

Behavior Program Implementation Phases

Riverview Intermediate Unit

IMPLEMENTATION CHECKLIST

Phase 1

Date Phase Initiated:

Date Phase Completed:

Teacher:

Setting:

Date of Review:

Item	Category	Status or Evidence of Item	Observed dates
Training			
A	Complete Introductory Training		
	a. Paths		
	b. School wide/ desecation		
	a. 5 modules		
	c. CPI		
	d. PTR		
Setup or refine classroom schedule			
B	Provide a written copy of existing or general class schedule to your internal coach		
	a. Does the schedule cover all hours and all days?		
	b. Does the schedule include all learners?		
	c. Do instructors efficiently refer to the schedule and is it a reliable indicator of what is happening in the classroom?		
	d. Does the schedule identify for staff the following: - o What is happening (the activity)? - o Who am I working with (specific learner(s))? - o What is my instructional target (for each learner)? - o How should instruction be delivered? - o Are there planned 'fun' activities individualized to each learner?		
Instructional Practices			

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C	Preparing for instruction		
	a. Alignment to PA Core		
	b. How does the teacher identify instructional goals and instructional procedures?		
	c. How does the teacher share information regarding instructional targets and instructional plans with other instructors?		
	d. Are changes made to instructional plans in response to learner outcome data?		
Classroom Systems			
D	Expectation and rules developed		
	a. 3-5 positively stated expectations are posted		
	b. Expectations apply to both students and staff		
	c. Rules are developed and posted for specific settings		
	d. Rules are linked to expectations		
	e. Staff are involved in development of expectations and rules		
	f. Rules are defined for each expectation		
	g. Routines and procedures are explicitly defined for activities where problems often occur		
	h. Procedures exist for tracking classroom behavior problems		
	i. Classrooms have a range of consequences/interventions for problem		

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	behavior that are documented and consistently developed		
E	Recognition program established		
	a. System of rewards has elements that are implemented consistently		
	b. A variety of methods are used to reward students		
	c. Rewards are linked to expectations and rules		
	d. Rewards are varied to maintain student interest		
	e. Ratios of acknowledgement to corrections are high		
	f. Students are involved in identifying/developing incentives		
	g. The system includes incentives for staff/faculty		
Effective Procedures			
F	Effective procedures for dealing with inappropriate behaviors		
	a. Process for inappropriate behavior described in narrative format or depicted in graphic format		
	b. Process for inappropriate behavior includes documentation procedures		
	c. Referral form for inappropriate behavior includes information useful in decision making		
	d. Inappropriate behaviors are defined		

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	e. Major/minor behaviors are clearly differentiated		
	f. Suggested array of appropriate responses to major inappropriate behaviors		
G	Intake and exit procedures		
	Classroom structure/ cool down structure		
	a. Necessary instructional materials available useable for each scheduled activity		
	b. Materials easily accessible to instructors		
	c. Traffic patterns allow for smooth and rapid transitions		
K	d. Are classroom areas visually defined for staff and learners?		
	e. Staff can see and monitor all students at all times?		
	f. Is it obvious where learner and instructors should be during scheduled times		
Collect specific types of data			Date Due
L	Paths assessment and data collection system		
M	Placements and curricular assessments		
Monitor learner and staff progress			Date Due
N	Work with existing data collection and progress monitoring systems		
	a. What types of data systems are in place?		

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	b. Who collects learner data?		
	c. Is data visually displayed (graphed)?		
	d. Are there routinely used assessments tools related to: - Language - Reading - Math - Other(s)		
	e. Are there defined guidelines for assessment procedures related to: - Undesirable behaviors - Learner preferences (reinforcer surveys) - Functional		
O	Schedule on-site coaching visits with your internal coach		
P	Staff responsibilities		
Q	IU resources		
R	Schedule team meetings for classroom staff		

