



Primary Project Best Practices Rubric

The Primary Project Best Practices Rubric is used to evaluate the extent a school is implementing the program with fidelity. The rubric highlights the Primary Project structural core components, standards, and best practices. During the National Certification process, the endorser uses it as one tool to rate a program. It can also be used annually for self-assessment of the program.

Rating of specific standards:

1	2	3	4
Minimal level of implementation	Limited development or partial implementation	Mostly functioning level of implementation	Fully functioning high level of implementation

The rubric is further divided into indicator types:

Indicator Type	Number of Indicators	Description
Critical	18	All 18 critical areas must be met at level three to attain certification.
Essential	17	80% (14) areas must be met at a level 3 to attain certification.
Elective	6	Although not necessary to attain certification, they represent areas that quality programs should strive for as they work toward continuous improvement.
Total	41	

CORE COMPONENT ONE: Focus on young children for the short term

Team decisions are made on children's individual needs.

Indicators	1 Minimal level of implementation	2 Limited development or partial implementation	3 Mostly functioning level of implementation	4 Fully functioning high level of implementation	Rating
Critical Indicators					
1A: Children served	Less than 50% of children are in grades pre-K-3.	At least 50% of the children are in grades pre-K to three.	At least 85% of the children are in grades pre-K to three.	100% of the children are in grades pre-K to three.	
1B: Team reviews children after each cycle (12-15 sessions) to determine next steps.	No evidence of review after one cycle. Children stay in the program longer than one cycle without review.	Partial development of a team review process after one cycle. Team is working towards individual child driven decisions.	Most children are reviewed after one cycle. Team decides on child placement after one cycle, based on individual child needs.	All children are reviewed after one cycle. Decisions are based on the individual child.	
Essential Indicators					
1C: Most children participate for 1 cycle (or 12-15 sessions)	35% of the children participate for two or less consecutive cycles.	50% of the children participate for two or less consecutive cycles.	85% of the children participate for two or less consecutive cycles.	100 % of the children participate for two or less consecutive cycles.	
1D: Number of children served	For every 15 hours/wk. of employment less than 6 children are served.	For every 15 hours/wk. of employment 6 - 9 children are served.	For every 15 hours/wk. of employment 9 – 11 children are served.	For every 15 hours/wk. of employment 12 or more children are served.	

1E: Play pairs or small group sessions (School Age K-3)	Groups occur without first completing a 12-15 session cycle of individual sessions.	Children transition between individual or pair or group sessions with no distinct sequence or decision making.	12-15 session cycle of individual play time is completed prior to pairs or group work, and non-directive play group is implemented.	Individual play time is considered best practice. If a group is needed, a referral is made for a different intervention.	
1F: Pre-K Components/Sequence	No clear decision making or system with regards to delivery of sessions and type of sessions when it comes to each of the 3 components in the pre-K intervention.		In sequence, children receive: Individual sessions (12-16); Play Pair sessions (4-8); Classroom sessions (2-4). Children are seen twice a week and for 20-30 minutes per session.		

EVIDENCE

CORE COMPONENT ONE: Focus on young children for the short term

- Team interviews
- Examples include Child Logs, evaluation reports, program documentation
- Conference notes
- Child associate schedule
- Suggested child associate hours chart:

**Suggested Child Associate Hours
Based on Number of Students**

Child Associate Hours	# of students served per cycle	Total students served per year
10 hours	8	16
15 hours	12	24
20 hours	16	32
25 hours	20	40
30 hours	24	48

CORE COMPONENT TWO: Systematic screening and selection

The focus is on screening all children in grades served with appropriate selection of students for the intervention.

Indicators	1 Minimal level of implementation	2 Limited development or partial implementation	3 Mostly functioning level of implementation	4 Fully functioning-high level of implementation	Rating
Critical Indicators					
2A: Multiple screening methods	Screening is not conducted.	At least one screening method is used.	At least two methods of screening are used, including a standardized rating scale.	More than two methods are used, including a standardized rating scale.	
Essential Indicators					
2B: Timing of screening	Screening is not conducted.	Screening occurs earlier than four weeks into the school year.		Screening occurs four to six weeks into the school year and/or at mid-year for cycle 2.	
2C: Appropriate children selected	Less than half of the children selected are in the mild range for school adjustment.	More than 50% of the children selected are in the mild range for school adjustment.	At least 80% of the children selected are in the mild range for school adjustment. Children who need more intensive interventions are referred to the appropriate program.	90% of the children are in the mild range for school adjustment. Children who require more intensive interventions are referred to the appropriate program.	

