

Early Childhood PBIS Roles and Responsibilities

The purpose of this document is to identify the roles and responsibilities for the implementation of Early Childhood Positive Behavioral Interventions and Supports (EC PBIS).

Early Childhood PBIS Leadership Team

Who: 5-7 team members, including at least one preschool teacher, a Classroom Coach, a family member, a behavior support person, and an administrator who can allocate resources and make fiscal and personnel decisions. If a site includes different types of programming (e.g., GSRP, Head Start, and ECSE), multiple administrators or their representatives may need to sit on the team (e.g., school principal and GSRP administrator) to ensure consistent messaging to all staff and families. The unique context of each implementation site and its relationship with its ISD/District should be considered when confirming team membership.

What: Create the systems and processes to support EC PBIS.

How much time: Approximately one hour a month for monthly meetings. Additional work time each month as needed.

Preschool Classroom Coach

Who: An Early Childhood Specialist (ECS), Head Start Classroom Coach, Teacher Consultant, or identified behavior support person familiar with preschool classrooms and teaching teams.

What: Provides coaching to classroom teaching teams using Practice-Based Coaching, completes a classroom fidelity assessment, and attends classroom coaching Community of Practice meetings for additional support.

How much time: About 2 hours/month per classroom most months and about 4 hours for each fidelity tool observation. Additional time per month if also serving as the Classroom Coach representative on the EC PBIS Leadership Team.

Behavior Support Person

Who: A member of the Leadership Team with behavioral expertise.

What: Provides support to coaches, teaching staff, and families related to the Behavior Support Planning process; attends the Leadership Team meetings.

How much time: About 4 hours per month, including the monthly team meeting.

Team Facilitator*

Who: Individual on the Leadership Team.

What: Supports the creation of the agenda and facilitates the monthly Leadership Team meeting.

How much time: Approximately 2 hours per month, including the monthly team meeting.

Data Coordinator*

Who: Individual on the Leadership Team who can access electronic data systems to enter data and create reports.

What: Enter data in online data system or Excel files, run reports, attend the Leadership Team meetings, and share data with stakeholders, as needed.

How much time: Approximately 2-3 hours per month, including the monthly team meeting.

Leadership Team Coach

Who: An external coach from the ISD, district, or community-based organization who provides systems-level support to EC PBIS Leadership Teams. An ideal candidate for this position is someone who understands the role of a systems coach in supporting the infrastructure needed to sustain effective practices in classrooms, is external to the implementation site, and whose position is funded in a way that allows them to support multiple programs (Great Start Readiness Programs, Head Start, Early Childhood Special Education, etc.).

What: Provides coaching, training, and technical assistance to the EC PBIS Leadership Team to support implementation efforts. Provides ongoing support to Classroom Coaches. Provides support with data-driven decision making, including fidelity and outcome measures and the use of data for program improvement and professional development.

How much time: The National Center for Pyramid Model Innovations (NCPMI) recommends that 0.20 FTE of Leadership Team Coaching be allocated to each site that is implementing the Pyramid Model in their first year. When the site is accessing its training through the MiMTSS TA Center (i.e., the coach is not also the trainer), 0.10 FTE of external coaching support per site may be sufficient. While sites implementing EC PBIS with high fidelity may require less FTE of external coaching support over time, this function is still needed for a minimum of 3-5 years to ensure sustained high-quality implementation. ISDs and LEAs are encouraged to explore multiple avenues for identifying someone in their region/district.

*Indicates that the role can be fulfilled by any member of the EC PBIS Leadership Team.

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