Florida PBIS

Kincaid, D., Childs, K., & George, H. (2010). School-wide Benchmarks of Quality (Revised).
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Introduction and Purpose

The School-Wide Benchmarks of Quality (BoQ) allows school PBIS Leadership Teams to examine their PBIS Tier 1 implementation fidelity, document if it has been effective, and identify strengths and weaknesses for action planning using a reliable and valid tool. The instrument can be used: (a) for initial assessment to determine if a school is using PBIS or needs Tier 1 training, (b) as a guide for implementation of Tier 1 practices, (c) as an index of sustained fidelity of PBIS Tier 1 implementation, or (d) as a metric for identifying schools for recognition within their state PBIS Tier 1 implementation efforts (e.g., model schools).

The BoQ is intended to guide both initial implementation and sustained use of PBIS Tier 1. For each administration, a Team Summary can be completed to guide implementation planning and action plan development. It contains 53-items divided into ten critical elements that make up an effective PBIS Tier 1 system. Completion of the BoQ produces scale and subscale scores indicating the extent to which these critical elements are in place. To complete this assessment, PBIS Leadership Team members collaboratively use the scoring rubric to evaluate and reach consensus on where they are with implementation across each item. Research on the BoQ has established a score threshold of 70% (75 total points out of a possible 107) to meet the minimal level of implementation fidelity needed to produce improved student outcomes.[1,2]

Intended Participants

The BoQ is intended to be completed by members of a school's PBIS Leadership Team, with the presence and guidance of a SWPBIS coach/facilitator. The coach/facilitator should have full knowledge and understanding of the critical elements of PBIS Tier 1 and should serve a primary role in guiding their team through implementation.

Timing

The BoQ should be completed in the spring of each school year (March, April, or May). The time required to complete the BoQ depends on the experience of the PBIS Leadership Team and coach/facilitator has with the tool and the process used for BoQ completion. If the school team is new to the BoQ and planning to complete the BoQ on-site together, they should plan 90 minutes to complete the self-assessment. If the Team leaders have assembled relevant data sources (to inform scoring) before the meeting and the members including the coach/facilitator have previous experience in completing the BoQ (i.e., at least twice), approximately 45 minutes may be sufficient time required for completion.

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[1]Cohen, R., Kincaid, D., & Childs, K. E. (2007). Measuring School-wide Positive Behavior Support Implementation: Development and Validation of the Benchmarks of Quality. *Journal of Positive Behavior Interventions*, *9*(4), 203–213.

[2] Childs, K.E., Kincaid, D. & George, H.P. (2011). The Revised School-Wide PBS Benchmarks of Quality (BoQ). OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Website: http://www.pbis.org/evaluation/evaluation_briefs/mar_11_(1).aspx

(PDF) The Revised Benchmarks of Quality: Research Brief. Available from: https://www.pbis.org/resource/the-revised-school-wide-pbs-benchmarks-of-quality-boq [accessed Jan 29 2020].

Administration and Scoring

The BoQ is a self-evaluation tool used by school teams leading PBIS implementation. To complete the BoQ, a school's PBIS Leadership Team works together to reach consensus across each of the 53-items of the self-assessment. There are two accepted methods for administration and scoring of the BoQ[3]:

Method 1 – Team members independently rate each item before a meeting: Each PBIS Leadership Team member, including the coach/facilitator, will score all 53 items using their best judgment based on personal experience with the school, the descriptions outlined in the features, and data sources available. Do not leave any items blank. The coach/facilitator will then obtain the completed BoQ score from each team member by collecting either the full BoQ or the BoQ Scoring Form see Appendix 1. The coach/facilitator will highlight any BoQ item(s) where a majority of team members deviated from his or her rating.

At the next team meeting, the coach/facilitator will return the Team Member Ratings and lead a discussion of the highlighted items until the team reaches consensus on the score that most accurately reflects the school's current implementation. The coach/facilitator will record the consensus scores along with the others to generate the school's final 53 BoQ items for reporting.

Method 2 – Team members collaborative rate each item together at a meeting: At a PBIS Leadership Team meeting, each team member will receive a copy of the BoQ. The coach/facilitator will guide the team through each item, allowing for brief independent reading of the scoring options, and then take a vote of team members' view of the appropriate score. Team members can communicate their designated score in a variety of ways (e.g., holding up fingers, using cards with pre-printed score options). The coach/facilitator will record the consensus scores to generate the school's final BoQ for reporting. If consensus is not reached for a given item, the coach/facilitator will guide the team through further discussion until the team reaches final consensus on each score that most accurately reflects the school's current implementation.