EVIDENCE

CORE COMPONENT TWO: Systematic screening and selection

- Completed rating scales / screening measures: T-CRS or other standardized rating scale
- Conference notes
- Direct observation notes: in the classroom, in specials, in recess, in cafeteria, and other settings
- Interviews with teachers, parents, administration and core team

CORE COMPONENT THREE: Child associates work directly with students.

Indicators	1 Minimal level of implementation	2 Limited development or partial implementation	3 Mostly functioning level of implementation	4 Fully functioning-high level of implementation	Rating
Critical Indicators					
3A: Initial training and subsequent training specific for the child associate role	Little or no basic Primary Project training in the core areas and two or less hours of Primary Project related training for subsequent years of employment	Some basic Primary Project training and less than 3 hours of Primary Project related training in subsequent years of employment	Successful completion of basic/introductory Primary Project training and 6 hours of Primary Project related training for subsequent years of employment	Successful completion of basic/introductory training and more than 6 hours of Primary Project related training in subsequent years	
Essential Indicators					
3B: Play session notes	Notes are not recorded.	Notes are brief, without focus.	Notes are appropriate with a focus on children’s activities.	Notes are appropriate with a focus on children’s activities and emotions displayed.	
3C: Schedule	Child associate schedule is inappropriate. There is no consistency in weekly sessions with students.	Child associate has limited time and/or lacks flexibility in the schedule.	Time is consistent on most days for the child associate to complete necessary tasks.	Time is consistent for the child associate to see children for 30 minutes, clean up and write session notes. Time is permitted for breaks and lunch.	

3D: Child associate maintains files and session notes in a secure, locked area.	No evidence	Notes and files are maintained, but not locked.		Notes and files are locked and secured at all times.	
Elective Indicators					
3E: Selection Conference Participation	Does not attend	Attends a few selection conferences.	Attends most selection conferences.	Attends all selection conferences.	
3F: Organization system of records/notes	No system is evident.	Limited organization of files	Clear organization	Exceptional organization	
3G: Child associate-Teacher communication	No communication exists.	Limited communication exists.	Some communication exists.	Regular, consistent communication exists about the child.	
3H: Job Description	No job description exists.	Generic school or district job description exists.		Child associate specific job description exists.	

EVIDENCE

CORE COMPONENT THREE: Child associates work directly with students.

- Training certificates indicating topic, date and length of training
- Child associate notes / teacher conference notes
- Observation of a secure filing system
- Child associate schedule
- Child associate job description

CORE COMPONENT FOUR: Use of mental health professional as a supervisor, consultant, and leader.

Indicators	1 Minimal level of implementation	2 Limited development or partial implementation	3 Mostly functioning level of implementation	4 Fully functioning high level of implementation	Rating
Critical Indicators					
4A: Supervisor assigned	A supervisor is not assigned to Primary Project.	A supervisor is available only as needed.	A supervisor is assigned and available as needed.	A supervisor is assigned and consistently available to the child associate.	
4B: Supervisor has completed introductory Primary Project training	The supervisor did not attend introductory/basic training.	The supervisor only attended part of the introductory/basic training.		The supervisor attended Primary Project introductory/basic training.	
4C: Role in screening and selection and other conferences	The supervisor is not involved.	The supervisor is only partially involved.	The supervisor is involved most of the time.	The supervisor is lead professional-highly involved.	
4D: Formal, consistent supervision	No supervision by a mental health professional for the child associate	Supervision is informal and not consistently scheduled.	Consistent formal supervision occurs for a minimum of 24 hrs. a school year. Cancellations are rare. The supervisor is available for consultation on an as-needed basis.	Consistent formal weekly individual supervision is used and exceeds 24 hrs./school year. Cancellations are rare and rescheduled.	

