

# School Wide Positive Behavior Support Year 1 Program Activities Implementation Checklist

**Checklist Purpose:** A cumulative checklist that provides the team with a consolidated task list that guides planning activities while developing and evaluating interventions.

**Checklist Instruction:** During each core team meeting, identify a person responsible for completing the checklist. To use the checklist, refer to the items and then check off as decisions are made/items completed. At the end of the meeting, turn in the checklist to the coach who maintains it in their master binder.

<b>CORE TEAM MEETING AND COORDINATION</b>		
<b>Tasks</b>	<b>Completed</b>	<b>Needs to be Completed</b>
Schedule monthly core team meetings for the year. Allow a minimum of 2.5 hours for a meeting.		
Designate a person responsible for coordinating sub coverage for teachers for each of the monthly core team meetings and training days.		
Determine if team membership adequately represents all the school community stakeholders:  General teachers Special education teachers Special services staff (e.g., CST related services) Paraprofessionals and aides Security guards and police Student services staff (e.g., guidance, counseling center, etc.) Parents Students Administrators		
Using the School Committee/Groups Matrix determine what other groups or committees exist in the school and whether their purpose/mission is related to school wide PBS.  If yes, Determine if there is a representative of that group on the team or if one needs to be invited.		
Determine and secure a location for each of the core team meetings.		

<b>DATA COLLECTION AND ANALYSIS</b>		
<b>Tasks</b>	<b>Completed</b>	<b>Needs to be Completed</b>
<i>Discipline Data Management System</i>		
Identify a core team member who will lead up the discipline data work group. Typically, the discipline data workgroup leader is a person responsible for discipline (e.g., vice principal, dean of students, disciplinarian, etc.). This is a permanent group that has ongoing functions (see explanation).		
Identify and invite members of the school community to participate on the discipline data workgroup. See workgroup description for a list of functions and responsibilities		
Schedule a meeting with the building/district technical facilitator to determine the capacities of the district student data management package to provide discipline related information.		
<b><i>Office Discipline Referral Form</i></b>		
Review the district policy regarding permissible access to the district student data management package (i.e., who is allowed access). Depending on the district policy identify a person on the core team/discipline data workgroup who will be responsible for accessing monthly summaries of discipline referral data.		
Review the student/parent/teacher handbooks to determine the current policies and procedures in place to respond to discipline problems.		
Identify through team discussions and meetings with focus groups problems with the current system. Consider and discuss the following issues: <ul style="list-style-type: none"> <li>➤ Is the distinction between office and classroom managed behaviors clear?</li> <li>➤ Are office discipline referral forms available and being correctly filled out by staff?</li> <li>➤ Do students come to the office with a referral form and for behaviors that should be addressed by administrators?</li> <li>➤ Is the information entered into a data base?</li> </ul>		

Tasks	Completed	Needs to be Completed
<ul style="list-style-type: none"> <li>➤ Is the action taken by the office / the resolution to the problem communicated back to the referring staff?</li> <li>➤ Is the office referral form filed?</li> <li>➤ Are people satisfied with the action taken?</li> </ul> <p>Use one of the scheduled focus group meeting dates to speak with members of the school community about their concerns, issues, and suggestions</p>		
<p>Using the sample provided, revise the office discipline referral form. When doing this consider the following:</p> <ul style="list-style-type: none"> <li>➤ Distinction between major and minor offenses.</li> <li>➤ Whether an accumulation of minor (e.g., 3) turns into a major.</li> <li>➤ Whether major and minor will both be recorded in the data system?</li> <li>➤ What types of action staff should be taken in response to minor offenses.</li> </ul>		
<p>For each behavior/discipline offense on the referral form develop an operational definition. When developing definitions try to eliminate redundancy and make behaviors distinct from one another. Refer to the examples provided.</p>		
<p>Using the example provided, develop a flow chart that illustrates the chronological sequence of the office discipline referral process.</p>		
<p>Using the sample provided, develop a training to present the new referral form and procedures to staff. The presentation should include:</p> <ul style="list-style-type: none"> <li>➤ A handout packet with completed samples, a blank ODR form, the definitions, and flow chart.</li> <li>➤ An overview that includes a link back to the larger program.</li> <li>➤ A step by step illustration of how the ODR form is filled out.</li> <li>➤ A review of the flow chart sequence.</li> <li>➤ A review of the accompanying definitions.</li> <li>➤ Include time for question and discussion.</li> </ul>		

