Objectives

- Evaluation – the big picture
  - Benchmarks of Quality (BoQ)
    - Administration and completion – what is it?
    - Using results to boost implementation and validate outcomes – how do you use it?
    - School
    - District
    - State
- Future Implications

Purpose of Evaluation

- To examine the extent to which teams are accurately selecting and implementing PBS systems and practices
- Allow teams to determine the extent to which target student outcomes are being and/or likely to be achieved
- To determine if teams are accurately and consistently implementing activities and practices as specified in their individualized action plan (PBIS Evaluation Blueprint, 2010)

Factors to Consider in Developing Comprehensive Evaluation Systems

1) Systems Preparation
   - Readiness activities
2) Service Provision
   - Training and technical assistance
3) Identification and Assessment of Behavior Problems
   - Possible data sources
4) Evaluation Process
   - Timelines, data systems
5) Evaluation Data (across all three tiers)
   - Implementation Fidelity, impact on students, attrition, client satisfaction
6) Products and Dissemination
   - Reports, materials, presentations, etc.

(PBIS Blueprint, 2010)
Comprehensive Evaluation Blueprint:

<table>
<thead>
<tr>
<th>Implementation Monitoring</th>
<th>Implementation Integrity</th>
<th>Implementation Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>• TIC (1) Team Implementation Checklist</td>
<td>• BoQ (1) Benchmarks of Quality</td>
<td>• SET (1) School-wide Evaluation Tool</td>
</tr>
<tr>
<td>• PIC (1,2,3) PBS Implementation Checklist for Schools</td>
<td>• BAT (2,3) Benchmarks for Advanced Tiers</td>
<td>• ISSET (2,3) Individual Student Systems Evaluation Tool</td>
</tr>
<tr>
<td>• Walkthrough (1) Tier 1 PBS Walkthrough</td>
<td></td>
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<tr>
<td>White, George, Childs &amp; Martinez (2009)</td>
<td></td>
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<tr>
<td>• MATT (2,3) Monitoring Advanced Tiers Tool</td>
<td></td>
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<tr>
<td>Anderson, Childs, Kmac, Horner, George, Todd, Sampson &amp; Spaulding (2011)</td>
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</tbody>
</table>

Implementation Integrity

Benchmarks of Quality (BoQ)

http://flpbs.fmhi.usf.edu/coachescorner.asp

Annual Self-Assessment Measures

- Designed to document the same content as the research measures but to do so more efficiently
- Most available online and provide a school team/coach with the ability to determine once a year if a school is implementing SWPBS practices at a level that would be expected to affect student outcomes
- Always guide development of action planning to assist in efficient and continuous improvement of systems used in the school

(PBIS Blueprint, 2010)

BoQ Creation: Based on Needs

- 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

BoQ Validation Process

- Expert Review
- Pilot Study
- Florida & Maryland Schools
  - Elementary, Middle, High, Center/Alt
- Reliability - Test-retest, Inter-rater both >.01
- Concurrent Validity - SET/ODRs
- For more details see J PBI – Fall 2007

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
  - Classroom (in 2005 – Crisis Plan)
  - Evaluation
Use of the School-Wide Evaluation Tool (SET)

- SET is a validated research tool that combines multiple assessment approaches (interviews, observations, product reviews) to arrive at an implementation score
- Concerns:
  - Time
  - High scores
  - Potential for “practice effect”
  - May not reflect current activities
  - Not as useful for action planning
- Results of correlation with BoQ
  - Overall r = 0.51 (p<.01)

BoQ Factor Analysis

- Exploratory and confirmatory analysis
  - Most items “hang together” within a critical element but fit better within a 5 factor structure
  - All but 4 of the 53 items were found to have internal consistency (strong items)
  - Item/total correlations indicated that 46 of the 53 items were highly correlated with total score
    - The 4 items without strong internal consistency were also found to lack item/total correlation
    - All 3 crisis items
    - Items dropped were replaced by Classroom items

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 PBS efforts
- Specific team feedback: celebration/planning

Benchmarks Review

- Describe the Benchmarks of Quality (what is it?)
- Describe the psychometric properties of the Benchmarks of Quality (can we trust it?)
- Share your answers to these questions with your neighbor

Administration and Completion
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.