4E. Group supervision (complete if there is group supervision at the school)	There is only group supervision occurring; no individual supervision.	Group supervision sessions outnumber individual supervision sessions.	Individual and group supervision are rotated, and group supervision does not replace individual supervision.	Individual supervision is predominant. Group supervision occurs on occasion.	
Essential Indicators					
4F: Training in Primary Project Supervision	No formal training, but on the job experience	Supervisor has attended supervision trainings.	Master's level course work in supervision	Successful completion of Primary Project supervision training	
4G: Leadership role regarding promotion of program to parents, community, school board etc.	No one responsible for on-going promotion of program	Does not view this as part of role. Child Associate is more likely to assume this responsibility.	Involved at some level, in more of a supporting role. Often delegates this to Child Associate.	Leader of Primary Project. May involve other team members.	
4H: Supervisor attends training with child associate.	Does not attend.	Attends at least 50% of trainings with child associate.	Regularly attends between 50-80% of the trainings with the child associate.	Attends over 80% of the trainings with the child associate.	

EVIDENCE

CORE COMPONENT FOUR: Use of mental health professional as a supervisor, consultant, and leader.

- Training certificates
- Conference logs
- Child goal sheets
- Interviews with multiple team members
- Evaluation reports
- Presentation flyer

CORE COMPONENT FIVE: Program uses data and evaluation for continuous improvement

Use of ongoing quantitative (numbers) and qualitative (stories) data to evaluate how well the program meets its goals and to inform program changes.

Indicators	1 Minimal level of implementation	2 Limited development or partial implementation	3 Mostly functioning level of implementation	4 Fully functioning high level of implementation	Rating
Critical Indicators					
5A: Data collection	Screening data informs program selection, but no additional data is collected / analyzed.	Some program-level data collected (i.e., avg. # sessions attended, parent / teacher feedback forms), but not a systematic, regular data collection plan.	Quantitative and/or qualitative program data is collected regularly to support evaluation of program.	Systematic data collection and reporting procedures are in place to collect both quantitative and qualitative program data each year to inform evaluation.	
Essential Indicators					
5B: Evaluation	Program teams occasionally implement procedure changes to make program improvements.	Program team discusses program data &/or feedback on a periodic basis to make program improvements.	Program team identifies evaluation questions (e.g., "What % of students receive the target number of sessions) to guide systematic reviews of program data and feedback. This guides the implementation of program improvement strategies.	The program team conducts a yearly program evaluation cycle, using quantitative and qualitative program data to answer multiple evaluation questions, makes process improvements to meet program goals, communicates outcomes to all relevant stakeholders, and evaluates the effectiveness of program changes as part of the continuous improvement cycle.	

EVIDENCE

CORE COMPONENT FIVE: Program uses data and evaluation for continuous improvement

- Evaluation reports
- Teacher and Parent Feedback forms
- Presentation flyers
- Interviews
- Meeting dates/notes

CORE COMPONENT SIX: Integration into school and community

Indicators	1 Minimal level of implementation	2 Limited development or partial implementation	3 Mostly functioning level of implementation	4 Fully functioning high level of implementation	Rating
Critical Indicators					
6A: Integration examples	Stand-alone program; little, if any, evidence of integration.	At least two examples of integration shared by various team members.	At least three examples of integration shared by various team members.	Four or more examples of integration, including within the school and the community at large, shared by various team members	
Essential Indicators					
6B: Involvement by multiple stakeholders (parents, teachers, and administration)	As little involvement as needed (i.e. completion of measures, consent)	Limited evidence of involvement with parents, administration Teacher's involvement is minimal.	Parents, teachers, and administrators are involved in different aspects depending on task, role and availability.	Primary Project is considered part of the fabric of the school and multiple stakeholders are involved as appropriate.	
6C: Strong administrative understanding and support	No actions	Can articulate program understanding, but limited involvement.	Understands, supports and communicates this support. One or two examples (newsletters, website etc.)	Understands, supports and communicates this support. Multiple examples of evidence of this support	

6D: Numerous parent communications	Parent permission is received, but no other communication procedures are in place.	Parents are sent additional information, if requested.	Several procedures to include parents throughout the process are in place.	Several procedures to include parents throughout the process are in place and additional activities are also planned to create a sense of community.	
6E: Parent involvement opportunities are offered	Opportunities to be involved are provided by parent request only.	Two opportunities for parent involvement are offered (welcome back to school night, parent-teacher conferences, etc.).	Three opportunities for parent involvement are offered.	Four or more opportunities for parent involvement are offered, including welcoming parent visits to the playroom.	

