

## 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 Yet Started items.

School: \_\_\_\_\_ Coach: \_\_\_\_\_ Date of Report: \_\_\_\_\_

District: \_\_\_\_\_ County: \_\_\_\_\_ State: \_\_\_\_\_

Person Completing Report: \_\_\_\_\_

PBIS Team Members: \_\_\_\_\_

Complete & submit to coach quarterly.

Status: **A** = Achieved, **I** = In Progress, **N** = Not 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

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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

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### ESTABLISH & MAINTAIN TEAM

**3. Team Established (Representative)**

- Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors.
- Team has established clear mission/purpose

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**4. Team has regular meeting schedule, effective operating procedures**

- Agenda and meeting minutes are used
- Team decisions are identified, and action plan developed

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**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** = Achieved, **I** = In Progress, **N** = Not 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.

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<b>7. Team summarizes existing school discipline data</b> <ul style="list-style-type: none"> <li>The team uses office discipline referral data (ODR), attendance, &amp; other behavioral data for decision making.</li> </ul>	Stat us				
<b>8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)</b> <ul style="list-style-type: none"> <li>The team has an Action Plan guiding implementation of PBIS with specific actions scheduled to be performed.</li> </ul>	Stat us:				
<b>ESTABLISH SCHOOL-WIDE EXPECTATIONS: PREVENTION SYSTEMS</b>					
<b>9. 3-5 school-wide behavior expectations are defined and posted in all areas of building</b> <ul style="list-style-type: none"> <li>3-5 positively and clearly stated expectations are defined.</li> <li>The expectations are posted in public areas of the school.</li> </ul>	Stat us:				
<b>10. School-wide teaching matrix developed</b> <ul style="list-style-type: none"> <li>Teaching matrix used to define how school-wide expectations apply to specific school locations.</li> <li>Teaching matrix distributed to all staff.</li> </ul>	Stat us:				
<b>11. Teaching plans for school-wide expectations are developed</b> <ul style="list-style-type: none"> <li>Lesson plans developed for teaching school-wide expectations at key locations throughout the school.</li> <li>Faculty is involved in development of lesson plans.</li> </ul>	Stat us:				
<b>12. School-wide behavioral expectations taught directly &amp; formally</b> <ul style="list-style-type: none"> <li>Schedule/plans for teaching the staff the lessons plans for students are developed</li> <li>Staff and students know the defined expectations.</li> <li>School-wide expectations taught to all students</li> <li>Plan developed for teaching expectations to students to who enter the school mid-year.</li> </ul>	Stat us:				

Complete & submit to coach quarterly.  
**Status: A = Achieved, I = In Progress, N = Not Yet Started**

<b>Date:</b>					
<b>13. System in place to acknowledge/reward school-wide expectations</b> <ul style="list-style-type: none"> <li>Reward systems are used to acknowledge school-wide behavioral expectations.</li> <li>Ratio of reinforcements to corrections is high (4:1).</li> <li>Students and staff know about the acknowledgement system &amp; students are receiving positive acknowledgements.</li> </ul>	Stat us:				

<p><b>14. Clearly defined &amp; consistent consequences and procedures for undesirable behaviors are developed</b></p> <ul style="list-style-type: none"> <li>• Major &amp; minor problem behaviors are all clearly defined.</li> <li>• Clearly defined and consistent consequences and procedures for undesirable behaviors are developed and used.</li> <li>• Procedures define an array of appropriate responses to minor (classroom managed behaviors).</li> <li>• Procedures define an array of appropriate responses to major (office managed) behaviors.</li> </ul>	Stat us:				
<b>CLASSROOM BEHAVIOR SUPPORT SYSTEMS</b>					
<p><b>15. School has completed a school-wide classroom systems summary</b></p> <ul style="list-style-type: none"> <li>• The teaching staff has completed a classroom assessment (Examples: SAS Classroom Survey, Classroom Systems Survey, etc.)</li> </ul>	Stat us:				
<p><b>16. Action plan in place to address any classroom systems identified as a high priority for change</b></p> <ul style="list-style-type: none"> <li>• Results of the assessment are used to plan staff professional development and support.</li> </ul>	Stat us:				
<b>ESTABLISH INFORMATION SYSTEMS</b>					
<p><b>17. Data system in place to monitor office discipline referral rates that come from classrooms</b></p> <ul style="list-style-type: none"> <li>• School has a way to review ODR data from classrooms to use in data based decision making.</li> </ul>	Stat us:				

Complete & submit to coach quarterly.  
**Status: A = Achieved, I = In Progress, N = Not Yet Started**

<b>Date:</b>				
<b>18. Discipline data are gathered, summarized, &amp; reported at least quarterly to whole faculty</b> <ul style="list-style-type: none"> <li>• Data collection is easy, efficient &amp; relevant for decision-making</li> <li>• ODR data entered at least weekly (min).</li> <li>• 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.</li> <li>• ODR data are available by frequency, location, time, type of problem behavior, motivation and student.</li> <li>• ODR data summary shared with PBIS team at least monthly (min).</li> </ul>	Stat us:			
<b>19. Discipline data are available to the Team regularly (at least monthly) in a form and depth needed for problem solving</b> <ul style="list-style-type: none"> <li>• Team is able to use the data for decision making, problem solving, action planning and evaluation.</li> <li>• Precision problem statements are used for problem solving.</li> </ul>	Stat us:			
<b>BUILD CAPACITY FOR FUNCTION-BASED SUPPORT</b>				
<b>20. Personnel with behavioral expertise are identified &amp; involved</b> <ul style="list-style-type: none"> <li>• Personnel are able to provide behavior expertise for students needing Tier II and Tier III support.</li> </ul>	Stat us:			
<b>21. At least one staff member of the school is able to conduct simple functional behavioral assessments</b> <ul style="list-style-type: none"> <li>• At least one staff member can conduct simple behavioral assessments and work with a team in developing behavior support plans for individual students</li> </ul>	Stat us:			
<b>22. Intensive, individual student support team structure in place to use function-based supports</b> <ul style="list-style-type: none"> <li>• A team exists that focuses on intensive individualized supports for students needing Tier III supports.</li> <li>• The team uses function-based supports to develop, monitor and evaluate behavioral plans.</li> <li>• The team delivering Tier III has a data system that allows on-going monitoring of the fidelity and outcomes of individual behavior support plans.</li> </ul>	Stat us:			

**Additional Comments & Information:**

**PBIS Action Plan**

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
<b>1. Administrator's Support and Active Involvement</b>			
<b>2. Faculty / Staff Support</b>			
<b>3. Team Established (Representative)</b>			
<b>4. Team has regular meeting schedule, effective operating procedures</b>			
<b>5. Audit is completed for efficient integration of team with other teams /initiatives addressing behavior support</b>			
<b>6. Team completes self-assessment of current PBIS practices being used in the school</b>			

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

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			

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