

School-wide Benchmarks of Quality: SCORING FORM (Revised)

School Name: _____ District: _____

Coach's Name: _____ Date: _____

STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Circle ONLY ONE response.

STEP 2: Indicate your team's most frequent response. Write the response in column 2.
(in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating.
Document the discrepancies on page 3.

Critical Elements	STEP 1				STEP 2 ++, +, or -	STEP 3 ✓
	3	2	1	0		
PBS Team	1. Team has administrative support	3	2	1	0	
	2. Team has regular meetings (at least monthly)		2	1	0	
	3. Team has established a clear mission/purpose			1	0	
Faculty Commitment	4. Faculty are aware of behavior problems across campus through regular data sharing		2	1	0	
	5. Faculty involved in establishing and reviewing goals		2	1	0	
	6. Faculty feedback is obtained throughout the year		2	1	0	
Effective Procedures for Dealing with Discipline	7. Discipline process described in narrative format or depicted in graphic format		2	1	0	
	8. Discipline process includes documentation procedures			1	0	
	9. Discipline referral form includes information useful in decision making		2	1	0	
	10. Problem behaviors are defined	3	2	1	0	
	11. Major/minor behaviors are clearly differentiated		2	1	0	
	12. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0	
Data Entry & Analysis Plan Established	13. Data system is used to collect and analyze ODR data	3	2	1	0	
	14. Additional data are collected (attendance, grades, faculty attendance, surveys) and used by SWPBS team			1	0	
	15. Data analyzed by team at least monthly		2	1	0	
	16. Data shared with team and faculty monthly (minimum)		2	1	0	
Expectations & Rules Developed	17. 3-5 positively stated school-wide expectations are posted around school	3	2	1	0	
	18. Expectations apply to both students and staff	3	2	1	0	
	19. Rules are developed and posted for specific settings (settings where data suggest rules are needed)		2	1	0	
	20. Rules are linked to expectations			1	0	
	21. Staff are involved in development of expectations and rules		2	1	0	

Critical Elements	STEP 1					STEP 2	STEP 3
						++, +, or -	✓
Reward/ Recognition Program Established	22. A system of rewards has elements that are implemented consistently across campus	3	2	1	0		
	23. A variety of methods are used to reward students		2	1	0		
	24. Rewards are linked to expectations and rules	3	2	1	0		
	25. Rewards are varied to maintain student interest		2	1	0		
	26. Ratios of acknowledgement to corrections are high	3	2	1	0		
	27. Students are involved in identifying/developing incentives			1	0		
	28. The system includes incentives for staff/faculty		2	1	0		
Lesson Plans for Teaching Expectations/ Rules	29. A behavioral curriculum includes teaching expectations and rules		2	1	0		
	30. Lessons include examples and non-examples			1	0		
	31. Lessons use a variety of teaching strategies		2	1	0		
	32. Lessons are embedded into subject area curriculum		2	1	0		
	33. Faculty/staff and students are involved in development & delivery of behavioral curriculum			1	0		
	34. Strategies to share key features of SWPBS program with families/community are developed and implemented			1	0		
Implemen- tation Plan	35. A curriculum to teach the components of the discipline system to all staff is developed and used		2	1	0		
	36. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered		2	1	0		
	37. A plan for teaching students expectations/rules/rewards is developed scheduled and delivered	3	2	1	0		
	38. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0		
	39. Schedule for rewards/incentives for the year is planned			1	0		
	40. Plans for orienting incoming staff and students are developed and implemented		2	1	0		
	41. Plans for involving families/community are developed & implemented			1	0		
Classroom Systems	42. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms.		2	1	0		
	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)		2	1	0		
	44. Expected behavior routines in classroom are taught		2	1	0		
	45. Classroom teachers use immediate and specific praise		2	1	0		
	46. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors		2	1	0		
	47. Procedures exist for tracking classroom behavior problems		2	1	0		
	48. Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0		
	49. Students and staff are surveyed about PBS		2	1	0		
Evaluation	50. Students and staff can identify expectations and rules		2	1	0		
	51. Staff use referral process (including which behaviors are office managed vs. teacher managed) and forms appropriately	3	2	1	0		
	52. Staff use reward system appropriately	3	2	1	0		
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan	3	2	1	0		

Scoring the Benchmarks of Quality: _____ / 107 = _____ **Benchmarks Score**
Total pts. / 107

Benchmarks of Quality TEAM SUMMARY

School _____ Date _____ Benchmarks Score _____

Areas of Discrepancy

Item #	Team Response	Coach's Score	Scoring Guide Description

*If a team discussion of an area of discrepancy reveals information that was previously unknown to the coach and would justify a different score on any item (based upon the Scoring Guide), adjust the benchmark item(s) and total scores.

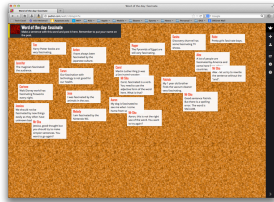
Areas of Strength

Critical Element	Description of Areas of Strength

Areas in Need of Development

Critical Element	Description of Areas in Need of Development

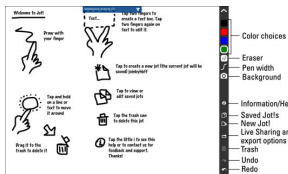
Utilizing Technology to Engage All Students Part I Resources



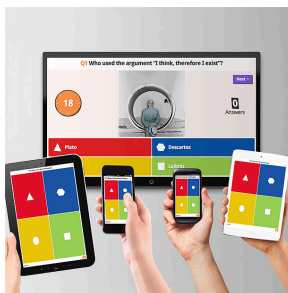
Padlet - <https://padlet.com/> - Virtual wall where multiple users can post text, documents, images, videos, and web links. Customizable features including privacy settings. Available online and as an app with free and paid versions.



Poll Everywhere - <https://www.polleverywhere.com/> - Internet or presentation polling system. Users can respond using text, twitter, or Internet with real-time results. Available online and as an app with free and paid versions.



Jot! Whiteboard - <https://itunes.apple.com/us/app/jot!-whiteboard/id376133340?mt=8> - Whiteboard interface where multiple users can sketch, write, and collaborate in real-time. Only available for Apple mobile devices with free and paid versions.



Kahoot! - <https://getkahoot.com/> - Questions are presented as text, images, or videos in a game-like learning environment. Real-time results with individual and group data. Free resource and is available online or as an app.



Reasons for Rewarding Students for Appropriate Behavior

- 1. To actively teach students what behaviors are expected of them (i.e., Tier 1 Expectations)**
 - a. Rewards serve as a teaching tool for expected behaviors
 - b. Rewards are an efficient way to provide immediate feedback to students about their behavior.
- 2. To increase the likelihood students will engage in appropriate behavior**
 - a. If students value the reward, they will be more likely to demonstrate that behavior again.
 - b. When students see someone receiving a reward for demonstrating appropriate behavior, they will be more likely to engage in that same behavior in order to be rewarded also.
 - c. In the absence of a reward system, students often only receive adult attention when they engage in unacceptable behavior. In order to get the desired adult attention, they will continue to demonstrate inappropriate behavior.
 - d. An occasional external reward, whether tangible or social, has a positive impact on student behaviors.
- 3. To increase the opportunities to build positive adult-student relationships**
 - a. An effective reward system provides teachers and staff the opportunity to make a positive connection with all students.
 - b. Providing positive recognition or reinforcement only takes a few seconds, but can have a lasting impact on both the student and the staff member.
- 4. To encourage students to demonstrate positive social-emotional skills and behaviors**
 - a. Even in schools that do not have a lot of students engaging in disruptive behavior, a reward system encourages all students to take the next step toward gaining more appropriate social skills.
- 5. To create a positive school climate and culture**
 - a. An effective reward system provides multiple opportunities for staff to acknowledge appropriate student behavior throughout the day
 - b. By acknowledging/rewarding students' appropriate behavior vs. their inappropriate behaviors sets a positive, accepting, supportive climate throughout the school.
- 6. To counteract negative peer influences**
 - a. Peer pressure is tough to stand up to. Sometimes, the added incentive a reward system provides can make the difference for a student and help him/her make a good choice in a tough situation.
 - b. The reward system also gives students a way of justifying a good choice to their peers.
- 7. To provide students feedback on how well they are following the expectations**
 - a. Students need a way to know they are on the right track with their behavior. A reward system provides the avenue. In addition, other students learn from watching a student receive a reward.
 - b. Rewarding a student only takes a couple of seconds and produces a ripple effect.
- 8. To help shape intrinsic motivation for students**
 - a. Reward systems are a tool to help shape student behavior and create intrinsic motivation.



Intrinsic and Extrinsic Reinforcement

Definitions

1. **Intrinsic Reinforcement** - Reinforcement that is derived from an activity or behavior itself, rather than from any consequence or event that might follow
2. **Extrinsic Reinforcement** - Reinforcement that is derived from an external source and is provided as a consequence for performing or engaging in a specific behavior

Are extrinsic rewards potentially detrimental to increasing or maintaining intrinsic motivation?

The Research

1. A review of the research literature indicates there is no evidence that external rewards are detrimental to intrinsic motivation
 - a. Cameron, Banko & Pierce (2001)
2. "For high-interest tasks, verbal rewards are found to increase free choice and task interest."
 - a. Cameron and Pierce (1994)
 - b. Deci et al. (1999)
3. "When tasks ... are of low initial interest, rewards increase free-choice, and intrinsic motivation..."
 - a. Cameron, Banko & Pierce (2001), p.21

It is important to recognize that students who commonly engage in problem behavior likely have decreased motivation for school based activities, including academics. Therefore, it is often necessary to provide some form of extrinsic reward/reinforcement through a reward system to increase students' motivation until they become intrinsically motivated.

Systemic Components Necessary for Effective Intrinsic Motivation

- Systems that increase intrinsic motivation implement comprehensive behavioral interventions which include:
 - a. Relatively immediate reinforcement (i.e., token economy)
 - b. Generalization strategies (i.e., comprehensive instruction throughout school)
 - c. Individualized interventions (i.e., Response to Intervention)

Summary - "The implication is that any blanket rejection of programmed reinforcement ... is entirely unwarranted." (Akin-Little, Eckert, Lovett, Little; 2004, p. 358)

A comprehensive PBS system includes both extrinsic and intrinsic reinforcement.



Diplomat Middle School Positive Student Referral



A. Student Name	Time of Referral	Student Number	Incident Date
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B. INCIDENT TYPE: CATS PRIDE

Character Education Academics Team Player Success

Perseverance Respect Integrity Dedication Effort

C. INCIDENT LOCATION

1. Administrative Office	5. Gymnasium	9. P.E.
2. Auditorium	6. Hallway	10. Other
3. Bus Ramp	7. Media Center	11. School Bus (Bus no. _____)
4. Classroom _____	8. Lunchroom	12. School-Sponsored Event

D. INCIDENT CONTEXT

1. During School Hours 2. Non-School Hours

E. INCIDENT INVOLVEMENT

1. Single Student 2. Multiple Students 3. Non-Student

F. REFERRED/REPORTED BY

Name: _____

G. REASON FOR REFERRAL

H. ACTION TAKEN

1. Call Home 2. Roar Award 3. Award

Student Rewards

Helper	Help custodian clean cafeteria
	Work in the lunchroom
	Be the teacher's helper
	Pass out materials for teacher
	Feed the class pet
	Pledge leader
	Room messenger
	Make deliveries to and from the office
	Assist in office sorting mail for one week
	Work as the Principal apprentice for 20 minutes
	Read the morning announcements over loudspeaker
	Operate the remote for a PowerPoint lesson
	Run the smart board for the teacher
	Help a specials teacher (e.g., art, music, gym)
	Help the library media specialist
	Be a helper in another classroom
	Older students help in school store
Show a new student around the school	
First Pick	First pick for playtime for a day
	First choice in selecting work materials (e.g., scissors, crayons, paper) or seating assignments
	First in line for lunch, recess, and/or bus
Choices	Select class activity from a list of choices (e.g., Heads-up 7-up)
	Choose a story or earn extra story for class
	Choose any class job for the week
	Choose music for the class to hear
	Choose the game during physical education/recess
	Choose which homework problem the teacher will give the answer to for a freebie
	Get "free choice" time at the end of the day
	Pick a game at recess that everyone plays including the Teacher
	Choose the center to go to first
	Choose the order of assignments for the day
	Choose seat in class, cafeteria, bus
	Choose reading buddy
	Choice of pen, marker or special pencil for the day

Special Privileges	Be line leader or caboose
	Let student work near a class pet or have caged pet on desk for the day
	Be the leader of a class game
	Sit near the teacher
	Be allowed to sit, stand, or lie down anywhere in the classroom during story time or independent seat work
	Move teacher's chair to student area to use for 15 min.
	Do work at the teacher's desk for 15 minutes
	Sit in the rocking chair during story time
	Bring slippers to school and wear them in class
	Wear your favorite hat for a work period
	Accompany another student to a fun activity
	Dance to favorite music in the classroom
	Listen to music while working
	Take off shoes in class
	Draw on the chalkboard/whiteboard/easel
	Get a drink from the cold water fountain
	Keep a stuffed animal at desk
	Read outdoors
	Reading party with sleeping bags and favorite books; Go to gym and let everyone read
	Select book to take home from teacher's personal library
	Take care of the class animal
	Take home a class game for a night
	Teach the class a favorite game
	Use colored chalk
	Watch a video instead of recess
	Fun Friday or Special days CD, movie, field/game day)
	Teach a lesson
	Longer lunch periods
	Read in a special place (i.e., area filled with pillows)
	Pajama day, dress down day, sport shirt day, hat day
	Special cushion on student's chair
	Visit with a favorite staff member
	Extra hallway pass
Have a tardy forgiven	
Technology pass	
Front row seat at sports event	

Student Rewards

Special Privileges: Gaining Attention from Others	
Walk with a peer in the hall instead of an adult	
Have an older student come to class and read to student	
Helper in a lower level class	
Read to a younger class	
Play a board game with school counselor or other preferred adult	
Play a game with a friend	
Have lunch with the principal, teacher, etc.	
Eat lunch with a preferred adult or invited adult (grandparent, aunt, uncle)	
Eat lunch outdoors with the class	
Eat with a friend in the classroom with the teacher	
Sit with a friend in a reserved section of the lunchroom	
Sit with a friend at assembly, etc.	
Enjoy a positive visit with the principal	
Help the secretary stuff envelopes, etc.	
Have class outdoors	
Earn the privilege of emailing a parent at work telling of accomplishments	
Go on a walking field trip (earn privilege for whole class)	
Receive a 5-minute chat break at the end of the class or at end of day	
No tardy party: carnival like atmosphere	
One minute to share a story/joke with entire class	
Take attendance & other paperwork to the office	
Eat lunch with a preferred teacher	
Have a drawing lesson from the art teacher	
Read morning classroom announcements	

Special Privileges Related to the Curriculum	
Student dictates story to someone to type and student illustrates	
Write on blackboard/whiteboard/easel paper	
Design or make a class/school bulletin board	
Post drawings, artwork or writings in a public place	
Homework due date extended for one day	
No homework pass	
Only required to do half an assignment	
Use computer to play academic computer games	
Spend time on the Internet on academic sites with appropriate supervision	
Write a story for a younger grade and read it to their class	
Listen to books-on-tape with headset	
Read a book of his/her choice.	
Go to the library to select a book	
Read a book aloud to class	
Choose a book for the teacher to read aloud to the class	
Select a friend as a study buddy	
Enter a drawing for donated prizes among students who meet certain grade standards	
Get a flash cards set printed from a computer	
Audio record a story instead of writing it	

Student Rewards

Positive Public Recognition	<p>Have class give student applause at end of day</p> <p>Congratulate student in front of class</p> <p>Allow student to tell a joke or riddle to the class</p> <p>Student shows or tells class something they have or did</p> <p>Take student's picture and post in public place</p> <p>Post banner or poster with student's name and accomplishment</p> <p>Be praised during school announcements for good behavior or caring attitude</p> <p>Give student a paper crown /super cape to wear</p> <p>Earn award/certificate/trophy/plaque/ribbon</p> <p>Identify student as "student of the day" with a badge</p> <p>Allow student to keep a special trophy or stuffed animal on desk for the day</p> <p>Grade level picture in hall for class/person exceptionally meeting expectation for 6 weeks</p> <p>Reward banquet</p> <p>Medallions</p> <p>Provide tokens loudly to influence others</p> <p>I Spy caught them doing well</p> <p>Praise student privately</p> <p>Note to preferred adult, at school or home (i.e. aunt) on good behavior</p> <p>Silent "thumbs up" or other sign from teacher indicating praise and approval</p> <p>Teacher makes positive phone call home</p> <p>Allow student to call/email parent(s)</p> <p>note of recognition from the teacher or principal</p> <p>Listen to music</p> <p>Play non-academic computer games</p> <p>Earn time with a friend to play Wii Fit (get one donated through www.donorschoose.org)</p> <p>Select fun activity from activity shelf stocked with play materials, games, puzzles, arts & crafts materials</p> <p>Earn a free pass to a school event or game</p> <p>Watch part or all of a video</p> <p>Give free passes to elementary or middle school students for high school sports games, which benefit high school since parents purchase tickets to attend with child</p>
Positive Private Recognition	Special Activities/ Games
Extra	Token Systems and Prizes
Food	Food

