



EC-PBIS CROSSWALK WITH PROGRAM STANDARDS			
EC-PBIS	IQPPS	NAEYC	Head Start Performance Standards
TIER 1. Nurturing & Responsive Relationships	1.1 Teachers work in partnership with families, establishing and maintaining regular, on-going, two-way communication.	1.A.01	45 CFR 1304.51(c) (1) 45 CFR 1304.51(c) (2) HS Act 642 (b) (1) HS Act 642 (b) (3) (A)
	1.2 Teaching staff evaluate and change their responses based on individual needs. Teaching staff vary their interactions to be sensitive and responsive to differing abilities, temperament, activity levels, and cognitive and social development.	1.B.07	45 CFR 1304.21 (a) (1) (i)
	1.3 Teaching staff never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline.	1.B.10	45 CFR 1304.23 (c) (2) 45 CFR 1304.52 (i) (1) (iv)
	1.4 Teaching staff talk frequently with children and listen to children with attention and respect. They: <ul style="list-style-type: none"> Respond to children’s questions and requests; Use strategies to communicate effectively and build relationships with every child; Engage regularly in meaningful and extended conversations with each child. 	1.B.15	45 CFR 1304.21 (c) (1) (ii) ACF-IM-HS-08-21
	6.1 When working with children, all teaching staff demonstrate the ability to: <ul style="list-style-type: none"> Interact with children without using physical punishment or any form of psychological abuse; Recognize health and safety hazards and protect children from harm; Encourage and provide children with a variety of opportunities for learning; Encourage and provide children with a variety of social experiences; Adapt and respond to changing and challenging conditions in ways that enhance program quality; Communicate with children and their families. 	6.A.02	45 CFR 1304.52 (b) (1) 45 CFR 1304.52 (b) (4) 45 CFR 1304.52 (i) (1) (iv) HS Act 648A (a) (1) (B)



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<p>TIER 1. Nurturing & Responsive Relationships (continued)</p>	<p>7.1 Program staff use a variety of formal and informal strategies (including conversations) to become acquainted with and learn from families about their family structure; their preferred child-rearing practices; and information families wish to share about the socioeconomic, linguistic, racial, religious, and cultural backgrounds.</p>	<p>7.A.02</p>	<p>45 CFR 1304.40 (a) (1) 45 CFR 1304.51 (c) (1) 45 CFR 1304.51 (c) (2) 45 CFR 1304.52 (b) (4) HS Act 642 (b) (1) HS Act 642 (b) (3) (A) HS Act 642 (b) (7) HS Act 642 (b) (10) (A) ACYF-IM-HS-01-02</p>
	<p>7.2 Program staff ensure that all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities. These opportunities consider family's interests and skills and the needs of program staff.</p>	<p>7.A.07</p>	<p>45 CFR 1304.40 (a) (4) 45 CFR 1304.40 (d) (3) 45 CFR 1304.52 (b) (4) HS Act 642 (b) (1) HS Act 642 (b) (7) HS Act 642 (b) (11) ACYF-IM-HS-01-02</p>
	<p>7.5 Program staff communicates with families on at least a weekly basis regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being and development of their children. Where in-person communication is not possible, program staff communicates through established alternative means.</p>	<p>7.B.06</p>	<p>45 CFR 1304.21 (b) (1) (i)</p>



