

# Team Implementation Checklist (TIC)

This checklist is designed to be completed by the Wellbeing Team once a term to monitor activities for implementation of positive behaviour in a school. The team should complete the Action Plan at the same time to track items that are In Progress or Not Yet Started.

Status: A = Achieved, I = In Progress, N = Not Yet Started				
Date:				
<b>Establish commitment</b>				
<b>1.Principal's Support &amp; Active Involvement</b>  Admin attends positive behaviour meetings 80 % of time  Admin defines social behavior as one of the top three goals for the school  Admin actively participates in positive behaviour training	Status:			
<b>2. Staff Support</b>  80% of staff document support that school climate/discipline is one of top three school improvement goals  Admin/staff commit to positive behaviour systems for at least 3 years	Status:			
<b>Establish &amp; maintain team</b>				
<b>3. Team Established (Representative)</b>  Includes grade level teachers, specialists, parents, special educators, counselors.  Team has established clear mission/purpose	Status:			
<b>4. Team has regular meeting schedule, effective operating procedures</b>  Agenda and meeting minutes are used  Team decisions are identified, and action plan developed	Status:			
<b>5. Audit is completed for efficient integration of team with other teams/initiatives addressing behaviour</b>  Team has completed the "Working Smarter" matrix	Status:			

Status: A = Achieved, I = In Progress, N = Not Yet Started					
Date:					
Self-assessment					
<b>6. Team completes self-assessment of current positive behaviour practices being used in the school</b> The team has completed the TIC (progress monitoring), BoQ (annual assessment) or TFI.	Status				
<b>7. Team summarises existing school discipline data</b> The team uses behaviour referral data, attendance, & other behavioural data for decision making.	Status				
<b>8. Team uses self-assessment information to build implementation action plan (areas of immediate focus)</b> The team has an Action Plan guiding implementation of positive behaviour with specific actions scheduled to be performed.	Status:				
Establish school-wide expectations: prevention systems					
<b>9. School-wide behaviour expectations are defined and posted in all areas of school</b> 3-5 positively and clearly stated expectations are defined. The expectations are posted in public areas of the school.	Status:				
<b>10. School-wide teaching matrix developed</b> Teaching matrix used to define how school-wide expectations apply to specific school locations. Teaching matrix distributed to all staff.	Status:				
<b>11. Teaching plans for school-wide expectations are developed</b> Lesson plans developed for teaching school-wide expectations at key locations throughout the school. Staff are involved in development of lesson plans.	Status:				
<b>12. School-wide behavioural expectations taught directly &amp; formally</b> Schedule/plans for teaching the lessons plans for students are developed Staff and students know the defined expectations. School-wide expectations taught to all students Plan developed for teaching expectations to students to who enter the school mid-year.	Status:				

Adapted from: Team Implementation Checklist, Version 3.1, June, 2014, Sugai, G., Horner, R., Lewis-Palmer, T., & Rossetto Dickey, C.