Student Rewards

Whole Class Awards for Specials Staff	
Book-shaped clock for best manners in library	Extra time to hang out in halls before school starts
Gold or Platinum LP Record for class with best manners in music for the week	Shoot a video about the school's expectations to show on CC TV
Golden Apple Award for class with best lining up at recess	Students make a bulletin board highlighting an event of choice
Golden Maracas Award for class with best manners in Spanish class	Do the morning announcements
Golden Mouse Award for class with best manners in computer class	Earn extra 2 points on test, or 3 points on quiz
Golden Paintbrush Award for class with best manners in Art class	No homework pass or ½ off pass or an extra day extension
Golden Plunger Award for cleanest classroom awarded by custodian	Post drawings, artwork or writings in a public place
Golden Spatula Award for class with best manners in cafeteria	Choosing homework assignment for the class
Golden Sports Award for class with best manners in PE	Student picks free answer problem on homework
Golden Trash Can Award for cleanest classroom	Library pass to research a topic of interest
Platinum of all the above - since platinum is the new "gold"	Do PowerPoint on subject of interest
Shelf Elf for best manners in library - sits in winning classroom for a week	Cafeteria Café; teachers serve lunch
Sock it to Ya - Best manners in PE class	Dress as school mascot

Secondary	
In addition to the ideas listed below, review suggestions for elementary students for rewards that can be tweaked to be developmentally appropriate for secondary students. Many of the elementary ideas apply to secondary students as well.	
Earn gas coupons	Shadow a business owner for a day with credit for writing about experience
Assigned parking space up front	Opportunity to be part of a brainstorming adult team at the school (e.g., help PTO develop ways to reward teachers who go out of their way to help students).
Earn 5 minutes early dismissal early	Principal grills hotdogs for students who have no tardies in the month & students helps
Reserved seating at a school event for student and five friends	Shadow the principal for an hour or the day
Free pass to extracurricular events, sports events, dances	Take care of lab animals in Science class
Movie & popcorn	Serve as a student ambassador if visitors come to the school
Game day	Sit at score table in basketball game and assist with scoreboard
Free time to socialize	Sit in score box at a football game and introduce players over PA
Permission to use Walkman or iPod for a period of time	Sit in teacher's chair for the period
Fear factor	Discount on prom or homecoming tickets
Adult volunteers to write a job recommendation for the student	Recognition at a school event such as Guest DJ at a dance
Student teaches a portion of the lesson	Plan spirit week activity for one of the days

Student Rewards

Positive postcard home	Serve as door greeter for parent night at school with badge to wear
Positive letter to student or parent via mail	Serve as a teacher aid for a special needs classroom
'Adopt a younger student' and check-in as mentor	Get to paint a ceiling tile to go in the hallway
Shake student's hand and congratulate in a very "adult-to-adult" manner.	Earn free tutoring time from the teacher
Class party	Get golf cart ride from student parking lot to school in the morning and at the end of the day
Timekeeper for an activity; announce a 5-minute warning near end of activity and announce when activity is over	Picture on school poster about school expectations
Assistant Coach for a sporting event	Assist in the cafeteria for lunch period (social opportunity)
Input in sort of events/reinforcements they want	Stay after school and shoot hoops with a teacher of choice or a few friends
Trip to grade school and teach students about a topic of interest	Give students template for a PowerPoint game (tons available for free online) "are you smarter than a fifth grader"; "who wants to be a millionaire"; Jeopardy", etc. Let them make up a review for a test using the template
Design theme for school dance, ice cream social, game night	Learn how to play chess
Earn the chance to do stagecraft for any school performance (lights, stage design, props)	Teach special needs students how to play a game
Earn free tutoring from the teacher	Design school 'Gotchas' and printed for entire school to use
Have computer teacher teach special computer skills (animation, graphics, CAD, gaming skills, etc.)	

Ideas for Identifying and/or Obtaining Reinforcers:

- Donations from Universities/Colleges
- Business partners,
- Kiwanis Club, Lions, etc.
- Target , Wal-Mart, Kohl's Cares
- Identify families at school who own local businesses
- Asked faculty members to brainstorm ideas/resources
- Local store provided tickets
- PTSA involvement
- Ask neighboring restaurants to donate items
- Ask for free items to auction off (tickets to the movie, gift certificates, etc.),
- Garage sale and Flea Market-type activity (Staff and families donate items)
- Auction (donations from local businesses)