Material Goods | Support | Resources | Facilities |
|--------------|--------|----------------|---------|-----------|------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Key Stakeholders

| Person | Stakeholder Role | Knowledge | Skills | Abilities | Support |
|--------|------------------|-----------|--------|-----------|---------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Step 3: Action Planning to Build Stronger Communities

Once your team has gathered all of the information you can find, it is time to brainstorm and create ways to build ways to increase interagency collaboration. Brainstorm all the ways in which the information in this self assessment could be applied to your current 3-year district or school action plan. Summarize the major findings from the self-assessment and think about how you can use the information gathered to create a long term action plan.

Place flip chart paper on the wall and identify objectives related to your self-assessment that will help the team meet your vision. It can be helpful to discuss and summarize the major priorities that were identified, review community resources, and the data that were generated during the self-assessment. Designate a period of time to share ideas freely using flip chart paper or a computer, and then go back through the possible objectives and prioritize each one based on group consensus. Decide which objectives will make the biggest impact given limited resources. Fine tune the objectives using this action planning form.

ACTION-PLANNING WORKSHEET

| Objective 1 | Activities to Reach Objective | Timeline | Key Staff Involved |
|--------------------|--------------------------------------|-----------------|---------------------------|
| | | | |
| | | | |
| | | | |
| | | | |

| Objective 2 | Activities to Reach Objective | Timeline | Key Staff Involved |
|-------------|-------------------------------|----------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| Objective 3 | Activities to Reach Objective | Timeline | Key Staff Involved |
| | | | |
| | | | |
| | | | |
| | | | |

| Objective 4 | Activities to Reach Objective | Timeline | Key Staff Involved |
|-------------|-------------------------------|----------|--------------------|
| | | | |
| | | | |
| | | | |
| | | | |

Step 4: Monitoring Progress and Evaluating Outcomes

Districts and schools implementing positive behavior support often use the Effective Behavior Support (EBS) Team Checklist to monitor implementation progress. One way to record the team’s progress in meeting the annual action plan is to modify the EBS Team checklist for use on a monthly or quarterly basis to document meeting minutes and to monitor progress.

The EBS Leadership Team Checklist is used by many districts to get started in implementing school-wide positive behavior support. Once your team has been implementing for awhile and is regularly meeting the original EBS Leadership Team Checklist, it may need to be revised to track new implementation efforts. District teams can adapt the EBS Leadership Team Checklist in order to track their progress.

First, pass out the Leadership Team Checklist for Community Building and review the major items on the checklist. For instance, the first item addresses who should be a member of the district leadership team (see the full checklist in Appendix B):

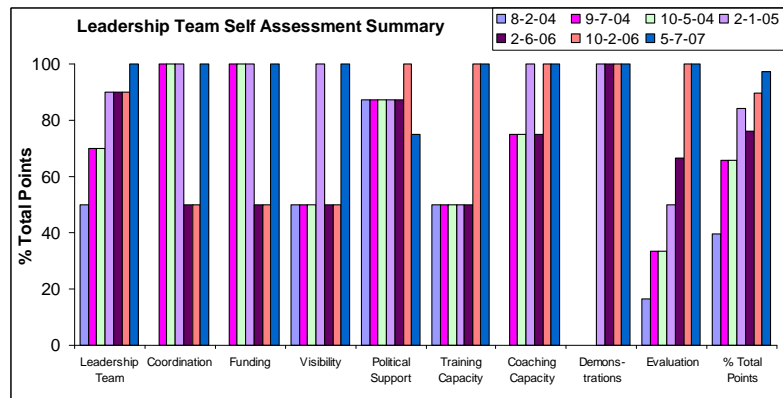
| FEATURE | | IN PLACE STATUS | | |
|------------------------|---|-----------------|---------|----|
| | | Yes | Partial | No |
| Leadership Team | 1. Team is developed with representation from appropriate range of community stakeholders (businesses, children and family services, mental health, individuals from the neighborhood, developmental disability, Boys & Girls Club, library, etc). | | | |

In this case, you may choose to keep the focus on assessment of the leadership team but now focus on including more community members. Use the meeting minutes section of the checklist to write down the actions you will take to invite new members. Actions could include asking one of the original district team members to make a personal connection with new community members to introduce positive behavior support using handouts and other helpful resources before that person comes to a district meeting.

Other areas of the District Leadership Team Checklist that apply to community planning include topics related to political support and visibility. Discuss with the team how the team checklist could be adapted to reflect the action planning items that were decided upon and documented. One example is attached to this manual but a tailored approach may be needed based on how your district leadership team proceeds with the implementation process. Appendix B contains an example of an adapted EBS Leadership Team Checklist including items related to community building.

