


## Using the Benchmarks of Quality (BoQ) Implementation Fidelity Measure

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This product was developed by Florida's Positive Behavior Support Project through the University of South Florida, Louis de la Torre (Louis de la Torre) Health Institute funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

## Objectives

- Purpose of the Benchmarks of Quality (BoQ)
- How it fits within a comprehensive evaluation system
- Administration and completion
- Using the results to boost implementation and validate outcomes


**School**  
**District**  
**State**

Future considerations



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## Introduction to BoQ



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## Creation: Based on Needs

- Reliably assess team's implementation
- Distinguish Model Schools
- Easy to complete by Coaches with little training
- Quick to complete
- Provide feedback to team
- Clarify outcomes as related to implementation



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## Benchmarks of Quality

Identified items aligned with SWPBS Training process  
 53 items addressing areas of:


- Faculty commitment
- Effective procedures for dealing with discipline
- Data entry and analysis plan established
- Expectations and rules developed
- Reward/recognition program established
- Lesson plans for teaching
- Implementation plan
- Crisis plan
- Evaluation



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## BoQ Validation Process


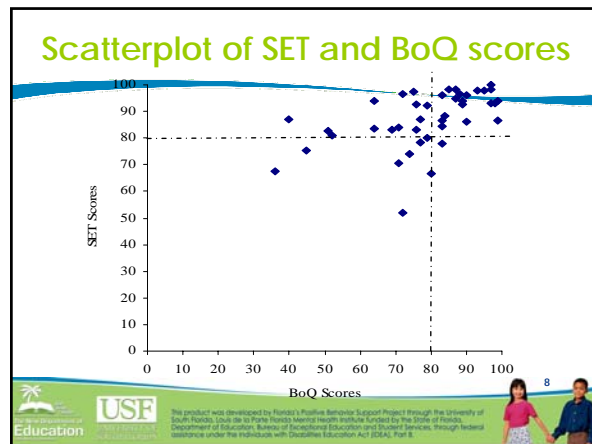
- Expert Review
- Pilot Study
- Florida & Maryland Schools
  - Elementary, Middle, High, Center/Alt
- Reliability – Test-retest, Inter-rater both >.01
- Concurrent Validity – SET/ODRs
- For more details see JPBI – Fall 2007



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## Use of the School-Wide Evaluation Tool (SET)

- SET is a validated **research tool** that combines multiple assessment approaches (interviews, observations, product reviews) to arrive at an implementation score
- Concerns:
  - Time
  - High scores
  - Potential for “practice effect”
  - May not reflect current activities
  - Not as useful for action planning
- Results of correlation with BoQ
  - Overall  $r = .51$  ( $p < .01$ )

## BoQ Factor Analysis

- Exploratory and confirmatory analysis
  - Most items “hang together” within a critical element but fit better within a 5 factor structure
  - All but 4 of the 53 items were found to have internal consistency (strong items)
  - Item/total correlations indicated that 46 of the 53 items were highly correlated with total score
    - The 4 items without strong internal consistency were also found to lack item/total correlation
    - All 3 crisis items



## Utility of the BoQ

BoQ is reliable, valid, efficient and useful


Moderate correlation with SET

Data regarding association with ODRs

Ease of use


- Little training
- Little time from team and Coach
- Areas not unique to one training approach
- Assist states that are rapidly expanding PBS efforts

Specific team feedback: celebration/planning




## Benchmarks Review

- Describe the Benchmarks of Quality (what is it?)
- Describe the psychometric properties of the Benchmarks of Quality (can we trust it?)
- Share your answers to these questions with your neighbor




## How the BoQ Fits within a Comprehensive Evaluation System



## Purpose of Evaluation


- To examine the extent to which teams are **accurately selecting and implementing** PBS systems and practices
- Allows teams to determine the extent to which target **student outcomes** are being and/or likely to be **achieved**
- To determine if teams are accurately and consistently **implementing activities and practices** as specified in their individualized action plan  
*(PBIS Blueprint, 2005)*



## Factors to Consider in Developing Comprehensive Evaluation Systems


- Systems Preparation
  - Readiness activities
- Service Provision
  - Training and technical assistance
- Evaluation Process
  - Timelines
- Evaluation Data
  - Implementation Fidelity, Impact on Students, Attrition, Client Satisfaction
- Products and Dissemination
  - Reports, materials, presentations, etc.

