SCORING GUIDE:
Completing the Benchmarks of Quality (Revised) for School-wide Positive Behavior Support (SWPBS)

When & Why

Benchmarks *of Quality (Revised) for School-wide Positive Behavior Support* should be completed in the spring of each school year (Mar/Apr/May). The Benchmarks are used by teams to identify areas of success, areas for improvement, and by the PBIS Project to identify model PBS schools.

Procedures for Completing

Step 1 - Coaches Scoring

The Coach will use his or her best judgment based on personal experience with the school and the descriptions and exemplars in the *Benchmarks of Quality(Revised) Scoring Guide* to score each of the 53 items on the *Benchmarks of Quality Scoring Form* (p.1 & 2). Do not leave any items blank.

Step 2 - Team Member Rating

The coach will give the *Benchmarks of Quality(Revised) Team Member Rating Form* to each SWPBS Team member to be completed independently and returned to the coach upon completion. Members should be instructed to rate each of the 53 items according to whether the component is "**In Place**", "**Needs Improvement**", or "**Not in Place**". Some of the items relate to product and process development, others to action items; in order to be rated as "In Place;" the item must be developed <u>and</u> implemented (where applicable). Coaches will collect and tally responses and record on the *Benchmarks of Quality(Revised) Scoring Form* the team's most frequent response using ++ for "In Place," + for "Needs Improvement," and – for "Not In Place."

Step 3 – Team Report

The coach will then complete the *Team Summary* on p. 3 of the *Benchmarks of Quality (Revised) Scoring Form* recording areas of discrepancy, strength and weakness.

> *Discrepancies* - If there were any items for which the team's most frequent rating varied from the coaches' rating based upon the Scoring Guide, the descriptions and exemplars from the guide should be shared with the team. This can happen at a team meeting or informally. If upon sharing areas of discrepancy, the coach realizes that there is new information that according to the *Scoring Guide* would result in a different score, the item and the adjusted final score should be recorded on the *Scoring Form*.

Step 4 - Reporting Back to Team

After completing the remainder of the *Benchmarks of Quality(Revised) Scoring Form*, the coach will report back to the team using the *Team Report* page of the *Benchmarks of Quality(Revised) Scoring Form.* If needed, address items of discrepancy and adjust the score. The coach will then lead the team through a discussion of the identified areas of strength (high ratings) and weakness (low ratings). This information should be conveyed as "constructive feedback" to assist with action planning.

Step 5 – Reporting

The coach will enter the final scores from the *Scoring Form* on PBSES, the web-based evaluation reporting system through the PBS Project's website **http://flpbs.fmhi.usf.edu**. The school log-in and password are included on the direction for completing End-Year Evaluation which is distributed by the district coordinator. This can also be entered on www.pbssurveys.org.

Kincaid, D**.,** Childs, K., & George, H. (March, 2010).
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BENCHMARKS OF QUALITY (Revised) SCORING GUIDE

Benchmark	3 points	2 points	1 point	0 points
1. Team has administrative support	Administrator(s) attended training, play an active role in the PBIS process, actively communicate their commitment, support the decisions of the PBIS Team, and attend **all** team meetings.	Administrator(s) support the process, take as active a role as the rest of the team, and/or attend **most** meetings	Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends **only a few** meetings.	Administrator(s) do not actively support the PBIS process.
2. Team has regular meetings (at least monthly)		Team meets monthly (**min. of 9 one-hour meetings** each school year).	Team meetings are not consistent (**5-8) monthly meetings** each school year).	Team seldom meets (**fewer than five monthly meetings** during the school year).
3. Team has established a clear mission/purpose			Team has a written purpose/mission statement for the PBS team (commonly completed on the cover sheet of the action plan).	No mission statement/purpose written for the team.
4. Faculty are aware of behavior problems across campus through regular data sharing		Data regarding school-wide behavior are shared with faculty monthly (**min. of 8 times** per year).	Data regarding school-wide behavior are occasionally shared with faculty (**3-7 times** per year).	Data are not regularly shared with faculty. Faculty may be given an update **0-2 times** per year
5. Faculty are involved in establishing and reviewing goals		**Most** faculty participate in establishing PBIS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	**Some** of the faculty participates in establishing PBIS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	**Faculty does not** participate in establishing PBIS goals.
6. Faculty feedback is obtained throughout year		Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBIS process (via staff surveys, voting process, suggestion box, etc.) Nothing is implemented without the majority of faculty approval.	Faculty are given some opportunities to provide feedback, to offer suggestions, and to make some choices during the PBIS process. However, the team also makes decisions without input from staff.	Faculty are rarely given the opportunity to participate in the PBS process (fewer than 2 times per school year).

