



# Using the Benchmarks of Quality (BoQ): from Administration to Corrective Action Planning

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# Objectives

- Purpose of the Benchmarks of Quality (BoQ)
- Administration
- Results and corrective action planning
- District and school exemplar
- Summary and questions



# Needs Leading to Developing BoQ

- Reliably assess team's implementation
- Distinguish Model Schools
- Easy to complete by coaches with little training
- Quick to complete
- Provide feedback to team
- Clarify outcomes as related to implementation



# Benchmarks of Quality

- Identified items aligned with SWPBS training process  
53 items addressing areas of:
  - Faculty commitment
  - Effective procedures for dealing with discipline
  - Data entry and analysis plan established
  - Expectations and rules developed
  - Reward/recognition program established
  - Lesson plans for teaching
  - Implementation plan
  - Crisis plan
  - Evaluation



# Utility of the BoQ

- BoQ is reliable, valid, efficient and useful
- Moderate correlation with SET
- Data regarding association with ODRs
- Ease of use
  - Little training
  - Little time from team and coach
  - Areas not unique to one training approach
  - Assist states that are rapidly expanding SWPBS efforts
- Specific team feedback: celebration/planning



# 3 Elements of the Benchmarks of Quality

- **Team Member Rating Form**
  - Completed by team members independently
  - Returned to coach/facilitator
- **Scoring Form**
  - Completed by coach/facilitator using Scoring Guide
  - Used for reporting back to team
- **Scoring Guide**
  - Describes administration process
  - Rubric for scoring each item



# Method of Completion

- Coach/facilitator uses Scoring Guide to ascertain the appropriate score for each item, collects Team Member Rating forms, resolves any discrepancies, and reports back to team
- **Alt. Option** – Scoring Form is completed at a team meeting with all members reaching consensus on the appropriate score for each item using the Scoring Guide rubric. The team identifies areas of strength and need.



# Completion of BoQ

## Step 1 – Coach’s Scoring

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



# BoQ: Scoring Form, Scoring Guide

Critical Elements	STEP 1				STEP 2 ++, +, or _	STEP 3
PBS Team	1. Team has broad representation			1	0	
	2. Team has administrative support	3	2	1	0	
	3. Team has regular meetings (at least monthly)		2	1	0	
	4. Team has established a clear mission/purpose			1	0	

# Completion of BoQ

## Step 2 – Team Member Rating

- The coach/facilitator will give the *BoQ 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 Scoring Form* the team’s most frequent response using ++ for “In Place,” + for “Needs Improvement,” and – for “Not In Place.”



# BoQ:

## Scoring Form, Team Members Rating Form

<b>In Place (++)</b> <b>Needs Improvement (+)</b> <b>Not In Place (-)</b>
---------------------------------------------------------------------------------

STEP 1					STEP 2 ++, +, or -	STEP 3 3
1. Team has broad representation			1	0	++	
2. Team has administrative support	3	2	1	0	+	
<b>Team Member A</b>						
1. Team has broad representation					X	
2. Team has administrative support					X	
<b>Team Member B</b>						
1. Team has broad representation					X	
2. Team has administrative support					X	
<b>Team Member C</b>						
1. Team has broad representation					X	
2. Team has administrative support					X	



# Benchmarks Team Member Tally Form

<b>Critical Elements</b>	<b>Benchmarks of Quality Questions</b>	<b>In Place (++)</b>	<b>Needs Improvement (+)</b>	<b>Not in Place (-)</b>
PBS Team	1.			
	2.			
	3.			
	4.			
Faculty Commitment	5.			
	6.			
	7.			

# Completion of BoQ

## Step 3 - Team Report

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



# Benchmarks Practice: Scoring Form, Team Members Rating Form

<b>In Place (++)</b> <b>Needs Improvement (+)</b> <b>Not In Place (-)</b>
---------------------------------------------------------------------------------

STEP 1					STEP 2 ++, +, or -	STEP 3
1. Team has broad representation			1	0	++	
2. Team has administrative support	3	2	1	0	+	✓

<b>Team Member A</b>							
1. Team has broad representation					X		
2. Team has administrative support						X	

<b>Team Member B</b>							
1. Team has broad representation					X		
2. Team has administrative support						X	

<b>Team Member C</b>							
1. Team has broad representation					X		
2. Team has administrative support						X	



# Completion of BoQ

## Step 4 – Reporting Back to Team

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



# Benchmarks Team Summary: Scoring Form

## Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description
2	++, ++, +	0	Administrator does not actively support the process

## Areas of Strength

Critical Element	Description of Areas of Strength
------------------	----------------------------------

## Areas in Need of Development

Critical Element	Description of Areas in Need of Development
------------------	---------------------------------------------



# Benchmarks Critical Element Maximum

## MAX SCORES PER ELEMENT

Critical Elements	STEP 1					
PBS Team	1. Team has broad representation			1	0	7
	2. Team has administrative support	3	2	1	0	
	3. Team has regular meetings (at least monthly)		2	1	0	
	4. Team has established a clear mission/purpose			1	0	
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)		2	1	0	6
	6. Faculty involved in establishing and reviewing goals		2	1	0	
	7. Faculty feedback obtained throughout year		2	1	0	
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format		2	1	0	12
	9. Process includes documentation procedures			1	0	
	10. Discipline referral form includes information useful in decision making		2	1	0	
	11. Behaviors defined	3	2	1	0	
	12. Major/minor behaviors are clearly identified/understood		2	1	0	

# Using the BoQ Results

- What if I question the results?
  - District Level verification
  - 2<sup>nd</sup> completion by internal/external coach
  - On-site Walk-through
- Corrective Action Planning
  - State\*
  - District
  - School

*\* Will not be discussed during this presentation*



# Brief Walk-through

## On-Site PBS Walkthrough

Purpose: This tool is meant for use as a quick glance when visiting a school to see if School-Wide PBS is evident. It will allow the observer to provide feedback to the PBS team and administration.

Observer:

School:

Date:

### School Expectations

\_\_\_\_\_

### Visibility

Circle the following locations where Expectation Posters were visible:

Hallways            Main Office            Classrooms            Cafeteria  
Media Center        Gym/Playground        Computer Lab        Other

Circle the following locations where Rules Posters were visible:

Hallways            Main Office            Classrooms            Cafeteria  
Media Center        Gym/Playground        Computer Lab        Other

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

Ask 5 students if they know the Expectations. *Circle how many students were able to tell you the expectations.*

1      2      3      4      5

Staff (Ask 5 staff members the following questions)

# BoQ Max Scores per Critical Element

MAX SCORES PER ELEMENT						
Critical Elements	STEP 1					
PBS Team	1. Team has broad representation			1	0	7
	2. Team has administrative support	3	2	1	0	
	3. Team has regular meetings (at least monthly)		2	1	0	
	4. Team has established a clear mission/purpose			1	0	
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)		2	1	0	6
	6. Faculty involved in establishing and reviewing goals		2	1	0	
	7. Faculty feedback obtained throughout year		2	1	0	
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format		2	1	0	12
	9. Process includes documentation procedures			1	0	
	10. Discipline referral form includes information useful in decision making		2	1	0	
	11. Behaviors defined	3	2	1	0	
	12. Major/minor behaviors are clearly identified/understood		2	1	0	
	13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			1	0	
	14. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0	

# District and School Exemplar



# District Action Planning (DAP): Decision Making

- Data reviewed quarterly to determine:
  - Effectiveness & functioning of team
  - Implementation fidelity of Tier 1
  - Outcome of implementation
  - Eligibility for Tier 2 & 3 Training
  - Need for Booster Training, School-based PBS Team Planning Training, Technical Assistance



**COLLIER DISTRICT PAT**

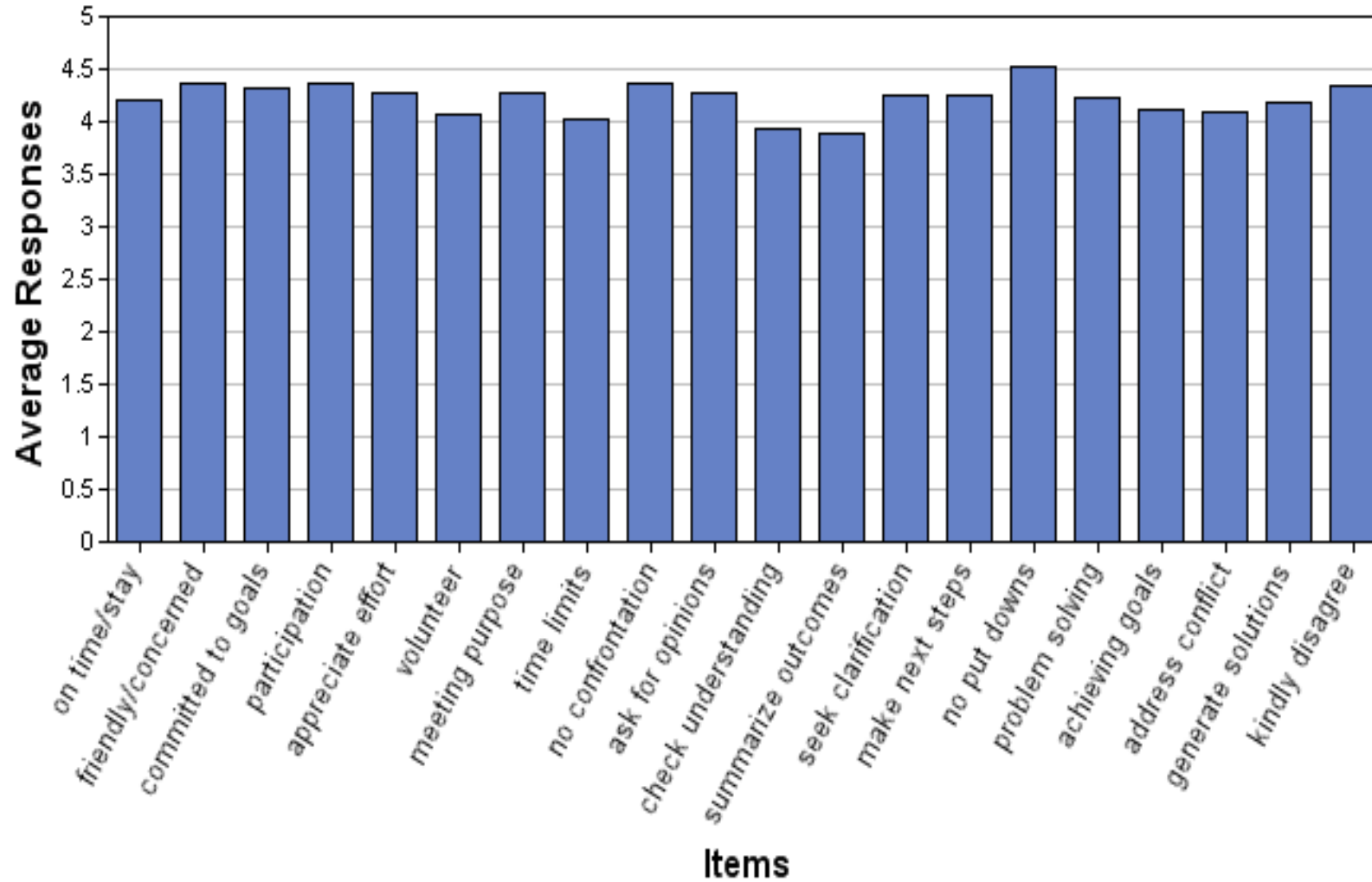
CURRENT	ENROLL	STRENGTHS	STRENGTHS	1-3 MONTHS	6 MONTHS	1 YEAR 2009	3-YEAR GOALS 2011
<p>PBS is a priority in that nothing else happens without appropriate behavior- Teaching behavior is essential to learning</p> <p>PBS is strongly supported at Elementary Level and recommended by District Leadership Team for Secondary Level</p> <p>Limited buy-in from High Schools with increased interest from Middle Schools</p> <p>Full-time District Coordinator position not currently a top priority</p> <p>Want to look at ALL students in a positive manner</p> <p>High student mobility -want to increase consistency across environments</p> <p>PBS can help with academics (Rtl &amp; PBS strong relationship) and assist in parent involvement- Rtl piloted at 3 PBS schools</p> <p>26 schools trained &amp; actively implementing</p> <p>Capacity of District Leadership Team contingent upon ALL members attending meetings and participating</p> <p>PBS now part of district level training</p>	<p>Psychology</p> <p>ESE</p> <p>SDFS</p> <p>Student Services</p> <p>Counseling</p> <p>Behavior Specialist</p> <p>Principal</p> <p>Youth Relations Deputy (YRD)</p> <p>Transportation</p> <p>Curriculum Dept.</p> <p>Assistant Superintendent (Student Conduct)</p> <p>Parent Liaison</p> <p>SEDNET</p> <p>Staff Development/School Improvement</p> <p>Technology Supports</p> <p>Invite: Nursing Services &amp; 1 High School Principal to attend annual meeting</p>	<p><u>COORDINATION</u> Sherry Alvies</p> <p><u>VISIBILITY</u> Behavior is significant goal in district</p> <p>Dr. Kelly to coordinate PBS w/Code of Student Conduct</p> <p>Many model schools recognized in district</p> <p>PBS highlighted in school zone</p> <p>Newspaper article on PBS</p> <p><u>TRAINING/COACHING CAPACITY</u> Planning for (10) school-based teams to go through SW training this summer</p> <p>Middle School Principal participating in District Leadership Team Meetings</p> <p>Middle-level school-based administrator and teacher to be coaches (2 coaches per school)</p> <p>On-line modules used by new administrators and new PBS Team members</p> <p>District agrees to support on-going training &amp; collaboration with FL PBS</p> <p>Plan to ID schools ready for Secondary &amp; Tertiary Training</p>	<p><u>FUNDING</u> Safe and Drug Free \$ for trainings</p> <p>School Improvement</p> <p>Grants</p> <p>Continue to fund District Coordinator position via IDEA &amp; less from FL PBS Project \$</p> <p><u>EVALUATION</u> Decrease in referral data</p> <p>School / Parent survey</p> <p>Testing evaluation / Data Warehouse</p> <p>Climate Survey</p> <p>Established teams come together and share ideas- at monthly coaches meetings</p> <p>PBS Benchmarks of Quality and/or Modified SET to be used periodically as way to monitor school team's action plan &amp; progress on goals</p> <p>District Coordinator to monitor input of discipline data &amp; provide feedback to Coaches</p> <p>District developed PBS Targeted Group Mid-Year Report piloting this year</p>	<p>Continue support for coaches and ongoing technical assistance</p> <p>Transportation Team completes PATH</p> <p>Develop draft paragraph summarizing PBS to include in Parent Guide</p> <p>Encourage Coaches to submit PBS Model School Application</p> <p>Provide feedback to Coaches from Modified SET- Suggestions to be implemented by team</p> <p>Gather data from Coaches implementing Secondary Level Supports via District developed PBS Targeted Group Mid-Year Survey &amp; Team Report</p> <p>Reconvene District Leadership Team and review progress</p>	<p>Present PBS Overview &amp; highlight schools to Guidance Counselors (Dir. Of Guidance)</p> <p>Develop Parent/Community Awareness Training (Explore Grant from Education Foundation or Community Foundation)</p> <p>Dr. Kelly to plan with Admin. Academy</p> <p>Address Student/Parent involvement at schools during Coaches meetings</p> <p>New schools trained in SW PBS</p> <p>Currently implementing schools complete either traditional Booster training OR PATH training &amp; development Booster Training</p> <p>Schools selected and attend Secondary &amp; Tertiary Level Training based upon implementation fidelity and data</p> <p>Reconvene District Leadership Team and review progress</p>	<p>Examine existing data and share decreases in discipline referrals</p> <p>Present Collier PBS results at Admin. Academy</p> <p>Have link on district website (ESE &amp; Safe &amp; Drug Free pages) to FL PBS website</p> <p>Schools have link on their website &amp; Student Services (Code of Conduct to include link)</p> <p>Offer SW PBS Overview to Food Service Staff &amp; Guidance Counselors (Director of Guidance)</p> <p>Decrease bus referrals &amp; Increase Transportations' implementation fidelity</p> <p>Currently trained Elementary schools to be implementing with fidelity.</p> <p>Include PBS in teacher-leader training, &amp; administrator training (Aspiring Leader Program-prepare new Principals)</p> <p>Parent/Community Awareness Training Developed &amp; Piloted</p> <p>Increase sharing of resources among schools</p> <p>Present at conferences &amp; new teacher inductions Collaborate with</p>	<p>Improve student academics by decreasing referrals – students will take charge of their behavior</p> <p>Increase consistency with discipline across schools</p> <p>Align Student Code of Conduct with PBS</p> <p>Increase teacher attendance and decrease teacher attrition</p> <p>Assess feeling, tone, and attitude of how students feel about school- increase positive student perceptions by including PBS on SIP Survey</p> <p>All Elementary &amp; Middle and (2) High Schools trained &amp; implementing with fidelity</p> <p>Improve communication among all stakeholders including increasing positive parent /community perceptions (target Service Clubs)</p> <p>Increase inclusion of ESE Student</p> <p>At least 90% of Elementary schools and 30% of Middle schools eligible for PBS Model School status</p> <p>Increase Secondary &amp; Tertiary Level Training &amp; Implementation</p> <p>Annual agreement signed by administrator supporting Coaches attendance at meetings</p>

January 24, 2008



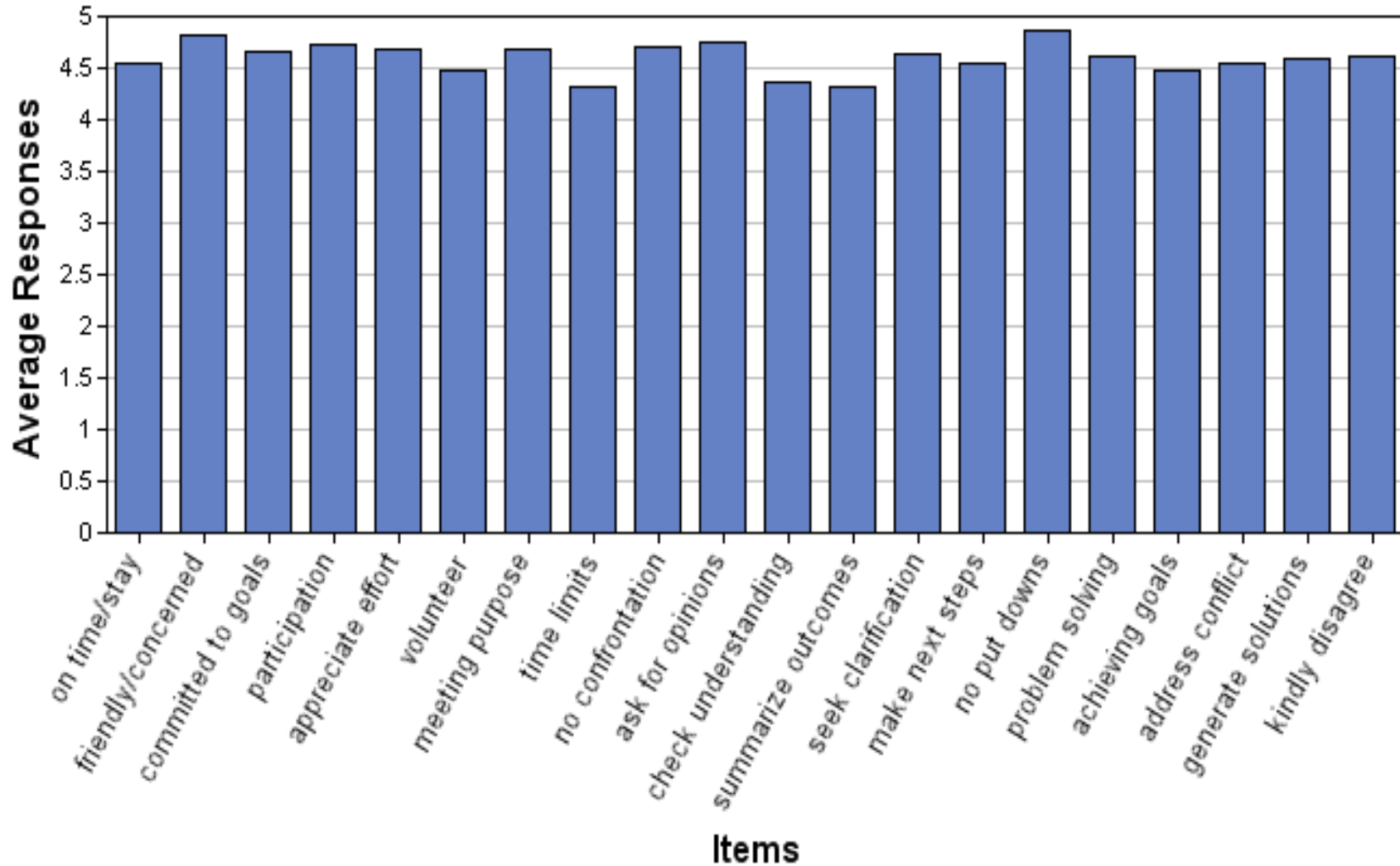
# 06-07 Mid-Year Data

Team Process Evaluation - District Average Score by Item



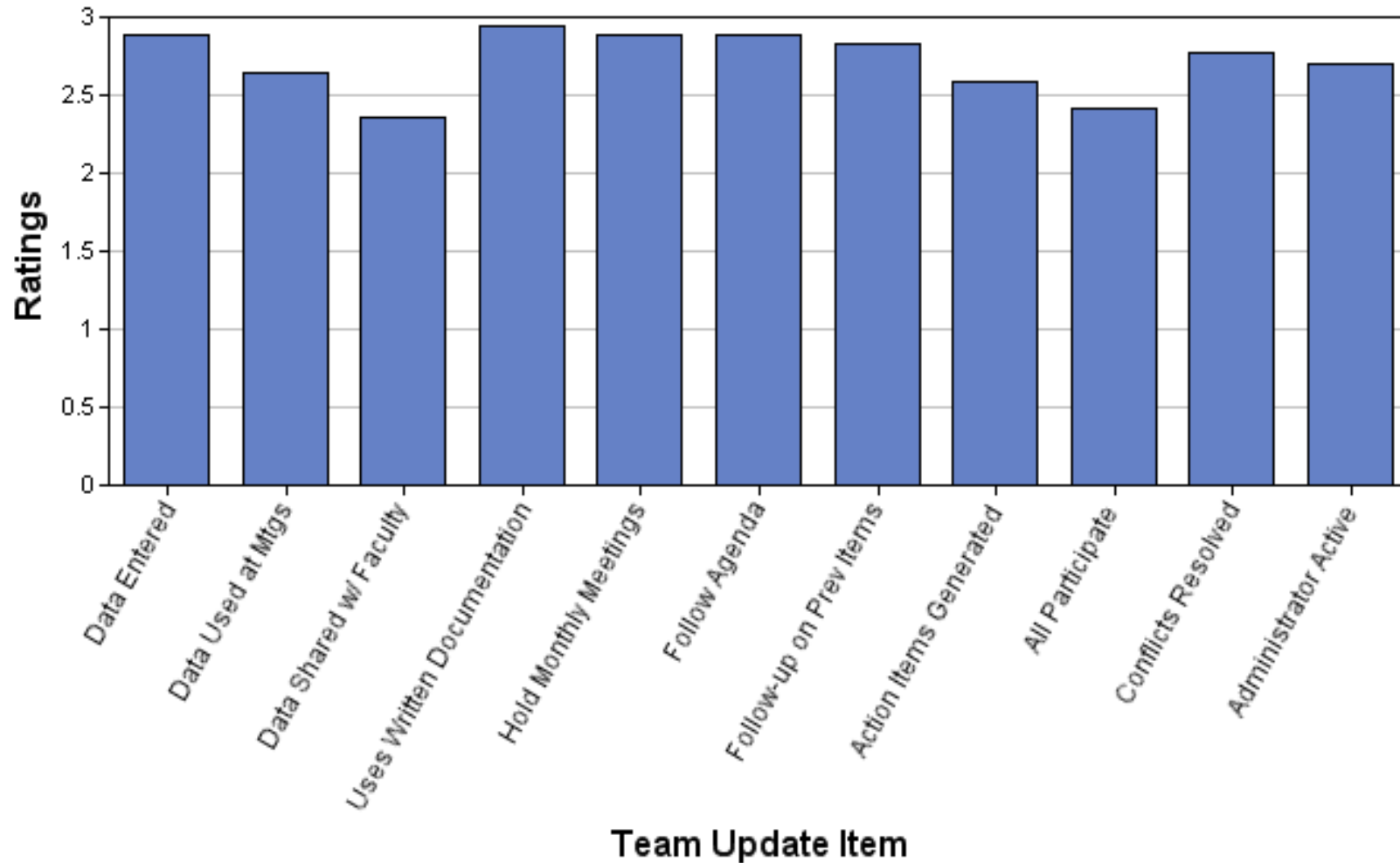
# 07-08 Mid-Year Data

## Team Process Evaluation - District Average Score by Item



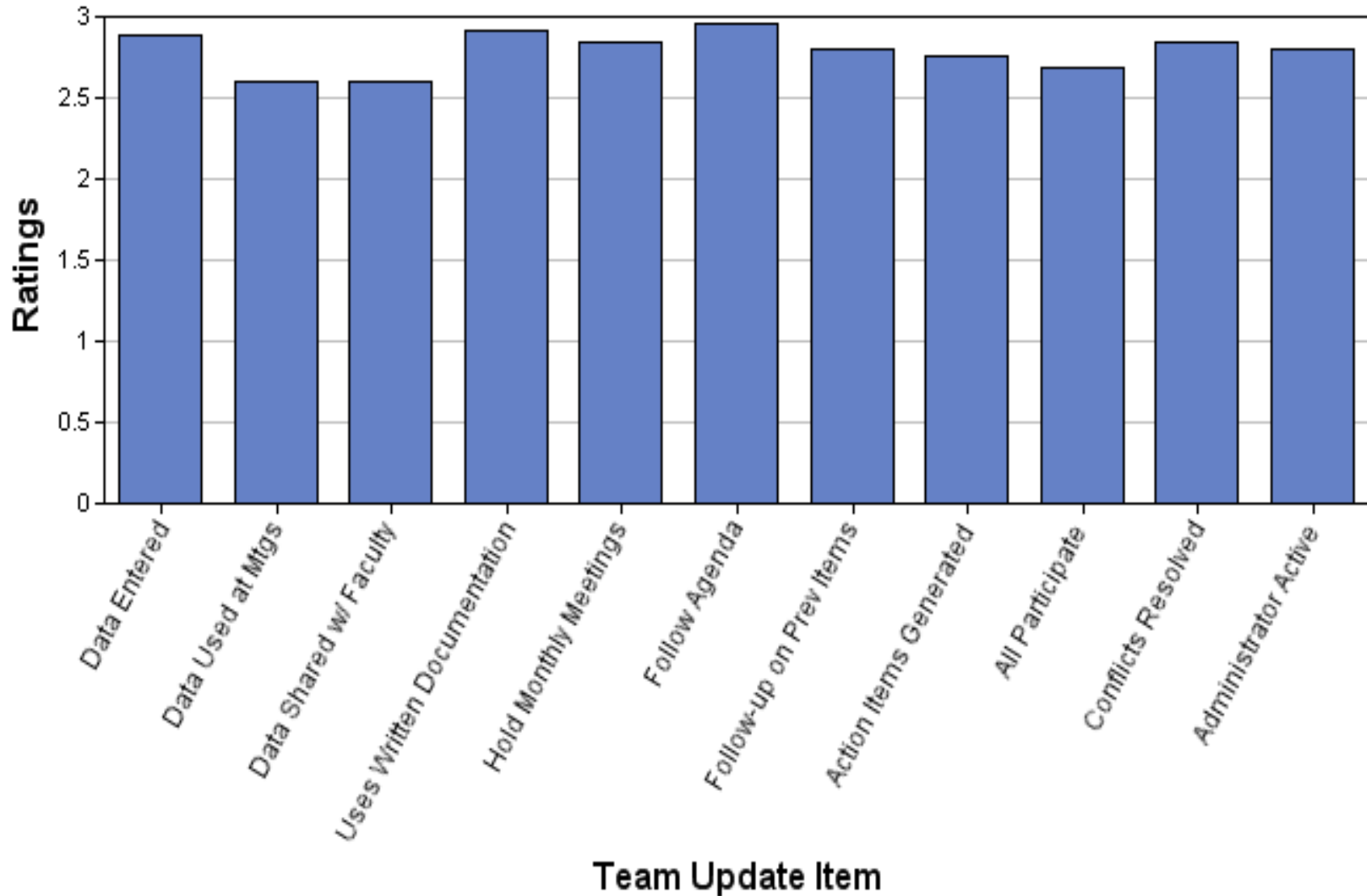
# 06-07 Mid-Year Data

Team Update - District Average Rating by Item



# 07-08 Mid-Year Data

Team Update - District Average Rating by Item



# 2008-2009 Schools Implementing Tier I

- 24/29 Elementary Schools - 83%
- 6/10 Middle Schools- 60%
- 3/9 High School – 33%
- Total: 33/48 Schools – 69% of district schools implementing Tier I PBS
- Of the PBS schools trained:
  - 38% Model Schools for 05-06
  - 59% Model Schools for 06-07
  - 61% Model Schools for 07-08



# What's Next?

- Tier II Training
- Tier III Training
- Booster Training
- Tier I Re-Training
- PBS Team Planning Process Training
- Interventions



# Percentage of PBS Schools Implementing Tier II

- 18/24 Elementary Schools – 75%
- 2/6 Middle Schools- 33%
- 0/9 High School – 0%
- Total- 20/48 PBS Schools – 42% of district schools implementing Tier II PBS



# June 2006 PBS Status Pre-Intervention

- Annual DAP conducted
- 13 PBS Teams trained and implementing SW PBS (Tier 1) for minimum of one year
- Internal PBS Coaches
- District Coordinator
- FL PBS Project staff providing TA & Training in District
- Mid-year and End-year evaluation activities
- 38% of implementing PBS schools considered model schools
- Baseline BoQ gathered as part of end-year evaluation activities for 05-06 school year



# Interventions

- FL PBS Booster Training provided (Summer 06, 07)
  - Targeted 3 lowest scoring critical elements on BoQ
  - Review of on-line modules & activities corresponding to identified critical elements
  - Development of action plan including targeted critical elements
- FL PBS Team Planning Process Training provided (Summer 08)
- FL PBS Annual Coaches training provided (Fall 06, 07, 08)
  - Buy-in
  - Teaming
  - Skill Building
  - Problem solving
  - Classroom PBS
  - Tier 2 & 3 Awareness
  - Roles & Responsibilities
  - Data-Based Decision Making

# Interventions

- Technical Assistance provided to Coaches at monthly PBS Coaches Meetings (DC & FL PBS Project conducted throughout school year)
  - District & School-based Action Planning
  - Created shared folder for school-based teams & coaches to showcase products (i.e., lesson plans, parent brochure, etc.)
  - Product Book Development
  - Data-Based Decision Making
  - PBS Team Presentations with Feedback
  - PATH Progress Monitoring



# Interventions

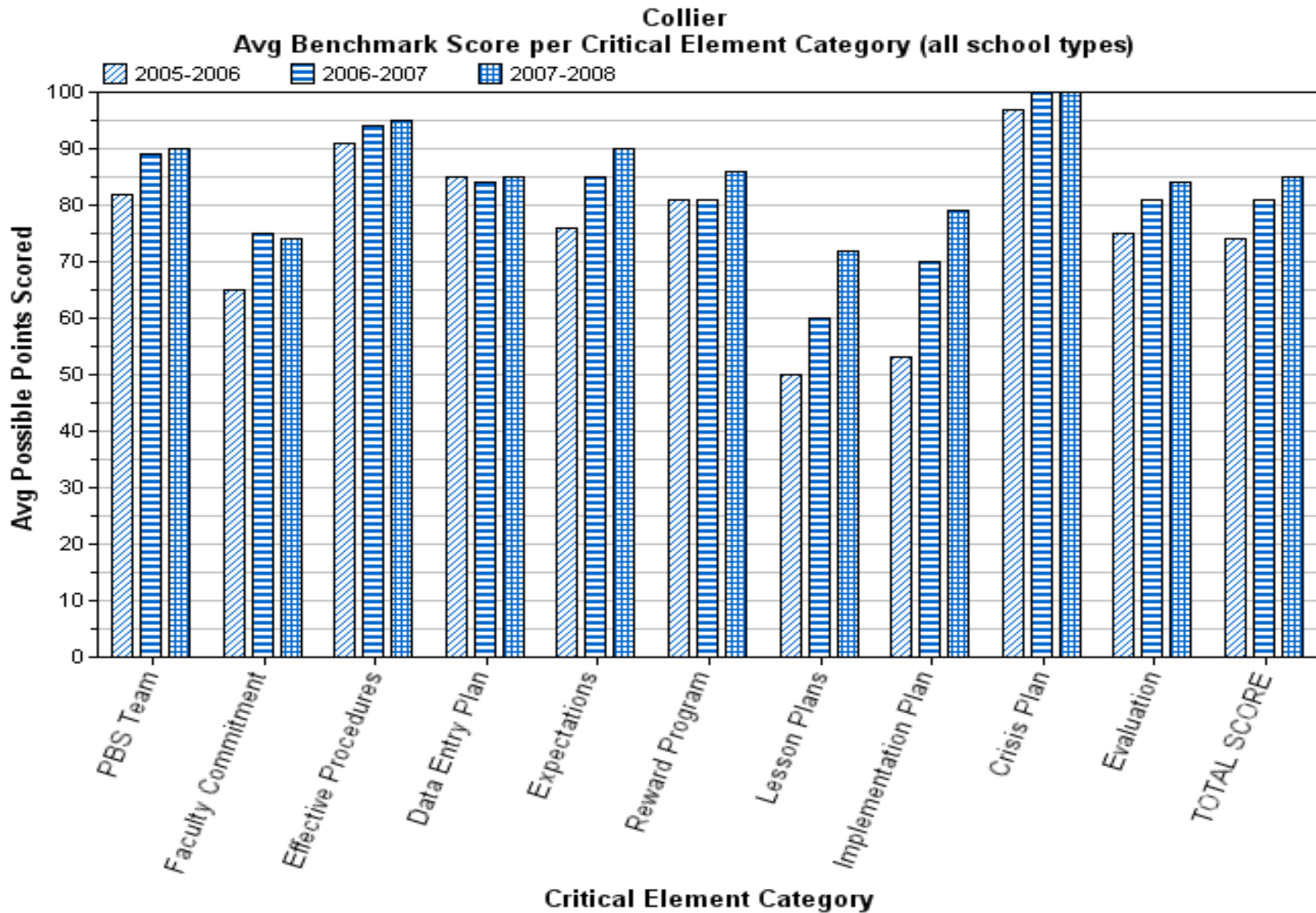
- On-site Walk-through (Mid-Year 06, 07)
  - Interview conducted with school-based administrator/coach
  - Direct Observation:
    - Location of crisis plan
    - Template for school improvement plans
    - Credit for money budgeted based upon inclusion in SIP
- Written recommendations provided to Coaches by DC (Mid-Year 06, 07)
- Team Planning Process (PATH) Training provided by FLPBS (Summer 08)
  - PATH developed by each team with link to annual action plan



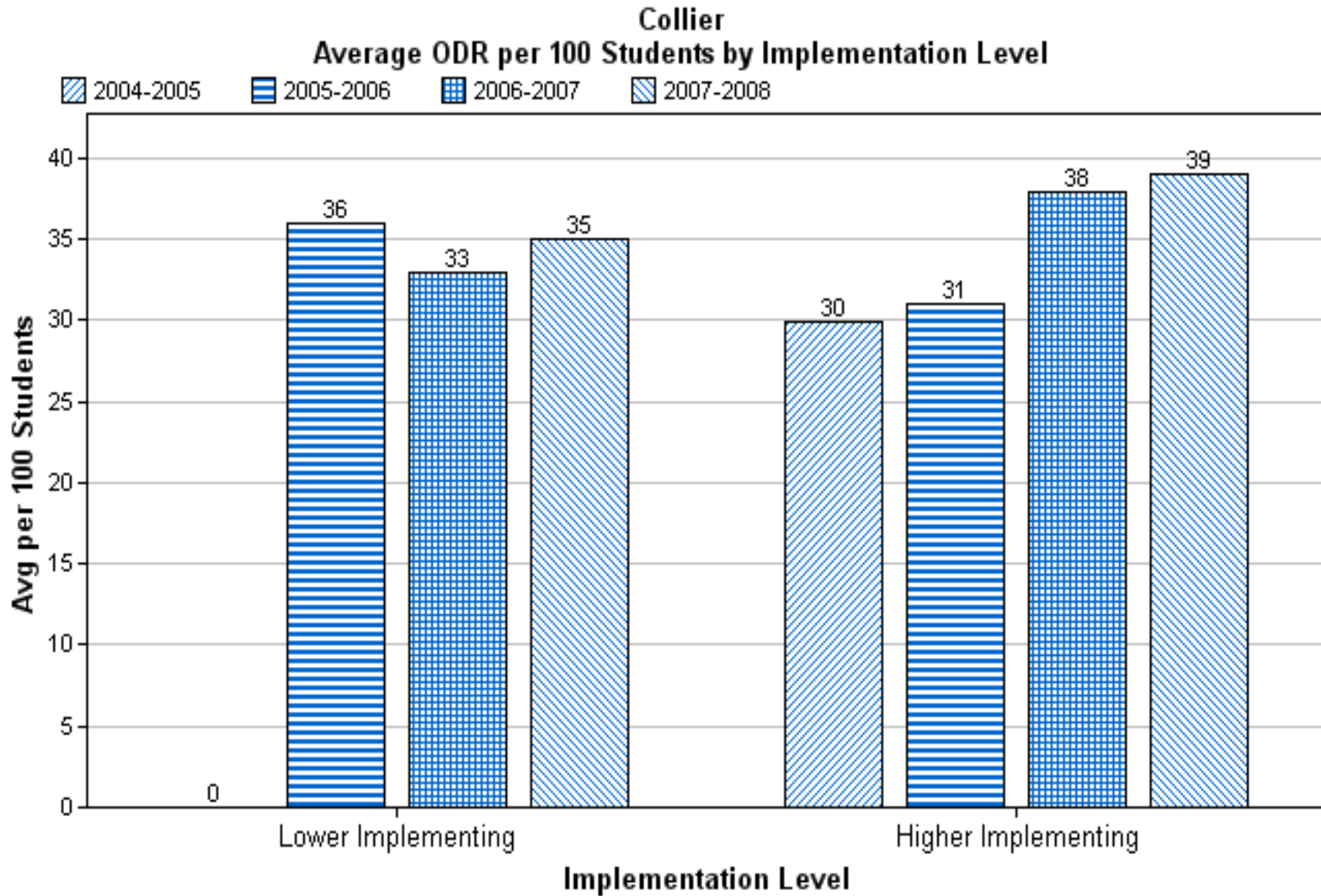
# Comparison of BoQ's with Intervention

School	05-06 BoQ	Jan 07 Mid- Year WT	06-07 BoQ	Jan 08 Mid- Year WT	07-08 BoQ
Big Cypress Elementary	81	91	90	79	89
Estates Elementary	72	79	84	98	88
Golden Terrace Elementary	82	88	85	98	93
<b>Lake Park Elementary</b>	<b>73</b>	<b>86</b>	<b>91</b>	<b>95</b>	<b>97</b>
Lake Trafford Elementary	72	67	52	91	94
Laurel Oak Elementary	70	88	92	89	98
Lely Elementary	59	73	98	93	96
Osceola Elementary	84	90*	88	75	94
Pinecrest Elementary	75	87	87	---	94
Sabal Palm Elementary	64	91	94	86	94
Shadowlawn Elementary	93	80	49	41	82
Vineyards Elementary	67	85*	84	93	96

# End-Year Data



# End-Year Data



# PBS Outcomes

## June 2008

### • BoQ

- 77% of Teams' BoQ score increased or stayed the same
- 30% of Teams' BoQ score decreased

### • ODR

- 73% reported a decrease in ODRs from baseline
- 27% reported an increase in ODRs from baseline

### • Student and Administrator Time Regained

- 73% reported time regained
- 27% reported time lost

### • School Grades

- 18% increased school grade
- 14% decreased school grade
- 68% of school grades remained the same (A, B & C)



# June 2008 PBS Status: Post-Intervention

- Continued DAP meetings
- SW PBS (Tier 1) implementation continued with 20 teams eligible for Secondary (Tier 2) training in Fall 08
- 9 new schools trained & implementing SW PBS (Tier 1)
- Coaching and technical assistance continued to be provided to teams by:
  - Internal PBS Coach
  - District Coordinator
  - FLPBS Project staff
- All teams continued their participation in mid-year & end-year evaluation activities
- 87% of implementing PBS schools eligible for model school consideration
- Post-Intervention BoQ gathered as part of end-year evaluation activities for 07-08 school year

# Lake Park Elementary Interventions

- FLPBS Booster Training- (low scoring critical elements targeted for improvement in annual action plan, on-line module review)
  - (2006) Fac. Com., Lesson Plans, Implementation
  - (2007) Fac. Com., Rewards, Lesson Plans
  - (2008) Fac. Com., Implementation
- Attendance at Annual Coaches Training
- TA provided during monthly Coaches Meetings
- Mid-Year On-site Walk-through with recommendations from DC provided to Coaches
- PATH training received and School-Based PATH developed
- Annual Action Plan developed and reviewed/updated during school-based team meetings throughout year
  - Data-based Decision Making



# Lake Park Elementary Mid-Year Intervention

- Walk-through Results:
  - Score = 86 (Jan 07)
  - Score = 95 (Jan 08)
    - 2 areas noted
      - Signage
      - Other Category on Referral Form
- Coaches & Tier I team met to review results
- Team members took results back to grade level teams for discussion
- Tier I team reconvened & decided to get estimate for metal signs



# Lake Park Elementary Mid-Year Intervention

- Team began to explore options for funding of new signs
- Tier I coach presented data to the School Advisory Committee (SAC)
- SAC approved funding based upon potential student impact
- Team decided to use current ODR form until the end of school year & to revise over summer

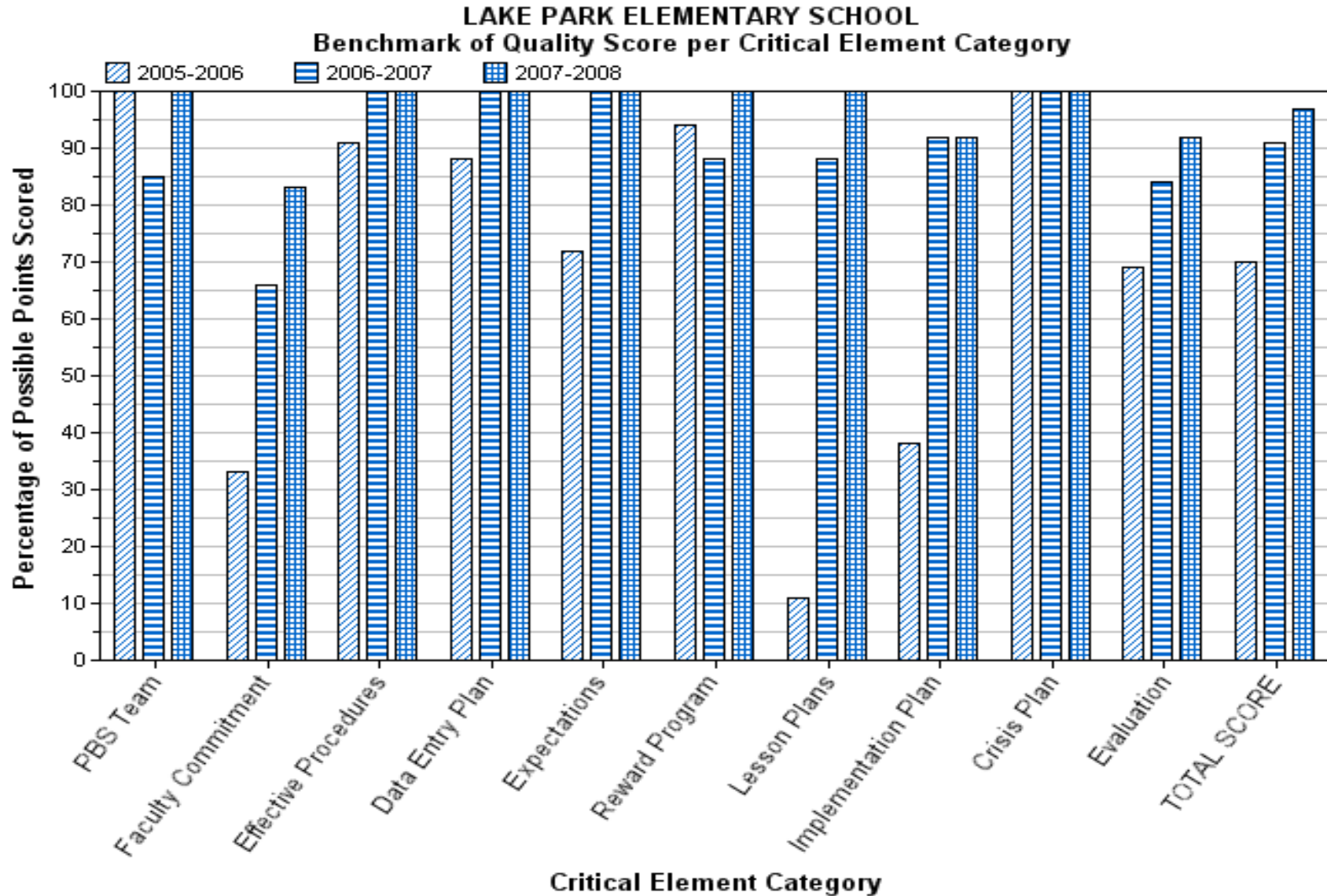


# Lake Park Elementary End of Year Interventions

- Team completed:
  - End-year evaluation activities
    - (2008) BoQ score 97, Outcome Data
  - PATH
  - Annual Action Plan linked to results from BoQ, Outcome Data & PATH
    - Team developed pre-school training for all staff & students
    - Faculty Commitment activities
    - Implementation activities

