

Key Roles for Implementing Early Childhood PBIS

This document identifies the key roles in the implementation of Early Childhood Positive Behavioral Interventions and Supports (EC PBIS).

Early Childhood PBIS Leadership Team

Description: The EC PBIS Leadership Team guides the implementation of EC PBIS at a site. They create the systems and processes to ensure children, staff, and families are supported through the Pyramid Model. The team uses program-level and classroom-level data on a monthly basis to identify strengths and determine the next steps in implementation.

Who: 5-7 team members, including:

- At least one preschool teacher
- Classroom Coach
- Family member
- Behavior support person
- 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 determining team membership.

Responsibilities:

- Build and maintain an implementation infrastructure to support staff in the use of EC PBIS.
- Engage in data analysis and action planning.
- Create an implementation plan based on data and needs.
- Ensure communication within your school and across the district/ISD.
- Ensure implementation occurs through an equity lens, and work to eliminate bias.
- Create a system for supporting staff and children when challenging behavior occurs.

Estimated Time Allocation:

EC PBIS Leadership Teams meet monthly for one hour, with additional work time scheduled as needed. The time commitment is greater during installation when professional learning is needed.

Professional Learning Sessions:

EC PBIS Leadership Team series, including an Orientation for administrators and Leadership Team Coaches and a coaching session for Leadership Team Coaches

Leadership Team Coach

Description: The EC PBIS Leadership Team Coach supports a school or center's Leadership Team with the implementation of EC PBIS.

Who: A person 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 often external to the implementation site, and whose position is funded in a way that allows them to support multiple programs at the same site (Great Start Readiness Programs, Head Start, Early Childhood Special Education, etc.).

Responsibilities: The Leadership Team Coach will support the EC PBIS Leadership Team with the implementation efforts of EC PBIS by:

- Provide coaching, training, and technical assistance.
 - Assist team leaders in planning monthly leadership team meetings.
 - Attend and support monthly leadership team meetings.
 - Assist implementation sites with product development.
- Provide ongoing support to Classroom Coaches.
 - Assist implementation sites with professional development and coaching activities.
 - Provide mentorship of preschool classroom coach(es).
- Provide support with data-driven decision-making, including fidelity and outcome measures and the use of data for program improvement and professional development.
- Assist the team's data coordinator in using data systems and preparing data for review by the Leadership Team.
- Recruit new sites, helping them to form a Leadership Team, and building their readiness to engage in professional learning.
- Administer the Early Childhood Benchmarks of Quality (EC-BOQ) for all EC PBIS Leadership Teams at least annually (twice a year during installation).
- Participate in and/or provide training for new Leadership Teams.
- Inform state-wide efforts to bring EC PBIS to scale.

Estimated Time Allocation:

The time commitment for an EC PBIS Leadership Team Coach is greater during installation when professional learning is needed. When a 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 is recommended. Sites implementing with fidelity may require less external coaching support over time, but 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.

Professional Learning Sessions:

- EC PBIS Leadership Team series, including an Orientation for administrators and Leadership Team Coaches and a separate session just for Leadership Team Coaches.
- EC PBIS Leadership Team Coach Community of Practice.
- Leadership Team Coaches should attend the full EC PBIS scope & sequence over time to support teams and the team members in specialized roles (e.g., Classroom Coaches, Behavior Specialists).

Preschool Classroom Coach

Description: A Preschool Classroom Coach supports classroom teaching teams with the implementation of the Pyramid Model Practices.

Who: The Classroom Coach typically works directly for the program(s) and provides direct coaching to the classroom teaching teams. This person might already be an Early Childhood Specialist (ECS) for GSRP classrooms, a classroom coach for Head Start, or someone who frequently works with teachers in a supportive function for tuition-based or early childhood special education classrooms. Leadership Teams will need to secure classroom coaching for classrooms that do not currently have one.

Responsibilities: The classroom coach will support teachers in the implementation of the Pyramid Model practices with fidelity by:

- Providing coaching to classroom teaching teams using Practice-Based Coaching, a cyclical coaching framework.
- Completing TPOT observations twice in the first year of implementation and, after that, once annually in the spring.
- Supporting the interpretation of TPOT data for teaching teams and the Leadership Team.
- Attending coaching check-ins with other Classroom Coaches or the Leadership Team Coach as needed.
- Collaborating with the Leadership Team to plan, implement, and evaluate professional development activities.
- Collecting and summarizing data on coaching contacts, time spent in observation and debrief, and coaching strategies used.
- Providing teaching teams with resources, materials, and recommendations to further their individualized action plans and strengthen the implementation of Pyramid Model Practices.

Estimated Time Allocation:

Preschool Classroom Coaches typically require about 2 hours per month per classroom. They will need about 4 hours per classroom to complete the fidelity tool observation which is typically administered once a year in the spring. If the Classroom Coach is also sitting on the EC PBIS Leadership Team, one additional hour is needed each month. The time commitment is greater during installation when professional learning is needed.

Professional Learning Sessions:

- Preschool Pyramid Model Practices (prerequisite for additional sessions)
- Practice-Based Coaching
- Teaching Pyramid Observation Tool (TPOT)
- Preschool Pyramid Model Classroom Coaches Community of Practice

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.