

THE EXPERIENCE OF PRINCIPALS SERVING AS PBIS INTERNAL COACHES: A
PHENOMENOLOGICAL STUDY

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by

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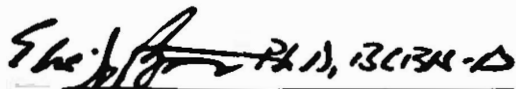
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THE EXPERIENCE OF PRINCIPALS SERVING AS PBIS INTERNAL COACHES

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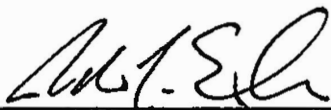
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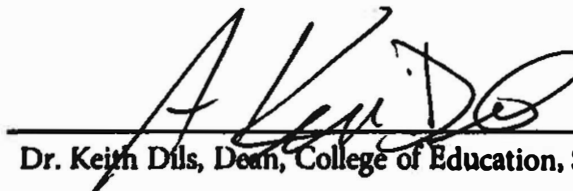
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ABSTRACT

Effective principals and internal coaches play a crucial role in implementing and maintaining a positive behavior interventions and supports (PBIS) framework within schools. In addition to managing increased expectations, stress, and accountability of the principalship, certain building administrators assume the role of internal PBIS coaches. The purpose of this qualitative descriptive study is to explore and analyze the experiences of principals who serve in this dual capacity. Specifically, the advantages and limitations principals face when acting as PBIS team leaders are the focus of this evaluation, which will assist in addressing a gap in the current literature. Utilizing a purposeful sample of 10 principals from Pennsylvania schools, the researcher conducted semi-structured interviews to gather the participants' insights and utilize a phenomenological analysis to capture the essence of their shared experience. The findings of this research equip school leaders and educational facilitators with valuable insights to support the design and preservation of effective PBIS frameworks.

DEDICATION

I dedicate this study to the principals who are tirelessly devoted to creating positive, equitable, and supportive learning environments for students and staff. You are more than school leaders; you serve as mentors and advocates and are often the cornerstone of your school community. Your immense responsibilities frequently come with personal sacrifices, intense challenges, and expectations that can feel overwhelming. This dedication recognizes the visible work you do and the unseen struggles you endure as you strive to balance administrative demands, the well-being of your school community, and your own health and happiness. Your resilience, compassion, and commitment to fostering positive change deserve the highest respect and gratitude.

ACKNOWLEDGEMENTS

Completing this dissertation would not have been possible without the guidance, support, and encouragement of many individuals, to whom I am deeply grateful. First and foremost, I extend gratitude to my dissertation chair, Dr. Eric Bieniek, for your guidance throughout this journey. Your high standards and thoughtful encouragement pushed me to refine my work and strive for excellence, ultimately shaping this study into a more substantial and meaningful contribution to the field. I sincerely thank my committee members, Dr. Nadine Sanders, and Dr. Matthew Erickson, for their insightful feedback, constructive critiques, and generous commitment to time and effort. I am fortunate to have had the opportunity to work under your guidance.

I also wish to acknowledge the researchers who paved the way for this study and the participants who generously shared their time and insights. Your contributions have been invaluable in shaping the findings and enriching the understanding of this work. I am equally grateful to my colleagues for their encouragement, which provided motivation and inspiration throughout this process.

To my friends and family, thank you for your understanding, and kindness. To my dog, Lola, who faithfully accompanied me through most of this experience. Finally, to my wife, Sara, words cannot fully express my gratitude for your love, patience, and belief in me. Your support and sacrifices have been the foundation of this accomplishment. Thank you for standing by my side every step of the way.

This dissertation reflects the collective efforts of many individuals, and I am sincerely grateful to all who played a role in its completion.

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CHAPTER 1: INTRODUCTION

Background

The support of a principal is critical to the success of students and teachers in any school building. Principals matter. They have the potential to be most effective when implementing and sustaining systems designed to ensure the success of all students.

Studies over the past 50 years link positive classroom behaviors to academic achievement (Lahaderne, 1968; McKinney et al., 1975; McGarity & Butts, 1984; Alexander et al., 1993; Valiente et al., 2008; Korpershoek et al., 2016; Common et al., 2020). Leadership behaviors exhibited by principals also positively correlate to students' academic success, and research cites the benefits of schools having administrative support (Liebowitz & Porter, 2019). According to DeMatthews et al. (2021), stable leadership is critical for organizational learning and improvement. Specifically, principals ensure equitable practices that increase achievement for all students. A 2010 study by Mascall and Leithwood showed that principal turnover significantly negatively affected student achievement and school culture. School administrators can affect teacher turnover as well. Boyd et al. (2011) found that teachers' perceptions of principals greatly influenced their retention decisions.

Consistent leadership is crucial because principals influence students' academic achievement, school culture, and teacher turnover. According to Bartanen and colleagues (2019), the national turnover rate each year for principals is 18%. Studies suggest an association between student demographics, specifically underserved populations, and principal departure (Tekleselassie & Villarreal, 2011). However, research has also identified that a conducive school climate is related to low principal turnover (Loeb et al., 2010; Tekleselassie & Villarreal, 2011).

Yan (2020) also cites that the student disciplinary environment may be more of a driver for principal turnover versus student demographics.

Over the past thirty years, the field of education experienced a shift from punitive to positive behavior management strategies providing principals with more effective approaches to support the needs of students (Hollie & Russell, 2022). Responding to a spike in violence, schools implemented stringent zero-tolerance disciplinary policies in the mid-1990s (Welsh & Little, 2018). Exclusionary approaches affect students of color and students with disabilities by increasing the likelihood of suspension or expulsion (Tyre & Feuerborn, 2021). The mid-1990s also witnessed the birth of PBIS, a framework designed to influence positive student behavior and promote academic achievement (Sugai & Horner, 2020). As with other school initiatives, principal participation is vital to the adoption, implementation, and sustainability of PBIS (McIntosh et al., 2016).

Principals can positively affect the achievement of students and the retention of teachers (Lahaderne, 1968; McKinney et al., 1975; McGarity & Butts, 1984; Alexander et al., 1993; Valiente et al., 2008; Korpershoek et al., 2016; Common et al., 2020). There is the potential for reducing administrative turnover if allowed to work in an effective disciplinary environment (Yan, 2020).

Overview of PBIS

Born from the research of evidence-based practices and guided by legislation designed to support students with disabilities, PBIS is a multi-layered preventative framework rooted in applied behavior analysis shown to benefit students and teachers when implemented with fidelity. First referenced in 1996, PBIS includes effective practices focused on establishing safe,

orderly classrooms and the reduction of corporal punishment (Sugai & Horner, 2020). Sugai and Simonsen (2012) provide a definition:

PBIS is an implementation framework that is designed to enhance academic and social behavior outcomes for all students by (a) emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavior practices; and (b) organizing resources and systems to improve durable implementation fidelity. (p. 1)

The origin of PBIS dates back to the 1980s and research conducted at the University of Oregon for the development of interventions to support students with challenging behaviors (Ryan & Baker, 2019). Based on the results of this research and funding generated from the reauthorization of the Individuals with Disabilities Act of 1997, the establishment of the national center on PBIS occurred, enabling technical assistance for schools (Sugai & Simonsen, 2012). Partnering with university researchers in multiple states, the center facilitated the expansion of PBIS from special education classrooms to a schoolwide focus (Ryan & Baker, 2019).

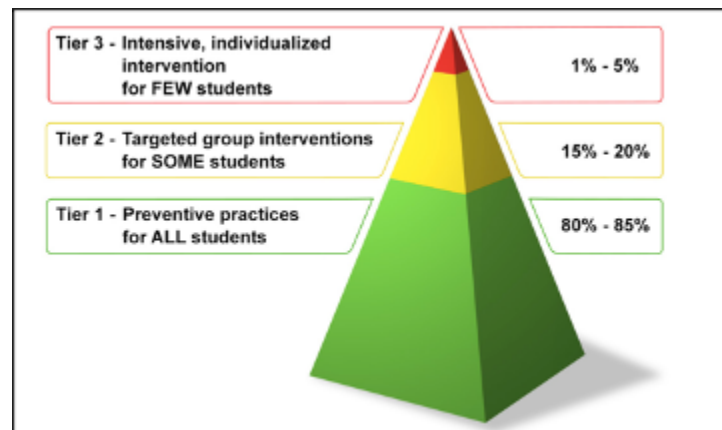
Based on the principles of applied behavior analysis, the development of PBIS as a framework has emerged as a practice in schools for improving students' academic and behavioral outcomes (Horner & Sugai, 2015). According to Baer et al. (1968), "analytic behavior application is a self-examining, self-evaluating, discovery-oriented research procedure for studying behavior" (p. 91). The influence of applied behavior analysis on PBIS is most noticeable, emphasizing operationalizing behaviors, measurement, fidelity of implementation, and environmental adjustments designed to modify student and staff behavior (Horner & Sugai, 2015). Common interventions used within a PBIS framework, such as a token economy and the

explicit teaching of behaviors, are rooted in behavior analysis research (Anderson & Kincaid, 2005).

According to the Center on PBIS (2023), over 25,000 schools across the United States have used PBIS since 2018. Additionally, 21 states identified more than 500 schools implementing PBIS (Sugai & Horner, 2020). With the focus on improving all students' educational and social outcomes, this preventative framework includes multiple tiers of behavior support and establishes consistent positive discipline practices within schools (Horner & Sugai, 2015; Tyre & Feuerborn, 2021). Specifically, when implemented with fidelity, PBIS can help improve school climate, academic achievement, and social-emotional competence are improved (Center on PBIS, 20203). Based on the public health prevention model (Ryan & Baker, 2019), the three-tiered model (Figure 1) serves as the structure for PBIS.

Figure 1

Three-Tiered Model of PBIS



Note. Retrieved from the Vanderbilt University Iris Center (2023).

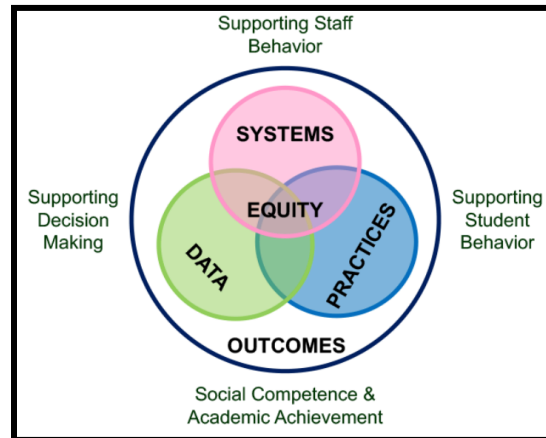
As the Center on PBIS (2023) explained, tier 1 preventative practices support all students and staff across every school setting, enabling 80% more to experience behavioral success. Vital tier

1 practices include explicitly teaching expectations, acknowledging expected behavior, and responding to inappropriate behavior using an instructional approach. The tier 2 prevention layer targets the specific needs of some students, with approximately 15% of the school population. Increased adult supervision, reminders, parent communication, and positive reinforcement are general strategies incorporated at the tier 2 level. Few students, approximately 1-5%, will need a more concentrated and individualized layer of intervention known as tier 3. This support includes a functional behavioral assessment, person-centered planning, and wrap-around services. Specific features of the PBIS may vary across schools based on demographics, goals, and preferences, but the general framework remains consistent (Runge et al., 2016).

The outcome of social competence and academic achievement is ensured by the inter-relation of five critical elements of the PBIS framework (Figure 2), which include equity, data, practices, systems, and outcomes (Center on PBIS, 2023; Ryan & Baker, 2019). Concerning equity, the PBIS framework can be adapted seamlessly into any school environment allowing the promotion of high expectations for all students (Center on PBIS, 2023). Data-informed decision-making helps to develop action plans that provide a current view of the school climate (Ryan & Baker, 2019). The creation of systems includes team structures, coaching, and training which help develop routines for supporting adult behavior (Ryan & Baker, 2019; Center on PBIS, 20203). Research-based practices, such as proactively teaching expectations, positively support student behavior (Center on PBIS, 2023).

Figure 2

Five Inter-related Elements of PBIS



Note. Retrieved from the Center on PBIS (2023).

Research consistently shows positive outcomes related to PBIS, such as improved student behavior and school climate (James et al., 2019). Additionally, implementing PBIS with fidelity is associated with a healthy school culture, improved student engagement, increased instructional time, reduced racial disciplinary inequities, and decreased teacher burnout (Center on PBIS, 2023). A recent meta-analysis of 29 studies showed PBIS had a statistically significant effect on academics, behavior, and organizational health (Lee & Gage, 2020). Regarding implementation, elementary, suburban, and non-title schools reach this accomplishment quicker, while urban schools are 13 times more likely to abandon PBIS (Nese et al., 2016; Nese et al., 2019). Elementary schools are also most likely to implement this framework with sustained fidelity (McIntosh et al., 2016).

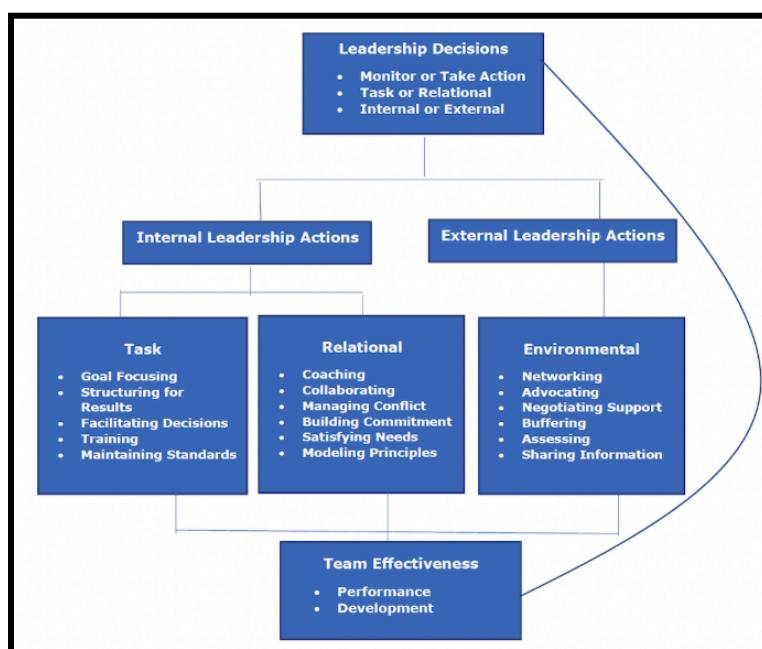
Anchored in research and based on the principles of behavior, the PBIS framework provides a continuum of support for students with various needs. Implementing this preventative framework yields significant positive outcomes for schools when correctly applied.

Conceptual Framework

Pennsylvania Coaching Roles (PAPBS.org, n.d.) and the Hill Model for Team Leadership (Northouse, 2022) guide the conceptual framework for this study. A discussion of the Hill Model for Team Leadership (Figure 3) occurs within Chapter 2.

Figure 3

The Hill Model for Team Leadership



Note. Retrieved from Northouse (2022).

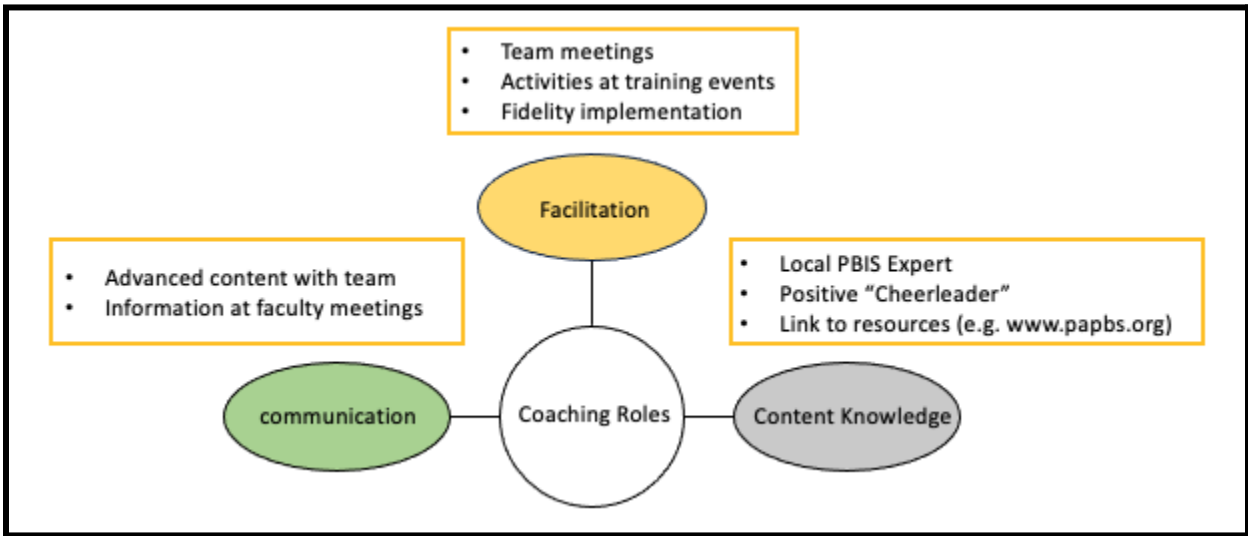
PAPBS.org (n.d.) defines an internal coach as someone with experience and credibility who provides real-time support to staff members after the initial PBIS training. An effective internal coach delivers positive reinforcement and corrective feedback and can provide multiple levels of assistance. Embracing a student-centered leadership approach, an internal coach focuses on valued outcomes, understands the local context, and emphasizes accountability. Additionally, an

individual develops trust through consistency, competence with behavioral strategies, time investment, and the ability to develop relationships.

PAPBS.org (n.d.) identifies roles associated with effective coaching (Figure 4). As a facilitator, an internal coach creates a supportive team environment, ensures team structure, gains team consensus, supports the development and implementation of PBIS action plans, and guides the problem-solving process. Developing a deep understanding of content knowledge, this individual is a data-based decision maker, understands a behavior-oriented multi-tiered system of supports, and recognizes and promotes basic behavioral principles. As an effective communicator, an internal coach consistently shares the progress and process of the PBIS framework with all stakeholders. Serving as a link between the core team and network facilitator, this individual ensures the gathering and submission of annual survey and behavioral data.

Figure 4

Pennsylvania Coaching Roles



Note. Adapted from PAPBS.org (n.d.).

Statement of the Problem

Some principals in Pennsylvania are serving as PBIS internal coaches. The PBIS internal coach is vital for implementing and sustaining a PBIS framework and is a role typically served by school counselors, special education teachers, or other instructional staff members (Freeman et al., 2017; Sugai & Horner, 2006). Building principals may need to function in this capacity in addition to their administrative responsibilities when necessary. Having a principal serve in such a pivotal position has the potential to create challenges and benefits.

Significance of the Study

A recent literature review shows no studies that have examined principals serving as PBIS internal coaches. Researchers have conducted minimal studies on PBIS internal coaches and teams, with most literature focusing on academic coaching practices (Bethune, 2017; Judkins et al., 2019). Investigations of PBIS internal coaches have shown that their role is essential to the implementation of a PBIS framework (Bastable et al., 2020; Bethune, 2017; Cavanaugh & Swan, 2015). Additional research is needed to examine the experience of principals serving as PBIS internal coaches.

Research Questions

1. What are the perceived benefits and challenges principals face serving as PBIS internal coaches?
2. What additional team responsibilities do principals assume while serving as PBIS internal coaches?
3. Do principals serving as internal PBIS coaches believe their roles effectively and efficiently contribute to their school's overall PBIS mission?