Benchmark	3 points	2 points	1 point	0 points
7. Discipline process described in narrative format or depicted in graphic format		Team **has** established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (**Includes** crisis situations)	Team **has** established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (**Does not include** crisis situations.)	Team **has not** established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents.
8. Discipline process includes documentation procedures			There **is a** documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).	There **is not a** documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).
9. Discipline referral form includes information useful in decision making		Information on the referral form includes ALL of the required fields: Student's name, date, time of incident, grade level, referring staff, location of incident, gender, problem behavior, possible motivation, others involved, and administrative decision.	The referral form includes all of the required fields, but also includes unnecessary information that is not used to make decisions and may cause confusion.	The referral form lacks one or more of the required fields or does not exist.
10. Problem behaviors are defined	Written documentation exists that includes clear definitions of all behaviors listed.	All of the behaviors are defined but some of the definitions are unclear.	Not all behaviors are defined or some definitions are unclear.	No written documentation of definitions exists.
11. Major/minor behaviors are clearly differentiated		**Most** staff are clear about which behaviors are staff managed and which are sent to the office. (i.e. appropriate use of office referrals) Those behaviors are clearly defined, differentiated and documented.	**Some** staff are unclear about which behaviors are staff managed and which are sent to the office (i.e. appropriate) use of office referrals) or no documentation exists.	Specific major/minor behaviors are not clearly defined, differentiated or documented.
12. Suggested array of appropriate responses to major (office-managed) problem behaviors			There is evidence that **all** administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.	There is evidence that **some** administrative staff are not aware of, or do not follow, an array of predetermined appropriate responses to major behavior problems.

Benchmark	3 points	2 points	1 point	0 points
13. Data system is used to collect and analyze ODR data	The database can quickly output data in graph format and allows the team access to **ALL** of the following information: average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years.	**ALL** of the information can be obtained from the database (average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years), **though it may not be** in graph format, may require more staff time to pull the information, or require staff time to make sense of the data.	Only **partial** information can be obtained (lacking either the number of referrals per day per month, location, problem behavior, time of day, student, and compare patterns between years.)	The data system is **not able** to provide any of the necessary information the team needs to make school-wide decisions.
14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			The team collects and considers data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.)	The team does **not** collect or consider data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.).
15. Data analyzed by team at least monthly		Data are printed, analyzed, and put into graph format or other easy to understand format by a member of the team **monthly** (minimum)	Data are printed, analyzed, and put into graph format or other easy to understand format by a team member **less than once a month**.	Data are **not analyzed**.
16. Data shared with team and faculty monthly (minimum)		Data are shared with the PBS team and faculty **at least once a month**.	Data are shared with the PBIS team and faculty **less than one time a month.**	Data are not reviewed each month by the PBIS team and shared with faculty.
17. 3-5 positively stated school-wide expectations are posted around school	3-5 positively stated school-wide expectations are visibly posted around the school. Areas posted include the classroom and a minimum of 3 other school settings (i.e., cafeteria, hallway, front	3-5 positively stated expectations are visibly posted in most important areas (i.e. classroom, cafeteria, hallway), but one area may be missed.	3-5 positively stated expectations are not clearly visible in common areas.	Expectations are not posted or team has either too few or too many expectations.

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Benchmark	3 points	2 points	1 point	0 points
	office, etc).			
18. Expectations apply to both students and staff	PBIS team **has communicated** that expectations apply to all students **and** all staff.	PBIS team has expectations that apply to all students **AND** all staff but haven't specifically communicated that they apply to staff as well as students.	Expectations refer only to student behavior.	There are no expectations.
19. Rules are developed and posted for specific settings (settings where data suggested rules are needed)		Rules are posted **in all** of the most problematic areas in the school.	Rules are posted **in some, but not all** of the most problematic areas of the school.	Rules **are not** posted in any of the most problematic areas of the school.
20. Rules are linked to expectations			When taught or enforced, staff consistently link the rules with the school-wide expectations.	When taught or enforced, staff **do not consistently** link the rules with the school-wide expectations and/or rules are taught or enforced separately from expectations.
21. Staff are involved in development of expectations and rules		**Most** staff were involved in providing feedback/input into the development of the school-wide expectations and rules (i.e., survey, feedback, initial brainstorming session, election process, etc.)	Some staff were involved in providing feedback/input into the development of the school-wide expectations and rules.	Staff were not involved in providing feedback/input into the development of the school-wide expectations and rules.
22. A system of rewards has elements that are implemented consistently across campus	The reward system guidelines and procedures **are** implemented consistently across campus. Almost all members of the school are participating appropriately.