*(Childs, Kincaid & George, in press)*

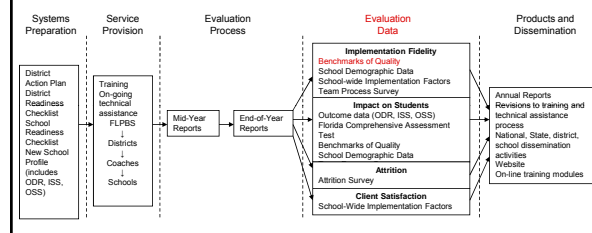


## PBIS Evaluation Blueprint: A Work in Progress...


Research	Self-Assessment	Progress Monitoring
<ul style="list-style-type: none"> <li><b>•SET (1)</b> School-wide Evaluation Tool <i>Sugai, Lewis-Palmer, Todd &amp; Horner (2001)</i></li> <li><b>•ISSET (2/3)</b> Individual Student Systems Evaluation Tool <i>Anderson, Lewis-Palmer, Todd, Horner, Sugai &amp; Sampson (2008)</i></li> </ul>	<ul style="list-style-type: none"> <li><b>•BoQ (1)</b> Benchmarks of Quality <i>Kincaid, Childs &amp; George (2005)</i></li> <li><b>•BAT (2/3)</b> Benchmarks for Advanced Tiers <i>Anderson, Childs, Kincaid, Horner, George, Todd, Sampson &amp; Spaulding (2009)</i></li> </ul>	<ul style="list-style-type: none"> <li><b>•TIC (1)</b> Team Implementation Checklist <i>Sugai, Horner &amp; Lewis-Palmer (2001)</i></li> <li><b>•PIC (1,2,3)</b> PBS Implementation Checklist for Schools <i>Childs, Kincaid &amp; George (2009)</i></li> </ul>



## Florida's Service Delivery and Evaluation Model




*(Childs, Kincaid & George, in press)*




## Time to Think

- What plans do you have for using the Benchmarks of Quality?
- Jot down any new ideas that this discussion has generated
- We will address the big picture later in the morning...



## Administration and Completion




### 3 Elements of the Benchmarks of Quality

- **Team Member Rating Form**
  - Completed by team members independently
  - Returned to coach/facilitator
- **Scoring Form**
  - Completed by coach/facilitator using Scoring Guide
  - Used for reporting back to team
- **Scoring Guide**
  - Describes administration process
  - Rubric for scoring each item




### Method of Completion

- Coach/facilitator uses Scoring Guide to ascertain the appropriate score for each item, collects Team Member Rating forms, resolves any discrepancies, and reports back to team
- **Alt. Option** – Scoring Form is completed at a team meeting with all members reaching consensus on the appropriate score for each item using the Scoring Guide rubric. The team identifies areas of strength and need.




### Completion of BoQ Step 1 – Coach’s Scoring

- The Coach/facilitator 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.




### Benchmarks Practice: Scoring Form, Scoring Guide

Critical Elements	STEP 1				STEP 2 ++, +, or _	STEP 3
PBS Team	1. Team has broad representation	1	1	0		
	2. Team has administrative support	3	2	1	0	
	3. Team has regular meetings (at least monthly)	2	1	0		
	4. Team has established a clear mission/purpose	1	1	0		




### Benchmarks Practice: Scoring Form, Scoring Guide

Critical Elements	STEP 1				STEP 2 ++, +, or _	STEP 3
PBS Team	1. Team has broad representation	1	1	0		
	2. Team has administrative support	3	2	1	0	
	3. Team has regular meetings (at least monthly)	2	1	0		
	4. Team has established a clear mission/purpose	1	1	0		



### Completion of BoQ Step 2 – Team Member Rating

- The coach/facilitator 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.”**



### Benchmarks Practice: Scoring Form, Team Members Rating Form

		In Place (++) Needs Improvement (+) Not In Place (-)		
STEP 1		STEP 2 ++, +, or -	STEP 3	
1. Team has broad representation		0	0	++
2. Team has administrative support	3 2 1 0	1	0	+
<b>Team Member A</b>				
1. Team has broad representation		X		
2. Team has administrative support			X	
<b>Team Member B</b>				
1. Team has broad representation		X		
2. Team has administrative support			X	
<b>Team Member C</b>				
1. Team has broad representation		X		
2. Team has administrative support			X	

### Benchmarks Team Member Tally Form

Critical Elements	Benchmarks of Quality Questions	In Place (++)	Needs Improvement (+)	Not In Place (-)
PBS Team	1.			
	2.			
	3.			
	4.			
Faculty Commitment	5.			
	6.			
	7.			