Purpose

In this phenomenological study, the researcher described and analyzed the experience of principals who serve as PBIS internal coaches. Specifically, this analysis gained a deeper understanding of the advantages and limitations the school administrators face while making decisions as PBIS team leaders. Studies have yet to provide this information to the PBIS field, and this analysis provides information to address the gap in the literature.

The study sample included 10 school principals from Pennsylvania schools who served as PBIS internal coaches, were members of the PaPBS Network, were committed to implementation fidelity, and received training from the PaPBS Network. The participants were school administrators from rural, suburban, and urban school districts. They were recruited and interviewed from June 2024 to October 2024.

This qualitative examination used a semi-structured interview protocol to gather the participants' experience as internal PBIS coaches and a phenomenological analysis to illuminate the results. Multiple individuals with expertise in the PBIS framework reviewed the interview protocol, and the researcher made revisions based on feedback. The researcher used Moustakas' transcendental phenomenological model to analyze the interview data, which included the strategies of epoche, phenomenological reduction, imaginative variation, and synthesis of texture and structure (Patton, 2015). The information gained in this study provides school leaders and educational facilitators with the necessary knowledge to assist schools in designing and maintaining a viable PBIS framework, which includes assessing the feasibility and long-term viability of appointing a building administrator as an internal coach.

Delimitations

This study is delimited by only interviewing principals who serve as PBIS internal coaches while working in a school identified as a member of the Pennsylvania Positive Behavior Support Network. The researcher focused on head and assistant principals to understand their experience of serving as PBIS internal coaches. Studies indicate that PBIS teams and internal coaches are fundamental to the sustainability of a PBIS framework (Bastable et al., 2020; Bethune, 2017; Cavanaugh & Swan, 2015).

Definition of Important Terms

According to Creswell and Creswell (2018), defining terms is necessary to support vocabulary comprehension, provide advanced notice of essential language, and facilitate the overall understanding of a research project

Fidelity of implementation - is the achievement of assessment criteria set by the Pennsylvania Positive Behavior Supports Network. School teams use three assessments to measure the fidelity of implementation. The self-assessment survey is an online evaluation used by schools to identify the staff's perception of the overall implementation status of their PBIS framework. It must be completed by 80% of certified staff to be valid (Sugai et al., 2000). The benchmark of quality assessment is a team evaluation used to identify strengths and weaknesses of the school's universal PBIS framework (Kincaid et al., 2005). Teams need to achieve a score of 70% to achieve fidelity. Another evaluation tool teams use to measure fidelity is the tiered fidelity inventory, which evaluates universal and advanced-tier PBIS frameworks (Algozzine et al., 2014).

Functional Behavioral Assessment - is an evidence-based approach that combines "direct (e.g., observation) and indirect measures (e.g., parent interviews) in order to identify the

variables impacting on the behavior" and support the design of an intervention (McClay, 2019, p. 1).

Non-title Schools – Schools that do not receive financial assistance for children from low-income families to ensure they meet state academic standards (U.S. Department of Education, National Center for Educational Statistics, 2019).

Person-centered Planning – a practice that helps an individual with a disability develop a personal profile and a future vision. This process includes school staff, service providers, family members, and friends and allows sharing of information about the individual (Wells & Sheehy, 2012).

Positive Behavior Interventions and Supports - is an implementation framework designed to enhance academic and social behavior outcomes for all students by (a) emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavior practices; and (b) organizing resources and systems to improve durable implementation fidelity (Sugai and Simonsen, 2012, p. 1).

PBIS Core Team - a composition of a cross-section of school personnel and community members that support the successful execution of a PBIS framework by sharing essential information, new practices and routines, monitoring action planning steps, and communicating a strategic vision (Cressey et al., 2015; Higgins et al., 2012; Ryan & Baker, 2019).

PBIS Internal Coach - a school-based PBIS team leader who organizes, prompts, and encourages training implementation efforts (Sugai & Horner, 2006). Specifically, this individual encourages a positive environment, assists in recognizing team member roles and responsibilities, builds team consensus, guides the action planning process, and supports problem-solving (George & Barrett, 2011). Additionally, an internal coach is someone with

experience and credibility who provides real-time support to staff members after the initial PBIS training (PAPBS.org, n.d.).

Multi-Tiered System of Support – "is a prevention-focused framework, guided by a team using data to drive decisions, that organizes evidence-based practices and systems to improve outcomes for all students using a continuous improvement process" (Center on Positive Behavioral Interventions and Supports, 2023, p. 16).

Sustainability - the continual implementation of a PBIS framework with ongoing fidelity after removing preliminary training supports (Han & Weiss, 2005; Sørli, 2021).

Wrap-around Services - is planning for students with emotional, and behavioral disorders and their families, which includes services and strategies necessary to meet the individual needs of students and their families (Eber et al., 2002).

Summary

Principals have a greater chance to influence students' behavioral and academic outcomes when schools utilize an evidence-based multi-tiered framework such as PBIS (Center on PBIS, 2023; James et al., 2019; Lee & Gage, 2020). Student success increases with the support of effective core teams and internal coaches that help monitor implementation fidelity (Freeman et al., 2017; Sugai & Horner, 2006; Terrell & Cho, 2023). In Pennsylvania, the PaPBS network further supports intervention integrity by providing schools with initial and ongoing training and technical assistance (PAPBS.org, n.d.).

Through this study, the researcher investigated the phenomenon of building principals serving as internal PBIS coaches to understand the advantages and restrictions of simultaneously managing two critical positions. The researcher interviewed 10 principals from Pennsylvania schools who received support and training provided by the PaPBS Network. Based on a recent

literature review, there is no examination of this occurrence. In the following chapter, the researcher presents the literature on internal coaching, the value of school teams, the principal's influence on PBIS, the science of implementing change in schools, and conditions tied to principal burnout.

CHAPTER 2: REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to provide an overview of current literature that pertains to the experience of principals serving as PBIS internal coaches. The conceptual framework for this literature is grounded in the Hill Model for Team Leadership (Kogler Hill, 2022; Northouse, 2022). This model delivers guidance on the complexities of team leadership from initial decisions, secondary actions, and the overall monitoring of team effectiveness (Northouse, 2022).

To establish an understanding of the perceived challenges, benefits, and responsibilities principals serving as an internal PBIS coaches encounter, the researcher provides the conceptual framework of effective leadership for implementing PBIS, the science of implementation and PBIS, the function of PBIS teams in support of school improvement, PBIS internal coaching as a key to implementation fidelity, PaPBS network and the technical assistance provided to PBIS teams. Additionally, the researcher will discuss the literature regarding teacher leadership influence on school improvement, principals influence on PBIS sustainability, and factors relating to principal burnout. No studies to date examine the principals serving as PBIS internal coaches, however, building administrators currently fulfill this responsibility. There is a need to investigate this phenomenon given the high expectations, accountability, and stress faced by these educational leaders (Mahfouz, 2020; Wang et al., 2022).

Research Questions

1. What are the perceived benefits and challenges principals face serving as PBIS internal coaches?
2. What additional team responsibilities do principals assume while serving as PBIS internal coaches?
3. Do principals serving as internal PBIS coaches believe their roles effectively and efficiently contribute to their school's overall PBIS mission?

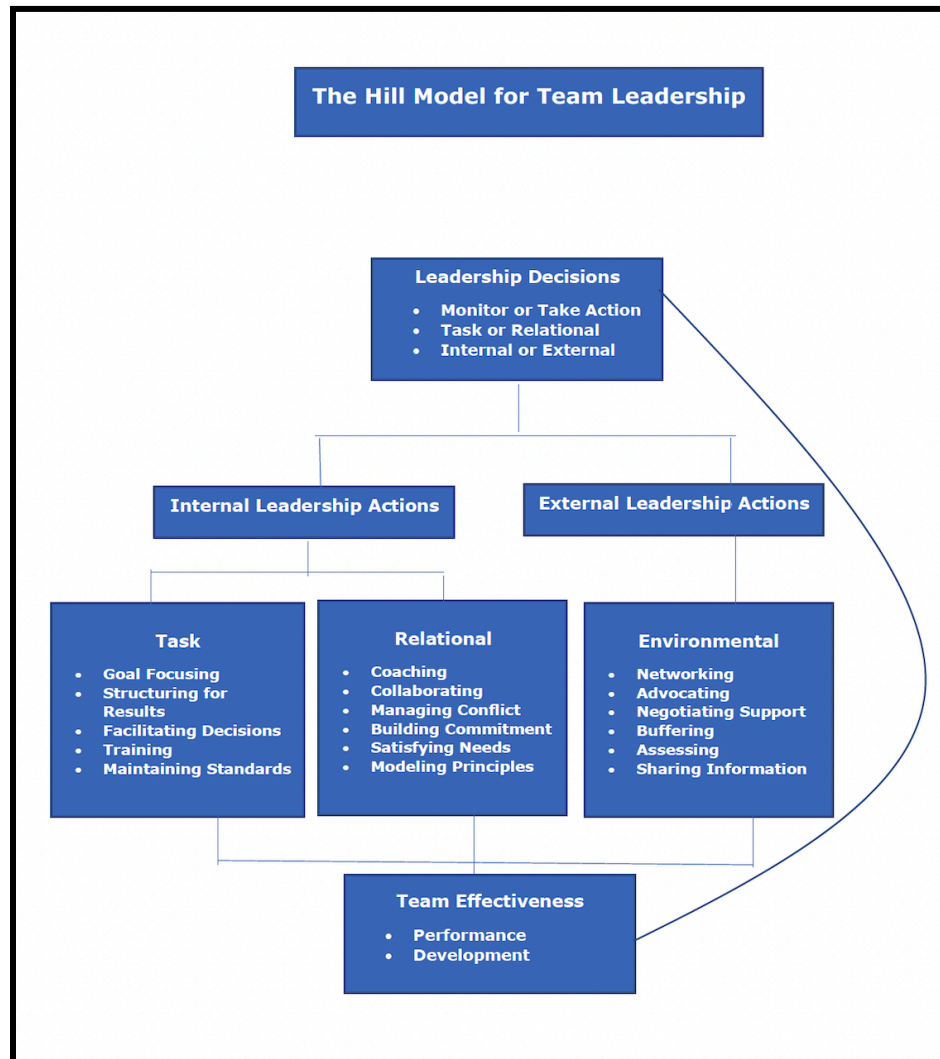
Conceptual Framework of Effective Leadership Model for Implementing PBIS

The Hill Model for Team Leadership (Kogler Hill, 2022) and Northouse (2022) conceptually frame this study with an understanding that a leader monitors a team and provides support to safeguard its success. This model delivers guidance on the complexities of team leadership from initial decisions, secondary actions, and the overall monitoring of team effectiveness. Specifically, this framework provides leaders with a blueprint for identifying the needs of the team and guidance on appropriate corrective action. Based on the nature of the problem, leadership actions are internal, external, or both. Shared leadership is a value of this model, having numerous team members monitoring and intervening when needed.

According to Kogler Hill (2022), the first decision at the top of Figure 5 is whether to monitor the team or take action. To make this choice, a leader obtains feedback from team members, seeks information from outside individuals, conducts a team assessment, or analyzes the team's outcomes. When intervention is necessary, the leader determines if the team requires support with task or relational issues. Task matters include solving problems, making plans and decisions, adapting to changes, and achieving goals. Relational issues involve solving

interpersonal problems, building commitment, and creating a positive climate. The interweaving of task and relational functions supports the maintenance and cohesion of an effective team.

Given that teams exist within a subsystem of a greater context, some situations warrant external actions (Kogler Hill, 2022). Environmental functions include the promotion of the team's successes, gathering and sharing information, securing resources, safeguarding from distractions, and collecting data from the environment (Kogler Hill, 2022). Parallel to internal actions, team leaders must accurately identify problems and select the most suitable external actions aligned with the organization's goals (Kogler Hill, 2022).

Figure 5*The Hill Model for Team Leadership*

Note. Retrieved from Northouse (2022).

The actions and decisions identified in The Hill Model for Leadership align with the responsibilities of a PBIS internal coach. According to Handler et al. (2007), a primary goal of PBIS teams is to solve problems by reviewing school information and monitoring the effectiveness of interventions. A skillful internal coach understands PBIS-related principles and team development strategies and monitors successful team processes. Specifically, the internal

coach facilitates team meetings, encourages the participation of team members, monitors the completion of action steps, and works collaboratively with administration and educators outside of the team.

The goal of using this model as a conceptual framework in this study is to develop a deeper understanding of what school administrators encounter while serving as PBIS internal coaches. Specifically, when making team leadership decisions, the researcher seeks to understand which actions Pennsylvania principals find most challenging, the benefits of being an internal coach, and if there are additional responsibilities to serving in that role.

The Science of Implementation and PBIS

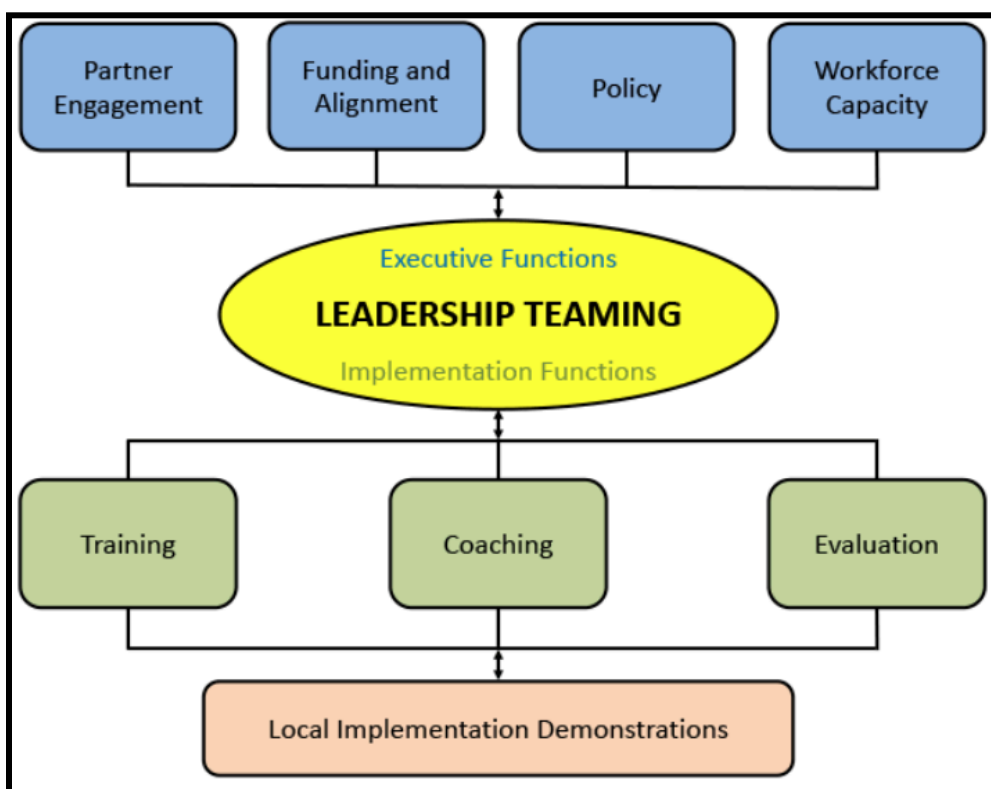
Kincaid and Horner (2017) state that PBIS systems become all-inclusive when schools attend to the necessary elements contributing to implementation fidelity and student outcomes. Schools should avoid teacher in-service training that is unfocused on desired results in favor of a comprehensive structure. Moreover, disconnected professional development sessions of high-quality yield insufficient results (Fixsen & van Dyke, 2020). Fixsen and colleagues (2011) note that "implementation is the missing link in the science to service chain," and the American educational system has yet to develop the capacity of all teachers to harness evidence-based practices consistently in the classroom (p. 133; Fixsen et al., 2009). Focusing on the critical features of any practice is a necessary element to success. However, it is imperative to pay equal attention to the specific features of the implementation process (Horner et al., 2014).

Implementation science aims to place evidence-based methods into routine practice (Damschroder, 2020; Mittman & Eccles, 2006). It is the science of helping people accomplish tasks (Fixsen et al., 2019). PBIS implementation refers to putting a schoolwide framework in place that includes a leadership team, a vision statement, three to five positive expectations, a

continuum of procedures for encouraging and discouraging behaviors, lesson plans for teaching expected behaviors, a flowchart for guiding response to misbehaviors, and a data-based system for monitoring fidelity and outcomes (Ryan & Baker, 2019).

Beneficial to a variety of organizations is Fixsen and colleagues' 2005 *Implementation Research: A Synthesis of the Literature*, which provides information for achieving fidelity implementation. A key driver of implementation suggested by the authors is establishing a leadership team. Over 100 years of research finds that the participation of those affected by the change is essential (Backer & Guerra, 2011, as cited in Backer, 2003). The influence of a leadership team is essential because “implementation is a process, not an event. Implementation will not happen all at once, or proceed smoothly, at least at first.” (Fixsen et al., 2005, p. 15).

Guided by the work of Fixsen and colleagues, the Center on PBIS incorporates the leadership team function of the systems implementation framework (Figure 6) within the PBIS Implementation Blueprint (2023).

Figure 6*Leadership Team Functions of Systems Implementation*

Note. Retrieved from Center on PBIS (2023).

According to the Center on PBIS (2023), a leadership team aims to manage all executive and implementation functions. Regarding executive functions, teams need to engage partners through collecting, summarizing, and sharing information and resources. They need to secure funding and develop an alignment between initiatives, promote policies with the vision of preventative discipline, and build capacity across the workforce. Essential implementation functions include professional development and staff training, coaching and technical assistance to the leadership team, and monitoring implementation fidelity. Having the leadership team engage in external and implementation functions helps generate sustainable and scalable model demonstrations.

Research identifies a multi-stage process when implementing organizational change (Fixsen et al., 2005). Specifically, the National Implementation Research Network identifies four implementation stages: Exploration, installation, initial implementation, and complete installation (2023). The Center on PBIS has historically utilized the stages of implementation to guide its work (Center on PBIS, 2023). According to the Center on PBIS (2023), the implementation blueprint uses a revised three-phase process adapted from the work of Fixsen and colleagues (Figure 7). The simplified process includes the following phases: Getting ready, getting started, and getting better.

Compared to the four stages of implementation, the three-phase process recognizes the dynamic and constant nature of change (Center on PBIS, 2023). External and external factors, such as budgetary changes and staff turnover, compromise the implementation and sustainability of a PBIS framework (Kincaid & Horner, 2017). The main focus of the getting ready phase is to create the appropriate conditions for implementation, specifically, leadership team training (Center on PBIS, 2023). During the getting started phase, the PBIS framework is put into practice, allowing the team to help solve initial implementation issues (Center on PBIS, 2023). Within the getting better phase, the primary emphasis is enhancing the implementation and sustainability of the PBIS framework through continuous data analysis (Center on PBIS, 2023). The Pennsylvania principals to be engaged in this study actively received PBIS training, incorporating the fundamentals of implementation science.

Figure 7*Simplified Implementation Phases*

Note. Retrieved from Center on PBIS (2023).