Note: Establishing ground rules to manage time can prevent the consensus process from becoming tedious. Give each team member a set of "dispute" cards, limiting the number of times each person can hold up a "dispute" card when working towards consensus. Place a time limit (e.g., 1 minute per item) and go back to discuss items that may need extra discussion time.

Reporting

The coach/facilitator will enter the final scores from the BoQ on the FLPBS Evaluation System (PBSES), the web-based evaluation reporting system on the Project's website: https://pbsis.usfweb.usf.edu/Account/Login. The school log-in and password for the evaluation system are included in the directions for completing End-Year Evaluation, which is distributed by the District Coordinator. User resources for accessing and entering data on the evaluation website can be found here: https://www.livebinders.com/play/play?id=2350318

Once entered into PBSES, a percentage of total possible points is reported in PBSES school-level data reports. Schools with a BoQ score of 70% or greater are identified as reporting an acceptable level of PBIS Tier 1 implementation fidelity (i.e., a high-implementing school).

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[3] Childs, K.E., George, H.P., & Kincaid, D. (2011). Stability in Variant Administration Methods of the School-wide PBS Benchmarks of Quality (BoQ). Available from : https://www.pbis.org/resource/stability-in-variant-administration-methods-of-the-school-wide-pbs-benchmarks-of-quality-boq

Action Planning

The coach should use the results of the Benchmarks of Quality (Revised) to guide the PBIS Leadership Team through action planning using Critical Element (i.e., subscale) scores to address any elements that need improvement (see Appendix 2). If the team has scored high, with implementation fidelity being a score of 70% or greater, they may consider completing a Tier 1 PBIS Walkthrough to obtain an objective measure of fidelity to corroborate the self-report of the BoQ. A copy of the Tier 1 Walkthrough-Revised can be found within the End Year PBSES Livebinder:
https://www.livebinders.com/play/play?id=2127037

Technical Adequacy

The BoQ was originally developed in 2005 in three stages (McKennel, 1974)[4]: qualitative pilot (development of instrument content), scale development pilot (development of the scale structure), and main survey (development of the context, or reliability and validity of the instrument).

The items were developed directly from the FLPBIS training manual (FLPBIS, 2004-2005), which was based on the critical elements of SWPBS (Lewis & Sugai, 1999)[5]. The rubric to guide scoring for each item was generated from the documented SWPBIS implementation goals. Approximately twenty trainers and experts in PBIS from several states rated each of the items on its importance to the PBIS process. These ratings, on a scale from 1 (minimally important) to 3 (critically important), were used to establish the point values for each item.

A cognitive interviewing procedure was then employed to ensure that respondents interpreted items as intended and to detect any problems that might occur during survey administration. Three SWPBIS coaches from different counties were selected to participate in cognitive interviewing. Following revisions based upon the results of cognitive interviewing, a pilot was conducted with 10 School Leadership Teams. Minor revisions were made based upon feedback regarding any items or directions that were unclear.

Efforts to validate the self-assessment revealed that it produced high levels of internal reliability, test-retest reliability, and interrater reliability.[6] To further validate the tool, additional analyses were conducted using exploratory and confirmatory factor analyses.[7] Based on these results, the self-assessment was revised in 2011 into the 53-item tool that is included in the current technical guide. Research on the BoQ has also shown that schools who score higher on the self-assessment (70% or greater) tend to also have greater decreases in their rate of office discipline referrals (ODRs) over time than schools with lower BoQ scores (69% or lower), supporting the practical usefulness of the BoQ to inform and guide PBIS Tier 1 implementation.[5]

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[4] McKennel, A. C. (1974).Surveying attitude structures. Amsterdam: Elsevier

[5] Lewis, T.J.; Sugai, G. (1999) Effective Behavior Support: A Systems Approach to Proactive Schoolwide Management. *Focus on Exceptional Children*, v31 n6 p1-24.

[6] Cohen, R., Kincaid, D., & Childs, K. E. (2007). Measuring School-wide Positive Behavior Support Implementation: Development and Validation of the Benchmarks of Quality. *Journal of Positive Behavior Interventions*, *9*(4), 203–213.

