# Completing the Benchmarks of Quality for School-wide Positive Behavior Support (SWPBS)

Each SWPBS team is encouraged to complete the *Benchmarks of Quality for School-wide Positive Behavior Support* three to six months after completing School-wide Positive Behavior Support Training or at the end of every school year (March or April). The Benchmarks can be used to:

1. Identify areas for improvement for each PBS Team;
2. Identify areas where the school has been successful in developing a SWPBS plan; and,
3. Identify schools that may be recognized by Louisiana’s Department of Education for excellence in developing and implementing a system of SWPBS.

The *Benchmarks of Quality:* ***Team Survey*** should be completed by the SWPBS Team prior to a scheduled team meeting. The *Benchmarks of Quality: Team Survey* consists of 53 items that reflect important components of the SWPBS process. Each team member should rate each item according to whether the component is “**In Place**”, “**Partially In Place**”, or “**Not In Place**”. Each team member should return the Team Survey to the Facilitator at least 48 hours before the scheduled team meeting.

The PBS Facilitator will score each Survey item by item. A blank *Benchmarks of Quality: Team Survey* can be used to summarize the scores for each item. Prior to the meeting, the Facilitator should be able to summarize the Team response to each item. For instance, “For Item # 1, 5 Team members believe that their SWPBS Team has broad representation (“In Place”), 2 Team members believe it is “Partially in Place”, and 1 Team member believes that the Team does not have broad representation (“Not in Place”).” During the team meeting, the Facilitator should share this summary with the team and prompt them to discuss areas of possible disagreement with queries such as “Let’s talk about why there is a difference of opinion about this item” or “Why do some of you feel that the Team does not have broad representation?”

The Facilitator can lead the Team through a discussion of each item until consensus is reached or there is sufficient clarification of what the majority of the team believes is an appropriate response. The accompanying **scoring guide** for the *Benchmarks of Quality* should assist the Facilitator with determining whether the response of the team qualifies as a 0, 1, 2, or 3 point response. The Facilitator should check the Team’s response with the scoring guide to identify the best score for each item. The Facilitator will then use the *Benchmarks of Quality: Scoring Form* to capture the Team’s score for each item. Any clarification of the Team’s response can be added to the back of the scoring form.

