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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** |  |  |  |