



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

This checklist helps to ensure that as a PB4L-SW team you have a shared understanding and agreement about progress and next steps. You should use it to identify which PB4L-SW practices are in place and to regularly update your action plan, completing the checklist each month until your team rates 80 percent of the start-up items as 'achieved' for three consecutive months. (From this point, you should use the checklist annually.)

A New Zealand adaptation of version 3.1 of the TIC is provided below in hard copy, but you should always use the latest version, which is available as a spreadsheet at PBIS online (www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx). The electronic version also does the scoring for you.

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

PB4L-SW team members: _____

Person(s) completing report: _____

Status: A = Achieved, I = In progress, N = Not yet started					
		Date:			
ESTABLISHING PRINCIPAL COMMITMENT					
1. Principal supports SW and is actively involved <ul style="list-style-type: none"> 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				
2. Staff support SW <ul style="list-style-type: none"> 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					
3. Representative team is established <ul style="list-style-type: none"> Includes year level teachers, teacher aides, parents, SENCO, RTLB Team has established clear mission/purpose 	Status				
4. Team has regular meeting schedule and effective operating procedures <ul style="list-style-type: none"> Agenda and meeting minutes used Team decisions identified and action plan developed 	Status				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behaviour support <ul style="list-style-type: none"> Team has completed Working Smarter template 	Status				
SELF-ASSESSMENT					
6. Team completes self-assessment of current PB4L-SW practices being used in the school <ul style="list-style-type: none"> Staff complete TIC (progress monitoring), BoQ (annual assessment), or SET 	Status				
7. Team summarises school discipline data <ul style="list-style-type: none"> Team uses behavioural incident data (ODRs), attendance data, and other behavioural data for decision making 	Status				
8. Team uses self-assessment information to build implementation action plan (areas of immediate focus) <ul style="list-style-type: none"> Team uses the action plan to guide PB4L-SW implementation 	Status				

Status: A = Achieved, I = In progress, N = Not yet started					
		Date:			
ESTABLISHING SCHOOL-WIDE EXPECTATIONS AND PREVENTION SYSTEMS					
<p>9. 3–5 school-wide behaviour expectations are defined and posted in all areas of school</p> <ul style="list-style-type: none"> • 3–5 positively and clearly stated expectations defined • Expectations posted in public areas of the school 	Status				
<p>10. School-wide teaching matrix is developed</p> <ul style="list-style-type: none"> • Teaching matrix used to define how school-wide expectations apply to specific school locations • Teaching matrix distributed to all staff 	Status				
<p>11. Teaching plans for school-wide expectations are developed</p> <ul style="list-style-type: none"> • Lesson plans developed for teaching school-wide expectations at key locations throughout the school • Staff involved in development of lesson plans 	Status				
<p>12. School-wide behaviour expectations are taught directly and formally</p> <ul style="list-style-type: none"> • 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				
<p>13. System is in place to acknowledge expected behaviours</p> <ul style="list-style-type: none"> • 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				
<p>14. Clearly defined and consistent consequences and procedures for undesirable behaviours are developed</p> <ul style="list-style-type: none"> • 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				

Status: A = Achieved, I = In progress, N = Not yet started									
					Date:				
CLASSROOM BEHAVIOUR SUPPORT SYSTEMS									
<p>15. School has completed a school-wide classroom systems survey</p> <ul style="list-style-type: none"> Teaching staff have completed a classroom assessment (Examples: EBS Classroom Survey; Classroom assessment tools) 	Status								
<p>16. Action plan is in place to address any classroom systems identified as a high priority for change</p> <ul style="list-style-type: none"> Results of the assessment used to plan staff professional development and support 	Status								
<p>17. Data system is in place to monitor behavioural incident data (ODRs) from classrooms</p> <ul style="list-style-type: none"> School has a way of reviewing incident data from classrooms for use in data-based decision making 	Status								
INFORMATION MANAGEMENT SYSTEMS									
<p>18. Discipline data are gathered, summarised, and reported at least quarterly to all staff</p> <ul style="list-style-type: none"> 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								
<p>19. Discipline data are available to the team regularly (at least monthly) in a form and depth needed for problem solving</p> <ul style="list-style-type: none"> 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 = Achieved, I = In progress, N = Not yet started					
Date:					
BUILDING CAPACITY FOR FUNCTION-BASED SUPPORT					
<p>20. Personnel with behavioural expertise are identified and involved</p> <ul style="list-style-type: none"> Personnel able to provide behavioural expertise for students needing Tier Two and Tier Three support 	Status				
<p>21. At least one staff member of the school is able to conduct simple functional behavioural assessments</p> <ul style="list-style-type: none"> At least one staff member can conduct simple behavioural assessments and work with a team in developing behaviour support plans for individual students 	Status				
<p>22. Intensive, individual student support team structure is in place to use function-based supports</p> <ul style="list-style-type: none"> 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