

## SCORING GUIDE:

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

#### When & Why

Benchmarks of Quality 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 PBS 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 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 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 and implemented (where applicable). Coaches will collect and tally responses and record on the *Benchmarks of Quality 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 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* that 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: Scoring Form*, the coach will report back to the team using the *Team Report* page of the *Benchmarks of Quality: 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 to District Coordinator

The coach will forward a copies of the *Benchmarks of Quality: Scoring Form* and all of the *Team Member Rating Forms* to the to the district coordinator. Based upon the results of the Benchmarks, a PBS faculty member may contact the coach to determine if the school is interested in being considered for “model school” status. Potential “model schools” must agree to participate in on-site follow-up assessments.

## BENCHMARKS OF QUALITY SCORING GUIDE

Benchmark	3 points	2 points	1 point	0 points
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 coach/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, support the decisions of the PBS Team, and attend <b>all</b> team meetings.	Administrator(s) support the process, take as active a role as the rest of the team, and/or attend <b>most</b> meetings	Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends <b>only a few</b> meetings.	Administrator(s) do not actively support the PBS process.
3. Team has regular meetings (at least monthly)		Team meets monthly ( <b>min. of 9 one-hour meetings</b> each school year).	Team meetings are not consistent ( <b>5-8 monthly meetings</b> each school year).	Team seldom meets ( <b>fewer than five monthly meetings</b> 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 ( <b>min. of 8 times</b> per year).	Data regarding school-wide behavior is occasionally shared with faculty ( <b>3-7 times</b> per year).	Data is not regularly shared with faculty. Faculty may be given an update <b>0-2 times</b> per year
6. Faculty involved in establishing and reviewing goals		<b>Most</b> faculty participate in establishing PBS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	<b>Some</b> of the faculty participates in establishing PBS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	<b>Faculty does not</b> participate in establishing PBS goals.

Benchmark	3 points	2 points	1 point	0 points
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 <b>has</b> established clear, written procedures that lay out the process for handling both major and minor discipline incidents. ( <b>Includes</b> crisis situations)	Team <b>has</b> established clear, written procedures that lay out the process for handling both major and minor discipline incidents. ( <b>Does not include</b> crisis situations.)	Team <b>has not</b> established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents.
9. Process includes documentation procedures			There <b>is a</b> documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).	There <b>is not a</b> documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).
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, 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.
11. Behaviors 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.

Benchmark	3 points	2 points	1 point	0 points
12. Major/minor behaviors are clearly identified/understood		<b>Most</b> 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.	<b>Some</b> 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.
13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			There is evidence that <b>most</b> staff are aware of and use an array of appropriate responses to minor behavior problems.	There is evidence that <b>few</b> staff are aware of or use 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 <b>all</b> administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.	There is evidence that <b>some</b> administrative staff are not aware of, or do not follow, 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 <b>ALL</b> 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.	<b>ALL</b> 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), <b>though it may not be</b> in graph format, may require more staff time to pull the information, or require staff time to make sense of the data.	Only <b>partial</b> 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 <b>not able</b> to provide any of the necessary information the team needs to make school-wide decisions.

<b>Benchmark</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
16. Additional data collected (attendance, grades, faculty attendance, surveys)			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 <b>not</b> collect or consider data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.).
17. Data entered weekly (minimum)			Data is typically entered at least <b>weekly</b> .	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 <b>monthly</b> (minimum)	Data is printed, analyzed, and put into graph format or other easy to understand format by a team member <b>less than once a month</b> .	Data is <b>not analyzed</b> .
19. Data shared with team and faculty monthly (minimum)		Data is shared with the PBS team and faculty <b>at least once a month</b> .	Data is shared with the PBS team and faculty <b>less than one time a month</b> .	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	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).	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.
21. Expectations apply to both students and staff	PBS team <b>has communicated</b> that expectations apply to all students <b>and</b> all staff.	PBS team has expectations that apply to all students <b>AND</b> 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.
22. Rules developed and posted for specific settings (where problems are prevalent)		Rules are posted <b>in all</b> of the most problematic areas in the school.	Rules are posted <b>in some, but not all</b> of the most problematic areas of the school.	Rules <b>are not</b> posted in any of the most problematic areas of the school.

<b>Benchmark</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
23. Rules are linked to expectations			When taught or enforced, staff <b>consistently</b> link the rules with the school-wide expectations.	When taught or enforced, staff <b>do not consistently</b> link the rules with the school-wide expectations and/or rules are taught or enforced separately from expectations.
24. Staff feedback/involvement in expectations/rule development		<b>Most</b> 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.
25. A system of rewards has elements that are implemented consistently across campus	The reward system guidelines and procedures <b>are</b> implemented consistently across campus. Almost all members of the school are participating appropriately.  at least <b>90%</b> participation	The reward system guidelines and procedures <b>are</b> implemented consistently across campus. However, some staff choose not to participate or participation does not follow the established criteria.  at least <b>75%</b> participation	The reward system guidelines and procedures <b>are not</b> implemented consistently because several staff choose not to participate or participation does not follow the established criteria.  at least <b>50%</b> participation	There is no identifiable reward system or a large percentage of staff are not participating.  less than <b>50%</b> participation
26. 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.

