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| **The 10 Critical Elements** | **BENCHMARKS OF QUALITY**  **(BOQ)** | | | | |
|
| **PBIS Team** | 1. Team has administrative support | | | | |
| 2. Team runs efficient and effective regular meetings (at least monthly) | | | | |
| 3. Team has established a clear mission/purpose | | | | |
| *\*Additional feature for successful team implementation* | \**Team has broad representation of school: different grade/content levels, specials, general education & special education* | | | | |
| \**Working Smarter document is completed* | | | | |
| \**Quick “Audit” or Resource Map of current practices, programs, initiatives is completed* | | | | |
| **Goals:**  **“What needs to be accomplished?”** | | **Steps, Timeline, Resources, and Communication:**  **“How will the goals be accomplished?”** | **Person:**  **“Who is Responsible?”** | **Start/ Completion Date** | **Status**  A = Achieved  I = In progress  N = Not achieved |
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| **The 10 Critical Elements** | **BENCHMARKS OF QUALITY**  **(BOQ)** | | | | |
|
| Faculty/Staff Commitment | 4. Faculty are aware of behavior problems across campus through regular data sharing | | | | |
| 5. Faculty involved in establishing and reviewing goals | | | | |
| 6. Faculty feedback is obtained throughout year | | | | |
| \*Additional feature for successful team implementation | \*BOQ or Self-Assessment is completed | | | | |
| \*Data is reviewed | | | | |
| \*Strengths and focus are identified | | | | |
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|
| **Effective Procedures**  **for Dealing with Discipline** | 7. Discipline process described in narrative format or depicted in a graphic format | | | | |
| 8. Discipline process includes documentation | | | | |
| 9 .Discipline referral form includes information useful in decision-making | | | | |
| 10. Problem behaviors are defined | | | | |
| 11. Major/Minor behaviors are clearly differentiated | | | | |
| 12. Suggested array of appropriate responses to major (office-managed) problem behaviors | | | | |
| *\*Additional feature for successful team implementation* | *\*T-chart complete* | | | | |
| *\*Referral Form complete* | | | | |
| *\*Process developed* | | | | |
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|
| **Data Entry & Analysis**  **Plan Established** | 13. Data system is used to collect and analyze Office Discipline Report (ODR) data | | | | |
| 14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by PBIS Team | | | | |
| 15. Data analyzed at least monthly | | | | |
| 16. Data shared with team and faculty monthly (minimum) | | | | |
| *\*Additional feature for successful team implementation* | *\*System is in place for gathering school-wide information about office discipline referrals; i.e., how to get quick access to data, in graphs* | | | | |
| *\*Process for summarizing information; i.e., how will data be shared among faculty* | | | | |
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|
| **Expectations & Rules Developed** | 17. 3-5 positively stated school-wide expectations are posted around school | | | | |
| 18. Expectations apply to both students and staff | | | | |
| 19. Rules are developed and posted for specific settings (where data suggests rules are needed) | | | | |
| 20. Rules are linked to expectations | | | | |
| 21. Staff are involved in development of expectations and rules | | | | |
| \*Additional feature for successful team implementation | *\*Teaching matrix is developed to identify rules in various areas in the school* | | | | |
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|
| **Acknowledgement Program Established** | 22. A system of acknowledgements has elements that are implemented consistently across campus | | | | |
| 23. A variety methods are used to acknowledge students | | | | |
| 24. Acknowledgements are linked to expectations and rules | | | | |
| 25. Acknowledgements are varied to maintain student interest | | | | |
| 26. Ratios of acknowledgements to corrections are high | | | | |
| 27. Students are involved in identifying/developing acknowledgements | | | | |
| 28. The system includes acknowledgement for staff/faculty | | | | |
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|
| **Lesson Plans**  **for Teaching**  **Expectations/**  **Rules** | 29. A behavioral curriculum includes teaching expectations and rules | | | | |
| 30. Lessons include examples and non-examples | | | | |
| 31. Lessons use a variety of teaching strategies | | | | |
| 32. Lessons are embedded into subject area curriculum | | | | |
| 33. Faculty/staff and students are involved in development and delivery of behavioral curriculum | | | | |
| 34. Strategies to share key features of PBIS with families/community are developed and implemented | | | | |
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|
| **Implementation**  **Plan** | 35. A curriculum to teach the components of the discipline system to all staff is developed and used | | | | |
| 36. Plans for training staff how to teach expectations/rules/acknowledgments are developed, scheduled and delivered | | | | |
| 37. A plan for teaching students expectations/rules/acknowledgments is developed, scheduled, and delivered | | | | |
| 38. Booster sessions for students and staff are planned, scheduled, and delivered | | | | |
| 39. Schedule for acknowledgments for the year is planned | | | | |
| 40. Plans for orienting incoming staff and students are developed and implemented | | | | |
| 41. Plans for involving families/communities are developed and implemented | | | | |
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| **Classroom**  **Systems** | 42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms. | | | | |
| 43. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal) | | | | |
| 44. Expected behavior routines in classroom are taught | | | | |
| 45. Classroom teachers use immediate and specific praise | | | | |
| 46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors | | | | |
| 47. Procedures exist for tracking classroom behavior problems | | | | |
| 48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered | | | | |
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|
| **Evaluation** | 49. Students and staff are surveyed | | | | |
| 50. Students and staff can identify expectations and rules | | | | |
| 51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately | | | | |
| 52. Staff use acknowledgment system appropriately | | | | |
| 53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan | | | | |
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