[7] Childs, K.E., Kincaid, D. & George, H.P. (2011). The Revised School-Wide PBS Benchmarks of Quality (BoQ). OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. Website: http://www.pbis.org/evaluation/evaluation_briefs/mar_11_(1).aspx
(PDF) The Revised Benchmarks of Quality: Research Brief. Available from: https://www.pbis.org/resource/the-revised-school-wide-pbs-benchmarks-of-quality-boq

Glossary and Acronym Key

Benchmarks of Quality (BoQ): A validated self-assessment PBIS Tier 1 fidelity of implementation completed by a PBIS Leadership Team annually to guide action planning.

Classroom Assistance Tool (CAT): An assessment of classrooms that can be used as a self-assessment or by a third party. It addresses three classroom systems that promote and support positive, appropriate behavior; environment factors, classroom behavior systems, and curriculum and instruction. https://www.livebinders.com/play/play?id=2278279

Classroom PBIS Plans: Format for planning all critical elements of PBIS in the classroom including identifying rules and connecting them to expectations, describing regular routines and procedures, identifying how expectations and rules will be formally and informally taught, and strategies for acknowledging appropriate behavior. https://www.livebinders.com/media/get_centered/MTk1NjYzNjg

Coach/facilitator: [Also known as the PBIS coach, PBIS facilitator, or point of contact] The person responsible for accurate communication between the school's PBIS Leadership Team, the PBIS district coordinator (DC), and the State PBIS Project. This individual also ensures PBIS evaluations are completed accurately, and shares the results with other stakeholders. This crucial role helps schools stay on top of the latest research, and helps the district and State Project effectively support schools' implementation.

"Dream": Often the beginning activity in futures planning where the group brainstorms a perfect world scenario where they envision their institution as the "dream" it to be. It is used by some trainers with school teams to facilitate identification of desired characteristics of the individuals and environment they wish to develop through their PBIS framework.

"PATH": A type of futures planning, Planning Alternative Tomorrows with Hope (PATH). The PATH process is used for individual and organizational future planning.

PBIS Leadership Team: These 6-8 peer leaders and their administrator are responsible for coordinating the design, implementation, and evaluation of PBIS strategies across their school.

Positive Behavioral Interventions and Supports (PBIS): PBIS is an evidence-based framework for improving and integrating the data, systems, and practices affecting student outcomes every day.

Positive Behavioral Supports Evaluation System (PBSES): PBSES is the online evaluation system for the FLPBIS Project. School and district users active with FLPBIS receive a username and password to access the evaluation system, where they can enter PBIS implementation and outcome data and access historical data and reports. Access PBSES here: https://pbsis.usfweb.usf.edu/Account/Login

School-wide Positive Behavioral Interventions and Supports (SWPBIS): SWPBIS refers to PBIS implementation at the universal, or school-wide, level.

Tier 1 Walkthrough-Revised: An interview form used that includes visibility of expectations and rules along with questions for randomly selected staff and students. Completed by an external reviewer (for evaluation purposes) or a member of the school PBIS Leadership Team (for progress monitoring purposes). It can be found here: https://www.livebinders.com/play/play?id=2127037

The Revised School-Wide Benchmarks of Quality (BoQ) – Full Instrument

Feature	Possible Data Sources	Scoring Criteria	Score
Critical Element: PBIS Team			
1. Team has administrative support.	Meeting agendas, minutes, and materials Tier 1 action plans School improvement plan	0 = Administrator(s) do not actively support the PBIS process. 1 = 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. 2 = Administrator(s) support the process, take as active a role as the rest of the team, and/or attend **most** meetings. 3 = Administrator(s) attended training, play an active role in the PBIS process, actively communicate their commitment, support the decisions of the PBS Team, and attend **all** team meetings.	
2. Team has regular meetings (at least monthly).	Meeting agendas, minutes, and materials Tier 1 action plans	0 = Team seldom meets (**fewer than five monthly meetings** during the school year). 1 = Team meetings are not consistent (**5-8**) **monthly meetings** each school year. 2 = Team meets monthly (**minimum of 9 one-hour meetings** each school year).	
3. Team has established a clear mission/ purpose.	Purpose and Mission Statement on website, meeting agendas, handouts, staff handbook Tier 1 action plan	0 = No mission statement/purpose written for the team. 1 = Team has a written purpose/mission statement for the PBIS team (commonly completed on the cover sheet of the action plan).	
Critical Element: Faculty Commitment			
4. Faculty are aware of behavior problems across campus through regular data sharing.	Meeting agendas, minutes, and materials Tier 1 Walkthrough Staff surveys and interviews Communication with staff (e.g. email, newsletters, bulletin boards)	0 = Data are not regularly shared with faculty. Faculty may be given an update **0-2 times** per year. 1 = Data regarding school-wide behavior are occasionally shared with faculty (**3-7 times** per year). 2 = Data regarding school-wide behavior are shared with faculty monthly (**min. of 8 times** per year).	
5. Faculty involved in establishing and reviewing goals.	Meeting agendas, minutes, and materials Communication with staff (e.g. email, newsletters, bulletin boards) Staff surveys or interviews Tier 1 action plans	0 = **Faculty does not** participate in establishing PBIS goals. 1 = **Some** of the faculty participates in establishing PBIS goals (i.e. surveys, "dream", "PATH") on at least an annual basis. 2 = **Most** faculty participate in establishing PBIS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	

