



TRANSFORMATIONAL LEADERSHIP IN PBIS SCHOOLS: LEARNING FROM EXPERTS IN PBIS/RTI

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WELCOME AND INTRODUCTIONS

- Presenters
- Participants
 - Principals
 - Teachers
 - District Administrators
 - PBS Coaches
 - Leadership Team Members
 - Others...?

ADVANCED ORGANIZER

- Background
- Conceptual Framework
- Method and Data Analysis
- Implications for PBIS Leaders



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BACKGROUND

- Initial Conversations
 - We discussed how it is a major challenge for many PBIS schools when there is a change in school leadership
- We've seen
 - Change in vision
 - Change in programs
 - Change in team-based leadership practices
 - Adoption of other approaches
 - Practices sustained

QUESTION

- If our goal is “systemic change”...
 - Why do we frequently see dramatic changes in PBIS implementation when there is a change in leadership at the school or district levels?

SYSTEMIC CHANGE

- Horner (2003) reminds us that...
 - The organization does not behave, individuals within the organization engage in behaviors.
 - An [effective] organization is a group of individuals who behave together to achieve a common goal.
 - Systems are needed to support the collective use of best practices by individuals within the organization.

BASED ON OUR EXPERIENCE

- Systems change follows a progression from a *person-orientation* to a *systems-orientation*
 - Success is highly contingent on the educational and instructional leaders (key people) in the building until systems have been established and are sustainable.
- Systems change is embedded in larger systems, such as district or state systems that can (and do) *change*.
 - Therefore, systems have to be responsive and adaptable

WHAT NOW?

- To outline a program of inquiry
 - Systemic change in schools
 - Role of educational leaders in initiating and sustaining that change
 - Characteristics of educational leaders who adopt and implement evidence-based approaches
 - Sustainability of programs over time, including when change occurs due to a change in leadership

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INCREASING OUR UNDERSTANDING

○ Resources

- School-wide Evaluation Tool (SET)
- Benchmarks of Quality (BoQ)
- Implementation Blueprint

○ Literature Review

ASSESSMENT RESOURCES (SET/BoQ)

- Given these assessments, we know that educational leaders play an important role in co-creating a vision for systemic change in schools, including supporting people, creating policies, and defining new procedures
 - Visionary: Does the school improvement plan list improving behavior support systems as one of **the top 3 school improvement plan goals**?
 - Collaborative: Does the administrator report that team membership includes **representation of all staff**?
 - Committed: Is the **administrator an active member** of the school-wide behavior support team?

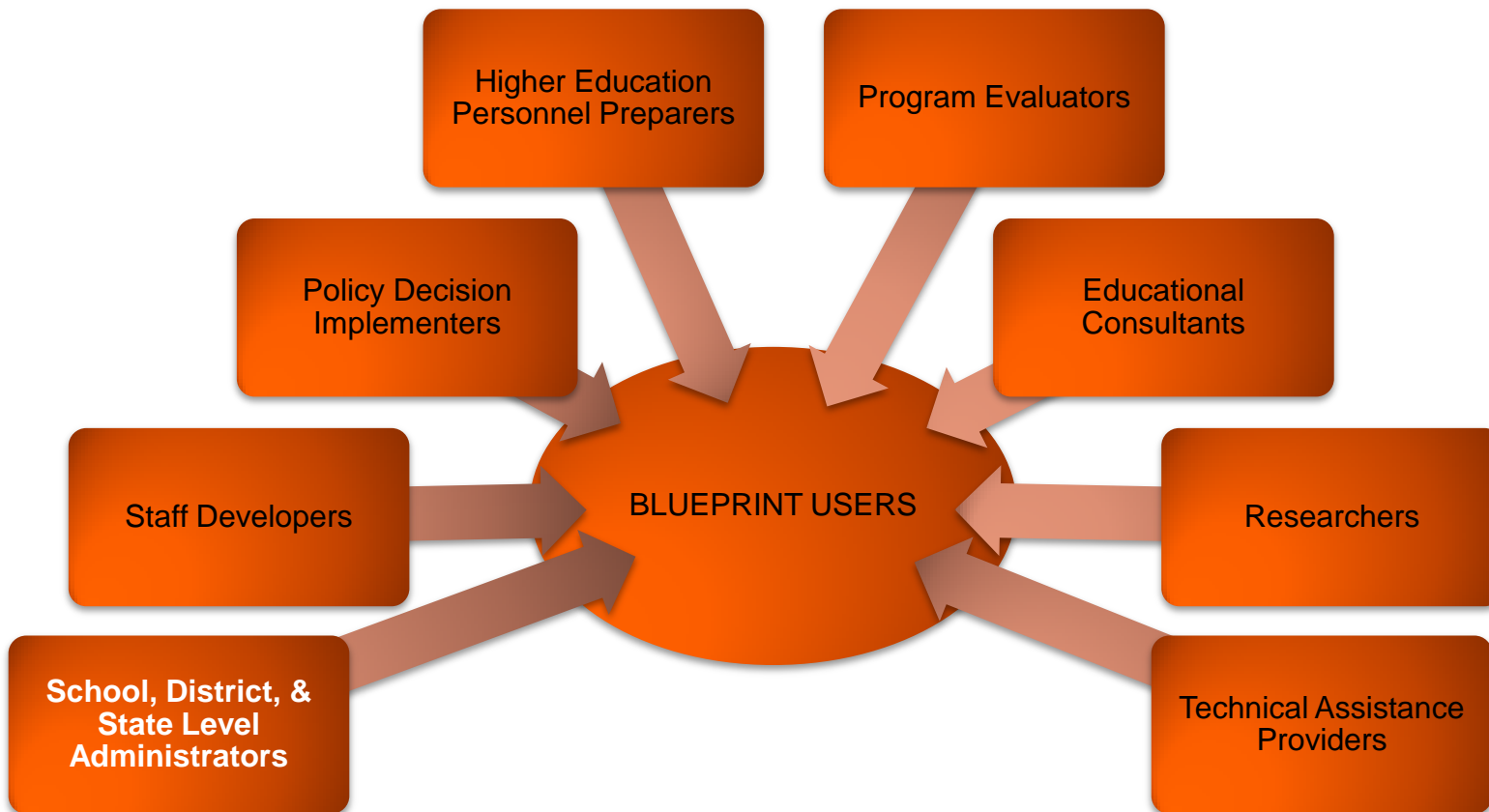
ASSESSMENT RESOURCES (SET/BoQ)