<b>Benchmark</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
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 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.
28. 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 <b>may not</b> reflect students' interests.	The rewards are <b>not</b> varied throughout the school year and <b>do not</b> reflect student's interests.
29. System includes opportunities for naturally occurring reinforcement.			Students often get natural rewards such as praise and recognition for academic performance that are not part of the planned reward system.	Students rarely get natural rewards, such as praise and recognition for academic performance that are not part of the planned reward system.
30. Ratios of reinforcement to corrections are high	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are <b>high</b> (e.g., 4:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are <b>moderate</b> (e.g., 2:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are <b>about the same</b> (e.g., 1:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are <b>low</b> (e.g., 1:4)
31. Students are involved in identifying/developing incentives			Students <b>are often</b> involved in identifying/developing incentives.	Students <b>are rarely</b> involved in identifying/developing incentives.
32. 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 <b>does not</b> include incentives for staff/faculty.
33. A behavioral curriculum includes concept and skill level instruction		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

34. 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.
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 <b>not</b> been taught or do not exist.
36. Lessons are embedded into subject area curriculum		<b>Nearly all</b> teachers embed behavior teaching into subject area curriculum on a daily basis.	<b>About 50%</b> of teachers embed behavior teaching into subject area curriculum or embed behavior teaching fewer than 3 times per week	<b>Less than 50%</b> of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas.
37. Faculty/staff and students are involved in development & delivery of lesson plans			Faculty, staff, and students <b>are</b> involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.	Faculty, staff, and students <b>are not</b> involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.
38. Strategies to reinforce the lessons with families/community are developed and implemented			The PBS Plan <b>includes</b> 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 PBS plan <b>does not include</b> strategies to be used by families and the community.

39. Develop, schedule, and deliver plans to teach staff the discipline and data system		The team scheduled time to present and train faculty and staff on the discipline procedures and data system <b>including</b> checks for accuracy of information or comprehension. <b>Training included all components:</b> 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, <b>but there were no</b> checks for accuracy of information or comprehension. <b>OR training did not include all components</b> (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.
40. Develop, schedule, and deliver plans to teach staff the lesson plans for teaching students		The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules <b>including</b> checks for accuracy of information or comprehension. <b>Training included all components:</b> 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 <b>but there were no</b> checks for accuracy of information or comprehension. <b>OR Training did not include all components:</b> 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 was given the information without formal introduction and explanation.
41. Develop, schedule and deliver plans for teaching students expectations, rules, & rewards	Students are introduced/taught <b>all</b> of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught <b>two (2)</b> of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught only <b>one (1)</b> of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are not introduced/taught <b>any</b> of the following: school expectations, rules for specific setting, and the reward system guidelines.

42. 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 <b>not</b> scheduled/planned. Expectations and rules are reviewed with students once a month or less.
43. Schedule for rewards/incentives for the year is planned			There <b>is a</b> clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.	There <b>is no</b> plan for the type and frequency of rewards/incentives to be delivered throughout the year.
44. Plans for orienting incoming staff and students are developed and implemented		Team has planned for and carries out 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. OR the team has plans but has not implemented them.	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 and implemented			Team has planned for the introduction and on-going involvement of school-wide PBS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)	Team has not introduced school-wide PBS to families/community.
46. Faculty/staff are taught how to respond to crisis situations			Faculty and staff <b>are</b> taught how to personally respond to crisis situations and <b>have</b> written information (i.e. manual) of the district crisis plan.	Faculty and staff <b>are not</b> taught how to personally respond to crisis situations and/or <b>have no</b> written information (i.e. manual) of the district crisis plan.

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 <b>have</b> ready access to and know where to find procedures for dealing with crisis situations	Faculty and staff <b>do not have</b> ready access to or know where to find procedures for dealing with crisis situations
49. Students and staff are surveyed about PBS		Students and staff <b>are</b> surveyed at least annually (i.e. items on climate survey or specially developed PBS plan survey), and information <b>is used</b> to address the PBS plan.	Students and staff <b>are</b> surveyed at least annually (i.e. items on climate survey or specially developed PBS plan survey), but information <b>is not used</b> to address the PBS plan.	Students and staff <b>are not</b> surveyed.
50. Students and staff can identify expectations and rules		<b>Almost all</b> 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%	<b>Many</b> students and staff can identify the school-wide expectations and rules for specific settings.  at least 50%	<b>Few</b> of students and staff can identify the expectations and rules for specific settings OR Evaluations are not conducted  less than 50%
51. Staff use discipline system/documentation 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, morale) are documented and used to evaluate PBS plan.	There is a plan for collecting data to evaluate PBS outcomes, <b>most</b> data is collected as scheduled, and data is used to evaluate PBS plan.	There is a plan for collecting data to evaluate PBS outcomes, <b>some</b> of the scheduled data has been collected, and data is used to evaluate PBS plan.	There is a plan for collecting data to evaluate PBS outcomes, however nothing has been collected to date.	There is no plan for collecting data to evaluate PBS outcomes.