

SCORING GUIDE:

Completing the Benchmarks of Quality (Revised) for School-wide Positive Behavior Support (SWPBS)

When & Why

Benchmarks of Quality (Revised) for School-wide Positive Behavior Support should be completed in the spring of each school year (Mar/Apr/May). The Benchmarks are used by teams to identify areas of success, areas for improvement, and by the PBS Project to identify model PBS schools.

Procedures for Completing

Step 1 - Coaches Scoring

The Coach will use his or her best judgment based on personal experience with the school and the descriptions and exemplars in the *Benchmarks of Quality(Revised) 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.

Step 2 - Team Member Rating

The coach will give the *Benchmarks of Quality(Revised) 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(Revised) Scoring Form* the team’s most frequent response using ++ for “In Place,” + for “Needs Improvement,” and – for “Not In Place.”

Step 3 – Team Report

The coach will then complete the *Team Summary* on p. 3 of the *Benchmarks of Quality (Revised) 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*.

Step 4 - Reporting Back to Team

After completing the remainder of the *Benchmarks of Quality(Revised) Scoring Form*, the coach will report back to the team using the *Team Report* page of the *Benchmarks of Quality(Revised) 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.

Step 5 – Reporting

The coach will enter the final scores from the *Scoring Form* on PBSES, the web-based evaluation reporting system through the PBS Project’s website <http://flpbs.fmhi.usf.edu>. The school log-in and password are included on the direction for completing End-Year Evaluation which is distributed by the district coordinator.

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

BENCHMARKS OF QUALITY (Revised) SCORING GUIDE

Benchmark	3 points	2 points	1 point	0 points
1. Team has administrative support	Administrator(s) attended training, play an active role in the PBS process, actively communicate their commitment, support the decisions of the PBS Team, and attend all team meetings.	Administrator(s) support the process, take as active a role as the rest of the team, and/or attend most meetings	Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends only a few meetings.	Administrator(s) do not actively support the PBS process.
2. Team has regular meetings (at least monthly)		Team meets monthly (min. of 9 one-hour meetings each school year).	Team meetings are not consistent (5-8 monthly meetings each school year).	Team seldom meets (fewer than five monthly meetings during the school year).
3. Team has established a clear mission/purpose			Team has a written purpose/mission statement for the PBS team (commonly completed on the cover sheet of the action plan).	No mission statement/purpose written for the team.
4. Faculty are aware of behavior problems across campus through regular data sharing		Data regarding school-wide behavior are shared with faculty monthly (min. of 8 times per year).	Data regarding school-wide behavior are occasionally shared with faculty (3-7 times per year).	Data are not regularly shared with faculty. Faculty may be given an update 0-2 times per year
5. Faculty are involved in establishing and reviewing goals		Most faculty participate in establishing PBS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	Some of the faculty participates in establishing PBS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	Faculty does not participate in establishing PBS goals.
6. Faculty feedback is obtained throughout year		Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBS process (via staff surveys, voting process, suggestion box, etc.) Nothing is implemented without the majority of faculty approval.	Faculty are given some opportunities to provide feedback, to offer suggestions, and to make some choices during the PBS process. However, the team also makes decisions without input from staff.	Faculty are rarely given the opportunity to participate in the PBS process (fewer than 2 times per school year).

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

Benchmark	3 points	2 points	1 point	0 points
7. Discipline process described in narrative format or depicted in graphic format		Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Includes crisis situations)	Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Does not include crisis situations.)	Team has not established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents.
8. Discipline process includes documentation procedures			There is a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).	There is not a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).
9. Discipline referral form includes information useful in decision making		Information on the referral form includes ALL of the required fields: Student's name, date, time of incident, grade level, referring staff, location of incident, gender, problem behavior, possible motivation, others involved, and administrative decision.	The referral form includes all of the required fields, but also includes unnecessary information that is not used to make decisions and may cause confusion.	The referral form lacks one or more of the required fields or does not exist.
10. Problem behaviors are defined	Written documentation exists that includes clear definitions of all behaviors listed.	All of the behaviors are defined but some of the definitions are unclear.	Not all behaviors are defined or some definitions are unclear.	No written documentation of definitions exists.
11. Major/minor behaviors are clearly differentiated		Most staff are clear about which behaviors are staff managed and which are sent to the office. (i.e. appropriate use of office referrals) Those behaviors are clearly defined, differentiated and documented.	Some staff are unclear about which behaviors are staff managed and which are sent to the office (i.e. appropriate) use of office referrals) or no documentation exists.	Specific major/minor behaviors are not clearly defined, differentiated or documented.
12. Suggested array of appropriate responses to major (office-managed) problem behaviors			There is evidence that all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.	There is evidence that some administrative staff are not aware of, or do not follow, an array of predetermined appropriate responses to major behavior problems.

