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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<th>Complete &amp; submit to coach quarterly.</th>
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### ESTABLISH COMMITMENT

1. **Administrator’s Support & Active Involvement**
   - 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

2. **Faculty/Staff Support**
   - 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

### ESTABLISH & MAINTAIN TEAM

3. **Team Established (Representative)**
   - Includes grade level teachers, specialists, paraprofessionals, parents, special educators, counselors.
   - Team has established clear mission/purpose

4. **Team has regular meeting schedule, effective operating procedures**
   - Agenda is used
   - 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

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Complete quarterly with your PBIS Coach

Team Implementation Checklist, Version 3.1, May, 2011  
Sugai, G., Horner, R., Lewis-Palmer, T., & Rossetto Dickey, C.  
Adapted from Sugai, Horner, Lewis-Palmer, 2001  
Educational and Community Supports, University of Oregon
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**SELF-ASSESSMENT**

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)
   - 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

**ESTABLISH SCHOOL-WIDE EXPECTATIONS: PREVENTION SYSTEMS**

9. 3-5 school-wide behavior expectations are defined and posted in all areas of building
   - Expectations apply to both staff and students
   - Posters are similar, paired with icon and highly visible

10. School-wide teaching matrix developed.
    - Rules are developed for specific settings
    - Rules are linked to expectations

11. Teaching plans for school-wide expectations are developed.
    - 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

    - 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

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### 13. System in place to acknowledge/reward school-wide expectations.
- 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.

### 14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.
- 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

### 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.)

#### 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.

#### 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.

### ESTABLISH INFORMATION SYSTEM

#### 18. Discipline data are gathered, summarized, & reported at least quarterly to whole faculty.
- 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

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**19. Discipline data are available to the Team 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

**BUILD CAPACITY FOR FUNCTION-BASED SUPPORT**

**20. Personnel with behavioral expertise are identified & involved.**
- Personnel are able to provide behavior expertise for students needing additional support

**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

**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 tertiary supports
- The team uses function-based supports to develop, monitor and evaluate behavioral plans

**Additional Comments & Information:**