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**

<table>
<thead>
<tr>
<th>Preparation:</th>
<th>0=No, 1=Somewhat, 2= Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School-level administrators support PBS - active involvement, funding allocated, etc.</td>
<td></td>
</tr>
<tr>
<td>2. Staff support PBS – staff provided overview and reached 80% agreement to implement PBS</td>
<td></td>
</tr>
<tr>
<td>3. PBS Team has been established and trained - full staff representation; team meeting schedule established; attended FLPBS trainings, has a current action plan</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initiation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. PBS Team meets at least once a month</td>
<td></td>
</tr>
<tr>
<td>6. PBS Coach attends those meetings</td>
<td></td>
</tr>
<tr>
<td>7. PBS Team shows a good working relationship with the Coach</td>
<td></td>
</tr>
<tr>
<td>8. 3-5 expectations have been clearly defined and teaching plans have been described to staff</td>
<td></td>
</tr>
<tr>
<td>9. System for rewarding students has been developed – written documentation required for full score</td>
<td></td>
</tr>
<tr>
<td>10. Strategy for collecting and using discipline data has been established</td>
<td></td>
</tr>
<tr>
<td>11. A plan has been developed to provide training and support to staff and teachers – including substitutes, student/intern teachers, and new staff</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>13. Parents have been oriented to PBS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>15. Behavior expectations have been posted throughout the school - including hallways, cafeteria, playground, special rooms, restrooms, offices, and classrooms</td>
<td></td>
</tr>
<tr>
<td>16. Positive behaviors are rewarded consistently across staff and settings</td>
<td></td>
</tr>
<tr>
<td>17. Procedures for handling inappropriate behaviors are implemented consistently across staff and settings</td>
<td></td>
</tr>
<tr>
<td>18. Office discipline forms are completed consistently and accurately across staff</td>
<td></td>
</tr>
</tbody>
</table>
### Tier 1 Universal (continued)  
**Implementation**  
0=No, 1=Somewhat, 2=Yes

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

**Maintenance:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Data and staff feedback are used to make decisions regarding additional training and professional staff development</td>
</tr>
<tr>
<td>24.</td>
<td>A plan is in place for training new PBS team members - including new administrators, staff, and district personnel</td>
</tr>
<tr>
<td>25.</td>
<td>Data and staff feedback are used to revise and update the PBS action plan for the school and district - reviewed and revised as needed</td>
</tr>
<tr>
<td>26.</td>
<td>Links with the community and other resources have been established to assist with funding and incentives</td>
</tr>
<tr>
<td>27.</td>
<td>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</td>
</tr>
</tbody>
</table>

### Tier 2 Supplemental PBS

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

### Tier 3 Intensive PBS

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