Early Childhood Benchmarks of Quality ECBoQ
Cultural Responsive Companion
challengingbehaviors.org
SNAPSHOT

Elements	Key Culturally Responsive Adaptations
Establish a Leadership Team	▲ The team includes the family voice in a manner that represents the diverse needs of program families and the community (e.g., include family member on team or family subcommittee). ▲ Equity goals and practices are included in the implementation plan and reviewed at regular plan reviews.
Staff Buy-In	▲ The leadership team obtains **feedback** on the cultural responsiveness of the program systems.
Family Engagement	▲ The team encourages each other to identify family strengths and **avoid "deficit talk"**. ▲ The team, staff and administration recognizes **parents as partners**. ▲ The leadership team installs systems of **two-way communication.** ▲ Administrators **remove barriers** that impede individual family involvement.
Behavioral Expectations	▲ The team assesses expectations to **align them to the family, community, and staff values**. ▲ The leadership team provides **families** at least annual opportunities for **input on fit of the expectations with their values**. ▲ The leadership team ensures that **acknowledgement systems** are selected that align with family and community beliefs and values.
Professional Development and Staff Support Plan	▲ The training plan reflects cultural considerations and the needs of the community. ▲ The administration and leadership team encourage and support staff to **reflect on their own underlying emotional needs and cultural norms that influence their perceptions and reactions to children's behavior.**
Procedures for Responding	▲ Strategies for responding to undesired behaviors include using the child's home language and ethnic communication styles (e.g., using direct instead of indirect instructions, such as the instructing the child to sit down for circle time instead of asking if they would like to do it). ▲ Staff initiates support and uses a **strength-based lens, avoiding deficit thinking and negative discussions about children.**
Monitoring	▲ The leadership team **disaggregates** and examines data for **disproportionality** according to Race/Ethnicity, Gender, IEP/IFPS status and DLL status. ▲ The leadership team **collects and presents data** in formats understandable to a variety of staff and learners (e.g., free of jargon, presented in multiple modes of communication). ▲ Data are not used to punish individual staff or children (e.g., shaming for lack of implementation).

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Adapted from a tool by Milaney Leverson, Kent Smith, Kent McIntosh, Jennifer Rose, and Sarah Pinkelman,
http://www.pbis.org/school/equity-pbis

Early Childhood Program-Wide PBS Benchmarks of Quality — 1

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	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.			
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.			
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.			

Early Childhood Program-Wide PBS Benchmarks of Quality — 2

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	**Partially in Place** 1	**In Place** 2
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, kitchen staff).			
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.			
	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.			
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 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.			
	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).			

Early Childhood Program-Wide PBS Benchmarks of Quality — 3

Critical Elements	Benchmarks of Quality	Check One		
		Not in Place 0	Partially in Place 1	In Place 2
Procedures for Responding to Challenging Behavior —Continued—	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.			
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.			

What I Value Most

There are four steps in this process
- ➢ Step 1: Values List
- ➢ Step 2: Elimination
- ➢ Step 3: Reflection
- ➢ Step 4: Illumination

Step 1: VALUES LIST

From the list of values below (both work and personal) highlight the 10 that are most important to you as components of a valued way of life.

Achievement	Democracy	Having a family	Merit	Self-respect
Advancement and Promotion	Ecological awareness	Helping other people	Nature	Self-sufficiency
Adventure	Economic security	Helping society	Nurture	Serenity
Affection	Effectiveness	High expectations	Money	Social status
Appreciation	Efficiency	Honesty	Personal development	Sophistication
Arts	Equal opportunity	Hope	Physical challenge	Spirituality
Caring	Equity	Humor	Pleasure	Stability
Celebration	Ethical practice	Independence	Positive attitude	Status
Challenges	Excellence	Influencing others	Power and authority	Supervising others
Changes and variety	Excitement	Initiative	Pride	Support
Close relationships	Expertise	Inner harmony	Privacy	Time
Collaboration	Fairness	Integrity	Public service	Togetherness
Collegiality	Fame	Intellectual status	Purity	Traditions
Communication	Fast living	Involvement	Quality	Trust
Community	Fast-paced work	Job tranquility	Quality relationships	Truth
Compassion	Financial gain	Justice	Recognition	Unity
Competition	Flexibility	Knowledge	Respect	Wealth
Confidence	Forgiveness	Leadership	Reputation	Wisdom
Cooperation	Freedom	Location	Resourcefulness	Work under pressure
Country	Friendships	Loyalty	Responsibility	Work with others
Creativity	Goals	Meaningful work	Risk taking	Working alone

Step 2: ELIMINATION

Now that you have identified 10 values, imagine you are only permitted to have five values.
Decide which five values you would keep.

 List them here:
1.
2.
3.
4.
5.

Now imagine you are only permitted three values. Which would you keep?
 List them here:
1.
2.
3.

Step 3: REFLECTION

Why do I hold these values?
Where did I acquire them?
What was the setting or context?
How do I demonstrate these values when working?

Step 4: ILLUMINATION

ELEMENTS OF CULTURE	My values growing up	My values now	What my program values	How children & families may differ	How this difference can create conflict
LANGUAGE					
SPACE/ PROXIMITY					
ATTITUDE TOWARD TIME					
GENDER ROLES					
FAMILY ROLES					
VOICE VOLUME & TONE					
GROOMING					
AUTONOMY					
RECOGNITION FOR GOOD JOBS					
EYE CONTACT					