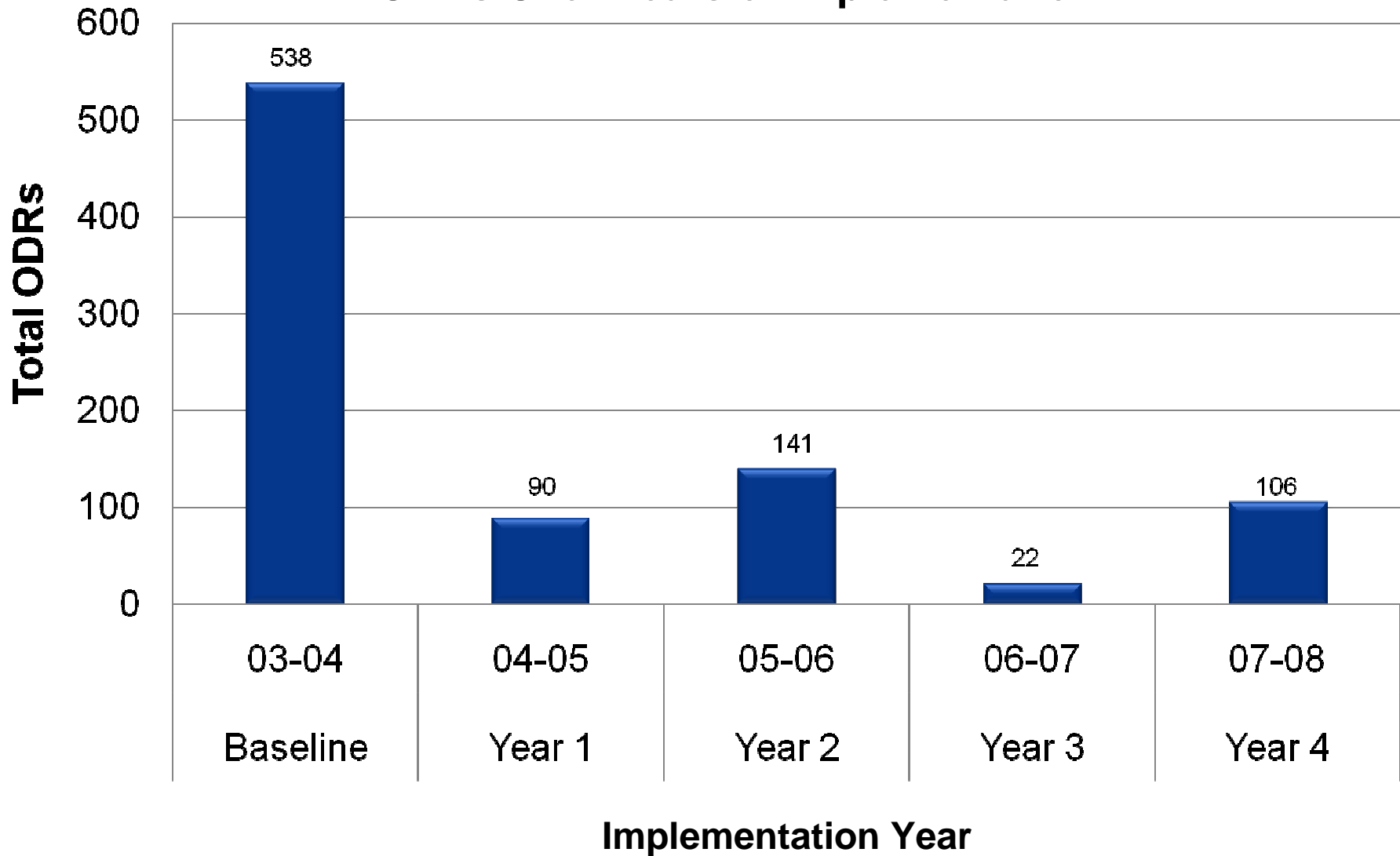


# End-Year BoQ Results



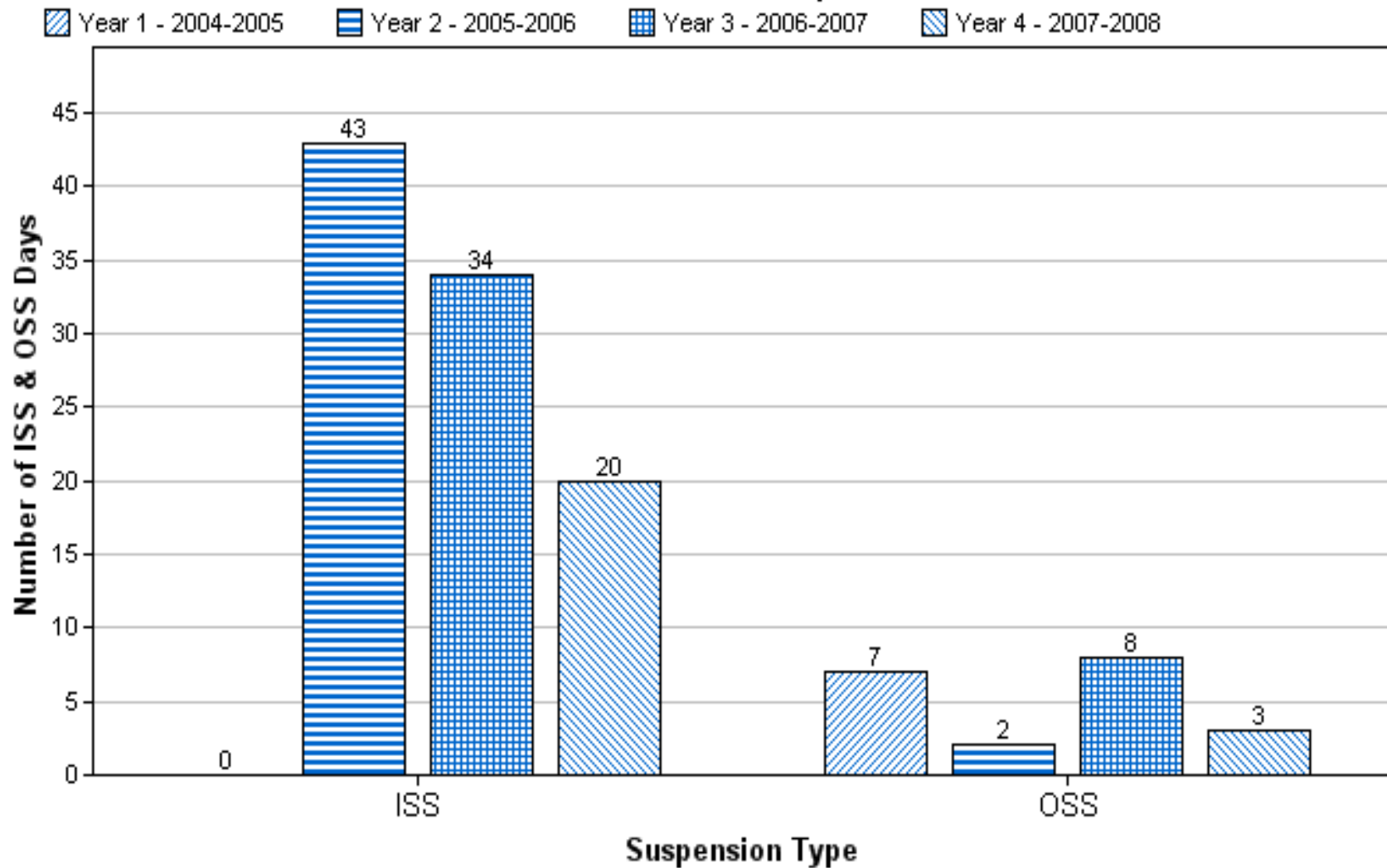
# End-Year ODR Results

## LAKE PARK ELEMENTARY SCHOOL ODRs Over Years of Implementation



# End-Year ISS/OSS Results

## LAKE PARK ELEMENTARY SCHOOL ISS & OSS Over Years of Implementation

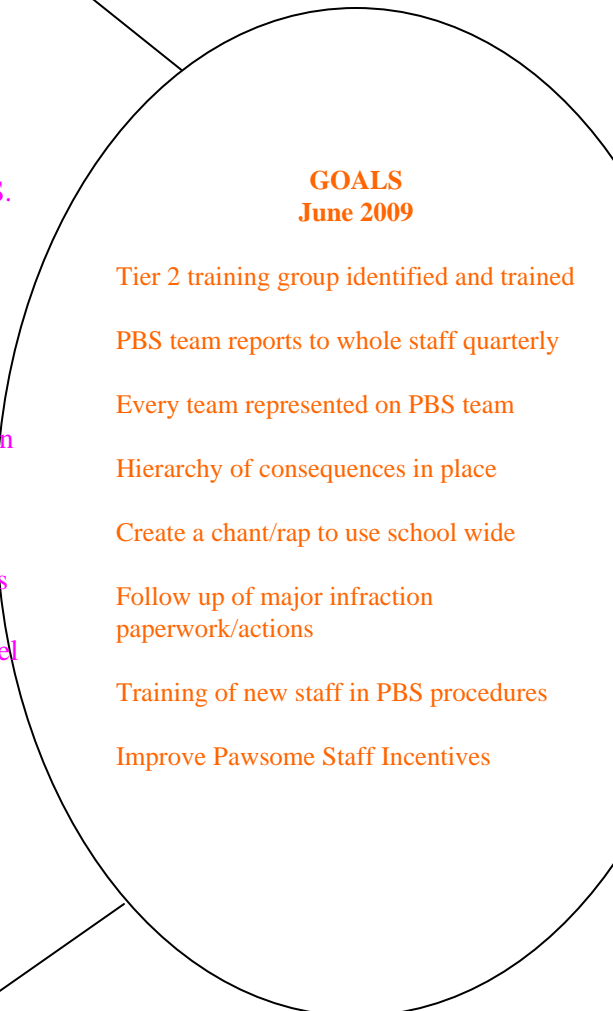


# Lake Park Elementary PATH

**DREAM!!**

HISTORY	NOW!!	STRENGTHS	BARRIERS
2004-2005 Inception Model School 2006-2007 <b>IMPROVED</b> Referral forms incentives Panther Pride charts Pawsome Student award 1,2,3 awards 3 R's Respect Responsibility Ready to learn <b>COMMUN. OF EXPECTATIONS</b> Station rotation Miss Manners on morning news United Streaming videos Counselor's corner in newsletter Lesson plans using character traits <b>TEAM</b> Meets regularly Veteran members Collegial Active <b>PTO</b> Strong support	Administrative changes <b>SWIS DATA</b> Addresses hot spots Identifies high need students Improved tracking of "frequent flyers" <b>IMPROVED COMMUN.</b> Screen saver Expectations posted Monthly parent newsletter Ambassador program recognition of universal "ready" signal Signs posted Lesson plans on "edushare" drive PBS product book Slide show <b>Expanded incentives:</b> Pawsome Staff Pawsome Pledgers Pawsome "pops" Buy in from most of staff since inception <b>Needs:</b> confusion between major/minor Consistency reteaching Proactive strategies	<b>Team:</b> Mutual respect Cooperation Sharing of tasks Motivated Caring Diverse Focused <b>School:</b> Good reputation PTO support Ambassador program Referral forms SWIS data Strong academic focus Academics posted Dedicated staff Incentives in place Friday Focus <b>Needs:</b> Money Preventive strategies Tiers of consequences by level Training for PBS tiers Motivated reps from each team Community involvement Input from other schools Administrative & teacher feedback	<b>Time:</b> Lesson plans <b>Meetings</b> Sharing of info Paper work <b>Money</b> Parent accountability Consistency of classification of behaviors Staff buy in <b>Opportunities</b> for re-enforcement Students able to apply strategies to concrete situations

Steps  
 Disseminate information  
 From training  
 Fill out Action Plan  
 Complete Path Plan  
 Send plans to S. Alvies  
 Identify tier 2 members  
 •Schedule meetings  
 \*new staff  
 \*station rotation  
 \*PTO  
 \*SAC  
 Appoint Representatives from Each grade level and Each team



Be Organized with Routines

100% community, staff, students and parent buy in

Zero Tolerance for bullying-comprehensive plan

Continue to raise high standards for behavior and academics

Clear, concise, and frequent communication with all involved

## School-Wide Positive Behavior Support: Action Planning Guide

**Date:** August 11, 2008     **District:** Collier     **District Contact:** Dr. Sheryl Alvies  
**School:** Lake Park Elementary     **School Address:** 1295 14 Ave North, Naples, FL 34102  
**Phone:** 239-377-xxxx     **Fax:** 239-377-xxxx  
**Team Leader:** Ronna S     **Principal:** Tamie S     **E-mail:**  
**Asst. Principal:** Ronna S     **E-mail:** smithro@collier.k12.fl.us

Coaches working with team: Pam

**Our Team Meetings are Regularly Scheduled on:**

day of week first Wed. each month

time of day 7:45 a.m.

location media center

length of meeting 30 minutes

Establish a Team Goal or Purpose:

*The team plans to implement Tiers 1 & 2 with fidelity and to be recognized as a high level Model School*

Team Members	Names	Role	Phone	Email
Ronna		<i>Team Leader</i>	377-xxxx	
Pam		<i>coach</i>	377-xxxx	
Novella		<i>Guidance counselor</i>	377-xxxx	
Drew		<i>Behavior specialist</i>	377-xxxx	
Suzanne		<i>Time keeper</i>	377-xxxx	
Debbie		<i>To do list</i>	377-xxxx	
Mary		<i>recorder</i>	377-xxxx	
Ginny		<i>Transcriber disseminator</i>	377-xxxx	

## School-Wide PBS: Specific Action Plan

Include the development, implementation, and management activities of your plan.  
All critical elements should be addressed within your action plan.