- Procedural: Does the administrator report that team meetings occur **at least monthly**?
- Analytical: A data system is used to **collect and analyze ODR data**
- Communicative: Does the administrator report that the team **reports progress to the staff** at least four times per year?
- Resourceful: Does the **school budget** contain an allocated amount of money for building and maintaining school-wide behavioral support?
- In Sum, “Administrator(s) attended training, play an active role in the PBIS process, actively communicate their commitment, support the decisions of the PBIS Team, and attend **all** team meetings” (BoQ).

IMPLEMENTATION RESOURCE

- *Implementation Blueprint and Self-Assessment*
 - TA Center on PBIS (2010)
 - <http://www.pbssurveys.org/pages/Home.aspx>

- Purpose
 - *The purpose of this blueprint is to give implementers of school-wide positive behavior supports (SWPBS) a systems framework for guiding their implementation efforts (p. 5).*



PUBLISHED RESOURCES

- *The Relationship Between Principal Leadership Skills and School-wide Positive Behavior Support: An Exploratory Study*
 - Richter, Lewis, and Hager (2011)
- Examination of SW-PBS and Non-PBS schools
 - SW-PBS principals slightly more effective across three leadership sub-scales (i.e., managerial, transformational, and behavior management) with behavior management being the most significant.
 - Certified staff had greater job satisfaction in SW-PBS schools

INTERESTING OBSERVATION

- The consensus across the team appeared to suggest that rather than SW-PBS changing principals, it enhanced characteristics and skill already in evidence
 - Richter, Lewis, and Hager, 2011, p. 6.