Feature	Possible Data Sources	Scoring Criteria	Score
6. Faculty feedback is obtained throughout the year.	Surveys, voting, emails or suggestion boxes Meeting agendas, minutes, and materials Tier 1 action plans	0 = Faculty are rarely given the opportunity to participate in the PBIS process (**fewer than 2 times** per school year). 1 = 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. 2 = Faculty are 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.**	
Critical Element: Effective Procedures for Dealing with Discipline			
7. Discipline process described in narrative format or depicted in graphic format.	Staff handbook Student handbook or code of conduct School discipline policies Discipline flow charts Substitute packets	0 = Team **has not** established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents. 1 = Team **has** established clear, written procedures that lay out the process for handling both major and minor discipline incidents (**does not include** crisis situations). 2 = Team **has** established clear, written procedures that lay out the process for handling both major and minor discipline incidents (**includes** crisis situations).	
8. Discipline process includes documentation procedures.	Staff handbook Student handbook or code of conduct Minor and major referral forms Tracking system /database	0 = There **is not** a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.). 1 = There **is** 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.	Staff handbook Student handbook or code of conduct Minor and major referral forms	0 = The referral form **lacks one or more** of the required fields or does not exist. 1 = 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. 2 = 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.	
10. Problem behaviors are defined.	Staff handbook Student handbook or code of conduct Training materials include examples	0 = **No** written documentation of definitions exists. 1 = **Not all** behaviors are defined or some definitions are unclear. 2 = All of the behaviors are defined but **some** of the definitions are unclear. 3 = Written documentation **exists that includes** clear definitions of all behaviors listed.	

Feature	Possible Data Sources	Scoring Criteria	Score
11. Major/minor behaviors are clearly differentiated.	Staff handbook Student handbook or code of conduct Training materials include examples Staff survey Administrator interview	0 = Specific major/minor behaviors are **not** clearly defined, differentiated or documented. 1 = **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. 2 = **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.	
12. Suggested array of appropriate responses to major (office-managed) problem behaviors.	Staff handbook Student handbook or code of conduct Major referral form Discipline data	0 = 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. 1 = There is evidence that **all** administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.	
Critical Element: Data Entry & Analysis Plan Established			
13. Data system is used to collect and analyze ODR data.	Discipline data Data presentations & displays (e.g., data summaries, emails to staff, presentations, handouts) Tracking system /database Meeting agendas, minutes, and materials	0 = The data system is **not able** to provide any of the necessary information the team needs to make school-wide decisions. 1 = 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). 2 = **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. 3 = 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.	
14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBIS team.	Meeting agendas, minutes, and materials Tier 1 action plans Data presentations & displays (e.g., data summaries, emails to staff, presentations, handouts)	0 = The team **does not collect** or consider data other than discipline data to help determine progress and successes (e.g., attendance, grades, faculty attendance, school surveys, etc.). 1 = The team **collects and considers** data other than discipline data to help determine progress and successes (e.g., attendance, grades, faculty attendance, school surveys, etc.).	
15. Data analyzed by team at least monthly.	Meeting agendas, minutes, and materials Data presentations & displays (e.g., data summaries, emails to staff, presentations, handouts) Tier 1 action plan	0 = Data are **not analyzed**. 1 = Data are printed, analyzed, and put into graph format or other easy to understand format by a team member **less than once a month**. 2 = Data are printed, analyzed, and put into graph format or other easy to understand format by a member of the team **monthly** (minimum).	

