

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 <ul style="list-style-type: none"> Admin attends meetings 90% of time Admin provides funding for PBIS activities Admin puts time on staff agenda for PBIS updates Admin actively promotes PBIS as priority, integrates with other initiatives & improvement activities 	Status:				
2. Faculty/Staff Support <ul style="list-style-type: none"> 80% of faculty document support that climate/discipline is one of top school improvement goals Faculty feedback is obtained throughout year Faculty involved in some decision making/established goals Admin/faculty commit to PBIS for at least 3 years 	Status:				
ESTABLISH & MAINTAIN TEAM					
3. Team Established (Representative) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Agenda is 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. <ul style="list-style-type: none"> Team has completed the "Working Smarter" matrix 	Status:				

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Date:				
SELF-ASSESSMENT				
6. Team completes the Team Implementation Checklist (TIC)	Status			
7. Team summarizes existing school discipline data.	Status			
8. Team uses self-assessment information to build implementation Action Plan (areas of immediate focus) <ul style="list-style-type: none"> Schedule/plans for teaching staff the discipline & data system are developed Team makes it easy for staff to implement and responds to feedback Schedule for rewards/incentives for the year planned Plan for orienting incoming staff & students developed Plans for involving families & community developed 	Status:			
ESTABLISH SCHOOL-WIDE EXPECTATIONS: PREVENTION SYSTEMS				
9. 3-5 school-wide behavior expectations are defined and posted in all areas of building <ul style="list-style-type: none"> Expectations apply to both staff and students Posters are similar, paired with icon and highly visible 	Status:			
10. School-wide teaching matrix developed. <ul style="list-style-type: none"> Rules are developed for specific settings Rules are linked to expectations 	Status:			
11. Teaching plans for school-wide expectations are developed. <ul style="list-style-type: none"> A behavioral curriculum includes concept & skill level instruction Lessons include examples & non-examples Strategies for use by families/community are developed Faculty, staff & students involved in development 	Status:			
12. School-wide behavioral expectations taught directly & formally. <ul style="list-style-type: none"> Lessons are embedded into subject area curriculum Schedule/plans for teaching the staff the lessons plans for students are developed Booster sessions for students and staff are scheduled/planned 	Status:			

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		Date:				
13. System in place to acknowledge/reward school-wide expectations. <ul style="list-style-type: none"> • Rewards are linked to expectations • Rewards are varied to maintain student interest • System includes opportunities for naturally occurring reinforcement • Ratios of reinforcements to corrections are high • Students are involved in identifying/developing incentives • System includes incentives for staff/faculty. 	Status:					
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed. <ul style="list-style-type: none"> • Major & minor behaviors are all clearly defined • Suggested array of appropriate responses to minor (classroom managed behaviors) • Suggested array of appropriate responses to major (office managed) behaviors • Clearly defined and consistent consequences and procedures for undesirable behaviors are developed • Process includes documentation procedures 	Status:					
CLASSROOM BEHAVIOR SUPPORT SYSTEMS						
15. School has completed a school-wide classroom systems summary. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • School has a way to review ODR data from classrooms to use in data based decision making. 	Status:					
ESTABLISH INFORMATION SYSTEM						
18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty. <ul style="list-style-type: none"> • Data collection is easy, efficient & relevant • Add'l data collected (attendance, grades, faculty attendance, surveys) • Data entered weekly (min) • Data shared with team/faculty monthly (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 	Status:					

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		Date:				
19. Discipline data are available to the Team at least monthly in a form and depth needed for problem solving. <ul style="list-style-type: none"> Team is able to use the data for decision making, problem solving, action planning and evaluation 	Status:					
		BUILD CAPACITY FOR FUNCTION-BASED SUPPORT				
20. Personnel with behavioral expertise are identified & involved. <ul style="list-style-type: none"> Personnel are able to provide behavior expertise for students needing additional support 	Status:					
		21. At least one staff member of the school is able to conduct simple functional behavioral assessments. <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> A team exists that focuses on intensive individualized supports for students needing tertiary supports The team uses function-based supports to develop, monitor and evaluate behavioral plans 	Status:					

Additional Comments & Information:

Complete quarterly with your PBIS Coach

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.			

Complete quarterly with your PBIS Coach

Activity	Activity Task Analysis (What)	Who	By When
6. Team completes the Team Implementation Checklist (TIC)			
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.			

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