



Early Childhood Program-Wide PBS Benchmarks of Quality

Lise Fox, Mary Louise Hemmeter, Susan Jack, and Denise Perez-Binder

Program Name: _____
Location: _____ Date: _____
Team Members: _____

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place (0)	Partially in Place (1)	In Place (2)
Establish Leadership Team (BoQ Benchmarks 1-7)	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. Additional team members might include a teaching assistant, related service specialists, a community member, and other program personnel.			
	2. Team has administrative/leadership support. Administrator attends meetings and trainings, is active in problem solving to ensure the success of the initiative, and is visibly supportive of the implementation of the approach.			
	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 guidance 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 seven 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.			
Staff Buy-In (BoQ Benchmarks 8-9)	8. An initial staff poll or survey is conducted in which at least 80% of staff indicate they are aware of and supportive of providing an inclusive program that promotes the social, emotional, and behavioral skill development of all children. A re-commitment poll or discussion should occur annually.			
	9. Staff input and feedback are gathered through multiple methods (e.g., coffee breaks with the director, focus groups, suggestion boxes) and inform the initiative throughout the implementation process. Leadership team regularly shares updates and outcome data with staff to keep everyone informed and engaged.			

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 (BoQ benchmarks 10-13)	<p>10. Families are actively involved in the Pyramid Model implementation planning and decision-making process. Family input informs program-wide implementation using bi-directional communication and multiple methods of gathering information over time (e.g., formal and informal check-ins, surveys, family focus groups, family-led committees, family membership on program leadership team).</p> <p>11. There are multiple mechanisms for communicating information and updates with families about how the program implements the Pyramid Model. These strategies include informational materials (e.g., flyers, handouts, newsletters), websites, workshops, rollout events, program data, conferences, and family meetings. Whenever possible, communication should be translated into the language(s) spoken by the communities served by the program.</p> <p>12. The program partners with families in a variety of ways, including the development of home teaching suggestions, families sharing examples of how they implement social-emotional strategies at home, and co-creation of materials and activities (e.g., family-friendly monthly events, family-led committees, family outreach, networking, participating in evaluation activities).</p> <p>13. Program staff work in partnership with families 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.</p>			
Program-Wide Expectations (BoQ benchmarks 14-20)	<p>14. 2-5 positively stated program-wide expectations are developed.</p> <p>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.</p> <p>16. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings.</p> <p>17. Program staff and families are engaged in ensuring that program-wide expectations address needs, cultural norms, values, and languages of the program and community.</p> <p>18. Expectations are shared with families and staff assist families in the application of the expectations to rules in the home.</p> <p>19. Expectations are posted in classrooms and in common areas in ways that are meaningful (including using the languages spoken by children and families) to children, staff, and families.</p> <p>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, kitchen staff).</p>			

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)
Professional Development and Staff Support Plan (BoQ benchmarks 21-27)	21. A plan for providing each classroom with ongoing support, training, and coaching on Pyramid Model practices 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.			
	24. A needs assessment and/or observation tool is used to determine training needs related to Pyramid Model practices.			
	25. All teachers have an individualized professional development or action plan related to implementing Pyramid Model practices with fidelity.			
	26. A process for training new staff in Pyramid Model practices is developed.			
	27. Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are used.			
Procedures for Responding to Challenging Behavior (BoQ benchmarks 28-34)	28. Teachers have received training related to preventions of and responses to challenging behavior and have strategies to reflect on their responses to individual children.			
	29. Program staff respond to children's challenging behavior using evidence-based approaches that are positive, sensitive to family values, responsive to culture and home language, and guide children to learn and use behaviors aligned with program-wide expectations.			
	30. A process for responding to crisis situations related to challenging 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 challenging behavior. Teachers are encouraged to gain support in developing ideas for addressing challenging behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).			
	32. A team-based process for supporting 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 team with behavioral expertise is identified for facilitating and coaching staff and families throughout the development and implementation of positive behavior support plans.			
	34. The program has identified strategies for how staff will contact the family and work in partnership with them when there are concerns about a child's behavior.			

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)
Monitoring Implementation and Outcomes (BoQ benchmarks 35-41)	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 discipline responses.			
	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.			



National Center for Pyramid Model Innovations | ChallengingBehavior.org

The reproduction of this document is encouraged. Permission to copy is not required. If modified or used in another format, please cite original source. This is a product of the National Center for Pyramid Model Innovations and was made possible by Cooperative Agreement #H326B220002 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Pub: 08/27/25