Feature	Possible Data Sources	Scoring Criteria	Score
16. Data shared with team and faculty monthly (minimum).	Meeting agendas, minutes, and materials Action plans Communication with staff (e.g. email, newsletters, bulletin boards)	0 = Data **are not reviewed each month** by the PBIS team and shared with faculty. 1 = Data are shared with the PBIS team and faculty **less than one time a month.** 2 = Data are shared with the PBIS team and faculty **at least once a month**.	
Critical Element: Expectations & Rules Developed			
17. 3-5 positively stated school-wide expectations are posted around school.	Tier 1 Walkthrough Posters of expectations across campus	0 = Expectations are **not posted** or team has either **too few or too many** expectations. 1 = 3-5 positively stated expectations **are not clearly visible** in common areas. 2 = 3-5 positively stated expectations **are visibly posted** in most important areas (i.e. classroom, cafeteria, hallway), but one area may be missed. 3 = 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 office, etc.).	
18. Expectations apply to both students and staff.	Tier 1 Walkthrough or staff/student interviews Posters of expectations across campus Staff and student handbooks – schoolwide matrix Professional development materials	0 = There are **no** expectations. 1 = Expectations refer **only** to student behavior. 2 = 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. 3 = PBIS team **has communicated** that expectations apply to all students **and** all staff.	
19. Rules are developed and posted for specific settings (settings where data suggest rules are needed).	Tier 1 Walkthrough Posters of expectations in problematic areas across campus Discipline data Professional development materials	0 = Rules **are not** posted in any of the most problematic areas of the school. 1 = Rules are posted **in some, but not all** of the most problematic areas of the school. 2 = Rules are posted **in all** of the most problematic areas in the school.	
20. Rules are linked to expectations.	Lesson plans Tier 1 Walkthrough or staff/student interviews Classroom Assessment Tool (CAT) Staff handbook	0 = 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. 1 = When taught or enforced, staff **consistently** link the rules with the school-wide expectations.	

Feature	Possible Data Sources	Scoring Criteria	Score
21. Staff are involved in development of expectations and rules.	Staff survey or interviews Meeting agendas, minutes, and materials Action plans	0 = Staff were **not involved** in providing feedback/input into the development of the school-wide expectations and rules. 1 = **Some** staff were involved in providing feedback/input into the development of the school-wide expectations and rules. 2 = **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.).	
Critical Element: Reward/Recognition Program Established			
22. A system of rewards has elements that are implemented consistently across campus.	Reports from reward system (PBIS Apps, Class Dojo) Staff handbook Professional development materials Tracking (e.g. tokens, tickets, points, positive referrals, attendance at incentive events)	0 = There is no identifiable reward system or a large percentage of staff are not participating (less than **50%** participation). 1 = 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). 2 = 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). 3 = The reward system guidelines and procedures **are** implemented consistently across campus. Almost all members of the school are participating appropriately (at least **90%** participation).	
23. A variety of methods are used to reward students.	Tier 1 Walkthrough Staff handbook Student handbook School calendars Tracking (e.g. tokens, tickets, points, positive referrals, attendance at incentive events) Reports from reward system (PBIS Apps, Class Dojo)	0 = The school uses only **one set of 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. 1 = 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. 2 = 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.	
24. Rewards are linked to expectations and rules.	Tier 1 Walkthrough Staff handbook Student handbook Professional development materials Samples of rewards	0 = Rewards are provided for behaviors that are **not** identified in the rules and expectations. 1 = Rewards are provided for behaviors that are identified in the rules/expectations but staff **rarely** verbalize appropriate behaviors when giving rewards. 2 = Rewards are provided for behaviors that are identified in the rules/expectations and staff **sometimes** verbalize appropriate behaviors when giving rewards. 3 = Rewards are provided for behaviors that **are** identified in the rules/expectations **and** staff verbalize the appropriate behavior when giving rewards.	

