# School-wide Positive Behavior Support

# Benchmarks of Quality: Facilitator SCORING SHEET

### School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Person Completing Form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Critical Elements** | **Benchmarks of Quality** | **Directions:** Use Scoring Guide to assist in determining most appropriate point value.  **Circle Only One.** | | | | **Most Frequent Team Response (++, +, or -)** |
| --- | --- | --- | --- | --- | --- | --- |
| PBS Team | 1. Team has broad representation |  |  | 1 | 0 |  |
| 1. Team has administrative support | 3 | 2 | 1 | 0 |  |
| 1. Team has regular meetings (at least monthly) |  | 2 | 1 | 0 |  |
| 1. Team has established a clear mission/purpose |  |  | 1 | 0 |  |
| Faculty Commitment | 1. Faculty aware of behavior problems across campus (regular data sharing) |  | 2 | 1 | 0 |  |
| 1. Faculty involved in establishing goals |  | 2 | 1 | 0 |  |
| 1. Faculty feedback obtained throughout year |  | 2 | 1 | 0 |  |
| Effective Procedures for Dealing with Discipline | 1. Discipline process described in narrative format or depicted in graphic format |  | 2 | 1 | 0 |  |
| 1. Process includes documentation procedures |  |  | 1 | 0 |  |
| 1. Discipline referral form includes information useful in decision making |  | 2 | 1 | 0 |  |
| 1. Behaviors defined | 3 | 2 | 1 | 0 |  |
| 1. Clearly identified major/minor behaviors |  | 2 | 1 | 0 |  |
| 1. Suggested array of appropriate responses to minor (non office-managed) problem behaviors |  |  | 1 | 0 |  |
| 1. Suggested array of appropriate responses to major (office-managed) problem behaviors |  |  | 1 | 0 |  |
| Data Entry & Analysis Plan Established | 1. Data system to collect and analyze ODR data | 3 | 2 | 1 | 0 |  |
| 1. Additional data collected (attendance, grades, faculty attendance, surveys) |  |  | 1 | 0 |  |
| 1. Data entered weekly (minimum) |  |  | 1 | 0 |  |
| 1. Data analyzed monthly (minimum) |  | 2 | 1 | 0 |  |
| 1. Data shared with team and faculty monthly (minimum) |  | 2 | 1 | 0 |  |
| Expectations & Rules Developed | 1. 3-5 positively stated school-wide expectations posted around school | 3 | 2 | 1 | 0 |  |
| 1. Expectations apply to both students and staff in all settings | 3 | 2 | 1 | 0 |  |
| 1. Rules developed for specific settings (where problems are prevalent) |  | 2 | 1 | 0 |  |
| 1. Rules are linked to expectations |  |  | 1 | 0 |  |
| 1. Staff feedback/involvement in expectations/rule development |  | 2 | 1 | 0 |  |
| Reward/ Recognition Program Established | 1. A system of rewards has elements that are consistent across campus | 3 | 2 | 1 | 0 |  |
| 1. Rewards are available at a variety of levels (hierarchical, tangible, intangible) |  | 2 | 1 | 0 |  |
| 1. Rewards are linked to expectations | 3 | 2 | 1 | 0 |  |
| 28. Rewards are varied to maintain student interest. |  | 2 | 1 | 0 |  |
| Reward/ Recognition Program Established | 29. System includes opportunities for naturally occurring  reinforcement |  |  | 1 | 0 |  |
| 30. Ratios of reinforcement to corrections are high | 3 | 2 | 1 | 0 |  |
| 31. Students are involved in identifying/developing incentives |  |  | 1 | 0 |  |
| 32. The system includes incentives for staff/faculty |  | 2 | 1 | 0 |  |
| Lesson Plans Developed for Teaching Expectations/ Rules | 33. A behavioral curriculum includes concept and skill level  instruction |  | 2 | 1 | 0 |  |
| 34. Lessons include examples and non-examples |  |  | 1 | 0 |  |
| 35. Lessons use a variety of teaching strategies |  | 2 |  | 0 |  |
| 36. Lessons are embedded into subject area curriculum |  | 2 | 1 | 0 |  |
| 37. Strategies for use by families/community are developed |  |  | 1 | 0 |  |
| 38. Faculty/staff and students are involved in development |  |  | 1 | 0 |  |
| Implementation Plan | 39. Schedule/plans for teaching staff the discipline and data  system are developed |  | 2 | 1 | 0 |  |
| 40. Schedule/plans for teaching staff the lesson plans for students  are developed |  | 2 | 1 | 0 |  |
| 41. Schedule/plans for teaching students  expectations/rules/rewards are developed | 3 | 2 | 1 | 0 |  |
| 42. Boosters sessions for students and staff are scheduled/planned |  | 2 | 1 | 0 |  |
| 43. Schedule for rewards/incentives for the year is planned |  |  | 1 | 0 |  |
| 44. Plans for orienting incoming staff and students are developed |  | 2 | 1 | 0 |  |
| 45. Plans for involving families/community are developed |  |  | 1 | 0 |  |
| Crisis Plan | 46. Faculty/staff are taught how to respond to crisis situations |  |  | 1 | 0 |  |
| 47. Responding to crisis situations is rehearsed |  |  | 1 | 0 |  |
| 48. Procedures for crisis situations are readily accessible |  |  | 1 | 0 |  |
| Evaluation | 49. Annual surveys of students and staff are collected/ reviewed |  | 2 | 1 | 0 |  |
| 50. Students and staff know expectations and rules |  | 2 | 1 | 0 |  |
| 51. Staff use discipline system/documentation appropriately | 3 | 2 | 1 | 0 |  |
| 52. Staff use reward system appropriately | 3 | 2 | 1 | 0 |  |
| 53. Outcomes (behavior problems, attendance, morale) are  documented | 3 | 2 | 1 | 0 |  |
| TOTALS |  |  |  |  |  |  |

**Please return a copy of this form to:**

District Contact:

District Contacts will submit the scores in April to the LSU-PBS Project