### BENCHMARKS OF QUALITY

## SCORING GUIDE

| Benchmark | **3 points** | **2 points** | **1 point** | **0 points** |
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| 1. Team has broad representation |  |  | Includes all of the following:  SAC team member, Administrator (i.e., principal, asst. principal or dean), reg. ed. teacher, spec. ed. teacher, member with behavior expertise, and a facilitator/district-level representation. | Some groups are not represented on the team. |
| 2. Team has administrative support | Administrator(s) attended training, play an active role in the PBS process, actively communicate their commitment, attends all team meetings, and supports the decisions of the PBS Team. | Administrator(s) support the process but **do not attend all** meetings or take as active a role as the rest of the team. | Administrator(s) support the process but **attend only a few** meetings or doesn’t take as active a role as the rest of the team. | Administrator(s) do not actively support the PBS process. |
| 3. 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). |
| 4. 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. |
| 5. Faculty are aware of behavior problems across campus (regular data sharing) |  | Data regarding school-wide behavior is shared with faculty monthly (**min. of 8 times** per year). | Data regarding school-wide behavior is occasionally shared with faculty **(3-7 times** per year). | Data is not regularly shared with faculty. Faculty may be given an update **0-2 times** per year |
| 6. Faculty involved in establishing goals |  | **Entire** faculty is asked and given the opportunity to participate (via surveys, school “dream”, “PATH”, etc.) in establishing PBS goals. | **Part** of faculty is given the opportunity to participate (via surveys, school “dream”, “PATH”, etc.) in establishing PBS goals. | **Faculty does not** participate in establishing PBS goals. |
| 7. Faculty feedback obtained throughout year |  | Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBS 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 PBS 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). |
| 8. 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 includes crisis situations.) | There is no differentiation between major and minor incidents and/or no written documentation of these procedures. |
| 9. Process includes documentation procedures |  |  | Procedures for dealing with both behavior incidents include a documentation process (i.e., form, database entry, file in room, etc.) to track both major and minor behaviors. | No documentation process exists or procedures do not include both major and minor behaviors. |
| 10. 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, race, 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. |
| 11. Behaviors defined | Written documentation exists that includes clear definitions of all behaviors listed on the referral form. | 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. |
| 12. Clearly identified major/minor behaviors |  | **All** staff are very clear about those behaviors that are staff managed and those that are sent to the office. Those behaviors are clearly differentiated and documented. | **Some** staff are unclear about behaviors that are staff managed and those that are sent to the office or no documentation exists. | Specific behaviors that are office managed vs. those that are classroom managed are not identified. |
| 13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors |  |  | There is evidence that **most** staff are aware of an array of appropriate responses to minor behavior problems. | There is evidence that the **majority** of staff **are not** aware of or using an array of appropriate responses to minor behavior problems. |
| 14. Suggested array of appropriate responses to major (office-managed) problem behaviors |  |  | There is evidence that **all** administrative staff are aware of an array of predetermined appropriate responses to major behavior problems. | There is evidence that **some** administrative staff are not aware of, or are not following, an array of predetermined appropriate responses to major behavior problems. |
| 15. Data system 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. |
| 16. Additional data collected (attendance, grades, faculty attendance, surveys) |  |  | The team collects and considers data other than the data system to help determine progress and successes. The data may include attendance, grades, faculty attendance, school surveys, etc. | The team does not use other data sources during PBS meetings or when sharing data with faculty. |
| 17. Data entered weekly (minimum) |  |  | All data is consistently entered **weekly**. | Data is not entered at least weekly (minimum). |
| 18. Data analyzed monthly (minimum) |  | Data is printed, analyzed, and put into graph format or other easy to understand format by a member of the team **monthly** (minimum) | Data is printed, analyzed, and put into graph format or other easy to understand format by a team member **less than once a month**. | Data is **not analyzed**. |
| 19. Data shared with team and faculty monthly (minimum) |  | Data is shared with the PBS team and faculty **at least once a month**. | Data is shared with the PBS team and faculty **less than one time a month.** | Data is not reviewed each month by the PBS team and shared with faculty. |
| 20. 3-5 positively stated school-wide expectations posted around school | The team has 3-5 school-wide expectations 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). | Expectations are posted in most important areas, but one area may be missed. | Expectations are not clearly visible or only rules are posted in common areas. | Team has either too few or too many expectations or they are not posted. |
| 21. Expectations apply to both students and staff in all settings | PBS team has communicated that expectations apply to all students **AND** all staff in all settings. | PBS team has communicated that expectations apply to all students **AND** all staff but not in all settings. | Expectations refer only to student behavior **OR** don’t apply in all school settings. | Expectations refer only to student behavior **AND** don’t apply in all school settings. |
| 22. Rules developed for specific settings (where problems are prevalent) |  | Rules specifically target the most problematic areas and behaviors in the school. They are limited to 3-5 rules per school setting. | Rules are posted, but some problem areas were overlooked or there are more than 5 rules per setting. | There are no rules posted for the most problematic areas of the school. |
| 23. Rules are based on expectations |  |  | When taught or enforced, teachers are careful to link the rule with the school-wide expectations. | Rules are taught or enforced separate from the expectations. Staff are not consistently linking the rules with the expectations or are creating new rules. |
| 24. Staff feedback/involvement in expectations/rule development |  | All staff were involved in the development of the school-wide expectations and rules (i.e., survey, feedback, initial brainstorming session, election process, etc.) | Some staff were selected to provide feedback/input into the development of the rules and expectations. | Staff were presented with the list of pre-selected school-wide expectations. They may have been given the opportunity to revise the expectations. However, if asked staff perceived the expectations were pre-set. |
| 25. A system of rewards has elements that are consistent across campus | The school reward system is consistent across campus. All members of the school are participating appropriately.  (**100%** staff participation) | The reward system guidelines and procedures are consistent across campus. However, some staff chose not to participate or participation does not follow the established criteria.  (**80-99%** staff participation) | The reward system guidelines and procedures are not implemented consistently because several staff chose not to participate or participation does not follow the established criteria.  (**60-79%** staff participation) | There is no identifiable reward system or a large percentage of staff are not participating.  (**less than 60%** staff participation) |
| 26. Rewards are available at a variety of levels (hierarchical, tangible, intangible) |  | The school has a variety of ways that students can cash in tokens/points for rewards. 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. | Rewards are available at a variety of levels, but students do not have access to a variety of rewards in a consistent and timely manner. | The school uses only one set method of rewarding 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. |
