DE-PBS Key Feature Evaluation

Essential Items

Schools participating in the DE-PBS Key Feature Evaluation are evaluated on their program quality in four different areas (School-wide Tier 1, Prevention, Correction of Problem Behaviors, and Developing Self-Discipline). Schools receive feedback on the multiple components comprising each area but are only scored on “Essential Items.” These items can be viewed below. **However, it should be noted that *a comprehensive, successful SW-PBS program includes all of the features assessed in the Key Feature Evaluation – not simply the Essential Items.***

**School-wide Tier 1: Program Development and Evaluation**

* Behavior referrals are entered into the school’s electronic system within a week.
* Office Discipline Referral data is pulled by a designated person, reviewed monthly by the School-wide team (Big Five: average referrals per day per month; # of referrals by behavior, location, time of day, by student), and shared with entire staff.
* Based on ongoing evaluation results *from multiple sources,* modifications are made in the school’s PBS/School Climate action plan and implemented (entails more than changing what, where, when rewards or any other singular technique is used).
* School-wide team is representative of the school and community is established to develop and implement SWPBS.
* SW PBS Team meets monthly with participation from administration.
* Overview of school-wide DE-PBS and the specifics of the school’s PBS Program is delivered to all staff annually and new staff are given a standard orientation to the program.
* Current school administrator and team leader(s) have received School-wide PBS Training (1day or 2 day).
* Administrators or team members provide on-going supervision and monitoring to help ensure that all program components are implemented as planned and with integrity.

**Prevention: Implementing School-wide & Classroom Systems**

* Students report positive teacher-student relations.
* Students report positive student-student relations.
* Students report that diversity is respected.
* Parents report positive teacher-home communications.
* The components of School-wide DE-PBS are implemented with all students (all grades, classrooms, with and without disabilities, etc.).
* School expectations are taught and the school has a set of teaching materials to be used where needed (ie, where behavior problems are common, where expectations were not clearly taught – booster teaching).
* Staff know the school-wide expectations.
* Students know the school-wide expectations.
* Students are recognized for their good behavior (E.g., verbal praise, DE-PBS tickets, privilege) and can state the reason for recognition.

**Correcting Problem Behaviors**

* School has a system for managing office disciplinary referrals (ODRs) that distinguishes minor from major behavior problems, provides definitions for these behaviors, and includes a response procedure for responding to these behaviors.
* School staff is informed of the system for managing office disciplinary referrals (ODRs).
* Administration views correction not just as use of punishment or consequences but also as opportunity to help develop social & emotional problem solving/decision making skills of self-discipline and prosocial behavior.
* School Staff view correction not just as use of punishment or consequences but also as opportunity to help develop social & emotional problem solving/decision making skills of self-discipline and prosocial behavior.

**Developing Self-Discipline**

* Social emotional lessons are infused throughout the school curriculum.
* In addition to curriculum lessons, a variety of school-wide activities are used to promote self-discipline.
* Teachers can give specific examples of recognizing students for desired behaviors that include reasons for the desired behavior other than extrinsic rewards/teacher recognition.