**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.

2.

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