What do Principals Do to Promote Fidelity to MTSS-B/PBIS?

THEMES (greatest to least frequency)	PRINCIPAL BEHAVIORS TO PROMOTE IMPLEMENTATION	PRINCIPAL BEHAVIORS IN RESPONSE TO THREATS TO FIDELITY
PREPARE STAFF TO IMPLEMENT	♦ Build knowledge of leaders and staff ♦ Provide time for exploration ♦ Create the vision for PBIS ♦ Define the need for PBIS ♦ Generate staff interest	♦ Share data to show a need ♦ Create a shared vision ♦ Reach out to external supports ♦ Provide time to ask questions about implementation ♦ Provide ongoing training
SUPPORT THE LEADERSHIP TEAM	♦ Empower team members ♦ Share leadership decisions ♦ Create representative leadership team ♦ Support the completion of team tasks	♦ Adjust team member responsibilities ♦ Shift focus towards building a stronger staff leadership team ♦ Remove some activities from teachers' plates ♦ Be willing to do things differently
PROMOTE THE PBIS PROCESS	♦ Actively model PBIS practices ♦ Persist consistently through process ♦ Leverage resources to support staff and students ♦ Integrate PBIS with existing initiatives ♦ Communicate importance of PBIS to all stakeholders	♦ Model acknowledgement system ♦ Establish simpler processes to improve outcomes ♦ Create mentorships for new staff ♦ Share vision for PBIS with others ♦ Call families with positive recognition for their child* ♦ Create clarity in family handbooks* ♦ Respond to dissention at the onset ♦ Provide a line-item budget for PBIS ♦ Provide additional pay for internal coaches or teacher extra responsibilities
FOCUS ON RELATIONSHIPS	♦ Listen to positive and negative feedback ♦ Invite others to make change ♦ Build trust ♦ Celebrate with staff	♦ Hold community communication roundtables and focus groups* ♦ Communicate with empathy ♦ Model unconditional caring for students ♦ Focus on staff wellness and social engagement
SUSTAIN FIDELITY	♦ Analyze data to improve practices ♦ Focus on fidelity of practice during installation ♦ Ensure quality implementation	♦ Focus on fidelity checklists for implementation ♦ Use data to make revisions during times of challenge ♦ Organize non-tangible rewards for students

Millspaugh, R. (2022). Implementing universal multi-tiered systems of support for behavior with fidelity: What principals do that makes a difference. (Publication No. 29260048) [Doctoral dissertation, Saint Joseph's University]. ProQuest Dissertations & Theses Global: The Humanities and Social Sciences Collection.