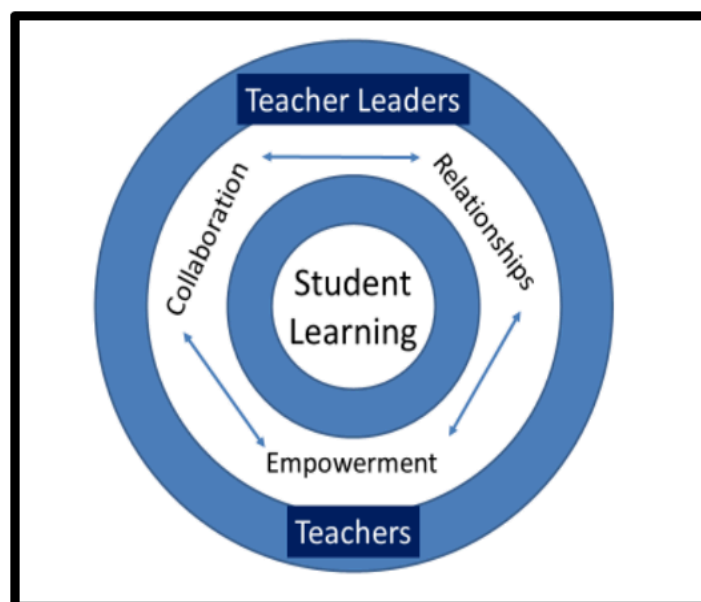
Teacher Leadership Influence on School Improvement

Equally crucial as applying implementation science is recognizing the significance of teacher influence because relying solely on the traditional top-down leadership model for driving school improvement is only occasionally successful (Copland, 2003). Teacher leadership gets better results (Landa & Donaldson, 2022). By sharing their knowledge, expertise, and experience, teacher leaders are essential for improving schools (Lumpkin et al., 2014). They help build capacity in other educators through collaborative work, mentoring, and modeling effective teaching strategies (Uysal & Sarier, 2019). Katzenmeyer and Moller (2016) define teacher leaders as individuals who "lead within and beyond the classroom" (p. 124.). York-Barr & Duke (2004) state that teacher leadership "is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities" in

the interest of improving teaching and learning (p. 188). Although teacher leaders are catalysts for change, student achievement is the responsibility of all staff members, including the administration (Cooper et al., 2016). Lumpkin et al. (2014) identify four components associated with teacher leadership: student learning, empowerment, relationships, and collaboration (Figure 8).

Figure 8

Four Ways Teacher Leaders Impact Other Teachers



Note. Retrieved from Lumpkin et al. (2014).

At the heart of the model is a shared commitment by all faculty members to embrace mentoring and coaching to support student learning. Regarding empowerment, the likelihood of buy-in increases when faculty members contribute to establishing an organization's goals, participate in shared decisions, and have opportunities to expand their expertise. Relationships are critical during the school improvement process. Specifically, teacher leaders need to have strong listening skills, respect various viewpoints, and honor the knowledge of their colleagues. Equally

important is collaboration. Teacher leaders continuously problem-solve with their coworkers, increasing all students' transparency and ownership.

The Function of PBIS Teams in Support of School Improvement

School staff with the necessary knowledge and adequate resources is critical to effectively implement a PBIS framework (Terrell & Cho, 2023). Core teams support successful execution by sharing essential information, new practices and routines, monitoring action planning steps, and communicating a strategic vision (Cressey et al., 2015; Higgins et al., 2012). Representative of the school staff, PBIS teams can serve as a powerful barrier to sustainability in the event of administrator turnover (Strickland-Cohen et al., 2014).

To gain an understanding of how PBIS teams operate effectively, Judkins et al. (2019) examined components of school leadership teams at 19 high schools that were implementing PBIS to recognize the team characteristics that contribute to implementing school climate initiatives. The authors specifically examined three components: process, organization, and capacity. The findings indicate that the team process had the most significant impact on implementation fidelity, which included having a procedure for reviewing data, using an agenda, establishing a decision-making process, and developing action plans. The results also showed that team organization and capacity showed weak or no association.

PBIS Internal Coaching as a Key to Implementation Fidelity

To support the school improvement process PBIS internal coaches help teams customize the PBIS framework to the unique characteristics of a school setting (Scott & Martinek, 2006). On-site coaching is essential as it links training and the use of PBIS systems and practices (Freeman et al., 2017; Sugai & Horner, 2006). Professional development alone does not

guarantee effective strategies' actual and accurate implementation (Freeman et al., 2017).

Teaching, modeling, prompting, and reinforcing the use of the PBIS framework by school staff is a vital responsibility of internal coaches and teams (Freeman et al., 2017). Internal coaches should be proficient in developing relationships, gaining trust, and providing positive and specific feedback (Duda & Barrett, 2013).

According to Lewis et al. (2016), selecting an internal coach from within an organization is imperative versus hiring additional personnel or creating new positions. One must also have a strong understanding of school culture, be knowledgeable of influential staff members, and work effectively with building administration (Duda & Barrett, 2013). An individual serving as an internal coach should be a staff member who is partially responsible for social behavior and has a flexible schedule (Lewis et al., 2016). Internal coaches provide technical assistance with problem-solving and PBIS leadership and serve as point persons between the school team and the external coach (Lewis et al., 2016). Additional functions critical to this role include facilitating team meetings, developing meeting agendas, guiding team action planning and data analysis, supporting the enhancement of implementation fidelity, and ensuring the communication of team actions and outcomes to all stakeholders (Freeman et al., 2016).

Research supports the role of an internal coach as a vital component of implementing a PBIS framework. Bastable et al. (2020) conducted a longitudinal study surveying 264 PBIS team members within 138 school districts to examine the amount of receipt and perceived importance of coaching activities delivered to school teams. The results showed that assisting with team action planning, data collection, and sharing knowledge of PBIS systems were perceived as most important to sustainability. Additionally, running data reports for the team and modeling PBIS strategies were shown to be significant.

If not serving in an administrative role, internal coaches can provide feedback in a non-evaluative manner. Bethune (2017) used a multiple baseline approach across participant design to examine the effects of coaching on elementary teachers' implementation of tier 1 PBIS strategies with their general education students. Four elementary school teachers received side-by-side coaching during whole-class group instruction. The results showed a functional relationship between coaching and improved PBIS fidelity scores.

PBIS implementation can also be improved when coaches receive additional training. In a 2015 study, Cavanaugh and Swan developed and implemented a coaching curriculum to help build capacity in school-based school-wide PBIS coaches in a rural school district. The training occurred over one school year. The findings showed that training school-based coaches in rural schools improved knowledge of SWPBS and supported fidelity of the framework implementation within the district's schools.

Research indicates that PBIS teams and internal coaches are fundamental to the sustainability of a PBIS framework (Freeman et al., 2017; Scott & Martinek, 2006; Sugai & Horner, 2006). An internal coach needs training and support to skillfully guide the team processes necessary for implementation fidelity. Given the importance of school teams and internal coaching to adopting and subsisting a PBIS framework, the researcher aims to examine the challenges, benefits, and additional responsibilities of principals serving as internal coaches.

PaPBS Network and the Technical Assistance Provided to PBIS Teams

The participants in this study were school administrators that received training from the Pennsylvania Positive Behavior Support Network (PaPBS) and served as internal coaches. Specifically, the principals and their teams acquired support with the implementation of a PBIS framework with fidelity. Pennsylvania core teams and internal coaches receive initial training,

consultation, and ongoing technical assistance. During the 2021-2022 school year, over 700 schools and preschool programs in Pennsylvania received recognition for implementing one or more tiers of a PBIS framework with fidelity (PAPBS.org, n.d.). According to PAPBS.org (n.d.), the Pennsylvania Positive Behavior Support Network oversees PBIS implementation in Pennsylvania. This state network ensures schools receive the technical assistance, collaborative opportunities, and evaluative tools needed for students to overcome non-academic barriers to learning. In addition to installing a PBIS framework, the PaPBS network supports integrating school-based mental health services for students and collaborates with various state, regional, and local agencies (Runge et al., 2016).

PAPBS.org (n.d.) provides information regarding the benefits of joining the PaPBS network, training and technical support procedures, and steps to become a member. Advantages of joining the PaPBS network include an opportunity to enhance the school's image, access professional development opportunities for core teams and internal coaches using a nationally developed curriculum, access data analysis tools and the PaPBS website; and the opportunity to participate in the annual implementer's forum to learn more about the PBIS system, data, and practices. Members of the PaPBS network receive training and technical assistance from an independent schoolwide facilitator who utilizes an established protocol to support implementation. To initiate membership to the network, school administrators must receive an overview of the framework and sign a fidelity agreement assuring a 3–5-year commitment to working with a PaPBS facilitator.

The PaPBS network utilizes a consistent and systematic approach to helping teams build and maintain a practical framework. Runge and colleagues (2016) note that all materials used for training core teams are standardized and include sample agendas, content presentations,

supplemental materials, and samples provided by implementation sites. After completing the initial training, PaPBS network facilitators provide onsite technical assistance. To gauge the fidelity of implementation, teams use fidelity assessments on an annual basis. Specific measures include team and full-staff evaluations. Pennsylvania provides a support network for schools committed to implementing PBIS with fidelity to provide core teams and internal coaches with the support necessary to succeed.

Principals Influence on PBIS Sustainability

Although teacher leadership is essential for guiding school improvement, support from building principals is also necessary (Landa & Donaldson, 2022; Andreou et al., 2015; Lohrmann et al., 2008; McIntosh et al., 2016). According to Hollingworth et al. (2018), principals support numerous academic and behavior initiatives, uphold a positive school culture, and build meaningful relationships with staff members. Analyzing multiple case studies, Hollingworth and colleagues examined how principals support a positive classroom learning environment through staff engagement. Three midwestern principals selected for this study exhibited excellent leadership abilities as identified by the state's Department of Education and their school district superintendent. The findings showed the principals' practices in guiding their staff through the change process, including engaging in effective communication, building trust, and knowing their staff well (2018).

Principals also serve as a critical driver in the implementation and sustainability of schoolwide interventions, and a lack of administrative direction and leadership has been identified as a barrier to significant change (Andreou et al., 2015; Lohrmann et al., 2008; McIntosh et al., 2016). To support the attempt to implement PBIS at the universal level, principals must recruit respected and capable school leaders and team members within the

organization who can evaluate the effectiveness of schoolwide frameworks using multiple sources of data (Scaletta & Hughes, 2021).

Evidence has shown that ratings from team members and school personnel can predict a PBIS framework's sustainability. A 2014 quantitative analysis by Matthews et al. examined the critical features predicting sustained implementation with data gathered from 261 schools across the United States. The study specifically examined two surveys completed by school teams given three years apart. The results showed that the initial survey was predictive of sustained fidelity of PBIS implementation.

Using qualitative and quantitative data, principals and team members can identify components of the PBIS framework that need adjustment and identify critical features that can lead to the abandonment of the initiative. A 2020 study by Kittelman et al. identifies reasons for the desertion and re-engagement of the PBIS framework. The authors used a mixed-method design to interview 23 staff members from 30 schools that abandoned and readopted PBIS. The application of data-based decision-making and a schoolwide acknowledgment system were two PBIS features most often abandoned. Having a new administrator and a lack of staff buy-in were the most commonly reported reasons for abandonment.

Administrator support is critical in implementing and sustaining a PBIS framework (Andreou et al., 2015). A study by Pinkelman et al. (2015) identified the most perceived enablers and barriers regarding the sustainability of PBIS. A survey of personnel representing 860 schools regarding factors related to the sustainability of PBIS cited school administrator support as one of the most common enablers of sustainability. Another study the same year by Andreou colleagues identified factors that helped or hindered PBIS sustainability at the universal level. The interview data of seventeen educators from three elementary schools showed that 76% of the

participants believed school administrators were viewed “as agents who can either help or hinder sustainability” (Pinkelman et al., 2015, p.163).

Another area of study that has received attention is PBIS framework sustainability from the perspective of school leaders and building principals. A qualitative study by Scaletta and Hughes (2021) analyzed the interviews of 24 school leaders, which included six elementary school administrators, from schools who had received recognition for their level of implementation. The critical practices identified included the development of shared leadership, establishing buy-in from stakeholders, consistently implementing PBIS practices, and data usage.

Scaletta and Hughes published another study in 2022 that examined how elementary school administrators set the stage for and participate in PBIS implementation. The interviews of ten elementary school administrators successfully implementing PBIS were analyzed. The results indicated that the primary responsibilities of the principals for supporting a PBIS framework included maintaining the fidelity of systems, promoting a shared vision, moving the schoolwide implementation forward, building team capacity, and communicating with stakeholders and teachers. The results from both studies highlight the principals' understanding of promoting shared leadership, which is necessary to support the effort and time needed to implement a PBIS framework successfully.

A related study by McIntosh et al. (2016) examined the events influencing principals' support for PBIS. A qualitative analysis evaluated the interviews with ten school administrators. The principals in this study reported that they were initially opposed to or only moderately supported PBIS and asked about specific incidents that hindered or helped their support of the framework. Events that influenced the principals' decision to support PBIS the most were the opportunity to learn from others and how PBIS aligns with personal values. The event that

mainly hindered principals' support of the framework was disagreeing with the philosophy of PBIS.

Factors related to PBIS sustainability from the PBIS district team members' perspective have also received analysis. An exploratory study by George et al. (2018) identified the characteristics associated with school districts that had a significant number of schools that implemented the PBIS framework with fidelity and had sustained positive disciplinary outcomes. Interview data from district team members from six high-implementing school districts identified standard features that attributed to their district's positive results. The results showed leadership buy-in and support as significant themes of sustained implementation.

Studies show principals identify capacity building and shared decision-making as effective strategies for implementing and sustaining a PBIS framework (Scaletta & Hughes, 2021; Scaletta & Hughes, 2022). As a critical driver for school improvement, the engagement of a building principal is necessary to maintain a positive school culture designed to support all students (Andreou et al., 2015; Lohrmann et al., 2008; McIntosh et al., 2016). In addition to examining the challenges, benefits, and increased responsibilities of principals serving as internal coaches, the researcher seeks to understand how attending to the PBIS team leadership role effectively and efficiently contributes to the school's overall PBIS mission.

Principal Burnout - Accountability, Stress, and Solutions

Effective principals are necessary to meet the needs of a diverse student population, and the strain of supporting an inclusive school environment increases the possibility of mental and physical health problems among these educational leaders (Su-Keene & DeMatthews, 2022). According to a 2022 national survey by the RAND Corporation, 85% of principals reported experiencing job-related stress. The survey data also showed that 48% of principals reported

dealing with burnout, and 28% reported symptoms of depression. Additionally, principals indicated pressure stemming from teacher shortages and student absenteeism. Moreover, research conducted by the National Association of Secondary School Principals and the Learning Policy Institute (2022) found that 42% of principals shared that they considered leaving their positions. Principal turnover is a national concern, and the significant portion of administrators experiencing burnout is not surprising, given the demands of the position (Su-Keene & DeMatthews, 2022).

First appearing in articles in the mid-1970s, the term burnout received recognition amongst individuals in the human services field (Maslach et al., 2001). According to Maslach and Leiter (2016), "Burnout is a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job," which is characterized by "overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment" (p. 103). Common factors contributing to burnout include an unmanageable workload, a lack of autonomy, inadequate recognition and reward, a lack of support and trust, mistreatment, and conflicting values between the individual and the organization (Maslach & Leiter, 2016). Principals report similar reasons for exhaustion, including an erratic and unpredictable workday. Unlike other professions, school administrators' training programs tend to overlook burnout and self-care (Su-Keene & DeMatthews, 2022).

Over the years, the changing role of principals has shown an increase in expectations, responsibility, and stressors (Mahfouz, 2020; Wang et al., 2022). Interested in examining the perceptions of principal workload stress, Klocko and Wells (2015) conducted a longitudinal study using a sample of over 700 participants from a mid-western state and compared the survey results from 2009 and 2012. The comparison indicated increased perceived personal stress and

factors related to legislative demands. Specifically, the 2012 data showed a significant difference in higher mean scores concerning the loss of personal time, overwhelming job demands, increased time dedicated to teacher evaluations, completing state and district reports, increased job and performance expectations, work-life balance, responding to student test scores, and a general loss of joy in professional work. Using survey data from a similar period, Mitani (2018) investigated the relationship between the No Child Left Behind sanction and principals' working conditions, job stress levels, and turnover behaviors. An analysis of the study's national survey results showed a positive association between the education law and principals' job stress, turnover, and transfer rates.

In addition to the stressors associated with increased accountability, principals acquired an onslaught of negativity generated by the recent divisive political climate combined with the difficulties created by the pandemic (Su-Keene & DeMatthews, 2022). Concerning politics, no studies examine the effect of the national political climate on the stress of principals. However, a recent survey indicated that 48% of principals reported that the "intrusion of political issues and opinions into their professions was a job-related stressor" (RAND Corporation, 2022, p. 6). Regarding COVID-19, a poll conducted during that time, which included approximately 1000 respondents, showed that 45% of principals considered leaving the profession due to the difficult working conditions caused by the pandemic (Havens, 2020). A study during the pandemic time by Lin et al. (2023) examined the influence of professional support and efficacy beliefs on compassion fatigue experienced during the pandemic. A Likert scale measured the compassion fatigue, professional support, and efficacy beliefs of 231 principals in California. The results showed that female principals and individuals in schools with fewer than 200 students experienced more compassion fatigue. The results also showed that professional support and

efficacy beliefs were associated negatively with compassion fatigue. The moral purpose, validation, significance, and fulfillment associated with the principalship increase the likelihood that one experiences emotionally draining situations (Wang et al., 2022).

Due to the continued state of accountability and visibility of the position, principals continue to experience chronic and acute stress (Klocko & Wells, 2015). In a 2021 article, DeMatthews and Colleagues recommend strategies for reducing burnout among principal supervisors and principals. It would be beneficial for supervisors to invest in burnout and self-care training, consistently check in on the well-being of principals, redevelop workload expectations, provide release time to consult with a health professional, provide opportunities for peer support, and create activities to celebrate the impact principals have on their organizations. The authors recommend that principals educate themselves about job-related burnout, work with their supervisors to create a delegation plan, and engage in annual planning that promotes a work-life balance and proactive coping strategies. Given the amount of stress and burnout school administrators experience, the researcher seeks to illustrate the specific challenges principals face while fulfilling the role of internal PBIS coaches.

Summary

In this chapter, the researcher provided information regarding the conceptual framework associated with this study and presented critical findings related to the fidelity of PBIS implementation, the importance of school teams, and internal PBIS coaching. Additionally, there was an illumination of evidence concerning the principals' influence on PBIS sustainability and factors relating to principal burnout. Although there is a moderate amount of research on the significance of teams, internal coaches, and building principals concerning the implementation and sustainability of a PBIS framework, there are no studies examining the experience of

administrators serving as internal coaches. The researcher's goal is to explore the barriers, rewards, and additional obligations of principals serving as internal PBIS coaches while also investigating the effectiveness and efficiency of this role in contributing to the school's overall mission.

The following chapter includes a presentation of this study's methodology. This section includes information regarding the research design, instrumentation, participant recruitment, and validity measures. The researcher also features information concerning the selection process, data collection and analysis procedures, and potential limitations.

CHAPTER 3: METHODOLOGY

Description of Research

Within this chapter, the researcher outlines the methodology to be utilized for this study. This analysis describes the experience of Pennsylvania principals who serve as PBIS internal coaches. Specifically, its purpose is to understand the benefits and constraints school administrators encounter as PBIS team leaders when faced with decision-making responsibilities.

This methodology section describes the process and procedures necessary to answer the main research questions. Specifically, this chapter provides information regarding this study's design, the researcher's positionality, the population and its recruitment, and a description of instrumentation and measurement procedures. This section also includes information concerning data collection and analysis. Additionally, the researcher discusses measures to increase validity and address ethical considerations.

