

Team Implementation Checklist

(Quarterly)

School _____ Date of Report _____

Local District _____

Team Members _____

Person(s) Completing Report _____

INSTRUCTIONS: The School-Wide Positive Behavior Support team completes the checklist quarterly to monitor activities for implementation of School-Wide Positive Behavior Support in the school.

- Each team member completes the TIC independently for each of the quarterly completions. (This should only take about 10 minutes.) Each item is marked with either “**A**chieved, **I**n Progress, or **N**ot Started”.
- Following the independent completion, the School-Wide Positive Behavior Support team discusses their reasoning for the mark (**A**chieved, **I**n Progress, and **N**ot Started) they assigned each item and comes to a consensus for each (about 30 minutes). The team can use the Team Implementation Checklist User Guide for clarification of each item.

Checklist #1: Start-Up Activity					
Complete Quarterly & keep with the Coordinated Safe and Healthy School Plan		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started			
Quarter:		1st	2nd	3rd	4th
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:				

Checklist #1: Start-Up Activity					
Complete Quarterly & keep with the <i>Coordinated Safe and Healthy School Plan</i>		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started			
Quarter:		1st	2nd	3rd	4th
Self-Assessment					
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. Three to five 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. Undesirable behaviors are clearly defined	Status:				
15. Consistent consequences and procedures for responding to undesirable behaviors are developed.	Status:				
Establish Information System					
16. Discipline data is gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support					
17. Personnel with behavioral expertise are identified & involved.	Status:				
18. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				

*** NOTE:** The following two pages are for the School-Wide Positive Behavior Support Team to develop their action plan.

Adapted from Sugai, Horner, Lewis-Palmer 2

Action Plan

Team Implementation Checklist

INSTRUCTIONS: After coming to consensus on their responses to the Team Implementation Checklist, the School-Wide Positive Behavior Support team will develop this action plan. Since the Team Implementation Checklist is built on a hierarchy (the activities in items one and two should be completed before the activities in items three, four and five), the team will develop action steps for their first three items they marked with "I" or "N".

Activity	Action Steps	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.		