By capturing the major goals you are working on and modifying the District Leadership Team Checklist, your team can now begin to track your progress meeting these goals. Here is an example of how the original team checklist is summarized:

District Leadership Team Checklist



When an item is considered complete on the District Leadership Team Checklist, a checkmark is made and 2 points are awarded to that item. Items that are partially completed are awarded one point and any item not completed at all does not receive any points. The average total percent is calculated by identifying how many points are achieved divided by the total possible points. These can be graphed by sections or as an overall total percentage score.

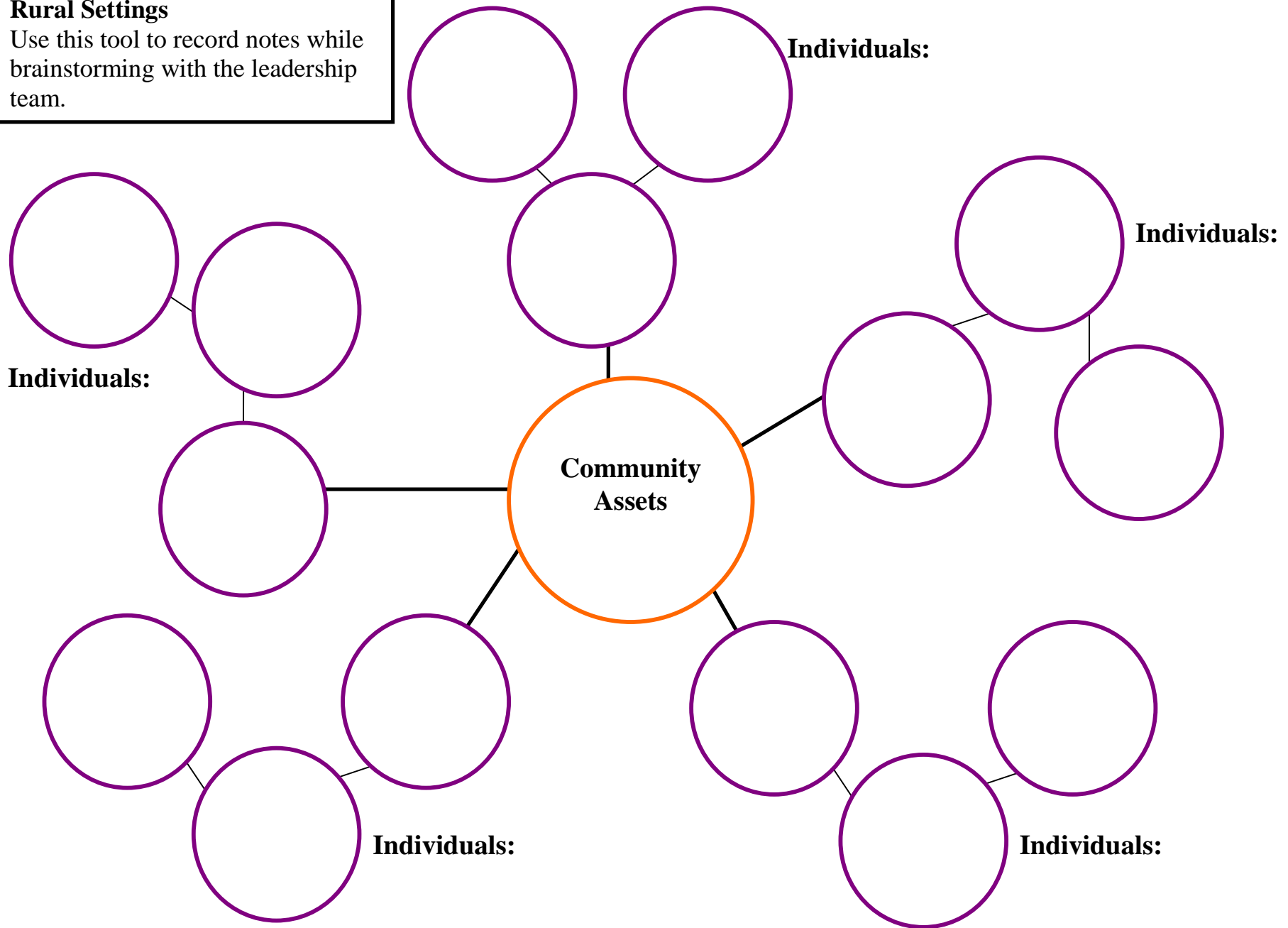
Examples of Evaluation Data

A number of different types of outcome measures can be used to evaluate progress when working on building PBS within the community. Review each long-term objective that was identified by the team and discuss how you will know whether the objective has been met. Some examples of outcome measures for a leadership team focusing on community building may include:

