

PYRAMID MODEL BEHAVIOR COACH RESPONSIBILITIES

According to the "[Roadmap to Statewide Implementation of the Pyramid Model](#)," a "Behavior Specialist" provides coaching and facilitation for site-based teams to support children with persistent challenging behavior. For districts/programs in MN implementing the Pyramid Model in collaboration with MNCoE, "Behavior Specialists" are referred to as "Behavior Coaches."

A Behavior Coach is a person who can effectively provide facilitation and support on all aspects of the process of collaborative team-based intervention planning for children experiencing persistent challenging behavior. Behavior Coaches often come to their role with a background in applied behavior analysis, mental health consultation, early childhood special education, and/or program-wide positive behavioral support (MTSS). Behavior Coaches typically participate on the district Problem Solving Team, Student Support Team, or Behavior Intervention Team.

This document is designed to provide Behavior Coaches with further clarification around their role. The chart on the next page gives a summary of the key responsibilities for a Behavior Coach. The subsequent pages give further details and questions to reflect on when thinking about each responsibility, as well as a column to document your program's notes/decisions for each responsibility.

Throughout all support provided by a Behavior Coach, please keep the following in mind:

- All support comes from a relationship based perspective, and that applies to the relationship between the Behavior Coach and teaching team, the relationship between the teaching team and child, and the relationship between the Behavior Coach/teaching team and caregivers.
- Tier 1 & Tier 2 strategies should be solidly in place, and if not, the teaching team should receive support around these strategies while planning for an individual child.
- If at any point a Behavior Coach suspects a child might have a developmental delay or disability, a referral should be made to Early Childhood Special Education.
- [Key Term Definitions](#)

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Behavior Coach Responsibilities Summary

PRIOR to Creating a Behavior Intervention Plan or Initiating PTR-YC

- Support teachers and/or teaching teams in brainstorming solutions to challenging behaviors as they arise.
- Facilitate and lead discussions with teaching teams around challenging behavior.
- In partnership with classroom teacher(s), facilitate discussions with caregivers around their child's behaviors.
- Facilitate and lead problem solving discussions with administrators, teachers, Internal Coaches, and other team members. Apply expertise in behavioral interventions to these conversations.
- Facilitate information gathering to guide planning around behavior for individual children, such as BIR's, interest inventories, and/or developmental levels.
- Complete observations and collect data around a specific child and their incidences of identified challenging behaviors, in order to inform planning.
- Review, interpret, and engage in data based decision making around BIR's data with team(s) and Internal Coach, as needed.
- Partner with an Internal Coach as needed to assess and problem solve around Tier 1 & Tier 2 strategies in the classroom.
- Teach, model and support teaching team members on strategies to use for a child using challenging behaviors, while beginning to plan for an individualized Behavior Support Plan if needed.

Gathering Information to Create the Behavior Intervention Plan (BIP)

- Support teachers and teams to collect and analyze information to determine the meaning of the child's behavior, possible triggers, and replacement skills needed.
- In partnership with teaching team members, facilitate conversations with caregivers to gain input into identifying the possible meaning of the child's challenging behavior.
- Summarize the information gathered and begin designing the Behavior Intervention Plan (BIP)

Creating a Behavior Intervention Plan (BIP)

- Lead and facilitate the development of a BIP with team members and caregivers.
- In collaboration with caregivers and teaching team members, facilitate conversations to develop intervention strategies (applying your knowledge and expertise to these strategies).
- Apply knowledge of a broad array of evidence based strategies to all components of the BIP.
- Determine what data will be collected on each component of the BIP.
- Facilitate discussions with teaching team members about implementing the BIP with consistency.
- In collaboration with caregivers and teaching team members, facilitate conversations around adapting intervention strategies to other settings as needed.
- Teach, model, and support intervention strategies for a teaching team working with a child with challenging behaviors, as needed.

Supporting & Monitoring Implementation of a Behavior Intervention Plan (BIP)

- Create a timeline for meeting with the teaching team and caregivers to review the BIP, data collected, and progress toward resolving the challenging behavior.
- Develop a process for revising the BIP as needed.