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CONCLUSIONS

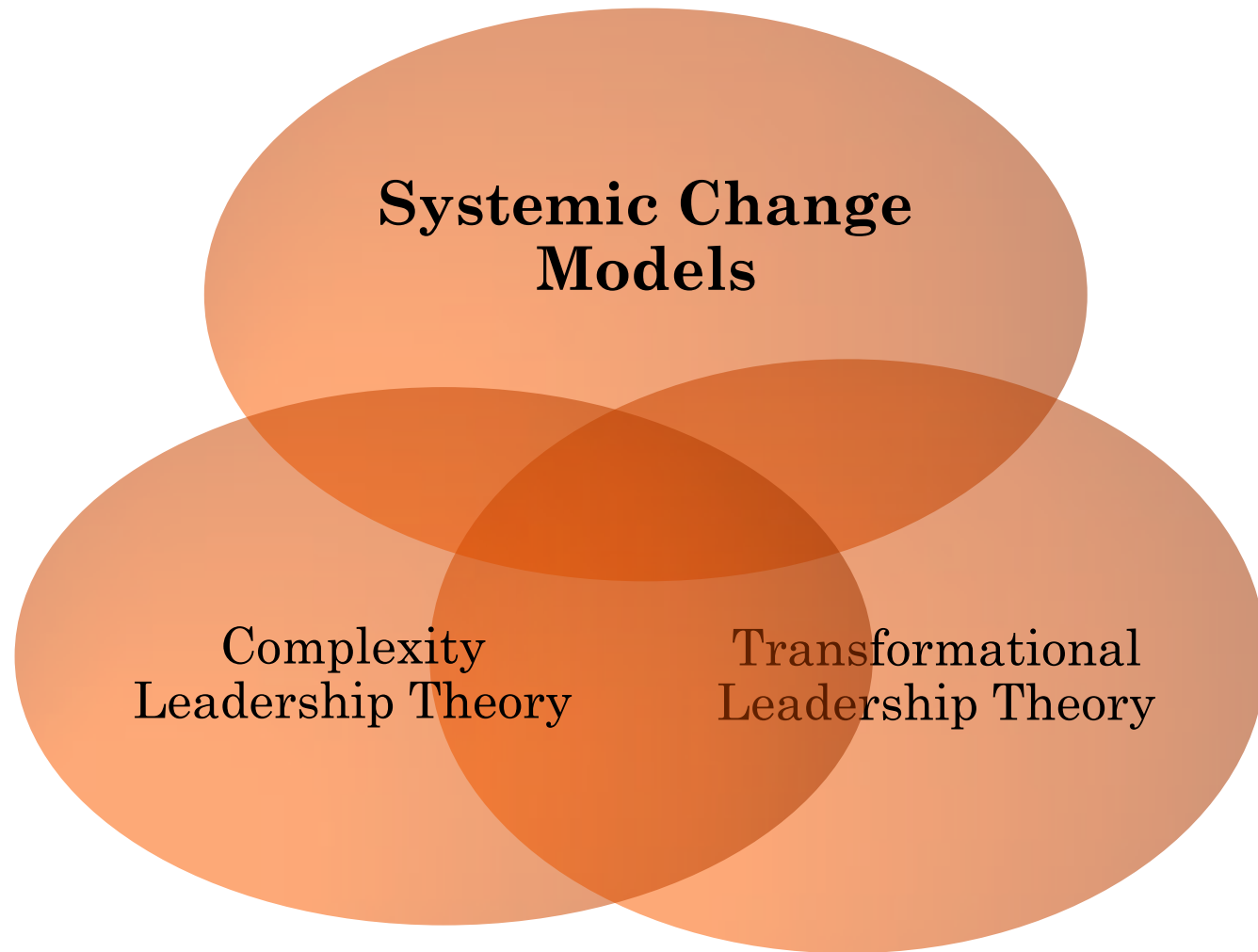
- As researchers and trainers we have an interest in the learning more about
 - the characteristics of educational leaders who adopt and implement evidence-based approaches such as PBS and RtI models
- Our review of the literature suggest that practice has outpaced research, finding only one published study to date
- Therefore, we sought expertise in a large urban school district that is actively implementing PBS and RtI to learn more...