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Feature	Possible Data Sources	Scoring Criteria	Score
25. Rewards are varied to maintain student interest.	Student surveys or interviews Tier 1 Walkthrough School calendar Tier 1 action plans Meeting agendas, minutes, and materials	0 = The rewards are **not** varied throughout the school year and **do not** reflect student's interests. 1 = The rewards are varied throughout the school year, but **may not** reflect students' interests. 2 = 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).	
26. Ratios of acknowledgement to corrections are high.	Classroom observations Tier 1 Walkthrough	0 = Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior **are low** (e.g., 1:4). 1 = Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are **about the same** (e.g., 1:1). 2 = Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are **moderate** (e.g., 2:1). 3 = Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are **high** (e.g., 4:1).	
27. Students are involved in identifying/ developing incentives.	Student surveys or interviews Examples of student incentives Meeting agendas, minutes, and materials Action plans	0 = Students **are rarely** involved in identifying/developing incentives. 1 = Students **are often** involved in identifying/developing incentives.	
28. The system includes incentives for staff/faculty.	Staff surveys or interviews Examples of staff incentives Meeting agendas, minutes, and materials Action plans	0 = The system **does not** include incentives for staff/faculty. 1 = The system includes incentives for staff/faculty, but they are **not** delivered consistently. 2 = The system includes incentives for staff/faculty and they **are** delivered consistently.	
Critical Element: Lesson Plans for Teaching Expectations/Rules			
29. A behavioral curriculum includes teaching expectations and rules.	Staff handbook Master schedule Tier 1 action plans Meeting agendas, minutes, and materials	0 = Lesson plans **have not** been developed or used to teach rules or expectations. 1 = Lesson plans were developed and used to teach rules, but **not** developed for expectations or vice versa. 2 = Lesson plans are developed **and** used to teach rules and expectations.	
30. Lessons include examples and non-examples.	Lesson plans	0 = Lesson plans give **no** specific examples or non-examples or there are no lesson plans. 1 = Lesson plans **include both** examples of appropriate behavior and examples of inappropriate behavior.	

Feature	Possible Data Sources	Scoring Criteria	Score
31. Lessons use a variety of teaching strategies.	Lesson plans	0 = Lesson plans have **not** been taught **or do not** exist. 1= Lesson plans **have been** introduced using **fewer than 3** teaching strategies. 2 = Lesson plans **are** taught using **at least 3** different teaching strategies (i.e., modeling, role-playing, videotaping).	
32. Lessons are embedded into subject area curriculum.	Lesson plans	0 = **Less than 50%** of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas. 1 = **About 50%** of teachers embed behavior teaching into subject area curriculum or embed behavior teaching fewer than 3 times per week. 2 = **Nearly all** teachers embed behavior teaching into subject area curriculum on a daily basis.	
33. Faculty/staff and students are involved in development & delivery of behavioral curriculum.	Student surveys or interviews Staff surveys or interviews Meeting agendas, minutes, and materials Lesson plans Tier 1 action plans	0 = Faculty, staff, and students **are not** involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings. 1 = Faculty, staff, and students **are** involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.	
34. Strategies to share key features of SWPBIS program with families/ community are developed and implemented.	Home-school communications Family event calendars Tier 1 action plans	0 = The PBIS plan **does not include** strategies to be used by families and the community. 1 = 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).	
Critical Element: Implementation Plan			
35. A curriculum to teach the components of the discipline system to all staff is developed and used.	Meeting agendas, minutes, and professional development materials Staff handbook School calendar Tier 1 action plans Staff surveys or interviews	0 = Staff was either **not trained** or was given the information without formal introduction and explanation. 1 = 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). 2 = 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** (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).	

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Feature	Possible Data Sources	Scoring Criteria	Score
36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered.	Meeting agendas, minutes, and professional development materials Staff handbook School calendar Tier 1 action plans Staff interviews	0 = Staff was either **not trained** or was given the information without formal introduction and explanation. 1 = 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. 2 = 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.	
37. A plan for teaching students expectations/rules/rewards is developed, scheduled, and delivered.	Meeting agendas, minutes, and professional development materials Student handbook Lesson plans Tier 1 action plans School calendar Master schedule	0 = Students are not introduced/taught **any** of the following: school expectations, rules for specific setting, and the reward system guidelines. 1 = Students are introduced/taught only **one (1)** of the following: school expectations, rules for specific setting, and the reward system guidelines. 2 = Students are introduced/taught **two (2)** of the following: school expectations, rules for specific setting, and the reward system guidelines. 3 = Students are introduced/taught **all** 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 delivered.	Tier 1 action plans Meeting agendas, minutes, and professional development materials Professional development calendar Lesson plans School calendar Master schedule	0 = Booster sessions for students and staff are **not** scheduled/planned. Expectations and rules are reviewed with students **once a month or less**. 1 = 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. 2 = 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**).	
39. Schedule for rewards/incentives for the year is planned.	Tier 1 action plans Staff handbook Meeting agendas, minutes, and materials School calendar	0 = There **is no** plan for the type and frequency of rewards/incentives to be delivered throughout the year. 1 = There **is a clear** plan for the type and frequency of rewards/incentives to be delivered throughout the year.	

