



New York State Education Department
Office of Special Education
Educational Partnership





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Early Childhood Program-Wide PBIS Benchmarks of Quality (EC-BOQ)

Scoring and Completing the EC-BOQ for Data Based Decision Making

Developed by the Technical Assistance Partnership for Behavior

1/9/2026



PBIS Assessment



Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Agenda

- Welcome and Introductions
- Overview of the EC-BOQ
- Part A: Scoring the EC-BOQ
- The 7 Critical Elements
- Part B: Entering Scores into PBIS Assessment
- Wrap-Up and Closing

Today's Facilitators

Participant Introductions

- Who's around the table...

Overview of the EC-BOQ

WHAT	The EC-BOQ is a valid, reliable, and efficient measure of the extent to which preschool personnel are applying the core features of the Pyramid Model
WHO	School Leadership Teams/Systems-level Team responsible for Tier 1, Tier 2 and Tier 3 implementation
WHEN	The EC PBIS or Pyramid Leadership Team should complete the EC-BOQ twice a year (e.g., January and June) during installation and initial implementation. It can be completed annually in the spring once fidelity has been met
WHY	Provides school teams with actionable scores indicating the extent to which Tier 1, Tier 2, and Tier 3 core features are in place. 50% or more of total points is the goal for implementation
WHERE	www.pbisapps.org ; www.challengingbehavior.org
COST	Free

EC-BOQ Critical Elements

- A. Establish Leadership Team
- B. Staff Buy-In
- C. Family Engagement
- D. Program-Wide Expectations
- E. Professional Development and Staff Support Plan
- F. Procedures for Responding to Challenging Behavior
- G. Monitoring Implementation and Outcomes



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.			

Part A: Scoring the EC-BOQ

Scoring Protocols

- The Local PBIS Assessment Coordinator sets up the survey window
- Team members can individually refer to a hard copy while entering the team's responses into the electronic form located on PBIS Assessments
- Teams will login to access the survey electronically to respond to the questions: www.pbisapps.org

A. Establish Leadership Team

Question 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.

Possible Data Sources:

- School Organizational Chart
- Team Member checklist
- Leadership Team meeting agenda/minutes
- Terms of Reference

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Team Member checklist
- Team Member Meeting Roles Descriptions
- Leadership Team meeting agenda/minutes
- Terms of Reference

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Team Meeting schedule/calendar
- Leadership Team meeting agenda/minutes
- Terms of Reference

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Leadership Team meeting agenda/minutes
- Terms of Reference

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Discipline policy
- Code of Conduct
- Staff handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Action Plan/Implementation Plan
- EC-BoQ fidelity data (twice per year)

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 7

Team reviews and revises the plan at least annually.

Possible Data Sources:

- Team Meeting schedule/calendar
- Action Plan/Implementation Plan
- EC-BoQ fidelity data (twice per year)

Check One		
Not in Place 0	Partially in Place 1	In Place 2

B. Staff Buy-In

Question 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.

Possible Data Sources:

- Staff surveys (e.g., Self Assessment Survey)
- Voting results from a parent/family meeting

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 9

Staff input and feedback are gathered through multiple methods (e.g., coffee break 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.

Possible Data Sources:

- Staff surveys (e.g., School Climate Survey)
- Voting results from a staff meeting
- Focus group
- Suggestion box
- Annual schedule/calendar

Check One		
Not in Place 0	Partially in Place 1	In Place 2

C. Family Engagement

Question 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).

Possible Data Sources:

- Family surveys (e.g., School Climate Survey)
- Voting results from a parent/family meeting
- Focus group
- Suggestion box
- Annual schedule/calender

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Narrative documents, Newsletters
- Website/web-based information sharing
- Parent meetings
- Focus groups
- Annual schedule/calendar

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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).

Possible Data Sources:

- *See list of data sources within the question*
- EC-BoQ Cultural Responsiveness Companion

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Annual schedule/calendar

Check One		
Not in Place 0	Partially in Place 1	In Place 2

D. Program-Wide Expectations

Question 14

2-5 positively stated program-wide expectations are developed.

Possible Data Sources:

- Informal walkthroughs
- Staff handbook
- Student handbook
- Behavioral Matrix

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Informal walkthroughs
- Staff handbook
- Student handbook
- Behavioral Matrix
- Behavioral Teaching/Lesson Plans

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 16

Expectations are developmentally appropriate and linked to concrete rules for behavior within activities or settings.

Possible Data Sources:

- Informal walkthroughs
- Staff handbook
- Student handbook
- Behavioral Matrix
- Behavioral Teaching/Lesson Plans

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Surveys
- Focus input groups
- Parent meetings
- Behavioral Matrix
- EC-BoQ Cultural Responsiveness Companion

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 18

Expectations are shared with families and staff assist families in the application of the expectations to rules in the home.

Possible Data Sources:

- Written communication processes
- Parent handbook
- Parent meetings
- Behavioral Matrix

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Informal walkthroughs
- Staff handbook
- Student handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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).

