Appendix 6: PB4L–SW Team Implementation Checklist (TIC)

**School:** **Date of report:**

**PB4L–SW team members:**

**Person(s) completing report:**

|  |
| --- |
| **Status**: **A =** **A**chieved, **I =** **I**n progress, **N =** **N**ot yet started |
| **Date:** |  |  |  |  |
| **ESTABLISHING PRINCIPAL COMMITMENT** |
| 1. **Principal supports SW and is actively involved**
* Principal attends PB4L–SW meetings 80% of time
* Principal defines improving social behaviour as one of the top three goals for the school
* Principal actively participates in PB4L–SW training
 | Status |  |  |  |  |
| 1. **Staff support SW**
* 80% of staff document support for improving social behaviour as one of the top three goals for the school
* Principal/staff commit to PB4L–SW for at least 3 years
 | Status |  |  |  |  |
| **ESTABLISHING AND MAINTAINING TEAM** |
| 1. **Representative team is established**
* Includes year level teachers, teacher aides, parents, SENCO, RTLB
* Team has established clear mission/purpose
 | Status |  |  |  |  |
| 1. **Team has regular meeting schedule and effective operating procedures**
* Agenda and meeting minutes used
* Team decisions identified and action plan developed
 | Status |  |  |  |  |
| 1. **Audit is completed for efficient integration of team with other teams/initiatives addressing behaviour support**
* Team has completed Working Smarter template
 | Status |  |  |  |  |
| **Status**: **A =** **A**chieved, **I =** **I**n progress, **N =** **N**ot yet started |
| **Date:** |  |  |  |  |
| **SELF-ASSESSMENT** |
| 1. **Team completes self-assessment of current PB4L–SW practices being used in the school**
* Staff complete TIC (progress monitoring), BoQ (annual assessment), or SET
 | Status |  |  |  |  |
| 1. **Team summarises school discipline data**
* Team uses behavioural incident data (ODRs), attendance data, and other behavioural data for decision making
 | Status |  |  |  |  |
| 1. **Team uses self-assessment information to build implementation action plan (areas of immediate focus)**
* Team uses the action plan to guide PB4L–SW implementation
 | Status |  |  |  |  |
| 1. **3–5 school-wide behaviour expectations are defined and posted in all areas of school**
* 3–5 positively and clearly stated expectations defined
* Expectations posted in public areas of the school
 | Status |  |  |  |  |
| 1. **School-wide teaching matrix is developed**
* Teaching matrix used to define how school-wide expectations apply to specific school locations
* Teaching matrix distributed to all staff
 | Status |  |  |  |  |
| 1. **Teaching plans for school-wide expectations are developed**
* Lesson plans developed for teaching school-wide expectations at key locations throughout the school
* Staff involved in development of lesson plans
 | Status |  |  |  |  |
| **Status**: **A =** **A**chieved, **I =** **I**n progress, **N =** **N**ot yet started |
| **Date:** |  |  |  |  |
| **SELF-ASSESSMENT** |
| 1. **School-wide behaviour expectations are taught directly and formally**
* Schedule for teaching lessons developed
* Staff and students know defined expectations
* School-wide expectations taught to all students
* Plan developed for teaching expectations to students who enter school mid-year
 | Status |  |  |  |  |
| 1. **System is in place to acknowledge expected behaviours**
* Reward systems used to acknowledge school-wide behaviour expectations
* Ratio of reinforcements to corrections is high (4:1)
* Students and staff know about the acknowledgment system and students are receiving positive acknowledgments
 | Status |  |  |  |  |
| 1. **Clearly defined and consistent consequences and procedures for undesirable behaviours are developed**
* Major and minor problem behaviours all clearly defined
* Clearly defined and consistent consequences and procedures for inappropriate behaviours developed and used
* Procedures define a menu of appropriate responses for minor (classroom managed) misbehaviours
* Procedures define a menu of appropriate responses for major (‘office managed’) misbehaviours
 | Status |  |  |  |  |
| **classroom behaviour support systems** |
| 1. **School has completed a school-wide classroom systems survey**
* Teaching staff have completed a classroom assessment (Examples: EBS Classroom Survey; Classroom assessment tools)
 | Status |  |  |  |  |
| **Status**: **A =** **A**chieved, **I =** **I**n progress, **N =** **N**ot yet started |
| **Date:** |  |  |  |  |
| **classroom behaviour support systems** |
| 1. **Action plan is in place to address any classroom systems identified as a high priority for change**
* Results of the assessment used to plan staff professional development and support
 | Status |  |  |  |  |
| 1. **Data system is in place to monitor behavioural incident data (ODRs) from classrooms**
* School has a way of reviewing incident data from classrooms for use in data-based decision making
 | Status |  |  |  |  |
| **INFORMATION MANAGEMENT SYSTEMS** |
| 1. **Discipline data are gathered, summarised, and reported at least quarterly to all staff**
* Data collection is easy, efficient, and relevant for decision making
* Incident (ODR) data entered at least weekly
* Incident form lists: student’s name, referring staff member, date, time, location, problem behaviour, others involved, possible motivation, and response
* Incident (ODR) data available by frequency, location, time, type of problem behaviour, motivation, and student
* Incident (ODR) data summary shared with staff at least monthly
 | Status |  |  |  |  |
| 1. **Discipline data are available to the team regularly (at least monthly) in a form and depth needed for problem solving**
* Team able to use the data for decision making, problem solving, action planning, and evaluation
* Precision problem statements used for problem solving
 | Status |  |  |  |  |
| **Status**: **A =** **A**chieved, **I =** **I**n progress, **N =** **N**ot yet started |
| **Date:** |  |  |  |  |
| BUILDING CAPACITY FOR FUNCTION-BASED SUPPORT |
| 1. **Personnel with behavioural expertise are identified and involved**
* Personnel able to provide behavioural expertise for students needing Tier Two and Tier Three support
 | Status |  |  |  |  |
| 1. **At least one staff member of the school is able to conduct simple functional behavioural assessments**
* At least one staff member can conduct simple behavioural assessments and work with a team in developing behaviour support plans for individual students
 | Status |  |  |  |  |
| **22. Intensive, individual student support team structure is in place to use function-based supports*** A team exists focusing on intensive individualised supports for students needing Tier Three support
* Team uses function-based supports to develop, monitor, and evaluate behavioural plans
* Team delivering Tier Three has a data system that supports ongoing monitoring of fidelity and outcomes of individual behaviour support plans
 | Status |  |  |  |  |

**Additional comments and information:**

Adapted from Version 3.1 of the TIC (Sugai, Horner, Lewis-Palmer, & Rossetto, 2011) copyright © 2001 George Sugai, Rob Horner, and Teri Lewis-Palmer, Educational and Community Supports, University of Oregon