Research Questions

1. What are the perceived benefits and challenges principals face serving as PBIS internal coaches?
2. What additional team responsibilities do principals assume while serving as PBIS internal coaches?
3. Do principals serving as internal PBIS coaches believe their roles effectively and efficiently contribute to their school's overall PBIS mission?

Research design

The researcher explored the main research questions of this study using a qualitative descriptive-phenomenological design. Creswell and Creswell (2018) note that qualitative

research involves “exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 4). This type of design collects data in the natural setting and utilizes the researcher as the instrument. Giorgi (1997) asserts that all qualitative research shares the consistent process of gathering verbal data, analyzing it, breaking it down into segments, organizing and expressing it within disciplinary contexts, and summarizing or synthesizing it for scholarly communication. Creswell and Poth (2023) identify five main approaches to qualitative research: narrative research, phenomenology, grounded theory, ethnography, and case studies. Phenomenological studies explore how multiple individuals interpret and make sense of their lived experiences concerning a specific occurrence.

The researcher of this study used a phenomenological inquiry framework to understand the lived experiences of school principals serving as internal PBIS coaches. Mathematician Edmund Husserl introduced modern phenomenology in the early 1900s as a philosophy centered on consciousness “and the objects that present themselves to consciousness” (Giorgi, 2012, p. 9). While variations and philosophical viewpoints of phenomenology developed during the twentieth century, the two approaches prominent within contemporary research design focus on interpretation and description (Creswell & Poth, 2023; Giorgi, 2012). Interpretive (hermeneutical) phenomenology seeks to understand the relationships between knowledge and context, while descriptive (transcendental) phenomenology analyzes the narratives of the participants in a study (Penner & McClement, 2008).

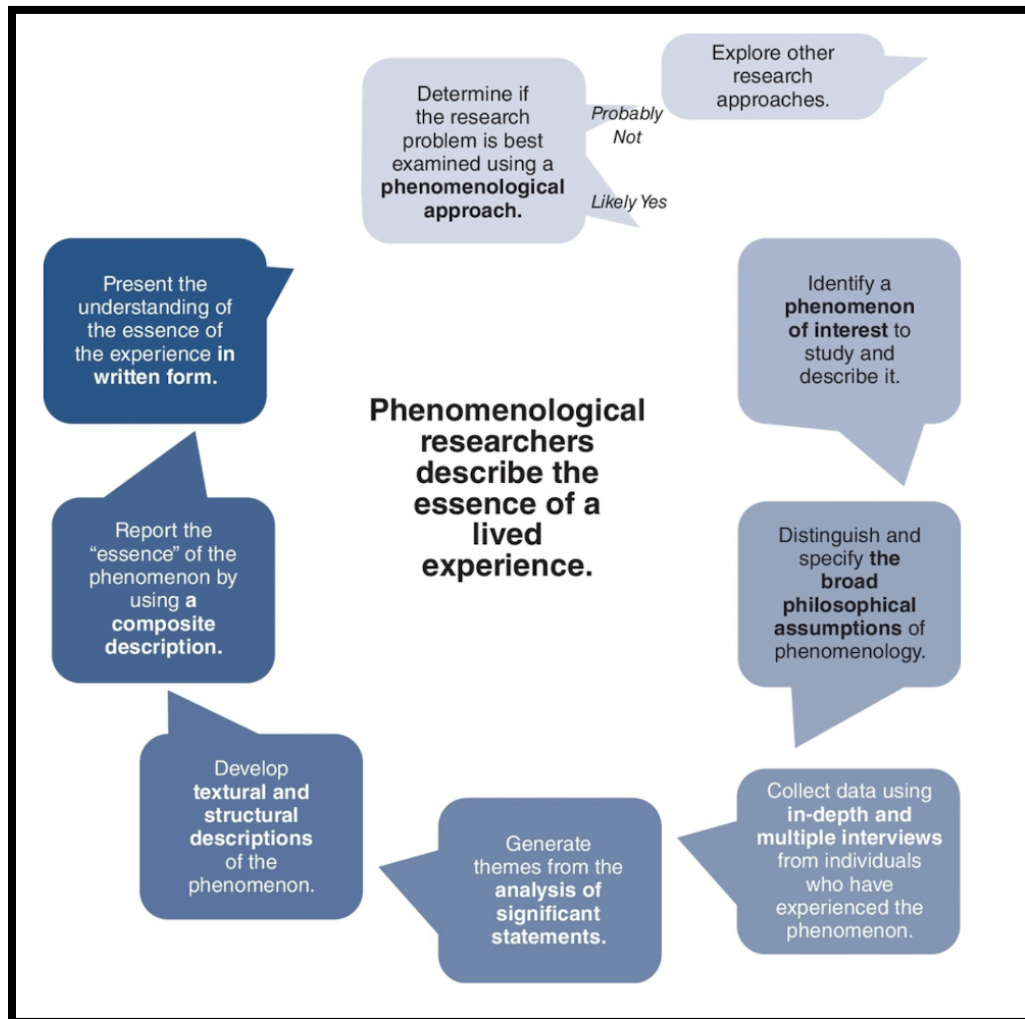
This researcher used Moustakas’ descriptive-phenomenological approach, as described by Creswell & Poth in *Qualitative inquiry and research design: Choosing among five approaches* (2023) to frame the methodological procedures of this study. The authors advise investigators to determine if a phenomenological approach is appropriate for the problem of

interest, identify and describe the phenomenon of interest, suspend individual experiences related to the circumstance, and gather data through in-depth interviews with multiple individuals with similar experiences. Concerning data analysis, the authors also recommend generating themes from significant statements, developing textural and structural descriptions of the phenomenon, reporting the phenomenon's essence using a composite description, and presenting the essence of the experience in written form.

The researcher used Creswell & Poth's (2023) *Procedures for Conducting Phenomenological Research* (Figure 9) as a guideline to shape the methodological design for this analysis. In this study, the researcher investigated the phenomenon of Pennsylvania school principals who also serve as internal PBIS coaches after observing this trend among schools in the local geographic region and to address the research gap in this area. Having previously served as a principal and currently a PaPBS Network facilitator, the researcher recognized the significance of setting aside personal experiences during the data collection and felt at ease conducting interview-based data collection (Moustakas, 1994).

Figure 9

Procedures for Conducting Phenomenological Research



Note. Retrieved from Creswell & Poth (2023).

Regarding data collection methods, Creswell and Poth (2023) suggest that researchers utilize open-ended questions during participant interviews. These questions yield more detailed and comprehensive descriptions of the shared experience. The interview protocol used in this study included open-ended questions designed to gather an in-depth description of the participants' experience, behavior, feelings, and knowledge related to the phenomenon of study. After

conducting the interviews, the researcher adhered to the data analysis and reporting procedures outlined by Creswell and Poth (2023), starting with horizontalization and developing clusters of meaning. Horizontalization was accomplished by including all essential statements related to the topic and treating them equally important (Moustakas, 1994). The data was organized into meaningful themes, removing irrelevant, repetitive, or overlapping information (Patton, 2015).

After identifying themes within the data, textural and structural descriptions were generated (Creswell & Poth, 2023). Textural descriptions detail the participants' experiences, while structural descriptions elucidate how they experienced the phenomenon (Patton, 2015). The phenomenon's essence was then distilled into a composite description, briefly capturing both the textural and structural aspects of experiences (Creswell & Poth, 2023). Finally, the researcher presented the essence of the experience in written form to familiarize the reader with the phenomenon, research procedures, details concerning data collection and analysis, and a report including the significant statements, themes, and a composite description of the phenomenon (Creswell & Poth, 2023; Moustakas, 1994). The overall findings were summarized and compared to the findings in the literature (Creswell & Creswell, 2018).

Positionality of the Researcher

Qualitative researchers are encouraged to exhibit self-awareness by knowing the origin of their ideas and perspectives; in other words, one shall practice reflexivity by understanding "what I know and how I know it" (Patton, 2015, p. 70). Creswell and Creswell (2018) highlight reflexivity as the deep comprehension of past experiences and how they influence interpreting events. Additionally, a study's investigator must contemplate that individual perspectives may influence the interpretation of the findings.

Utilizing reflexivity, the researcher who conducted this study was a white male raised in a rural working-class environment. He occupied various professional educational roles since transitioning to a middle-class status as an adult. The researcher's experience included roles within Pennsylvania as a special education teacher, literacy and mathematics intervention specialist, elementary principal, and educational consultant. Having witnessed and participated in cultivating PBIS as a teacher, administrator, and trainer, the researcher understood the critical components necessary for successfully implementing and maintaining the evidence-based framework in various educational settings and believes school principals play an essential role in the initiative's success. As an independent PaPBS network facilitator, the researcher provided PBIS training and consultation to schools with the Central Susquehanna Intermediate Unit.

Population and Recruitment

Over the course of three to six months, the researcher used a combination of purposeful and snowball sampling to select participants for this study. A purposeful sample of Pennsylvania school administrators was needed to understand their experience serving as internal PBIS coaches. Specifically, principals who worked in schools, were members of the PaPBS Network, committed to fidelity of implementation, and received training from a Pennsylvania network facilitator are represented. The researcher's aimed not to generalize the findings of the sample to the more significant population but to gain insight into the phenomenon being studied (Patton, 2015). A heterogeneous population sample of three to fifteen individuals with shared experience is recommended (Creswell & Poth, 2023). The researcher achieved a participant count of 10 for this study. The next chapter features a table and figure displaying the participants' demographics, as well as a map of Pennsylvania indicating their general locations.

The researcher acquired participants for this study by employing a snowball sampling method, which was necessary for identifying information-rich cases (Patton, 2015). After obtaining approval from the Slippery Rock Institutional Review Board and the director of the Pennsylvania Training and Technical Assistance Network (Appendix B), the researcher contacted PaPBS network facilitators via email (Appendix C). These emails contained essential information about the study's focus and requested contact details for administrators meeting the study's criteria.

Once the researcher obtained contact information and secured consent from the school districts' superintendents (Appendix D), a recruitment email was sent to potential participants (Appendix E) that included a Google Form (Appendix F) to gather demographic information. The researcher sent additional correspondence to potential participants when desired sample size did not occur within 14 days of the initial recruitment email. The interested participants received informed consent (Appendix G) electronically, were interviewed at convenient times, and sent a calendar invite that reminded them of the interview. The participants had the opportunity to review interview transcripts, themes, and individual descriptions of their experiences.

Description of Instrumentation and Measurement Procedures

Semi-structured interviews served as this study's primary instrumentation and data collection method. Engaging in interviews enables the researcher to gain deeper insight into the perspectives of others, particularly the hidden thoughts, emotions, and intentions that occurred at a prior moment (Patton, 2015). The primary data collection tool was a standard interview protocol (Appendix H). The interview protocol, a pre-established document, is utilized to gather information during interviews, assisting the researcher in structuring information and thoughts concerning the interviewee's responses (Creswell & Poth, 2023).

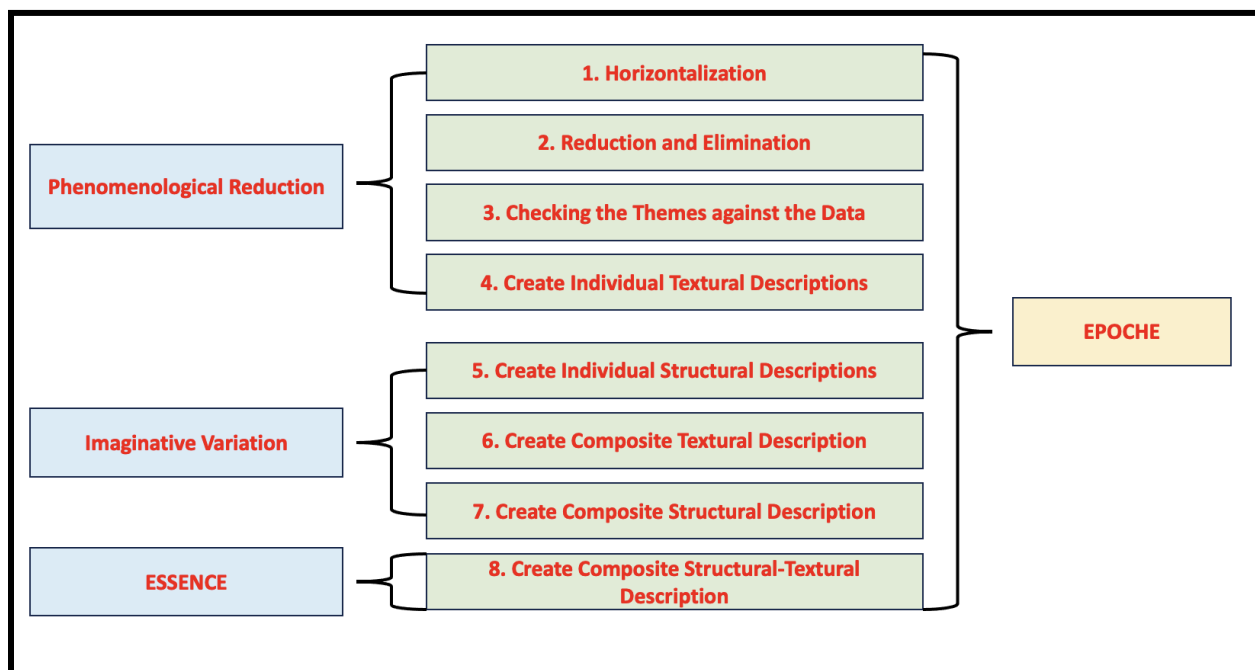
The standard interview protocol used in this study included an introduction and greeting, a review of the consent form, background information, closing statements, and questions aligned to the primary research queries. The researcher assigned each interviewee a pseudonym to ensure anonymity. The interview questions focused on the principals' experience, behavior, feelings, and knowledge of serving as PBIS internal coaches. Although there were audio and video recordings of the participant's responses, the interview protocol included a note-taking section. Taking notes allows the interviewer to ask additional questions, serves as a backup in the event of a recorder malfunction, and assists in later analysis (Patton, 2015).

Data Analysis and Coding Process

When conducting a phenomenological study, Creswell & Poth (2023) recommend examining the interview data to generate themes and report descriptions of the experience of the individuals of study. Additionally, to improve practicability, the authors suggest employing Moustakas's (1994) methodology for data analysis, offering a systematic framework tailored for novice researchers. In this section, the researcher of this study presents Moustakas' (1994) *Steps for Phenomenological Data Analysis* (Figure 10), an adaptation of the Van Kaam method. This framework guided the process of evaluating the interview data. The following paragraphs outline Moustakas's recommended eight steps, including four events essential to transcendental phenomenology (Khaef & Karimnia, 2021).

Figure 10

The Steps of Phenomenological Data Analysis by Moustakas (1994)



Note. Adapted from *The Effects of Implementing Clinical Supervision Model on Supervisors' Teaching Perspectives and Qualifications: A Case Study in an EFL Context*, by Khaef & Karimnia, 2021.

Throughout the data analysis process, Moustakas (1994) suggests a researcher practice *epoche* or bracketing, which entails temporarily suspending any preconceived notions, biases, judgments, or prejudices about the phenomenon of investigation. To prevent personal bias from impacting the evaluation and interpretation of the data, the researcher maintained a reflective journal (Appendix I).

In conjunction with bracketing, Moustakas (1994) notes that phenomenological reduction occurs within steps one through five, encouraging the researcher to focus solely on the studied phenomena, enabling an in-depth exploration of critical meanings and structures. The first step

of phenomenological reduction is *horizontalization*, which involves examining the data from each interview and documenting each quote related to the investigated experience (Khaef & Karimnia, 2021). In the second step of the process, *reduction of experiences to the invariant constituents*, the evaluator assesses whether each identified quote reflects the participants' lived experiences and if it can be appropriately labeled (Khaef & Karimnia, 2021; Moustakas, 1994). Step three, is *thematic clustering to develop main themes*, which includes grouping and developing the participants' quotes. Step four, the *comparison of data sources to invalidate the invariant constituents*, is an opportunity for the researcher to compare the newly generated themes to the dataset to ensure an accurate reflection of the participants' experience (Khaef & Karimnia, 2021; Moustakas, 1994). The final step of phenomenological reduction is *creating individual textural descriptions*, which are the fragments and quotes provided by each participant (Khaef & Karimnia, 2021; Moustakas, 1994).

In this study, the researcher implemented steps one through five of Moustakas' data analysis process to achieve phenomenological reduction (1994). Specifically, each essential statement was extracted directly from the audio transcripts of the virtual interviews and manually coded. The researcher assessed each identified quote to determine if it reflected the participants' lived experiences and if it could be appropriately labeled. Relevant statements were organized into themes and compared to the dataset to reflect the participants' experience accurately. The researcher created multiple tables to highlight the common themes across all participants. Additionally, textural descriptions were created for each participant, detailing their unique experience with the phenomenon.

Moustakas (1994) identifies *imaginative variation* as the next task, which incorporates steps six and seven of the data analysis process. This endeavor "enables the researcher to drive

structural themes from the textural descriptions obtained through phenomenological reduction" (Moustakas, 1994, p. 97). The sixth step, *constructing composite textural descriptions*, involves synthesizing relevant statements and themes to portray the collective experiences of the entire group (Moustakas, 1994). In step seven, *construction of composite structural descriptions*, the researcher examines the emotional, social, and cultural links between the experiences of all the participants and summarizes the significant categories or themes (Khaef & Karimnia, 2021). The last stage is the *synthesis of structural and textural descriptions into an expression*, fusing the meanings and essences of the experience under study (Moustakas, 1994).

Using *imaginative variation*, the researcher applied the steps six through eight of Moustakas' data analysis process to condense textural and structural themes that describe the *essence* of the participants' collective experiences. Specifically, the creation of a one-paragraph summary of textural descriptions, tables outlining themes across participants supported the creation of general patterns amongst the entire sample (Khaef & Karimnia, 2021). A one-paragraph summary of structural descriptions incorporated the participants' shared experiences, particularly highlighting the most influential factors (Khaef & Karimnia, 2021). A final paragraph integrated the composite of textural and structural descriptions (Moustakas, 1994).

Multiple Validation Procedures

Creswell and Poth (2023) note that qualitative validity highlights the importance of gauging the accuracy of the findings as perceived by the researcher, participants, and readers of a study. The credibility of the results is enhanced when researchers provide detailed descriptions of their methodologies, maintain proximity to study participants, and dedicate significant time within the field setting. In assessing qualitative validity, multiple validation procedures are

advised to verify the accuracy of the findings, such as clarifying bias, member checking, and using a detailed description of the results to convey the findings (Creswell & Creswell, 2018). Additionally, Hyatt and Roberts (2010) suggest that an instrument's credibility increases with the involvement of experts to review and provide feedback on interview questions.

The researcher used multiple procedures to support the validation of the results before initiating the data collection process. The positionality of the researcher is outlined within this chapter to evaluate bias. Specifically, the section includes demographic information, experience, and values of the researcher concerning the topic of study. The researcher bracketed personal bias from impacting the data's evaluation and interpretation by maintaining a reflective journal during the data analysis process (Moustakas, 1994). In addition to the researcher demonstrating reflexivity, this study's interview protocol was evaluated by multiple individuals with PBIS expertise. All feedback received from the experts was reviewed and considered, and the interview protocol was adjusted.

Additional strategies the researcher used to increase the validation of this study's results included member checking and providing a thick description of the results. During the study's data analysis phase, member checking will allow the participants to review the specific descriptions crafted by the researcher, thus ensuring an accurate representation of the interviews (Creswell & Creswell, 2018). The researcher communicated results of the data analysis using a substantial description synthesizing the participants' underlying essence and lived experiences (Moustakas, 1994).

