Principals as Ambassadors of Wellness: Leading PBIS Implementation to Fidelity

https://tinyurl.com/PaPBSPrincipalStudy

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Tina Lawson, Ed.D., BCBA
APBS Conference
Jacksonville, FL
March 30, 2023
Begin with Gratitude

Gratitude allows us to see the best in those around us, and how they help us to do and be better.

- Tanveer Naseer

Dr. Terrance Furin
Dr. Byron McCook
Dr. Tina Lawson
Dr. Kathleen Lane
Dr. Kathryn Poggi
Dr. Chanda Telleen
Dr. Nikole Hollins-Sims
Dr. Lisa Thomas
Dr. Aaron Lyon
Dr. Mark Ehrhart

PBIS Facilitator Colleagues
Principals
Supervisors and Directors
Richard & Ruthanne George
Alicia & MJ Millsbaugh
Family & Friends
Session Learning Intentions

• Explore practical leadership behaviors and focus for improving implementation fidelity

• Provide strategies for leading, meeting, and maintaining fidelity to universal PBIS implementation
Pennsylvania Positive Behavior Support (PaPBS) Network

PAPBS Network Affiliated School Districts in 2020-2021

PBIS-Participating School Districts in Pennsylvania

Legend
- Participating District

* Areas in grey denote districts not participating
* 258 School Districts in Pennsylvania are participating

Note. PBIS = Positive Behavioral Interventions and Supports.

Cross-Sectional Review of the Number of Sites Affiliated with the PAPBS Network

Number of Affiliated Sites

Academic Year

Note. PAPBS = Pennsylvania Positive Behavior Support.
Introduction

(University of Florida, 2021)  (Akyurt, 2021)
Multi-Tiered Systems of Support for Behavior is synonymous with Positive Behavior Interventions and Supports (PBIS).

Three-tiered model of supports impacting every student:
- **ALL students** (universal)
- **SOME students** (secondary supports)
- **FEW students** (individual or tertiary supports)

Framework for social emotional learning behavior:
- Systems to support staff
- Data-based decision-making models
- Practices directly supporting students

(Center on PBIS, 2020; McIntosh & Goodman, 2016; Sugai & Horner, 2009)
Universal Multi-Tiered Systems of Support for Behavior (MTSS-B)

- Systems, data models, and practices that impact **every student** in the educational setting
- Often referred to as **Tier 1**
- At fidelity, provides sufficient support for 80% or more of the school population

(Lane, et al., 2015; Molloy, et al., 2013)
Tier 1, universal MTSS-B evidence-based practices include:

- Common language
- Differentiated instruction
- Character education
- Behavior specific praise and reinforcement
- Instruction in social emotional learning
- Responding to problematic behaviors

(Lane, et al., 2015; Molloy, et al., 2013)
Principal’s commitment critical to overall to the mental health of school for both students and staff.

Principals serve in complex roles when addressing non-academic barriers to student learning.

82% of administrators reported not receiving pre-service training in the systems of interconnection of mental health and academics.

(Blackman et al., 2016; Iachini et al., 2016; Papa, 2018)
Teachers’ implementation of interventions is more strongly related to principals’ actions than to teachers’ personal characteristics or capacity to implement.

When principals believed in the importance of an evidence-based practice, the fidelity of implementation to that practice was higher.

Even when implementation fidelity rates were high, the outcomes were lower in developing social emotional learning where principal support was low or absent.

(Debnam, et al., 2013; Kam et al., 2003; Rohrbach et al., 1993)
Principal’s Impact on PBIS Implementation Fidelity

**2011**
- Principals were equally transformational
- Principals in PBIS schools perceived to be better at behavior management

**2012**
- School administrator involvement and adaptation were categories implementers identified for reaching PBIS fidelity and sustainability

**2015**
- Administrators: allocating resources, removing barriers, providing data, and reinforcing priorities for PBIS
- Team members: administrator’s distributive leadership approaches and providing training and professional development

**2021**
- Combs & Martin
- Andreou, et al.
- Richter, et al.
- Scaletta & Hughes

- Shared decision making
- Building leadership of others
- Support of implementation practices
- Communication
- Develop leader’s professional growth
- Shared decision making
- Building leadership of others
- Support of implementation practices
- Communication
- Develop leader’s professional growth
Background of Problem

MTSS-B/PBIS generally 3–5 year commitment

Leadership adaptation is critical throughout the MTSS-B/PBIS life cycle, yet not well defined.

Competing priorities within schooling with equal urgency

Few studies explore principals’ perspectives on what actions contribute to integrated systems of nonacademic barriers.

Multi-year initiatives can be abandoned for other initiatives, without meeting fidelity

(Iachini, et al., 2016; Leithwood & Sun, 2012; Kittelman et al., 2020; Thiers, 2017)
Purpose of the Study

- Investigate
- Describe
- Inform
- Guide
Significance of Study

- **School-based validated tools** to support research into principal leadership action to meet social and behavioral needs of students

- **Focus on what leaders DO** versus what brand or program is used to improve effective educational practices

(Horner, et al., 2017; Richter et al., 2012)
Searching for a Validated Tool

Public Health Sector

Explore  Prepare  Implement  Sustain

(Aarons et al., 2016)

Education

Explore  Install  Implement  Sustain

(Fixsen et al., 2005; Horner & Sugai, 2006)
Theoretical & Conceptual Framework for Leadership within MTSS

- Educational Leader
  - Exchange one thing for another
  - Task oriented
  - Coping with situations
  - Knowledge of a practice
  - Supported by top-down leadership model
  - Well-defined and agreed upon strategies to address specific contexts

- Transformational Leadership
  - Goals based on values of followers
  - Study past, create vision for future
  - Alter situations for lasting change
  - Knowledgeable, proactive, perseverant and supportive of staff efforts
  - Qualities of transformational leadership
  - Honor the emotional investment of the group
  - Maintain balance with competing agendas

- Technical Skills
  - Implementation Science
  - Adaptive Skills

(Aarons et al., 2016; Bass, 1998; Blase, et al., 2015; Burns, 1978/2003; Fixsen et al., 2013; Furin, 2019; Heifetz, 1994; Stewart, 2006)
School version Implementation Leadership Scale (S-ILS)

https://www.implementationleadership.com/measures

- Proactive Leadership
- Knowledgeable Leadership
- Supportive Leadership
- Perseverant Leadership
- Communication*
- Vision/Mission*
- Availability*

Permission was obtained by Drs. Ehrhart and Lyon to use this instrument as part of this study.

(Aarons, et al., 2014; Lyon, et al., 2018)
Research Question #1 (Quantitative)

Is there a difference in the mean scale scores of the school version Implementation Leadership Scale (S-ILS) between school staff and principals in

- proactive,
- knowledgeable,
- supportive,
- perseverant,
- communication,
- vision/mission,
- and availability leader behaviors?

H₀: There will be no difference in the mean scale scores of the S-ILS between school staff and principals.

(Lyon et al., 2018)
Sampling for this Case Study

Target Population for S-ILS Survey

- Schools meeting fidelity to Tier 1 PBIS during SY 2019-2020 and 2020-2021
- Contacts from the Pennsylvania Positive Behavior Support (PaPBS) Network for each school: staff and principal
  - 497 building principals and 934 staff members

Purposive Sampling: Focus Groups

- Principals:
  - Invited as part of the target group who completed the S-ILS
  - Currently leading PBIS efforts

70% or greater on the Benchmarks of Quality (BoQ) OR Tier 1 Subscale of the Tiered Fidelity Inventory (TFI)

(Algozzine, et al., 2016; Creswell, 2013; Kincaid, et al., 2010)
### S-ILS Research Participants N=152

90 staff members (10%)
62 principals (12%)

<table>
<thead>
<tr>
<th>Distribution of School Type for Network Schools Eligible to Participate &amp; S-ILS Participants</th>
<th>% of PaPBS Network Schools Levels meeting Tier 1 Fidelity 2019-2021</th>
<th>% of PaPBS Network School Levels Represented in S-ILS Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>64%</td>
<td>68%</td>
</tr>
<tr>
<td>Elementary – Middle School</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Middle School</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Middle-High School</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>High School</td>
<td>9%</td>
<td>12%</td>
</tr>
<tr>
<td>K-12</td>
<td>4%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Proactive Leadership
Proactive Leadership....
To what extent do you as the leader or your leaders exhibit the following behaviors:

<table>
<thead>
<tr>
<th>Proactive Leadership</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing clear standards for PBIS Tier 1 implementation</td>
<td></td>
</tr>
<tr>
<td>Developing a plan to facilitate PBIS Tier 1 implementation</td>
<td></td>
</tr>
<tr>
<td>Removing obstacles to Tier 1 PBIS implementation</td>
<td></td>
</tr>
</tbody>
</table>

School version Implementation Leadership Scale (S-ILS)
(Aarons, et al., 2014; Lyon, et al., 2018)
Staff perceived their principals lower than the principals perceived themselves, but there was no significance found between the difference.

Average for staff: Great extent 3.07
Average for principals: Great extent 3.24
Additional Significance Found: Title 1 Schools

The 25 principals of non-Title 1 schools ($M=3.53$, $SD=.51$) rated their extent of their proactive behaviors significantly higher than 37 principals of Title 1 schools who rated the extent of their proactive behaviors ($M=3.04$, $SD=.66$) in PBIS universal implementation, $t(60) = 3.19$, $p = .002$; $d = .8$. The effect size for this analysis ($d = .8$) was found to be a large effect using Cohen’s $d$ (1988).
Knowledgeable Leadership

Be Eager to know.

Col. (Retd.) RS Gill
Knowledgeable Leadership....

To what extent do you as the leader or your leaders exhibit the following behaviors:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not at all</td>
</tr>
<tr>
<td>1</td>
<td>Slight extent</td>
</tr>
<tr>
<td>2</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>3</td>
<td>Great extent</td>
</tr>
<tr>
<td>4</td>
<td>Very great extent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledgeable Leadership</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows what he/she is talking about in Tier 1 PBIS implementation</td>
<td></td>
</tr>
<tr>
<td>Is knowledgeable about universal Tier 1 PBIS</td>
<td></td>
</tr>
<tr>
<td>Can answer staff questions about Tier 1 PBIS implementation</td>
<td></td>
</tr>
</tbody>
</table>

School version Implementation Leadership Scale (S-ILS)

(Aarons, et al., 2014; Lyon, et al., 2018)
Staff perceived their principals lower than the principals perceived themselves, but there was no significance found between the difference.

Average for staff: Great extent 3.09
Average for principals: Great extent 3.27
Supportive Leadership
Supportive Leadership....
To what extent do you as the leader or your leaders exhibit the following behaviors:

<table>
<thead>
<tr>
<th>Supportive Leadership</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports employees’ efforts in implementing Tier 1 PBIS</td>
<td></td>
</tr>
<tr>
<td>Supports employees’ efforts to learn more about implementing Tier 1 PBIS</td>
<td></td>
</tr>
<tr>
<td>Recognizes and appreciates employee efforts in the implementation of Tier 1 PBIS</td>
<td></td>
</tr>
</tbody>
</table>

School version Implementation Leadership Scale (S-ILS)
(Aarons, et al., 2014; Lyon, et al., 2018)
Staff perceived their principals lower than the principals perceived themselves, but there was no significance found between the difference.