at least **90%** participation | The reward system guidelines and procedures **are** implemented consistently across campus. However, some staff choose not to participate or participation does not follow the established criteria.

at least **75%** participation | The reward system guidelines and procedures **are not** implemented consistently because several staff choose not to participate or participation does not follow the established criteria.

at least **50%** participation | There is no identifiable reward system or a large percentage of staff are not participating.

less than **50%** participation |

Benchmark	3 points	2 points	1 point	0 points
23. A variety of methods are used to reward students		The school uses a variety of methods to reward students (e.g. cashing in tokens/points). There should be opportunities that include tangible items, praise/recognition and social activities/events. Students with few/many tokens/points have equal opportunities to cash them in for rewards. However, larger rewards are given to those earning more tokens/points.	The school uses a variety of methods to reward students, but students do not have access to a variety of rewards in a consistent and timely manner.	The school uses only one set methods to reward students (i.e., tangibles only) or there are no opportunities for children to cash in tokens or select their reward. Only students that meet the quotas actually get rewarded, students with fewer tokens cannot cash in tokens for a smaller reward.
24. Rewards are linked to expectations and rules	Rewards are provided for behaviors that are identified in the rules/expectations and staff verbalize the appropriate behavior when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations and staff sometimes verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations but staff rarely verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are not identified in the rules and expectations.
25. Rewards are varied to maintain student interest		The rewards are varied throughout year and reflect students' interests (e.g. consider the student age, culture, gender, and ability level to maintain student interest.)	The rewards are varied throughout the school year, but **may not** reflect students' interests.	The rewards are **not** varied throughout the school year and **do not** reflect student's interests.
26. Ratios of acknowledgement to corrections are high	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are **high** (e.g., 4:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are **moderate** (e.g., 2:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are **about the same** (e.g., 1:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior **are low** (e.g., 1:4)
27. Students are involved in identifying/developing incentives			Students **are often** involved in identifying/developing incentives.	Students **are rarely** involved in identifying/developing incentives.

Benchmark	3 points	2 points	1 point	0 points
28. The system includes incentives for staff/faculty		The system includes incentives for staff/faculty and they are delivered consistently.	The system includes incentives for staff/faculty, but they are not delivered consistently.	The system **does not** include incentives for staff/faculty.
29. A behavioral curriculum includes teaching expectations and rules		Lesson plans are developed and used to teach rules and expectations	Lesson plans were developed and used to teach rules, but not developed for expectations or vice versa.	Lesson plans have not been developed or used to teach rules or expectations
30. Lessons include examples and non-examples			Lesson plans include both examples of appropriate behavior and examples of inappropriate behavior.	Lesson plans give no specific examples or non-examples or there are no lesson plans.
31. Lessons use a variety of teaching strategies		Lesson plans are taught using at least 3 different teaching strategies (i.e., modeling, role-playing, videotaping)	Lesson plans have been introduced using fewer than 3 teaching strategies.	Lesson plans have **not** been taught or do not exist.
32. Lessons are embedded into subject area curriculum		**Nearly all** teachers embed behavior teaching into subject area curriculum on a daily basis.	**About 50%** of teachers embed behavior teaching into subject area curriculum or embed behavior teaching fewer than 3 times per week	**Less than 50%** of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas.
33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			Faculty, staff, and students **are** involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.	Faculty, staff, and students **are not** involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.

Benchmark	3 points	2 points	1 point	0 points
34. Strategies to share key features of SWPBS program with families/community are developed and implemented			The PBIS Plan **includes** strategies to reinforce lessons with families and the community (i.e., after-school programs teach expectations, newsletters with tips for meeting expectations at home)	The PBIS plan **does not include** strategies to be used by families and the community.
35. A curriculum to teach components of the discipline system to all staff is developed and used		The team scheduled time to present and train faculty and staff on the discipline procedures and data system **including** checks for accuracy of information or comprehension. **Training included all components:** referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.	The team scheduled time to present and train faculty and staff on the discipline procedures and data system, **but there were no** checks for accuracy of information or comprehension. **OR training did not include all components** (i.e., referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.)	Staff was either not trained or was given the information without formal introduction and explanation.
36. Plans for training staff to teach students expectations/rules and rewards are developed, scheduled and delivered		The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules **including** checks for accuracy of information or comprehension. **Training included all components:** plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules **but there were no** checks for accuracy of information or comprehension. **OR Training didn't include all components:** plans to introduce expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	Staff was either not trained or was given the information without formal introduction and explanation.