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CONCEPTUAL FRAMEWORK



COMPLEXITY LEADERSHIP THEORY

- Emergent



- Relational



- Adaptable



- Dynamics of Change



TRANSFORMATIONAL LEADERSHIP THEORY

- Transcendent and Collective Goals



- Motivation



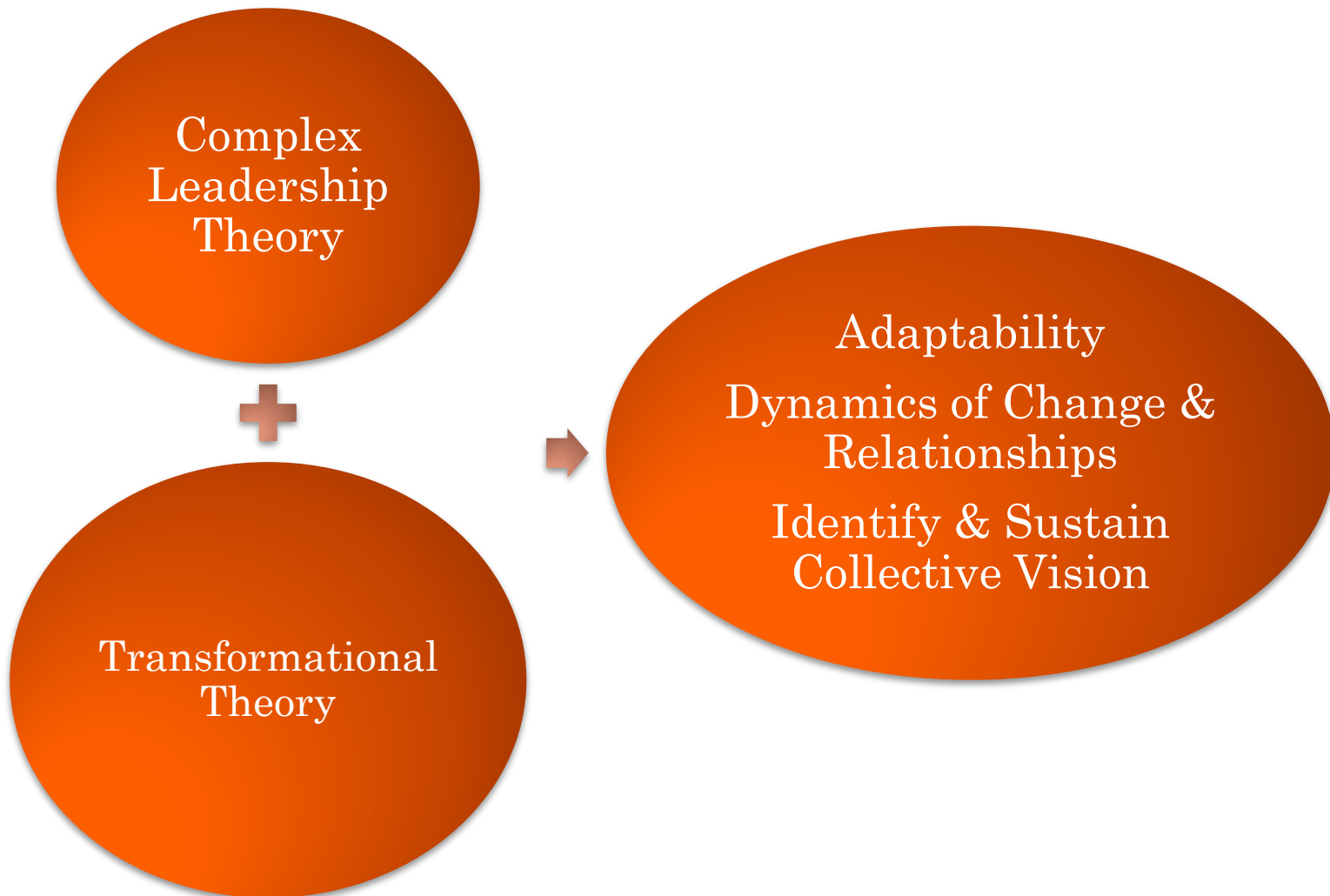
- Relational



- Dynamics of Change



INTEGRATED MODEL



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RESEARCH STUDY

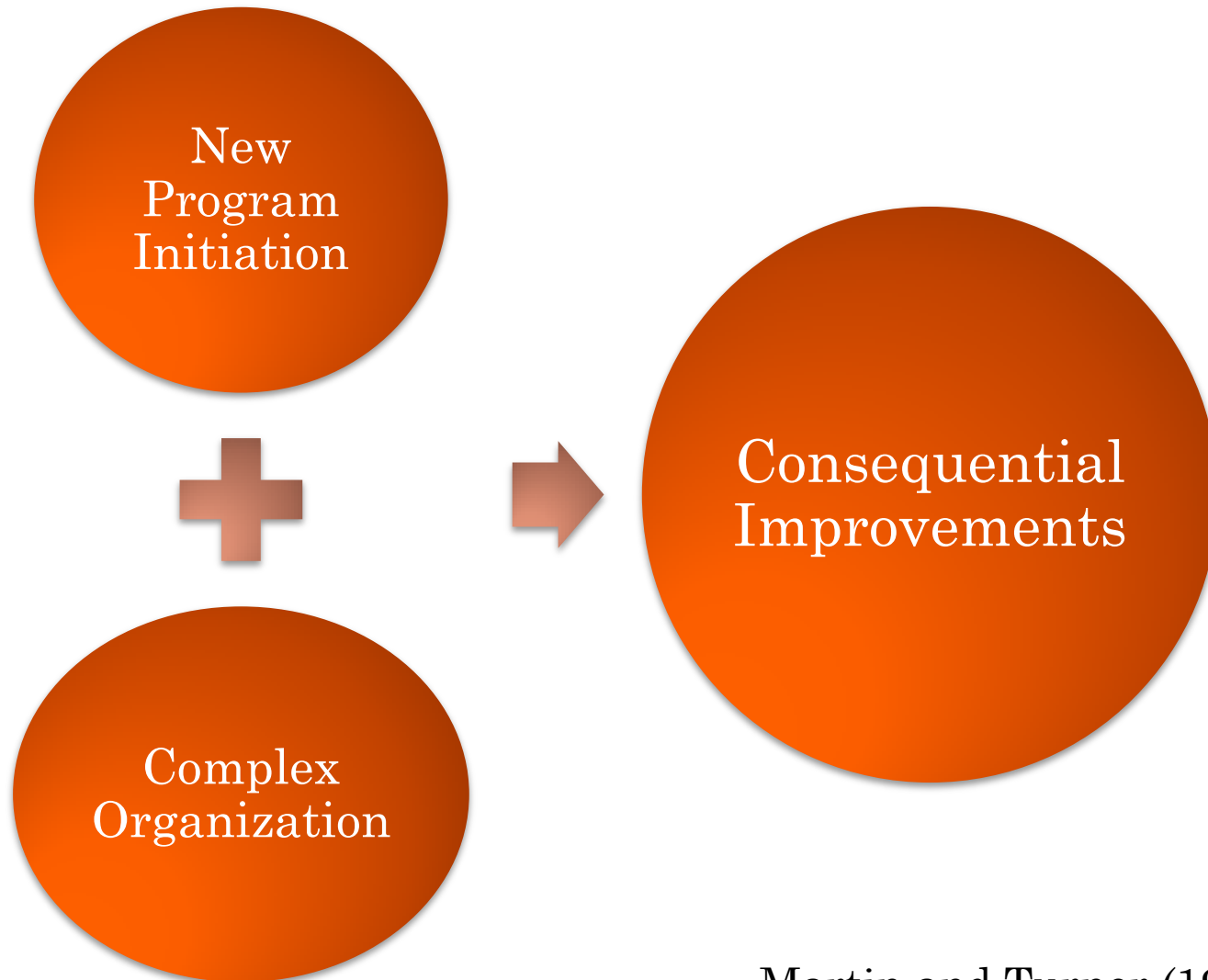
- Sampling/Participants
- Methodology
- Data Collection
- Coding Procedures
- Results

METHODS: GROUNDED THEORY

- Allows Theoretical Framework to Emerge from Data



GROUNDING THEORY



Martin and Turner (1986)

DATA COLLECTION/INTERVIEWS

○ Appreciative Inquiry Format

- Emerging Themes
- Identify Positive Core
- Sustainability



CODING PROCESS

Open Coding

Selective Coding

Axial Coding



```
Dim x As Int16
Dim sTempResult As String
Dim ActualIterations As Int16

'Loop as needed
For x = 1 To Iterations
  ActualIterations += 1
  If bDeep Then
    While Not Finished
      DeepCopy(x)
    End While
  Else
    If Finished()
      ShallowCopy(x)