Average for staff:  Great extent 3.25
Average for principals:  Great extent 3.42
Perseverant Leadership
### Perseverant Leadership

To what extent do you as the leader or your leaders exhibit the following behaviors:

<table>
<thead>
<tr>
<th>Perseverant Leadership</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perseveres through ups/downs of Tier 1 PBIS implementation</td>
<td></td>
</tr>
<tr>
<td>Carries on through challenges of implementing Tier 1 PBIS</td>
<td></td>
</tr>
<tr>
<td>Reacts to critical issues regarding implementation of Tier 1 PBIS evidence-based practices</td>
<td></td>
</tr>
</tbody>
</table>

**School version Implementation Leadership Scale (S-ILS)**

(Aarons, et al., 2014; Lyon, et al., 2018)
Staff perceived their principals lower than the principals perceived themselves, but there was no significance found between the difference.

Average for staff: High Moderate Extent 2.98

Average for principals: Great extent 3.17
Communication Leadership*
**Communication Leadership...**

To what extent do you as the leader or your leaders exhibit the following behaviors:

<table>
<thead>
<tr>
<th>Score</th>
<th>Communication Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not at all</td>
</tr>
<tr>
<td>1</td>
<td>Slight extent</td>
</tr>
<tr>
<td>2</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>3</td>
<td>Great extent</td>
</tr>
<tr>
<td>4</td>
<td>Very great extent</td>
</tr>
</tbody>
</table>

- Establishing clear communication systems in Tier 1 PBIS
- Talking about evidence-based practices in Tier 1 PBIS
- Encouraging others to communicate about the Tier 1 PBIS evidence-based practices

**School version Implementation Leadership Scale (S-ILS)**

(Aarons, et al., 2014; Lyon, et al., 2018)
Key: 0 = Not at all  1= Slight extent  2=Moderate extent  3=Great extent  4=Very great extent

S-ILS Mean Scale Extent Scores

Staff perceived their principals lower than the principals perceived themselves, but there was no significance found between the difference.

Average for staff: High Moderate extent 2.82
Average for principals: Great extent 3.04
Vision/Mission in Leadership*
**Vision/Mission Leadership…**

To what extent do you as the leader or your leaders exhibit the following behaviors:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vision/Mission Leadership</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking implementation of Tier 1 PBIS evidence-based practices to improved student outcomes</td>
<td></td>
</tr>
<tr>
<td>Clear vision for the implementation of the Tier 1 PBIS evidence-based practices</td>
<td></td>
</tr>
<tr>
<td>Connecting Tier 1 PBIS evidence-based practices to the broader mission of the school</td>
<td></td>
</tr>
</tbody>
</table>

**School version Implementation Leadership Scale (S-ILS)**

(Aarons, et al., 2014; Lyon, et al., 2018)
Staff perceived their principals lower than the principals perceived themselves, but there was no significance found between the difference.

Average for staff: High Moderate extent 2.81

Average for principals: Great extent 3.06
Leadership Availability*
**Leadership Availability**

To what extent do you as the leader or your leaders exhibit the following behaviors:

<table>
<thead>
<tr>
<th>Leadership Availability</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being accessible if staff needs help in implementing Tier 1 PBIS evidence-based practices</td>
<td></td>
</tr>
<tr>
<td>Available to discuss implementation of Tier 1 PBIS evidence-based practices</td>
<td></td>
</tr>
<tr>
<td>When there are problems or concerns around Tier 1 PBIS evidence-based practices staff can contact the leader</td>
<td></td>
</tr>
</tbody>
</table>

**School version Implementation Leadership Scale (S-ILS)**

(Aarons, et al., 2014; Lyon, et al., 2018)
Staff perceived their principals lower than the principals perceived themselves. Significance was found.

Average for staff: Great extent 3.20
Average for principals: Great extent 3.54

The 90 staff participants who rated the extent of the availability of their principal in PBIS universal implementation (M = 480, SD = 34.5) compared to the 62 principals who rated their own availability in PBIS universal implementation (M = 425, SD = 31) reported significantly lower scores in their perception of the principal’s availability, $t(150) = -2.54$, $p = .01$; $d = .4$.

The effect size for this analysis ($d = .4$) was found to be a medium effect size using Cohen’s $d$ (1988).
Research Question #2 (Qualitative)

According to principals, what leadership actions do principals take to install and implement universal Tier 1 PBIS with fidelity?

Reflect....

1. What were the important leadership actions (i.e., specific behaviors you exhibited, examples, or self-reflective observations) that helped you implement universal Tier 1 PBIS to fidelity at your school?

2. If you had a colleague friend who was beginning to embark on the journey to implementing PBIS/MTSS-B, what leadership actions would you advise that principal to take at the onset?

Go to www.menti.com and use the code 1275 4447
Focus on Relationships, defined:

- Listen to positive and negative feedback
- Invite others to make change
- Build trust
- Celebrate with staff

So, if you have resistant staff, don't count them out as invaluable. Really listen to what they're saying because there's some really good validity. You know there's a reason there's a saying called Devil's advocate - you need somebody who is going to help you be reflective and question that thinking and not to see it as a negative thing but use it to help shape and form your program and even invite them to be on the team because the team needs to hear the authenticity of what's actually happening within the building and what the concerns are as well as the victories.

Principal K – F,PR,Y5,E5,P, ES,T,S6
Research Question #2
Theme #2: Prepare Staff to Implement
# incidents: 59
# of groups: 6 (100%)
# of contributing principals: 12 (86%)

Prepare Staff to Implement, defined:

- Build knowledge of leaders and staff
- Provide time for exploration
- Create the vision for PBIS
- Define the need for PBIS
- Generate staff interest

“I think you have to backward plan - begin with your end in mind and what do you want to accomplish? What do you want your school building to look like? To feel like for your students, for your faculty and staff? And let that be your driving force. I had someone tell me once and I'll never forget it. **If you don't know where you're going any road will get you there.**”

Principal A – F, PR,Y5,E10,P,E,T,S6
Support the Leadership Team

- Empower team members
- Share leadership decisions
- Create a representative leadership team
- Support the completion of team tasks

I think being supportive, I think there are times that some ideas have been floated my way for approval that maybe I didn't see the same value or significance, as the team did, but trying to empower them I allowed them to roll with it and go with it. And I'm very thankful that I did because they've turned out to be successful where we're getting very positive feedback... it's easy to get into a position where you're taking on the reins and the responsibility all by yourself, and you're not as collaborative as maybe you should be or want to be. So, I think that you [need to be] collaborative. It's a team effort and find a good coach who can help lead the charge as well.
I had to be the face of it. I know people that have tried to do it in other buildings where the principal wasn't involved. If the principal isn't leading it [won’t get the same results] and I mean I led a lot of it. I was the talk. I spoke a lot. I studied a lot. I really tried to know and try to understand as much as I could, and really spearheaded it in even in light of people who did not want this to happen.

Principal B – M, PR, Y16, E16, P, E, T, S3
Research Question #2
Theme #5: Sustain Fidelity
# incidents: 32
# of groups: 6 (100%)
# of contributing principals: 13 (93%)

Sustain Fidelity
• Analyze data to improve practices
• Focus on fidelity of practice during installation
• Ensure quality implementation

They weren't implementing with fidelity, and so there were some things that we needed to go back and look at and kind of like just revamp it all. We had quite a few staff that left and so we had new staff that came on and so of course we needed to do initial trainings and all of those things to help get everyone up to speed and really to come share what the expectations were for staff because it wasn't a negotiable. This was something that we're going to do, but we wanted to implement again with fidelity.

Principal L - F, PR,Y5,E5,NP,EMH,NT, S3
According to principals, what important leadership actions do principals take to persevere through challenges that threaten universal Tier 1 PBIS fidelity?

Challenges or barriers to implementation can happen inside or outside of the school.

1. What were the important events (i.e., specific behaviors, examples, or observations) that challenged implementation fidelity to universal Tier 1 PBIS?

2. What leadership actions did you take to limit, mitigate, or overcome these challenges?
Research Question #3
Challenge #1: Leadership Team Implementation Challenges
# incidents: 14
# of groups: 5 (83%)
# of contributing principals: 9 (64%)

<table>
<thead>
<tr>
<th>Definition</th>
<th>Leader Behaviors in Response to Challenge</th>
<th>RQ #2: Leader Behaviors to Implement to Fidelity</th>
</tr>
</thead>
</table>
| Challenges of Administrator Knowledge | • Focused on fidelity of implementation  
• Reached out to external supports | ⇒ Sustain Fidelity  
⇒ Prepare Staff |
| Inconsistent staff implementation | • Modeled how to use acknowledgement system  
• Made processes simpler for teachers  
• Provided time to ask questions about implementation | ⇒ Promote PBIS Process  
⇒ Promote PBIS Process  
⇒ Prepare Staff |
| Challenges with expanding the work of the team | • Created mentorships for new staff  
• Adjusted team member responsibilities  
• Provided ongoing training | ⇒ Promote PBIS Process  
⇒ Support Leadership Team  
⇒ Prepare Staff |
<table>
<thead>
<tr>
<th>Definition</th>
<th>Leader Behaviors in Response to Challenge</th>
<th>RQ #2: Leader Behaviors to Implement to Fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covid PBIS System Adaptation Challenges</td>
<td>• Set up back-ups to the back-ups for team members &lt;br&gt;• Displayed a willingness to do things differently &lt;br&gt;• Used data to make revisions</td>
<td>⇒ Support Leadership Team &lt;br&gt;⇒ Support Leadership Team &lt;br&gt;⇒ Sustain Fidelity</td>
</tr>
<tr>
<td>Teachers Experiencing High Levels of Stress and Negative Morale</td>
<td>• Removed some activities from teachers’ plates &lt;br&gt;• Used extra pay duty for extra responsibilities &lt;br&gt;• Focused on staff wellness and social engagement</td>
<td>⇒ Support Leadership Team &lt;br&gt;⇒ Promote the PBIS Process &lt;br&gt;⇒ Focus on Relationships</td>
</tr>
</tbody>
</table>
### Research Question #3

**Challenge #3: Stakeholder Resistance**

- # incidents: 7
- # of groups: 4 (68%)
- # of contributing principals: 6 (43%)

