

New Hire Behavior Support Onboarding Checklist

A practical tool for building confidence, consistency, and follow-through

The Behavior Advantage PD Series gives leaders a repeatable training pathway across roles and buildings, so onboarding isn't dependent on who's explaining it.
Full module list is included at the end.

Staff Name		Start Date	
Role		Coach / Supervisor	



Phase 1: Foundations & Safety

Date Completed	
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Goal: I understand how this school runs and what's expected of me.

Basics of Behavior

- | | |
|--|---|
| <input type="checkbox"/> Reviewed behavior serves a function | <input type="checkbox"/> Reviewed replacement skill mindset |
| <input type="checkbox"/> Reviewed ABC basics (Antecedent–Behavior–Consequence) | <input type="checkbox"/> Reviewed onboarding roadmap |
| <input type="checkbox"/> Discussed prevention vs. reaction | |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

School-Wide Expectations

- | | |
|--|--|
| <input type="checkbox"/> Reviewed core expectations | <input type="checkbox"/> Observed respectful redirection modeled |
| <input type="checkbox"/> Observed reinforcement language modeled | <input type="checkbox"/> Clarified follow-through expectations |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

Structure & Supervision

- | | |
|--|---|
| <input type="checkbox"/> Reviewed daily schedule | <input type="checkbox"/> Reviewed supervision zones |
| <input type="checkbox"/> Reviewed transition routines | <input type="checkbox"/> Clarified adult positioning expectations |
| <input type="checkbox"/> Reviewed arrival/dismissal procedures | |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

Crisis Overview

- Reviewed crisis vs. dysregulation definition
- Reviewed debrief expectations
- Identified who leads, clears, calls, documents
- _____
- _____

Phase 2: Roles, Routines & Relationships

 Date Completed

Goal: I know my role and how to show up consistently.

Relationship Building

- Reviewed warm + firm framework
- Modeled neutral correction tone
- Discussed boundaries vs. "buddy-buddy"
- _____
- _____

Clear Roles & Responsibilities

- Clarified instructional roles
- Clarified data collection responsibilities
- Clarified transition roles
- Clarified communication expectations
- Clarified de-escalation roles
- _____
- _____

Predictable Routines

- Reviewed morning entry routine
- Reviewed redirection language
- Reviewed transition script
- Reviewed follow-through steps
- Reviewed reinforcement system
- Practiced shared language
- _____
- _____



Phase 3: Individual Student Supports

 Date Completed	
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Goal: I know my role and how to show up consistently.

Accessing Plans

- | | |
|--|--|
| <input type="checkbox"/> Located FBA documents | <input type="checkbox"/> Confirmed version control process |
| <input type="checkbox"/> Located BIP documents | <input type="checkbox"/> Identified clarification contact |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

Reading the Plan

- | | |
|---|--|
| <input type="checkbox"/> Identified function of behavior | <input type="checkbox"/> Identified adult response steps |
| <input type="checkbox"/> Identified replacement skills | <input type="checkbox"/> Reviewed data expectations |
| <input type="checkbox"/> Identified preventative strategies | |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

Prompting, Fading & Independence

- | | |
|---|--|
| <input type="checkbox"/> Reviewed prompting hierarchy | <input type="checkbox"/> Reviewed fading strategies |
| <input type="checkbox"/> Practiced allowing processing time | <input type="checkbox"/> Reinforced independent attempts |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

Maintaining Dignity

- | | |
|---|---|
| <input type="checkbox"/> Reviewed private correction expectations | <input type="checkbox"/> Reviewed confidentiality standards |
| <input type="checkbox"/> Reviewed tone and body language expectations | |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |



Phase 4: Practice & Performance

 Date Completed	
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Goal: I have practiced key routines before using them independently.

Predictable Routines

- | | |
|---|--|
| <input type="checkbox"/> Received instruction | <input type="checkbox"/> Received feedback |
|---|--|

- Observed modeling
- Participated in rehearsal
- _____
- _____

Phase 5: Coaching & Refinement

 Date Completed	
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Goal: I am improving with coaching and support.

Clear Roles & Responsibilities

- Observed by coach
- Received specific feedback
- Clarified look-fors
- _____
- _____
- Adjusted based on feedback
- Celebrated strengths

Reflection & Sign-Off

 Date Completed	
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Staff Reflection:

Where do you feel most confident at this point?

What feels least clear or where would additional support be helpful?

Supervisor Signature: _____

Date: _____

Behavior Advantage Professional Development Series

Full module list (for reference)

Where to start for onboarding: Begin with Foundations + Understanding Student Behavior. Then use Behavior Plans modules as staff begin implementing individual supports, and Data/Progress Monitoring modules to support follow-through and decision-making.

Foundations

- Grow Positive Behaviors
- Teach Expectations and Routines
- Teach Between the BOOMs
- Foundations: Certification Quiz #1
- Building Positive Relationships
- Uncover Student Motivations to Learn
- Foundations: Certification Quiz #2

Understanding Student Behavior

- The When and Why of Problem Behaviors
- Collect and Use A-B-C Behavior Data
- Escalation Cycles and Behavior Chains
- Understanding Student Behavior: Certification Quiz

Behavior Plans

- Why Behavior Plans Work
- The Power of Prevention
- Match Prevention Strategies to Student Needs
- Behavior Plans: Certification Quiz #1
- Identify Replacement Behaviors and Self-Regulation Skills
- Teach Replacement Behaviors and Self-Regulation Skills
- Design Effective De-escalation and Response Strategies
- Behavior Plans: Certification Quiz #2

Practical Data Collection & Progress Monitoring

- Is the Plan Working?
- Which Behaviors to Track?
- Easy Ways to Track Target Behavior
- Goal Scaling – Plan for Implementation and Progress
- Practical Data Collection & Progress Monitoring: Certification Quiz

Check-In Check-Out & Related Interventions

- Why These Interventions Work
- Design and Implement These Interventions (The Right Way)
- Incorporate Self Monitoring and Goal Setting
- Team and Troubleshoot
- Check-In Check-Out & Related Interventions: Certification Quiz

Celebrating Success & Promoting Independence

- Celebrating Success & Promoting Independence
- Strategies to Promote Student Independence
- Celebrating Success & Promoting Independence: Certification Quiz