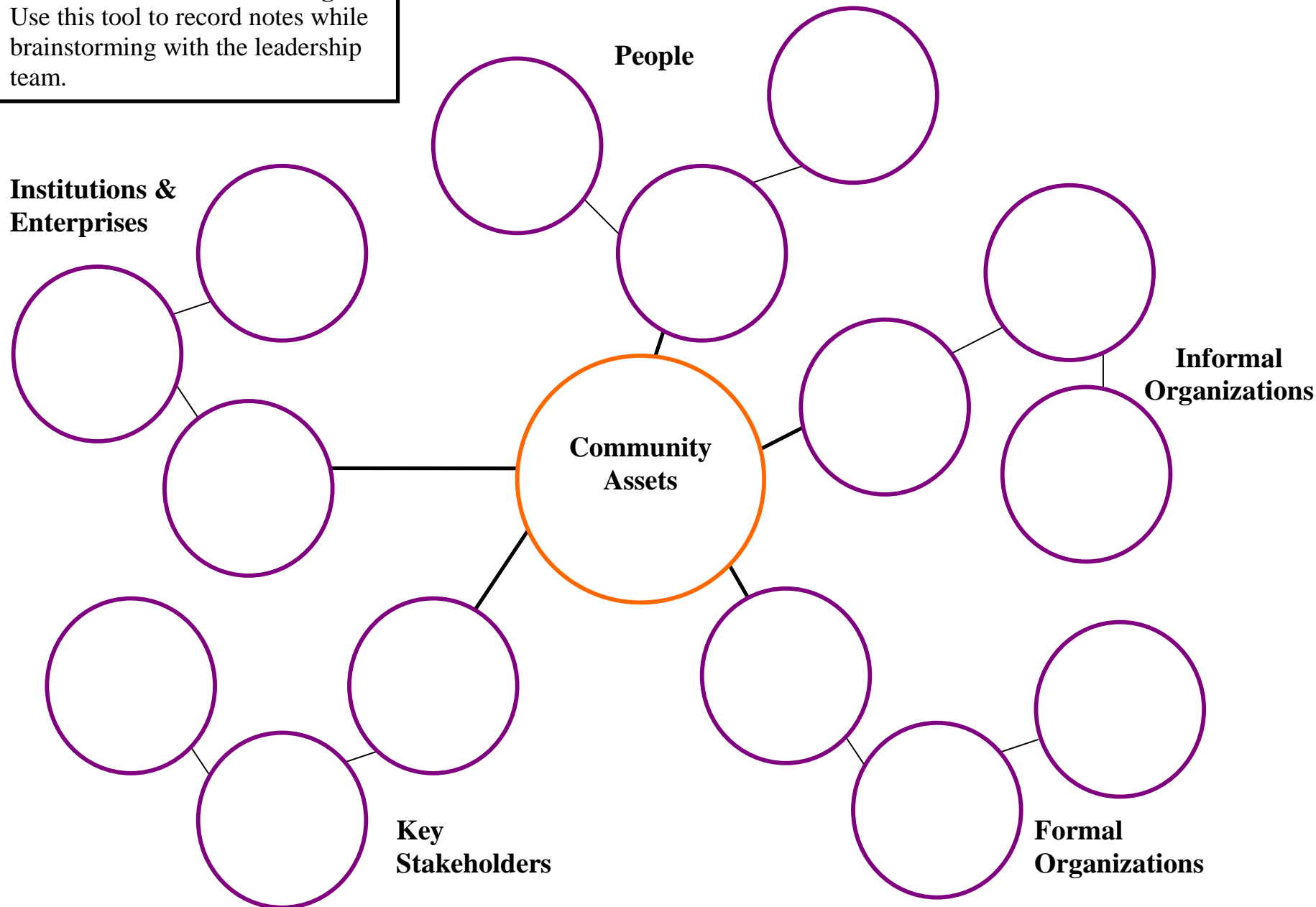
- Number and diversity of representation from the community on the leadership team,
- Number of locations in the community where PBS expectations are taught,
- Amount of funds donated by community members,
- New services provided collaboratively by education and human services (substance abuse program introduced in schools, mentoring and tutoring systems),
- Community Forums for celebrating progress, reviewing goals, and recruiting community support,
- After school activities and events,
- Awareness presentations presented to key community members,
- Number of articles, website, and other materials disseminated,
- Changes in policies that result in improved service coordination,
 - Satisfaction surveys of children and family and human service professionals indicating improved communication and supports,
 - Outcome data for children receiving intensive individualized positive behavior support plans.

