

Early Childhood Program-Wide PBS Benchmarks of Quality

Program Name:_____ Location_____ Date_____

Team Members_____

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place	Improve ment	In Place
Establish leadership team	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			

Staff Buy-In	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			
Family Involvement	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).			
	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.			

Program-wide expectations	13. 3-5 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			
	16. All program staff are involved in the development of the expectations			
	17. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff and families			
Strategies for teaching and acknowledging the program wide expectations	18. A curriculum or strategy for embedding information on expectations into large group activities, small group activities, and individual activities are developed			
	19. 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 the expectations occurs on a daily basis.			
	20. Strategies for acknowledging children's use of the expectations are generated and used by all program staff including administrative and support staff (e.g., clerical, bus drivers)			
All classrooms demonstrate the adoption of the "Teaching Pyramid"	21. Teachers and program staff have strategies to promote positive relationships with children, each other, and families in place and use those strategies on a daily basis.			
	22. Teachers and program staff have arranged environments, materials, and curriculum in a manner that promotes social-emotional development and guides appropriate behavior.			
	23. 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.			
	24. 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.			
	25. Teachers and program staff initiate the development of an individualized plan of behavior support for children with persistent challenging behavior.			

Procedures for responding to challenging behavior	26. 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.			
	27. 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.			
	28. 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).			
	29. 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.			
	30. 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.			
Staff Support Plan	31. A plan for providing ongoing, in classroom technical assistance on the adoption of the teaching pyramid is developed and implemented			
	32. Staff responsible for facilitating behavior support processes are identified and trained			
	33. A needs assessment is conducted with staff to determine training needs on the adoption of the teaching pyramid			
	34. Individualized professional development plans are developed with staff			
	35. Group and individualized training strategies are identified and implemented			
	36. Plans for training new staff are identified and developed			
	37. Incentives and strategies for acknowledging staff are identified			

Monitoring implementation and outcomes	38. Process for measuring implementation is developed			
	39. Process for measuring outcomes is developed			
	40. Data are collected and summarized			
	41. Data are shared with program staff and families			
	42. Data are used for ongoing monitoring, problem solving, and program improvement			
	43. Plan is updated/revised as needed based on the ongoing data			