

## PBS Implementation Checklist for Schools

This is a quick checklist to assess the degree of implementation for your school. It is intended to give teams a sense of what *has been done* and what *needs to be done* in the PBS implementation process. This form should be completed by the coach at least twice a year. Score each item on a scale from 0 (No), 1 (Somewhat), to 2 (Yes). Then go to the PBSES website and enter each line into the database. A report will be instantly generated for use with your team.

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

### Tier 1 Universal PBS

0=No, 1=Somewhat, 2= Yes

#### Preparation:

1. School-level administrators support PBS - active involvement, funding allocated, etc.	
2. Staff support PBS – staff provided overview and reached 80% agreement to implement PBS	
3. PBS Team has been established and trained - full staff representation, team meeting schedule established; attended FLPBS trainings, has a current action plan	
4. PBS Coach has been trained - attends summer trainings, attends coaches and regional meetings; knowledgeable about PBS, Behavioral Theory, and data-based decision making; skilled in facilitation, problem solving process, and public speaking	

#### Initiation:

5. PBS Team meets at least once a month	
6. PBS Coach attends those meetings	
7. PBS Team shows a good working relationship with the Coach	
8. 3-5 expectations have been clearly defined and teaching plans have been described to staff	
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. Parents 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 curriculums, 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 across staff and settings	
17. Procedures for handling inappropriate behaviors are implemented consistently across staff and settings	
18. Office discipline forms are completed consistently and accurately across staff	

**Tier 1 Universal (continued)****0=No, 1=Somewhat, 2= Yes****Implementation**

19. Discipline data are gathered and entered into the data base consistently and in a timely Manner	
20. Discipline data are used in PBS Team meetings to identify problems and guide school Decisions	
21. Discipline data are summarized and reported to staff on a regular basis	
22. Parents and community members are actively involved in PBS related activities, programs, and/or services	

**Maintenance:**

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

**Tier 2 Supplemental PBS**

28. The school has a data-based process for identifying students in need of Tier 2 supports	
29. Student's needs are prioritized to assure that students with the greater needs are Supported	
30. Tier 2 interventions are matched to the function of the behavior	
31. The school has 0 (score 0), 1-2 (score 1), more than 2 (score 2) Tier 2 programs in place	
32. The school is checking to make sure that Tier 2 programs are implemented with fidelity	
33. A progress monitoring system is in place for all students receiving Tier 2 Interventions	
34. The school team makes decisions on students' response to intervention from the progress monitoring system	

**Tier 3 Intensive PBS**

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