    End If
  End If
Next x
Exit For

End Function

Function bIsDigit(ByVal rsCheck As String) As Boolean
  Dim n As Integer
  Dim nAsciiChar As Short

  nAsciiChar = Asc(Mid(rsCheck, 1, 1))
  For sChar = 0 To Len(rsCheck) - 1
    nAsciiChar = Asc(Mid(rsCheck, sChar + 1, 1))
    If nAsciiChar < nZERO Or nAsciiChar > nNINE Then
      bIsDigit = False
    End If
  Next sChar
  bIsDigit = True
End Function
```

CODING PROCEDURES



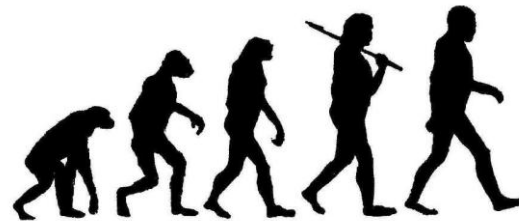
- Each interview transcript was read and analyzed independently from the interviewers, which allowed minimal researcher bias.

Figure 1. The phases of grounded theory analysis.		
1	Open Coding (First Interview) Emerging Themes	
2	Constant Comparison: Analysis of Additional Interviews, Identifying Preliminary Categories	
3	Axial Coding Process: Initial Categories Conflated into Superordinate Event/Categories.	
4	Development of Relationships: Discovering Unit of Analysis, and Hypothesizing Interactions	
5	Achieving Theoretical Saturation: Confirming Relationship Theories	33
6	Uncovering Core Category	

RESULTS

Meta Theme:

Adaptive-driven leadership.



