



Frequently Asked Questions

Who do I contact if I have questions about completing the Demonstration Site Information Form?

If you have questions about the information form, or need additional assistance you can contact Cassa Andrews, PBIS Project Manager – Cassa.Andrews@decal.ga.gov.

What is a Site Leadership Team?

The Leadership Team is a group of professionals that represent the program and promotes the implementation of Program-wide Positive Behavior and Intervention Supports (PW-PBIS). The team meet on a regular basis to discuss program needs and progress, provides coaching and acknowledgement to the teaching staff, and make data-based decisions to promote program success.

What are the activities of the Leadership Team?

- Hold monthly implementation and outcomes meetings.
- Maintain the programs Benchmarks of Quality (BoQ).
- Plan and implement professional development activities.
- Maintain communication with staff.
- Track data, evaluate progress and make data-based decisions.
- Communicate with and involve families in PW-PBIS.
- Provide incentives and acknowledgement.

How regularly does the Leadership Team meet?

Monthly, but the members of the team also participate in trainings and activities that they identify as a need for their program.

Who needs to be on the Leadership Team?

The team is composed of:

- A program administrator
- Representation from the teaching staff from every age-level
- Internal Coach: An individual who can provide coaching and support to teachers
- Data Coordinator: An individual who will input data into a database
- Behavior Specialist: An individual who will support teachers around challenging behavior
- External Coach: Teams must also include someone from outside the center to serve as an external coach. Examples of people who might be considered to serve as an external coach include disabilities coordinators, curriculum specialists, regional support, guidance counselors, or others.
- Some individuals might fill more than one of these roles.

Who are behavior specialists and internal coaches and why are they needed?

The PW-PBIS model requires that a staff member is available to guide the behavior support planning process for children with persistent challenging behavior. We refer to that person as a Behavior Specialist. This might be a person within the program who has strengths and interest in that area or it might be an external resource to your program.

The PW-PBIS model also requires that teachers within classrooms receive classroom-based coaching support in implementation of Pyramid Model practices. This role, the Internal Coach, is often filled by a member of the administrative staff or a master teacher.



Key Components of the Program-Wide Positive Behavior and Intervention Supports:

- **Site Leadership Team:**
 - The Site Leadership Team meets monthly and guides the implementation of the program-wide approach.
 - The team ensures that a system is developed to provide individualized behavior supports to children with challenges, professional development and support to teachers, a plan for family participation
 - The team monitors and supports staff buy-in on an ongoing basis.
 - The team uses data to make decisions as they guide implementation.
- **Staff Buy-In:**
 - All staff become involved in the model (e.g., cook, teaching assistant, and teachers) and must agree that they are willing to participate.
 - The leadership team monitors and supports staff buy-in on an ongoing basis.
- **Program-Wide Expectations:**
 - The adoption of program-wide expectations provides a shared focus and shared language for describing behavior expectations to children, staff, and families.
 - Program-wide expectations are shared with families and are posted in classrooms as well as other areas of the building such as hallways, lobby, playgrounds and other areas of the building where children may visit.
 - Staff acknowledge engagement in the expectations by providing developmentally appropriate feedback and reinforcement to children.
- **Classroom-Level Implementation of the Pyramid Model:**
 - Teachers are individually observed using a fidelity observation tool and then supported by the Internal Coach in action planning to identify goals for improvement in reaching fidelity criteria.
- **Staff Professional Development and Support Plans:**
 - All staff must have the training and coaching/support needed to effectively implement the Pyramid practices.
 - The leadership team also develops strategies to provide ongoing support to staff as they implement the model.
- **Behavior Support Procedures:**
 - The leadership team develops policies and procedures for providing support to staff to address challenging behavior.
 - This includes providing a mechanism for support in crisis situations
 - Developing a problem solving process for children with emerging challenges
 - Providing a system for identifying children who need a behavior support plan developed through a team driven process.
- **Data-Based Decision-Making:**
 - Data-based decision-making is an important part of the program-wide approach.
 - The team will gather and review data on implementation and outcomes using tools provided by DECAL and will report the data to DECAL.



Key Roles of the Program-Wide Positive Behavior and Intervention Supports:

- **Leadership by the Director and Administrative Staff:**
 - The director must be an active participant in the PBIS implementation process and clearly communicate their commitment to the process by providing resources and promoting PBIS as a priority.
 - He/she will facilitate buy-in among all staff and put time regularly on staff agendas for PBIS updates.
 - He/she will attend all trainings and commit to using a behavior tracking system for data-based decision making.
- **External Coach:**
 - The External Coach is a professional from outside the program who provide support to site leadership teams implementing PBIS.
 - Responsible for supporting the Internal Coach
 - Examples of people who might be considered to serve as an external coach: disabilities coordinator, curriculum specialist, regional support, guidance counselor, or others.
- **Internal Coach:**
 - The Internal Coach provides technical assistance to teaching staff
 - Collects teacher level data (TPOT)
 - Coordinates program level and child level data coordination
 - Responsible for supporting the site leadership team, conducting TPOT observations, and coaching classroom teachers.
 - This person should have the time necessary to observe within classrooms, coach, and support classroom teachers on a weekly basis.
- **Behavior Specialist:**
 - The Behavior Specialist is a professional who guide behavior support planning.
 - This person is a member of the site leadership team and is responsible for guiding team problem solving and intervention support for children who need individualized interventions.
- **Data Coordinator:**
 - The Data Coordinator is a professional who inputs data into a spreadsheet
 - This person should have the time necessary to input data into a spreadsheet on a weekly basis