

## AZ IC | Arizona Implementation Checklist and Rubric

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluated by: \_\_\_\_\_ School Year: \_\_\_\_\_

Year of Implementation: 1    2    3    4                      # Yes: \_\_\_\_\_

Item	Yes / No
1. The SWPBIS Leadership team exists and meets regularly.	
2. Administrator/Principal is an active team participant.	
3. The Leadership team has representation that represents the range of stakeholders.	
4. The Leadership team (and school) includes (or has access to) at least one person with knowledge and skills in behavioral support.	
5. At least one staff person has completed one or more courses that build knowledge and skills in behavioral support.	
6. 80% of the staff supports SWPBIS.	
7. 3-5 behavior expectations are identified for the school.	
8. Each behavior expectation is defined and posted in every relevant school environment.	
9. Students and staff are trained in expected behaviors.	
10. Staff and students can state and apply the expectations.	
11. Expected student behaviors are acknowledged regularly and positively.	
12. Problem behaviors and consequences are defined clearly.	
13. A system is in place for addressing infractions.	
14. All staff are trained to distinguish between behaviors that should be referred to the office and those managed by staff.	
15. The school discipline policies reflect school-wide expectations and guidelines.	
16. The school collects, shares, and analyzes school-wide data.	

- The item is either fully in place (YES) or not in place (NO).
- Partial implementation may be noted, but does not count toward full implementation.
- Each item is worth 1 point. Full implementation is at least 14 of 16 items YES.

Comments:

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### Implementation Checklist Rubric:

Item	Fully Implementing - Yes	<i>How to assess</i>
1. The SWPBIS Leadership team exists and meets regularly	a. School leadership team meets at least monthly. b. Team has minutes and other documentation of work (e.g. survey) c. Team follows an agenda. d. Goals and objectives related to PBIS in the school are generated. e. Team member's follow-up action items.	<i>a. The best way to assess this item is to attend a team meeting. b. If you can't attend a meeting, ask other members of the team, as you tour the school, what they do on the team.                      b. Review team minutes.                      c. Review goals and objectives</i>
2. Administrator/Principal is an active team participant	a. The principal or designated administrator is a member of the team. b. Principal or designated administrator meets with the team regularly c. Principal or designated administrator doesn't command meeting but participates d. Principal supports the team's decisions and provides resources.	<i>a. Attend a team meeting                      b. Review sign-in forms. The administrator must attend meetings regularly.                      c. Interview the administrative team member to assess the extent of their contribution                      d. Ask team members the ways in which they are supported by the principal.                      e. Review team PBIS goals and assess the extent to which they have been completed.</i>
3. The leadership team has representation that represents the range of stakeholders	a. The team members represent all constituents – these include: teachers (special and regular education), classified staff (e.g., office, custodial), support services (e.g., counselor), parent (if possible), and students (if possible). b. All members are active. They participate in the team and are also responsible for goal completion. c. There are enough teachers and support staff (e.g., school counselor) to represent the size of the school. Smaller schools may have fewer representatives.	<i>a. Attend a team meeting                      b. Review sign-in forms                      c. Review minutes                      d. Review goals and objectives for individual member's contributions to their completion.                      e. Student representation means there is a student on the team, a student group actively works with the team, or student input is documented.                      f. Parent representation means there is a parent on the team or documentation of regular and ongoing parent input.                      g. Parent representation is acceptable if the parent is also a member of the school staff</i>

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4. The Leadership team (and school) includes (or has access to) at least one person with knowledge and skills in behavioral support	This may be a school counselor, school psychologist, BSS, or other team member. This person may also be at the district office, but must regularly participate in team meetings.	<ul style="list-style-type: none"> <li><i>a. Attend a team meeting</i></li> <li><i>b. Review sign-in forms</i></li> <li><i>c. Review team minutes</i></li> <li><i>d. Interview person with skills in behavioral support</i></li> </ul>
5. At least one staff person has completed one or more courses that build knowledge and skills in behavioral support.	<ul style="list-style-type: none"> <li>a. The BSS and PBSS certificates require 3 semesters of coursework. One person must have completed or be in the process of completing one of these series of courses</li> <li>b. This person or persons may be at the district level</li> </ul>	<ul style="list-style-type: none"> <li><i>a. Leadership team members identify one or more people who have completed coursework.</i></li> <li><i>b. Interview the identified person</i></li> <li><i>d. Review certificates or documentation of course completion.</i></li> </ul>
6. 80% of staff support PBIS in the school	a. Staff must participate in PBIS implementation	<ul style="list-style-type: none"> <li><i>a. Look for PBIS information in classrooms and office (e.g., student work that includes expectations)</i></li> <li><i>b. PBIS rules posted in classroom</i></li> <li><i>c. Look for teachers using language of expectations or reviewing rules and expectations</i></li> <li><i>d. Visit a classroom. Ask children to identify the expectations and rules.</i></li> <li><i>e. Ask a variety of staff how they acknowledge student's who meet expectations, when they last did so, and why.</i></li> </ul>
7. 3-5 behavior expectations are identified for the school.	<ul style="list-style-type: none"> <li>a. Expectations are identified</li> <li>b. Expectations are stated positively</li> </ul>	<ul style="list-style-type: none"> <li><i>a. Team documentation of 3 – 5 expectations</i></li> <li><i>b. Documentation of process for selecting expectations and input from staff and students.</i></li> </ul>

