Positive Behavioral Interventions and Supports (PBIS)

School-wide Benchmarks of Quality (Revised)

Family, School, and Community Partnering (FSCP) Additions (Colorado Department of Education, 2012)

These descriptors were added to the Benchmark of Quality Tool (BoQ) so as to help plan how to effectively include families on school-wide teams and in implementing Positive Behavioral Intervention and Support (PBIS). Please note for your school.

**Benchmark #34: Strategies to share key features of SWPBS program with families/communities are developed and implemented.**

**Benchmark # 41: Plans for involving families/community are developed and implemented.**

**Name(s), Team(s): Role(s): Date:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Critical Element** | **Family, School and Community Partnering Critical Elements** | **Not in Place** | **Partially in Place** | **In Place** |
| **PBIS Team** | 1. Team includes one or more family representatives who are equal members |  |  |  |
| 1. Family FSCP Liaison role and family member roles are clearly defied and documented within the team |  |  |  |
| **Faculty Commitment** | 1. Families are aware of behaviors problems across campus through regular data sharing |  |  |  |
| 1. Families are involved in establishing and reviewing goals |  |  |  |
| 1. Family feedback is obtained throughout the year |  |  |  |
| 1. Faculty is committed to consistently partnering with families in classrooms and school-wide. |  |  |  |
| **Effective Procedures for Dealing with Discipline** | 1. Discipline process (documented procedures and behavioral definitions) is shared with families |  |  |  |
| 1. The differentiations between major and minor problem behaviors is clear to families |  |  |  |
| 1. Communication with families occurs as problem behaviors arise |  |  |  |
| 1. Families are invited to participate in coordinating interventions between home and school for their child. |  |  |  |
| **Data Entry & Analysis Plan In Place** | 1. Data are regularly shared with families (at least monthly). |  |  |  |
| 1. Data shared is monitored for confidentiality. |  |  |  |
| **Expectations & Rules Developed** | 1. Families are involved in the development of expectations and rules |  |  |  |
| 1. 3-5 positively stated school-wide expectations and related rules are shared with families |  |  |  |
| 1. Expectations apply to families |  |  |  |
| 1. Expectations are communicated in multiple venues and languages as appropriate (websites, out-of- school publications, signage, home-school notes, homework assignments) |  |  |  |
| **Critical Element** | **Family, School and Community Partnering Critical Elements** | **Not in Place** | **Partially in Place** | **In Place** |
| **Reward/ Recognition Program Established** | 1. Families are involved in identifying/developing incentives |  |  |  |
| 1. Families are included in implementing positive reward systems for their students, through two-way communication |  |  |  |
| **Lesson Plans for Teaching Expectations and Rules** | 1. Families have a coordinated behavioral curriculum example for home |  |  |  |
| 1. Families are involved in developing the coordinated behavioral examples for home |  |  |  |
| 1. Families receive guidance and support in implementing home curriculum with their children |  |  |  |
| **Implementation Plan** | 1. Plans for training families on the expectations and rules are developed, scheduled and delivered |  |  |  |
| 1. Booster sessions for families are planned, scheduled and delivered |  |  |  |
| 1. Plans for orienting incoming families are developed and implemented |  |  |  |
| 1. Clear methods for ensuring two-way communication with families is developed and utilized |  |  |  |
| **Classroom Systems** | 1. Classroom routines, procedures and rules are shared with families |  |  |  |
| 1. Families are invited to participate in the development of consequences/interventions for their child |  |  |  |
| 1. Teachers specify several modes of communication, should parents or guardians have questions or concerns about their child/children (i.e., in person at specified times, phone, email) |  |  |  |
| **Evaluation** | 1. Families are surveyed about PBIS |  |  |  |
| 1. Families can identify expectations and rules |  |  |  |
| 1. Families use reward system appropriately |  |  |  |