

PBS Team Implementation Checklists

Adapted from (Sugai, 11/28/01, RH, 10/13/01)

Instructions: These two checklists are designed to be completed 4 times throughout the school year by the PBS team to monitor activities for implementation of school-wide PBS.

School _____

Date of Report _____

District _____ County _____

State Delaware _____

PBS Team Members _____

Person(s) Completing Report _____

Checklist #1: Start-Up Activity					
Complete & submit by dates below.		Status: <u>I</u> mplemented, <u>P</u> artial, <u>N</u> ot Implemented			
		After Training	Nov.- Dec.	Feb.- March	May – June
Date: (MM/DD/YY)		Date:	Date:	Date:	Date:
Establish Commitment					
1. Administrator's support & active involvement.	Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:				
Establish & Maintain Team					
3. Team established (representative).	Status:				
4. Team has regular meeting schedule, effective operating procedures.	Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:				
Self-Assessment					
6. Team/faculty completes EBS self-assessment survey.	Status:				
7. Team summarizes existing school discipline data.	Status:				
8. Strengths, areas of immediate focus & action plan are identified.	Status:				

Establish School-wide Expectations					
9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Establish Information System					
15. Discipline data are gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support					
16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				

Checklist #2: On-going Activity Monitoring					
Complete & submit quarterly.		Status: <u>Yes</u> , <u>NO</u> , <u>Not Applicable (NA)</u>			
1. PBS team has met at least monthly.	Status:				
2. PBS team has given status report to faculty at least monthly.	Status:				
3. Activities for PBS action plan implemented.	Status:				
4. Accuracy of implementation of PBS action plan assessed.	Status:				
5. Effectiveness of PBS action plan implementation assessed.	Status:				

6. EBS data analyzed.

Status:

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Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
1. Establish Commitment <ul style="list-style-type: none"> • Administrator • Top 3 goal • 80% of faculty • Three year timeline 	a.		
	b.		
	c.		
	d.		
	e.		
2. Establish Team <ul style="list-style-type: none"> • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives 	a.		
	b.		
	c.		
	d.		
	e.		
3. Self-Assessment <ul style="list-style-type: none"> • PBS survey • Discipline data • Identification of strengths, focus • Action Plan developed • Action Plan presented to faculty 	a.		
	b.		
	c.		
	d.		
	e.		

<p>4. School-wide Expectations</p> <ul style="list-style-type: none"> • Define 3-5 school-wide behavioral expectations • Curriculum matrix • Teaching plans • Teach expectations • Define consequences for problem behavior 	a.		
	b.		
	c.		
	d.		
	e.		
<p>5. Establish Information System</p> <ul style="list-style-type: none"> • System for gathering useful information • Process for summarizing information • Process for using information for decision-making 	a.		
	b.		
	c.		
	d.		
	e.		
<p>6. Build Capacity for Function-based Support</p> <ul style="list-style-type: none"> • Personnel with behavioral expertise • Time and procedures for identification, assessment, & support implementation 	a.		
	b.		
	c.		
	d.		
	e.		

Additional Observations/Comments/Questions: