

CHILD & FAMILY DEVELOPMENT PROGRAMS

Community Action Team

Chronological Checklist for PBIS Implementation

The following actions and guidance for PBIS support are listed from top to bottom of the grid and starts with how supports are started and increase as the need for more intensive supports increase and the role of the PBIS Support Team involvement to give an overview of the steps involved in implementing services. Not all individualizing of services will be the same for each child and family, but will be guided by individualizing for each center, class, team, child and family. In some cases, based on parent request or extreme need, strategies may start at a more intensive level. Implementation across support areas may happen simultaneously. [Cross-reference Procedure 2-36](#) for details on items. This checklist will be reviewed no less than quarterly.

UNIVERSAL SUPPORTS

Action	Timeline
PBIS training modules completed	See onboarding form 1-51d
Classroom/Center matrix form 2-41 posted with visuals and words – in English and Child’s home language as needed.	Prior to children starting, updated as needed
Introduce MHC and services to families	Beginning of the year
Share PBIS system and guidance practices with families (included in Parent Handbook, Policy 2-27a, and Policy 2-50)	Individual introduction to Head Start
Teachers and assistants complete Form 2-20, submitting a copy to CM and Ed Specialist	Prior to children attending
Classroom schedules posted in visuals and words at child level, and in home language as needed	Within two weeks of class starting, updates posted no later than a week from the change
Rules and expectations taught in a systematic and intentional way	Ongoing with emphasis in the first 6 weeks
MHC consultation and observations for general feedback, modeling, training, etc., with debriefing forms	Ongoing/monthly
Techers complete form 2-43 Social Emotional Classroom Profile on all children and submit to CM, Ed & disability specialist	Completed between 30 and 45 days after children start and within 30 days of a newly enrolled child
ASQ-SE2 completed by parent, may be done with support of staff or	Within 45 days of

MHC as needed	enrollment
Provide parent events, training opportunities and support for PBIS at home – may be provided by MHC or staff	Ongoing
Team meetings to discuss PBIS implementation – celebrate strengths and opportunities for growth, may require documentation on 5-11 or planning and follow-up	Monthly
Form 2-31a and/or 2-31b completed by Teachers & Assistants, CM's or MHC may be asked to support	2 weeks after child's first day in class and ongoing as needed to track challenging behavior to develop and monitor support plans.

TIER II and TIER III Supports

Action	Timeline
Review of previous year's support plans (Form 2-34b) – plan to update if needed.	Prior to children starting
Teachers and assistants implement increased intent for children not responding to universal supports	Ongoing
Teachers complete Form 2-46 Pre-referral Checklist when a child's behavior persists or increases and universal supports are in place (2 weeks of BIR's are required)	As needed for children needing more intensive supports
Obtain form 6-9 from parent/guardian for individual MHC observation	As needed, prior to observation
Obtain form 3-7 Release of information for child currently receiving related support services (counseling, on an IFSP)	As needed to develop plans and for collaboration
CM will develop a safety plan with the class team when behavior could or does result in non-accidental injury to anyone	After first incident of behavior that is dangerous
Provide families with Form 2-40 My teacher Wants to Know	Prior to meeting to develop a support plan
Teachers, Assistants and CM's summarize data on Form 2-34a	After minimum of two weeks of data
Develop a support plan with team, including parents	As soon as need has been identified and is

	supported by data
Debrief current support plan strategies (Form, celebrate strengths and areas of growth, identify new opportunities for growth)	Monthly team debrief, more often as needed
Complete form 2-45 Evaluation of Support Plan	4-6 weeks after developing 2-34b Support Plan
CM complete form 2-38 Support and Behavior tracking sheets	May 31 each school year

TIER III SUPPORTS

Action	Timeline
Provide families with Home Observation Cards 2-48 or 2-49 to provide more targeted information	As needed to update Support Plan From 2-34b or support Functional Behavior Assessment
Work with NWRESO (child is on an IFSP) or MHC to complete functional behavior assessment	8-12 weeks of implementing Support Plan 2-34b with no progress or significant increase or change in behavior
Connect and refer to MHC if connection not already established	As needed
Team evaluation of support plan, placement and possible modifications	As needed for significant and persistent dangerous behaviors

Updated: _____
(initials and date)

Updated: _____
(initials and date)

Updated: _____
(initials and date)