Tier 1 Universal Support Checklist

The skills and products that are pivotal to MO SW-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 in your training and technical assistance process. 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

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| **1. 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 school handbook. |  |  |  |  |
| 2. The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students). |  |  |  |  |
| 3. Staff understands the essential components of MO SW-PBS and has made a commitment to the work. |  |  |  |  |

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| **2. LEADERSHIP** | | | | |
|  | **Implementation Data** | **Yes** | **Partially** | **No** |
| 1. SW-PBS is one of the top School Improvement Goals. |  |  |  |  |
| 2. The administrator(s) states frequent and public support for SW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website) |  |  |  |  |
| 3. The SW-PBS Leadership Team is representative of the building staff and includes active administrator participation. |  |  |  |  |
| 4. The SW-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 learning supports are conducted with staff as needed to ensure they have the knowledge and skills needed to implement successfully, including a plan for new staff induction. |  |  |  |  |
| 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., new staff induction, sharing and discussions, coaching, feedback, etc.), and staff are recognized for their contributions to SW-PBS. |  |  |  |  |

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| **3. CLARIFYING EXPECTED BEHAVIOR** | | | | |
|  | **Implementation Data** | **Yes** | **Partially** | **No** |
| 1. Select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind). |  |  |  |  |
| 2. Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting. |  |  |  |  |
| 3. Determine procedures for each of the school’s non-classroom settings (e.g., arrival / departure, hallways, cafeteria, recess, restrooms, assemblies, etc.). |  |  |  |  |
| 4. Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seatwork, etc.) to identify success in their classrooms that align with schoolwide expectations. |  |  |  |  |

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| **4. TEACHING EXPECTED BEHAVIOR** | | | | |
|  | **Implementation Data** | **Yes** | **Partially** | **No** |
| 1. Lessons on schoolwide, 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 teach lessons on schoolwide, non-classroom and classroom expectations, rules and procedures. |  |  |  |  |
| 4. All staff use common language in all settings with all students. |  |  |  |  |
| 5. Staff regularly review expected behavior and reteach as needed (e.g., brief re-teaching, pre-corrects, and embedded across curricula). |  |  |  |  |
| 6. Orientation procedures that introduce expectations to new students and staff have been developed. |  |  |  |  |

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| **5. ENCOURAGING EXPECTED BEHAVIOR** | | | | |
|  | **Implementation Data** | **Yes** | **Partially** | **No** |
| 1. Staff use specific positive feedback to encourage expected behaviors at a high rate (4:1) in all settings. |  |  |  |  |
| 2. Staff consistently use a schoolwide tangible reinforcement system to encourage desired student behavior. |  |  |  |  |
| 3. A schoolwide recognition system has been developed. |  |  |  |  |

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| **6. 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. |  |  |  |  |
| 3. There is a schoolwide system 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 schoolwide system to discourage major inappropriate behaviors that includes alternatives to exclusionary practices such as suspension/expulsion. |  |  |  |  |

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| **7. 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 office discipline referrals (ODRs) in a Big 5 format. |  |  |  |  |
| 3. A system for monitoring frequent minor misbehavior is used to facilitate planning, teaching, and intervention efforts. |  |  |  |  |
| 4. The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and makes decisions based on that data. |  |  |  |  |
| 5. The team regularly communicates Big 5 data and solution plan with staff. |  |  |  |  |
| 6. There is a system for annually collecting, reviewing and report- ing the MO SW-PBS School Outcome Data and other data factors relevant for decision making (e.g., demo- graphics, attendance, graduation/dropout rates, ODRs, state assessments, special education eligibility, assistance referrals, staff counts, etc.). |  |  |  |  |
| 7. Routine implementation is monitored through observations, walkthroughs, informal surveys, interviews, etc. to provide ongoing feedback and support to staff and adjust as indicated. |  |  |  |  |

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| **8. EFFECTIVE CLASSROOM PRACTICES** | | | | |
|  | **Implementation Data** | **Yes** | **Partially** | **No** |
| 1. Classroom rules are aligned with schoolwide 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, guided notes, 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. |  |  |  |  |
| 9. Assess fidelity of implementation of effective classroom practices through observations or other means. |  |  |  |  |