

## Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name: \_\_\_\_\_ Location: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
<b>Establish leadership team</b>	1. Team has broad representation that includes at a minimum a teacher, administrator and a member with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel.			
	2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.			
	3. Team has regular meetings. Team meetings are scheduled at least 1x per month for a minimum of 1 hour. Team member attendance is consistent.			
	4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.			
	5. Team develops an implementation plan that includes all critical elements. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals.			
	6. Team reviews and revises the plan at least annually.			

		Check One		
		Not in Place 0	Partially in Place 1	In Place 2
<b>Staff Buy-In</b>	7. Staff are aware of and supportive of the need for a program wide system for addressing children's social emotional development and challenging behavior. A staff poll establishes buy-in before the initiative is launched.			
	8. Staff input and feedback is obtained throughout the process - coffee break with the director, focus group, suggestion box. Leadership team provides update on the process and data on the outcomes to program staff on a regular basis.			
<b>Family Involvement</b>	9. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative.			
	10. There are multiple mechanisms for sharing the program wide plan with families including narrative documents, conferences, and parent meetings to ensure that all families are informed of the initiative.			
	11. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events).			
	12. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.			

		Check One		
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<b>Program-wide expectations</b>	13. 2-5 positively stated program wide expectations are developed.			
	14. Expectations are written in a way that applies to both children and staff. When expectations are discussed, the application of expectations to program staff and children is acknowledged.			
	15. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings.			
	16. All program staff are involved in the development of the expectations.			
	17. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home.			
	18. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.			
<b>Strategies for teaching and acknowledging the program wide expectations</b>	19. Instruction on expectations is embedded within large group activities, small group activities, and within individual interactions with children.			
	20. A variety of teaching strategies are used: teaching the concept, talking about examples and non-examples, scaffolding children's use of the expectations in the context of ongoing activities and routines. Instruction on expectations and rules occurs on a daily basis.			
	21. Strategies for acknowledging children's use of the expectations are developmentally appropriate and used by all program staff including administrative and support staff (e.g., clerical, bus drivers, kitchen staff).			

		Check One		
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<b>All classrooms demonstrate implementation of the Pyramid Model.</b>	22. Teachers and program staff have strategies in place to promote positive relationships with children, each other, and families and use those strategies on a daily basis.			
	23. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior.			
	24. Teachers and program staff are proficient at teaching social and emotional skills within daily activities in a manner that is meaningful to children and promotes skill acquisition.			
	25. Teachers and program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive and provide the child with guidance about the desired appropriate behavior.			
	26. Teachers and program staff provide targeted social emotional teaching to individual children or small groups of children who are at-risk for challenging behavior.			
	27. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior.			

		Check One		
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<b>Procedures for responding to challenging behavior</b>	28. Strategies for responding to problem behavior in the classroom are developed. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior.			
	29. A process for responding to crisis situations related to problem behavior is developed. Teachers can identify how to request assistance when needed. A plan for addressing the child's individual behavior support needs is initiated following requests for crisis assistance.			
	30. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).			
	31. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process.			
	32. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing and implementing individualized intensive interventions for children in need of behavior support plans.			
	33. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.			

		Check One		
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<b>Professional Development and Staff Support Plan</b>	34. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices is developed and implemented.			
	35. A data-driven coaching model is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.			
	36. Staff responsible for facilitating behavior support processes are identified and trained.			
	37. A needs assessment is conducted with staff to determine training needs on the adoption of the Pyramid Model.			
	38. Individualized professional development plans are developed with all staff.			
	39. Group and individualized training strategies are identified and implemented.			
	40. Plans for training new staff are identified and developed.			
	41. Incentives and strategies for acknowledging staff are identified.			
<b>Monitoring implementation and outcomes</b>	42. Process for measuring implementation fidelity is used.			
	43. Process for measuring outcomes is developed.			
	44. Data are collected and summarized.			
	45. Data are shared with program staff and families.			
	46. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.			
	47. Implementation Plan is updated/revised as needed based on the ongoing data.			