### Completion of BoQ 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* would result in a different score, the item and the adjusted final score should be recorded on the *Scoring Form*.

### Benchmarks Practice: Scoring Form, Team Members Rating Form

		In Place (++) Needs Improvement (+) Not In Place (-)		
STEP 1		STEP 2 ++, +, or -	STEP 3	
1. Team has broad representation		0	0	++
2. Team has administrative support	3 2 1 0	1	0	+
<b>Team Member A</b>				
1. Team has broad representation		X		
2. Team has administrative support			X	
<b>Team Member B</b>				
1. Team has broad representation		X		
2. Team has administrative support			X	
<b>Team Member C</b>				
1. Team has broad representation		X		
2. Team has administrative support			X	

### Completion of BoQ 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.

### Benchmarks Team Summary: Scoring Form

Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description
2	++, ++, +	0	Administrator does not actively support the process

Areas of Strength

Critical Element	Description of Areas of Strength


Areas in Need of Development

Critical Element	Description of Areas in Need of Development

### Benchmarks Critical Element Maximum


MAX SCORES PER ELEMENT					
Critical Elements	STEP 1				
PBS Team	1. Team has broad representation	3	2	1	0
	2. Team has administrative support	3	2	1	0
	3. Team has regular meetings (at least monthly)	3	2	1	0
	4. Team has established a clear mission/purpose	3	2	1	0
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)	2	1	0	
	6. Faculty involved in establishing and reviewing goals	2	1	0	
	7. Faculty feedback obtained throughout year	2	1	0	
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format	2	1	0	
	9. Process includes documentation procedures	2	1	0	
	10. Discipline referral form includes information useful in decision making	2	1	0	
	11. Behaviors defined	3	2	1	0
	12. Major/minor behaviors are clearly identified/understood	2	1	0	
		7	6	12	

## Practice – Your Turn!



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## Q & A



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## Alternative Option\* for Completion of BoQ


\*being piloted, not method used in validation



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### Alternative Option Step 1 – Team Member Scoring


- The team member uses personal experience with PBS and the descriptions and exemplars in the *Benchmarks of Quality Scoring Guide* for each of the 53 items on the *Benchmarks of Quality Scoring Form* (p.1 & 2). The team will meet and reach consensus on the appropriate score for each item.



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### Alternative Option Step 2 – Team Summary


- After completing the *Benchmarks of Quality: Scoring Form*, the team should use the *Team Report* page of the *Benchmarks of Quality: Scoring Form* to guide a discussion of the identified areas of strength (high ratings) and weakness (low ratings). This information should be used as “constructive feedback” to assist with action planning.



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## Submitting Your Evaluation

- **Step 5 – Reporting/Entering Data**
- The coach/facilitator will enter the data from the *Benchmarks of Quality: Scoring Form* on [www.pbssurveys.org](http://www.pbssurveys.org)
- See PBS Surveys Users Manual for specific instructions.
- District/state coordinators may establish due dates for completion of the BoQ annually, or more frequently as needed.




## PBS Surveys

[www.pbssurveys.org](http://www.pbssurveys.org)



## What if I Question the Results?

- District Level verification
- 2<sup>nd</sup> completion by internal/external coach
- On-site Walk-through



## Brief Walk-through

**On-Site PBS Walkthrough**

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBS is evident. It will allow the observer to provide feedback to the PBS team and administration.

Observer: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

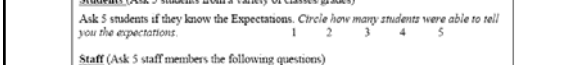
**School Expectations:** \_\_\_\_\_

**Visibility:**  
Circle the following locations where Expectation Posters were visible:  
Hallways    Main Office    Classrooms    Cafeteria  
Media Center    Gym Playground    Computer Lab    Other

Circle the following locations where Rules Posters were visible:  
Hallways    Main Office    Classrooms    Cafeteria  
Media Center    Gym Playground    Computer Lab    Other


**Students** (Ask 5 students from a variety of classes/grades)  
Ask 5 students if they know the Expectations. Circle how many students were able to tell you the expectations:    1    2    3    4    5

**Staff** (Ask 5 staff members the following questions)




## How Will you Administer the BoQ?

- Who will complete?
- Which process will you use (coach or team)
- When will it be completed?
- What data system will you use?
- What if there is a question about the results?



