

Action Planning Booklet For School-Wide Positive Behavior Support

Date: _____

District: _____

School: _____

Team Members

Names	Role	Phone	Email

For assistance contact:

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**Preparation for School-Wide PBS
Initial Action Plan for Implementing Positive Behavior Support
Based on Results of PBS-CAT**

1. After completing this assessment, rank the areas in our school in most need of Positive Behavior Supports (<i>a "1" represents the highest need while a "4" represents the lowest need</i>)	School-wide	Non-classroom Setting	Classroom Setting	Individual Students	
2. In sum, which area will we focus our energies on during this school year?	School-wide	Non-classroom Setting	Classroom Setting	Individual Students	
3. Our Team Members are:					
a.	b.	c.	d.		
e.	f.	g.	h.		
Team Leader will be: _____					
4. Our Team Meetings are Regularly Scheduled on:					
day of week _____		time of day _____			
location _____		length of meeting _____			
5. Establish a Team Goal or Purpose:					
6. Develop an action plan that includes development, implementation, and management activities (<i>once an area is chosen by the team, refer back to that section of the assessment to determine specific objectives</i>)					
ACTIVITY	What is it?	Who is responsible?	When will it be started?	When will it be completed?	How will we evaluate it?
Activity 1					
Activity 2					
Activity 3					
Activity 4					
Activity 5					
Our next meeting date will be: Date: _____ Time: _____ Location: _____					

Step 1: Establishing a Foundation for Collaboration

		Actions	Timeline	Person Responsible
<i>Identifying committees related to behavior</i>	Some committees need to be eliminated.			
	Some committees need to be combined.			
	Some committees need more support.			
	Your school has a “workable” number of committees.			
	PBS is integrated into necessary committees.			

Step 2: Building Faculty Involvement

		Actions	Timeline	Person Responsible
<i>At least 80% of your faculty, staff and administration are committed to decreasing problem behaviors across students.</i>	The school-based PBS team has selected a strategy (sharing data, planning meeting, or staff survey) to determine level of commitment.			
	The school team has implemented the strategy.			
	80% commitment was attained.			
	If 80% was not attained, select additional strategy or decide to delay PBS process.			
<i>At least 80% of your faculty, staff, and administration are committed to increasing the academic performance of students</i>	The school-based PBS team has selected a strategy (sharing data about link between academics and behavior or staff survey) to determine level of commitment.			
	The school team has implemented the strategy.			

		Actions	Timeline	Person Responsible
	80% commitment was attained.			
	If 80% was not attained, select additional strategy or decide to delay PBS process.			
<i>All faculty are familiar with the behavior problems occurring across campus</i>	Data are presented for review by staff members (in staff meeting or in common area).			
<i>A school-based Positive Behavior Support (PBS) Team has broad representation including some School Improvement Team members</i>	The school-based Positive Behavior Support (PBS) Team contains 3-7 members			
	The school-based Positive Behavior Support (PBS) Team collaborates with the School Advisory Council.			

		Actions	Timeline	Person Responsible
	The school-based (PBS) Team should consider teachers, administrators, families and others as members.			
<i>Administrators are active participants/leaders on PBS Team</i>	The school-based Positive Behavior Support (PBS) Team has at least one administrator.			
<i>A behavior specialist or team member with behavioral expertise plays an active role on the PBS Team</i>	The school-based Positive Behavior Support (PBS) Team has at least one staff with behavioral expertise.			
<i>The school-based PBS team meets at least once a month</i>	The school-based PBS team has scheduled meeting times.			
	Administrators have freed staff time for the team meetings.			
	Team members attend and participate in the team meetings.			

Step 3: Identifying Problems

		Actions	Timeline	Person Responsible
<i>Behavior problems are addressed quickly and effectively across all settings.</i>	The PBS-CAT is reviewed to determine whether current discipline plan is effective.			
<i>A school-wide data collection system exists to track the number of all discipline incidents occurring across campus.</i>	Review the school's current data system.			
<i>Data collected are meaningful (functional) to administration, faculty, and staff</i>	The team can see current data patterns.			
<i>School-wide data collected are entered into the system at least weekly</i>	School personnel enter data daily.			

