

The Benchmarks of Quality (BOQ) assesses development and implementation of school-wide RtI: Behavior. The BOQ Lists 53 benchmarks of quality in school-wide RtI: Behavior programs within 10 critical elements. This document is completed by school teams first as a baseline and then at the end of each school year to identify areas of strength and weakness. The BOQ is used by the district to guide technical assistance and training, identify model schools, and evaluate outcomes related to level of implementation. When a school obtains a score of 70% or above it is determined to be implementing the key elements with fidelity.

Below are the critical elements and questions of the BOQ.

- SBLT Team, Administrative Support
 1. Team has administrative support
 2. Team has regular meetings (at least monthly)
 3. Team has established a clear mission/purpose

- Faculty Commitment, Participation
 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 Discipline
 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 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

- Data Entry & Analysis
 13. Data system is used to collect and analyze ODR data
 14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team (SBLT)
 15. Data analyzed by team at least monthly
 16. Data shared with team and faculty monthly (minimum)

- Guidelines for Success/Expectations & Rules
 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
 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 acknowledgement to corrections are high
 27. Students are involved in identifying/developing incentives
 28. The system includes incentives for staff/faculty

- Lesson Plans for Teaching Behavior
 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 & delivery of behavioral curriculum
 34. Strategies to share key features of SWPBS program with families/community are developed and implemented

- 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/rewards are developed, scheduled and delivered
 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 & implemented

- Classroom Rtl:B 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

- Evaluation
 49. Students and staff are surveyed about PBS
 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 PBS plan

Please see the additional forms included with the summary.

Team Member Rating Form completed by team members independently and returned to Rtl: Behavior facilitator.

Scoring Form completed by Rtl: Behavior facilitator using scoring guide used for reporting back to team

Scoring Guide describes administration process rubric for scoring each item