EVIDENCE

CORE COMPONENT SIX: Integration into school and community

- Parent Interviews
- Parent information flyers and/or brochures
- Back to School and Open House flyers
- Administrative School Newsletter
- Primary Project Newsletter
- Primary Project mentioned on website and/or school handbook
- Integration with Multi-tiered Systems of Support (MTSS)

INTERVENTION: Use of developmentally appropriate child-led expressive play

Indicators	1 Minimal level of implementation	2 Limited development or partial implementation	3 Mostly functioning level of implementation	4 Fully functioning high level of implementation	Rating
Critical Indicators					
7A: Team understands philosophy of child-led expressive play and one-on-one relationship focused intervention.	Limited understanding of the intervention. Supports strategies other than the prescribed intervention for the child associate to use.	Can articulate the philosophy but is not consistent.	The team understands and supports the intervention maintaining the child led philosophy with the child associate most of the time.	The team understands, supports and stays within this philosophy with the child associate at all times. The child associate is not expected to use interventions other than child-led play.	
7B: Non-directive play intervention See: Child-Centered Skills	The child associate is very directive and cannot articulate or demonstrate non-directive basic skills.	The child associate is more often directive in the play sessions.	The child associate utilizes non- directive play intervention and basic skills most of the time.	The child associate is fully implementing a non-directive play intervention and can demonstrate and articulate basic skills.	

EVIDENCE

INTERVENTION: Use of developmentally appropriate child-led expressive play

- Interviews
- Role plays/demonstrations
- Supervision notes
- Trainings attended

ENVIRONMENT: Developmentally appropriate playroom

Indicators	1 Minimal level of implementation	2 Limited development or partial implementation	3 Mostly functioning level of implementation	4 Fully functioning high level of implementation	Rating
Critical Indicators					
8A: Playroom is developmentally appropriate for the age level of children.	Toys are developmentally inappropriate.	Some toys are appropriate.	The majority of the toys are appropriate.	All toys and materials are developmentally appropriate.	
8B: Expressive items are utilized. No electronic or battery-operated items, such as computers, television, video games, etc.	Little evidence of expressive items and materials	A blend of expressive and non-expressive items and materials	Most of the items and materials are expressive in nature.	All the items and materials in the playroom are expressive in nature.	
8C: Playroom materials reflect the diversity of students and their families in the school community.	No evidence	Limited variety of materials that reflect the students in your community	Most materials reflect the students in your community.	A full variety of materials are available that reflect the students in your community.	
8D: Child accessible playroom	Items and materials on shelves cannot be reached without the assistance of an adult.	Some items and materials cannot be accessed without the help of an adult.	Most items and materials are easily accessible to the children.	All playroom items and materials can be accessed by the children without adult help.	

8E: Playroom space ensures privacy.	No privacy	Limited privacy, shared space	Privacy is assured. If space is shared, schedules do not overlap.	Individual privacy is always assured for both the child and the child associate.	
Elective Indicators					
8F: Sufficient space for play	Crowded, overly cluttered. Room is shared by others-traffic in and out.	Adequate: room may be shared but not intrusive.	Space is sufficient.	Space is ideal, provides confidentiality for the student, and remains consistent within the school.	
8G: Sufficient space for program materials, files, and personal belongings of the child associate	No space for storage or office materials	Adequate	Space is sufficient.	Space is ideal and the child associate can store materials and personal belongings.	

EVIDENCE

ENVIRONMENT: Developmentally appropriate playroom

- Playroom visit and observation
- Child associate schedule