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

Benchmark	3 points	2 points	1 point	0 points
13. Data system is used to collect and analyze ODR data	The database can quickly output data in graph format and allows the team access to ALL of the following information: average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years.	ALL of the information can be obtained from the database (average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years), though it may not be in graph format, may require more staff time to pull the information, or require staff time to make sense of the data.	Only partial information can be obtained (lacking either the number of referrals per day per month, location, problem behavior, time of day, student, and compare patterns between years.)	The data system is not able to provide any of the necessary information the team needs to make school-wide decisions.
14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			The team collects and considers data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.)	The team does not collect or consider data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.).
15. Data analyzed by team at least monthly		Data are printed, analyzed, and put into graph format or other easy to understand format by a member of the team monthly (minimum)	Data are printed, analyzed, and put into graph format or other easy to understand format by a team member less than once a month.	Data are not analyzed.
16. Data shared with team and faculty monthly (minimum)		Data are shared with the PBS team and faculty at least once a month.	Data are shared with the PBS team and faculty less than one time a month.	Data are not reviewed each month by the PBS team and shared with faculty.
17. 3-5 positively stated school-wide expectations are posted around school	3-5 positively stated school-wide expectations are visibly posted around the school. Areas posted include the classroom and a minimum of 3 other school settings (i.e., cafeteria, hallway, front office, etc).	3-5 positively stated expectations are visibly posted in most important areas (i.e. classroom, cafeteria, hallway), but one area may be missed.	3-5 positively stated expectations are not clearly visible in common areas.	Expectations are not posted or team has either too few or too many expectations.

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

Benchmark	3 points	2 points	1 point	0 points
18. Expectations apply to both students and staff	PBS team has communicated that expectations apply to all students and all staff.	PBS team has expectations that apply to all students AND all staff but haven't specifically communicated that they apply to staff as well as students.	Expectations refer only to student behavior.	There are no expectations.
19. Rules are developed and posted for specific settings (settings where data suggested rules are needed)		Rules are posted in all of the most problematic areas in the school.	Rules are posted in some, but not all of the most problematic areas of the school.	Rules are not posted in any of the most problematic areas of the school.
20. Rules are linked to expectations			When taught or enforced, staff consistently link the rules with the school-wide expectations.	When taught or enforced, staff do not consistently link the rules with the school-wide expectations and/or rules are taught or enforced separately from expectations.
21. Staff are involved in development of expectations and rules		Most staff were involved in providing feedback/input into the development of the school-wide expectations and rules (i.e., survey, feedback, initial brainstorming session, election process, etc.)	Some staff were involved in providing feedback/input into the development of the school-wide expectations and rules.	Staff were not involved in providing feedback/input into the development of the school-wide expectations and rules.
22. A system of rewards has elements that are implemented consistently across campus	The reward system guidelines and procedures are implemented consistently across campus. Almost all members of the school are participating appropriately. at least 90% participation	The reward system guidelines and procedures are implemented consistently across campus. However, some staff choose not to participate or participation does not follow the established criteria. at least 75% participation	The reward system guidelines and procedures are not implemented consistently because several staff choose not to participate or participation does not follow the established criteria. at least 50% participation	There is no identifiable reward system or a large percentage of staff are not participating. less than 50% participation

Benchmark	3 points	2 points	1 point	0 points
23. A variety of methods are used to reward students		The school uses a variety of methods to reward students (e.g. cashing in tokens/points). There should be opportunities that include tangible items, praise/recognition and social activities/events. Students with few/many tokens/points have equal opportunities to cash them in for rewards. However, larger rewards are given to those earning more tokens/points.	The school uses a variety of methods to reward students, but students do not have access to a variety of rewards in a consistent and timely manner.	The school uses only one set methods to reward students (i.e., tangibles only) or there are no opportunities for children to cash in tokens or select their reward. Only students that meet the quotas actually get rewarded, students with fewer tokens cannot cash in tokens for a smaller reward.
24. Rewards are linked to expectations and rules	Rewards are provided for behaviors that are identified in the rules/expectations and staff verbalize the appropriate behavior when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations and staff sometimes verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations but staff rarely verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are not identified in the rules and expectations.
25. Rewards are varied to maintain student interest		The rewards are varied throughout year and reflect students' interests (e.g. consider the student age, culture, gender, and ability level to maintain student interest.)	The rewards are varied throughout the school year, but may not reflect students' interests.	The rewards are not varied throughout the school year and do not reflect student's interests.
26. Ratios of acknowledgement to corrections are high	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are high (e.g., 4:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are moderate (e.g., 2:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are about the same (e.g., 1:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are low (e.g., 1:4)
27. Students are involved in identifying/developing incentives			Students are often involved in identifying/developing incentives.	Students are rarely involved in identifying/developing incentives.

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

Benchmark	3 points	2 points	1 point	0 points
28. The system includes incentives for staff/faculty		The system includes incentives for staff/faculty and they are delivered consistently.	The system includes incentives for staff/faculty, but they are not delivered consistently.	The system does not include incentives for staff/faculty.
29. A behavioral curriculum includes teaching expectations and rules		Lesson plans are developed and used to teach rules and expectations	Lesson plans were developed and used to teach rules, but not developed for expectations or vice versa.	Lesson plans have not been developed or used to teach rules or expectations
30. Lessons include examples and non-examples			Lesson plans include both examples of appropriate behavior and examples of inappropriate behavior.	Lesson plans give no specific examples or non-examples or there are no lesson plans.
31. Lessons use a variety of teaching strategies		Lesson plans are taught using at least 3 different teaching strategies (i.e., modeling, role-playing, videotaping)	Lesson plans have been introduced using fewer than 3 teaching strategies.	Lesson plans have not been taught or do not exist.
32. Lessons are embedded into subject area curriculum		Nearly all teachers embed behavior teaching into subject area curriculum on a daily basis.	About 50% of teachers embed behavior teaching into subject area curriculum or embed behavior teaching fewer than 3 times per week	Less than 50% of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas.
33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			Faculty, staff, and students are involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.	Faculty, staff, and students are not involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.