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TIER 2. High Quality Supportive Environments	1.5 Teaching staff support children’s development of friendships and provide opportunities for children to play with and learn from each other.	1.C.02	45 CFR 1304.21 (c) (1) (iv)
	1.6 Teaching staff assist children in resolving conflicts by helping them identify feelings, describe problems, and try alternative solutions.	1.C.04	45 CFR 1304.21 (a) (3) (i) (D) 45 CFR 1304.21 (c) (1) (iii) 45 CFR 1304.21 (c) (1) (iv) 45 CFR 1304.21 (c) (1) (v)
	1.7 Teaching staff counter potential bias and discrimination by: <ul style="list-style-type: none"> • Treating all children with equal respect and consideration; • Initiating activities and discussions that build positive self-identity and teach the valuing of differences; • Intervening when children tease or reject others; • Providing models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations; • Avoid stereotypes in language references. 	1.D.05	45 CFR 1304.21 (a) (1) (iii) 45 CFR 1304.21 (a) (3) (i) (C) 45 CFR 1304.21 (a) (3) (i) (D) 45 CFR 1304.52 (i) (1) (i) ACYF-IM-HS-01-02
	1.8 Teaching staff promote pro-social behavior by interacting in a respectful manner with all staff and children. They: <ul style="list-style-type: none"> • Model turn-taking and sharing as well as caring behaviors; • Help children negotiate their interactions with one another and with shared materials; • Engage children in the care of their classroom; • Ensure that each child has an opportunity to contribute to the group; • Encourage children to listen to one another; • Encourage and help children provide comfort when others are sad or distressed; • Use narration and description of ongoing interactions to identify pro-social behaviors. 	1.D.01	45 CFR 1304.21 (a) (3) (i) (D) ACF-IM-HS-08-21
	1.11 Teaching staff help children manage their behavior by guiding and supporting children to: <ul style="list-style-type: none"> • Persist when frustrated; • Play cooperatively with other children; • Use language to communicate needs; • Learn turn-taking; • Gain control of physical impulses; • Express negative emotions in ways that do not harm others or themselves; • Use problem-solving techniques; • Learn about self and others. 	1.F.02	45 CFR 1304.24 (a) (3) (iii)



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TIER 2. High Quality Supportive Environments (continued)	2.7 The curriculum guides the development of a daily schedule that is predictable yet flexible and responsive to individual needs of the children. The schedule provides time and support for transitions, includes both indoor and outdoor experiences, and is responsive to a child's need to rest or be active.	2.A.08	45 CFR 1304.21 (a) (3) (ii) 45 CFR 1304.21 (c) (1) (vii) 45 CFR 1304.23 (c) (3)
	2.12 Children have varied opportunities to engage throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and their ability to learn through interacting with others.	2.B.01	45 CFR 1304.21 (a) (3) (i) (A) HS Act 642 (f) (2) with reference to 641A (a) (1) (B) (vii)
	3.1 Teachers organize space and select materials in all content and developmental areas to stimulate exploration, experimentation, discovery, and conceptual learning.	N/A	N/A
	3.2 Teachers work to prevent challenging or disruptive behaviors through: <ul style="list-style-type: none"> • Environmental design; • Schedules that meet the needs and abilities of children; • Effective transitions; • Engaging activities. 	3.A.05	45 CFR 1304.21 (a) (3) (i) (C) 45 CFR 1304.21 (a) (3) (i) (D) 45 CFR 1304.21 (a) (3) (ii)
	3.3 Teaching staff and children work together to arrange the classroom materials in predictable ways so children know where to find things and where to put them away.	N/A	N/A
	3.4 Teaching staff create and maintain a setting in which children of differing abilities can progress, with guidance, toward increasing levels of autonomy, responsibility, and empathy.	N/A	N/A
	3.5 Teachers help individual children learn socially appropriate behavior by providing guidance that is consistent with the child's level of development.	3.B.05	45 CFR 1304.21 (a) (1) (iv) 45 CFR 1304.21 (a) (3) (i) (C) 45 CFR 1304.21 (a) (3) (i) (D) 45 CFR 1304.52 (h) (1)
	3.6 Teachers manage behavior and implement classroom rules and expectations in a manner that is consistent and predictable.	3.B.06	45 CFR 1304.21 (3) (ii) 45 CFR 1304.21 (a) (3) (i) (c)
	3.10 Teachers organize time and space on a daily basis to allow children to work or play individually and in pairs, to come together in small groups, and to engage as a whole group.	N/A	N/A
	3.15 Teaching staff help children understand spoken language (particularly when children are learning a new language) by using pictures, familiar objects, body language, and physical cues.	N/A	N/A



