

These questions were developed based on Module One Training for teams to consider as they build a sturdy foundation for primary systems. Teams are encouraged to answer these questions before they move on to secondary and tertiary systems.

Questions to ask

1. Did your staff complete the self assessment survey on PBS Surveys.org?
2. What are the top five problem behaviors that normally occur in your school?
3. What are the common definitions of these problem behaviors?
4. What would you like to see the students do instead?
5. What mechanism have been developed to teach these replacement behaviors ?(what will be the mechanism, who will create/design it, who will deliver it, when, to whom, how will they be evaluated and what is the plan for follow-up)
6. Have you categorized major and minor behaviors at your school?
7. What is the plan for teaching the difference between a major and minor behavior? Would a flow chart help teachers to determine what should be an office referral, and what should be handled in the classroom?
8. Do we have a coherent office referral form that is SWIS compatible?
9. Will we have one form for both major and minors, or will we have two separate forms?
10. What are the logistics of the referral form? (Who fills it out, who receives the form, turn around time for feedback, what to do with minor behavior referrals, etc.?)
11. How will we teach the appropriate use of the referral form?
12. Matrix logistical questions - which settings will we address first and how?
13. What mechanisms have been developed to teach the matrix in context ?(what will be the mechanism, who will create/design it, who will deliver it, when, to whom, how will they be evaluated and what is the plan for follow-up)
14. What ideas do we have about a school-wide reward system? When and how can we implement reinforcement systems?
15. Have we developed a generic set of classroom expectations column for our matrix?
16. Have we developed effective consequences for teachers to use as they manage minor behaviors?
17. How are we going to transfer the PBS classroom management model to our staff?
18. Have we identified the format and system for assuring that expectations are taught and reinforced throughout the school?
19. Have we identified three methods for acquiring staff buy-in and involvement in PBS?
20. Do we have strategies for assessing and maintaining faculty buy-in?
21. What are our next steps to solidify the PBS foundational ideas of Module One in our team and for our staff?