Benchmark	3 points	2 points	1 point	0 points
34. Strategies to share key features of SWPBS program with families/community are developed and implemented			The PBS Plan includes strategies to reinforce lessons with families and the community (i.e., after-school programs teach expectations, newsletters with tips for meeting expectations at home)	The PBS plan does not include strategies to be used by families and the community.
35. A curriculum to teach components of the discipline system to all staff is developed and used		The team scheduled time to present and train faculty and staff on the discipline procedures and data system including checks for accuracy of information or comprehension. Training included all components: referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.	The team scheduled time to present and train faculty and staff on the discipline procedures and data system, but there were no checks for accuracy of information or comprehension. OR training did not include all components (i.e., referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.)	Staff was either not trained or was given the information without formal introduction and explanation.
36. Plans for training staff to teach students expectations/rules and rewards are developed, scheduled and delivered		The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules including checks for accuracy of information or comprehension. Training included all components: plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules but there were no checks for accuracy of information or comprehension. OR Training didn't include all components: plans to introduce expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	Staff was either not trained or was given the information without formal introduction and explanation.

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

Benchmark	3 points	2 points	1 point	0 points
37. A plan for teaching students expectations/ rules/rewards is developed scheduled and delivered	Students are introduced/taught all of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught two (2) of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught only one (1) of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are not introduced/taught any of the following: school expectations, rules for specific setting, and the reward system guidelines.
38. Booster sessions for students and staff are planned, scheduled, and implemented		Booster sessions are planned and delivered to reteach staff/students at least once in the year and additionally at times when the data suggest problems by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Expectations and rules are reviewed with students regularly (at least 1x per week).	Booster sessions are not utilized fully. For example: booster sessions are held for students but not staff; booster sessions are held for staff, but not students; booster sessions are not held, but rules & expectations are reviewed at least weekly with students.	Booster sessions for students and staff are not scheduled/planned. Expectations and rules are reviewed with students once a month or less.
39. Schedule for rewards/incentives for the year is planned			There is a clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.	There is no plan for the type and frequency of rewards/incentives to be delivered throughout the year.
40. Plans for orienting incoming staff and students are developed and implemented		Team has planned for and carries out the introduction of School-wide PBS and training of new staff and students throughout the school year.	Team has planned for the introduction of School-wide PBS and training of either new students or new staff, but does not include plans for training both. OR the team has plans but has not implemented them.	Team has not planned for the introduction of School-wide PBS and training of new staff or students
41. Plans for involving families/community are developed and implemented			Team has planned for the introduction and on-going involvement of school-wide PBS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)	Team has not introduced school-wide PBS to families/community.

Benchmark	3 points	2 points	1 point	0 points
42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of 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)		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
44. Expected behavior routines in classroom are taught		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
45. Classroom teachers use immediate and specific praise		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

Benchmark	3 points	2 points	1 point	0 points
46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
47. Procedures exist for tracking classroom behavior problems		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
48. Classrooms have a range of consequences/ interventions for problem behavior that are documented and consistently delivered		Evident in most classrooms (>75% of classrooms)	Evident in many classrooms (50-75% of classrooms)	Evident in only a few classrooms (less than 50% of classrooms)
49. Students and staff are surveyed about PBS		Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBS plan survey), and information is used to address the PBS plan.	Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBS plan survey), but information is not used to address the PBS plan.	Students and staff are not surveyed.

Benchmark	3 points	2 points	1 point	0 points
50. Students and staff can identify expectations and rules		Almost all students and staff can identify the school-wide expectations and rules for specific settings. (can be identified through surveys, random interviews, etc...) at least 90%	Many students and staff can identify the school-wide expectations and rules for specific settings. at least 50%	Few of students and staff can identify the expectations and rules for specific settings OR Evaluations are not conducted less than 50%
51. Staff use referral process (including which behaviors are office managed vs. which are teacher managed) and forms appropriately	Almost all staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. (can be identified by reviewing completed forms, staff surveys, etc...) at least 90% know/use	Many of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 75% know/use	Some of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 50% know/use	Few staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly OR Evaluations are not conducted. less than 50% know/use
52. Staff use reward system appropriately	Almost all staff understand identified guidelines for the reward system and are using the reward system appropriately. (can be identified by reviewing reward token distribution, surveys, etc...) at least 90% understand/use	Many of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 75% understand/use	Some of the staff understand identified guidelines for the reward system and are using the reward system appropriately. at least 50% understand/use	Few staff understand and use identified guidelines for the reward system OR Evaluations are not conducted at least yearly or do not assess staff knowledge and use of the reward system. less than 50% understand/use
53. Outcomes (behavior problems, attendance, and morale) are documented and used to evaluate PBS plan	There is a plan for collecting data to evaluate PBS outcomes, most data are collected as scheduled, and data are used to evaluate PBS plan.	There is a plan for collecting data to evaluate PBS outcomes, some of the scheduled data have been collected, and data are used to evaluate PBS plan.	There is a plan for collecting data to evaluate PBS outcomes; however nothing has been collected to date.	There is no plan for collecting data to evaluate PBS outcomes.

Kincaid, D., Childs, K., & George, H. (March, 2010).

School-wide Benchmarks of Quality (Revised). Unpublished instrument. USF, Tampa, Florida.