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<p>8. Each behavior expectation is defined and posted in every relevant school environment.</p>	<p>a. Expectations and rules are posted in conspicuous areas.                      b. Each expectation is defined (there are a list of positively stated rules for each expectation in each relevant area of the school)                      c. Relevant areas are identified by the school but usually include common areas such as cafeteria, halls, restrooms, etc                      d. Expectations and rules must be posted in each classroom.                      e. Rules may be different in each classroom but must be related to the expectations                      f. Posted expectations and rules may be temporary while waiting for permanent posters and signs.</p>	<p><i>a. Tour the school and look for posted expectations and rules</i>  <i>b. Review documentation – completed matrix of rules and expectations</i>  <i>c. Ask team members how they chose the areas in which rules are posted</i>  <i>d. Ask when permanent signage is expected. (This is an area in which administrative support and resources are relevant. Ask during the principal’s interview).</i></p>
<p>9. Student’s and staff are trained in expected behaviors.</p> <p><b>Staff – Students -</b></p>	<p>a. Students are able to state the expectations and rules                      b. Staff are able to state the expectations and rules                      c. Staff and student’s describe how they were taught</p>	<p><i>a. Review lesson plans or other documentation (e.g., photos, videos, etc.)</i>  <i>b. Review system for teaching new students and staff during the year.</i>  <i>Review system for reminders and booster sessions.</i></p>
<p>10. Staff and students can state and apply the expectations.</p> <p><b>Staff – Students -</b></p>	<p>a. Students are able to state the expectations and rules                      b. Staff are able to state the expectations and rules                      c. Students and staff can apply the expectations in each area in which they are posted (e.g. student says a rule in the bathroom is to wash hands, etc.)</p>	<p><i>a. Stop at least 5 students and ask them to tell you the expectations. Identify an area of the school and ask them to tell you the rules. Rules may be stated in the students own words but must conform to the meaning of the rules posted in that area.</i>  <i>b. Alternatively, visit 2 or 3 classrooms and ask random students the same questions identified in (a).</i>  <i>c. Stop at least 5 staff and ask them the same questions identified in (a). Choose classified staff as well as teachers.</i></p>

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<p>11. Expected student behaviors are acknowledged regularly and positively.</p> <p><b>Staff – Students -</b></p>	<p>a. There is documentation of a school-wide system for acknowledging student behavior</p> <p>b. Students can tell you how they are acknowledged or reinforced for expected behavior</p> <p>c. Students say they received acknowledgement recently (daily if praise and within the last week if other item), what it was, and why they received it. Count as YES if 4 of 5 students meet this criterion).</p> <p>d. Staff can describe the school-wide system for acknowledging expected behavior</p> <p>e. Staff say they acknowledged expected behavior recently, what they did, and why the student was acknowledged.</p> <p>g. Count as met if 4 of 5 staff meet this criterion.</p>	<p><i>a. Interview at least 5 student and ask how they are acknowledged when they follow expectations (you may have to use the common school language for them to understand).</i></p> <p><i>b. Interview at least 5 staff and ask when they last acknowledged student’s behavior, what they did, and what the student’s behavior was.</i></p> <p><i>c. Look for conspicuous artifacts of the system (tickets, collection jars, posters, Student of the Month, student names posted for positive behavior achievement, newsletters, pictures of assemblies).</i></p> <p><i>d. Attend a recognition assembly</i></p>
<p>12. Problem behaviors and consequences are defined clearly</p>	<p>a. Infractions are clearly defined.</p> <p>b. There is an office referral form that includes times of day, place, student, infraction, person referring.</p> <p>c. Consequences for each infraction are identified.</p>	<p><i>a. Review documentation: a matrix or flow chart of behaviors and their consequences.</i></p> <p><i>b. Review office referral form</i></p>

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Item	Fully Implementing - Yes	<i>How to assess</i>
13. A system is in place for addressing infractions.	a. There is documentation of a school-wide system of consequences. b. Consequences are identified by which are handled in the classroom and which in the office.	<i>a. Review documentation: a matrix or flow chart of behaviors that includes which handled in the area in which they occur and which in the office.</i> <i>b. Ask teachers how infractions are handled by giving an example infraction and asking them to describe what they would do. Compare this to the documentation</i> <i>c. Review documentation that staff were taught how to handle infractions. This may be staff manual or in-service at beginning of the year.</i>
14. All staff is trained to distinguish between behaviors that should be referred to the office and those managed by staff.  <b>Staff –</b>	a. Staff is able to state behaviors that should be referred to the office and those managed by staff. b. Staff can describe how they were taught.	<i>a. Review system for staff about the discipline flowchart.</i> <i>b. Ask staff if they know about the discipline flowchart.</i>
15. The school discipline policies reflect school-wide expectations and guidelines.	Discipline policies include infractions and definitions, consequences including which handled in office and which at the site, and office referral form.	<i>a. Review discipline manual.</i>
16. The school collects, shares, and analyzes school-wide data.	a. There is a system for collecting office referrals or incident data and entering into a database or spreadsheet that provides charting capability. b. Office referral data are graphed in a variety of ways. c. Data are shared within the team and with the school staff e. Data are analyzed to identify successes and areas or students that need to be addressed further. f. Data are used to make changes in the system.	<i>a. Review office referral form</i> <i>b. Review graphs of data</i> <i>c. Attend team meeting to assess how data are shared and used</i> <i>d. Interview team members to identify what changes were made based on the data</i> <i>e. Interview other members of school staff about whether data were shared with them and how it was used.</i>