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