| 27. Rewards are linked to expectations | 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 however, staff often neglect to verbalize appropriate behaviors when giving rewards. |  | Rewards are provided for behaviors that are not identified in the rules and expectations. |
| 28. Rewards are varied to maintain student interest |  | The school takes into consideration student age, culture, gender, and ability level and varies rewards to maintain student interest. Rewards are also periodically exchanged for new items to maintain 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 students interests. |
| 29. System includes opportunities for naturally occurring reinforcement. |  |  | Students may often get natural rewards such as praise, recognition for academic performance that is not part of the planned reward system. | No reinforcement is delivered outside of the reward system. |
| 30. Ratios of reinforcement 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) |
| 31. Students are involved in identifying/developing incentives |  |  | Students **are** involved in identifying/developing incentives. | Students **are not** involved in identifying/developing incentives. |
| 32. The system includes incentives for staff/faculty |  | The system includes incentives for staff/faculty. | The system includes incentives for staff/faculty, but they are not delivered consistently. | The system **does not** include incentives for staff/faculty. |
| 33. A behavioral curriculum includes concept and skill level instruction |  | Lesson plans are developed for both 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 |
| 1. 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. |
| 35. 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. |
| 36. 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 half** of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas. |
| 37. Strategies for use by families/community are developed |  |  | The PBS Plan includes the development and implementation of strategies used by families **and** in the community. | The PBS plan does not involve both families and the community. |
| 38. Faculty/staff and students are involved in development & delivery of the lesson plans |  |  | Faculty, staff and students Are involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings. | The core team develops lesson plans with little or no involvement from the rest of the faculty/staff or students. |
| 39. Schedule/plans for teaching staff the discipline and data system are developed |  | The team scheduled time to present and train faculty and staff on the discipline procedures and data system. Training included: 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. “Teaching” includes checking for accuracy of information and comprehension. | The information was introduced and given to staff, but there was no check for accuracy of information or comprehension. Or, presentation 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 given the information without formal introduction and explanation. |
| 40. Schedule/plans for teaching staff the lesson plans for students are developed |  | The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules. Training included: 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. “Teaching” includes checking for accuracy of information and comprehension. | The information was introduced and given to staff, but there was no check for accuracy of information or comprehension. Or, presentation did not include all components (i.e., 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.) | Staff was either not trained or given the information without formal introduction and explanation. |
| 41. Schedule/plans for teaching students expectations/rules/rewards are developed | 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. |
| 42. Boosters sessions for students and staff are scheduled/planned |  | Booster sessions to reteach staff/students are conducted when the data suggest problems/concerns by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Staff/students are taught again yearly. | Booster sessions are scheduled randomly or are not based on the data. | Booster sessions for students and staff are **not** scheduled/planned. |
| 43. 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 delivery of rewards/incentives. |
| 44. Plans for orienting incoming staff and students are developed |  | Team has planned for the introduction of School-wide PBS 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 | Team has not planned for the introduction of School-wide PBS and training of new staff or students |
| 45. Plans for involving families/community are developed |  |  | Team has planned for the introduction of school-wide PBS to families/community (i.e., newsletter, brochure, PTA, open-house, etc.) | Team has not planned for the introduction of school-wide PBS to families/community. |
| 46. Faculty/staff are taught how to respond to crisis situations |  |  | Faculty and staff are taught how to personally respond to crisis situations and periodically quizzed on the information in the district crisis manual to check for understanding. | Faculty and staff are not taught how to personally respond to crisis situations and are not quizzed on the information to check for understanding. |
| 47. Responding to crisis situations is rehearsed |  |  | Faculty and staff are given opportunities during the school year to practice responding to crisis situations. | Faculty and staff do not practice responding to crisis situations. |
| 48. Procedures for crisis situations are readily accessible |  |  | Faculty and staff have ready access to and know where to find procedures for dealing with crisis situations | Crisis response plans exist, but are not readily accessible (e.g., posted in only a few locations on the school campus) to faculty and staff. |
| 49. Annual surveys of students and staff are collected/ reviewed |  | Annual surveys of students and staff are collected and reviewed and address the PBS plan. | Surveys include input from students or staff, but do not address the PBS plan. | Survey information is not collected annually and doesn’t address the plan. |
| 50. Students and staff know expectations and rules |  | Evaluations conducted at least yearly identify that **90%** of students and staff can identify the school-wide expectations and rules for specific settings. | Evaluations conducted at least yearly identify that **60- 89%** of students and staff can identify the school-wide expectations and rules for specific settings. | Evaluation of knowledge of staff and students is **not planned** throughout the year or **fewer than 60%** of students and staff can identify the expectations and rules. |
| 51. Staff use office discipline referral process/documentation appropriately | Evaluations are conducted at least yearly and identify that **ALL** staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. | Evaluations are conducted at least yearly and identify that at least **90%** of staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. | Evaluations are conducted at least yearly and identify that **60-89%** of staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. | Evaluations are either not conducted OR identify that **fewer than 60%** of staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. |
| 52. Staff use reward system appropriately | Evaluations conducted at least yearly identify that **ALL** staff understands identified guidelines for the reward system and are using the reward system appropriately. | Evaluations conducted at least yearly identify that at least **90%** of staff understand identified guidelines for the reward system and are using the reward system appropriately. | Evaluations conducted at least yearly identify that **60-89%** of staff understand identified guidelines for the reward system and are using the reward system appropriately. | Evaluations are not conducted at least yearly or do not assess staff knowledge and use of the reward system OR **fewer than 60%** of staff use the rewards appropriately. |
| 53. Outcomes (behavior problems, attendance, morale) are documented | There is a plan for collecting data to evaluate PBS outcomes, data is collected as scheduled, and data is used to evaluate PBS plan. | There is a plan for collecting data to evaluate PBS outcomes, some of the scheduled data has been collected, available data is used to evaluate PBS plan. | There is an established plan for collecting data to evaluate PBS outcomes, however nothing has been collected to date. | There is no established plan for collecting data to evaluate PBS outcomes. |