**Wayne RESA**

**School-wide PBIS**

**TEAM IMPLEMENTATION CHECKLIST – 2023**

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| **School:** | **Date:** |
| **District:** |  |
| **PBIS Team Members:** |  |

***Instructions: The PBIS team should complete this checklist by consensus once a year to monitor activities for implementation of PBIS in the school. 3 questions will involve someone from the PBIS Team conducting brief random interviews with students and staff.***

**Scoring: In Place = 2 pts., Partially in Place = 1 pt., Not In Place = 0.**

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| **Enter scores by section and total score.** | **In Place** | **Partially in Place** | **Not in Place** | **Score** |
| **Establish Commitment**   1. Administrator actively supports the program. |  |  |  |  |
| 1. A process exists for all staff to be trained in PBIS. |  |  |  |  |
| 1. At least 80% of faculty/staff actively implement the program. |  |  |  |  |
| 1. School commits to 4-5 year timeline. |  |  |  |  |
| 1. School has active support of a district leadership team/central office. |  |  |  |  |
| 1. School has the support of Wayne RESA. |  |  |  | /12 |
| **Establish & Maintain Team**   1. A representative PBIS team is established. |  |  |  |  |
| 1. An Internal Coach/Chairperson is identified. |  |  |  |  |
| 1. Team establishes regular meeting schedule and operating procedures. |  |  |  |  |
| 1. Team establishes a division of responsibilities, duties, & tasks i.e., subcommittees. |  |  |  |  |
| 1. New members are included on the team periodically. |  |  |  |  |
| 1. Administrator is actively involved, attends some meetings, and vocally supports the team. |  |  |  |  |
| 1. PBIS team reports at all-staff meeting at least quarterly. |  |  |  | /14 |
| **Self-Assessment**   1. Staff complete the PBIS Self-Assessment Survey (SAS) annually and use the information to develop their PBIS program. |  |  |  |  |
| 1. All staff complete the end of year PBIS survey. |  |  |  |  |
| 1. End of year survey results are shared with staff and used to make any necessary changes to the PBIS program. |  |  |  |  |
| 1. When asked, 8/10 students can identify the school’s behavior expectations. |  |  |  |  |
| 1. When asked, 8/10 staff can identify the school’s behavior expectations. |  |  |  |  |
| 6. The PBIS Team conducts a fidelity self-assessment  for PBIS implementation at least annually, e.g., TIC |  |  |  | /12 |

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| **Enter scores by section and total score** | **In Place** | **Partially in Place** | **Not in Place** | **Score** |
| **Design and Implement SWPBIS Tier One Program**  ***Teaching Behavior Expectations***   1. Positive behavior expectations matrix for all school locations/settings is developed. |  |  |  |  |
| 1. Teaching plans for expectations are developed. |  |  |  |  |
| 1. Expectations lessons are taught explicitly by all staff repeatedly throughout school year. |  |  |  |  |
| 1. Bully prevention strategies are taught as part of the Tier One matrix, e.g., “Expect Respect” or “Stop, Walk, Talk”. |  |  |  |  |
| 1. A written description of the school’s PBIS program is provided to all staff and is available to substitutes. |  |  |  |  |
| 1. Posters with the school’s expectations are placed in classroom and non-classroom areas. |  |  |  |  |
| 1. Materials for staff to implement the program are provided e.g., reward coupons, certificates, think sheets, referral forms, reward items, materials for PBIS clubs, etc. |  |  |  |  |
| ***Acknowledging Positive Behavior***   1. A system is designed and implemented to provide frequent (daily) acknowledgments to students for following expectations. |  |  |  |  |
| 1. Ratio of acknowledgments to corrections is high (4:1). |  |  |  |  |
| 1. 8/10 students report having been positively acknowledged for appropriate behavior within the last 2 weeks. |  |  |  |  |
| ***Preventing/Correcting Problem Behavior***   1. The school effectively implements active supervision practices in non-classroom areas. |  |  |  |  |
| 1. Procedures and expectations for non-classroom locations are defined and taught to all students. |  |  |  |  |
| 1. Behavior infractions are defined clearly for staff and students. |  |  |  |  |
| 1. Behavior infractions are identified as major (immediate office referral) or minor (dealt with by staff). |  |  |  |  |
| 1. A classroom consequence system is established for minors – the system is enforced consistently by all staff. |  |  |  |  |
| 1. Administrators use a range of alternatives to suspension options that include instructional and/or restorative approaches. |  |  |  |  |
| ***Data Gathering***   1. All staff are informed of data collection procedures i.e., completing and submitting office discipline referral forms and any other incident reporting. |  |  |  |  |
| 1. Staff persons are identified to enter referral data and create PBIS data reports on a monthly basis. |  |  |  |  |
| 1. PBIS Team considers whether disproportionality by ethnicity or disability is represented in the data and recommends culturally responsive Tier 1 interventions when appropriate. |  |  |  |  |
| ***Classroom Management Support***   1. Teachers have been provided training in PBIS classroom management essentials. |  |  |  |  |
| 1. Teachers receive coaching support (e.g. peer to peer support, PBIS Coach support) on classroom implementation of PBIS. |  |  |  |  |
| 22. Administrator provides feedback to staff regarding their  implementation of PBIS. |  |  |  | /44 |

