Early Childhood Program-Wide PBS Benchmarks of Quality

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Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Establish Leadership Team	1. Team has broad representation that includes at a minimum a teacher, administrator, a member who will provide coaching to teachers, a member with expertise in behavior support and a family member. Other team members might include a teaching assistant, related service specialists, a community member, 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. Program has a child discipline policy statement that includes the promotion of social and emotional skills, use of positive guidance and prevention approaches and eliminates the use of suspension and expulsion.			
	6. 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.			
	7. Team reviews and revises the plan at least annually.			

NOTES:

Early Childhood Program-Wide PBS Benchmarks of Quality *(continued)*

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	**Partially in Place** (1)	**In Place** (2)
Staff Buy-In	8. A staff poll is conducted in which at least 80% of staff indicate they are aware of and supportive of the need for a program wide effort for (a)addressing children's social emotional competence and challenging behavior, (b) using culturally responsive practices, and (c) addressing implicit bias.			
	9. 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.			
Notes				

Early Childhood Program-Wide PBS Benchmarks of Quality *(continued)*

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Family Engagement				
	10. Family input is solicited as part of the planning and decision making 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 (e.g., suggestions box, focus group).			
	11. 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.			
	12. 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 in multiple languages, open house, websites, family friendly handouts, workshops, rollout events, access to staff with bilingual capacity).			
	13. 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.			

Notes: Potential Prompting Questions/Ideas
- Translation of teacher talk to family talk (re: language we use in this process)
- Teams need a strong why for families to want to participate in the process/Leadership Team
- Need to be prepared to address concerns about family participation (ie: confidentiality, discussion about teacher skills) – important to have these conversations and make roles and responsibilities of team members clear for all participants.
- What policies/systems need to be in place so that all team members know their role and responsibilities?
- Tendency to recruit a family who is happy with the program; should we consider families who may have challenges with the program or whose child is having challenging behavior
- What are the barriers for families to participate consistently or continuously? On program or family's end?

- Does the Leadership Team have a definition of what family engagement is? Developing a shared understanding? Same with decision making- is the Leadership Team on the same page with shared decision making?
- Questions may need to be more open ended
- What do you already have in place for communicating with families?
- What does your initial meeting/interaction with families look like?
- What are the modes of communication you offer?
- What are the ways you illicit information with you?
- Is there a procedure around how you interact with families?
- How do you find out what families need or want?
- Do we understand our own biases?
- How is general information shared with families?
- How and when do you communicate with families? Are there pre-existing methods and timelines in place we can build on?
- Should we offer questions ahead of time to help brainstorming during the meeting?
- How do you acknowledge family voice even if you aren't implementing their ideas?
- What mechanisms are in place to ensure that family voices are heard?
- How do you circle back after asking for feedback/voice; asking families what would make them feel as though they are heard?
- What does it look like when families are actively involved and in the decision making process
- What does it look like when they are not engaged?
- What are your concerns or barriers?
- What role do you see as the role of families in this process?

Critical Elements	Benchmarks of Quality	Check One		
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Program-Wide Expectations	14. 2-5 positively stated program-wide expectations are developed.			
	15. 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.			
	16. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings.			
	17. Program staff and families are involved in the identification of the program-wide expectations that address needs, cultural norms and values of the program and community.			
	18. Expectations are shared with families and staff assist families in the translation of the expectations to rules in the home.			

	19. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families.			
	20. 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, and kitchen staff).			

Notes:

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Professional Development and Staff Support Plan	21. A plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model including culturally responsive practices and implicit bias is developed and implemented.			
	22. Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.			
	23. Staff responsible for facilitating behavior support processes are identified and trained.			

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	24. A needs assessment and/or observation tool is used to determine training needs on Pyramid Model practices.			
	25. All teachers have an individualized professional development or action plan related to implementing Pyramid Model and culturally responsive practices with fidelity.			
	26. A process for training new staff in Pyramid Model and culturally responsive practices is developed.			
	27. Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are implemented.			

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Procedures for Responding to Challenging Behavior	28. Teachers have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children.			
	29. Program staff respond to children's problem behavior appropriately using evidence-based approaches that are positive, sensitive to family values, culture and home language, and provide the child with guidance about the desired appropriate behavior and program-wide expectations.			
	30. A process for responding to crises 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.			
	31. Teachers have opportunities to problem solve with colleagues and family members around problem behavior. Teachers are encouraged to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).			
	32. 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.			
	33. 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.			
	34. 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.			

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Monitoring Implementation and Outcomes	35. Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.			
	36. The program leadership team monitors implementation fidelity of the components of program-wide implementation and uses data for decision making about their implementation goals.			
	37. The program measures implementation fidelity of the use of Pyramid Model practices by classroom teachers and uses data on implementation fidelity to make decisions about professional development and coaching support.			
	38. The program collects data on behavior incidents and program actions in response to behavior and uses those data to address child and teacher support needs.			
	39. Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to disciplinary action bias.			
	40. Program-level data are summarized and shared with program staff and families on a regular basis.			
	41. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.			

Notes:

National Center for Pyramid Model Innovations
ChallengingBehavior.org