Feature	Possible Data Sources	Scoring Criteria	Score
40. Plans for orienting incoming staff and students are developed and implemented.	Tier 1 action plans Staff handbook Student handbook Meeting agendas, minutes, and professional development materials Lesson plans	0 = Team has **not** planned for the introduction of School-wide PBIS and training of new staff or students. 1 = Team **has** planned for the introduction of School-wide PBIS 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. 2 = Team **has** planned for and carries out the introduction of School-wide PBIS **and** training of new staff and students throughout the school year.	
41. Plans for involving families/ community are developed & implemented.	Tier 1 action plans Staff handbook Meeting agendas, minutes, and professional development materials Home-school communications School calendar	0 = Team has not introduced school-wide PBIS to families/community. 1 = 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.).	
Critical Element: Classroom Systems			
42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.	Tier 1 Walkthrough Classroom observations Classroom PBIS plans Student handbook Classroom Assessment Tool (CAT)	0 = Evident in **only a few** classrooms (less than 50% of classrooms). 1 = Evident in **many** classrooms (50-75% of classrooms). 2 = Evident in **most** classrooms (>75% 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).	Tier 1 Walkthrough Classroom observations or teacher interview Classroom PBIS plans Student handbook Welcome family letters Classroom Assessment Tool (CAT)	0 = Evident in **only a few** classrooms (less than 50% of classrooms). 1 = Evident in **many** classrooms (50-75% of classrooms). 2 = Evident in **most** classrooms (>75% of classrooms).	
44. Expected behavior routines in classroom are taught.	Tier 1 Walkthrough Classroom observations Teacher surveys or interviews Classroom PBIS plans Lesson plans Classroom Assessment Tool (CAT)	0 = Evident in **only a few** classrooms (less than 50% of classrooms). 1 = Evident in **many** classrooms (50-75% of classrooms). 2 = Evident in **most** classrooms (>75% of classrooms).	

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Feature	Possible Data Sources	Scoring Criteria	Score
45. Classroom teachers use immediate and specific praise.	Tier 1 Walkthrough Classroom observations Teacher surveys or interviews Classroom PBIS plans Classroom Assessment Tool (CAT)	0 = Evident in **only a few** classrooms (less than 50% of classrooms). 1 = Evident in **many** classrooms (50-75% of classrooms). 2 = Evident in **most** classrooms (>75% of classrooms).	
46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors.	Tier 1 Walkthrough Classroom Assessment Tool (CAT) Classroom observations Teacher surveys or interviews Classroom PBIS plans	0 = Evident in **only a few** classrooms (less than 50% of classrooms). 1 = Evident in **many** classrooms (50-75% of classrooms). 2 = Evident in **most** classrooms (>75% of classrooms).	
47. Procedures exist for tracking classroom behavior problems.	Tier 1 Walkthrough Classroom Assessment Tool (CAT) Classroom observations Teacher surveys or interviews Classroom PBIS plans Minor and major referral forms	0 = Evident in **only a few** classrooms (less than 50% of classrooms). 1 = Evident in **many** classrooms (50-75% of classrooms). 2 = Evident in **most** classrooms (>75% of classrooms).	
48. Classrooms have a range of consequences/ interventions for problem behavior that are documented and consistently delivered.	Tier 1 Walkthrough Classroom Assessment Tool (CAT) Classroom observations Teacher surveys or interviews Classroom PBIS plans Minor and major referral forms	0 = Evident in **only a few** classrooms (less than 50% of classrooms). 1 = Evident in **many** classrooms (50-75% of classrooms). 2 = Evident in **most** classrooms (>75% of classrooms)	
Critical Element: Evaluation			
49. Students and staff are surveyed about PBIS.	Staff and student surveys or interviews Tier 1 action plans Meeting agendas, minutes, and materials	0 = Students and staff **are not** surveyed. 1 = 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. 2 = 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.	