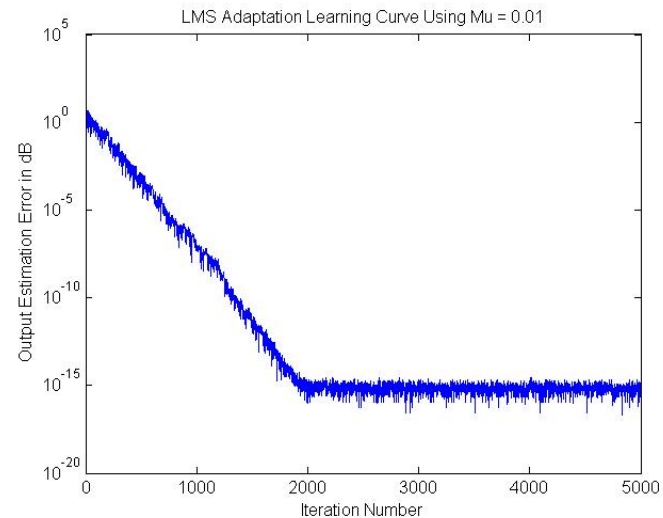
LEARNING FROM EXPERTS

- How a Fluid, Complex System Ideally Works

“...to me the leader has to build the structure and then animate it with the process, and so if I could summarize 6 years of work in one sentence it would be: ‘We built a structure and animated it with the process.’”

LEADERSHIP STYLE IS BASED ON

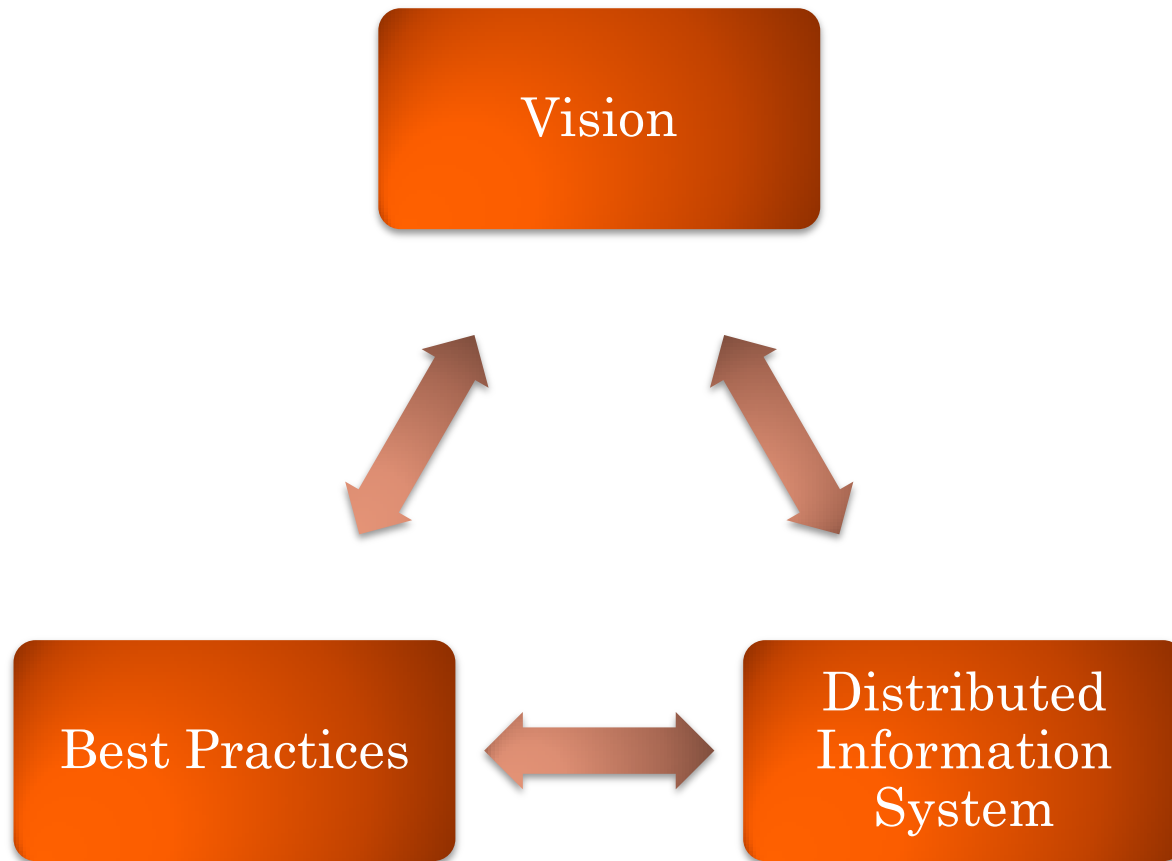
- Incorporating structural reform.
- Utilizing data to drive adaptation.