School-Wide Positive Behavior Support Outcome Data Summary



School _____ District _____

School Year __2012-2013_____ Date of Report _____

Six-digit DOE district/school number _____

Attendance Data (<i>Current Year</i>)	
Total number of school days	
Average daily attendance (%)	
Behavioral Data (Current Year through the last day)	
Total number of office discipline referrals (major referrals)	
% of students with 0-1 office referrals <i>*new*</i>	
% of students with 2-5 office referrals <i>*new*</i>	
% of students with 6+ office referrals <i>*new*</i>	
Total number of days of in-school suspensions	
Total number of days of out-of-school suspensions	
Are Progress Monitoring Tools in Use at Your School? <i>Circle Yes or No. If Yes, describe briefly and provide samples via PBSES (if possible)*</i>	
For Tier 2 Supplemental? Yes* No	Describe:
For Tier 3 Intensive? Yes* No	Describe:
<p><i>*new*</i> items:</p> <ul style="list-style-type: none"> • Provide if the data are available or can be calculated (<i>see tutorial on PBSES login page</i>) • If you are not able to obtain this information, leave it blank • Schools using the RtIB Database can obtain these data from custom reports 	

Benchmarks for Advanced Tiers (BAT)

The Benchmarks for Advanced Tiers (BAT) allows school teams to self-assess the implementation status of Tiers 2 (secondary, targeted) and 3 (tertiary, intensive) behavior support systems within their school. The BAT is based on factors drawn from the Individual Student Systems Evaluation Tool (I-SSET), and is designed to answer three questions:

Are the foundational (organizational) elements in place for implementing secondary and tertiary behavior support practices?

1. Is a Tier 2 support system in place?
2. Is a Tier 3 system in place?

School teams can use the BAT to build an action plan to delineate next steps in the implementation process. If schools choose to use the BAT to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

School: _____ District: _____ State: _____ Date of Completion: ____/____/____

Team Leader/Coordinator: _____

Team Members: _____

INSTRUCTIONS: Items 1-43 of the BAT should be completed by the team(s) involved with Tiers 2 and 3 behavior support, and reflect the consensus of team members. Team members should first be trained in use of the BAT by someone familiar with the measure. The BAT can be completed by the team as a group or by each member independently. If completed independently, the team reconvenes to review scores on each item and come to consensus on the score. If there is not a team dedicated to Tiers 2 and 3 support, then the BAT should be completed by the individuals with the most knowledge and involvement in supports at Tier 2 and Tier 3.

NEW Items 44-56 of the BAT should be completed by staff trained in ABA reviewing FBAs and BIPs developed at the school during the school year. This reviewer should be someone other than the individual who developed the FBAs and BIPs. *[These new directions are based on the findings of a study conducted in the 2011-2012 school year.]*

Each item is rated “2” fully in place, a “1” partially in place, or a “0” not yet started. After completion of the BAT, use the *Action Plan* template to develop a timeline for moving forward on targeted and intensive interventions.

Benchmarks for Advanced Tiers; April, 2013

Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding

Educational and Community Supports, University of Oregon & University of South Florida

Benchmarks for Advanced Tiers (BAT)

A Tier 1: Implementation of School-wide PBS	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
1. School-wide PBS, Tier 1/Universal intervention is in place as measured by scores on the BoQ, or PIC.	70% on BoQ 80% on Section 1 of PIC	Score greater than 40% on any of these measures	Score equal to or less than 40% on any of these measures.	2 1 0
2. Team members agree that school-wide PBS is in place and is implemented consistently by teachers and staff.	Team members agree that school-wide PBS is in place and is implemented consistently by over 80% of all teachers and staff.	Team members state that school-wide PBS is implemented consistently by 50-80% of teachers and staff	Team members state that school-wide PBS is implemented consistently by less than 50% of teachers and staff.	2 1 0
3. A data system is in place for documenting office discipline referrals that includes (a) problem behavior, (b) time of day, (c) location, (d) possible motivation, (e) others involved, and (f) administrative decision taken as a result of the problem behavior.	The system includes all 6 features.	The system includes 4-5 features.	The system includes 3 or fewer features or is not in place.	2 1 0
Tier 2-3: Foundations				
B Commitment	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
4. There is crossover membership and/or communication that informs the Tier 1 team of the status of Tier 2 and Tier 3 supports.	Tier 1 team is aware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	Tier 1 team is aware of one or two components, but not all three.	Tier 1 team is unaware of the number of students, fidelity, and progress of students receiving Tier 2 and Tier 3 supports.	2 1 0
5. A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports.	A team/individual makes decisions about students receiving Tier 2 and Tier 3 supports (who should receive what support).	Decisions are made regarding Tier 2 and 3 supports but not formally or consistently.	No team/individual is established to determine Tier 2 and Tier 3 support for students.	2 1 0

Benchmarks for Advanced Tiers (BAT)