		Actions	Timeline	Person Responsible
	A data entry plan exists for identifying who enters and when.			
	Data entry staff check data for accuracy.			
<i>School-wide data collected are analyzed at least once a month by PBS Team</i>	Data are available more frequently for special needs.			
	A staff is identified to print out reports.			
<i>Data collected guide ongoing decision-making procedures on campus</i>	Self-Check for Decision Making has been completed by team			
<i>An array of strategies or supports are available for faculty and staff to effectively and efficiently address problem behavior so that classroom instruction can continue</i>	List the array of supports and strategies currently available to faculty and staff.			

		Actions	Timeline	Person Responsible
	Keep list on file for future planning activities.			

Step 4: Brainstorming and Selecting Strategies

		Actions	Timeline	Person Responsible
<i>At least 80% of faculty, staff, and administration have been trained in basic behavioral principles</i>	Training activities have been planned for all staff.			
<i>Problem behaviors are defined clearly</i>	Team identifies problem behaviors of most importance to school.			
	Team develops or evaluates appropriate definitions.			

		Actions	Timeline	Person Responsible
	Staff and faculty are trained in new definitions.			
<i>School uses an office discipline referral form for problem behavior</i>	PBS Team has evaluated current discipline referral form for compatibility with SWIS.			
	Team has revised and implemented a compatible discipline referral form.			

		Actions	Timeline	Person Responsible
<i>An office discipline referral process exists at your school</i>	Team has reviewed and evaluated the school's discipline referral process.			
	Discipline referral process has been redesigned or developed in narrative or chart form			
	Staff and faculty have been trained on the new process.			
	Staff and faculty have approved of the new process.			
<i>A continuum of discipline procedures is defined and used regularly</i>	A hierarchy of behaviors has been developed for your school (most to least severe).			

		Actions	Timeline	Person Responsible
	A list of discipline procedures has been developed into a hierarchy of least to most restrictive.			
<i>Major (i.e., office referral) discipline incidents are defined and familiar to faculty, staff, and administration</i>	Major incidents are clearly defined.			
	Staff and faculty have been trained in identifying major incidents.			
<i>Minor (i.e., classroom managed problems) discipline incidents are defined and familiar to faculty, staff, and administration</i>	Minor incidents are clearly defined.			

		Actions	Timeline	Person Responsible
	Staff and faculty have been trained in identifying minor incidents.			
<i>Positively stated (3-5) student expectations are defined clearly</i>	School PBS Team has completed “Characteristics of an Ideal Student”.			
	School PBS Team has identified 3-5 school-wide expectations.			
	School-wide expectations have been evaluated against criteria in “Checklist of Expectations”			
	Expectations have been presented to faculty and staff for approval.			

		Actions	Timeline	Person Responsible
<i>Rules for school-wide expectations are addressed across all settings</i>	School PBS Team has completed “Expectations by Setting” activity for two settings.			
	Team has identified additional settings from data that may be problematic.			
	Team has developed “Expectations” by Settings” for additional settings.			
<i>Consequence procedures for problem behaviors are defined clearly</i>	School PBS Team has completed “Consequences Worksheet” for major and minor problem behaviors.			
	Team has added “new” consequences to discipline referral process.			

		Actions	Timeline	Person Responsible
<i>School-wide reward/recognition system is developed</i>	School-Wide PBS Team has brainstormed appropriate rewards for your school.			
	Team has developed a system for rewarding and recognizing appropriate behavior.			
	Team has used self-check for evaluating the reward system.			
	Reward system has been presented to faculty and staff for approval.			
<i>Lesson plans to teach student expectations are developed</i>	School PBS Team has developed lesson plans for teaching 3-5 school-wide expectations across campus.			
	School team has developed lesson plans to teach rules in most problematic settings.			