EMERGING (AXIAL) THEMES

- Implementation
- Structural
- Interpersonal
- Sustainability

IMPLEMENTATION



LEARNING FROM EXPERTS

- Data, Vision, and Best Practices Linked Together

“But it was a moment where everyone rejoiced and finally saw the light on how it was going to work with [their]kids and [how]it was going to take some changing on their teaching...”

RESOURCES

- Time
- Training
- Funding
- Staff
- Data and Feedback



LEARNING FROM EXPERTS

○ Time as a Resource

“The single difference maker of all the curriculum in the world, all the computers in the world, the single difference maker is face time. The more difficult the struggle for a student the more face time the student needs.”

STRUCTURAL

- Leadership Qualities:
 - Recognizing Problems
 - Building Trust
 - Determining Where Change is Needed
 - Analyzing Data (system-wide)

Data Driven



LEARNING FROM EXPERTS

- Trust and its Relationship to Adaptive Leadership

“Every time I went to her [at the district] and said, ‘This isn’t working for me.’ She went, ‘Well let me look at it.’ And then she would come back later and tell me, ‘Do it your way, it will work.’”

LEARNING FROM EXPERTS

- Trust Filtering Down to the Student Level

“It really is a good way for positivity and for the kids to see that the principal cares about them and is there.”

INTERPERSONAL

○ Relationships

- Teachers
- Parents
- Students
- District Personnel
- PLC's



○ Supporting

- Involvement
- Participation
- Communication through Information Distribution

LEARNING FROM EXPERTS

- Involving Others

“I would say the parents that have come to the PBS inservice, and also to our RTI inservice, have been very helpful and thankful. They tell us they have never gone through a process like this. ...We focus on the negatives sometimes, as educators, but with this process you focus on the positives...”

