

FOSTERING POSITIVE BEHAVIORS



Benchmark of Implementation

Critical Elements	Benchmark	
1: PBIS/Tier 1 Team Composition	1	Team has administrative support
	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. *
	3	Team has regular meetings (at least monthly)
	4	Team has established a clear mission/purpose
2: Faculty Commitment	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.
	6	Faculty are involved in establishing and reviewing goals for PBIS.
	7	Faculty feedback is obtained throughout year
3: Effective Procedures for Responding to Challenging Behaviors	8	Discipline process described in narrative format or depicted in graphic format
	9	Discipline process includes documentation procedures
	10	Discipline referral form (including TAC) includes information useful in decision making
	11	Problem behaviors are defined
	12	Major/minor (issues/Referrals) behaviors are clearly differentiated
	13	Suggested array of appropriate responses to major (office-managed) problem behaviors in accordance with continuum of best practices
	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. **
	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. **
	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.
	17	Individuals with behavioral expertise are utilized for coaching staff and families through the process of developing and implementing individualized intensive interventions for students in need of behavior support plans. **
4: Data Entry & Analysis Plan Established	18	Data system is used to collect and analyze ODR data
	19	Additional data is collected (attendance, grades, faculty attendance, Panorama SEL and surveys) and used by tier 1 team.
	20	Data analyzed by PBIS/Tier 1 team at least monthly
	21	Data shared with PBIS/Tier 1 Team and faculty monthly (minimum)
5: School-Wide Expectations and Rules	22	3-5 positively stated school-wide expectations are posted around school
	23	Expectations apply to both students and staff
	24	Rules are developed and posted for specific settings (settings where data suggested rules are needed)
	25	Rules are linked to school-wide expectations
	26	Staff are involved in development/maintenance of expectations and rules
6: Acknowledgment/Recognition Program Established	27	A system of acknowledgement has elements that are implemented consistently across campus.
	28	A variety of methods are used to acknowledge students
	29	Acknowledgements are linked to school-wide expectations and rules
	30	Acknowledgements are varied to maintain student interest and reflect student voice (student age, culture, gender, and ability level to maintain student interest **
	31	Ratios of acknowledgement to corrections are high
	32	Students are involved in identifying/developing incentives
	33	The system includes incentives for staff/faculty
	34	Behavioral lessons includes teaching expectations and rules.

7: Lesson Plans for Teaching Expectations and Social & Emotional Competencies	35	Lessons include examples and non-examples of appropriate behavior
	36	Lessons use a variety of teaching strategies
	37	Lessons that reinforce social and emotional competencies and behavior teaching are embedded into subject area curriculum.
	38	Faculty/staff and students are involved in development & delivery of behavioral and SEL curriculum.
	39	Strategies to share key features of PBIS program with families/community are developed and implemented
8: Implementation Plan: Calendar and Actions	40	A training component to teach <u>all staff</u> the core features of school-wide expectations and discipline system is developed and reviewed annually.
	41	Plans for training <u>staff</u> to teach students expectations/rules and acknowledgements are developed, scheduled and delivered
	42	A plan for teaching <u>students</u> expectations/ rules/acknowledgements is developed scheduled and delivered
	43	Booster sessions for <u>students and staff</u> are planned, scheduled, and implemented
	44	Schedule for acknowledgements/incentives for the year is planned
	45	Plans for orienting incoming staff and students are developed and implemented
9: Classroom Instruction, Systems and Routines	46	Plans for involving families/community are developed and implemented
	47	Classroom rules are defined for each of the school-wide expectations and are posted in classrooms
	48	Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)
	49	Expected behavior and instructional routines in classrooms are taught, reinforced and acknowledged.
	50	Classroom teachers use immediate and specific positive feedback
	51	Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors
	52	Procedures exist for tracking classroom behavior problems
	53	Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered
10: Evaluation	54	Students and staff are surveyed about PBIS
	55	Students and staff can identify expectations and rules (can be identified through surveys, random interviews, etc...)
	56	Staff use referral process (including which behaviors are office managed vs. which are teacher managed) and forms/TAC appropriately (can be identified by reviewing completed forms, staff surveys, etc...)
	57	Staff use acknowledgement system appropriately (can be identified by reviewing acknowledgement token distribution, surveys, etc...)
	58	Outcomes (behavior problems, attendance, and morale) are documented and used to evaluate PBIS plan



Areas of Focus for Counselors

Grey – Focus for Admin or Full PBIS Team

White - potential areas of support

Yellow – Areas that counselor may lead within the PBIS Team

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7: Lesson Plans for Teaching Expectations and Social & Emotional Competencies	34	Behavioral lessons include teaching expectations and rules.
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EXAMPLE SHARE OUT





Activity

- Count off by 4
- Table discussion of highlights and success in your work
- Jot down ... Element of PBIS – Name
- Count off by 4 – again 😊