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<p><i>TIER 2. High Quality Supportive Environments (continued)</i></p>	<p>4.4 Assessments obtain information on all areas of children’s development and learning, including cognitive skills, language, social-emotional development, approaches to learning, health, and physical development (including self-help skills).</p>	<p>4.B.02</p>	<p>45 CFR 1304.20 (d) 45 CFR 1304.21 (c) (2) HS Act 641A (a) (1) (B) HS Act 641A (a) (2) (B) (vi)</p>
	<p>4.11 Teachers interact with children to assess their strengths and needs to inform curriculum development and individualize teaching.</p>	<p>4.D.03</p>	<p>45 CFR 1304.20 (b) (3) 45 CFR 1304.21 (c) (1) (i) 45 CFR 1304.21 (c) (2)</p>
	<p>6.2 Before working alone with children, new teaching staff are given an initial orientation that introduces them to fundamental aspects of program operations including:</p> <ul style="list-style-type: none"> • Program philosophy, values, and goals; • Expectations for ethical conduct; • Health, safety, and emergency procedures; • Individual needs of children they will be teaching or caring for; • Accepted guidance and classroom management techniques; • Daily activities and routines of the program; • Program curriculum; • Child abuse and neglect reporting procedures; • Program policies and procedures; • Iowa Quality Preschool Program Standards and Criteria; • Regulatory requirements. • Follow-up training expands on the initial orientation. 	<p>6.A.03</p>	<p>45 CFR 1304.22 (d) (1) 45 CFR 1304.52 (k) (1) 45 CFR 1304.52 (k) (3) (i) 45 CFR 1306.23 (a) and (b) ACF-IM-HS-09-06</p>
	<p>9.1 A variety of age and developmentally appropriate materials and equipment are available indoors and outdoors for children throughout the day. This equipment includes:</p> <ul style="list-style-type: none"> • Dramatic play equipment; • Sensory materials such as sand, water, play dough, paint, and blocks; • Materials that support curriculum goals and objectives in literacy, math, science, social studies, and other content areas; and • Gross motor equipment for activities such as pulling up; walking; climbing in, on, and over; moving through, around, and under; pushing; pulling; and riding. 	<p>9A.04</p>	<p>45 CFR 1304.53 (a) (1) 45 CFR 1304.53 (b) (1) 45 CFR 1304.53 (b) (1) (iii) HS Act 642 (f) (3) (B)</p>



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<p><i>TIER 2. High Quality Supportive Environments (continued)</i></p>	<p>9.2 The indoor environment is designed so staff can supervise children by sight and sound at all times without relying on artificial monitoring devices. In semiprivate areas, it is always possible for both children and adults to be observed by an adult from outside the area.</p>	<p>9.A.05</p>	<p>45 CFR 1304.53 (a) (6) 45 CFR 1304.53 (a) (1) HS Act 641A (a) (1) (D)</p>
	<p>9.3 Materials and equipment that facilitate focused individual play or play with peers are available in sufficient quantities to occupy each child in activities that meet his or her interests.</p>	<p>9.A.08</p>	<p>45 CFR 1304.53 (a) (3) 45 CFR 1304.53 (b) (1)</p>
	<p>9.4 Indoor space is designed and arranged to:</p> <ul style="list-style-type: none"> • Accommodate children individually, in small groups, and in a large group; • Divide space into areas that are supplied with materials organized in a manner to support children’s play and learning; • Provide semiprivate areas where children can play or work alone or with a friend; • Provide children with disabilities full access (making adaptations as necessary) to the curriculum and activities in the outdoor space. 	<p>9.A.12</p>	<p>45 CFR 1304.53 (a) (3) 45 CFR 1304.53 (a) (10) (xvii) HS Act 641A (a) (1) (D)</p>
	<p>9.5 Outdoor play areas, designed with equipment that is age and developmentally appropriate and that is located in clearly defined spaces with semiprivate areas where children can play alone or with a friend, accommodate:</p> <ul style="list-style-type: none"> • Motor experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, or swinging; • Activities such as dramatic play, block building, manipulative play, or art activities; • Exploration of the natural environment, including a variety of natural and manufactured surfaces, and areas with natural materials such as nonpoisonous plants, shrubs, and trees. <p>The program makes adaptations so children with disabilities can fully participate in the outdoor curriculum and activities.</p>	<p>9.B.01</p>	<p>45 CFR 1304.53 (a) (1) 45 CFR 1304.53 (a) (3) 45 CFR 1304.53 (b) (1) (i) 45 CFR 1304.53 (b) (1) (iii)</p>
	<p>9.7 The outdoor play area is arranged so that staff can supervise children by sight and sound.</p>	<p>9.B.03</p>	<p>45 CFR 1304.53 (a) (9)</p>
	<p>9.12 Program staff protects children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping or falling. Floor coverings are secured to keep staff and children from tripping or slipping. The program excludes baby walkers.</p>	<p>9.C.08</p>	<p>45 CFR 1304.53 (a) (10) (xi) 45 CFR 1304.53 (a) (10) (i)</p>

