

Figure 6.5: Teaching Essential Behavior Skills Team Checklist

Action	Description	✓ Done	✗ Need to Do
Identify essential behaviors.	The leadership team ensures there is a process for departmental teams to identify essential behaviors that will be explicitly taught schoolwide.		
Schedule schoolwide behavior instruction.	The leadership team works with departmental teams to establish a schedule for teaching essential behaviors at the beginning of the school year as well as reviewing and reteaching them during the year.		
Establish a system for teaching essential behaviors schoolwide.	The leadership team ensures that a process is in place to teach identified essential behaviors in all areas of the building as determined on the behavior matrix (for example, hallways, cafeterias, and so on).		
Integrate SEL and attendance into the PBIS process.	The leadership team ensures that SEL and attendance are integrated into the overall process for teaching, monitoring, and intervening.		
Ensure that classroom behavior expectations are consistent with essential schoolwide behavior expectations.	Teachers work collaboratively within their departments and across the school to agree on classroom expectations that consider the unique needs of specific subjects while maintaining consistency with the expectations established for the campus (for example, the campus expectation of respecting others might have different learning targets in core subjects and athletics).		
Identify students for Tiers 2 and 3 interventions.	The leadership team ensures systematic processes are in place to identify students at Tiers 2 and 3. Teacher teams accept the role of identification at Tier 2, and the leadership team maintains this responsibility at Tier 3. The leadership team is responsible for ensuring the process is well understood by all staff.		
Ensure certain access to Tiers 2 and 3 interventions.	The leadership team is responsible for designing and monitoring the identification process at Tiers 2 and 3 to ensure it is timely and targeted.		
Provide targeted interventions at Tiers 2 and 3.	Interventions should be based on all available data. Data analysis and problem solving should focus on determining why students are having difficulty and provide targeted interventions.		
Establish a problem-solving and action-planning process for intervention teams.	Intervention teams should have an efficient problem-solving process that results in targeted action plans.		
Establish a dynamic intervention team.	The leadership team should establish a dynamic intervention team made up of members with varied backgrounds and expertise. A process for accessing the unique talents and skills of certain staff and community members is in place.		

Action	Description	✓ Done	X Need to Do
Conduct universal screening for behavior.	The leadership team ensures a universal screening process for academics and behavior is in place at the beginning, middle, and end of the year. The leadership team and teacher teams use this information to identify students who need closer attention or who may need additional diagnostic assessments to determine their targeted needs. Universal screening information is partnered with all other available information to determine the reason a student is having academic or behavioral difficulty.		
Monitor student progress.	The leadership team ensures there is a process in place for regularly collecting, reviewing, and adjusting interventions based on progress monitoring.		
Conduct functional behavior assessments for students identified for Tier 3.	Select staff members understand how to conduct a functional behavior assessment and can do so in a reasonable timeframe. The completed assessment report should identify the specific concern, a review of all pertinent information (including the purpose or function of the behavior), observations of the student, and a summary statement.		
Ensure the safety of all students.	The leadership team ensures there is a plan in place for ensuring the safety of all students. Select staff understand de-escalation techniques and have been trained in what to do if students present a danger to themselves or others.		
Ensure all supports are inclusive.	All students, including those with serious behavior needs, receive instruction in essential academic standards. If the school removes a student from the general education setting, a plan for reintegration is in place.		
Emphasize using age-appropriate strategies.	The age and developmental needs of secondary students should be respected when designing interventions.		
Provide training and support to staff.	All staff receive training in teaching schoolwide behavior expectations and social and emotional learning. A comprehensive plan is in place for ongoing staff development for behavior just as it is for academics.		