

Tier 1 (Early Childhood) ♦ Universal Support Checklist ♦ Implementation Fidelity

The skills and products that are pivotal to MO PW-PBS are identified below and organized by the Essential Components. Used to guide team action planning, the specific content related to each of these skills or products will be gradually included across your training and technical assistance experience. As such, it creates a roadmap of what should be in place to ensure a positive, proactive and instructional approach to social and behavioral skills.

Teams assess fidelity of implementation of systems and practices with:
 1) **artifacts**, 2) **direct observation** or 3) **self-report**.

COMMON PHILOSOPHY AND PURPOSE

	Implementation Data	Yes	Partially	No
1. A positive and proactive philosophy, a vision and essential beliefs or guiding principles about student behavior and discipline are in writing and included in the program handbook.				
2. The District or Program Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students).				
3. Staff understands the essential components of MO PW-PBS and has made a commitment to the work.				

LEADERSHIP

	Implementation Data	Yes	Partially	No
1. PW-PBS is one of the top School Improvement Goals.				
2. The administrator(s) states frequent and public support for PW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website)				
3. The PW-PBS Leadership Team is representative of the program staff and includes active administrator participation.				
4. The PW-PBS Leadership Team meets regularly (at least monthly) to develop, monitor, or maintain effective practices and systems.				
5. There are processes for efficient and effective Leadership Team Meetings in place (e.g., roles, agenda, norms or ground rules, means for determining consensus, rotation of members, etc.).				
6. Action planning is used to guide and review the Team's work/tasks.				
7. Meetings and professional development are conducted with staff as needed to ensure they have the knowledge and skills needed to implement successfully.				
8. Effective processes to engage staff in the review or development of procedures, gain their consensus, and keep everyone well informed have been developed.				
9. Ways to develop and sustain staff effort are in place (e.g., sharing and discussions, coaching, feedback, etc.), and staff are recognized for their contributions to PW-PBS.				



CLARIFYING EXPECTED BEHAVIOR

	Implementation Data	Yes	Partially	No
1. Two to five program-wide expectations have been established that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind, respect yourself, respect others, respect property, etc.).				
2. For each program-wide expectation, a set of specific behaviors further clarifies the expectation for all settings.				
3. Expected behaviors or rules for each of the program's non-classroom settings (e.g., arrival/departure, hallways, cafeteria, recess, restrooms, assemblies, etc.) have been identified and are aligned with program-wide expectations.				
4. Teachers have clarified rules and procedures (e.g., arrival, centers, snack time, circle time, etc.) to identify success in their classrooms that align with program-wide expectations.				

TEACHING EXPECTED BEHAVIOR

	Implementation Data	Yes	Partially	No
1. Lessons on program-wide, non-classroom and classroom expectations, rules and procedures have been developed and shared with all staff.				
2. An annual plan for the ongoing teaching of all expectations and rules has been developed and disseminated to all staff.				
3. All staff actively teaches lessons on program-wide, non-classroom and classroom expectations, rules and procedures.				
4. Staff regularly review expected behavior and reteach as needed (e.g., brief re-teaching, pre-corrects, and embedded within play/curricula).				
5. Orientation procedures that introduce expectations to new students and staff have been developed.				



ENCOURAGING EXPECTED BEHAVIOR

	Implementation Data	Yes	Partially	No
1. Staff understands the power and use of specific positive feedback to encourage expected behaviors at a high rate (4:1) in all settings.				
2. Staff consistently uses a program-wide incentive system to encourage desired student behavior.				
3. A continuum or menu of strategies to encourage appropriate behavior has been developed.				

DISCOURAGING INAPPROPRIATE BEHAVIOR

	Implementation Data	Yes	Partially	No
1. Staff view social/behavioral errors as opportunities to correct and teach the alternative or desirable behaviors and use instructional responses (e.g., redirect, reteach, conferencing, etc.)				
2. There is a clear framework for staff to determine what behaviors they manage and what behaviors should be office-managed or referred to a behavioral specialist.				
3. There is a continuum or menu of strategies to discourage minor inappropriate behavior that promotes learning of appropriate replacement behaviors.				
4. Staff uses responses to social errors that are respectful and reduce the probability of escalating behavior.				
5. Staff utilizes appropriate strategies to de-escalate or diffuse intense behavior.				
6. There is a continuum or menu of strategies to address major inappropriate behaviors that includes alternatives to exclusionary practices such as suspension/expulsion.				

ONGOING MONITORING

	Implementation Data	Yes	Partially	No
1. Team and staff complete and discuss the PBIS Assessments (e.g., Self Assessment Survey, School Safety Survey, etc.) to monitor and guide development and implementation.				
2. A data system is used for collecting, analyzing, and reporting discipline data in a Big 5 format.				
3. A system for monitoring frequent minor misbehavior is used to facilitate planning, teaching, and intervention efforts.				



4. Staff reviews the Big 5 data report at least monthly and makes decisions based on that data.				
5. There is a system for annually collecting, reviewing and reporting the MO SW-PBS School Data Profile factors (e.g., demographics, attendance, graduation/dropout rates, ODRs, state assessments, special education eligibility, assistance referrals, staff counts, etc.).				
6. Routine implementation is monitored through observations, walk-throughs, informal surveys, interviews, etc. to provide ongoing feedback and support to staff and adjust as indicated.				

EFFECTIVE CLASSROOM PRACTICES

	Implementation Data	Yes	Partially	No
1. Classroom rules are aligned with program-wide expectations, posted, and referred to regularly.				
2. Classroom procedures and routines are created, posted, taught, and referred to regularly.				
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.				
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.				
5. Active supervision (scanning, moving and interacting) is consistently implemented.				
6. A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, response cards, etc.) are used.				
7. Activity sequencing and choice are offered in a variety of ways.				
8. A variety of strategies are used to address difficult academic tasks and to ensure academic success.				

BUILDING RELATIONSHIPS WITH FAMILIES

	Implementation Data	Yes	Partially	No
1. Families are provided with age appropriate information on developing home conditions or environments that support learning.				
2. An effective, two-way communication system between families and the EC Program has been established that will reach ALL families and is utilized on a regular basis.				



3. Families are included in the development and revisions of program expectations and have the opportunity to be a part of various decision-making groups within the program.				
4. Families are encouraged to provide information to the teacher regarding their child's goals, strengths, talents and learning style.				
5. Flexible opportunities and schedules for volunteering within the program are provided to all families.				