Tasks	Completed	Needs to be Completed
<i>Conduct a Climate Assessment</i>		
<b><i>Climate Surveys and Building Walkthrough</i></b>		
Identify three core team members who will each be responsible for coordinating the distribution, collection, and summarization of the parent, staff, and student climate surveys.		
Develop a plan for disseminating, collecting, summarizing, and graphing the student climate survey.		
Develop a plan for disseminating, collecting, summarizing, and graphing the staff climate survey.		
Develop a plan for disseminating, collecting, summarizing, and graphing the parent climate survey.		
Enter collected data for each of the surveys into the excel template and print off a set of master graphs.		
Identify one or more team members who will conduct a building walkthrough using the walkthrough checklist.		
<b><i>Disseminate the Climate Assessment Results</i></b>		
Referring to the sample/template provided develop a summary of the data collected.		
Schedule a presentation to deliver the climate assessment results to the staff.		
Identify core team members who will participate in the presentation and what each of their roles will be.		
Identify a dissemination strategy to deliver the results of the climate survey to students and parents. Suggestions include: <ul style="list-style-type: none"> <li>➤ Website link</li> <li>➤ Morning announcements</li> <li>➤ Back to school night</li> <li>➤ PTO/PTG presentations</li> <li>➤ Newsletter</li> <li>➤ Cable TV posting</li> </ul>		

<b>INTERVENTION PLANNING</b>		
<b>Tasks</b>	<b>Completed</b>	<b>Needs to be Completed</b>
<i>Develop Behavioral Expectations</i>		
Using the information collected during the climate assessment, identify 3-5 behavioral expectations that will apply to all areas of the school building.		
Using the samples and directions provided, define the expectations to result in a set of 3-5 specific expected behaviors for each target area in the building.		
Develop a plan to solicit input from students and staff on the expectations and definitions. <ul style="list-style-type: none"> <li>➤ During the December meetings with staff distribute the handout for feedback</li> <li>➤ Identify a plan for soliciting feedback from students such as during a student council meeting or homeroom</li> </ul>		
<b><i>Develop a Motto and Posters</i></b>		
Plan a strategy for involving the students in developing a motto for the expectations. For example, have a motto contest with a pizza party prize.		
Once a motto/logo is identified develop a template for creating posters of the expectations. When making your template consider: <ul style="list-style-type: none"> <li>➤ Make the poster visual appealing, but not too busy to be distracting</li> <li>➤ Make the font large enough to be seen from a distance</li> <li>➤ Have some link back to the program motto</li> <li>➤ Use simple, short phrases with key words</li> </ul>		
Using a walkthrough or school floor plans count the exact number of each type of poster that will be needed		
Develop a plan for how the posters will be made: <ul style="list-style-type: none"> <li>➤ Who will be responsible for making sure the posters are made?</li> <li>➤ Does your school have a poster maker; will you use the LRC poster maker; will you bring it to a local print shop?</li> </ul>		

Tasks	Completed	Needs to be Completed
<ul style="list-style-type: none"> <li>➤ How will you purchase the poster board to adhere the poster to?</li> <li>➤ How will you have the posters laminated? Does your school have a laminator; will you use the LRC laminator?</li> <li>➤ If you choose to use the LRC to make your posters, contact your local LRC for instructions and pricing</li> </ul>		
<p>Develop a plan for how you will hang the posters:</p> <ul style="list-style-type: none"> <li>➤ How will the posters be adhered to the wall? Will you tape them up or have them screwed to wall?</li> <li>➤ Who will be responsible for either taping or screwing them to the wall?</li> </ul> <p>Note: you may consider painting poster content in certain areas such as bathrooms.</p>		
<i>Establish a Recognition System Workgroup</i>		
Identify a core team member who will lead up the Recognition System workgroup.		
<p>Solicit other members of the school community for their participation on the recognition system workgroup. Consider whether other groups in the school exist that may have a consistent purpose such as a staff morale group or a student award group. If so:</p> <ul style="list-style-type: none"> <li>➤ Meet with the chair of those committees to determine if a merger of the newly forming workgroup and the existing school committees group is logical or;</li> <li>➤ To solicit participation/representation from these groups on the newly forming recognition system workgroup</li> </ul> <p>The role of the recognition system workgroup is to:</p> <ul style="list-style-type: none"> <li>➤ Solicit donations/coordinate fundraising</li> <li>➤ Coordinate raffle drawings</li> <li>➤ Coordinate distribution of prizes</li> <li>➤ Coordinate distribution of tickets to staff</li> <li>➤ Coordinate public announcements/recognition of winners</li> </ul> <p>Each member of the workgroup should take responsibility for one of these core activities</p>		

