|  |
| --- |
|  **MTSS/PBS Countdown** *(Adapted from Yanek, 2017)*  **School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Your staff, student and family kick-offs are events to announce and describe your school’s commitment to building positive school climate and consistency around behavior through **data-**based decision-making, evidence-based **practices** and sustainable and proactive **systems**. Below are steps to take to help ensure successful kick-offs. Use this tool to guide your team’s planning toward kick-off and check in with your district coach, the DE-PBS Project and/or the websites [delawarepbs.org](http://wh1.oet.udel.edu/pbs/) and [pbis.org](http://www.pbis.org) when you need support with any particular steps.  |
| **Countdown Step** | **Component of Tier 1: SWPBS** | **How to Address this Component with Fidelity** | **Notes & Expected Timeline/ Date(s)**  | **Mark “X” if support is needed; circle if specific item** |
| **10** | Structures in Place | * Team is established, roles defined & has regular meetings scheduled, operating procedures identified
* Communication plan and feedback loops are developed between Tier 1 PBS Team & staff
* Develop a plan for including students and stakeholders at all stages of implementation
 |  |  |
| **9** | Planning to introduce MTSS/PBS  | * Team identifies dates to present Introduction to MTSS/PBS to staff (e.g., inservice PD; [see PPT template](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2011/06/DE-PBS-Overview-Template.pptx).
 |  |  |
| **8** | [Staff Buy-in/Commitment](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2018/07/DE-PBS-School-wide-PBS-Buy-in-Checklist.docx), Current Resources, Student Voice  | * Compelling ‘why’ is developed
* Vision is shared with staff
* Data is analyzed (e.g., student outcome data, School Climate Survey, etc.)
* Secure student voice to ensure student buy-in (focus groups, Student team or team member, survey)
 |  |  |
| **7** | Identify & Define School-wide Behavioral Expectations | * Team creates 3-5 school-wide behavioral expectations
* Team develops [teaching matrix](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Tier-1-Expectation-Teaching-Matrix-Template.docx), takes back to staff to approve and offer opportunities to provide feedback or involves staff in development
 |  |  |
| **6** | Prepare to Teach & Monitor Behavioral Expectations | * Team identifies dates for ongoing professional development with staff
* Team creates [lesson plans](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Behavior-Lesson-Plan-Template.docx) for teaching expectations in each setting with input from staff (and students). Create a bank of lesson plans to use in initial and ongoing teaching.
* Team creates a [plan](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Creating-a-Teaching-Plan-Template.docx) (dates, classes, who delivers) for teaching the lessons with input from staff
 |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Countdown Step** | **Component of Tier 1: SWPBS** | **How to Address this Component with Fidelity** | **Notes & Expected Timeline/ Date(s)** | **Mark “X” & Circle item** |
| **5** | Acknowledgement System | * Team develops a school-wide [acknowledgement system](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Tier-1-Recognition-Matrix-Template-June-2019.docx) with input from staff
* Team provides PD to staff on [effective use of praise](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Effective-Ways-to-Praise-and-Acknowledge-Worksheet-1-pager-June-2019.docx) and overall acknowledgement system as means to build positive staff & student relations.
 |  |  |
| **4** | Data system and data collection forms  | * Schools identify data collection forms/system for office managed and classroom managed behaviors
* Data contact identified for tier 1 to prepare monthly data reports for team & support [review](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Tier-1-School-wide-ODR-Data-Review-Prompts.docx)/[problem-solving process](http://wh1.oet.udel.edu/pbs/wp-content/uploads/2019/06/Tier-1-Problem-Solving-with-Data-Template.docx) (e.g., Big 5, Progress Monitor active solutions for Precision Statements, Identify new precision statements)
 |  |  |
| **3** | Finalize Development of all Components and Plan Tier 1: PBS Kick-Off | * Finalize development of components:

|  |  |
| --- | --- |
| □3-5 Expectations | □Plan for teaching the lessons |
| □Teaching matrix | □Acknowledgement system |
| □Lesson plans for all settings | □Plan for monitoring behavior |

* Plan Tier 1 PBS Kick-Off (identify date, who will do what, incorporate student voice-especially HS)
 |  |  |
| **2** | Order, create, gather all Tier 1: PBS materials | * Create posters, visual displays, etc.
* Acknowledgement system items
* Include MTSS/PBS information in staff & student handbooks, parent newsletters, community notes
* Plan for orienting new students, staff, substitutes
 |  |  |
| **1** | Launch! | * Deliver MTSS/PBS Kick-off and implement School-wide plan with fidelity
 |  |  |