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| **Enter scores by section and total score** | **In Place** | **Partially in Place** | **Not in Place** | **Score** |
| **Parent Involvement**   1. Parents are encouraged to volunteer and participate in the PBIS program e.g., be part of the school team, help with reward activities, etc. |  |  |  |  |
| 1. PBIS information is provided for all parents regarding how they can support their child’s behavior at school e.g., PBIS brochures, letters, open houses, newsletters, and website. |  |  |  |  |
| 1. Parents of students receiving Tier 2 interventions (e.g., Check In Check Out) receive information and updates regarding their child’s progress. |  |  |  |  |
| 1. At the intensive tier, a small number of families are provided with a highly individualized wrap-around approach and are invited to be part of a behavior support team for their child. The school-based wraparound team includes staff that are skilled at behavioral intervention and relationship-building with parents. |  |  |  | /8 |
| **Tiers 2 & 3 Implementation**   1. PBIS team meets monthly, reviews referral data, identifies areas for target interventions i.e., students meeting criteria for Tier 2/3 intervention, classroom and non-classroom situations. |  |  |  |  |
| 1. PBIS team participates in Tier 2 & 3 training and shares information with staff. |  |  |  |  |
| 1. The school has developed a Tier 2 plan and updates it annually. |  |  |  |  |
| 1. A core of team members have been trained in functional behavior assessment, designing intensive behavioral support plans, and school-based wrap-around procedures. |  |  |  |  |
| 1. Criteria has been established to nominate students for tiers 2 & 3 interventions. |  |  |  |  |
| 1. There is a written form available for teachers to complete to request Tiers 2 & 3 support for students. |  |  |  |  |
| 1. PBIS team provides/arranges training for school staff in Tier 2/3 interventions. |  |  |  |  |
| 1. A Tier 2/3 Team meets regularly and has operating procedures. |  |  |  |  |
| 1. The Tier 2/3 Team reviews individual student data and monitors plans for fidelity. |  |  |  |  |
| 1. The Tier 2/3 Team considers whether disproportionality is represented in the data and recommends Tier 2/3 interventions for targeted groups. |  |  |  |  |
| 11. The Tier 2/3 Team tracks and reports on the percentage of  students experiencing success on their tier 2 or 3 interventions. |  |  |  | /22 |

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| **Enter scores by section and total score** | **In Place** | **Partially in Place** | **Not in Place** | **Score** |
| **Sustainability**   1. Regular acknowledgment and encouragement is provided for staff for implementing PBIS with fidelity. |  |  |  |  |
| 1. Elements of the PBIS program are reviewed and modified, if necessary, at least annually. |  |  |  |  |
| 1. The PBIS program is reviewed with all staff prior to the beginning of every school year. |  |  |  |  |
| 1. The PBIS program is introduced to all students at the beginning of every year. |  |  |  |  |
| 1. Information regarding the school’s PBIS program is shared with district level staff, the Board of Education, and the community. |  |  |  |  |
| 1. Funding sources are identified for continued implementation of PBIS efforts. |  |  |  |  |
| 1. PBIS leadership team members have opportunities to receive on-going professional development. |  |  |  |  |
| 1. The PBIS leadership team shares information with other schools in the district and collaborates on district-wide plans for sustaining and expanding PBIS. |  |  |  | /16 |
| **Total Score** |  |  |  | /128 |

List 3 high priority areas for improvement based upon completion of the Team Implementation Checklist. Describe action plan and timeline to address these needs.

1.

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3.

References

1. Team Implementation Checklist, Version 3.1, June, 2014 Sugai, G., Horner, R., Lewis-Palmer, T., & Rossetto Dickey, C.
2. Fox, L., Hemmeter, M.L., and Jack, S. (2010). Early Childhood Program-Wide PBIS Benchmarks of Quality
3. Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). School-wide PBIS Tiered Fidelity Inventory. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org