

# Teacher PBIS Checklist

Name: \_\_\_\_\_

Scoring Criteria: 0=Not in place; 1=Partially in place; 2=Fully in place

Classroom Behavioral Interventions and Supports	Status
1. I teach the Passport for Learning at the beginning of the year.	
2. I teach and actively refer to the Above the Line poster.	
3. I have posted and refer to the Fantastic Four expectations.	
4. I have displayed the Second Step posters and actively refer to them.	
5. I visually scan the class frequently and continuously move among the learners.	
6. I provide students with an opportunity to respond to learning every 2 minutes <ul style="list-style-type: none"> <li>• Vocal response (choral response, individual response, partner response)</li> <li>• Physical response (e.g. touching nose, raising hand, thumbs up, etc.)</li> <li>• Written response</li> </ul>	
7. I acknowledge positive behavior with a 4:1 ratio of positives to redirects	
8. I have the schedule for the day clearly posted (with visuals) in the classroom	
9. I ignore minor misbehaviors or utilize a Buddy Classroom. List Buddy Classroom here: _____	
10. I communicate with parents/guardians about chronic minor behaviors and log them in our data system.	
11. For major misbehaviors I refer students to the office.	
12. I hold a daily Morning Meeting that includes the 4 components (morning message, greeting, sharing, activity).	
13. 1. I make accommodations to the classroom design to meet the needs of all learners, for example: <ul style="list-style-type: none"> <li>• Standing desks</li> <li>• Quiet work zones/Work space in the hallways</li> <li>• Movement breaks</li> <li>• Wobble stools/Silencing headphones</li> </ul>	
11. I teach all Cool Tool lessons created by the PBIS team.	
12. I make sure my class participates in PBIS school-wide acknowledgements.	
13. I give out Blue Tickets daily.	
14. I refer to the DeBug Steps when assisting students with problem-solving.	
15. I have a signal to obtain student attention, such as the Fantastic Four countdown.	
<b>TOTAL:</b>	

