**Steps in Implementing Universal, Primary Prevention Systems
of Positive Behavior Support in PBIS-NH Schools**

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1. Create a representative, credible and influential universal leadership team which meets regularly and uses effective team processes.
2. Identify one or more internal PBIS behavior support coaches who take a lead role.
3. Identify desired outcomes and critical questions to address based on a review of existing (or additional) sources of data using data-based decision making processes.
4. Complete and analyze baseline PBIS process assessments to determine current level of implementation and prioritize needs and use the information for action planning and decision-making.
5. Establish procedures for on-going communication and feedback on the developing features of the program with faculty, families, students (as appropriate) and administration.
6. Establish a clear set of positively stated program or schoolwide behavioral expectations based on needs and culture.
7. Align the expectations with a theme to enhance school identity.
8. Clearly define expected behaviors in the different settings by location (e.g., classroom, bus, bathroom, hallway, playground) or routine (e.g., arrival, lunch, circle time).
9. Align classroom management and management of nonclassroom settings to program or schoolwide system.
10. Establish procedures for responding to and discouraging problem behavior.
11. Identify an efficient school or program-wide data management system and align to procedures for responding to or discouraging problem behavior.
12. Develop an "initial rollout" plan with high profile "kickoff event" to formally introduce the program to students and families.
13. Develop a schedule for when teaching and recognition activities will occur across the year.
14. Develop an initial program or schoolwide teaching plan using evidence-based instructional strategies for teaching the expected behaviors in one setting/context to all students based on data.
15. Develop procedures to recognize students when they exhibit the expected behaviors in the setting/context that is aligned with the teaching plan.
16. Establish outcomes and a strategy for evaluating the effectiveness of the initial teaching and recognition plan and use the feedback to inform the development of the next teaching plan.
    a. Identify short-term outcomes and the data collection strategy that will be used.
       - What will success look like?
    b. Identify a strategy for gathering information from faculty, students and families about the teaching plan
       - How will we know it was implemented with fidelity?

- How will we know how people felt about it?
17. Following the plan, teach all the students the expected behaviors in location.
18. Collect, summarize and analyze the data to monitor the effectiveness of the teaching plan.
   a. Gather, summarize and analyze the data on student outcomes.
      - How will we know if it worked?
   b. Collect, summarize and analyze data on fidelity of implementation.
      - How will we know it was implemented with fidelity?
   c. Collect, summarize and analyze feedback about the teaching plan from faculty, administration, families and students (as appropriate).
      - How did people feel about it?
19. Develop subsequent teaching and recognition plans to address all locations or routines based on the previously outlined steps.
20. Continue to use data-based decision making for on-going monitoring and assessment of the impact of the program on students, staff and families.
21. Continue to provide on-going opportunities for communication and feedback regarding the program with faculty, families, students (as appropriate) and administration.
22. Design an activity to celebrate success.