Feature	Possible Data Sources	Scoring Criteria	Score
50. Students and staff can identify expectations and rules.	Tier 1 Walkthrough Staff and student surveys or interviews	0 = **Few** of students and staff can identify the expectations and rules for specific settings OR Evaluations are not conducted (less than 50%). 1 = **Many** students and staff can identify the school-wide expectations and rules for specific settings (at least 50%). 2 = **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%).	
51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately.	Minor and major referral forms Discipline data Staff surveys	0 = **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). 1 = **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). 2 = **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). 3 = **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).	
52. Staff use reward system appropriately.	Staff and student surveys or interviews Staff handbook Professional development materials Tracking of rewards (e.g. tokens, tickets, points, positive referrals, attendance at incentive events) Attendance at incentive events	0 = **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). 1 = **Some** of the staff understand identified guidelines for the reward system and are using the reward system appropriately (at least 50% understand/use). 2 = **Many** of the staff understand identified guidelines for the reward system and are using the reward system appropriately (at least 75% understand/use). 3 = **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).	
53. Outcomes (behavior problems, attendance, and morale) are documented and used to evaluate PBIS plan.	Tier 1 action plans Meeting agendas, minutes, and materials Discipline data Communication with staff (e.g. email, newsletters, bulletin boards)	0 = There is **no** plan for collecting data to evaluate PBIS outcomes. 1 = There is a plan for collecting data to evaluate PBIS outcomes; however, **nothing** has been collected to date. 2 = 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. 3 = 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.	

Total Score: _____ / 107

Appendix 1. School-wide Benchmarks of Quality (Revised) Scoring Form

Florida PBIS

School Name: _____   District: _____

Coach/Facilitator Name: _____   Date: _____

Critical Elements	Benchmarks of Quality Items					Critical Element Score
PBIS Team	1. Team has administrative support	3	2	1	0	/6
	2. Team has regular meetings (at least monthly)		2	1	0	
	3. Team has established a clear mission/purpose			1	0	
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0	/6
	5. Faculty involved in establishing and reviewing goals		2	1	0	
	6. Faculty feedback is obtained throughout the year		2	1	0	
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0	/11
	8. Discipline process includes documentation procedures			1	0	
	9. Discipline referral form includes information useful in decision		2	1	0	
	10. Problem behaviors are defined	3	2	1	0	
	11. Major/minor behaviors are clearly differentiated		2	1	0	
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0	
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1	0	/8
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBIS team			1	0	
	15. Data analyzed by team at least monthly		2	1	0	
	16. Data shared with team and faculty monthly (minimum)		2	1	0	
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0	/11
	18. Expectations apply to both students and staff	3	2	1	0	
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0	
	20. Rules are linked to expectations			1	0	
	21. Staff are involved in development of expectations and rules		2	1	0	
Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0	/16
	23. A variety of methods are used to reward students		2	1	0	
	24. Rewards are linked to expectations and rules	3	2	1	0	
	25. Rewards are varied to maintain student interest		2	1	0	
	26. Ratios of acknowledgement to corrections are high	3	2	1	0	
	27. Students are involved in identifying/developing incentives			1	0	
	28. The system includes incentives for staff/faculty		2	1	0	

Critical Elements	Benchmarks of Quality Items					Critical Element Score
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules		2	1	0	/ 9
	30. Lessons include examples and non-examples			1	0	
	31. Lessons use a variety of teaching strategies		2	1	0	
	32. Lessons are embedded into subject area curriculum		2	1	0	
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			1	0	
	34. Strategies to share key features of SWPBIS program with families/community are developed and implemented			1	0	
Implementation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used		2	1	0	/ 13
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and		2	1	0	
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	3	2	1	0	
	38. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0	
	39. Schedule for rewards/incentives for the year is planned			1	0	
	40. Plans for orienting incoming staff and students are developed and implemented		2	1	0	
	41. Plans for involving families/community are developed & implemented			1	0	
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0	/ 14
	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)		2	1	0	
	44. Expected behavior routines in classroom are taught		2	1	0	
	45. Classroom teachers use immediate and specific praise		2	1	0	
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0	
	47. Procedures exist for tracking classroom behavior problems		2	1	0	
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently		2	1	0	
Evaluation	49. Students and staff are surveyed about PBIS		2	1	0	/ 13
	50. Students and staff can identify expectations and rules		2	1	0	
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	3	2	1	0	
	52. Staff use reward system appropriately	3	2	1	0	
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan	3	2	1	0	

Scoring the Benchmarks of Quality: _____ / 107 = _____ Total pts. **Benchmarks Score**

Appendix 2. Benchmarks of Quality (Revised) Action Plan

Critical Element	Step 1: What is the problem or issue to address?	Step 2: Why is it occurring?	Step 3: What are we going to do about it?	To-Do List	Person(s) Responsible	Follow-Up or Completion Date	Step 4: How will we know we've been successful?
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			
				1.			
				2.			
				3.			
				4.			

Tier 1 Critical Elements: PBIS Team, Faculty Commitment, Discipline Procedures, Data Entry & Analysis, Expectations & Rules, Reward Program, Lesson Planning, Implementation Plan, Classroom Systems, Evaluation