*****Behavior Coaches are also available to support a program with all 5 Steps of the PTR-YC process.*****

Behavior Coach Responsibilities, Considerations, Decisions

Prior to Creating a Behavior Intervention Plan or Initiating PTR-YC

Responsibility	Considerations	Our Program Notes/Decisions
Support teachers and/or teaching teams in brainstorming solutions to challenging behaviors as they arise.	<i>*What information can Internal Coaches share with Behavior Coaches to support these conversations?</i>	
Facilitate and lead discussions around challenging behavior with teachers and/or teaching teams.	<i>*When do discussions include teaching teams and the Behavior Coach versus only a teacher and the Behavior Coach? *If discussions take place with only one team member, how will others be included in decision-making? How will others be informed of plans to support a child? *How is this communicated to all staff?</i>	
In partnership with classroom teacher(s), facilitate discussions with caregivers around their child's behaviors.	<i>*In your program, when does a teacher initiate this conversation with caregivers on their own, versus when does a teacher request that the Behavior Coach support this conversation?</i>	
Facilitate and lead problem solving discussions with administrators, teachers, Internal Coaches, and other team members. Apply expertise in behavioral interventions to these conversations	<i>*In your program, which of these conversations will the Internal Coach facilitate, and which of these conversations will the Behavior Coach facilitate? *Under what circumstances might that look different? *How will classrooms that have not yet been coached receive support around children in their classrooms experiencing challenging behavior? *Where is this documented and how is it communicated to all Internal & Behavior Coaches?</i>	
Facilitate information gathering to guide planning around behavior for individual children, such as BIR's, interest inventories, and/or developmental levels.	<i>*In your program, what data will the Internal Coach collect, what data will the Behavior Coach collect, and what data will the teaching team collect? *Under what circumstances might that look different? *Where is this documented and how is it communicated to all Internal & Behavior Coaches?</i>	
Complete observations and collect data around a specific child and their incidences of identified challenging behaviors, in order to inform planning.	<i>*Under what circumstances will a Behavior Coach observe and collect data for a child experiencing challenging behavior, versus the classroom team collecting that data?</i>	

Review, interpret, and engage in data based decision making around BIR's data with team(s) and Internal Coach, as needed.	<p><i>*What will be your district process for when an Internal Coach needs to request additional support from the Behavior Coach?</i></p> <p><i>*Where will this be documented?</i></p> <p><i>*How will this be communicated to all Internal Coaches & Behavior Coaches?</i></p>	
Partner with an Internal Coach as needed to assess and problem solve around Tier 1 & Tier 2 strategies in the classroom.	<p><i>*What will be your district process for when an Internal Coach needs support in addressing Tier 1 & Tier 2 practices in a classroom?</i></p> <p><i>*Where will this be documented?</i></p> <p><i>*How will this be communicated to all Internal Coaches & Behavior Coaches?</i></p>	
Teach, model and support teaching team members on strategies to use for a child using challenging behaviors, while beginning to plan for a Behavior Intervention Plan if needed.	<p><i>*How will your district determine when a Behavior Coach should provide temporary intervention strategies (developed with the team) to use until a BIP can be put in place?</i></p> <p><i>*Where will this be documented and how will it be communicated?</i></p>	

Gathering Information to Create the Behavior Intervention Plan (BIP)

Responsibility	Considerations	Our Program Notes/Decisions
Support teachers and teams to collect and analyze information to determine the meaning of the child's behavior, possible triggers, and replacement skills needed.	<p><i>*What data do teams already have about this behavior (ex-BIRs, ABC, tally charts, etc)?</i></p> <p><i>*What information and data will teachers/teaching teams collect and what data will you support them in collecting?</i></p>	
In partnership with teaching team members, facilitate conversations with caregivers to gain input into identifying the possible meaning of the child's challenging behavior.	<p><i>*In your program, when does a teacher initiate this conversation with caregivers on their own, versus when does a teacher request that the Behavior Coach support this conversation?</i></p> <p><i>*Where is this documented and how will it be communicated to all staff?</i></p>	
Summarize the information gathered and begin designing the Behavior Intervention Plan (BIP).	<p><i>*What template will be used for summarizing this information? District specific template?</i></p> <p><i>What timeline will inform this process?</i></p>	

Creating a Behavior Intervention Plan (BIP)

