

Effective Behavior Support (EBS) Team Implementation Checklists Version 2.2 (Quarterly)

Data Collection Protocol

- ✓ Used by teams to guide activities.
- ✓ Updated quarterly during initial implementation process.

Effective Behavior Support Team Implementation Checklists (Quarterly)

School _____ Date of Report _____
 District _____ County _____ State _____

INSTRUCTIONS: The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

EBS Team Members _____

Person(s) Completing Report _____

Checklist #1: Start-Up Activity						
Complete & submit Quarterly .		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started				
		Date:	Oct.	Dec.	Mar.	May
		(MM/DD/YY)				
Establish Commitment		Status:				
1. Administrator's support & active involvement.		Status:				
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).		Status:				
Establish & Maintain Team		Status:				
3. Team established (representative).		Status:				
4. Team has regular meeting schedule, effective operating procedures.		Status:				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.		Status:				
Self-Assessment		Status:				
6. Team/faculty completes EBS self-assessment survey.		Status:				
7. Team summarizes existing school discipline data.		Status:				



8. Strengths, areas of immediate focus & action plan are identified.	Status:				
Establish School-wide Expectations					
9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Establish Information System					
15. Discipline data are gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support					
16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				



Checklist #2: On-going Activity Monitoring					
Complete & submit Quarterly .			Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started		
1. EBS team has met at least monthly.	Status:				
2. EBS team has given status report to faculty at least monthly.	Status:				
3. Activities for EBS action plan implemented.	Status:				
4. Accuracy of implementation of EBS action plan assessed.	Status:				
5. Effectiveness of EBS action plan implementation assessed.	Status:				
6. EBS data analyzed.	Status:				

Additional Observations/Comments/Questions:



Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
1. Establish Commitment <ul style="list-style-type: none"> • Administrator • Top 3 goal • 80% of faculty • Three year timeline 	a.		
	b.		
	c.		
	d.		
	e.		
2. Establish Team <ul style="list-style-type: none"> • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives 	a.		
	b.		
	c.		
	d.		
	e.		
3. Self-Assessment <ul style="list-style-type: none"> • EBS survey • Discipline data • Identification of strengths, focus • Action Plan developed • Action Plan presented to faculty 	a.		
	b.		
	c.		
	d.		
	e.		



<p>4. School-wide Expectations</p> <ul style="list-style-type: none"> • Define 3-5 school-wide behavioral expectations • Curriculum matrix • Teaching plans • Teach expectations • Define consequences for problem behavior 	a.		
	b.		
	c.		
	d.		
	e.		
<p>5. Establish Information System</p> <ul style="list-style-type: none"> • System for gathering useful information • Process for summarizing information • Process for using information for decision-making 	a.		
	b.		
	c.		
	d.		
	e.		
<p>6. Build Capacity for Function-based Support</p> <ul style="list-style-type: none"> • Personnel with behavioral expertise • Time and procedures for identification, assessment, & support implementation 	a.		
	b.		
	c.		
	d.		
	e.		

