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Positive Behavior Support: Team Implementation Checklists Version 2.2 (Monthly)

Center on Positive Behavioral Interventions and Supports

University of Oregon

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SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

OSEP Center on Positive Behavioral Interventions and Supports¹

University of Oregon

www.pbis.org

The OSEP Center on Positive Behavioral Interventions and Supports is grateful to the students, educators, administrators, families, support providers, researchers, and teacher trainers who have worked tirelessly to improve educational outcomes for all students and who have contributed to our understanding of the critical practices and systems of positive behavior support.

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Effective Behavior Support Team Implementation Checklists (Monthly)

School _____ Date of Report _____
 District _____ County _____ State _____

INSTRUCTIONS: The EBS team should complete both checklists monthly to monitor activities for implementation of EBS in the school.

EBS Team Members _____

Person(s) Completing Report _____

Checklist #1: Start-Up Activity					
Complete & submit Monthly .		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started			
		Date: (MM/DD/YY)			
Establish Commitment		Status:			
1. Administrator's support & active involvement.		Status:			
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).		Status:			
Establish & Maintain Team		Status:			
3. Team established (representative).		Status:			
4. Team has regular meeting schedule, effective operating procedures.		Status:			
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.		Status:			
Self-Assessment		Status:			
6. Team/faculty completes EBS self-assessment survey.		Status:			
7. Team summarizes existing school discipline data.		Status:			



8. Strengths, areas of immediate focus & action plan are identified.	Status:				
Establish School-wide Expectations					
9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Establish Information System					
15. Discipline data are gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support					
16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				



Checklist #2: On-going Activity Monitoring					
Complete & submit Monthly .			Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started		
1. EBS team has met at least monthly.	Status:				
2. EBS team has given status report to faculty at least monthly.	Status:				
3. Activities for EBS action plan implemented.	Status:				
4. Accuracy of implementation of EBS action plan assessed.	Status:				
5. Effectiveness of EBS action plan implementation assessed.	Status:				
6. EBS data analyzed.	Status:				

Additional Observations/Comments/Questions:



Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
1. Establish Commitment <ul style="list-style-type: none"> • Administrator • Top 3 goal • 80% of faculty • Three year timeline 	a.		
	b.		
	c.		
	d.		
	e.		
2. Establish Team <ul style="list-style-type: none"> • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives 	a.		
	b.		
	c.		
	d.		
	e.		
3. Self-Assessment <ul style="list-style-type: none"> • EBS survey • Discipline data • Identification of strengths, focus • Action Plan developed • Action Plan presented to faculty 	a.		
	b.		
	c.		
	d.		
	e.		



<p>4. School-wide Expectations</p> <ul style="list-style-type: none"> Define 3-5 school-wide behavioral expectations Curriculum matrix Teaching plans Teach expectations Define consequences for problem behavior 	a.		
	b.		
	c.		
	d.		
	e.		
<p>5. Establish Information System</p> <ul style="list-style-type: none"> System for gathering useful information Process for summarizing information Process for using information for decision-making 	a.		
	b.		
	c.		
	d.		
	e.		
<p>6. Build Capacity for Function-based Support</p> <ul style="list-style-type: none"> Personnel with behavioral expertise Time and procedures for identification, assessment, & support implementation 	a.		
	b.		
	c.		
	d.		
	e.		