## Using the BoQ Results to Boost Implementation and Validate Outcomes


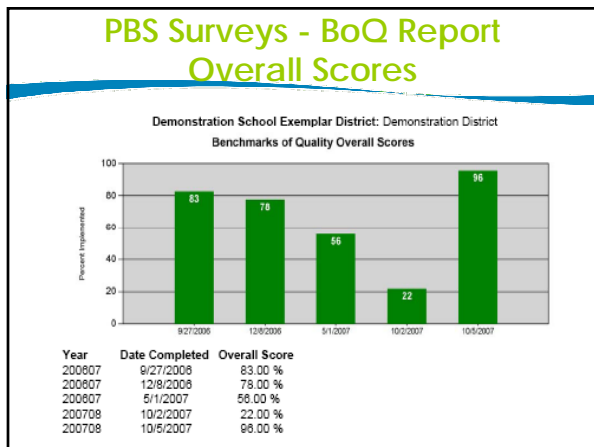
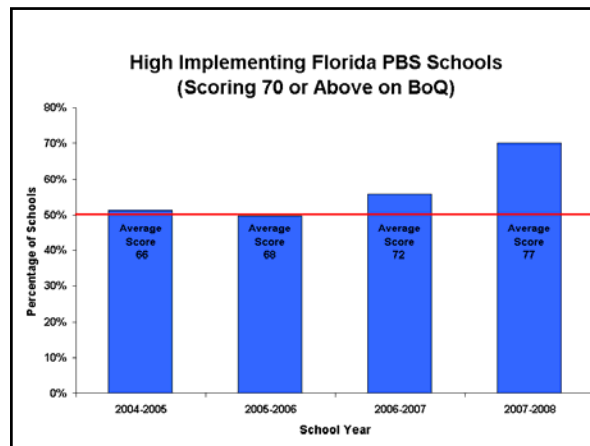


## Using the BoQ Results

Action plan to increase fidelity of implementation

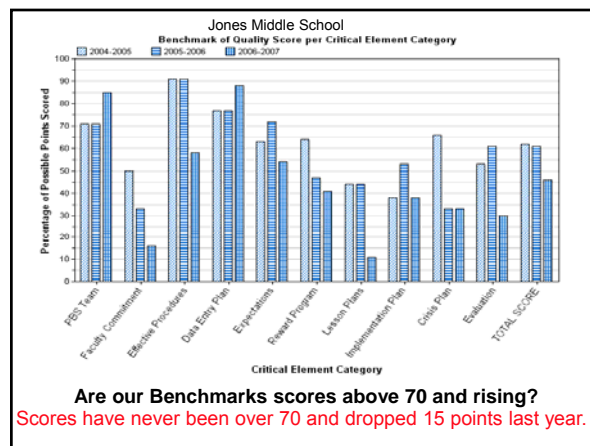
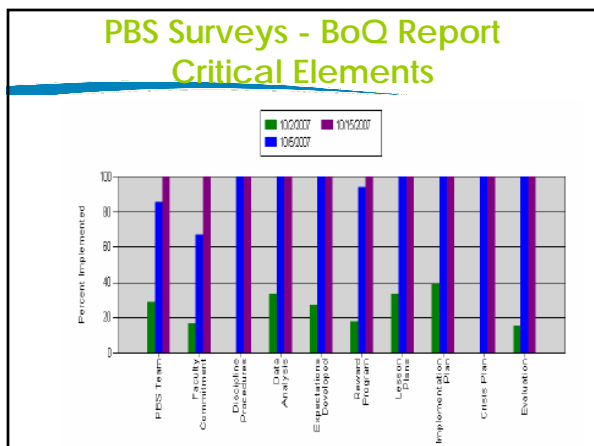
- School
- District
- State/project

