

Positive Behaviour Implementation Checklist

Tool
11

School _____

Date of report _____

Person(s) completing report _____

Status: ✓ = Yes, O = No, N/A = Not applicable

Date					
Establish commitment					
1. Administrator(s) are supportive and actively involved.					
2. Staff support level is 80 percent or higher.					
Develop core team					
3. The school has established a team that represents a cross-section of the school community.					
4. The team has effective, regularly scheduled meetings.					
Establish school-wide expectations					
5. The school has defined three to five school-wide behavioural expectations.					
6. The school has developed a school-wide teaching matrix of social skills and related behavioural expectations.					
7. The school has developed teaching plans for school-wide expectations.					
8. Staff are directly teaching school-wide behavioural expectations.					

Adapted with permission from George Sugai, Robert H. Horner and Teri Lewis-Palmer, "Effective Behavior Support Team Implementation Checklists (Quarterly)," *OSEP Technical Assistance on Positive Behavioral Interventions & Supports*, August 2002, http://www.pbis.org/common/cms/files/pbisresources/PBS_Team_Checklist_v3.doc (Accessed September 2016).

9. The school has clearly defined consistent reinforcements for positive behaviour.					
10. The school has clearly defined consistent consequences and procedures for responding to negative behaviour.					
11. The school communicates its behavioural focus to parents and other stakeholders (e.g., newsletter).					
12. The school community communicates and celebrates when goals are achieved.					
Establish information system					
13. The school gathers, summarizes and reports discipline data.					
14. The school analyzes data and uses it to make decisions about student conduct and behaviour.					
Build staff capacity for supporting positive behaviour					
15. The school has identified and involved personnel with behavioural expertise.					
16. Staff are made aware of opportunities for further learning, professional development and relevant resources.					

Additional comments: