



Everett's Culturally Responsive Tier 1 Benchmarks of Implementation

Critical Element #1: Team and Composition		
1. Tier 1 Team has administrative support.	<p>Meeting agendas</p> <p>Tier 1 action plans</p> <p>School Improvement Plans</p>	<p>0=Administrator(s) do not actively support the MTSS process.</p> <p>1=Administrator(s) support the process but do not take as active a role as the rest of team, and/or attends only a few meetings.</p> <p>2=Administrator(s) support the process, take as active a role as the rest of the team and/or attends most meetings.</p> <p>3=Administrator(s) attended training, plays an active role in the MTSS process, actively communicates their commitment, supports the decisions of the team and attends all team meetings.</p>
<p>2. Tier 1 Team includes at least one member able to provide expertise in each of the following a) coordinator/team facilitation b) behavior expertise (function-based thinking), c) coaching expertise, d) student academic and behavior patterns, e) knowledge of school operations across grade levels, f) knowledge of families including understanding of families from diverse backgrounds, g) student representation.</p> <p>Item taken from Tiered Fidelity Inventory & PBIS Culturally Responsive Field Guide</p>	Tier 1 meeting minutes	<p>0=Team does not include a coordinator, a person with applied behavioral knowledge and person with expertise academic and behavioral patterns.</p> <p>1=Team has an administrator but is lacking either expertise in either applied behavior or academic and behavioral patterns.</p> <p>2=Team is composed of most of the key roles including administrator, applied behavior specialist and academic/behavioral patterns as well as knowledge of school-wide operations, families and/or students.</p> <p>3=Team has most key roles represented and attendance of all roles at monthly meetings is 80%.</p>
3. Tier 1 Team has regular meetings (at least monthly).	<p>Meeting agendas</p> <p>Tier 1 action plans</p>	<p>0=Team seldom meets (fewer than five monthly meetings during the school year).</p> <p>1=Team meetings are not consistent (5-8 monthly meetings each school year).</p> <p>2=Team meets monthly (minimum of 9 meetings each school year).</p>



<p>4. Tier 1 Team has established a clear mission/purpose.</p>	<p>Mission and purpose statement on website</p> <p>Agendas</p> <p>Handouts</p> <p>Staff handbook</p> <p>Tier 1 action plan</p>	<p>0=No mission statement/purpose written for the team.</p> <p>1=Team has written purpose/mission statement for MTSS included in the Action Plan.</p>
<p>Critical Element #2: Faculty Commitment</p>		
<p>5. Faculty are aware of behavior problems across campus through regular data sharing and are aware of and supportive of the need for school-wide effort to address student social and emotional competence and challenging behaviors.</p> <p>(Adapted EC-BoQ—Culturally Responsive Companion)</p>	<p>Meeting agendas, minutes and materials</p> <p>Tier 1 walkthrough</p> <p>Staff surveys and interviews</p> <p>Communication with staff (emails, newsletters, bulletin boards)</p>	<p>0=. Data are not regularly shared with faculty. Faculty may be given an update 0-2 times per year. Conversations and data around discipline are not explicitly correlated with social and emotional competencies, culturally responsive practices or implicit bias.</p> <p>1=. Data regarding school-wide behavior are occasionally shared with faculty (3-7 times per year) and are disaggregated according to demographic and program indicators, inferentially correlated with social and emotional competencies.</p> <p>2= Data regarding school-wide behavior are shared with faculty monthly (min. of 8 times per year) and strategies are used to prompt reflection and conversation to address disproportionality and explicitly link behaviors to social and emotional competencies and implement culturally responsive practices.</p>
<p>6. Faculty are involved in establishing and reviewing goals for PBIS.</p>	<p>Meeting agendas and materials</p> <p>Communication with staff (emails, newsletters, bulletin boards)</p> <p>Staff surveys and interviews</p> <p>Tier 1 action plan</p>	<p>0=Faculty does not participate in establishing PBIS goals, implementation of culturally responsive practices and opportunities to discuss race, implicit bias, privilege, and imbalance of power.</p> <p>1= Some of the faculty participate in establishing PBIS goals and/or implementation of culturally responsive practices and opportunities to discuss race, implicit bias, privilege, and imbalance of power at least an annual basis.</p> <p>2= Most faculty participate in establishing PBIS goals, implementation of culturally responsive practices and opportunities to discuss race, implicit bias, privilege, and imbalance of power on at least an annual basis.</p>



<p>7. Faculty feedback is obtained throughout the year.</p>	<p>Staff surveys, voting or suggestion box</p> <p>Meeting agendas and materials</p> <p>Tier 1 action plans</p>	<p>0=Faculty are rarely given the opportunity to participate in the MTSS/PBIS process (fewer than 2 times per year).</p> <p>1=Faculty are given some opportunities to provide feedback, to offer suggestions and to make some choices during the MTSS/PBIS process. However, the team also makes decisions without input from staff.</p> <p>2=Faculty are given opportunities to provide feedback, to offer suggestions and to make choices in every step of the MTSS/PBIS process (via staff surveys, voting and suggestion box). Nothing is implemented without the majority of faculty approval.</p>
<p align="center">Critical Element #3: Effective Procedures for Responding to Challenging Behaviors</p>		
<p>8. Discipline process described in narrative format or depicted in graphic format.</p>	<p>Staff handbook</p> <p>Student handbook and/or code of conduct</p> <p>School/district discipline policies</p> <p>Discipline flow chart</p> <p>Substitute folders</p>	<p>0=Team has not established clear, written procedures for discipline incidents and/or there is no difference between major and minor incidents.</p> <p>1=Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents (does not include crisis situations) and staff have some training in evidence-based approaches.</p> <p>2= Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents, and staff have continuous training and opportunities to reflect around evidence-based approaches. (Includes crisis situations)</p>
<p>9. Discipline process includes documentation procedures.</p>	<p>Staff handbook</p> <p>Student handbook and/or code of conduct</p> <p>Minor/major referral forms</p> <p>Tracking system/database</p>	<p>0=There is not a documentation procedure to track both major and minor behavior incidents.</p> <p>1=There is a documentation procedure to track both major and minor behavior incidents.</p>
<p>10. Discipline referral form (including TAC) includes information useful in decision making.</p>	<p>Staff handbook</p>	<p>0=The referral form lacks one or more of the required fields or does not exist.</p>



	<p>Student handbook and/or code of conduct</p> <p>Minor/major referral forms</p>	<p>1=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.</p> <p>2=Information on the referral form includes ALL of the required fields: student name and ID number, date, time of incident, grade level, referring staff, location of incident, gender, problem behavior, possible motivation (function) others involved and administrative action.</p>
11. Problem behaviors are defined.	<p>Staff handbook</p> <p>Student handbook or code of conduct</p> <p>Training materials inclusive of examples</p>	<p>0=No written documentation of definitions exists.</p> <p>1=Not all behaviors are defined, or some definitions are unclear.</p> <p>2=All of the behaviors are defined but some of the definitions are unclear.</p> <p>3=Written documentation exists that includes clear definitions of all behaviors listed.</p>
12. Major/minor behaviors are clearly differentiated.	<p>Staff handbook</p> <p>Student handbook or code of conduct</p> <p>Training materials inclusive of examples</p> <p>Staff surveys</p> <p>Administrative interview</p>	<p>0=Specific major/minor behaviors are not clearly defined, differentiated or documented.</p> <p>1=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.</p> <p>2=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.</p>
13. Suggested array of appropriate responses to major (office-managed) problem behaviors in accordance with continuum of best practices.	<p>Staff handbook</p> <p>Student handbook or code of conduct</p> <p>Major referral form</p> <p>Discipline data</p>	<p>0=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.</p> <p>1=There is evidence that all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.</p>



<p>14. Educators have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.</p> <p>(Item taken from EC-BoQ—Culturally Responsive Companion)</p>	<p>Training materials inclusive of examples</p>	<p>0=There is no evidence that staff have been trained on bias, or staff were trained but did not have additional opportunities to reflect and apply to specific scenarios and responses to student behavior.</p> <p>1=Training occurred but staff did not have additional opportunities to reflect and apply to specific scenarios and responses to student behavior and there is no system to onboard staff new to the school setting.</p> <p>2=Staff engage in ongoing training around bias with consistent opportunity to reflect and apply learning to specific scenarios and responses to student behavior. New staff are systematically onboarded to understand implicit bias.</p>
<p>15. A process for teachers to request assistance for problem behaviors has been developed and teachers have opportunities to problem-solve with colleagues and family members in order to gain support in developing ideas for addressing problem behavior in the classroom.</p>	<p>Staff handbook</p> <p>Student handbook or code of conduct</p>	<p>0=There is no defined process for responding to a crisis related to a behavior problem or staff are not aware of the process.</p> <p>1=There is a defined process, but staff have either not been trained or intermittently adhere to it. There is no process for engaging families with teachers to engage in problem solving.</p> <p>2=There is a defined and sustained process that is explicitly taught to staff. Families are engaged in a process for developing ideas to address problematic behaviors.</p>
<p>16. A team-based process for addressing individual students with persistent challenging behavior is developed and teachers can identify the steps for initiating the team-based process including fostering the family participation.</p> <p>(Item Taken from EC-BoQ—Culturally Responsive Companion)</p>	<p>Staff handbook</p> <p>Student handbook or code of conduct</p>	<p>0=There is no defined team-based process for addressing individual students with persistent challenging behaviors.</p> <p>1=A team-based process is created but not implemented effectively or consistently and/or teachers do not know how to initiate the process. Parents are not involved in the process.</p> <p>2=A team-based process is clearly defined, consistently implemented and all staff are trained on how to initiate. Parents are engaged in the process of problem solving.</p>
<p>17. Individuals with behavioral expertise are utilized for coaching staff and families through the process of developing and implementing individualized intensive interventions</p>	<p>Meeting agendas</p> <p>Staff handbook</p> <p>Tier 2 processes</p>	<p>0=Individuals with behavior expertise are not utilized to coach staff and families in developing and implementing individualized interventions.</p> <p>1=Individuals with behavior expertise are utilized to coach staff and families in developing and implementing individualized interventions.</p>



for students in need of behavior support plans. (Item taken from EC-BoQ—Culturally Responsive Companion)		
Critical Element #4: Data Entry & Analysis Plan Established		
18. Data system is used to collect and analyze Office Discipline Referral data.	<p>Discipline data</p> <p>Data presentations & displays (e.g., data summaries, emails to staff, presentations, handouts)</p> <p>Tracking system/database</p> <p>Meeting agendas, minutes and materials</p>	<p>0=The data system is not able to provide any of the necessary information the team needs to make school-wide decisions.</p> <p>1=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).</p> <p>2=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.</p> <p>3=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.</p>
19. Additional data is collected (attendance, grades, faculty attendance, Panorama SEL and surveys) and used by tier 1 team.	<p>Meeting agendas, minutes, and materials</p> <p>Tier 1 action plans</p> <p>Data presentations & displays (e.g., data summaries, emails to staff, presentations, handouts)</p>	<p>0=The team does not collect or consider data other than discipline data to help determine progress and successes (e.g., attendance, grades, faculty attendance, Panorama SEL and school surveys).</p> <p>1=The team collects and considers data other than discipline data to help determine progress and successes (e.g., attendance, grades, faculty attendance, Panorama SEL and school surveys).</p>



20. Data analyzed by team at least monthly.	<p>Meeting agendas, minutes, and materials</p> <p>Data presentations & displays (e.g., data summaries, emails to staff, presentations, handouts)</p>	<p>0=Data are not analyzed.</p> <p>1=Data are printed, analyzed and put into graph format or other easy to understand format by a team member less than once a month.</p> <p>2=Data are printed, analyzed and put into graph format or other easy to understand format by a member of the team monthly (minimum).</p>
21. Data shared with team and faculty monthly (minimum).	<p>Meeting agendas, minutes, and materials</p> <p>Tier 1 action plans</p> <p>Data presentations & displays (e.g., data summaries, emails to staff, presentations, handouts)</p>	<p>0=Data are not reviewed each month by tier 1 team and shared with staff.</p> <p>1=Data are shared with the tier 1 team and faculty less than one time a month.</p> <p>2=Data are shared with tier 1 team and staff at least once a month.</p>
Critical Element #5: School-Wide Expectations and Rules		
22. 3-5 positively stated school-wide expectations are posted around the school.	<p>Tier 1 walkthrough</p> <p>Posters of expectations across campus</p>	<p>0=Expectations are not posted or team has either too few or too many expectations.</p> <p>1=3-5 Positively stated expectations are not clearly visible in common areas.</p> <p>2=3-5 Positively stated expectations are visibly posted in most important areas (i.e., classrooms, cafeteria, hallway) but one or more areas may be missed.</p> <p>3=3-5 Positively stated expectations are visibly posted in around the school. Areas posted include the classroom and a minimum of 3 other school settings (i.e., cafeteria, hallway, office, library, recess/outside, arrival and/or dismissal, etc.).</p>
23. Expectations apply to both students and staff.	<p>Tier 1 walkthrough</p> <p>Posters of expectations across campus</p>	<p>0=There are no expectations.</p> <p>1=Expectations refer only to student behavior.</p>



	<p>Staff/student handbooks</p> <p>Schoolwide matrix</p> <p>Professional development materials</p>	<p>2=Expectations apply to all students and all staff however it hasn't been explicitly communicated that these expectations apply to staff.</p> <p>3=Communication has been made and consistently re-enforced that school-wide expectations apply to both students and staff.</p>
24. Rules are developed, posted and taught for specific settings (settings where data suggest rules are needed).	<p>Tier 1 walkthrough</p> <p>Posters in problematic settings</p> <p>Discipline data</p> <p>Professional development materials</p>	<p>0=Rules are not posted in any of the most problematic areas of the school.</p> <p>1=Rules are posted in some, but not all of the most problematic areas of the school.</p> <p>2-Rules are posted in all of the most problematic areas of the school.</p>
25. Rules are explicitly linked to school-wide expectations.	<p>Lesson plans</p> <p>Tier 1 walkthroughs and staff/student interviews</p> <p>Classroom Ecology</p> <p>Staff handbook</p>	<p>0=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.</p> <p>1=When taught or enforced, staff consistently link the rules with the school-wide expectations.</p>
26. Staff are involved in development of expectations and rules.	<p>Staff survey or interviews</p> <p>Meeting agendas, minutes, and materials</p> <p>Action plans</p>	<p>0=Staff were not involved in providing feedback/input into the development of the school-wide expectations and rules.</p> <p>1=Some staff were involved in providing feedback/input into the development of the school-wide expectations and rules.</p> <p>2=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.).</p>
Critical Element: School Wide System for Acknowledging Expected Behaviors		



<p>27. A system of acknowledgement of school-wide expectations has elements that are implemented consistently across campus.</p>	<p>Staff handbook</p> <p>Meeting agendas, minutes and materials</p> <p>Tier 1 action plan</p> <p>Tier 1 walkthrough and classroom ecology</p>	<p>0=There is no identifiable acknowledgment system, or a large percentage of staff are not participating (less than 50% participation).</p> <p>1=The acknowledgment 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).</p> <p>2=The acknowledgment 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).</p> <p>3= The acknowledgment system guidelines and procedures are implemented consistently across campus. Almost all staff participate appropriately (at least 90% participation).</p>
<p>28. A variety of methods are used to acknowledge students.</p>	<p>Tier 1 walkthrough and Classroom Ecology</p> <p>Student and staff handbook</p> <p>School calendars</p> <p>Tracking systems</p>	<p>0=only one method to acknowledge students (i.e., tangibles only) or there are no opportunities for students to “cash-in” their acknowledgment (tokens/coupons etc.)</p> <p>1=The school uses a variety of methods to acknowledge students, but students do not have a variety of choice in how their acknowledgement is rewarded or acknowledgement system is not timely or consistent.</p> <p>2=The school uses a variety of methods to acknowledge students (e.g., cashing in tokens/points). There should be opportunities that include tangible items, praise/recognition and social activities/events. Students with fewer acknowledgements have equal opportunity to “cash them’ in for rewards. However, larger rewards are given to those earning more tokens/points.</p>
<p>29. Acknowledgements are linked to expectations and rules.</p>	<p>Tier 1 walkthrough and Classroom Ecology</p> <p>Student and staff handbook</p> <p>Sample acknowledgement or rewards</p>	<p>0=Acknowledgements are provided for behaviors that are not identified in the rules and expectations.</p> <p>1=Rewards are provided for behaviors that are identified in the rules and expectations, but staff rarely verbalize appropriate behaviors when giving rewards.</p> <p>2=Rewards are provided for behaviors that are identified in the rules/expectations and staff sometimes verbalize appropriate behaviors when giving the acknowledgement.</p>



		3=Rewards are provided for behaviors that are identified in the rules/expectations and staff verbalize the appropriate behavior when giving acknowledgement.
<p>30. Acknowledgements are varied to maintain student interest and reflect student voice.</p> <p>(Adapted from EC-BoQ—Culturally Responsive Companion)</p>	<p>Student surveys or interviews</p> <p>Tier 1 walkthrough</p> <p>School calendar</p> <p>Tier 1 action plans</p> <p>Meeting agendas, minutes, and materials</p>	<p>0= The acknowledgements are not varied throughout the school year and do not reflect student's interests.</p> <p>1= The acknowledgements are varied throughout the school year but may not reflect students' interests.</p> <p>2= The acknowledgements are varied throughout the year and reflect students' interests (e.g., consider the student age, culture, gender, and ability level to maintain student interest.)</p>
<p>31. Ratios of acknowledgement to corrections are high.</p>	<p>Classroom observations</p> <p>Tier 1 walkthrough</p>	<p>0=Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are low (e.g., 1:4).</p> <p>1=Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are about the same (e.g., 1:1).</p> <p>2=Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are moderate (e.g., 2:1).</p> <p>3=Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are high (e.g., 4:1).</p>
<p>32. Students are involved in identifying/developing incentives.</p>	<p>Student surveys or interviews</p> <p>Examples of student incentives</p> <p>Tier 1 action plans</p> <p>Meeting agendas, minutes, and materials</p>	<p>0=Students are rarely involved in identifying/developing incentives.</p> <p>1=Students are often involved in identifying/developing incentives.</p>



33. The system includes incentives for staff.	Staff surveys or interviews Examples of staff incentives Meeting agendas, minutes, and materials Tier 1 action plans	0=The system does not include incentives for staff. 1=The system includes incentives for staff, but they are not delivered consistently. 2=The system includes incentives for staff, and they are delivered consistently.
Critical Element #7: Lesson Plans for Teaching Expectations and Social & Emotional Competencies		
34. Behavioral lessons include teaching expectations and rules.	Master schedule Tier 1 action plans Curriculum guides and frameworks/Second Step & RULER Staff handbook	0= Lesson plans have not been developed or used to teach rules or expectations. 1= Lesson plans were developed and used to teach rules, but not developed for expectations or vice versa. 2= Lesson plans are developed and used to teach rules and expectations.
35. Lessons include examples and non-examples of appropriate behavior.	Lesson plans Curriculum guides Tier 1 walkthroughs and classroom ecology	0=Lesson plans give no specific examples or non-examples. 1=Lesson plans include both examples and non-examples of appropriate behavior.
36. Lessons use a variety of teaching strategies.	Lesson plans Curriculum guides Tier 1 walkthroughs and classroom ecology	0=Lesson plans have not been taught or do not exist. 1=Lesson plans have been introduced using fewer than 3 teaching strategies. 2=Lesson plans are taught using at least 3 different teaching strategies (i.e., modeling, role-playing, videotaping).
37. Lessons that reinforce social and emotional competencies and school-wide expectations and rules are	Lesson plans	0=Less than 50% of all teachers embed SEL and behavior teaching into subject area curriculum or only occasionally remember to include SEL and behavior teaching into subject matter.



<p>embedded into subject area curriculum.</p>	<p>CASEL Classroom SEL Self-Reflection</p> <p>Tier 1 walkthrough</p> <p>Classroom ecology</p>	<p>Few staff (less than 50%) are engaged in understanding and implementing the Second Step curriculum and/or RULER Framework.</p> <p>1=About 50% of teachers embed SEL and behavior teaching into subject area curriculum or embed SEL and behavior teaching 3 times per week.</p> <p>Some staff (50-75%) are engaged in understanding and implementing the Second Step curriculum and/or RULER Framework.</p> <p>2= Nearly all teachers embed SEL and behavior teaching into subject area curriculum on a daily basis.</p> <p>More than 75% of staff are engaged in understanding and implementing the Second Step curriculum and/or RULER Framework.</p>
<p>38. Faculty/staff and students are involved in development & delivery of behavioral and SEL curriculum.</p>	<p>Student surveys or interviews</p> <p>Staff surveys or interviews</p> <p>Meetings, agendas, minutes, and materials</p> <p>Lesson plans</p> <p>Tier 1 action plans</p>	<p>0=Faculty, staff and students are not involved in the development and delivery of lesson plans to teach behavior expectations, rules for a specific setting and social and emotional competencies.</p> <p>1=Faculty, staff and students are involved in the development and delivery of lesson plans to teach behavior expectations, rules for a specific setting and social and emotional competencies.</p>
<p>39. Strategies to share key features of SW PBIS with families/community are developed and implemented.</p>	<p>Home-School communications</p> <p>Family event calendars</p> <p>Tier 1 Action plan</p>	<p>0=The PBIS plan does not include strategies to be used by families and the community.</p> <p>1=The PBIS 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).</p>
<p>Critical Element #8: Implementation Calendar and Actions</p>		
<p>40. A training component to teach all staff the discipline system and core features of school-wide expectations is developed and used annually.</p>	<p>Staff handbook</p> <p>Staff survey or interviews</p>	<p>0=Staff was either not trained or was given information without formal introduction or explanation.</p>



	<p>Meeting agendas, minutes, and materials</p> <p>Action plans</p>	<p>1=Time was scheduled to present and train staff on the discipline procedures and data system but without checks for accuracy of information or comprehension. Or training did not include all components (i.e., referral process (flowchart), definitions of problem behaviors, explanations of major vs. minor behaviors and referral forms, and how the data will be used to guide decision-making).</p> <p>2=Time was scheduled to present and train staff on the discipline procedures and data system including training on all components (i.e., referral process (flowchart), definitions of problem behaviors, explanations of major vs. minor behaviors and referral forms, and how the data will be used to guide decision-making).</p>
41. Plans for training staff to teach students expectations/rules and acknowledgements are developed, scheduled, and delivered.	<p>Staff handbook</p> <p>School calendar</p> <p>Staff survey or interviews</p> <p>Meeting agendas, minutes, and materials</p> <p>Action plans</p>	<p>0=Staff was either not trained or was given the information without formal introduction and explanation.</p> <p>1=Time was scheduled 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.</p> <p>2=Time was scheduled to present and train faculty and staff on lesson plans to teach students expectations including checks for accuracy of information or comprehension. Or training included 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.</p>
42. A plan for teaching students expectations/rules/acknowledgements is developed, scheduled, and delivered.	<p>Meeting agendas, minutes, and professional development materials</p> <p>Professional development calendar</p> <p>Student handbook</p> <p>Lesson plans</p>	<p>0=Students are not introduced/taught any of the following: school expectation, rules for specific settings, and school-wide acknowledgement system.</p> <p>1=Students are introduced/taught only 1 of the following: school expectations, rules for specific settings or school-wide acknowledgement system.</p> <p>2=Students are introduced/taught two of the following: school expectations, rules for specific settings or school-wide acknowledgement system.</p> <p>3=Students are introduced/taught all of the following: school expectations, rules for specific settings or school-wide acknowledgement system.</p>

	<p>Tier 1 action plans</p> <p>School calendar</p> <p>Master schedule</p>	
43. Booster sessions for students and staff are planned, scheduled, and delivered.	<p>Meeting agendas, minutes, and professional development materials</p> <p>Professional development calendar</p> <p>Student handbook</p> <p>Lesson plans</p> <p>Tier 1 action plans</p> <p>School calendar</p> <p>Master schedule</p>	<p>0=Booster sessions for students and staff are not scheduled/planned. Expectations and rules are reviewed with students once a month or less.</p> <p>1=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.</p> <p>2=Booster sessions are planned and delivered to reteach staff/students at least once in the year and additionally at times when the data suggest problem 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 student regularly (at least 1 time per week).</p>
44. Schedule for acknowledgements for the year is planned.	<p>Tier 1 action plans</p> <p>Staff handbook</p> <p>Meeting agendas, minutes, and materials</p> <p>School calendar</p> <p>Master schedule</p>	<p>0=There is no plan for the type and frequency of rewards/incentives to be delivered throughout the year.</p> <p>1=There is a clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.</p>



<p>45. Plans for orienting incoming staff and students are developed and implemented.</p>	<p>Tier 1 action plan Staff handbook</p> <p>Student handbook Meeting agendas, minutes and professional development materials</p> <p>Lesson plans</p>	<p>0=Time is not planned to introduction/onboarding of new staff or students to school-wide PBIS systems, expectations, and rules.</p> <p>1=Time is planned for introducing/onboarding of new staff or students to school-wide PBIS systems, expectations and rules for students or staff but does not include plans for training both. Or the plan for training both is developed but not implemented.</p> <p>2. Time is planned, materials developed and training of staff and students on school-wide PBIS systems, expectations and rules is implemented throughout the school year.</p>
<p>46. Plans for involving families/community are developed and implemented.</p>	<p>Tier 1 action plan</p> <p>Staff handbook</p> <p>Student handbook</p> <p>Meeting agendas, minutes and professional development materials</p> <p>School calendar</p> <p>Home-school communications</p>	<p>0=School-wide PBIS has not been introduced to families/community.</p> <p>1=Plans for introducing school-wide PBIS to families/communities have been developed, calendared, and implemented (i.e., newsletter, brochure, PTA, open-house, etc.).</p>
<p>Critical Element #9: Classroom Instruction, Systems and Routines</p>		
<p>47. Classroom rules and expectations are defined and aligned to the each of the school-wide expectations and are posted in the classrooms.</p>	<p>Tier 1 walkthrough</p> <p>Classroom observations (Classroom ecology)</p> <p>Student handbook</p>	<p>0=Evident in only a few classrooms (less than 50% of classrooms).</p> <p>1=Evident in many classrooms (50—75% of classrooms).</p> <p>2=Evident in most classrooms (more than 75% of classrooms).</p>
<p>48. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g.,</p>	<p>Tier 1 walkthrough and teacher interviews</p>	<p>0=Evident in only a few classrooms (less than 50% of classrooms).</p> <p>1=Evident in many classrooms (50—75% of classrooms).</p>



entering class, asking questions, sharpening pencils, using restrooms, dismissal).	Classroom observations (Classroom ecology) Student handbook Welcome family letters	2=Evident in most classrooms (more than 75% of classrooms).
49. Expected behavior and instructional routines in classroom are taught, reinforced, and acknowledged.	Tier 1 walkthrough Classroom observations (Classroom ecology) Teacher surveys or interviews Lesson plans	0=Evident in only a few classrooms (less than 50% of classrooms). 1=Evident in many classrooms (50—75% of classrooms). 2=Evident in most classrooms (more than 75% of classrooms).
50. Classroom teachers use immediate and specific praise.	Tier 1 walkthrough Classroom observations (Classroom ecology) Teacher surveys or interviews Classroom PBIS plans	0=Evident in only a few classrooms (less than 50% of classrooms). 1=Evident in many classrooms (50—75% of classrooms). 2=Evident in most classrooms (more than 75% of classrooms).
51. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgment of inappropriate behaviors.	Tier 1 walkthrough Classroom observations (Classroom ecology) Teacher surveys or interviews Classroom PBIS plans	0=Evident in only a few classrooms (less than 50% of classrooms). 1=Evident in many classrooms (50—75% of classrooms). 2=Evident in most classrooms (more than 75% of classrooms).
52. Procedures exist for tracking classroom behavior problems.	Classroom observations (Classroom ecology)	0=Evident in only a few classrooms (less than 50% of classrooms).



	<p>Teacher surveys or interviews</p> <p>Classroom PBIS plans</p> <p>Minor/major referral forms</p>	<p>1=Evident in many classrooms (50—75% of classrooms).</p> <p>2=Evident in most classrooms (more than 75% of classrooms).</p>
53. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered.	<p>Classroom observations (Classroom ecology)</p> <p>Teacher surveys or interviews</p> <p>Classroom PBIS plans</p> <p>Minor/major referral forms</p>	<p>0=Evident in only a few classrooms (less than 50% of classrooms).</p> <p>1=Evident in many classrooms (50—75% of classrooms).</p> <p>2=Evident in most classrooms (more than 75% of classrooms).</p>
Critical Element #10: Evaluation		
54. Students and staff are surveyed about PBIS.	<p>Staff and student surveys or interviews</p> <p>Tier 1 action plans</p> <p>Meeting agendas, minutes, and materials</p>	<p>0=Students and staff are not surveyed.</p> <p>1=Students and staff are surveyed at least annually (i.e., items or climate survey or specifically PBIS survey), but information is not used to address the PBIS plan.</p> <p>2=Students and staff are surveyed at least annually (i.e., items or climate survey or specifically PBIS survey) and information is used to address the PBIS plan.</p>
55. Students and staff can identify expectations and rules.	<p>Tier 1 walkthrough</p> <p>Staff and student surveys and interviews</p>	<p>0=Few of students and staff can identify the expectations and rules for specific settings OR Evaluations are not conducted (less than 50%).</p> <p>1=Many students and staff can identify the school-wide expectations and rules for specific settings (at least 50%).</p> <p>2=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%).</p>



<p>56. Staff use referral process (including which behaviors are office managed versus teacher managed) and forms/TAC appropriately.</p>	<p>Minor and major referral forms</p> <p>Discipline data</p> <p>Staff surveys</p>	<p>0=Few staff know the procedure for responding to inappropriate behavior, use forms as intended and fill them out correctly OR evaluations are not conducted (less than 50% know/use).</p> <p>1=Some of the staff know the procedure for responding to inappropriate behavior, use forms as intended and fill them out correctly (at least 50% know/use).</p> <p>2=Many staff know the procedure for responding to inappropriate behavior, use forms as intended and fill them out correctly (at least 75% know/use).</p> <p>3=Almost all staff know the procedure 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).</p>
<p>57. Staff use acknowledgement system appropriately.</p>	<p>Staff and student surveys and interviews</p> <p>Staff handbook</p> <p>Professional development materials</p> <p>Tracking of rewards (e.g. tokens, tickets, points, positive referrals, attendance and incentive events</p>	<p>0=Few staff understand, and use identified guidelines for the acknowledgement system OR evaluations are not conducted at least yearly or do not assess staff knowledge and use of the acknowledgement system (less than 50% understand/use).</p> <p>1=Some staff understand, and use identified guidelines for the acknowledgement system appropriately (at least 50% understand/use).</p> <p>2=Many staff understand, and use identified guidelines for the acknowledgement system appropriately (at least 75% understand/use).</p> <p>3=Almost all staff understand, and use identified guidelines for the acknowledgement system appropriately. (Can be identified by reviewing reward token distribution, surveys, interviews etc...) (at least 90% understand/use).</p>
<p>58. Outcomes (behaviors problems, attendance, and morale are documented and used to evaluate PBIS plan.</p>	<p>Tier 1 action plan</p> <p>Meeting agendas, minutes, and materials</p> <p>Discipline data</p> <p>Panorama data</p>	<p>0=There is no plan for collecting data to evaluate PBIS outcomes.</p> <p>1=There is a plan for collecting data to evaluate PBIS outcomes; however, nothing has been collected to date.</p> <p>2=There is a plan for collecting data to evaluate PBIS outcomes, some of the scheduled data have been collected, AND data is used to evaluate PBIS plan.</p>



	Communication with staff (e.g., email, newsletters, bulletin boards)	3=There is a plan for collecting data to evaluate PBIS outcomes, most data is collected as scheduled AND data is used to evaluate PBIS plans.
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This document is an adaptation of ***Tier 1 Benchmarks of Quality***; Kincaid, D., Childs, K., & George, H. (2010); ***Early Childhood Program-wide PBIS Benchmarks of Quality***; Kinavey Wennerstrom, E., Stegenga S., Allen, R., McIntosh, K., Smith, J.L., Ferro, J., Winneker, A., Clayback, K. (2021) and ***SWPBIS Tiered Fidelity Inventory***; Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnum, B., Swain-Bradway, J., McIntosh, K., & Sugai, G. (2019).

Additional sources used for this adaptation include:

PBIS Cultural Responsiveness Field Guide; Leverson, M., Smith, K., McIntosh, K., Rose, J., Pinkelman, S. (2021).

Supporting and Responding to Students' Social, Emotional, and Behavioral Needs; Evidence-Based Practices for Educators (2022): Center on PBIS.org.

Teaching Social-Emotional Competencies within a PBIS Framework; Barret, S., Eber, L., McIntosh, K., Perales, K., Rober, N. (2018).

Integrating Social and Emotional Learning into your School-Wide Positive Behavior Interventions and Supports Framework; Florida PBIS, Florida Center for Inclusive Communities, University of South Florida.