Outcome reporting  
Model school identification

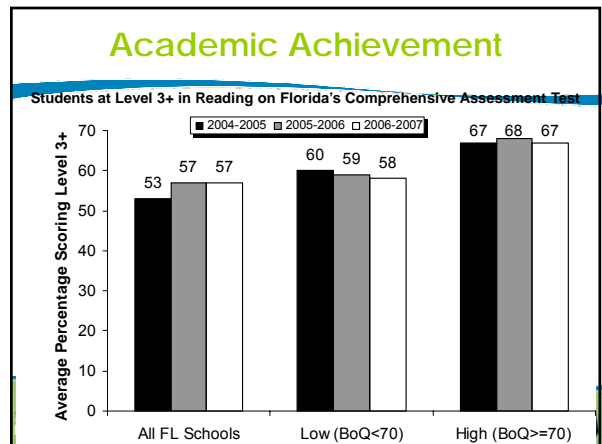
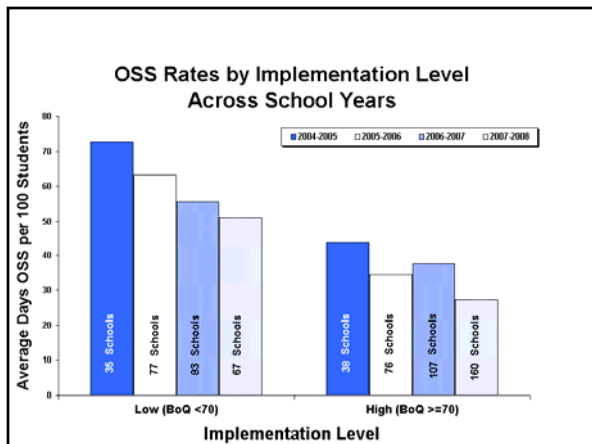
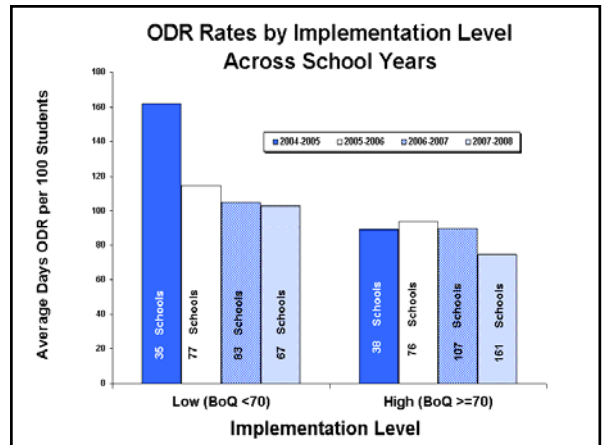
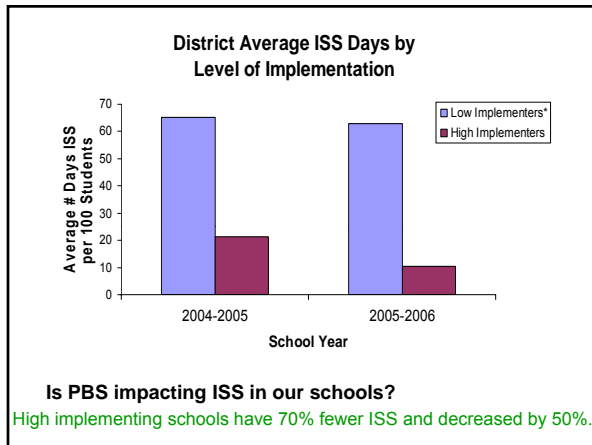
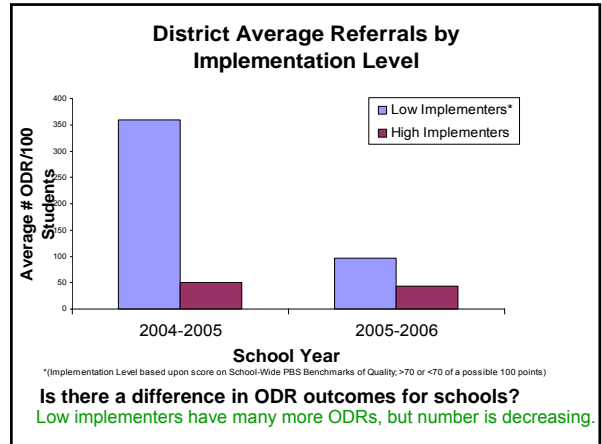
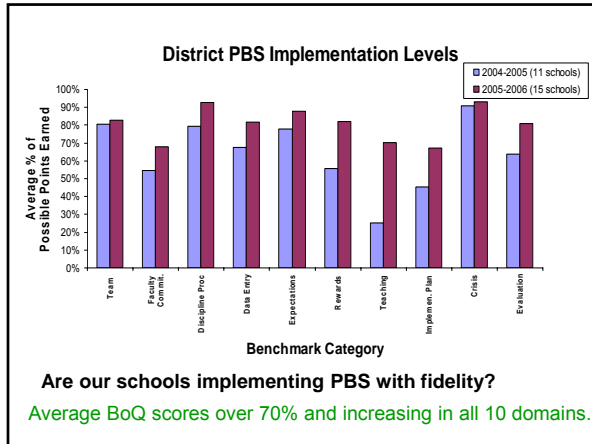



