

Directions: Please enter your “Points” for each Benchmark of Quality item, using the BOQ rubric; e.g., 0, 1, 2. Determine if each item is high, medium or low priority.

Complete the Action Plan: What needs to be completed? Who will do it? When will it be completed?

The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
PBIS Team	1. Team has administrative support				
	2. Team runs efficient and effective regular meetings (at least monthly)				
	3. Team has established a clear mission/purpose				
<i>*Additional feature for successful team implementation</i>	<i>*Team has broad representation of school: different grade/content levels, specials, general education & special education</i>	X			
	<i>*Working Smarter document is completed</i>	X			
	<i>*Quick “Audit” or Resource Map of current practices, programs, initiatives is completed</i>	X			

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
Faculty/Staff Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing				
	5. Faculty involved in establishing and reviewing goals				
	6. Faculty feedback is obtained throughout year				
<i>*Additional feature for successful team implementation</i>	<i>*BOQ or Self-Assessment is completed</i>	X			
	<i>*Data is reviewed</i>	X			
	<i>*Strengths and focus are identified</i>	X			
	<i>*Plan to share results with faculty</i>	X			
WHAT NEEDS TO BE COMPLETED?		WHO	WHEN		
A.					
B.					
C.					
D.					

The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in a graphic format				
	8. Discipline process includes documentation				
	9. Discipline referral form includes information useful in decision-making				
	10. Problem behaviors are defined				
	11. Major/Minor behaviors are clearly differentiated				
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors				
<i>*Additional feature for successful team implementation</i>	<i>*T-chart complete for differentiating behaviors</i>	X			
	<i>*Referral Form complete</i>	X			
	<i>*Process developed</i>	X			

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze Office Discipline Report (ODR) data				
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team				
	15. Data analyzed at least monthly				
	16. Data shared with team and faculty monthly (minimum)				
<i>*Additional feature for successful team implementation</i>	<i>*System is in place for gathering school-wide information about office discipline referrals; i.e., how to get quick access to data, in graphs</i>	X			
	<i>*Process for summarizing information; i.e., how will data be shared among faculty</i>	X			

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

--	--	--

The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school				
	18. Expectations apply to both students and staff				
	19. Rules are developed and posted for specific settings (where data suggests rules are needed)				
	20. Rules are linked to expectations				
	21. Staff are involved in development of expectations and rules				
<i>*Additional feature for successful team implementation</i>	<i>*Teaching matrix is developed to identify rules in various areas in the school</i>	X			

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

The 10 Critical Elements	BENCHMARKS OF QUALITY	Points	Priority		
			High	Med.	Low
Acknowledgement Program Established	22. A system of acknowledgements has elements that are implemented consistently across campus				
	23. A variety methods are used to acknowledge students				
	24. Acknowledgements are linked to expectations and rules				
	25. Acknowledgements are varied to maintain student interest				
	26. Ratios of acknowledgements to corrections are high				
	27. Students are involved in identifying/developing acknowledgements				
	28. The system includes acknowledgement for staff/faculty				

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules				
	30. Lessons include examples and non-examples				
	31. Lessons use a variety of teaching strategies				
	32. Lessons are embedded into subject area curriculum				
	33. Faculty/staff and students are involved in development and delivery of behavioral curriculum				
	34. Strategies to share key features of PBIS with families/community are developed and implemented				
WHAT NEEDS TO BE COMPLETED?		WHO	WHEN		
A.					
B.					
C.					
D.					

--	--	--

The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
Implementation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used				
	36. Plans for training staff how to teach expectations/rules/acknowledgments are developed, scheduled and delivered				
	37. A plan for teaching students expectations/rules/acknowledgments is developed, scheduled, and delivered				
	38. Booster sessions for students and staff are planned, scheduled, and delivered				
	39. Schedule for acknowledgments for the year is planned				
	40. Plans for orienting incoming staff and students are developed and implemented				
	41. Plans for involving families/communities are developed and implemented				

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		
D.		

--	--	--

The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.				
	43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)				
	44. Expected behavior routines in classroom are taught				
	45. Classroom teachers use immediate and specific praise				
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors				
	47. Procedures exist for tracking classroom behavior problems				
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered				

WHAT NEEDS TO BE COMPLETED?	WHO	WHEN
A.		
B.		
C.		

D.					
The 10 Critical Elements	BENCHMARKS OF QUALITY (BOQ)	Points	Priority		
			High	Med.	Low
Evaluation	49. Students and staff are surveyed				
	50. Students and staff can identify expectations and rules				
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately				
	52. Staff use acknowledgment system appropriately				
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan				
WHAT NEEDS TO BE COMPLETED?		WHO	WHEN		
A.					
B.					
C.					
D.					

--	--	--

Adapted from OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports Effective Schoolwide Interventions, Benchmarks