Tasks	Completed	Needs to be Completed
<b><i>Conduct an Incentive Survey</i></b>		
Conduct a survey of students (see samples provided) to determine what kinds of incentives they would be interested. Summarize the survey into a graph or table.		
If determined necessary, survey the staff to determine which of the student identified incentives they would find acceptable to give out. For example, not all teachers may agree to homework passes. Summarize those results onto the student incentive graph/table for comparison.		
Develop a plan for disseminating the incentive survey results back to students and staff		
<b><i>Ticket Distribution and Raffle Procedures</i></b>		
Design a small ticket approximately 1.5 x 3 inches that will be used to distribute to students when they are engaging in a desired behavior. As part of the design include: <ul style="list-style-type: none"> <li>➤ Reference to the program name (e.g., Comet Code Coupon) and logo</li> <li>➤ A place for student and staff names</li> </ul>		
Using the samples provided, develop the procedures for running the raffles. Consider: <ul style="list-style-type: none"> <li>➤ Frequency of the drawings and for which groups. For example, weekly team raffles and a monthly by grade raffle.</li> <li>➤ Location of the bins that will hold the tickets (note: at the very least you will need one bin per grade).</li> <li>➤ Location, time, and day of the week for the drawings.</li> <li>➤ Number of tickets that will be drawn (note: at the very least raffles must occur by grade level – the number of tickets drawn will depend on the number of students in a grade).</li> <li>➤ How winners will be publicly announced/posted.</li> <li>➤ In addition to prizes, will winners names be drawn solely for the purpose of public social recognition (i.e., they do not get a prize, but their name is announced)?</li> </ul>		
Solicit feedback from staff through one of the scheduled focus group meetings. Incorporate the feedback into a final set of ticket distribution and raffle procedures.		

Tasks	Completed	Needs to be Completed
Develop advertisements and student handouts that explain the raffle procedures.		
<b><i>Disseminate Procedures to Staff</i></b>		
<p>Using the sample provided, develop written instructions explicitly explaining step by the step the raffle procedures to distribute to staff.</p> <p>The recognition system procedures will be presented along with the plan for the instructional event (see below).</p> <p>All school staff should be made aware of the recognition system and have access to tickets to distribute to students.</p>		
<b><i>Spirit and Special Events</i></b>		
<p>Discuss as a team the role of special events that will occur on a predictable basis (e.g., once a month or once a marking period) dedicated to building spirit and recognizing students for achieving a criteria established by the team (e.g., not getting a discipline referral for an entire month)</p> <p>See the Patriot Pride example</p>		
Identify a person to coordinate this ongoing activity		
Select (and post) dates consistent with the determined schedule for these celebrations to occur (e.g., Patriot Pride Day is the first Friday of each month). If possible have these dates printed in the school calendar, website, etc.		
<p>Create a plan to adequately address the logistics of these events. For example:</p> <ul style="list-style-type: none"> <li>➤ A theme for the event</li> <li>➤ Prizes</li> <li>➤ De-briefing staff</li> <li>➤ Materials</li> <li>➤ Advertising and notifying students</li> </ul>		

Tasks	Completed	Needs to be Completed
<i>Design and Implement Instructional Interventions</i>		
<b><i>Assemble a workgroup</i></b>		
<p>Identify a core team member who will lead up the Instructional Event workgroup.</p> <p>Solicit volunteers from the school community to assist with the event.</p>		
<b><i>Design the Instructional Lessons</i></b>		
<p>Determine what areas of the building will be the focus of the instructional event. (note: in order to develop the instructional lessons, behavioral expectations must have been developed and finalized)</p>		
<p>Using the samples provided, create a lesson plan for each targeted area of the building that includes:</p> <ul style="list-style-type: none"> <li>➤ Learning objectives</li> <li>➤ Concept introduction</li> <li>➤ Discussion and examples</li> <li>➤ Practice/application activity</li> <li>➤ Closure</li> </ul> <p>For middle and high school students you may want to involve them in the lesson design activity.</p> <p>Lessons may need to be developed in alternate formats (e.g., Spanish, signed for deaf students, etc.)</p>		
<p>Develop materials to accompany the lessons.</p>		
<p>Develop and introduction and closing to the instructional event. Suggestions may include a whole school or grade by grade assembly, announcements on TV or PA systems. Generally, the building administrators lead the introduction and closing activities.</p>		
<p>Develop a master binder that contains the written lesson plan and sample materials (or pictures of) so that it will be available for future reference.</p>		