APPENDIX A: BRAINSTORMING TOOLS FOR COMMUNITY SELF-ASSESSMENT MEETINGS

**Community Brainstorming Tool:
Rural Settings**
Use this tool to record notes while
brainstorming with the leadership
team.



**Community Brainstorming Tool:
Urban and Suburban Settings**
Use this tool to record notes while
brainstorming with the leadership
team.



APPENIDIX B: MODIFIED COMMUNITY-BASED EBS TEAM CHECKLIST

PBS IMPLEMENTATION AND PLANNING SELF-ASSESSMENT

Modified for Community-based Planning

(Draft modified from Sugai et al. 2004)

Purposes: This community self-assessment has been designed to serve as a multi-level guide for (a) appraising the status of community building in positive behavior support (PBS) organizational systems, and (b) developing and evaluating community-based PBS action plans.

Guidelines for Use¹:

- Form team to complete self-assessment.
 - Specify how self-assessment information will be used.
 - Consider existing behavior-related efforts, initiatives, and/or programs.
 - Review existing behavior-related data (e.g., suspension/expulsions, behavior incidents, discipline referrals, attendance, achievement scores, dropout rates).
-

Date _____

Members of Team Completing Self-Assessment

Level of Implementation Being Considered

State-wide District-wide School-wide Other _____

MODIFIED COMMUNITY-BASED PBS Leadership Team Self-Assessment and Planning Tool

| FEATURE | | IN PLACE STATUS | | |
|------------------------|--|-----------------|---------|----|
| | | Yes | Partial | No |
| Leadership Team | 2. Team is developed with representation from appropriate range of community stakeholders (businesses, children and family services, mental health, individuals from the neighborhood, developmental disability, Boys & Girls Club, library, etc). | | | |
| | 3. Team determines how to organize events for larger community brainstorming and participation. | | | |
| | 4. Team completes a community self-assessment. | | | |
| | 5. Team completes a 3-5 year community-based action plan. | | | |
| | 6. Team defines how community planning meetings fit within district leadership team schedule & meeting process (agenda, minutes, etc). | | | |
| Coordination | 7. Coordinator(s) has designated time for community building planning and evaluation activities. | | | |
| Funding | 8. Funding to support community building activities are identified | | | |
| Visibility | 9. Dissemination strategies are identified & implemented to ensure that stakeholders are kept aware of activities & accomplishments (e.g., website, newsletter, conferences, TV). | | | |
| Political Support | 10. Positive social behavior is a top goal for other local community services (time dedicated in community meetings, key community leaders actively support efforts | | | |
| | 11. Leadership team reports to the larger community team at least annually on the activities & outcomes related to student behavior goal. | | | |
| Training Capacity | 12. Leadership team has established ways in which to share training and information with other community groups and human service systems | | | |
| Demonstrations | 13. At least 5 local communities are actively involved in prevention based activities related to PBS | | | |
| Evaluation | 14. Leadership has developed evaluation process for assessing (a) extent to which teams are building community-based PBS planning into schools and evaluate (b) the impact of community-building on school-wide PBS, & (c) extent to which the leadership team's action plan is implemented. | | | |
| | 15. Community-based PBS systems (e.g., data collection tools & evaluation processes) are in place. | | | |
| | 16. At least quarterly dissemination, celebration & acknowledgement of outcomes & accomplishments | | | |

Leadership Team Action Planning

| Activity | Activity Task Analysis | Who | When |
|--|------------------------|-----|------|
| Community-based Leadership Team <ul style="list-style-type: none"> • Representative • Defined range of influence • Self-assessment • Prevention action plan • Regular meeting schedule & process | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |
| Coordination <ul style="list-style-type: none"> • Person(s) identified to coordinate activities • FTE for coordination & management | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |
| Funding <ul style="list-style-type: none"> • FTE and budget allocated for community-building activities | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |

| | | | |
|--|----|--|--|
| Visibility <ul style="list-style-type: none"> Dissemination system & strategies | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |
| Political Support <ul style="list-style-type: none"> PBS becomes top goal of community services Team reports evaluation results to key community leaders annually Policy changes are made beyond district (regional or state systems) | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| | e. | | |
| Training Capacity <ul style="list-style-type: none"> Funding is allocated to provide PBS training for key training objectives (community staff learn how to create expectations) | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| Coaching Capacity <ul style="list-style-type: none"> Coaching network Coaches meet with teams | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |

| | | | |
|--|----|--|--|
| Demonstrations <ul style="list-style-type: none"> • Examples of social skills training are available in other community settings (library, community pool, etc.) | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |
| Evaluation <ul style="list-style-type: none"> • Evaluation process • Outcome measures identified • Dissemination, celebrations, & acknowledgements | a. | | |
| | b. | | |
| | c. | | |
| | d. | | |