

Bully Prevention in Positive Behavior Implementation Checklist

Moving from Discussion to Action

This planning guide is designed for use by teams planning to implement bully prevention efforts as part of their existing school-wide positive behavior support program. The guide defines steps for the school team and district leadership team that will increase the likelihood that the bully prevention effort will be implemented well, sustained, and a benefit to students, families and faculty.

School Building Planning Team

Action	Criterion	In Place Partially In Place Not In place	Who?	By When?
1. Faculty/Staff Readiness	Team defined to lead implementation of BP-PBS			
	All faculty/staff have read the BP-PBS manual			
	School-wide "stop" signal determined			
	All faculty/staff have received BP-PBS orientation training			
2. Curriculum Delivery	Schedule developed for student BP training.			
	BP-PBS lessons delivered to all students			
	Plan developed for BP-PBS orientation for students entering during the year.			
3. Follow-up	Follow-up lessons scheduled to occur weekly following initial student training.			
	Follow-up lessons delivered at least three times after initial training, including practice in applicable settings.			
4. PBS team	BP-PBS set as a standard item on the PBS team agenda			

5. Coaching	Plan developed for coaching and feedback for playground supervisors			
	Coaching for playground, lunch, and hall supervisors provided at least twice, and as needed after.			
6. Evaluation/ Monitoring	Quarterly review to assess if BP-PBS is being used as intended (fidelity)			
	Monthly review of office referral and incident reports related to bullying behaviors (aggression, harassment, threats)			
7. Social Validity	Review efficiency and impact with families, faculty, students			
District Leadership Team				
1. Orientation for New Faculty	Fall orientation for all new faculty			
2. District evaluation at least twice a year	Report to District administration or board about (a) number of schools using BP-PBS, (b) fidelity of implementation, (c) impact on student behavior.			
3. District Trainer	District has individual(s) trained to conduct staff orientation/training in BP-PBS			