Benchmark	3 points	2 points	1 point	0 points
37. A plan for teaching students expectations/ rules/rewards is developed scheduled and delivered	Students are introduced/taught **all** of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught **two (2)** of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught only **one (1)** of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are not introduced/taught **any** of the following: school expectations, rules for specific setting, and the reward system guidelines.
38. Booster sessions for students and staff are planned, scheduled, and implemented		Booster sessions are planned and delivered to reteach staff/students at least once in the year and additionally at times when the data suggest problems by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Expectations and rules are reviewed with students regularly (at least 1x per week).	Booster sessions are not utilized fully. For example: booster sessions are held for students but not staff; booster sessions are held for staff, but not students; booster sessions are not held, but rules & expectations are reviewed at least weekly with students.	Booster sessions for students and staff are **not** scheduled/planned. Expectations and rules are reviewed with students once a month or less.
39. Schedule for rewards/incentives for the year is planned			There **is a** clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.	There **is no** plan for the type and frequency of rewards/incentives to be delivered throughout the year.
40. Plans for orienting incoming staff and students are developed and implemented		Team has planned for and carries out the introduction of School-wide PBIS and training of new staff and students throughout the school year.	Team has planned for the introduction of School-wide PBS and training of either new students or new staff, but does not include plans for training both. OR the team has plans but has not implemented them.	Team has not planned for the introduction of School-wide PBIS and training of new staff or students
41. Plans for involving families/community are developed and implemented			Team has planned for the introduction and on-going involvement of school-wide PBIS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)	Team has not introduced school-wide PBIS to families/community.

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Benchmark	3 points	2 points	1 point	0 points
42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
44. Expected behavior routines in classroom are taught		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
45. Classroom teachers use immediate and specific praise		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)

Benchmark	3 points	2 points	1 point	0 points
46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
47. Procedures exist for tracking classroom behavior problems		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
48. Classrooms have a range of consequences/ interventions for problem behavior that are documented and consistently delivered		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
49. Students and staff are surveyed about PBS		Students and staff **are** surveyed at least annually (i.e. items on climate survey or specially developed PBIS plan survey), and information **is used** to address the PBIS plan.	Students and staff **are** surveyed at least annually (i.e. items on climate survey or specially developed PBIS plan survey), but information **is not used** to address the PBIS plan.	Students and staff **are not** surveyed.

Benchmark	3 points	2 points	1 point	0 points
50. Students and staff can identify expectations and rules		**Almost all** students and staff can identify the school-wide expectations and rules for specific settings. (can be identified through surveys, random interviews, etc…) at least 90%	**Many** students and staff can identify the school-wide expectations and rules for specific settings. at least 50%	**Few** of students and staff can identify the expectations and rules for specific settings OR Evaluations are not conducted less than 50%
51. Staff use referral process (including which behaviors are office managed vs. which are teacher managed) and forms appropriately	Almost all staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. (can be identified by reviewing completed forms, staff surveys, etc…) at least 90% know/use	Many of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 75% know/use	Some of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 50% know/use	Few staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly OR Evaluations are not conducted. less than 50% know/use
52. Staff use reward system appropriately	Almost all staff understand identified guidelines for the reward system and are using the reward system appropriately. (can be identified by reviewing reward token distribution, surveys, etc…) at least 90% understand/use	Many of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 75% understand/use	Some of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 50% understand/use	Few staff understand and use identified guidelines for the reward system OR Evaluations are not conducted at least yearly or do not assess staff knowledge and use of the reward system. less than 50% understand/use
53. Outcomes (behavior problems, attendance, and morale) are documented and used to evaluate PBIS plan	There is a plan for collecting data to evaluate PBIS outcomes, **most** data are collected as scheduled, and data are used to evaluate PBIS plan.	There is a plan for collecting data to evaluate PBIS outcomes, **some** of the scheduled data have been collected, and data are used to evaluate PBIS plan.	There is a plan for collecting data to evaluate PBIS outcomes; however nothing has been collected to date.	There is no plan for collecting data to evaluate PBIS outcomes.

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