



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

The *Initial Benchmarks of Quality for School-wide Positive Behavior Support* should be completed prior to attending SWPBS Training. Completion of this document addresses Item 6 on the Training Readiness Checklist for Individual Schools.

The Initial Benchmarks are simply used as a baseline measure prior to SWPBS Training. In terms of SWPBS, the results derived may identify areas of achieved success and areas for improvement. The information gathered from this measure may assist the team in determining an appropriate action plan for implementing SWPBS at your school. Your school team will review the results on the final day of SWPBS Training when completing your final action plan.

## Procedures for Completing

### Step 1 – Team Completion

The identified team members (a diverse and representative team consisting of faculty, staff, administration, School Improvement Team members) who plan to attend the upcoming SWPBS Training will complete the *Initial Benchmarks of Quality*. Based upon their judgment from personal experience with the school, rate each item in terms of “**In Place**”, “**Needs Improvement**”, or “**Not in Place**”. Through team consensus, place a check mark in the appropriate box. Some of the items relate to product and process development while others relate to action items. In order to be rated as “In Place;” the item must be developed and implemented (where applicable). Do not leave any items blank.

### **REMEMBER:**

This is a baseline measure. Do not expect to have every item marked “In Place” since your team has not yet completed a SWPBS Training nor developed and implemented a SWPBS Plan.

**Step 2 – Submit completed *Training Readiness Checklist for Individual Schools* with copy of completed *Initial Benchmarks of Quality* to District Coordinator**

School Name: \_\_\_\_\_ District: \_\_\_\_\_ Date: \_\_\_\_\_  
 Persons Completing Survey with Titles: \_\_\_\_\_

**(Attach the completed form to your School Readiness Checklist and return to your District Coordinator)**

<b>Initial School-wide Benchmarks of Quality</b>				
<b>BASELINE: PRE-PBS TRAINING</b>				
<b>Directions: Place a check in the box that most accurately describes your current status on each benchmark.</b>				
<b>Critical Elements</b>	<b>Benchmarks of Quality</b>	<b>Check One</b>		
		<b>In Place</b>	<b>Needs Improvement</b>	<b>Not In Place</b>
PBS Team	1. Team has broad representation			
	2. Team has administrative support			
	3. Team has regular meetings (at least monthly)			
	4. Team has established a clear mission/purpose			
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)			
	6. Faculty involved in establishing and reviewing goals			
	7. Faculty feedback obtained throughout year			
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format			
	9. Process includes documentation procedures			
	10. Discipline referral form includes information useful in decision making			
	11. Behaviors defined			
	12. Major/minor behaviors are clearly identified/understood			
	13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			
Data Entry & Analysis Plan Established	14. Suggested array of appropriate responses to major (office-managed) problem behaviors			
	15. Data system to collect and analyze ODR data			
	16. Additional data collected (attendance, grades, faculty attendance, surveys)			
	17. Data entered weekly (minimum)			
	18. Data analyzed monthly (minimum)			
Expectations & Rules Developed	19. Data shared with team and faculty monthly (minimum)			
	20. 3-5 positively stated school-wide expectations posted around school			
	21. Expectations apply to both students and staff			
	22. Rules developed and posted for specific settings (where problems are prevalent)			
	23. Rules are linked to expectations			
	24. Staff feedback/involvement in expectations/rule development			

Critical Elements	Benchmarks of Quality	In Place	Needs Improvement	Not In Place
Reward/ Recognition Program Established	25. A system of rewards has elements that are implemented consistently across campus			
	26. A variety of methods are used to reward students			
	27. Rewards are linked to expectations			
	28. Rewards are varied to maintain student interest			
	29. System includes opportunities for naturally occurring reinforcement			
	30. Ratios of reinforcement to corrections are high			
	31. Students are involved in identifying/developing incentives			
	32. The system includes incentives for staff/faculty			
Lesson Plans for Teaching Expectations/ Rules	33. A behavioral curriculum includes concept and skill level instruction			
	34. Lessons include examples and non-examples			
	35. Lessons use a variety of teaching strategies			
	36. Lessons are embedded into subject area curriculum			
	37. Faculty/staff and students are involved in development and delivery of lesson plans			
	38. Strategies to reinforce the lessons with families/community are developed and implemented			
Implementation Plan	39. Develop, schedule, and deliver plans to teach staff the discipline and data system			
	40. Develop, schedule, and deliver plans to teach staff the lesson plans for students			
	41. Schedule/plans for teaching students expectations/rules/rewards are developed			
	42. Booster sessions for students and staff are scheduled, planned, and delivered			
	43. Schedule for rewards/incentives for the year is planned			
	44. Plans for orienting incoming staff and students are developed and implemented			
	45. Plans for involving families/community are developed and implemented			
Crisis Plan	46. Faculty/staff are taught how to respond to crisis situations			
	47. Responding to crisis situations is rehearsed			
	48. Procedures for crisis situations are readily accessible			
Evaluation	49. Students and staff are surveyed about PBS			
	50. Students and staff know expectations and rules			
	51. Staff use discipline system/documentation appropriately			
	52. Staff use reward system appropriately			
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plans			