Responsibility	Considerations	Our Program Notes/Decisions
Lead and facilitate the development of a BIP with team members and caregivers.	<i>*What template will be used for BIP's in your program? District specific template? PTR-YC BIP template?</i>	
In collaboration with caregivers and teaching team members, facilitate conversations to develop intervention strategies (<i>applying your knowledge and expertise to these strategies</i>).	<i>*If parents are unable to participate in scheduled meetings, what will be the process to ensure they have an opportunity to contribute to the conversation?</i>	
Apply knowledge of a broad array of evidence based strategies to all components of the BIP.	<i>*What evidence based strategies will be considered for BIP's? *Consider using the PTR-YC Menu of Intervention Strategies.</i>	
Determine what data will be collected on each component of the BIP.	<i>What data will be efficient and effective for teams to track?</i>	
Facilitate discussions with teaching team members about implementing the BIP with consistency.	<i>*How does a team ensure everyone is implementing the components of the BIP in a consistent manner? *How can you ensure minimal impact of teaching team members hot buttons, triggers, and/or biases?</i>	
In collaboration with caregivers and teaching team members, facilitate conversations around adapting intervention strategies to other settings as needed.	<i>*At what point during the development of the BIP will your team consider adapting the intervention strategies to other settings?</i>	
Teach, model, and support intervention strategies for a teaching team working with a child with challenging behaviors, as needed.	<i>*What needs to happen before a Behavior Coach models intervention strategies in a classroom? *How do you determine what a teaching team already knows about the selected intervention strategies?</i>	

Supporting & Monitoring Implementation of a Behavior Intervention Plan (BIP)

Responsibility	Considerations	Our Program Notes/Decisions
Create a timeline for meeting with the teaching team and caregivers to review the BIP, data collected, and progress toward resolving the challenging behavior.	<i>*Once a BIP is developed, how frequently will the Behavior Coach check in with those implementing the plan?</i>	
Develop a process for revising the BIP as needed.	<i>*Under what circumstances should a BIP be revised?</i> <i>*How long should a BIP be in place before it can be revised?</i> <i>*Who initiates the need for a BIP to be revised and how do they do that?</i>	

Implementing PTR-YC

Responsibility	Considerations	Our Program Notes/Decisions
Facilitate each Step/Meeting of the PTR-YC process according to the PTR-YC Manual.	<i>*In your program, when does the Behavior Coach facilitate the PTR-YC process and when does an Internal Coach facilitate the PTR-YC process?</i> <i>*If an Internal Coach facilitates the PTR-YC process, how will the Behavior Coach support Internal Coach(es) through the PTR-YC process?</i>	
Facilitate the PTR-YC Book Study or Recorded Webinars with new team members implementing PTR-YC.	<i>*What is your program's plan to onboard new team members who will implement PTR-YC? (MNCoE Training, PTR-YC book study, PTR-YC recorded webinars)</i>	

Key Terms to Consider in the Behavior Coaching Role

Behavior Incident Report (BIR)	Data collected around an individual child and their incidences of challenging behaviors.
Behavior Intervention Plan (BIP)	A written document including 1) a summary designed to be posted in strategic places in the classroom and shared with all team members who may be involved in the plan's implementation, AND 2) additional documentation of the specifics of the implementation strategies for an individual child in specific routines.
Behavior Rating Scale (BRS)	Form 4 in the PTR-YC process. This form collects data around the Target Desirable Behavior and the Target Challenging Behavior in Step 2 of PTR-YC.
Challenging Behavior	Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults is a cause for concern, AND behaviors that are not responsive to the use of developmentally-appropriate guidance procedures and social emotional teaching strategies
Functional Behavior Assessment (FBA)	Information gathered to support a team in understanding 1) the purpose or function of a child's challenging behavior, 2) the antecedent and environmental conditions associated with a child's challenging behavior, 3) the consequences that may be maintaining both challenging and desirable behavior. This information gathered results in the development of a hypothesis statement to inform the BIP.
Multi Tiered Systems of Support (MTSS)	A systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced in order to support children.
Prevent Teach Reinforce for Young Children	Research-proven, family-centered approach used in preschool settings to resolve persistent challenging behaviors.
Teaching Team	Ideally includes all staff members of a classroom where a child is enrolled, for example: General Education Teacher, ECSE Teacher, Para Professionals, Teaching Assistance, Related Service Providers.
Teaming	Behavior coach supporting the teacher to interpret BIRs and make a plan? Teaming may take place live in person. Discussion may be BC and full teaching team, or may be BC, lead teacher and teacher passes info on to teams.