### BoQ Max Scores per Critical Element

MAX SCORES PER ELEMENT						
Critical Elements	STEP 1					
PBS Team	1. Team has broad representation	3	2	1	0	7
	2. Team has administrative support	3	2	1	0	
	3. Team has regular meetings (at least monthly)	3	2	1	0	
	4. Team has established a clear mission/purpose	3	2	1	0	
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)	2	1	0	6	
	6. Faculty involved in establishing and reviewing goals	2	1	0		
	7. Faculty feedback obtained throughout year	2	1	0		
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format	2	1	0	12	
	9. Process includes documentation procedures	2	1	0		
	10. Discipline referral form includes information useful in decision making	2	1	0		
	11. Behaviors defined	1	2	1		0
	12. Major/minor behaviors are clearly identified/understood	2	1	0		
	13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors	2	1	0		
	14. Suggested array of appropriate responses to major (office-managed) problem behaviors	2	1	0		









## Using Benchmarks Results

- How will you use the results of the Benchmarks?
  - At the school level
  - At the district level
  - At the state/project level
  - As it relates to fidelity of implementation
  - As it relates to outcomes
  - As it relates to identifying model schools
  - Other

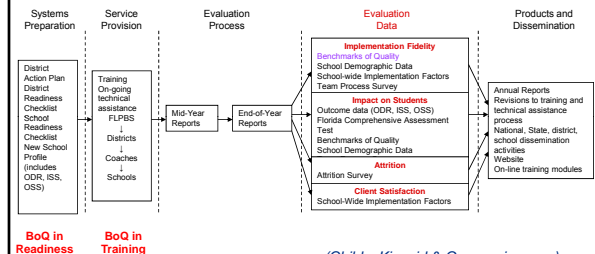


## PBIS Evaluation Blueprint: A Work in Progress...


Research	Self-Assessment	Progress Monitoring
<ul style="list-style-type: none"> <li><b>•SET (1)</b></li> </ul> School-wide Evaluation Tool <i>Sugai, Lewis-Palmer, Todd &amp; Horner (2001)</i>	<ul style="list-style-type: none"> <li><b>•BoQ (1)</b></li> </ul> Benchmarks of Quality <i>Kincaid, Childs &amp; George (2005)</i>	<ul style="list-style-type: none"> <li><b>•TIC (1)</b></li> </ul> Team Implementation Checklist <i>Sugai, Horner &amp; Lewis-Palmer (2001)</i>
<ul style="list-style-type: none"> <li><b>•ISSET (2/3)</b></li> </ul> Individual Student Systems Evaluation Tool <i>Anderson, Lewis-Palmer, Todd, Horner, Sugai &amp; Sampson (2008)</i>	<ul style="list-style-type: none"> <li><b>•BAT (2/3)</b></li> </ul> Benchmarks for Advanced Tiers <i>Anderson, Childs, Kincaid, Horner, George, Todd, Sampson &amp; Spaulding (2009)</i>	<ul style="list-style-type: none"> <li><b>•PIC (1,2,3)</b></li> </ul> PBS Implementation Checklist for Schools <i>Childs, Kincaid &amp; George (2009)</i>



## Back to the Big Picture




(Childs, Kincaid & George, in press)




## How Does the BoQ Fit into Your Big Picture?

- How will you integrate the Benchmarks of Quality into your overall evaluation system?




## Resources

- Childs, K., Kincaid, D., & George, H.P. (in press). A Model for statewide Evaluation of a Universal Positive behavior Support Initiative. *Journal of Positive Behavior Interventions*.
- George, H.P. & Kincaid, D. (2008). Building District-wide Capacity for Positive Behavior Support. *Journal of Positive Behavioral Interventions*, 10(1), 20-32.
- Cohen, R., Kincaid, D., & Childs, K. (2007). Measuring School-Wide Positive Behavior Support Implementation: Development and Validation of the Benchmarks of Quality (BoQ). *Journal of Positive Behavior Interventions*.
- Kincaid, D., Childs, K. & George, H.P. (2005). School-wide Benchmarks of Quality. *Unpublished instrument, University of South Florida*.



## Evaluation Instruments

- PBIS website:
  - [http://www.pbis.org/evaluation/evaluation\\_tool\\_s.aspx](http://www.pbis.org/evaluation/evaluation_tool_s.aspx)
- Florida's PBS Project website Coach's Corner:
  - <http://flpbs.fmhi.usf.edu/coachescorner.asp>
- PBS Surveys
  - <http://www.pbssurveys.org/pages/Home.aspx>



## Contact

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