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<p>TIER 2. High Quality Supportive Environments (continued)</p>	<p>10.8 The program has a written policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious.</p>	<p>10.D.03</p>	<p>45 CFR 1304.22 (a) (5) ACF-IM-HS-09-06</p>
	<p>10.9 The program has written procedures to be followed if a staff member is accused of abuse or neglect of a child in the program that protects the rights of the accused staff person as well as protect the children in the program.</p>	<p>10.D.04</p>	<p>45 CFR 1304.22 (a) (5)</p>
<p>Tier Three. Targeted Social Emotional Supports</p>	<p>1.10 Rather than focus solely on reducing the challenging behavior, teachers focus on:</p> <ul style="list-style-type: none"> Teaching the child social, communication, and emotional regulation skills; and <p>Using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to support the child's appropriate behavior.</p>	<p>1.E03</p>	<p>45 CFR 1304.21 (c) (1) (iv) 45 CFR 1304.24 (a) (3) (i)</p>
	<p>2.9 The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and that integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.</p>	<p>2.A.10</p>	<p>45 CFR 1304.21 (a) (4) (iv) 45 CFR 1304.21 (c) (1) (ii)</p>
	<p>1.9 For children with persistent, serious, challenging behavior, the teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.</p>	<p>1.E.01</p>	<p>45 CFR 1304-24 (a) (1) (ii) 45 CFR 1304.20 (b) (2)</p>



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Tier Four. Intensive Intervention	3.7 Teachers notice patterns in children’s challenging behaviors to provide thoughtful, consistent, and individualized responses.	3.B.08	45 CFR 1304.20 (f) (1) 45 CFR 1304.20 (b) (3) 45 CFR 1304.21 (c) (2)
	3.8 Teachers address challenging behavior by: <ul style="list-style-type: none"> • Assessing the function of the child’s behavior; • Convening families and professionals to develop individualized plans to address behavior; • Using positive behavior support strategies. 	2.B.12	45 CFR 1304.20 (b) (1-3) 45 CFR 1304.20 (c) (1) 45 CFR 1304.21 (a) (3) (i) (B-D)
	4.12 Teachers and other professionals associated with the program use assessment methods and information to design goals for individual children as well as to guide curriculum planning and monitor progress	4.E.01	45 CFR 1304.21 (a) (2) (ii) 45 CFR 1304.21 (c) (2) (i)
	7.4 When program staff suspect that a child has a developmental delay or other special need, this is communicated to families in a sensitive, supportive, and confidential manner and is provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment.	7.B.04	45 CFR 1304.20 (e) (1) 45 CFR 1308.6 (e) (3) 45 CFR 1308.6 (e) (4) 45 CFR 1308.21
	8.3 Program staff identify and establish relationships with specialized consultants who can assist all children’s and families’ full participation in the program. This assistance includes support for children with disabilities, behavioral challenges, or other special needs.	8.A.05	45 CFR 1304.41 (a) (4) 45 CFR 1304.24 (a) (2) HS Act 642 (b) (14) HS Act 642A (a) (2)

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