Ethical Considerations

The researcher sought permission to conduct this study from the Institutional Review Board of Slippery Rock University, the Pennsylvania Training and Technical Assistance Network

executive director, and school superintendents. Participants received informed consent in electronic and hardcopy formats and assurances of anonymity and confidentiality throughout the study. Additionally, they were free to withdraw from the study without facing consequences.

With permission, the interviewer recorded the conversations using the Zoom platform (Version 5.16), and participants had the option to keep their cameras off during the interviews. Each meeting was password-protected, with unique links and randomized IDs for every session. The researcher transcribed each interview using Otter.ai (2024). The transcripts and notes of each interview were electronically stored with pseudonyms on a password-protected computer and will be deleted after three years. Signed consent forms were securely stored in a locked file cabinet and will be disposed of after three years.

Summary

This chapter provided information concerning the methodology for this study. It included details concerning its phenomenological research design, which focuses on examining the experience of Pennsylvania school principals serving as internal PBIS coaches. Specifically, the researcher's background, participant information, instrumentation, data collection and analysis, validation procedures, and ethical considerations were covered. Chapter four includes a summary and analysis of the data collected in this study.

CHAPTER 4: RESULTS

Introduction

The purpose of this qualitative study is to explore the experiences of principals serving as PBIS internal coaches. Using semi-structured interviews as the primary data collection method, the researcher examined the responses of 10 current and former principals from Pennsylvania using Moustakas' (1994) Steps for Phenomenological Data Analysis to address the following research questions:

1. What are the perceived benefits and challenges principals face serving as PBIS internal coaches?
2. What additional team responsibilities do principals assume while serving as PBIS internal coaches?
3. Do principals serving as PBIS internal coaches believe their roles effectively and efficiently contribute to their school's overall PBIS mission?

Presenting the findings of this phenomenological study, this chapter includes information concerning participant demographics, data collection procedures, specific findings across and within the participants, and validation techniques.

Data Collection Procedures

The researcher aimed to explore the experiences of Pennsylvania school administrators who served as internal PBIS coaches. Using purposeful and snowball sampling, 10 participants who met specific criteria, such as membership in the PaPBS Network and prior training from a state facilitator, were recruited. The recruitment process involved obtaining approvals, contacting facilitators, and sending emails to identify eligible participants. Google Forms collected demographic information, and the researcher used a semi-structured interview

protocol to gather insights into administrators' perspectives, feelings, and experiences as PBIS coaches. Participants received informed consent in an electronic format, ensuring anonymity and confidentiality throughout the study.

The data collection relied on semi-structured interviews in a virtual setting, guided by a standardized interview protocol that included an introduction, consent review, and structured questions related to the study's core objectives. The researcher recorded, transcribed, and analyzed the interviews using Moustakas's phenomenological methodology to identify key themes and provide an in-depth understanding of participants' lived experiences.

Participant Demographics

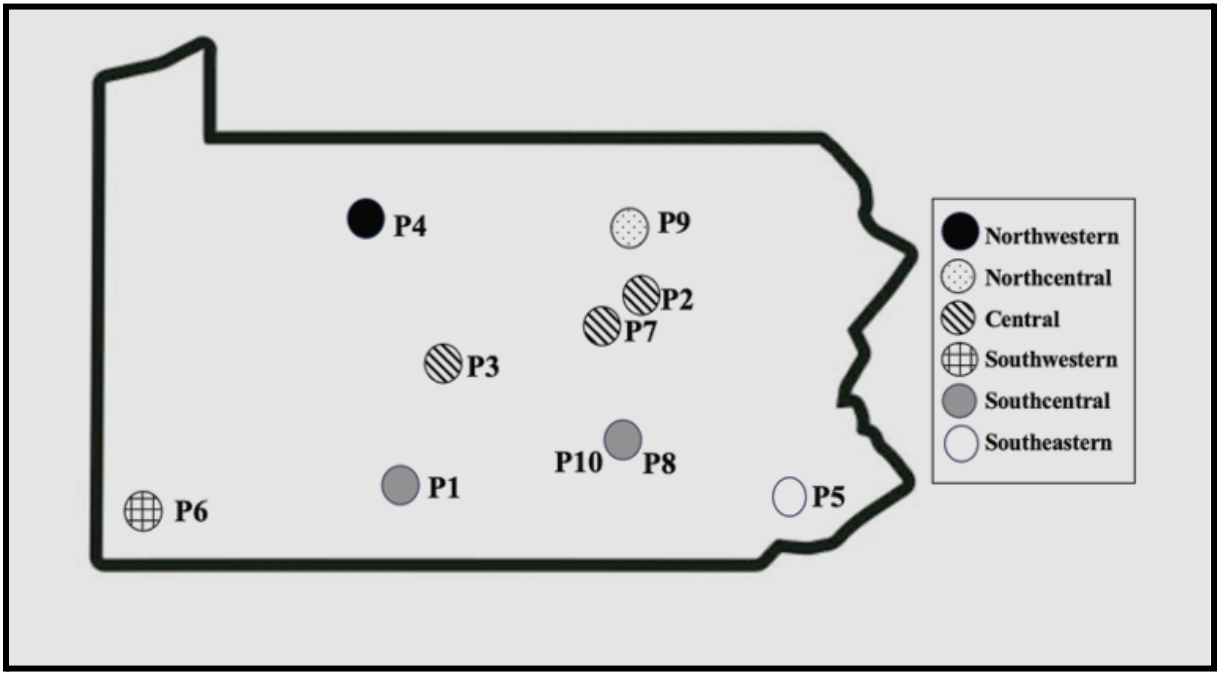
The ten participants in this study were principals from Pennsylvania who served as PBIS internal coaches. They worked in schools affiliated with the PaPBS Network, had formally committed to implementing PBIS with fidelity, and received training from a Pennsylvania network facilitator. Figure 11 displays a map of the participants' geographic location, and Table 1 summarizes the participants' gender, race, occupation, building configuration, and geographic setting. The subject group in the study was primarily white, evenly distributed across genders, and included a diverse range of administrative positions and geographic settings. Three participants reported serving as PBIS internal coaches but have since transitioned to new roles. Figure 12 highlights the longevity of the participants' experience in education as a principal and internal PBIS coach. The graph indicates that the sample had a balanced distribution of total years in education, with all participants serving as PBIS internal coaches for no more than five years.

In addition to sharing the demographic information, it is important to address the researcher's relationships with participants and their professional backgrounds. The researcher

acknowledges having prior professional relationships with four participants in the study. The researcher implemented measures to minimize potential bias and ensure the integrity of the research process, specifically using a pre-established protocol to gather information during the interviews. During the interview and data analysis process, the researcher temporarily suspended preconceived notions, biases, judgments, or prejudices about the phenomenon of investigation.

Figure 11

Participants' Geographic Locations



Note. Retrieved from istockphoto.com (2024). The participants self-reported their locations.

Table 1*Participants' Demographic Data*

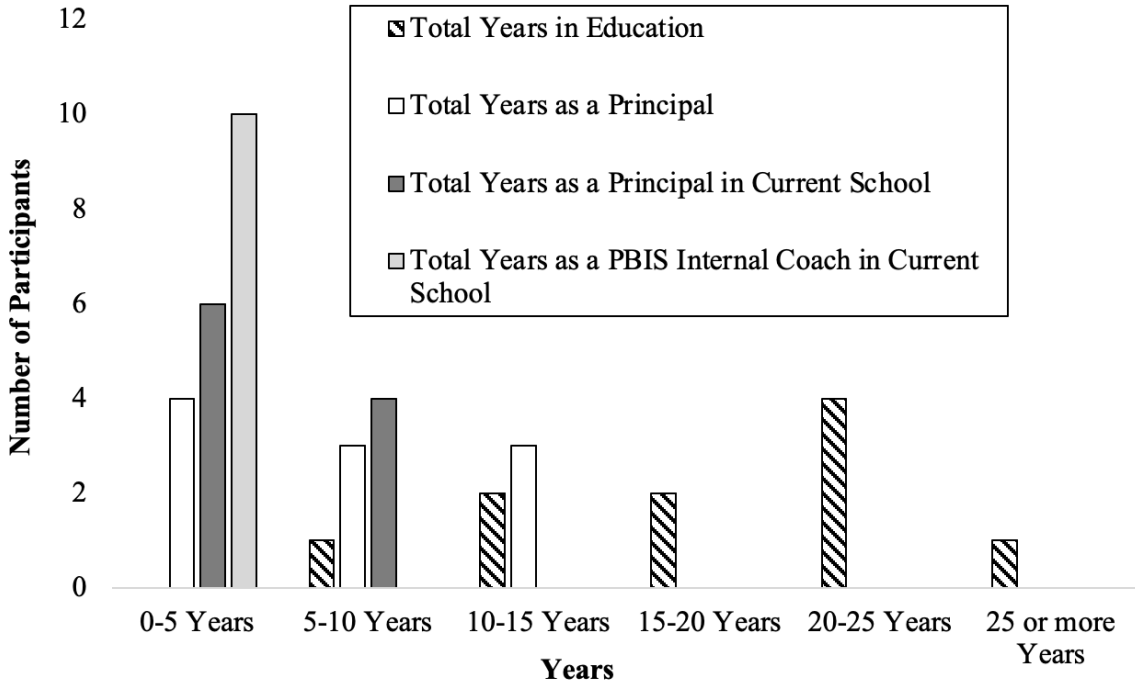
Participant	Gender	Race	Occupation	Building Configuration	Geographic Setting
P1	Male	White	CTC Administrative Director	10-12	Rural
P2	Male	White	Elementary School Principal	K-5	Rural
P3	Female	White	Elementary Assistant Principal	Pre-K-4	Rural
P4	Female	White	Elementary Assistant Principal	K-5	Rural
P5	Female	Black	Middle School Assistant Principal	6-8	Suburban
P6	Male	White	Principal/Special Education Supervisor	K-12	Suburban
P7	Male	White	Intermediate School Principal	3-5	Rural
P8*	Female	White	Elementary Principal	K-5	Suburban
P9**	Male	White	Intermediate School Assistant Principal	4-6	Urban
P10*	Female	White	Elementary School Assistant Principal	K-5	Suburban

Note. * Indicates participants are currently working as PaPBS Network Facilitators.

** Indicates participant is currently working as a high school assistant principal.

Figure 12

Participants' Education Experience



Findings

The researcher employed Moustakas' (1994) data analysis process, implementing steps to achieve phenomenological reduction and imaginative variation. During the phenomenological reduction sequence, essential statements were extracted from interview transcripts and reviewed to reflect participants' lived experiences. Utilizing Excel spreadsheets, the researcher organized relevant statements into themes within and across all participants. Textural descriptions, incorporating quotes, also captured what each individual experienced. Additionally, multiple figures and a composite textural description reflect and describe themes and subthemes experienced across the sample.

Using imaginative variation outlined by Moustakas' (1994), the researcher developed individual structural descriptions to identify factors that most influenced the participants' experiences. The researcher also created a composite structural description highlighting the collective patterns across the individual structural summaries and a composite structural-textural description encapsulating the essence of the collective experience. Throughout the data analysis process, the researcher practiced *epoche* or bracketing, temporarily suspending any preconceived notions, biases, judgments, or prejudices about the phenomenon of investigation. To prevent personal bias from impacting the evaluation and interpretation of the data, the researcher maintained a reflective journal.

Textural and Structural Descriptions

The following sections provide detailed overviews of each participant, offering both textural and structural descriptions to capture their unique experiences and perspectives. Textural descriptions, incorporating quotes, capture what each individual experiences, while structural descriptions identify factors that most influenced the participants' experiences. These individual profiles are complemented by composite summaries, which synthesize shared themes and patterns across participants. Together, these descriptions illuminate the diverse ways principals navigate their roles as PBIS coaches.

Participant 1

Textural Description. As a high school principal, P1 reflected on the benefits, challenges, and recommendations of serving as a PBIS internal coach. He described implementing the PBIS framework at a high school and later taking on the role of internal coach as the supervisor of a career and technical center. P1 credited his PBIS experience with having a "tremendously

positive impact" on guiding teachers, mainly as many staff members were not traditionally certified. Serving as an internal coach also helped him build stronger relationships within the school, as staff appreciated his hands-on approach and his engagement with students in a positive manner.

P1 emphasized involving others in decision-making to support staff buy-in and collaboration rather than trying to have "all the answers." However, he identified time constraints as a significant challenge, noting that he carried over half of the team's responsibilities while presenting the framework to local advisory committees. The dual role left him stretched too thin, stating he had "too much on my plate" and could not "do as good of a job as I wanted to do." While P1 recognized that having a capable teacher as the PBIS coach would be ideal, if one believed their leadership was critical to the program's success. He stated that without his involvement, "the program would have really struggled to get off the ground."

Structural Description. P1's experience is grounded in a deep understanding of PBIS practices, applying transformational leadership, and advancing the organization despite facing challenges. Drawing on prior experience, P1 knew how to effectively guide a school-based team in implementing a PBIS framework. P1 understood the unique skill set of the career and technical center staff, which also contributed to his decision to serve as an internal coach, stating they "didn't have a lot of professional development in terms of classroom management and what best practices look like." Taking on a transformative leadership role, P1 modeled PBIS internal coaching by planning monthly meetings, facilitating the meetings, and communicating important information to non-team staff members.

Despite noting a lack of time as an obstacle and assuming more than half the responsibilities of the PBIS team, P1 was able to move the framework forward utilizing a

shared-decision approach with school staff. Although he could not successfully integrate both leadership roles as desired and only recommended principals serve as PBIS internal coach if necessary, the program would have faced significant challenges in getting started. P1's experience as a PBIS internal coach demonstrated his understanding of the critical factors driving organizational change.

Participant 2

Textural Description. The experiences and reflections of P2 highlight the challenges and opportunities of taking on the dual role of principal and PBIS internal coach in a school with an established framework but limited staffing support. As an elementary principal, P2 inherited the role of PBIS internal coach from his predecessor. Although the school had an existing PBIS framework when he arrived, there was no staff member available to take on the role of internal coach, as the previous coach had transferred to another school within the district. As a former high school teacher, P2 initially described himself as being "suspicious of the program [PBIS], but serving as an internal coach with "hands-on experience" helped to evolve his understanding of the framework. P2 noted additional benefits of serving a dual role such as promoting collaboration with staff members and "being able to align positive principal contacts" concerning interactions with students. Additionally, P2 shared an ability to respond to data "more readily than a PBIS team that is teacher-led could have done."

The main challenge shared by P2 was the constraint of time, specifically noting the frustration of not being able "to give as much of my focus and as much of my attention to PBIS as I would have liked to." In addition, with only one school counselor and no assistant principal, P2 assumed more than one-third of the PBIS team's responsibilities. P2 expressed that, while he could serve as the internal coach effectively, he wished the team could have accomplished "more

than we did." His main recommendation was to "make sure that you have the support system in place, that it doesn't all fall on you."

Structural Description. P2's experience is rooted in building a strong understanding of PBIS practices, fostering relationships with students and staff, and balancing a dual role within a resource-limited school environment. Although initially doubtful of PBIS practices, P2 noticed the positive benefits for the school community. Serving as a PBIS internal coach, put him at the center of fostering a positive school culture, guiding staff collaboration, and directly influencing strategies that support student success and well-being. P2 mentioned the benefit of having "access to my behavior data at all times, " enabling the team to make weekly adjustments. Additionally, acting as a PBIS coach allowed P2 to model positive practices and strengthen connections with staff and students.

P2 explained that working in a small building limited his ability to dedicate as much attention to PBIS as he had hoped, stating, "When you throw all the academics and discipline back on the building principal, and you have the expectation of maintaining a well-run PBIS team, something has to give." In addition to his role as the building's academic leader, P2 took on over one-third of the PBIS team's responsibilities, further straining his time. Despite these challenges, P2 felt he could successfully navigate the dual role, though time constraints remained a significant obstacle.

Participant 3

Textural Description. The participant provided an overview of the benefits, hurdles, and guidance connected to her position as a PBIS internal coach. P3 continued as the coach after transitioning to the assistant principal position within the same building. P3 noted numerous benefits of serving in that position, such as becoming "very well versed in our fidelity

documentation," and "knowing what direction we want the school to take when it comes to PBIS," also having "someone focused on keeping things moving forward." Additionally noted, were having opportunities to "build relationships and a lot of trust with my staff." P3 expressed the ability to promote staff buy-in for the initiative because "they [staff] know that I truly care about it."

P3 identified administrative duties, such as addressing behavioral needs, parent concerns, or impromptu meetings, as obstacles to fully carrying out the responsibilities of an internal coach but shared that it "happened once in a blue moon" and "diverted my attention momentarily." Additionally, she assumed over one-third of team meetings and action planning responsibilities while acting as the PBIS liaison to the school's parent-teacher organization. When asked if other principals should serve as PBIS internal coaches, P3 stated, "If you're one administrator of one building, I probably would caution against it" and advised against taking on "the entire role yourself." P3 stated that the school's PBIS framework could be more advanced, including Tier 2 supports, if she could dedicate her full attention to PBIS. Additionally, P3 noted that she could respond to staff needs more promptly if she solely served as the PBIS coach, explaining, "I wouldn't also have to do trainings on other things that are state mandates."

Structural Description. Serving in a dual role, P3 expressed the advantage of being in tune with the needs of the building, specifically, "what the school's goals are and what our capabilities are and our resources combined with what I know we need for PBIS." After becoming an assistant principal, she experienced autonomy in decision-making, unlike her time as a teacher when she frequently sought approval from the administration for the next step, "whereas I don't have that next step in this role." As a servant leader, P3 promoted buy-in and

collaboration by shouldering multiple team responsibilities and consistently seeking input from staff.

Although P3 was able to keep a pulse on the needs of her building and promote collaborative engagement with her staff, she was not able to successfully integrate the roles of PBIS coach and principal, P3 noted, "I had too much on my plate" and "I wasn't able to do as good of a job as I wanted to do." Reflecting further, P3 shared, "I think a big reason for that is you know, you get pulled in as a principal, as you know, you get pulled in a lot of directions." P3's dual role as a principal and PBIS coach highlighted her strength in collaborative leadership but revealed the challenges of balancing both responsibilities due to the demands of the principalship.

Participant 4

Textural Description. P4 experienced numerous benefits of being an internal coach with minimal challenges. As an elementary assistant principal, she acquired the role of PBIS internal coach after serving as a core team member, sharing, "It kind of just happened naturally because it was in my wheelhouse" and "I felt strongly about it." After obtaining the position, P4 attended PBIS trainings and shared, "I feel now that I understand the big picture, and that's kind of something that helps to gain buy-in with them because at the administrative level, I know where their struggles are and what they're looking for." As both an internal PBIS coach and an administrator, P4 highlighted the positive interactions with students and parents while reflecting on the ease of managing multiple responsibilities, noting, "I haven't had too much difficulty balancing it because it fits so naturally with administrative duties." Additionally P4 noted the ability to progress the PBIS framework citing, "you're just in a position to enable some of those core things that need to happen" while working within an "organized and consistent" structure.

While promoting the initiative, P4 took on less than a quarter of the PBIS team's responsibilities and regularly shared insights from the implementers' forum with her teachers. When asked if she recommended other principals serve a dual role, P4 commented, "If they believe in the model of PBIS, then yes," and recommended "they do their research" because "you have to know what you're implementing." Reflecting on how things might be different if she was not an internal coach and an administrator, P4 stated:

"I think I would know less of what my teachers need. I think I would be less informed on how to support them. Had I been an internal coach when I was not an administrator, I would have felt limited in how I could support the program itself."

Structural Description. P4's dual role as an assistant principal and PBIS internal coach enabled her to leverage her administrative perspective, passion for the framework, and collaborative approach to effectively support program implementation. Driven by her strong belief in its value, P4 naturally transitioned into the role of PBIS internal coach after serving as a core team member. After assuming the position, P4 attended PBIS trainings, gaining a comprehensive understanding of the framework's big picture, which facilitated buy-in by addressing administrative goals and staff challenges.

As an internal coach and administrator, P4 effectively balanced her responsibilities and leveraged her dual role to enable the PBIS framework to progress, emphasizing the importance of working within a systematic and cohesive framework. Showcasing her value of team involvement, P4 shouldered some of the PBIS team's responsibilities and relayed essential information from specialized workshops to her teachers, sharing, "In the long run, I think it builds staff morale because you're all in it together." P4 observed that serving in a dual role

enabled her to better understand teacher needs and address them more effectively, contrasting this experience with serving as a PBIS team member.

Participant 5

Textural Description. The reflections of P5 highlight the benefits of taking on the dual role of administrator and joint internal coach. As a middle school assistant principal, P5 acquired the role of joint internal coach or co-facilitator in part due to her knowledge of the PBIS framework and a clear understanding of her school's structure, stating, "I went through the process so I knew exactly what PBIS was" and "we're not really doing it." Additionally, urged on by an IU representative emphasized the need for program continuity, explaining that "principals leave, assistant principals leave," and it was important to have a teacher in the building who could sustain the program. The representative further clarified that P5's role was to "support and not always facilitate." When asked how the position impacted her knowledge of PBIS practices, P5 noted, "It's a mind-shift for adults." She also said, "we do a good job with staff, as far as validating and affirming that they're being heard."

Successfully balancing the roles of internal co-facilitator and assistant principal, P5 highlighted the benefit of not being solely responsible for team responsibilities, allowing her to focus on supporting the program effectively. To principals who are interested in serving as a PBIS internal coach, P5 recommended being a co-facilitator or supporter "but not the head person" and suggested "be very selective about the co-facilitator [teacher]." Reflecting on how things might differ if she was not an internal coach and administrator, P4 said, "I don't know if it would be taken as seriously."

Structural Description. P5's reflections emphasize the advantages of combining administrative responsibilities with the role of co-facilitator to enhance program effectiveness.

P5's understanding of the PBIS framework and her school's structure were essential factors in her ability to assume the role of joint internal coach. Encouraged by an IU representative, P5 prioritized program sustainability by ensuring a teacher could maintain the program, focusing her efforts on supporting rather than always facilitating. Additionally, P5 provided insight into PBIS practices as she described a "mind-shift for adults" and highlighted the importance of staff validation and affirmation.

P5 effectively balanced her roles, not having to bear sole responsibility for the PBIS team's duties. Lending greater credibility to the PBIS initiatives within the school, she also advised principals interested in serving as PBIS internal coaches to adopt a supportive or co-facilitator role. This approach enhanced program sustainability and fostered a collaborative environment that strengthened the overall impact of PBIS within the school community.

Participant 6

Textural Description. As a K-12 principal and special education supervisor, P6 acquired the position of PBIS internal coach from the previous administrator. With experience working as a school psychologist and PaPBS Network facilitator, he noted having an extensive background in PBIS practices. P6 shared that taking on the administrative position enabled him to see PBIS "from a different lens" as the individual delivering consequences to students. Serving in a dual role, P6 noted having positive interactions with students and parents and being able to progress the PBIS framework by "keeping the agenda fresh" and consistently meeting as a team. Regarding interactions with staff, P6 shared the importance of delivering "behavior-specific praise; it's important to use that with adults as well. Catch them being good" and "you have to collaborate like if you're not going to be a team player, you're going to struggle."

P6 reported successfully balancing the roles of internal coach and school administrator while being solely responsible for half of the PBIS team responsibilities and sharing the importance of PBIS during job-alike sessions with school psychologists. P6 noted that "90-95% of my work in this building is behavior" and "having those processes and systems in place is vital to what we do here." P6 encouraged principals to serve as internal coaches, emphasizing its alignment with supporting student behavior, and reflected, "I had no idea how much time I'd be spending on adult behavior" and believed the initiative "would have died off" if he was not the internal coach." P6 also emphasized the importance of a school leader examining "the structure and processes that they have in place" and if "they are affording them the best opportunity to move kids in a positive direction" prior to implementing a PBIS framework.

Structural Description. P6 transitioned into the role of PBIS internal coach from a previous administrator, bringing extensive experience as a school psychologist and PaPBS Network facilitator. Holding dual roles as a K-12 principal and internal coach provided him with a different perspective on PBIS, particularly in his capacity as the administrator tasked with delivering student consequences. In this dual role, P6 emphasized the importance of maintaining positive interactions with the school community while advancing the PBIS framework and ensuring consistent team meetings. He also highlighted the value of fostering collaboration, noting that teamwork is essential for the success of PBIS initiatives. Successfully managing his dual responsibilities, P6 assumed responsibility for half of the PBIS team's tasks while sharing insights and strategies during networking sessions with school psychologists.

P6's work underscored the centrality of behavior management, noting that "90-95% of my work in this building is behavior" and emphasizing the critical need for effective processes and systems to support PBIS implementation. He encouraged other principals to take on the role of

internal coach, citing its alignment with supporting student behavior. He believed the PBIS initiative "would have died off" without his leadership, underscoring the importance of having a committed school leader in the role. Additionally, he advised school leaders to carefully examine "the structure and processes that they have in place" before implementing PBIS to lay the groundwork for a successful and sustainable framework.

Participant 7

Textural Description. As an intermediate school principal with an extensive background in PBIS, P7 acquired the position of internal coach from his predecessor, sharing, "I just naturally took that position over as my transition." Reflecting on his experience serving in a dual role, P7 cites the benefits of collaborating with the intermediate unit and state-level consultants while working through PBIS fidelity checks, noting the opportunity to "read research" and "talk with other individuals that have more knowledge or even just sharing ideas." Concerning relationships with staff while serving as a coach, P7 shared, "I'm not their boss; I'm at their same level. So, by being their coach, it allows us to just brainstorm ideas and to share my thoughts, but listen openly to their thoughts." P7 expressed that serving as an internal coach "kept our PBIS program moving forward towards fidelity and then beyond fidelity" and emphasized that "I live it." Regarding parents, P7 noted, "Being so directly involved with PBIS as a coach, I can just kind of explain things to them better and tell them that we're not attacking their child."

When asked if he could effectively serve as an internal coach as an administrator, P7 said, "Yes, I can" because "it's the nature of our meetings" and it's just a natural part of my day." Solely responsible for almost half of the PBIS team responsibilities, P7 noted the main obstacle as "managing how full is your plate." However, he recommended principals serving as a coach because "it puts you right in the mix of everything PBIS related. It also helps build that

collaborative and trusting environment in your school," but cautioned against making "big changes" when initially taking on the role. P7 also shared that if he had not served as PBIS coach, "I don't know that our program would be as strong as it is."

Structural Description. P7's leadership journey highlights his seamless transition into a dual role, blending administrative responsibilities with his expertise in PBIS. Leveraging his extensive background in PBIS, he embraced the position naturally during his administrative transition. Demonstrating his commitment to individual capacity building, P7 partnered with PBIS consultants and emphasized the importance of reading research and sharing ideas. Adopting a collaborative style as an internal coach and serving as an ambassador for the initiative enabled him to build relationships with staff while advancing the PBIS framework.

P7 shared how his role as an internal coach fostered parent engagement while successfully managing administrative and coaching responsibilities. Although identifying time management and workload as key obstacles, he viewed his role as integral to maintaining the strength of the PBIS framework. With his experience successfully integrating dual leadership roles, P7 recommended principals take on the position of internal coach, citing its benefits in fostering collaboration and a deeper connection to the PBIS processes while cautioning against making significant changes early in the role.

Participant 8

Textural Description. P8 highlighted the challenges and rewards of balancing her dual role as principal and PBIS coach. As an elementary principal, she emphasized the need to initially take on the role of internal coach, citing her newness to the building, the staff, and their skill sets. She expressed having "limited knowledge at the time, that became a little bit of a barrier" as staff resisted the new framework. Over time, P8 focused on gaining a deeper

understanding of “the why” behind implementing PBIS, which helped her to model effective strategies for staff members and “fill in those gaps in understanding” when working with parents. She shared that setting goals and using data for problem-solving helped things “come together for everybody on the team.” As the PBIS team leader, P8 played a key role in driving progress and celebrating goals, which had a “huge impact on buy-in and morale.” Reflecting on her role, she noted that it allowed her to “get things moving quicker.”

P8, who managed nearly half of the PBIS team’s responsibilities, highlighted the challenge of providing coaching support while also serving as a supervisor, noting that staff often felt nervous in this dynamic. She explained that “principal duties, depending on the level of severity, had to take priority” and suggested that, when possible, someone other than the head principal should serve as the internal coach. P8 also advised principals considering the role of internal coach to be cautious when communicating PBIS information, ensuring it “doesn’t come off as a directive” but instead as coming from a “supportive person who is trying to help you with X problem.” Reflecting on her experience, she shared that serving as the internal PBIS coach kept her more engaged than she might have been otherwise.

Structural Description. P8 showed a strong initiative in assuming the role of PBIS internal coach as the new head principal within an unfamiliar environment. Having a surface-level understanding of the purpose behind implementing the PBIS framework, she worked to build internal capacity becoming an ambassador for the initiative. Utilizing best practices, P8 helped the team drive progress and achieve goals, improving morale and buy-in for the effort. Additionally, being an administrator while serving as an internal coach also helped to facilitate momentum by aligning leadership goals with team efforts and ensuring the consistent implementation of strategies.

P8 acknowledged the challenge of balancing coaching and supervisory roles, noting that staff often felt nervous receiving guidance from their supervisor. She emphasized that depending on their severity, principal duties could sometimes take precedence over coaching responsibilities. To address these challenges, she recommended assigning the internal coach role to someone other than the principal when possible and advised communicating PBIS information in a supportive, non-directive manner. Reflecting on her experience, P8 shared that serving as the internal PBIS coach kept her more engaged and connected to the team.

Participant 9

Textural Description. P9, an assistant principal at an intermediate school, took on the role of PBIS internal coach, following two previous administrators in the position. With support from the local intermediate unit, a more formalized PBIS framework emerged with the ultimate goal of transitioning the team leadership role to another staff member. As a high school teacher, P9 experienced partial implementation of the PBIS framework but further developed his knowledge of the system as an internal coach, noting, "I learned a ton during that short time because of the workshops and the trainings." He also shared the benefit of working alongside staff, stating, "I think they appreciated that I wasn't asking them to do anything, that I wasn't going to invest my time, energy, and resources in myself."

P9 described managing about one-third of the PBIS team responsibilities and remarked that being a principal "lends itself" to the role of an internal coach. He also identified the main challenge as navigating the "preexisting scars" of staff who have experienced ineffective implementations of school initiatives. P9 shared the potential benefit of principals serving as internal coaches if their PBIS system is "not where it needs to be" and shared that one should "establish a plan in advance" outlining the necessary teaming structure and processes. As the

PBIS internal coach, P9 noted improving the PBIS system by strengthening consistency, accountability, and communication, gaining recognition for his contributions.

Structural Description. P9 supported the progress of his building's PBIS framework by enhancing his skills, fostering collaboration, building internal capacity, and remaining attentive to the complexities of school change. P9 enhanced his skills through workshops and training sessions, which deepened his understanding of effective implementation strategies. He fostered collaboration by working closely with staff, ensuring they felt supported and valued, and emphasized shared responsibility for the framework's success.

Working to build internal capacity, P9 demonstrated effective team leadership practices to establish a sustainable PBIS system. Remaining attentive to the complexities of school change, he acknowledged the "preexisting scars" from past initiatives and worked to rebuild trust among staff with a thoughtful and gradual approach. Leveraging his role as a principal, P9 provided guidance that aligned with the school's goals while addressing specific PBIS challenges, strengthening accountability, and improving communication to establish a more structured and reliable framework.

Participant 10

Textural Description. As an elementary assistant principal, P10 naturally took on the position of internal coach, explaining, "Because of my role as an administrator, I was the person that responded to discipline." With prior experience supporting MTSS implementation and applying PBIS practices as a teacher, she was "forced to internalize it [PBIS] a little bit more" while serving as team leader. P10 also shared the benefit of seeing "what everyone's doing," having an effective structure in place, and helping to create a culture of "trust and consistency."

Additionally, P10 noted, "I can't see how you would do it without having your leadership right on board."

Successfully balancing the roles of internal coach and assistant principal, P10 was not solely responsible for any PBIS team responsibilities but noted the difficulty providing behavioral support to teachers, stating, "Once you know you cross that line to administration, you know, people kind of can shut down a little bit to you." P10 recommended principals serve as internal coaches because "it has to come from the top" and initiatives like PBIS "fail because they're not, you know, seen as important." She recommended that administrators "start slow" and "celebrate small accomplishments." Overall, P10 felt that not serving in a dual role would have resulted in being perceived as a "disciplinarian" and "not proactive."

Structural Description. P10 strengthened the framework by using her administrative role and prior experience with MTSS and PBIS. She emphasized the importance of leadership involvement in building trust, consistency, and effective structures within the school. While successfully balancing her dual roles, she acknowledged the challenge of providing behavioral support to teachers, as administrative authority could sometimes create barriers. P10 advised principals to take on the role of internal coaches to ensure PBIS initiatives receive the necessary focus, highlighting the importance of beginning gradually and acknowledging small achievements to foster progress. Holding a dual role enabled her to take a proactive approach to leadership while avoiding being seen exclusively as a disciplinarian, which she considered crucial for creating a supportive and positive school environment.

Research Question 1: Benefits and Challenges

Participants answered questions during virtual interviews that addressed the first research question which asks about the perceived benefits and challenges principals face serving as PBIS

internal coaches. The data revealed three themes and nine sub-themes, as shown in Figure 13.

Additionally, Tables 2 and 2.1 highlight common themes shared among all participants. The following discussion examines each theme and sub-theme, offering insights into the participants' experiences.

Figure 13

Research Question 1: Themes and Sub-themes

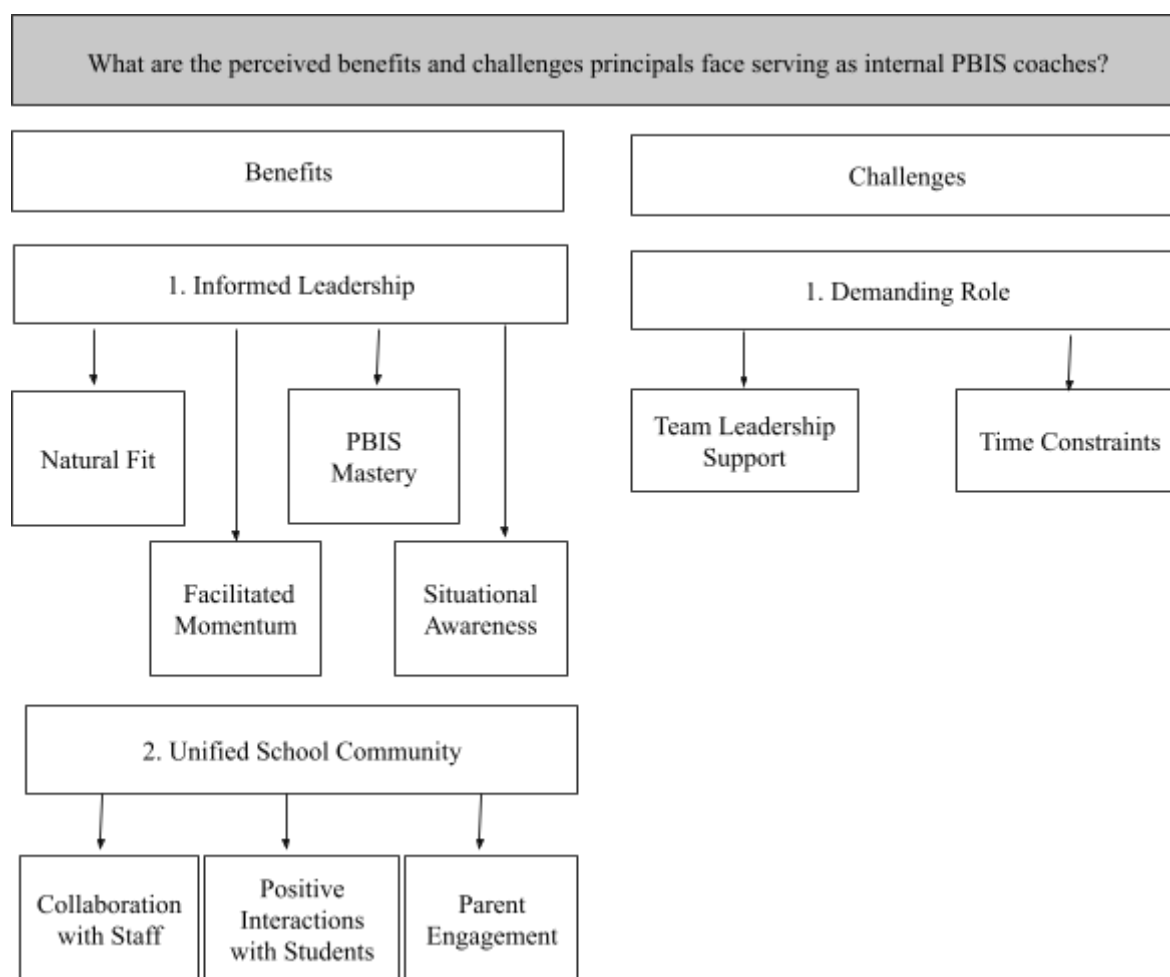


Table 2.1*Research Question 1: Benefits of Serving as a PBIS Internal Coach*

Interview Questions	Themes and Sub-themes	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	
		Informed Leadership										
1a. How did you acquire the internal PBIS coach role in your building?	Natural Fit	●		● ●			● ● ●				●	
1b. How has being an internal coach impacted your knowledge of PBIS practices?	PBIS Mastery		● ● ● ● ● ● ● ● ● ●									
	Situational Awareness		● ● ●								●	
1c. How has serving as an internal coach contributed to the success of the PBIS initiative in your school?	Facilitated Momentum	●		● ●			● ● ●					
		Unified School Community										
1d. In what ways do you believe serving as an internal coach has impacted your relationships with staff, students, and parents?	Collaboration with Staff	● ● ●				●		● ●				
	Positive Interactions with Students	● ●			●		●		●			
	Parent Engagement				●		● ● ●					

Note. Each dot represents a participant affirming this theme in their interview response.

Benefits of PBIS Internal Coaching

Natural Fit and Facilitated Momentum. Administrator support is critical in implementing and sustaining a PBIS framework (Andreou et al., 2015). Participants frequently highlighted how PBIS coaching aligned with their existing leadership skills, describing it as a "natural fit." P4 shared, "It kind of happened naturally because it was in my wheelhouse," while P7 reflected, "I just naturally took that position over." The role also allowed principals to foster momentum in implementing the PBIS framework. P6 explained that it became "that standing item they continue to hear about," while P8 observed how it made "things move quicker.". Some participants found the role of PBIS coaching to be a natural extension of their leadership skills, while others shared being able to drive momentum to ensure consistent progress.