6. The number of students, program fidelity, and progress of students receiving Tier 2 and Tier 3 supports is reported to faculty.	The number of students, program fidelity, and progress of students is reported to faculty at least quarterly.	One or two components reported to faculty, <i>or</i> any components reported less than quarterly.	No components reported to faculty.	2 1 0
C Student Identification	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
7. The school uses a data-based process for identifying students who may need Tier 2 and Tier 3 supports. □ Screening □ ODRs □ Request for Assistance □ Nomination □ Progress Monitoring □ Other	At least 2 data sources are used to identify students for Tier 2 and Tier 3 supports at least twice a year.	1 data source is used to identify students for Tier 2 and Tier 3 supports and/or data are used less than twice a year.	Data sources are rarely used to identify students for Tier 2 and Tier 3 supports.	2 1 0
8. All school staff have been trained in and know the process for requesting Tier 2 and Tier 3 support for students	A documented process exists and staff are trained.	A documented process exists but there is no staff training.	The process is informal or does not exist.	2 1 0
9. Decisions about whether students get additional behavior support are made in a timely manner and staff are notified of decisions.	Staff are notified of a decision within 10 days of making a referral.	Staff are notified of a decision, but not within 10 days.	Staff do not receive notification or receive it inconsistently.	2 1 0
10. Students receive support in a timely manner.	Students begin receiving supports within 30 days of referral.	Students begin receiving supports, but not within 30 days.	Students do not receive support or receive it inconsistently.	2 1 0
D Monitoring and Evaluation	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
11. The <i>teacher(s)</i> directly involved with students receiving Tier 2 and Tier 3 supports are notified about impact and changes to strategies.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies immediately and the impact, weekly.	Teachers directly involved with Tier 2 and 3 supports are notified about changes to strategies and impact less than weekly.	Teachers directly involved with Tier 2 and 3 supports do not receive notification about impact and changes to strategies.	2 1 0

Benchmarks for Advanced Tiers (BAT)

12. The <i>primary family members</i> of students receiving Tier 2 and 3 supports are notified about impact and changes to strategies	Family members are notified about changes to strategies immediately and the impact, weekly.	Family members are notified about changes to strategies and impact less than weekly.	Family members do not receive notification about impact and changes to strategies.	2 1 0
Tier 2: Targeted Interventions				
E	Tier 2: Support Systems			Circle Appropriate Score
	2-Fully in place	1-Partially in place	0-Not yet started	
13. The administrator is updated about which students receive Tier 2 supports.	The administrator is informed at least monthly about which students are receiving Tier 2 supports.	There is not a consistent way to provide this information, even if she/he is aware of the students on Tier 2 interventions.	The administrator is not informed about which students are receiving Tier 2 supports.	2 1 0
14. The Tier 2 team meets frequently.	A team meets at least every 2 weeks.	A team meets at least monthly.	A team meets, but less than monthly, or a team does not meet.	2 1 0
15. The Tier 2 team is formally trained on practices and systems required for implementation of Tier 2 support.	50% or more of members on Tier 2 team have received training on the interventions, the systems needed for implementation, and progress monitoring tools.	Some, but less than 50%, of members on the Tier 2 team received training on the interventions, the systems needed for implementation, and progress monitoring tools.	Members on the Tier 2 team do not receive training on the interventions, the systems needed for implementation, and progress monitoring tools.	2 1 0
16. Students receiving a Tier 2 strategy have full access to Tier 1 supports.	Students have been taught expectations and rules and have opportunities to receive acknowledgements through a Tier 1 system that is in place throughout the entire school.	Students are taught expectations and rules or have had opportunity to receive acknowledgements or Tier 1 is not available in all settings.	Students have not been taught expectations and rules or received acknowledgements.	2 1 0

Benchmarks for Advanced Tiers (BAT)

17. Tier 2 strategies are evaluated and updated regularly.	Strategies are evaluated at least once each year , reviewed, and updated or modified as needed, based on team discussion.	Strategies are evaluated, but less than annually, or they are not reviewed and/or updated.	Strategies are not reviewed or evaluated.	2 1 0
F Main Tier 2 Strategy Implementation Items 18-31 (gray shading) are to be completed for the most common Tier 2 strategy in use at your school.				
**The Tier 2/Targeted Intervention most often used in my school is _____. (fill in line)	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
18. There are personnel identified to coordinate and deliver the Tier 2 strategy.	There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.	The level of staffing and time available interferes with the ability to coordinate and deliver this intervention with fidelity and to all students who would benefit.	There is not adequate staff or sufficient time to coordinate and deliver this intervention with fidelity.	2 1 0
19. The Tier 2 strategy is consistent with school-wide expectations.	The Tier 2 strategy includes or references the school-wide expectations.	The Tier 2 strategy does not specifically include or reference the school-wide expectations but they are not inconsistent.	The Tier 2 strategy is inconsistent with school-wide expectations.	2 1 0
20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.	The Tier 2 strategy is in place and can be applied to groups of students consistently.	Parts of the Tier 2 strategy are in place OR it requires significant “start-up” time for each student.	The Tier 2 strategy is not established within the school or is unique for most students receiving the intervention.	2 1 0
21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.	In this strategy, there is a documented formal process for teaching appropriate behaviors.	In this strategy, a formal process for teaching appropriate behaviors is not uniformly applied to all students.	In this strategy, there is no formal process for teaching appropriate behaviors.	2 1 0

Benchmarks for Advanced Tiers (BAT)

22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.	The strategy provides regular opportunities for students to perform appropriate behaviors.	The strategy provides limited opportunities for students to perform appropriate behaviors.	The strategy provides no opportunities for students to perform appropriate behaviors.	2 1 0
23. The Tier 2 strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses data, even if less than adequate, to adapt, modify, and improve support.	The strategy does not use any data to adapt, modify, and improve support.	2 1 0
24. The Tier 2 strategy includes frequent communication with the family.	The strategy includes weekly communication with the family.	The strategy includes less than weekly communication with the family.	The strategy includes no process for communication with the family.	2 1 0
25. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.	Written materials exist to describe the core features, functions, and systems of the strategy.	Written materials exist but do not describe all of the core features, functions, and systems of the strategy.	Written materials do not exist to describe the core features, functions, and systems of the strategy.	2 1 0
26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist, but not for all four groups.	Orientation materials and procedures do not exist.	2 1 0
27. The Tier 2 strategy is efficient.	Requires no more than 10 minutes per instructional staff person, per day.	Requires more than 10 minutes per instructional staff person, per day.	There are no data indicating how long the strategy takes per instructional staff person, per day.	2 1 0