Critical Element	Action/Activity	Who is responsible?	When will it start?	When will it be completed?	When will we evaluate it?
#_1__	Identify a tier two training group and begin tier two training Sept. 15-19	Ronna S Drew C Novella N	Aug. 2008	May 2009	Jan. team May staff 2009
#_2__	Send coach and team leader to experienced coaches training Oct. 17	Ronna S Pam M	Oct. 2008	Oct. 2008	October 2008
#_3__	Prepare Path Plan and Action Plan	Ginny R Booster team	June 2008	Aug. 11 2008	May 2009
#_4__	Report PBS procedures and progress to faculty and staff quarterly	PBS team	Aug, Oct, Jan, May	May 2009	quarterly
#_5__	Recruit one member of each LPE team to represent their team on the PBS committee	Ronna S	Aug. 2008		
#_6__	Implement a consistency of consequences for major referrals by developing a hierarchy of appropriate consequences according to age and grade level.	PBS team Faculty Drew C administration	Aug.2008 discussion	Sept. 2008 In place	monthly
#_7__	Plan a follow up communication procedure (in writing) between staff and administration for major infraction referrals.	PBS team Ronna S	Aug. 2008	Sept. 2008	Jan. 2009 May 2009
#_8__	Train new staff on PBS procedures in place at LPE.	PBS team	Aug. 2008	Sept. 2008	Jan. 2009 May 2009
#_9__	Improve parent knowledge of PBS system and procedures	PBS team Guidance counselor	Aug. 2008	Ongoing monthly	May 2009
#_10__	Develop and distribute a student survey concerning the knowledge and effectiveness of the PBS expectations and procedures.	PBS team	Feb. 2009	April 2009	May 2009

### Critical Elements

#### 1. PBS Team

Broad representation, administrative support, regular meetings, purpose

#### 2. Faculty Commitment

Data shared, goal development, feedback obtained

#### 3. Effective Procedures for Dealing with Discipline

Process established, documentation procedures, ODR form, major/minor behaviors defined with array of responses

#### 4. Data Entry and Analysis Plan Established

Data system, additional data collected, entered weekly, analyzed monthly, shared with team monthly

#### 5. Expectations and Rules Developed

Posted around school and in specific settings, apply to all, interrelated, feedback obtained

#### 6. Reward/Recognition Program Established

System established, various methods to reward, linked to expectations, variety offered, naturally occurring, high ratios, student involvement, incentives for faculty/staff

#### 7. Lesson Plans for Teaching Expectations/Rules

Concept and skill level instruction, examples and non-examples, variety of strategies, embedded within subjects, all involved, include families/community

#### 8. Implementation Plan

Teach staff/students/families discipline system, lesson plans, expectations/rules, rewards, new students/staff

#### 9. Crisis Plan

Faculty/staff taught, plans rehearsed, procedures accessible

#### 10. Evaluation

Students/staff surveyed, know expectations/rules, use discipline system, reward, outcomes documented

# Final Points

- Maintain commitment from key players in school district
- District & School-based action plans are working documents
- Meet regularly & update action plan accordingly
- Maintain momentum with frequent review of evaluation data- link BoQ to action plan and PATH
- Use data for decision-making across all levels
- Provide meaningful feedback to Coaches & PBS Teams regarding implementation (Training & TA)
- Continue review of FTE, resources, and controlled growth
- Build the coaching network (number and skills)



# Resources

- George, H.P. & Kincaid, D. (2008). Building District-wide Capacity for Positive Behavior Support. *Journal of Positive Behavioral Interventions*, 10(1), 20-32.
- Cohen, R., Kincaid, D., & Childs, K. (2007). Measuring School-Wide Positive Behavior Support Implementation: Development and Validation of the Benchmarks of Quality (BoQ). *Journal of Positive Behavior Interventions*.
- Kincaid, D., Childs, K. & George, H.P. (2005). School-wide Benchmarks of Quality. *Unpublished instrument, University of South Florida*.

FLPBS:RtiB Project: <http://flpbs.fmhi.usf.edu>

