

# (Revised) PBS Implementation Checklist for Schools



This is a quick checklist to assess the degree of implementation for your school. It gives teams a sense of what *has-been-done* and what *needs-to-be-done* in the PBS implementation process. The Coach completes this form at least twice a year. Score each item on a scale from 0 (No), 1 (Somewhat), to 2 (Yes). Go to the PBSES website and enter each line into the database. The site generates a useful report for your team to engage in action planning and problem solving barriers to implementation.

Coach Name \_\_\_\_\_ School Name \_\_\_\_\_ Date \_\_\_\_\_

<b>Tier 1 Tier 1 Universal PBS</b>	<b>0=No, 1=Somewhat, 2= Yes</b>	<b>Score</b>
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**Preparation:**

1. School administrators support PBS: active involvement, team participation, funding, etc.	
2. Staff support PBS – staff provided overview and reached 80% agreement to implement PBS	
3. PBS Leadership Team has been established and trained - full staff representation, team meeting schedule established; attended FLPBS trainings, has a current action plan	
4. PBS team members responsible for coaching activities have been trained (i.e., attend tier 1 PBS, Coaching 101, and other PBS trainings); attend district-facilitated and/or regional coaching meetings; are knowledgeable about PBS, behavioral theory, and data-based decision making; are skilled in facilitation, problem solving, and public speaking	

**Initiation:**

5. PBS Leadership Team meets at least once a month	
6. All PBS Team members with coaching responsibilities attend the monthly PBS team meetings, including external coaching facilitators	
7. PBS Team demonstrates a good working relationship with internal and external members responsible for coaching activities	
8. 3-5 expectations have been clearly defined and staff have been supported in the development and implementation of teaching plans	
9. System for rewarding students has been developed – written documentation required for full score	
10. Strategy for collecting and using discipline data has been established	
11. A plan has been developed to provide training and support to staff and teachers – including substitutes, student/intern teachers, and new staff	
12. New and returning staff have been oriented and trained in PBS processes- rationale, reward system, office vs. classroom managed behaviors, formalized procedure for handling behavior problems, flowchart developed, problem behaviors clearly defined	
13. Families have been oriented to PBS	

**Implementation:**

14. Behavior expectations and reward systems are taught formally and informally to students - occurs multiple times during the year to include transferring students, integrated into curricula, common language used by staff and students across settings; dates for reward activities have been set and placed on school calendars	
15. Behavior expectations have been posted throughout the school - including hallways, cafeteria, playground, special rooms, restrooms, offices, and classrooms	
16. Positive behaviors are rewarded consistently by all staff in all settings (including classrooms)	
17. Procedures for handling inappropriate behaviors are implemented consistently by all staff in all settings (including classrooms)	
18. Classroom rules, routines, and procedure are identified and taught on a regular basis	

**Tier 1 Tier 1 Universal PBS** **0=No, 1=Somewhat, 2= Yes** **Score**

**Implementation (continued)**

19. Office discipline forms are completed consistently and accurately across staff	
20. Discipline data are gathered and entered into the database consistently and in a timely manner	
21. Discipline data are used in PBS Team meetings to identify problems and guide school decisions	
22. Discipline data are summarized and reported to staff on a regular basis	
23. Families and community members are actively involved in PBS related activities, programs, and/or services	

**Maintenance:**

24. Data and feedback from families, staff, and students are used to make decisions regarding additional training and professional staff development	
25. A plan is in place for training new PBS team members - including new administrators, staff, and district personnel	
26. Data and feedback from families, staff, and students are used to revise and update the PBS action plan for the school and district - reviewed and revised as needed	
27. Links with the community and other resources have been established to assist with funding and incentives	
28. Morale is sustained among staff and students - staff and student attendance and participation in PBS efforts is high, system in place to recognize staff, family, and community contributions	

**Tier 2 Supplemental PBS** **Score**

29. The school has a data-based process for identifying students in need of tier 2 supports	
30. Student's needs are prioritized to assure that students with the greater needs are supported	
31. The function of student behavior is considered when selecting tier 2 interventions.	
32. The school has zero ( <i>score 0</i> ), one to two ( <i>score 1</i> ), more than two ( <i>score 2</i> ) tier 2 interventions in place which are integrated with the school-wide expectations	
33. The school is checking to make sure that tier 2 interventions are implemented with fidelity	
34. A progress monitoring system is in place for ALL students receiving tier 2 interventions	
35. The team engages in problem-solving using all components of the progress monitoring system (e.g. student response to intervention, intervention fidelity and effectiveness)	

**Tier 3 Intensive PBS** **Score**

36. Data-based decision-making is used to identify students in need of tier 3 supports	
37. Student's needs are prioritized to assure that students with the most intensive needs are supported	
38. An FBA is conducted that identifies the problem, the events that reliably predict the problem behavior and the consequences that maintain the problem behavior	
39. At least 1 hypothesis is developed from the FBA to explain the student's problem behavior	
40. Tier 3 interventions are matched to the function of the behavior	
41. A BIP is developed that includes procedures to prevent problem behaviors, teach appropriate behavior, and reinforce/reward appropriate behavior	
42. Teachers are "coached" in how to implement the BIP accurately and effectively	
43. The school is checking to make sure that tier 3 interventions are implemented with fidelity	
44. A progress monitoring system is in place for ALL students receiving tier 3 interventions	
45. The team engages in problem-solving using all components of the progress monitoring system (e.g. student response to intervention, intervention fidelity and effectiveness)	