**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:

|  |  |  |  |  |  |
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| 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 | Status: |  |  |  |  |
| **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 | Status: |  |  |  |  |
| ESTABLISH & MAINTAIN TEAM |  |  | | | |
| **3. Team Established (Representative)**   * Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors. * Team has established clear mission/purpose | Status: |  |  |  |  |
| **4. Team has regular meeting schedule, effective operating procedures**   * Agenda and meeting minutes are used * Team decisions are identified, and action plan developed | Status: |  |  |  |  |
| **5. Audit is completed for efficient integration of team with**  **other teams/initiatives addressing behavior support**   * Team has completed the "Working Smarter" matrix | Status: |  |  |  |  |
| 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 a TIC, BoQ or SET within the past 12 months. | Status |  |  |  |  |
| **7. Team summarizes existing school discipline data**   * The team uses office discipline referral data (ODR), attendance, & other behavioral data for decision making. | Status |  |  |  |  |
| **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. | Status: |  |  |  |  |
| 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. | Status: |  |  |  |  |
| **10. 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. | Status: |  |  |  |  |
| **11. 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. | Status: |  |  |  |  |
| **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. | Status: |  |  |  |  |

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| **Date:** | |  |  |  |  |
| **13. 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. | Status: |  |  |  |  |
| **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. | Status: |  |  |  |  |
| **CLASSROOM BEHAVIOR SUPPORT SYSTEMS** |  |  | | | |
| **15. 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.) | Status: |  |  |  |  |
| **16. 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. | Status: |  |  |  |  |
| **17. 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. | Status: |  |  |  |  |
| **18. 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 faculty at least monthly (min). | Status: |  |  |  |  |

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| **Date:** | |  |  |  |  |
| **19. 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. | Status: |  |  |  |  |
| BUILD CAPACITY FOR FUNCTION-BASED SUPPORT |  |  | | | |
| **20. Personnel with behavioral expertise are identified &**  **involved**   * Personnel are able to provide behavior expertise for students needing Tier II and Tier III support. | Status: |  |  |  |  |
| **21. 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 | Status: |  |  |  |  |
| **22. 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. | Status: |  |  |  |  |

**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** |
| --- | --- | --- | --- |
| **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** |  |  |  |
| **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** |  |  |  |