Informal PBIS Tier 1 Benchmark of Quality Check

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| **Critical Elements** | **Benchmarks of Quality Items** | Yes, this exists and fully implemented | Item partially exists or is partially in place and can be addressed in action plan | This needs to be developed and added to our action plan. |
| **PBIS Team**  (TFI 1.1 and 1.2) | 1. Team has administrative support |  |  |  |
| 2. Team has regular meetings (at least monthly) |  |  |  |
| 3. Team has established a clear mission/purpose |  |  |  |
|  | *\* Team has created communication system.* |  |  |  |
| **Faculty Commitment**  (TFI 1.10) | 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 the year |  |  |  |
| **Effective Procedures for Dealing with Discipline**  (TFI 1.5 and 1.6) | 7. Discipline process described in narrative format or depicted in graphic format |  |  |  |
| 8. Discipline process includes documentation procedures |  |  |  |
| 9. Discipline referral form includes information useful in decisions |  |  |  |
| 10. Problem behaviors are defined |  |  |  |
| 11. Major/minor behaviors are clearly differentiated |  |  |  |
| 12. Suggested array of appropriate responses to major (office-managed) problem behaviors |  |  |  |
| **Data Entry & Analysis Plan Established**  (TFI 1.12 and 1.13) | 13. Data system is used to collect and analyze ODR data |  |  |  |
| 14. Additional data are collected *(attendance, grades, faculty attendance, surveys)* and used by PBIS team |  |  |  |
| 15. Data analyzed by team at least monthly |  |  |  |
| 16. Data shared with team and faculty monthly (minimum) |  |  |  |
| **Expectations & Rules Developed**  (TFI 1.3) | 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 *(settings where data suggest rules are needed)* |  |  |  |
| 20. Rules are linked to expectations |  |  |  |
| 21. Staff are involved in development of expectations and rules |  |  |  |
| **Reward/ Recognition Program Established**  (TFI 1.9) | 22. A system of rewards has elements that are implemented consistently across campus |  |  |  |
| 23. A variety of methods are used to reward students |  |  |  |
| 24. Rewards are linked to expectations and rules |  |  |  |
| 25. Rewards are varied to maintain student interest |  |  |  |
| 26. Ratios of acknowledgment to corrections are high |  |  |  |
| 27. Students are involved in identifying/developing incentives |  |  |  |
| 28. The system includes incentives for staff/faculty |  |  |  |
| **Lesson Plans for Teaching Expectations/ Rules**  (TFI 1.4) | 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 SWPBIS program with families/community are developed and implemented |  |  |  |
| **Implementation Plan**  (TFI 1.7) | 35. A curriculum to teach components of the discipline system to all staff is developed and used |  |  |  |
| 36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled, and… |  |  |  |
| 37. A plan for teaching students expectations/rules/rewards is developed, scheduled, and delivered |  |  |  |
| 38. Booster sessions for students and staff are planned, scheduled, and delivered |  |  |  |
| 39. Schedule for rewards/incentives for the year is planned |  |  |  |
| 40. Plans for orienting incoming staff and students are developed and implemented |  |  |  |
| 41. Plans for involving families/community are developed and implemented |  |  |  |
| **Classroom Systems**  (TFI 1.8) | 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 implemented |  |  |  |
| **Evaluation**  (TFI 1.11, 1.14 and 1.15) | 49. Students and staff are surveyed about PBIS |  |  |  |
| 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 reward system appropriately |  |  |  |
| 53. Outcomes *(behavior problems, attendance, morale)* are documented and used to evaluate PBIS plan |  |  |  |

**Notes:**