

Benchmarks of Quality (BOQ) for Evaluating Schoolwide PBIS



Jim Artesani, Ed.D.

University of Maine

College of Education and Human Development

Our Purposes Today

1. To provide an brief overview of the core components of a comprehensive evaluation of PBIS in schools.
2. Learn how to complete the Benchmarks of Quality (BOQ).
 1. Understand how the BOQ can be used for decision-making.

Why is Evaluation Important?

- **To gain an understanding of how the program is functioning**
 - “Are we really doing what we think we are doing?”
- **To document program effectiveness**
 - “Is what we’re doing working?”
- **To identify and examine strengths and weaknesses of the program**
 - Celebrate success
 - Identify areas to improve

Why Evaluate PBIS

- Large-scale process
- Significant undertaking
- Ask and answer meaningful questions
- We have the right measures to answer them
- Gather the correct information for the purposes of decision-making and dissemination

Implementation vs. Intervention

- **Intervention** effectiveness is measured by outcomes.
- **Implementation** defined as “A specified set of activities designed to put into practice an activity or program of known dimensions (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005).”

Schoolwide Fidelity Measures

- * Team Implementation Checklist

- * Self Assessment Survey (SAS)

- * **Benchmarks of Quality Indicators (BoQ)**

BENCHMARK OF QUALITY INDICATORS (BOQ)

OVERVIEW

Internal and External Review

Background

- Developed by Florida PBS at the University of South Florida
- Assesses development and implementation of school-wide PBS
- Lists 53 benchmarks of quality in school-wide PBS programs within 10 critical elements
- Completed by school teams annually to identify areas of strength and weakness
- Used by state and districts to guide TA and training and evaluate outcomes related to level of implementation

Benchmarks of Quality

- 53 items aligned with PBS training process addressing areas of:
 - Faculty commitment
 - Effective procedures for dealing with discipline
 - Data entry and analysis plan
 - Expectations and lesson plans developed
 - School-wide recognition system established
 - Implementation plan
 - Crisis plan
 - Evaluation

BoQ (Revised)

- Eliminated the Crisis Section
- Added Classroom Section (7 items)
- Few items removed, rearranged, or reworded for clarity
- New total score is 107
- Be sure to use the new version!
 - Are you classroom items last? If so, you've got an old version.

BOQ Will Provide:

- Summary of team members' perceptions of PBIS implementation
(scored: ++ in place, + needs improvement, and - not in place)
- Objective assessment of school's implementation based on criteria described in a rubric (100 point scale)
- Comparison between the above factors which will encourage discussion of strengths and weaknesses and provides ideas for action planning

Completing the Benchmarks

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 ++, +, or _	STEP 3	
	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		

Benchmarks Practice: Scoring Form, Scoring Guide

Critical Elements	STEP 1					STEP 2 ++, +, or _	STEP 3
	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		

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

In Place (++) Needs Improvement (+) Not In Place (-)

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

Team Member A			
2. Team has administrative support		X	

Team Member B			
2. Team has administrative support		X	

Team Member C			
2. Team has administrative support		X	

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

In Place (++)
Needs Improvement (+)
Not In Place (-)

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

Team Member A							
1. Team has broad representation					X		
2. Team has administrative support						X	

Team Member B							
1. Team has broad representation					X		
2. Team has administrative support						X	

Team Member C							
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
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Areas in Need of Development

Critical Element	Description of Areas in Need of Development
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Alternative Option for Completion of BoQ

*(method has been validated empirically)

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.



Questions??????

This presentation is based on materials developed by the Florida Positive Behavior Support Project

<http://flpbs.fmhi.usf.edu/ProceduresTools.asp>