PBIS Mastery and Situational Awareness. Teaching, modeling, prompting, and reinforcing the use of the PBIS framework by school staff is a vital responsibility of internal coaches and teams (Freeman et al., 2017). Participants noted that serving as a PBIS coach allowed them to build capacity and better understand their schools' needs. P2 noted the benefit of "hands-on experience," P9 emphasized the learning gained from "workshops and trainings." P10 explained, "It forced me to internalize it a little bit more," highlighting how the role deepened professional expertise." Concerning situational awareness, P4 explained, "I know where their [teachers'] struggles are and what they are looking for," and P10 noted, "You get to see what everyone is doing." Serving as a PBIS internal coach offered some principals valuable skill-development opportunities and the attentiveness necessary for supporting a viable and sustainable framework.

Collaboration with Staff, Positive Student Interactions, and Parent Engagement.

According to Hollingworth et al. (2018), principals support numerous academic and behavior initiatives, uphold a positive school culture, and build meaningful relationships with staff members. While serving as a PBIS internal coach, some principals described adopting a more inclusive and team-oriented leadership approach, with P7 stating, "It makes me more of a collaborator with them," and P5 emphasizing the importance of "validating and affirming that they're [staff] being heard.". Concerning students, P1 shared, "It forced me to engage with kids in a positive manner," and P8 highlighted the importance of "noticing student behavior." Regarding parent engagement, P8 described fostering "a more collaborative approach" with families. Some principals serving as PBIS coaches adopted collaborative leadership approaches, increased positive interactions with students, and supported parent involvement to uphold a positive school culture.

Table 2.2

Research Question: Challenges of Serving as a PBIS Internal Coach

Interview Questions	Theme and Sub-themes	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10
	Demanding Role										
1e. Please describe the obstacles, if any, you face balancing administrative duties with the responsibilities of being an internal coach?	Time Constraints	●	●	●				●			●
1f. Would you recommend other principals serve as PBIS internal coaches? Please explain.	Team Leadership Support	●	●	●		●			●		

Note. Each dot represents a participant affirming this theme in their interview response.

Challenges of PBIS Internal Coaching

Team Leadership Support. While PBIS coaching offered many benefits, participants also identified challenges. One recurring issue was the difficulty of managing the additional responsibilities associated with the role, and several principals emphasized the importance of teacher leadership in supporting PBIS implementation. By sharing their knowledge, expertise, and experience, teacher leaders are essential for improving schools (Lumpkin et al., 2014). P1 explained, "I think the best situation is if you can identify a teacher leader," while P2 noted, "There needs to be that element of teacher leadership to take on some of the program." P3

expressed concern about principals serving alone, cautioning, "If you're one administrator of one building, I probably would caution against that." P8 advocated for an internal coach separate from the principal role, stating, "If you have the option to have an internal coach, you should have an internal coach." Some principals noted that having dedicated internal coaching to support PBIS implementation to ease the challenge of managing additional responsibilities for principals would be helpful.

Time Constraints. Time constraints also posed a significant challenge for principals serving as PBIS coaches, with some participants describing their struggle to balance PBIS responsibilities with other demands on their time. The changing role of principals has shown an increase in expectations, responsibility, and stressors (Mahfouz, 2020; Wang et al., 2022). P2 noted, "I was not able to give as much of my focus and as much of my attention to PBIS as I would have liked to." P7 highlighted the difficulty of "managing how full is your plate," P1 shared, "I was always mindful of obviously time." P10 remarked that effective coaching reduced time spent addressing discipline issues, stating, "The more coaching I was able to do, the less I would have to spend time responding to discipline issues." Some principals serving as PBIS coaches shared they faced significant time constraints and needed help to balance PBIS responsibilities with other demands.

Research Question 2: Team Responsibilities Assumed

Participants answered questions during virtual interviews that addressed the second research question, which focused on team responsibilities principals assumed while serving as PBIS internal coaches. The data revealed two themes and four sub-themes, shown in Figure 14.

Common themes across all participants are also highlighted in Table 3. The following discussion explores each theme and sub-theme, providing insight into participants' experiences.

Figure 14

Research Question 2: Themes and Sub-themes

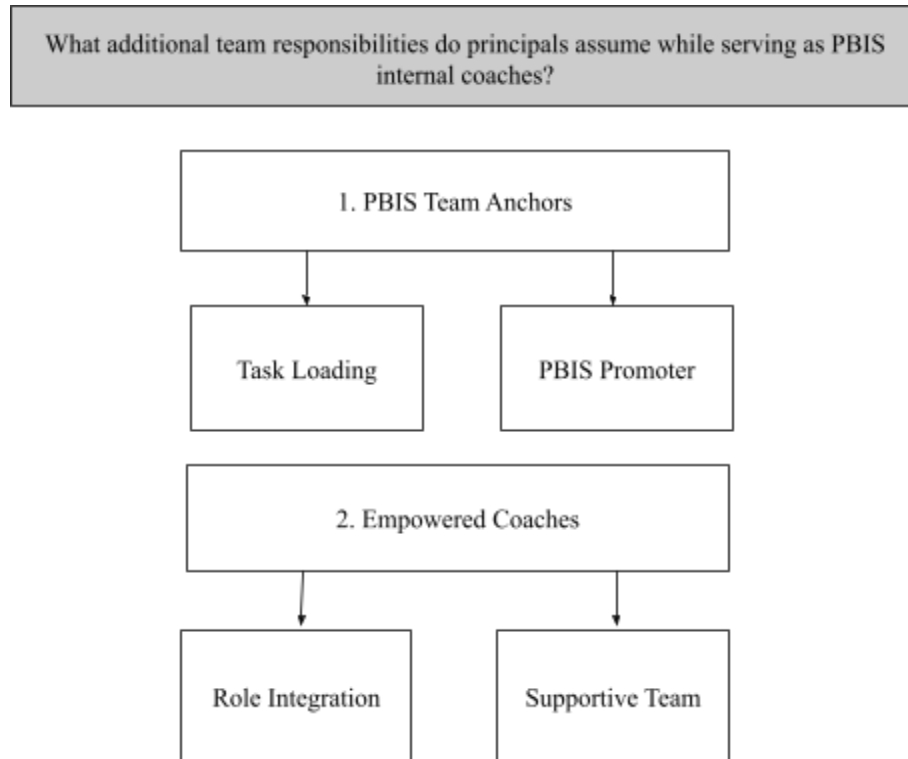


Table 3*Research Question 2: Team Responsibilities Assumed*

Interview Questions	Theme and Sub-themes	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10
	PBIS Team Anchors										
2a. Who is primarily responsible for the following PBIS team functions in your school(s) implementing the PBIS framework?	Task Loading	●	●	●			●	●	●	●	
2c. Are there additional leadership tasks or duties you assume that extend beyond your traditional administrative role that we have yet to discuss?	PBIS Promoter	●		●	●		●		●	●	
	Empowered Coaches										
2d. Have you been able to effectively serve as an internal coach while attending to your duties as a principal? Please explain.	Role Integration		●		●	●	●	●		●	●
	Supportive System				●		●	●		●	●

Note. Each dot represents a participant affirming this theme in their interview response.

PBIS Team Anchors

Task Loading. Over the years, the changing role of principals has shown an increase in expectations, responsibility, and stressors (Mahfouz, 2020; Wang et al., 2022). Seeking to understand the evolving demands placed on school leaders and their role in implementing PBIS, the researcher asked the participants to identify individuals primarily responsible for a variety of PBIS team functions such as creating the meeting agenda, sharing data with non-team members, creating the annual schedule for teaching expectations, and facilitating action planning meetings.

During the interview process, the researcher asked the principals to determine the individuals primary responsibility for 18 distinct team tasks. The data showed that most participants created team agendas, facilitated monthly meetings, and monitored the completion of the annual self-assessment survey. Half of the participants scheduled and facilitated their annual action planning meeting. Additionally, five administrators reported assuming primary responsibility for roughly half of all PBIS team activities. Overall, seven out of ten participants expressed assuming at least one-third of the total team responsibilities and identified by the researcher as experiencing task loading.

PBIS Promoter. Administrator support is critical in implementing and sustaining a PBIS framework (Andreou et al., 2015). During the interviews, most principals identified additional leadership tasks or duties that extended beyond their traditional administrative role, which focused on promoting PBIS. For example, P1 presented to local advisory committees, while P3 was the PBIS liaison during parent-teacher organization meetings. Impressing the importance of the PBIS framework for staff and students, P8 “took every opportunity to model this [PBIS] for people and to reinforce kids.” As a job-alike facilitator for school psychologists, P6 took the opportunity to “impress upon them the importance of MTSS.” The data revealed that many

principals in this study assumed additional leadership roles to support and promote the PBIS framework.

Empowered Coaches

Role Integration and Supportive Team. Most participants expressed that they could effectively serve as internal coaches while attending to their duties as principals. P4 noted, “It added to the ease of my duties,” while P7 said the role functioned as a “natural part of my day.” Similarly, P6 expressed continuity of roles, stating, “That’s probably 90-90% of my work in this building is behavior.” Additionally, P9 referenced “better teacher buy-in” as an internal PBIS coach.” Overall, the participants reported effectively balancing their roles as principals and internal PBIS coaches, with many describing the responsibilities as seamlessly integrated into their daily work.

Supportive System. In addition to successfully balancing dual leadership roles, several participants highlighted the importance of operating within supportive frameworks. Having knowledgeable staff and adequate resources was essential for effectiveness (Terrell & Cho, 2023). For instance, P4 emphasized that their PBIS framework was “organized” and “consistent.” Similarly, P6 underscored the value of having “processes and systems in place,” noting that such structures are “vital to what we do here.” Additionally, P6 referenced the importance of having “structures in place” to ensure the framework’s success.”. In general, the participants emphasized balanced leadership roles supported by well-structured frameworks..

Research Question 3: Contribution to the Overall PBIS Mission

Participants took part in virtual interviews, responding to questions addressing the third research question, which explored whether principals serving as PBIS internal coaches perceive their roles as effective and efficient in supporting their school's overall PBIS mission. The data

revealed two themes and four sub-themes, shown in Figure 15. Also highlighted are common themes across all participants within Table 4. The following discussion explores each theme and sub-theme, providing insight into participants' experiences.

Figure 15

Research Question 3: Themes and Sub-themes

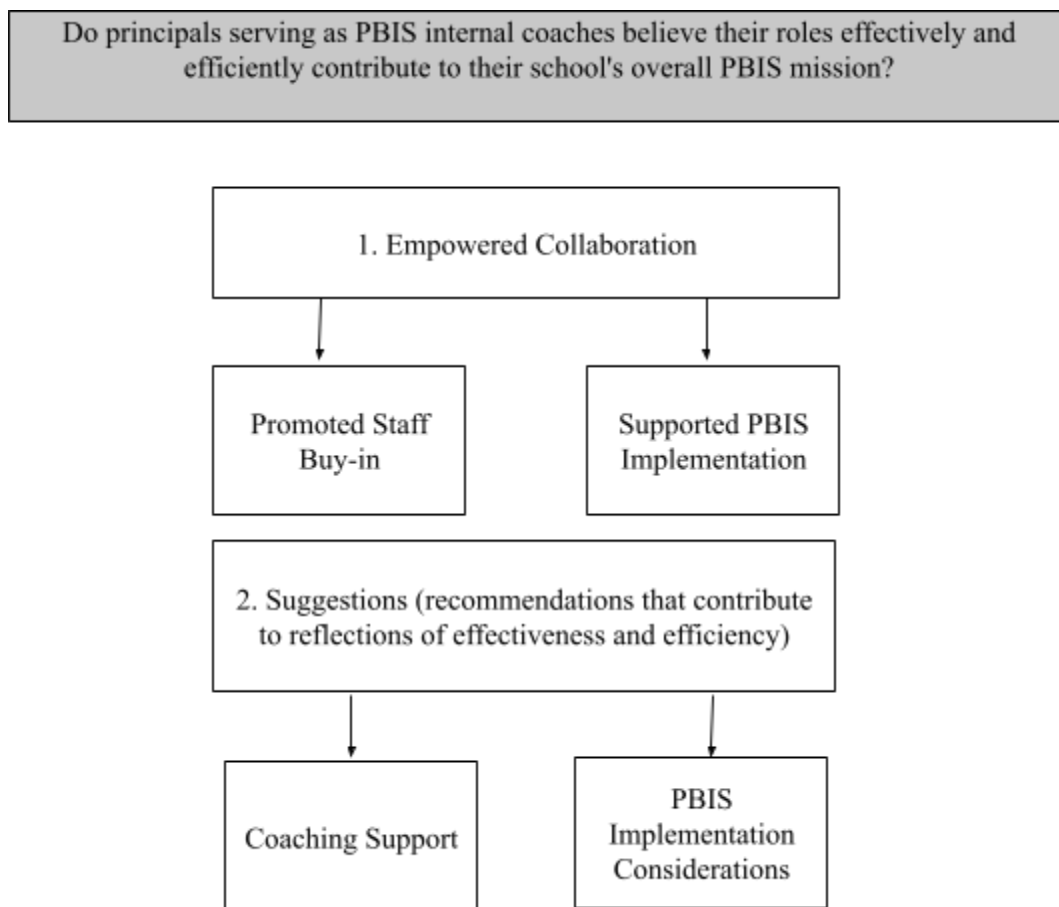


Table 4*Research Question 3: Contribution to the Overall PBIS mission*

Interview Questions	Themes and Sub-themes	P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10
	Empowered Collaboration										
3a. How has your involvement as an internal coach impacted staff morale, collaboration, and buy-in for the PBIS initiative?	Promoted Staff Buy-in	●	●	●	●	●		●	●	●	●
3c. Overall, how might things be different if you were not both the principal and the PBIS internal coach?	Supported PBIS Implementation	●			●	●	●	●		●	
	Suggestions										
3d. What advice or suggestions do you have for principals contemplating serving as an internal PBIS coach?	Coaching Support	●	●	●		●					
	PBIS Implementation Considerations				●		●	●	●	●	●

Note. Each dot represents a participant affirming this theme in their interview response.

Empowered Collaboration

Promoted Staff Buy-in. Creating systems, including team structures, coaching, and training, is crucial in establishing routines that support adult behavior (Ryan & Baker, 2019; Center on PBIS, 2023). Many participants highlighted staff commitment as a key factor when discussing how serving as an internal coach influenced staff morale, collaboration, and buy-in for the PBIS initiative. For example, P1 and P2 emphasized the positive impact of staff seeing them actively involved in the process, demonstrating a willingness to "roll up their sleeves." Echoing this sentiment, P3 stressed the value of showing genuine care for the initiative, which resonated with the team." Similarly, P9 highlighted the importance of modeling investment, noting that staff appreciated seeing her dedicate time, energy, and resources to the effort. In summary, the participants underscored the significance of visible leadership in fostering staff engagement and commitment.

Supported PBIS Implementation. In addition to enhancing staff buy-in, many participants emphasized that not serving as an internal coach would have significantly hindered the successful implementation of their PBIS framework. For instance, P1 explained that without their involvement, "the program would have really struggled to get off the ground." Similarly, P5 expressed concern, stating, "I don't know if it would be taken seriously," while P6 believed, "I think it would have died off." Highlighting another perspective, P4 noted that stepping back from the internal coach role might result in "knowing less about what my teachers need." Likewise, P7 shared, "I don't know that our program would be as strong as it is" without their active participation." Participants highlighted the critical role of serving as an internal coach, stressing that their active involvement was essential to the successful implementation and sustainability of the PBIS framework.

Suggestions

Coaching Support. When asked for advice for principals considering the role of an internal PBIS coach, several participants recommended against fully taking on the position themselves. For instance, P5 advised, “Don’t be the coach directly,” while P1 supported this idea, saying, “I would encourage them not to be the coach.” Similarly, P3 suggested, “Definitely don’t take on the entire role yourself,” emphasizing the need for shared responsibility. Expanding on this idea, P2 stressed the importance of having a strong support system, stating, “You need to make sure that you have the support system in place, so it doesn’t all fall on you.” Some participants advised principals against fully taking on the role of an internal PBIS coach themselves, emphasizing the importance of shared responsibility within a strong support system.

PBIS Implementation Considerations. Interviewees offered additional advice highlighting key elements for successful PBIS implementation. P4 emphasized the importance of preparation, stating, “I would recommend that they do their research. You have to know what you’re implementing.” Building on this, P6 underscored the need to evaluate existing frameworks, advising, “They need to look at the structures, at the structure and the processes that they have in place.” P7 cautioned against abrupt changes, recommending, “Don’t come in and try to make big changes just because you’re in a coach position.” Similarly, P9 highlighted the value of strategic planning, stating, “Establish a plan in advance—what type of structure and systems will be in place, what roles and responsibilities the team and individual members will have, and what type of process.” Adding to this, P10 encouraged starting small, sharing, “Start slow, you know, if you can do little things every day, like that, like, celebrate small accomplishments.” Participants emphasized the importance of thorough preparation, structured planning, gradual progress, and avoiding abrupt changes as key elements for successful PBIS implementation.

Composite Textural Description

Principals serving as PBIS internal coaches characterized their experiences as rewarding and challenging, highlighting the coaching role as a natural fit that enhanced their mastery of PBIS practices and fostered momentum for the initiative. Additionally, many noted that serving in that role helped promote buy-in and staff collaboration. Participants shared time constraints as the most common obstacle; most assumed at least one-third of the PBIS team responsibilities, and half would recommend other principals serve as internal coaches. Despite the challenges, many noted successfully integrating both leadership roles and believed that serving as an internal coach supported the implementation of the PBIS framework.

Composite Structural Description

The dynamic interaction of professional roles, leadership styles, and systemic demands shaped the experiences of school principals serving as PBIS internal coaches. The coaching role naturally aligned with their responsibilities as principals, particularly in supporting student discipline. While many leveraged prior PBIS experience to their advantage, some saw the role as an opportunity to deepen their understanding of effective practices. Principals without assistant principals often shouldered most PBIS team responsibilities, highlighting the additional burden on single-administrator schools. Their use of transformational and servant leadership approaches allowed them to engage collaboratively with staff, fostering buy-in and shared responsibility, while their administrative authority provided the leverage needed to drive PBIS initiatives forward. However, the demanding nature of the principalship frequently constrained the time some could dedicate to coaching. For many, promoting PBIS became a defining part of their professional identity, underscoring their belief that successful implementation required

committed leadership. They noted that PBIS implementation risked losing momentum without their active involvement, as initiatives require strong, dedicated leaders to sustain progress.

Composite Textural-Structural Description

Principals serving as PBIS internal coaches described their experiences as a blend of challenges and rewards, deeply influenced by their dual roles and the systemic dynamics of their schools. They found the coaching role to be a natural extension of their principalship, particularly in its alignment with supporting student discipline and fostering a positive school culture. Many leveraged prior experience with PBIS or embraced the role as an opportunity for professional growth, enhancing their mastery of PBIS practices while driving momentum for the initiative. Transformational and servant leadership approaches were central to their work, as principals engaged collaboratively with staff to promote buy-in and shared responsibility. However, time constraints posed significant challenges for some, while others assumed a considerable share of PBIS team responsibilities. Despite these pressures, many successfully integrated the demands of both roles, viewing their involvement as critical to the success of PBIS implementation. For these principals, the work became a defining part of their identity, reinforcing their belief that effective leadership is essential to sustaining progress and embedding PBIS into the culture of their schools.