Benchmarks Practice: Scoring Form, Scoring Guide

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

Completion of BoQ

Step 2 - Team Member Rating

- The coach/facilitator will give the Benchmarks of Quality 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.”
Benchmarks Practice: Scoring Form, Team Members Rating Form

**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.

**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**

<table>
<thead>
<tr>
<th>Item</th>
<th>Team Response</th>
<th>Coach’s Score</th>
<th>Scoring Guide Description</th>
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<tbody>
<tr>
<td>2</td>
<td>++, ++, +</td>
<td>0</td>
<td>Administrator does not actively support the process</td>
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**Areas of Discrepancy**

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Description of Areas of Discrepancy</th>
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**Areas of Strength**

<table>
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<tr>
<th>Critical Element</th>
<th>Description of Areas of Strength</th>
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</table>

**Areas in Need of Development**

<table>
<thead>
<tr>
<th>Critical Element</th>
<th>Description of Areas in Need of Development</th>
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</table>
Benchmarks Critical Element Maximum

MAX SCORES PER ELEMENT

<table>
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<tr>
<th>Critical Elements</th>
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<td>PBS Team</td>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
<td>1</td>
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<tr>
<td>Effective Procedures for Dealing with Discipline</td>
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<td>7.</td>
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<td>8.</td>
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Alternative Option* for Completion of BoQ

*statistically validated as an alternative option

Alternative Option
Step 1 - Team Member Scoring

- The team member uses personal experience with PBS and the descriptions and exemplars in the Benchmarks of Quality Scoring Guide for each of the 53 items on the Benchmarks of Quality Scoring Form (p.1 & 2). The team will meet and reach consensus on the appropriate score for each item.

Alternative Option
Step 2 - Team Summary

- After completing the Benchmarks of Quality: Scoring Form, the team should use the Team Report page of the Benchmarks of Quality: Scoring Form to guide a discussion of the identified areas of strength (high ratings) and weakness (low ratings). This information should be used as “constructive feedback” to assist with action planning.

Submitting Your Evaluation

- Step 5 - Reporting/Entering Data
- The coach/facilitator will enter the data from the Benchmarks of Quality: Scoring Form on www.pbssurveys.org
- See PBS Surveys Users Manual for specific instructions.
- District/state coordinators may establish due dates for completion of the BoQ annually, or more frequently as needed.

Using the BoQ Results to Boost Implementation and Validate Outcomes
### Using the BoQ Results

- Action plan to increase fidelity of implementation
  - School
  - District
  - State/project
  - Outcome reporting
  - Model school identification

### BoQ Max Scores per Critical Element

<table>
<thead>
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<th>Critical Elements</th>
<th>School</th>
<th>( \times )</th>
<th>6</th>
<th>7</th>
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</table>

### School Tier 1 Critical Elements

- Elementary school - BoQ

### District Implementation Level

- All schools - BoQ

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**Jones Middle School**

Are our Benchmarks scores above 70 and rising?

Scores have never been over 70 and dropped 15 points last year.

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**District PBS Implementation Levels**

Are our schools implementing PBS with fidelity?

Average BoQ scores over 70% and increasing in all 10 domains.
Is there a difference in ODR outcomes for schools? Low implementers have many more ODRs, but number is decreasing.

Is PBS impacting ISS in our schools? High implementing schools have 70% fewer ISS and decreased by 50%.

Higher-Implementing Schools experienced an average of 23% fewer ODRs/100 students over the last 7 years.
Higher Implementing Schools experienced an average of 50% fewer OSS Days/100 students over the last 7 years.

State indicates focusing on behavior does not impede student performance but in fact, may help maintain or increase it!

Elementary School

Middle School

High School

Using Benchmarks Results

- How will you use the results of the Benchmarks?
  - At the school or district level?
  - As it relates to fidelity of implementation?
  - As it relates to outcomes?
  - As it relates to identifying model schools?
  - Other?

- QUESTIONS?
In Summary...

1. Know what you want to know
2. Compare fidelity of implementation with outcomes – presents a strong case for implementing Tier 1 PBS with fidelity
3. Additional sources of data can assist in determining if Tier 1 PBS process is working, but also why or why not it is working
4. Address systems issues that may impact implementation success

Evaluation Instruments

- PBIS TA Center:  
  http://www.pbis.org/evaluation/default.aspx
- FLPBS:RtIB Project Coach’s Corner:  
  http://flpbs.fmhi.usf.edu/coachescorner.asp
- PBIS Assessment:  
  https://www.pbisassessment.org/home

Some Resources


More Resources


Contact

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Website: http://flpbs.fmhi.usf.edu

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