Benchmarks for Advanced Tiers (BAT)

G Main Tier 2: Strategy Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
28. An information system is used to monitor the impact of the Tier 2 strategy.	A data-based system is in place that allows for daily collection of behavior ratings and weekly monitoring of behaviors.	Behavior ratings are collected less frequent than daily or are monitored less than weekly.	There is no system for monitoring student progress for this Tier 2 strategy.	2 1 0
29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.	There are no decision rules to determine how students access the Tier 2 strategy	2 1 0
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.	Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, but not all three.	There are no decision rules to determine how a strategy affects a student.	2 1 0
31. Fidelity of the Tier 2 strategy is assessed.	The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.	The Tier 2 strategy is evaluated, but less than annually.	The Tier 2 strategy is not evaluated to confirm that it is implemented as designed.	2 1 0
H Tier 3: Intensive Support Systems	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
32. A team builds and implements Tier 3 behavior support plans.	There is a formal team that is responsible for building and implementing Tier 3 behavior support plans.	A group of staff get together informally or inconsistently to build and implement Tier 3 behavior support plans.	There is no team responsible for Tier 3 behavior support plans.	2 1 0

Benchmarks for Advanced Tiers (BAT)

33. The Tier 3 support team includes individuals with knowledge about the school systems, the student, and behavioral theory (e.g., student, teacher, family member, administrator, behavior specialist, advocates).	Support team includes members that represent expertise in all 3 areas: school systems, student, and behavioral theory.	Support team includes members that represent expertise in only 2 of the 3 areas: school systems, student, and behavioral theory.	Support team does not include members that represent any of these areas; OR, the team includes representation from only 1 area.	2 1 0
34. A person is identified to coordinate Tier 3 supports.	A coordinator with behavioral expertise and adequate FTE is identified.	A coordinator is identified, but does not have behavioral expertise or is lacking dedicated FTE.	No coordinator is identified.	2 1 0
35. An administrator is a member of the Tier 3 implementation team.	An administrator participates in most activities of the Tier 3 team.	An administrator participates in Tier 3 team activities occasionally or inconsistently .	An administrator does not participate in Tier 3 team activities.	2 1 0
36. Tier 3 team members have sufficient formal training in implementation of the Tier 3 support system.	Tier 3 team members have sufficient training and support to implement Tier 3 supports with fidelity.	Tier 3 team members have limited training and support to implement Tier 3 supports with fidelity.	Tier 3 team members have little to no training and support to implement Tier 3 supports with fidelity.	2 1 0
37. The Tier 3 team receives annual staff development in Tier 3 procedures.	At least 50% of the team receives staff development related to Tier 3 procedures every year.	Fewer than 50% of team receives staff development related to Tier 3 procedures, or not every year, or there is not a formal plan to provide annual training.	The team does not receive any staff development related to Tier 3 procedures.	2 1 0
38. The team has an efficient and accurate data system for monitoring Tier 3 impact.	There is a system to collect data daily and graphically monitor/analyze (at least bi-monthly) student behaviors for each student receiving Tier 3 support.	There is no system to collect student-behavior data daily for graphical analysis, but there are forms and other tools available.	A data-based system is not available, and there are no forms or tools available to collect student behavior data.	2 1 0

Benchmarks for Advanced Tiers (BAT)

39. The team reviews the Tier 3 process and considers modifications, as needed.	The team reviews the impact of Tier 3 process each year, and modifies the process as needed.	The team reviews the impact of Tier 3, but not each year OR the team does not evaluate the process for needed modifications.	The team does not review the Tier 3 process.	2 1 0
40. The school has personnel to implement Tier 3 supports.	Adequate staff is available to support students identified as needing Tier 3 support.	The staff available to support Tier 3 is inadequate, but the school makes do.	The school's ability to provide Tier 3 support is compromised due to inadequate personnel levels.	2 1 0
41. The school facilitates involvement of family members of students receiving Tier 3 supports.	The school makes considerable efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	The school makes some efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	The school makes minimal efforts to encourage family participation in assessment, intervention development and implementation, and progress monitoring.	2 1 0
42. All faculty and staff are oriented to Tier 3 support implementation.	There is a specific process for providing all faculty and staff with orientation to Tier 3 support process, and all staff are aware of their roles in Tier 3 supports.	The process for providing all faculty and staff with Tier 3 orientation is unclear or not all staff are aware of their roles in Tier 3 supports.	There is not a process for providing all faculty and staff with orientation to Tier 3 support process.	2 1 0
43. Students receiving Tier 3 support also have access to Tier 1 and/or Tier 2 supports.	All students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.	Some students accessing Tier 3 have received ongoing lessons on expectations, have had access to the reward system, and have had Tier 2 supports when appropriate.	Most students accessing Tier 3 have not accessed Tier 1 or Tier 2 supports.	2 1 0

Benchmarks for Advanced Tiers (BAT)