#### Definition

- Leader Behaviors in Response to Challenge

<table>
<thead>
<tr>
<th>External Stakeholder Resistance (Family / Community)</th>
<th>Leader Behaviors in Response to Challenge</th>
<th>RQ #2: Leader Behaviors to Implement to Fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Held communication roundtables and focus groups</td>
<td>➞ Focus on Relationships</td>
<td>➞ Promote PBIS process</td>
</tr>
<tr>
<td>• Shared school’s vision for PBIS</td>
<td></td>
<td>➞ Promote PBIS process</td>
</tr>
<tr>
<td>• Called families with positive recognition of their child</td>
<td></td>
<td>➞ Promote PBIS process</td>
</tr>
<tr>
<td>• Created clarity through a family handbook</td>
<td></td>
<td>➞ Promote PBIS process</td>
</tr>
<tr>
<td>• Responded to dissention - “face” of PBIS at onset (internal)</td>
<td></td>
<td>➞ Promote PBIS process</td>
</tr>
<tr>
<td>Internal Stakeholder Resistance (Staff)</td>
<td></td>
<td>➞ Prepare Staff to Implement</td>
</tr>
<tr>
<td>• Shared data to show a need</td>
<td>➞ Prepare Staff to Implement</td>
<td>➞ Focus on Relationships</td>
</tr>
<tr>
<td>• Created a shared vision</td>
<td>➞ Prepare Staff to Implement</td>
<td>➞ Focus on Relationships</td>
</tr>
<tr>
<td>• Communicated with empathy</td>
<td>➞ Prepare Staff to Implement</td>
<td>➞ Focus on Relationships</td>
</tr>
<tr>
<td>• Modeled unconditional caring for students</td>
<td>➞ Prepare Staff to Implement</td>
<td>➞ Focus on Relationships</td>
</tr>
<tr>
<td>• Established simple changes to improve outcomes</td>
<td>➞ Prepare Staff to Implement</td>
<td>➞ Promote PBIS process</td>
</tr>
<tr>
<td>Lack of Capital Resources</td>
<td>Leader Behaviors in Response to Challenge</td>
<td>RQ #2: Leader Behaviors to Implement to Fidelity</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Organized non-tangible rewards for students</td>
<td>⇒ Sustain fidelity</td>
</tr>
<tr>
<td></td>
<td>• Used expertise of team to capture data on existing tools</td>
<td>⇒ Support Leadership Team</td>
</tr>
<tr>
<td></td>
<td>• Provided a line-item budget for PBIS</td>
<td>⇒ Support Leadership Team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lack of Human Resources</th>
<th>Leader Behaviors in Response to Challenge</th>
<th>RQ #2: Leader Behaviors to Implement to Fidelity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Provided additional pay for internal coaches</td>
<td>⇒ Promote PBIS</td>
</tr>
<tr>
<td></td>
<td>• Shifted focus towards building a stronger staff leadership team</td>
<td>⇒ Support Leadership Team</td>
</tr>
</tbody>
</table>
Theoretical & Conceptual Framework

Educational Leader

- Exchange one thing for another
- Task oriented
- Coping with situations
- Knowledge of a practice
- Supported by top-down leadership
- Well-defined and agreed upon strategies to address specific contexts
- Goals based on values of followers
- Study past, create vision for future
- Alter situations for lasting change
- Knowledgeable of evidence-based practices, proactive, perseverant and supportive of staff efforts
- Qualities of transformational leadership
- Honor the emotional investment of the group
- Maintain balance with competing agendas

Transactional Transformational Leadership

- Prepare staff to implement (readiness)
- Support the leadership team in practical execution
- Promote the PBIS process with resource availability
- Sustain fidelity with quality assurance checks
- Focus on relationships with staff and community
- Prepare staff to implement (mission/vision)
- Support the Leadership Team in their personal development
- Promote the PBIS process in words and deeds

Technical Skills

- Implementation Science

Adaptive Skills

(Aarons et al., 2016; Bass, 1998; Blase, et al., 2015; Burns, 1978/2003; Fixsen et al., 2013; Furin, 2019; Heifetz, 1994; Millspaugh, 2022; Stewart, 2006)
Impacts on Practice

Mission & Vision Renewal

Leadership of Principal/PBIS Leader in the Development of Others

Leadership Development from Statewide Supports

Early Family Engagement

Principal/PBIS Leader Collaboration
Limitations

Study was smaller in scope and not able to be generalized to larger groups

Study was conducted during Covid 19 pandemic

Over-representation of suburban schools with limited racial/ethnic representation of Pennsylvania educators
Suggestions for Future Research

**Repeat**

Replicate this study outside of the Covid 19 pandemic context

**Investigate**

Investigate experiences of principals at Title 1 schools

**Expand**

Expand S-ILS studies with evidence-based practices as part of the entire MTSS framework, inclusive of academic evidence-based practices

**Measure**

Measure the extent to which district level leadership supports are crucial to MTSS-B fidelity
Conclusion: Hero to Hero-Maker

A renewed and expanded focus on adaptive leadership skills pragmatically transforms the role of the principal as hero to the role of principal as hero maker, promoting MTSS-B/PBIS to fidelity, and positively impacting each member of the learning community.
Let’s Connect!

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For More Information & Details Regarding this study:

References


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