SUSTAINABILITY

Structural Driven

Complex
Systems

Resources

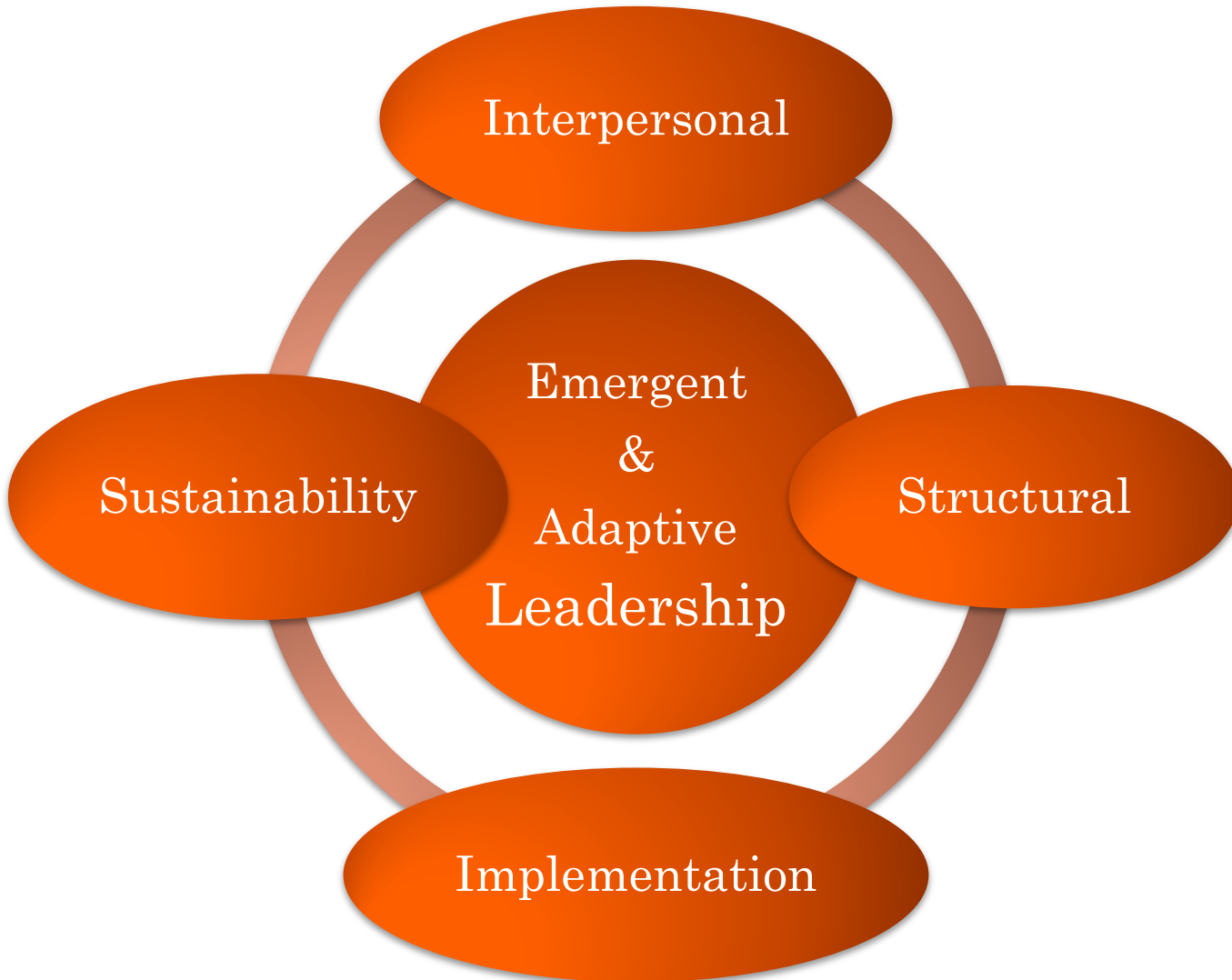
Sustainability

LEARNING FROM EXPERTS

○As Personnel Resources are Linked to Best Practices, then the System is able to Sustain

“I would say [that] number one would be having a great staff. Having a great staff really lets you sustain a lot of things that you try and implement in a building.”

SELF-ADAPTING & SUSTAINABLE CULTURE



LEARNING FROM EXPERTS

○ The Self-adapting Culture

“...I have seen a lot of great leadership without concrete structures, it’s boring and it’s not thrilling but you have to have something built to carry this forward. ...and third it has to be data based. It has to be measured. It is not good enough for me to just say things are really better, I need to be able to show you the ‘how’ and ‘what’ is better.”

LEARNING FROM EXPERTS

- Allow for Vision Change

"Part of that leadership is being able to give it up to others and building capacity and letting your vision change as these people embrace it and make the commitment."

LEARNING FROM EXPERTS

- Collaborate

“I think you can’t do it by yourself. You have to have people who believe in the change. The change has to be something that people can start seeing, maybe not immediately, but see sooner rather than later.”

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IMPLICATIONS FOR PBIS LEADERS

- Change is Constant
 - Be Adaptive
 - Be Visionary
 - Be Responsive
- Focus on Interrelated Themes From Our Experts
 - Interpersonal Focus
 - Structural Focus
 - Implementation Focus
 - Sustainability Focus

FURTHER IMPLICATIONS

- The Four Themes are Foundational for Leaders of PBIS/RtI schools
 - Our data suggests that a continuum of leadership skills are needed for adoption, implementation, and sustainability
 - These skills include
 - Adaptive Leadership Skills
 - Transformational Leadership Skills
 - Managerial Leadership Skills
 - Instructional and Behavior Management
- If one is not attended to, it will have a “domino effect” on the remaining elements



CONCLUSION

- Our Initial Question
 - Why do we frequently see dramatic changes in PBIS implementation when there is a change in leadership at the school or district levels?

LEARNING FROM EXPERTS

- Continuity of Leadership

“...One of the things that is extremely important if you are looking at the appropriate implementation of RTI and PBS in a district is continuity in leadership. That is something you don’t see a lot of in education, unfortunately. I think you need a continuity in the principalship. I think there needs to be someone in place for 4-5 years in order for it to work correctly and building enough capacity to make it teacher-led, not principal led.”

CONCLUSION

- PBIS/RtI Schools are Complex Systems
- Systems Change Takes Time (3 to 5 years)
- According to Our Experts
 - Involve Others
 - Collaborate
 - Develop Trust
 - Be Adaptive – allow vision to change
 - Sustainability is achieved by linking:
 - Data
 - Vision
 - Best practices
 - Resources



LIMITATIONS

- Data was used only from administrative levels of the district being studied, in order to perform exploratory research.
- Additional follow-up is needed to ascertain validity of results, and to use this research as a baseline-level evaluation that will extend into longer-term studies.
- Consequently, the research here is meant to be preliminary, and not prescriptive.

RESOURCES

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