I Tier 3: Assessment and Plan Development	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
44. The problem behaviors are operationally defined.	The problem behaviors for all FBAs are measureable and observable.	The problem behaviors for some FBAs are measureable and observable.	The problem behaviors for FBAs are neither measureable nor observable.	2 1 0
45. The problem statements (summary statement) define three components: antecedent(s), behavior(s), and consequence(s).	Summary statements from the FBAs include all three components.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently.	Summary statements from the FBAs are not developed.	2 1 0
46. Behavior intervention plans (BIPs) are developed by a team of individuals with documented knowledge about (a) the school context, (b) the student, and (c) behavioral theory.	All BIPs are developed by teams with expertise in all 3 areas: school systems, student, and behavioral theory.	Some BIPs are developed by teams with expertise in all 3 areas; OR, BIPs are developed by teams with expertise in 2 of the 3 areas: school systems, student, and behavioral theory.	BIPs are developed by teams without expertise in these areas OR with expertise only 1 area.	2 1 0
47. The Tier 3 approach includes procedures that allow a continuum of strategies to match student needs (e.g. single-element interventions, multi-component interventions, wrap around, life-style enhancement, medical supports).	A range of Tier 3 supports are available for students, ranging from simple to complex.	The school has one Tier 3 process that is applied to all students receiving Tier 3 supports.	The school lacks any adequate system of support for students needing Tier 3 supports.	2 1 0
48. Behavior intervention plans (BIPs) include a problem statement (summary statement) with (a) operational definition of problem behavior(s), (b) antecedent events, and (c) consequences that maintain the problem behavior.	Summary statements from the FBAs include all three components for all behavior support plans.	Summary statements from the FBAs include 2 but not all 3 components; OR, the components are included inconsistently in behavior support plans.	Summary statements from the FBAs are not developed for behavior support plans.	2 1 0
49. Based on an FBA, the BIPs include strategies for <i>preventing problem behavior</i> , if appropriate.	Over 80% of BIPs include prevention strategies.	Over 50% of BIPs include prevention strategies.	Less than 50% of BIPs include prevention strategies.	2 1 0

Benchmarks for Advanced Tiers (BAT)

50. Based on an FBA, the BIPs include strategies for <i>minimizing reward of problem behavior</i> , if appropriate.	Over 80% of BIPs include strategies to minimize rewards for problem behavior.	Over 50% of BIPs include strategies to minimize rewards for problem behavior.	Less than 50% of BIPs include strategies to minimize rewards for problem behavior.	2 1 0
51. Based on an FBA, the BIPs include strategies for <i>rewarding appropriate behavior</i> , if appropriate.	Over 80% of BIPs include reward strategies.	Over 50% of BIPs include reward strategies.	Less than 50% of BIPs include reward strategies.	2 1 0
52. Based on an FBA, the BIPs include strategies for <i>ensuring physical safety</i> , if appropriate.	Over 80% of BIPs include strategies for ensuring safety.	Over 50% of BIPs include strategies for ensuring safety.	Less than 50% of BIPs include strategies for ensuring safety.	2 1 0
53. BIPs include a formal action plan for developing, teaching, coaching, and supporting the core elements of the Tier 3 strategies.	Over 80% of BIPs include a documented action plan.	Over 50% of BIPs include a documented action plan.	Less than 50% of BIPs include documented action plans.	2 1 0
J Tier 3: Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
54. The team formally progress monitors impact of each Tier 3 support plan.	Data are collected daily and graphed for analysis (at least twice per month) for each student receiving Tier 3 support.	Data are collected and analyzed twice per month for some students or data are collected and analyzed but less than twice per month.	A data-based system is not used to collect student behavior data or student behavior data are collected/monitored infrequently (once per month or less).	2 1 0

Benchmarks for Advanced Tiers (BAT)

55. Data collected on student behavior are used to assess intervention effects and make modifications as needed.	Data collected on student behavior are used to assess intervention effects and make modifications as needed and this occurs at least every other week.	Data are used to monitor intervention effects and modify interventions but this occurs less often than every two weeks for some or all students	Data are not used to assess intervention effects.	2 1 0
56. Intervention plans include a process for monitoring fidelity of implementation.	Intervention plans contain a process for monitoring how well an intervention is implemented at least every 2 weeks.	Intervention plans contain a process for monitoring how well an intervention is implemented, but at intervals greater than every 2 weeks, OR the process is inconsistent.	There is no process in the intervention plan for monitoring how well the intervention is implemented.	2 1 0

Additional Tier 2 Strategy Implementation Items 18-31 (gray shading) may be repeated for the other Tier 2 strategies in use at your school for evaluation and planning purposes. However, only the scores associated with the most commonly used Tier 2 strategy will be accounted in your Benchmarks for Advanced Tiers (BAT) score..				
Another Tier 2/Targeted Intervention used in my school is _____. (fill in line)	2-Fully in place	1-Partially in place	0-Not yet started	Circle Appropriate Score
18. There are personnel identified to coordinate and deliver the Tier 2 strategy.	There is an adequate number of staff and those staff members have sufficient time to coordinate and deliver this intervention with fidelity.	The level of staffing and time available interferes with the ability to coordinate and deliver this intervention with fidelity and to all students who would benefit.	There is not adequate staff or sufficient time to coordinate and deliver this intervention with fidelity.	2 1 0
19. The Tier 2 strategy is consistent with school-wide expectations.	The Tier 2 strategy includes or references the school-wide expectations.	The Tier 2 strategy does not specifically include or reference the school-wide expectations but they are not inconsistent.	The Tier 2 strategy is inconsistent with school-wide expectations.	2 1 0

Benchmarks for Advanced Tiers (BAT)

