



# Practices, Systems, Data Checklist

Practices	Notes
<p><b>1. Expectations (TFI 1.3, 1.8)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Posters posted at children’s eye level for each location/routine with visuals <i>Posters are hung, Donna is changing posters out.</i></li> <li><input checked="" type="checkbox"/> Common language used by all staff and expectation posters referred to regularly</li> <li><input checked="" type="checkbox"/> Expectation matrix posted for adult reference</li> </ul>	<p>Suggestion- review each poster and the language as you introduce the new posters to children. You could have each staff member responsible for teaching a poster.</p>
<p><b>3. Classroom Procedures (TFI 1.8)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Visual schedule posted at children’s eye level and used throughout the day, involving children</li> <li><input checked="" type="checkbox"/> Transition signal (verbal and visual cues) used regularly</li> <li><input checked="" type="checkbox"/> Verbal notice or warning and directions are given related to transitions</li> </ul>	<p>Suggestion- Make sure you are involving children in using your visual schedule, especially those who have a hard time transitioning from one activity to another.</p>
<p><b>5. Acknowledgement (TFI 1.8, 1.9)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Children receive immediate, specific verbal acknowledgement for appropriate behavior</li> <li><input checked="" type="checkbox"/> Acknowledgement is related to expectations</li> <li><input type="checkbox"/> The ratio of positive statements to corrective statements is 5:1 within a 10-minute time frame</li> </ul>	<p>Suggestion- Continue working on five to one corrective statements. Using pre-correction will really help eliminate some of the corrective statements.</p>
<p><b>6. Corrective Procedures (TFI 1.5, 1.6, 1.8)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence/observation that classroom staff pre-correct, re-teach, redirect, reinforce expected behavior, and provide choice before correcting and collecting data on challenging behaviors</li> <li><input checked="" type="checkbox"/> Flowchart is readily available and used to identify best practices and interventions</li> </ul>	<p>Suggestion- Review flowchart at next team meeting to make sure all staff are familiar best practices- Pre-correct, re-teach, redirect, reinforce expected behavior, and providing choices.</p>
<p><b>7. Family/Community Involvement (1.11)</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Stakeholders are empowered to participate and give input related to PBIS at least every 12 months (i.e. parent meetings, surveys, newsletters)</li> </ul>	<p>Parent meeting regarding PBIS was done at the beginning of the school year. If you have a newsletter, talk about aspects of PBIS each month. PBIS section where you can give parents updates on how children are doing or if you are working on a specific expectation. For example- In our class this month we are really focusing on being safe. Please ask your children</p>

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	how they can be safe at home. Survey parents on how you can celebrate the children's success once the marble jar is full. Please see example in email.
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Systems	Notes
<p><b>8. Team Composition and Operating Procedures (TFI 1.1, 1.2)</b></p> <p><input checked="" type="checkbox"/> Team member roles and monthly meeting schedule are established</p> <p><input type="checkbox"/> Team uses regular meeting format/agenda, minutes, defined meeting roles, and a current action plan (i.e. use of TIPS meeting minutes)</p>	<p>I'm including simple TIPS form to use at meetings when you don't have BIRs. You can just write in information if you don't have time to get your computer out and type up information. Once the meeting is over post the TIPS form so everyone can see the outcome and complete any task documented on the form.</p>
<p><b>9. Lesson Plans (TFI 1.4)</b></p> <p><input type="checkbox"/> A schedule for teaching lesson plans throughout the year is established and used</p> <p>Did not see lesson plans during my visit</p>	<p>You can create a schedule of when you will go over expectations throughout the year. You can add it to your existing lesson plan- for example March- review outdoor poster expectations. April review and re-teach expectation poster for Large group.</p>
<p><b>10. Acknowledgement System (TFI 1.9)</b></p> <p><input type="checkbox"/> Written set of procedures for acknowledging appropriate behaviors posted for all adults to see <a href="#">Did not see during my visit, however they do have a system.</a></p> <p><input checked="" type="checkbox"/> There is an established system for tracking acknowledgement (i.e. tallies, pom-poms, electronically, etc.) <a href="#">Honey Coins</a></p>	<p>Suggestion, write out simple procedures for acknowledgement system, for example;</p> <ol style="list-style-type: none"> <li>1. We use the Honey Coins Jar, we encourage children daily to fill Honey coin jar by being kind, responsible and keeping each other safe.</li> <li>2. When a child is caught doing these things, we acknowledge them with a high five, a hug or a fist bump and specific praise 'Thank you for sharing your blocks with your friend, that was kind of you...High Five.</li> </ol>

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	<p>3. We give children a honey coin to place in the community jar and once it is filled, we decide on how we will celebrate. Pj party, superhero party, special share day etc...</p> <p>We also like to survey our parents so they can help us come up with creative ways to celebrate our classrooms success.</p>
<p><b>11. Corrective Procedures (TFI 1.5, 1.6, 1.8)</b></p> <p><input type="checkbox"/> Team has a mutual understanding and definition of minor behavior vs. major behavior</p> <p><input checked="" type="checkbox"/> Written/formal system (i.e. flow chart) is used to support staff in addressing challenging behavior</p>	<p>Suggestion review the flowchart with your staff to make sure they all have a good understanding of what to do when experiencing challenging behaviors. Review BIRs to make sure they have a mutual understanding of Minors and Majors listed on BIR</p>
<p><b>12. Professional Development (TFI 1.7)</b></p> <p><input type="checkbox"/> A written process (i.e. binder with explicit training of procedures) is used to orient all staff on EC PBIS</p> <p>Did not see during my visit however PBIS information is posted for all to see.</p>	<p>Use Binder to have all PBIS documents for training staff or subs or add information to your PBIS Bulletin board-example will be attached to email.</p> <p>Include; Flowchart, BIRs, matrix, written procedures for acknowledgment system, lesson plans, schedule of when to teach expectations throughout the year, team members and their responsibilities.</p>

Data	Notes
<p><b>13. Data Collection and Monitoring (TFI 1.12)</b></p> <p><input type="checkbox"/> Staff complete Behavior Incident Reports (BIR) and gives to SWIS data entry person in timely manner</p> <p><input type="checkbox"/> SWIS data is entered weekly and used at least monthly for decision making</p>	<p>No BIRs at this time</p>
<p><b>14. Data-Based Decision Making (TFI 1.10, 1.13)</b></p> <p><input type="checkbox"/> Team has access to graphed data</p>	<p>Let me know when you have BIR data and I can come out</p>

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<input type="checkbox"/> Staff are shown SWIS data and provide input on PBIS related to the data <input type="checkbox"/> Team uses behavioral and developmental data at least monthly for decision making (i.e. uses SWIS and DRDP data in TIPS meetings for decision making on interventions/supports)	and help Nubia pull reports for you all to look at.
<b>15. Fidelity Data and Annual Evaluation (TFI 1.14, 1.15)</b> <input checked="" type="checkbox"/> Team reviews TFI data and action plans at least annually <input type="checkbox"/> Team assesses fidelity and effectiveness of interventions at least annually and shares this data (with year-by-year comparisons) with stakeholders in a usable format.	I'll send action plan so you can use to determine what areas you want to work on. This can also be used if you are applying for recognition. This is one of the requirements to apply.

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