Step 5: Implementing the Program

		Actions	Timeline	Person Responsible
<i>All administration, faculty, and staff are trained on school-wide procedures (i.e., consequences for appropriate and problem behavior, student expectations, rewards, and tracking system to monitor success)</i>	School PBS Team schedules training sessions with staff to teach:	<ol style="list-style-type: none"> 1) School-wide expectations; 2) Rules for unique settings; 3) Process for handling problem behavior; and, 4) How and when to administer rewards. 		
	Schedule trainings for teaching school-wide expectations to students.			

		Actions	Timeline	Person Responsible
	Schedule trainings for teaching specific setting rules to students.			
	School PBS Team identifies and gathers necessary training resources and materials.			
	School PBS Team schedules reward/reinforcement activities.			
	School PBS Team develops schedule for implementation of Public Relations activities.			

		Actions	Timeline	Person Responsible
<i>Team has a budget for (a) teaching students, (b) ongoing rewards, and (c) annual faculty planning</i>	School PBS Team has established budget with administration prior to beginning training and reward activities.			
<i>All faculty and staff are directly involved in the implementation of school-wide interventions</i>	School PBS Team identifies a start date for the school-wide activities.			
	All staff participate in the training, implementation, reward and referral activities.			

		Actions	Timeline	Person Responsible
<i>Expected student behaviors are taught directly to students</i>	School PBS Team schedules training in school-wide assemblies.			
	School PBS Team schedules training in specific settings.			
	School PBS Team schedules training in classrooms.			
	School PBS Team schedules booster sessions based on critical times of year and data analysis.			

		Actions	Timeline	Person Responsible
<i>Display of expected student behaviors are rewarded/acknowledged regularly (systematically “catch them being good”)</i>	School PBS Team identifies appropriate student behaviors.			
	School PBS Team plans how to acknowledge and display appropriate behaviors (announcements, graphs, charts, etc.)			
<i>Formal strategies exist to involve families in the PBS School-wide Program</i>	School PBS Team plans how to involve families in process, including training, fundraising, follow-through, etc.			

		Actions	Timeline	Person Responsible
<i>Procedures to address emergency/dangerous situations at an individual and school-wide level are in place and students, faculty, staff, and administration are trained</i>	School PBS Team has coordinated school-wide PBS plan with state/district/ school emergency procedures.			
	Faculty and staff are trained on the interface of PBS and emergency procedures.			

Step 6: Monitor, Evaluate, and Modify the Program

		Actions	Timeline	Person Responsible
<i>At least 80% of students respond predictably and successfully to your school-wide system of behavior support</i>	School PBS Team has developed a plan for evaluating whether students understand and respond to the school-wide plan.			
	School PBS Team measures success of plan and reports back to faculty, staff, students and families.			
<i>Ongoing (i.e., throughout the school year) decision-making procedures are based on the school-wide data collected</i>	School PBS Team continues to use the data on at least a monthly basis to change and update the school-wide plan.			

		Actions	Timeline	Person Responsible
<i>Results of school-wide data analyses (i.e., current status of behavior patterns) are included in all faculty meetings</i>	School PBS Team has an allocated amount of time to discuss issues, ideas, and outcomes at each faculty meeting.			
<i>Booster training activities for students are developed, modified, and implemented based on the school data</i>	Booster trainings are scheduled by the School PBS Team based on needs identified by the data.			
<i>Booster training activities for faculty, staff, and administration are developed, modified, and implemented based on the school data</i>	Booster trainings are scheduled by the School PBS Team based on needs identified by the data			

		Actions	Timeline	Person Responsible
<i>The school-wide data collection system emphasizes the number of positive/expected behaviors rewarded/acknowledged rather than problem behaviors</i>	Once the PBS system has been established, the School PBS Team begins to expand the process for identifying positive behaviors.			