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| **PBIS Team Implementation Checklist (TIC 3.1)**This checklist is designed to be completed by the PBIS Team once a quarter to monitor activities for implementation of PBIS in a school. The team should complete the **Action Plan** at the same time to track items that are In Progress or Not Y Started items.School: Coach: Date of Report:District: County: State: Person Completing Report:PBIS Team Members: |
| Complete & submit to coach quarterly.Status: **A = A**chieved**, I = I**n Progress**, N = N**ot Yet Started |
| **Date:** |  |  |  |  |
| **ESTABLISH COMMITMENT** |  |  |
| **1. Administrator’s Support & Active Involvement*** Admin attends PBIS meetings 80 % of time
* Admin defines social behavior as one of the top three goals for the school
* Admin actively participates in PBIS training
 | Stat us: |  |  |  |  |
| **2. Faculty/Staff Support*** 80% of faculty document support that school climate/ discipline is one of top three school improvement goals
* Admin/faculty commit to PBIS for at least 3 years
 | Stat us: |  |  |  |  |
| **ESTABLISH & MAINTAIN TEAM** |  |  |
| **3. Team Established (Representative)*** Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors.
* Team has established clear mission/purpose
 | Stat us: |  |  |  |  |
| **4. Team has regular meeting schedule, effective operating procedures*** Agenda and meeting minutes are used
 | Stat us: |  |  |  |  |
| * Team decisions are identified, and action plan developed
 |  |  |  |  |  |
| **5. Audit is completed for efficient integration of team with****other teams/initiatives addressing behavior support*** Team has completed the "Working Smarter" matrix
 | Stat us: |  |  |  |  |
| Complete & submit to coach quarterly.**Status: A** = **A**chieved, **I** = **I**n Progress, **N** = **N**ot Yet Started |
| **Date:** |  |  |  |  |
| **SELF-ASSESSMENT** |  |  |
| **6. Team completes self-assessment of current PBIS practices being used in the school*** The team has completed the TIC (progress monitoring), BoQ (annual assessment) or SET.
 | Stat us |  |  |  |  |

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| **7. Team summarizes existing school discipline data*** The team uses office discipline referral data (ODR), attendance, & other behavioral data for decision making.
 | Stat us |  |  |  |  |
| **8. Team uses self-assessment information to build implementation Action Plan (areas of immediate****focus)*** The team has an Action Plan guiding implementation of PBIS with specific actions scheduled to be performed.
 | Stat us: |  |  |  |  |
| **ESTABLISH SCHOOL-WIDE EXPECTATIONS:****PREVENTION SYSTEMS** |  |  |
| **9. 3-5 school-wide behavior expectations are defined and****posted in all areas of building*** 3-5 positively and clearly stated expectations are defined.
* The expectations are posted in public areas of the school.
 | Stat us: |  |  |  |  |
| 1. **School-wide teaching matrix developed**
	* Teaching matrix used to define how school-wide expectations apply to specific school locations.
	* Teaching matrix distributed to all staff.
 | Stat us: |  |  |  |  |
| 1. **Teaching plans for school-wide expectations are developed**
	* Lesson plans developed for teaching school-wide expectations at key locations throughout the school.
	* Faculty is involved in development of lesson plans.
 | Stat us: |  |  |  |  |
| **12. School-wide behavioral expectations taught directly** |  |  |  |  |  |
| **&****formally*** Schedule/plans for teaching the staff the lessons plans for students are developed
* Staff and students know the defined expectations.
* School-wide expectations taught to all students
* Plan developed for teaching expectations to students to who enter the school mid-year.
 | Stat us: |  |  |  |  |

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| Complete & submit to coach quarterly.**Status: A** = **A**chieved, **I** = **I**n Progress, **N** = **N**ot Yet Started |
| **Date:** |  |  |  |  |
| 1. **System in place to acknowledge/reward school- wide**

**expectations*** + Reward systems are used to acknowledge school-wide behavioral expectations.
	+ Ratio of reinforcements to corrections is high (4:1).
	+ Students and staff know about the acknowledgement system & students are receiving positive acknowledgements.
 | Stat us: |  |  |  |  |

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| **14. Clearly defined & consistent consequences and procedures for undesirable behaviors are****developed*** Major & minor problem behaviors are all clearly defined.
* Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used.
* Procedures define an array of appropriate responses to minor (classroom managed behaviors).
* Procedures define an array of appropriate responses to major (office managed) behaviors.
 | Stat us: |  |  |  |  |
| **CLASSROOM BEHAVIOR SUPPORT SYSTEMS** |  |  |
| 1. **School has completed a school-wide classroom systems summary**
	* The teaching staff has completed a classroom assessment (Examples: SAS Classroom Survey, Classroom Systems Survey, etc.)
 | Stat us: |  |  |  |  |
| 1. **Action plan in place to address any classroom systems**