Possible Data Sources:

- Informal walkthroughs
- Staff handbook
- Student handbook
- Group-based contingencies that reinforce student behavior

Check One		
Not in Place 0	Partially in Place 1	In Place 2

E. Professional Development & Staff Support Plan

Question 21

A plan for providing each classroom with ongoing support, training, and coaching on Pyramid Model practices is developed and implemented.

Possible Data Sources:

- EC-BoQ Cultural Responsiveness Companion
- Annual schedule/calendar
- Professional Development plan
- Staff handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 22

Practice-based coaching is used to assist classroom staff with implementing the Pyramid Model practices to fidelity.

Possible Data Sources:

- Team Member roles/responsibilities checklist
- Annual schedule/calendar
- Professional Development plan
- Staff handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 23

Staff responsible for facilitating behavior support processes are identified and trained.

Possible Data Sources:

- Team Member roles/responsibilities checklist
- Annual schedule/calendar
- Professional Development plan
- Staff handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 24

A needs assessment and/or observation tool is used to determine training needs related to Pyramid Model practices.

Possible Data Sources:

- Needs Assessment
- Observation Tool
- Annual schedule/calendar
- Professional Development plan
- Staff handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 25

All teachers have an individualized professional development or action plan related to implementing Pyramid Model with fidelity

Possible Data Sources:

- EC-BoQ Cultural Responsiveness Companion
- Annual schedule/calendar
- Professional Development plan
- Staff handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 26

A process for training new staff in Pyramid Model is developed.

Possible Data Sources:

- EC-BoQ Cultural Responsiveness Companion
- Annual schedule/calendar
- Professional Development plan
- Staff handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 27

Incentives and strategies for acknowledging staff effort in the implementation of Pyramid Model practices are used.

Possible Data Sources:

- Annual schedule/calendar
- Staff handbook
- Written set of procedures to acknowledge staff

Check One		
Not in Place 0	Partially in Place 1	In Place 2

F. Procedures for Responding to Challenging Behavior

Question 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

Possible Data Sources:

- EC-BoQ Cultural Responsiveness Companion
- Annual schedule/calendar
- Staff handbook
- Written set of identified strategies
- Professional Development plan

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- EC-BoQ Cultural Responsiveness Companion
- Informal walkthroughs

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Request for Assistance (RFA) form
- Crisis Response Plan
- Staff Handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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).

Possible Data Sources:

- Staff Handbook with identified strategies/interventions
- Team meeting schedule

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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

Possible Data Sources:

- Team meeting schedule
- Staff Handbook

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 33

An individual or team with behavioral expertise is identified for facilitating and coaching staff and families throughout the development and implementation of behavior support plans.

Possible Data Sources:

- Terms of Reference
- Team Meeting Agenda/Minutes
- Staff Handbook
- Written Coaching Plan / Calendar

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Staff Handbook containing documentation of strategies
- Professional Development Plan

Check One		
Not in Place 0	Partially in Place 1	In Place 2

G. Monitoring Implementation & Outcomes

Question 35

Data are collected, summarized with visual displays, and reviewed by the leadership team on a regular basis.

Possible Data Sources:

- Team Meeting Minutes
- Student Outcome Data

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Team Meeting Minutes
- Action Plan
- Data Decision Rules
- Staff Handbook
- EC-BoQ assessment data

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Team Meeting Minutes
- Action Plan
- Staff Handbook
- Classroom Management walkthrough Tool
- Inventory of Practices for Promoting Social Emotional Competence

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 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.

Possible Data Sources:

- Identified Data System/Charting practices
- Student outcome data
- Data Decision Rules
- Progress Monitoring Data

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 39

Behavior incident and monthly program action data are analyzed on a regular basis to identify potential issues related to discipline responses.

Possible Data Sources:

- EC-BoQ Cultural Responsiveness Companion
- Identified Data System/Charting practices
- Student outcome data
- Data Decision Rules
- Progress Monitoring Data
- Team Meeting schedule/calendaring

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 40

Program-level data are summarized and shared with program staff and families on a regular basis.

Possible Data Sources:

- Identified Data System/Charting practices
- Communication protocol/plan
- Team Meeting schedule/calendaring

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Question 41

Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.

Possible Data Sources:

- Identified Data System/Charting practices
- Student progress data
- Intervention Tracking Tool
- Team Meeting schedule/calendaring
- Action Plan

Check One		
Not in Place 0	Partially in Place 1	In Place 2

Part B: Entering Scores into PBIS Assessment

(Optional: If your school has a PBIS Assessment account, follow the directions on the next slides to submit your scores)

(Note: As of 1/2026, PBIS Assessment has yet to update their platform to the 3.0 version. This is why the following slides are currently hidden)

Wrap-Up and Closure

Questions and Support



Please contact the Technical Assistance Partnership for Behavior Support and Technical Assistance around entry on PBIS Assessments: support@pbisassessment.org

Contact Us



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