Tasks	Completed	Needs to be Completed
<b><i>Coordinate a Schedule and Plan for the Event</i></b>		
Select a date(s) for the instructional event.		
<p>For each targeted area/lesson plan determine the format and location for instruction. For example:</p> <ul style="list-style-type: none"> <li>➤ Have students in the actual area (e.g., cafeteria).</li> <li>➤ Teach the lesson in the classroom by individual teachers.</li> <li>➤ Teach the lesson in the classroom using a school TV system and have teachers facilitate activities in the classroom.</li> <li>➤ Will you have a beginning and or end of the day assembly?</li> </ul>		
Develop a schedule that allows all students to receive instruction on each of the lesson plans and includes the introduction and closing activities.		
<p>Once a schedule is complete, determine what the people who will take on key and supportive roles during the instructional event:</p> <ul style="list-style-type: none"> <li>➤ Who will teach the lessons will these people be the same all day (e.g., the same teaching teams remains in the cafeteria all day) or will they rotate each time a new group of students comes to the cafeteria?</li> <li>➤ Who will monitor students when they are in each of the areas (e.g., will students stay with one teacher all day or will they rotate to their typical classes first)?</li> <li>➤ What will administrators and professional staff be doing; consider how they can be visible and involved during this event?</li> <li>➤ Who will be giving out the recognition tickets?</li> </ul>		
Determine what materials or resources may be needed on the day of the instructional event. For example, will you need a bus to be present to teach students the bus expectations?		
<b><i>Disseminate the Instructional Event Plan to Staff</i></b>		
Schedule a time/date to brief the staff on the plan for the instructional event-all school staff should be made aware of this event.		

<b>COMMUNICATION AND DISSEMINATION</b>		
<b>Tasks</b>	<b>Completed</b>	<b>Needs to be Completed</b>
Assemble a handout packet that includes: <ul style="list-style-type: none"> <li>➤ All of the final lesson plans</li> <li>➤ A master schedule for the day</li> <li>➤ The Recognition system procedures</li> <li>➤ The Recognition system tickets/coupons</li> <li>➤ Directions for everyone's roles during the day</li> <li>➤ Explicit instructions for how people should talk about student behavior (i.e., phrase things in terms of what you want students to be doing, emphasize appropriate student behavior, etc.)</li> </ul>		
Have a plan for the principal introducing the instructional event and reminding everyone the larger goal of why they are implementing school wide PBS.		
Determine who else will participate in the presentation and their specific roles.		
<i>Program Orientation</i>		
<b><i>Presentation to Staff</i></b>		
Distribute a school wide PBS fact sheet to all staff in the building to announce the adoption of the program – Modify the sample so it reflects your school.		
Schedule an initial presentation to provide personnel with an introduction to school wide PBS.		
Modify the sample presentation to use as the basis for the orientation presentation.		
Identify who will participate in giving the presentation and what sections they will be responsible.		
<b><i>Presentation to Parents</i></b>		
Distribute a school wide PBS fact sheet to parents either through mail or through students.		
Schedule an initial presentation to parents – consider the first back to school night as an option or the parent organization meetings.		

Tasks	Completed	Needs to be Completed
Modify the sample presentation to use as the basis for the orientation presentation.		
Identify who will participate in giving the presentation and what sections they will be responsible.		
<b><i>Presentation to the School Board</i></b>		
Schedule an initial presentation to board – consider the first back to school night as an option or the parent organization meetings.		
Modify the sample presentation to use as the basis for the orientation presentation.		
Identify who will participate in giving the presentation and what sections they will be responsible.		
<b><i>Focus Group Meetings</i></b>		
<p>Develop a year long monthly schedule of meetings with stakeholder groups in the school to promote dissemination of program information and shared decision making:</p> <p>Teams/grade levels/departments/communities  Related arts/special area teachers  Security guards  Professional staff (cst, guidance, etc.)  Paraprofessionals and aides</p> <p>Depending on the organization of your school, it may be necessary to make scheduled times through the year to meet with various people who make up the school leadership including department heads, instructional councils, school leadership teams, etc.</p>		
Develop a year long monthly schedule of meetings with the leadership body of the school. Often school teams coordinate these meetings to occur on the same day as the core team meeting or the focus group meetings. Any building level leadership should be included in this meeting (i.e., Principal, Vice/Assistant Principals, Director/Head of Guidance or Curriculum)		

<b>Tasks</b>	<b>Completed</b>	<b>Needs to be Completed</b>
Develop a master list of the schedule that includes:  The group name (e.g., Team A) The meeting date, time, and location The team members who will be present to facilitate the meetings		
Distribute the list to team members and staff		