**identified as a high priority for change*** + Results of the assessment are used to plan staff professional

development and support. | Stat us: |  |  |  |  |
| **ESTABLISH INFORMATION SYSTEMS** |  |  |
| 1. **Data system in place to monitor office discipline referral rates that come from classrooms**
	* School has a way to review ODR data from classrooms to use in data based decision making.
 | Stat us: |  |  |  |  |

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| Complete & submit to coach quarterly.**Status: A** = **A**chieved, **I** = **I**n Progress, **N** = **N**ot Yet Started |
| **Date:** |  |  |  |  |  |  |
| 1. **Discipline data are gathered, summarized, & reported at**

**least quarterly to whole faculty*** + Data collection is easy, efficient & relevant for decision- making
	+ ODR data entered at least weekly (min).
	+ Office referral form lists a) student/grade, b) date/time, c) referring staff, d) problem behavior, e) location, f) persons involved, g) probable motivation, h) consequences and i) administrative decision.
	+ ODR data are available by frequency, location, time, type of problem behavior, motivation and student.
	+ ODR data summary shared with PBIS team at least monthly (min).
 | Stat us: |  |  |  |  |  |
| 1. **Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving**
	* Team is able to use the data for decision making, problem solving, action planning and evaluation.
	* Precision problem statements are used for problem solving.
 | Stat us: |  |  |  |  |  |
| **BUILD CAPACITY FOR FUNCTION-BASED****SUPPORT** |  |  |  |  |  |  |
| 1. **Personnel with behavioral expertise are identified &**

**involved*** + Personnel are able to provide behavior expertise for students needing Tier II and Tier III support.
 | Stat us: |  |  |  |  |  |
| 1. **At least one staff member of the school is able to conduct simple functional behavioral assessments**
	* At least one staff member can conduct simple behavioral assessments and work with a team in developing behavior support plans for individual students
 | Stat us: |  |  |  |  |  |
| 1. **Intensive, individual student support team structure in**

**place to use function-based supports*** + A team exists that focuses on intensive individualized supports for students needing Tier III supports.
	+ The team uses function-based supports to develop, monitor and evaluate behavioral plans.
	+ The team delivering Tier III has a data system that allows

on-going monitoring of the fidelity and outcomes of individual behavior support plans. | Stat us: |  |  |  |  |  |

Additional Comments & Information:

PBIS Action Plan

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| **Only include those items in Team Implementation Checklist that are marked “In Progress” or “Not Yet Started”** |
| **Activity** | **Activity Task Analysis (What)** | **Who** | **By When** |
| **1. Administrator’s Support and Active Involvement** |  |  |  |
| **2. Faculty / Staff Support** |  |  |  |
| **3. Team Established (Representative)** |  |  |  |
|  |  |  |  |
| **4. Team has regular meeting schedule, effective operating procedures** |  |  |  |
| **5. Audit is completed for efficient integration of team with other teams /initiatives addressing behavior support** |  |  |  |
| **6. Team completes self- assessment of current PBIS practices being used in the school** |  |  |  |

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| **7. Team summarizes existing school discipline data** |  |  |  |
| **8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)** |  |  |  |
| **9. 3-5 school-wide behaviors expectations are defined and posted in all areas of building** |  |  |  |
| **10. School-wide teaching matrix developed** |  |  |  |
| **11. Teaching plans for SW expectations are developed** |  |  |  |

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| **Activity** | **Activity Task Analysis (What)** | **Who** | **By When** |
| **12. SW behavioral expectations taught directly and formally** |  |  |  |
| **13. System in place to acknowledge/reward SW expectations** |  |  |  |
| **14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed** |  |  |  |
| **15. Team has completed a SW classroom systems summary** |  |  |  |
| **16. Action plan in place to address any classroom systems identified as a high priority for change** |  |  |  |
| **17. Data system in place to monitor office discipline referral rates that come from classrooms** |  |  |  |
| **18. Discipline are gathered, summarized and reported at least quarterly to whole faculty** |  |  |  |

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| **Activity** | **Activity Task Analysis (What)** | **Who** | **By When** |
| **19. Discipline data are available to Team at least monthly in a form and depth needed for problem solving** |  |  |  |
| **20. Personnel with behavior expertise are identified and involved** |  |  |  |
| **21. At least one staff member of the school is able to conduct simple functional behavioral assessments** |  |  |  |
| **22. Intensive, individual student support team structure in place to use function-based supports** |  |  |  |