20. The Tier 2 strategy is established within the school and does not need unique development for each participating student.	The Tier 2 strategy is in place and can be applied to groups of students consistently.	Parts of the Tier 2 strategy are in place OR it requires significant “start-up” time for each student.	The Tier 2 strategy is not established within the school or is unique for most students receiving the intervention.	2 1 0
21. The Tier 2 strategy includes a formal process for teaching appropriate behaviors.	In this strategy, there is a documented formal process for teaching appropriate behaviors.	In this strategy, a formal process for teaching appropriate behaviors is not uniformly applied to all students.	In this strategy, there is no formal process for teaching appropriate behaviors.	2 1 0
22. The Tier 2 strategy includes regular opportunities for students to perform appropriate behaviors.	The strategy provides regular opportunities for students to perform appropriate behaviors.	The strategy provides limited opportunities for students to perform appropriate behaviors.	The strategy provides no opportunities for students to perform appropriate behaviors.	2 1 0
23. The Tier 2 strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses accurate and objective data to adapt, modify, and improve support.	The strategy uses data, even if less than adequate, to adapt, modify, and improve support.	The strategy does not use any data to adapt, modify, and improve support.	2 1 0
24. The Tier 2 strategy includes frequent communication with the family.	The strategy includes weekly communication with the family.	The strategy includes less than weekly communication with the family.	The strategy includes no process for communication with the family.	2 1 0
25. The Tier 2 strategy has written materials that describe the core features, functions, and systems of the strategy.	Written materials exist to describe the core features, functions, and systems of the strategy.	Written materials exist but do not describe all of the core features, functions, and systems of the strategy.	Written materials do not exist to describe the core features, functions, and systems of the strategy.	2 1 0
26. The Tier 2 strategy includes orientation material and procedures for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist for the staff, substitutes, families and volunteers.	Orientation materials and procedures exist, but not for all four groups.	Orientation materials and procedures do not exist.	2 1 0

Benchmarks for Advanced Tiers (BAT)

27. The Tier 2 strategy is efficient.	Requires no more than 10 minutes per instructional staff person, per day.	Requires more than 10 minutes per instructional staff person, per day.	There are no data indicating how long the strategy takes per instructional staff person, per day.	2 1 0
Additional Tier 2: Strategy Monitoring and Evaluation	2-Fully in Place	1-Partially in Place	0-Not Yet Started	Circle Appropriate Score
28. An information system is used to monitor the impact of the Tier 2 strategy.	A data-based system is in place that allows for daily collection of behavior ratings and weekly monitoring of behaviors.	Behavior ratings are collected less frequent than daily or are monitored less than weekly.	There is no system for monitoring student progress for this Tier 2 strategy.	2 1 0
29. There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy and the process is implemented consistently.	There are documented decision rules to decide which students access the strategy, but they are not used or are used inconsistently.	There are no decision rules to determine how students access the Tier 2 strategy	2 1 0
30. Documented decision rules are used to monitor, modify, or discontinue student involvement in the Tier 2 strategy.	Documented decision rules determine how the strategy affects a student and include (a) monitoring, (b) modifying, and (c) ending a strategy.	Documented decision rules may include (a) monitoring, (b) modifying, and (c) ending a strategy, but not all three.	There are no decision rules to determine how a strategy affects a student or decision rules include exist for two or fewer of (a) monitoring, (b) modifying, and (c) ending a strategy.	2 1 0
31. Fidelity of the Tier 2 strategy is assessed.	The Tier 2 strategy is evaluated at least once a year to ensure it is implemented as designed.	The Tier 2 strategy is evaluated, but less than annually.	The Tier 2 strategy is not evaluated to confirm that it is implemented as designed.	2 1 0



Tier 1 PBS Walkthrough

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBS:MTSS is evident. It will allow the observer to provide feedback to the PBS:MTSS team and administration. The *Tier 1 PBS Walkthrough* is to be completed by a peer PBS:MTSS Coach or District Coordinator and is a required element of the Model School application.

School: _____

Observer: _____ Date: _____

School Expectations

Visibility

Visit each area on campus listed below and indicate where **Expectation Posters** are visible:

- | | | | |
|--|---|---|---|
| YES
<input type="checkbox"/> Hallways | YES
<input type="checkbox"/> Main Office | YES
<input type="checkbox"/> Classrooms | YES
<input type="checkbox"/> Cafeteria |
| <input type="checkbox"/> Media Center | <input type="checkbox"/> Gym/Playground | <input type="checkbox"/> Computer Lab | <input type="checkbox"/> Other: _____ |

Based upon the school's data, record the most problematic areas on campus in the spaces below. Then indicate whether **Rules Posters** are visible in the areas by checking Yes or No under each setting listed.

Problem Area _____	_____	_____	_____
Poster Visible <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Classrooms (Visit a total of 5 classrooms from a variety of classes/grades)

- Visit 5 classrooms (maximum) to determine if Rules Posters are visible. 1 2 3 4 5
Indicate how many classrooms had visible Rules Posters.

Students (Ask a total of 5 students from a variety of classes/grades)

- Ask 5 students (maximum) if they know the Expectations. *Indicate how many students are able to tell you all the expectations.* 1 2 3 4 5

Staff (Ask a total of 5 staff members the following questions)

- Do you have a school-wide team to address behavior/discipline across campus? *Indicate how many staff know about the team.* 1 2 3 4 5
- Can you name the School-wide Expectations? *Indicate how many staff are able to tell you all the expectations.* 1 2 3 4 5
- Have you taught the School-wide Expectations? *Indicate how many staff report teaching all the expectations.* 1 2 3 4 5
- Have you seen the school's discipline data this year? *Indicate how many staff report seeing the data.* 1 2 3 4 5