

Checklist: Universal Prevention and Early Intervention

NA = Not applicable

0 = Not present in our school

1 = Partially in place, but not fully consistent or effective

2 = Fully in place and effective

3 = Fully in place and archived to ensure continuity across personnel changes

1. *Process of Continuous Improvement*

- Foundations (PBIS) Team directly represents all faculty and staff groups. _____
- Foundations Team meets regularly and has established and maintains an archive of all behavior support policies, procedures, lessons, presentations, and communications (e.g., letters to families). _____
- Foundations Team members communicate with the entire staff at least once per month. _____
- Foundations Team is known by all staff and is highly involved in all aspects of climate, safety, behavior, motivation, and student connectedness. _____
- The Foundations Team engages all staff to actively participate in setting priorities, developing revisions, adopting new policies and procedures, and implementing all aspects of school climate, behavior, and discipline. _____

2. *For every common area and all schoolwide policies*

- Observations are conducted and data from multiple sources are collected and analyzed at least annually. _____
- Current structures and procedures have been evaluated and protected, modified, or eliminated. _____
- Lesson plans have been developed, taught, practiced, and re-taught, when necessary. _____
- Common area supervisory procedures are communicated to staff and monitored for implementation. _____

3. *Positive climate*

- Guidelines for Success are posted, reviewed regularly, and embedded into the culture. They are part of the common language of the school. _____
- Ratios of Interactions: Observation data show that most staff at most times strive to interact with students at least three times more often when students are behaving responsibly than when they are misbehaving. As needed, this concept is reviewed with staff. _____
- Attendance: All students with chronic absenteeism (absent 10% or more of school days) are identified at least quarterly; Foundations Team determines whether universal intervention is warranted. _____

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- Programs to meet students’ basic needs are in place and analyzed at least once per year to determine their effectiveness and assess whether the needs of any student groups are not being met. _____
- Foundations Team has analyzed procedures and suggested improvements for welcoming and orienting new students and families at the beginning of the school year. (New students include both those in a new grade-level cohort [e.g., ninth graders in high school] and those who are new but not part of that cohort.) _____

4. Correcting misbehavior

- Foundations Team has reviewed the lessons in Module D (how to interact appropriately with adults) and discussed whether they might reduce misbehaviors that get students into trouble. _____
- Staff understand the potential limitations of office referral as a corrective procedure and avoid using it whenever possible. _____
- Staff have been made aware of the limited benefits and potential drawbacks (including disparate impact) of out-of-school suspension (OSS) as a corrective consequence. _____
- Staff avoid pressuring administrators to use OSS. Staff perceptions of consistency and administrative support for disciplinary actions are documented in staff survey results. _____
- Annually, staff discuss and agree on what behavior must be sent to the administrator, what can be sent to the administrator, and what should be handled in the setting in which the infraction occurred (3-level system for responding to misbehavior). _____

5. Safety, conflict, bullying

- Staff is aware of the importance of a comprehensive view of safety that includes preparing for outside attackers as well as the more common occurrences of playground injuries, student fights, bullying, and so on. _____
- Foundations Team has assessed problems with safety, conflict, and bullying within the last 3 years. If problems exist, a plan for using or adapting information from Module E and integrating it with current curriculum or procedures has been completed. _____

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6. Classroom management: Expectations for teachers, administrators, and staff coaches

Adapted from *Coaching Classroom Management*

- A schoolwide or districtwide model for classroom management has been adopted that creates a common language that connects professional development, procedures, and problem-solving among teachers, coaches, and administrative staff. The only absolute rule within that adopted model (e.g., CHAMPS) is that all people should be treated with respect. Belittlement of students has no place in any teacher’s repertoire. _____
- Staff understand that managing a classroom is part art and part science, conceptually simple enough to reduce to a handful of critical variables yet so intricate and complex that it is a lifelong learning task. Even the best and most experienced teachers must continually refine their classroom management plans. _____
- Staff also understand that the goal of effective classroom management is not creating “perfect” children, but rather providing the perfect environment for enhancing the growth of all students toward increasingly responsible and motivated behavior. _____
- Administrators make clear what they expect to see when visiting classrooms, specifically that students are (a) meeting the teacher’s procedural and behavioral (CHAMPS) expectations, (b) academically engaged in meaningful learning tasks, and (c) interacting respectfully with one another and with the teacher. _____
- Administrators provide clear expectations that all staff will strive to maintain a 3:1 ratio of attention to positive behavior compared with corrective feedback. _____
- Skilled and respected staff members have been designated as classroom management coaches. In most cases, these will be instructional coaches who assist with classroom management as part of their efforts to help teachers implement effective instructional practices. Ideally, their role should be nonevaluative and their work with teachers confidential. _____
- When observations or collected data reveal that a teacher needs to improve essential classroom management outcomes, the teacher is made aware of the options for help available in the school and encouraged to seek assistance from a coach. _____
- Coaches work within a systematized framework to ensure that reliable data are collected within and across classrooms, and they should be well equipped with assessment aids and interventions—classroom ecology checklists, teacher interview questions, observation and feedback forms, data collection instruments, and charts and graphs for interpreting data. Coaches know how to communicate effectively, what to look for when observing classrooms, and how to provide meaningful, ongoing support and follow-up. _____
- Classroom management coaches meet regularly for ongoing professional development and support, continually engaging in dialogue, self-reflection, and praxis to refine their craft. _____

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7. Early-stage interventions

- All teachers and support staff have been trained on the interventions in the school or district early-stage protocol, including how and why to keep records of each intervention. _____

For example:

- Use Planned Discussion
 - Have Students Set Goals
 - Collect Data and Debrief
 - Maintain High Ratios of Positive to Corrective Interactions
 - Use a STOIC Function-Based Analysis and Intervention
- Data Collection and Debriefing (or an equivalent) is adopted as a required intervention for most chronic behavioral problems. Data must be charted before assistance is requested from support staff or problem-solving teams. _____