Practices, Systems, Data Checklist

Practices	Notes
1. Expectations (TFI 1.3, 1.8) ☒ Posters posted at children's eye level for each location/routine with visuals- Circle time, Clean up time, Outdoors, Breakfast/lunch and Arrival ☒ Common language used by all staff and expectation posters referred to regularly- I did observe staff using the language, referring to expectations. ☒ Expectation matrix posted for adult reference	Suggestion- Add a poster for worktime (centers) I am attaching the poster template in case you decide to remake them for the next school year. The children in the class were telling me what the expectations were, one child even told me they know how to be safe at home and proceeded to tell me.
2. Teaching Expectations (TFI 1.4, 1.8) ☐ Lesson plans are created and used to regularly teach expectations in all locations/routines-I did not see the lesson plans, however I was able to observe Ms. Lori teaching the expectations at circle time ☒ Lesson plans are engaging and involve children's participation	Ms. Lori, was re-teaching outdoor poster with the children and they were all engaged, acting it out and participating- Nice Job!
3. Classroom Procedures (TFI 1.8) ☐ Visual schedule posted at children's eye level and used throughout the day, involving children – During my visit I did not see the visual schedule being used, Ms. Lori was making some changes to it and was attending visual schedule training scheduled for 3-13-19 ☒ Transition signal (verbal and visual cues) used regularly Teacher rings bell, children stand up, they freeze and then they clean up. ☒ Verbal notice or warning and directions are given related to transitions- 5-minute warning was given	The staff was very supportive of children during transition time, helping them clean up and using encouraging words. Children were being acknowledged for cleaning up using class DOJO.
5. Acknowledgement (TFI 1.8, 1.9) ☒ Children receive immediate, specific verbal acknowledgement for appropriate behavior- Class Dojo along with specific verbal acknowledgement was observed during my site visit. ☒ Acknowledgement is related to expectations Teachers related the acknowledgement to the expectations. ☐ The ratio of positive statements to corrective statements is 5:1 within a 10-minute time frame	Suggestion- Continue practicing the 5:1 positive statement to corrective statement. You ladies are doing a great job.
6. Corrective Procedures (TFI 1.5, 1.6, 1.8) ☒ Evidence/observation that classroom staff pre-correct, re-teach, redirect, reinforce expected behavior, and provide choice before correcting and collecting data on challenging behaviors	Continue using the pre-correct, re-teach, re-direct, reinforcing expected behavior, using these best practices consistently will

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☒ Flowchart is readily available and used to identify best practices and interventions	drastically prevent challenging behaviors.
7. Family/Community Involvement (1.11) ☐ Stakeholders are empowered to participate and give input related to PBIS at least every 12 months (i.e. parent meetings, surveys, newsletters)	Dojo system helps keep communication open with parents. Suggestion- You can add the expectations to your newsletter for your DOJO announcements, for example a 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 how they can be safe at home. If you do a group contingency- survey parents on how you can celebrate the children's success once we have x amount of Class DOJO points. Please see example in email.

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Systems	Notes
8. Team Composition and Operating Procedures (TFI 1.1, 1.2) ☒ Team member roles and monthly meeting schedule are established ☒ Team uses regular meeting format/agenda, minutes, defined meeting roles, and a current action plan (i.e. use of TIPS meeting minutes)	I am attaching shorter TIPS form that can be used when there are no BIRs.
9. Lesson Plans (TFI 1.4) ☒ A schedule for teaching lesson plans throughout the year is established and used- Did not see a schedule for teaching expectations throughout the year.	Suggestions- 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. Have each classroom staff member assigned to a month for teaching the expectations for a specific poster.
10. Acknowledgement System (TFI 1.9) ☐ Written set of procedures for acknowledging appropriate behaviors posted for all adults to see ☒ There is an established system for tracking acknowledgement (i.e. tallies, pom-poms, electronically, etc.) Class DOJO The children had just received bookmarks the previous day for reaching their goals.	Suggestion, write out simple procedures for acknowledgement system, for example; 1. We use class Dojo, we encourage children daily to get points by being respectful, responsible and keeping each other safe. 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. 3. We also give children a point and once they reach 100 points, we

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	decide on how we will celebrate. PJ party. 4. We also like to survey our parents so they can help us come up with creative ways to celebrate our classrooms success. Post procedures for parents and staff
11. Corrective Procedures (TFI 1.5, 1.6, 1.8) ☐ Team has a mutual understanding and definition of minor behavior vs. major behavior ☒ Written/formal system (i.e. flow chart) is used to support staff in addressing challenging behavior	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
12. Professional Development (TFI 1.7) ☐ A written process (i.e. binder with explicit training of procedures) is used to orient all staff on EC PBIS -I did not see the binder during my visit.	Suggestion- Use Binder to have all PBIS documents for training staff/subs and/or create a PBIS Bulletin board-example will be attached to email. 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.

Data	Notes
13. Data Collection and Monitoring (TFI 1.12) ☒ Staff complete Behavior Incident Reports (BIR) and gives to SWIS data entry person in timely manner ☐ SWIS data is entered weekly and used at least monthly for decision making- Did not have a chance to discuss this with the teacher during my visit.	
14. Data-Based Decision Making (TFI 1.10, 1.13) ☒ Team has access to graphed data ☐ Staff are shown SWIS data and provide input on PBIS related to the data	Suggestions- Team can discuss DRDP reports and create activities to support ATL-Self regulation and SED, this is

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☐ 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)	also a way to support children in the classroom.
15. Fidelity Data and Annual Evaluation (TFI 1.14, 1.15) ☒ Team reviews TFI data and action plans at least annually ☐ 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.	Suggestion- Share TFI outcomes with school principal, parents and staff. 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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