Validation Procedures

The researcher implemented various procedures to ensure the validity of the study's findings before, during, and after data collection and analysis. Before data collection, Chapter 3 outlined the researcher's positionality, including demographic details, relevant experience, and personal values related to the study's focus (Patton, 2015). The researcher sought feedback from PBIS experts on the interview protocol to enhance credibility (Hyatt and Roberts, 2010). This

feedback was carefully reviewed, considered, and integrated to refine the protocol as necessary. During the data collection and analysis phases, the researcher mitigated personal bias by maintaining a reflective journal, which helped bracket subjective influences on data evaluation and interpretation (Moustakas, 1994).

Following data collection and analysis, additional validation strategies were employed, including member checking and providing a rich, detailed description of the results. Through member checking, participants reviewed the researcher's crafted descriptions to confirm their accurate representation of their experiences (Creswell & Creswell, 2018). The researcher conveyed the final results through comprehensive descriptions that authentically synthesized their essence and lived experiences (Moustakas, 1994).

Conclusion

This chapter presented the findings from the qualitative analysis of the interview data collected from 10 participants, which aimed to explore and illuminate the experiences of principals serving as PBIS internal coaches. The researcher examined and interpreted the interview data using Moustakas' (1994) Steps for Phenomenological Data Analysis. The results showcased the rewards and challenges the participants experienced while serving a dual role. In Chapter 5, the researcher discusses the conclusions and provides recommendations for future research.

CHAPTER 5: DISCUSSION

Introduction

In this phenomenological study, the researcher described and analyzed the experience of principals who served as PBIS internal coaches. This analysis specifically provided deeper insights into the advantages and challenges school administrators encounter when making decisions as PBIS team leaders. A recent literature review revealed a lack of studies examining principals serving as PBIS internal coaches, and this analysis contributes information to address this gap by providing school leaders and educational facilitators with the necessary knowledge to assist schools in designing and maintaining viable PBIS frameworks. This chapter summarizes this study, reviews its findings, includes the researcher's interpretation of the findings, and revisits the conceptual framework that anchored this analysis. Also discussed are the researcher's recommendations, constraints of this study, and suggestions for further research.

Summary of the Study

To explore the experiences of Pennsylvania school administrators who served as internal PBIS coaches, the researcher used purposeful and snowball sampling to recruit 10 participants who worked in schools, were members of the PaPBS Network, and received training from a state facilitator. Using semi-structured interviews as the primary data collection method, the researcher examined the responses of current and former principals from Pennsylvania using Moustakas' (1994) Steps for Phenomenological Data Analysis to address the following research questions:

1. What are the perceived benefits and challenges principals face serving as PBIS internal coaches?

2. What additional team responsibilities do principals assume while serving as PBIS internal coaches?
3. Do principals serving as PBIS internal coaches believe their roles effectively and efficiently contribute to their school's overall PBIS mission?

Summary of the Findings

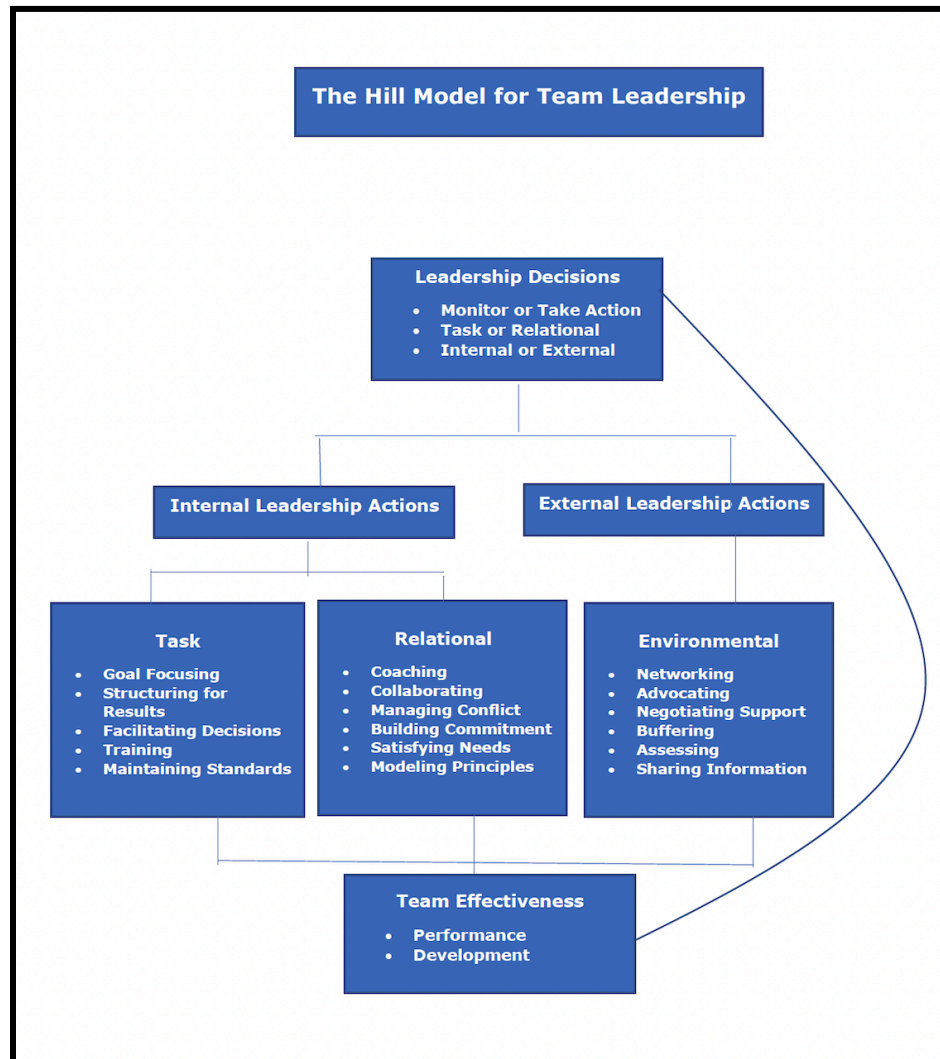
Analyzing the interview transcription data of this study's sample, the researcher identified common themes across the 10 participants that align with each research question. When asked questions about the benefits principals faced while serving as PBIS internal coaches, most participants shared that the experience informed their leadership because it was a natural fit, helping develop expertise in PBIS practices, and facilitated momentum for the initiative. Some participants cited situational awareness as a benefit, enhancing their understanding of organizational dynamics. Principals also communicated the benefits of collaboration with staff, positive interactions with students, and parent engagement. Time constraints and the need for additional team leadership support surfaced as challenges the principal faced while serving in a dual role.

When asked about their responsibilities as PBIS internal coaches, participants described serving as team anchors and expressed the experience as empowering. As a guiding force within their teams, many respondents shared being solely responsible for at least one-third of the committee's tasks while actively promoting the initiative to stakeholders. Most participants communicated that they successfully integrated the role of principal and internal coach. At the same time, some commented on the importance of having structures to ensure the framework's success.

Concerning how the role of internal coach contributed to their school's overall PBIS mission, many participants experienced empowered collaboration and provided suggestions for administrators contemplating serving a dual role. Facilitating cooperation, many respondents shared that being an internal coach helped to promote staff buy-in and supported PBIS implementation. For those administrators pondering dual capacities, some participants recommended having additional staff support the internal coach role. In contrast, others suggested thoughtful planning and preparation before implementing PBIS.

Revisiting the Hill Model for Team Leadership

Referenced in Chapter 2 of this study, The Hill Model for Team Leadership (Kogler Hill, 2022) and Northouse (2022) conceptually provide an understanding of how a leader monitors a team and provides support to safeguard its success. Designed to guide individuals on the complexities of team leadership from initial decisions, secondary actions, and team effectiveness monitoring, this framework (see Figure 16) provides leaders with a blueprint for identifying the needs of the team and guidance on appropriate corrective action. Leadership actions in this model are internal, external, or both, with shared leadership emphasizing teamwork and collective monitoring and intervention.

Figure 16*The Hill Model for Team Leadership*

Note. Retrieved from Northouse (2022).

The researcher analyzed the interview transcripts of the 10 participants, identified themes across the sample, and then revisited The Hill Model for Team Leadership to explore how the themes aligned with the framework. According to Kogler Hill (2022), the first leadership decision is whether to monitor the team or take action by conducting a team assessment, analyzing the team's outcomes, and obtaining feedback from team members or outside

individuals. Most participants in this study communicated that serving as an internal coach was a natural fit that helped them develop mastery of PBIS practices. At the same time, some noted developing a situational awareness of their organization regarding implementing the framework.

After one makes the initial leadership decision, Kogler Hill (2022) notes that the next step requires a team leader to determine if intervention is necessary to support task or relational issues. Tasks include solving problems, making plans and decisions, adapting to changes, and achieving goals. Most participants noted that they assumed at least one-third of the team's tasks, and serving as internal coaches helped to facilitate momentum for the initiative. Decisions concerning relational issues focus on solving interpersonal problems, building commitment, and creating a positive climate (Kogler Hill, 2022). Many participants shared that serving as a PBIS internal coach increased staff collaboration and promoted buy-in. Additionally, the authors note that the interweaving of task and relational functions supports the maintenance and cohesion of an effective team (Kogler Hill, 2022).

Some situations require improving the team's environment, such as promoting their successes, sharing information, securing resources, reducing distractions, and collecting data from the surrounding context (Kogler Hill, 2022). Many participants reported serving as promoters of the PBIS framework and actively monitoring the completion of action items derived from team evaluations. A leader must evaluate task accomplishment and team cohesiveness (Kogler Hill, 2022). Concerning team effectiveness, participants recognized that serving as PBIS internal coach supported PBIS implementation while emphasizing time constraints and the need for support with team leadership as barriers.

Interpretation of Findings

This examination revealed numerous findings that aligned with the researcher's expectations, while others were unexpected. This section provides a detailed analysis of this study's anticipated and unanticipated results. Specifically, this segment discusses findings within each research question and provides implications for principals, district leaders, and PBIS trainers.

Anticipated Results

After reviewing the topics supporting each research question, many findings align with the researcher's expectations. Specifically, all concepts identified within research question one aligned with projected results, including informing the principals' leadership and unifying their school communities. The second research question revealed the sub-theme of task loading as an expected finding, while the third research question predicted empowered collaboration as an outcome.

Regarding the first research question, the researcher sought to understand the perceived benefits and challenges principals faced serving as PBIS internal coaches. The participants cited multiple benefits of acting in a dual role, which include helping to inform their leadership and unifying the school community. Specifically, viewing the role of the internal coach as a natural fit, developing a deeper understanding of PBIS, having a heightened awareness of needs within the organization, and the ability to facilitate momentum for the initiative were outcomes anticipated by the researcher.

Many participants identified the internal coaching position as a natural fit, which stands to reason, given that stable leadership is critical for organizational change and implementing a

PBIS framework includes the creation of systems that feature team structures, coaching, and training that help develop routines for supporting adult behavior (Center on PBIS, 2023; DeMatthews et al., 2021; Ryan & Baker, 2019). P9 cited serving as an internal coach while being a new principal as helpful because of "not knowing the staff and what people's skill set was." P4 noted that the position fits naturally because she "felt strongly about it." Administrators interested in cultivating a PBIS framework and possessing strong leadership skills may find the role of internal coach as a natural fit. District leaders and PBIS support networks may benefit from providing mentorship and training opportunities for principals eager to explore this leadership role.

In addition to being well-suited for the role of internal coach, all participants noted that serving in a dual role helped to develop mastery of PBIS practices. Advancing one's understanding of effective approaches supports the school improvement process because internal coaches help teams customize the PBIS framework to the unique characteristics of a school setting (Scott & Martinek, 2006). Furthermore, teaching, modeling, prompting, and reinforcing the use of the PBIS framework by school staff is a vital responsibility of internal coaches and teams (Freeman et al., 2017). P4 mentioned that the role helped her "understand the big picture," while P10 stated that she "was forced to internalize it more." Acting as a PBIS internal coach may allow administrators to develop proficiency in PBIS practices. School leaders and PBIS support structures may find it beneficial to provide specific training, customized support, and networking opportunities for principals serving in that capacity.

Situational awareness also emerged as a key theme when participants discussed how serving as an internal coach enhanced their PBIS knowledge. A deep understanding of the context is essential for principals to give professional development and staff training, technical

assistance to the leadership team, and monitoring implementation fidelity are fundamental functions of the PBIS framework (Center on PBIS, 2023). P2 referenced the ability to see "the systems we were putting in place for behavior." P3 cited knowing "what the school's goals are, and what our capabilities are and our resources." Providing internal coaching may support an administrator's decision-making, enhance their problem-solving skills, help them integrate PBIS into the school culture, and help them understand what is necessary for fidelity of implementation.

When asked how internal coaching contributed to the success of their PBIS initiative, numerous participants shared that it helped to facilitate momentum and drive the progression of their framework. A skillful internal coach helps PBIS teams solve problems and monitor the effectiveness of interventions by understanding PBIS-related principles, team development strategies, and successful team processes (Handler et al., 2007). P3 shared being responsible for "keeping things moving forward," and P4 remarked on being able to "enable some of those core things that need to happen." Administrator support is critical in implementing and sustaining a PBIS framework (Andreou et al., 2015). Principals serving as PBIS internal coaches have the potential to improve communication, clarity, and staff ownership, helping to advance the initiative.

Given that research consistently shows beneficial outcomes related to PBIS, it was unsurprising to the researcher that participants cited improved collaboration, positive interactions with students, and enhanced parent engagement while serving as internal coaches (James et al., 2019). P2 felt that being an internal coach helped to "align positive principal contacts" with students. In contrast, P3 felt the role assisted in developing "relationships and a lot of trust with my staff," and P7 found it "built a better relationship, a more collaborative approach" with

parents. Being at the center of implementing an evidence-based framework may put principals in a position to enhance relationships with the school community.

While participants highlighted numerous benefits of serving in dual roles, half identified time constraints as the most challenging aspect of PBIS internal coaching; for example, P1 shared that being "always mindful of, obviously, time" and not wanting to "push things off on others." Time demands surfacing as a sub-theme, which is logical considering the responsibilities of being a principal. Building administrators should evaluate the time required for internal coaching and determine whether their schedules can accommodate such a commitment. Given the state of accountability and visibility of the position, principals tend to experience chronic and acute stress (Klocko & Wells, 2015). Adding another assignment to an overextended role may increase the risk of burnout, which is already a national concern (Su-Keene & DeMatthews, 2022).

Task loading emerged as a sub-theme within the second research question, highlighting the additional team responsibilities principals take on while serving as PBIS internal coaches, particularly regarding time constraints. During the interviews, the researcher asked participants to identify the individual primarily responsible for various PBIS team functions. Five participants assumed half of all PBIS activities, while seven out of ten reported managing at least one-third of team responsibilities.

Since no studies have explored the experiences of principals as internal coaches, this information offers insight for those considering this role. Specifically, prospective and current administrators need to consider prioritizing and managing their workload by delegating tasks to other team members. District leaders can provide support by recognizing the demands placed on principals and considering ways to provide supplemental personnel or resources. Additionally,

individuals who provide external coaching assistance can highlight gaps in training to help principals manage and distribute PBIS-related tasks effectively.

Regarding the third research question, the researcher sought to understand if principals believed their roles effectively and efficiently contributed to their school's overall PBIS mission. Almost all participants shared that functioning as an internal coach empowered collaboration by promoting staff buy-in for the initiative and supported implementation. Concerning buy-in, P8 discussed the benefit of "being part of leading the charge," while P7 noted, "I live it." Regarding PBIS implementation support, P6 shared that "it would have died off" without guidance, and P9 noted his involvement helped the framework improve "with more consistency and accountability, as well as communication."

Although the focus of this study remains unexplored in existing research, findings do support the principal as a critical driver in the implementation and sustainability of schoolwide interventions, and a lack of administrative direction and leadership has been identified as a barrier to significant change (Andreou et al., 2015; Lohrmann et al., 2008; McIntosh et al., 2016). Additionally, researchers cite the support of a building administrator as one of the most common enablers of PBIS sustainability (Pinkelman et al., 2015). Concerning staff buy-in, serving as an internal coach may allow a building administrator to guide a clear vision, build relationships with staff, lead by example, and ensure adequate time for the initiative.

To summarize, the results primarily reflected the researcher's initial expectations. The participants shared that serving as a PBIS internal coach helped to inform their leadership, unify the school community, and empower collaboration. Additionally, some principals experienced time constraints and task loading of team responsibilities. While serving as an internal coach can help an administrator advance the PBIS initiative, delegating team responsibilities is essential.

District leaders and PBIS trainers should consider providing mentorship, additional resources, and tailored training to effectively support individuals in this role.

Unanticipated results

When reviewing the topics associated with each research question, some findings did not align with the researcher's initial expectations. Specifically, both sub-themes related to the demands of serving in a dual role were identified within research question one. The sub-theme of role integration was another unexpected finding within the second research question, while comments supporting PBIS implementation surfaced within the third research question.

For the first research question, the researcher identified several unexpected findings about the challenges participants faced as PBIS internal coaches, particularly involving time constraints and the need for team leadership support. Although noted within the anticipated results section of this chapter, identifying time constraints as a challenge was only shared by half the participants. The researcher anticipated most, if not all, participants would identify time as an obstacle. For example, when asked to describe the obstacles faced when balancing administrative and internal coaching responsibilities, P4 shared, "I haven't had too much difficulty balancing it because it fits so naturally with administrative duties." Similarly, P6 noted, "It just goes along with being a leader."

In addition to time constraints, several participants mentioned obstacles the researcher found noteworthy. P8 shared difficulty providing coaching support to teachers regarding classroom management strategies, stating, "When they know that you supervise them, they're very nervous." P10 shared a similar experience, saying, "Once you know you cross that line to administration, you know, people kind of can shut down a little bit to you." Concerning staff buy-in, P9 shared that "dealing with pre-existing scars from the past" is an obstacle. While some

participants identified time as a challenge, several found balance while coordinating a dual role. Aspiring administrators may consider internal coaching an opportunity to strengthen the PBIS initiative while effectively managing responsibilities.

Another unexpected finding related to the first research question was the recommendation for other principals to take on the assignment of a PBIS internal coach. The researcher anticipated most if not all participants would recommend other staff assumes that commitment given the amount of responsibility principals shoulder. However, only half the participants advised a different staff member to serve or assist with the role, while others thought it was a worthwhile pursuit. For instance, P4 supported principals as coaches, stating, "If they believe in the model of PBIS, then yes." P7 also endorsed fulfilling the coaching role sharing: "It helps build that collaborative and trusting environment in your school." Additionally, P10 noted, "It has to come from the top."

The mixed support for principals serving as PBIS internal coaches suggests that prospective practitioners approach this role cautiously. As previously mentioned, some benefits include improved staff collaboration, buy-in for the initiative, enhanced understanding of PBIS practices, and the ability to move the framework forward. However, pursuing such an assignment requires careful consideration of time constraints, feasibility, and sustainability.

The researcher identified an unexpected finding concerning the sub-theme role integration for the second research question. Given the demands of the principal position, the researcher anticipated most participants would describe an inability to mitigate both roles. Based on the interviews, most participants could effectively serve as internal coaches while attending to their principal duties. Specifically, P4 shared, "I think it adds to the ease of my duties," while P7

noted the role as "a natural part of my day." Additionally, P6 said it provided an "opportunity to work on enhancing replacement behaviors and promoting replacement behaviors."

As previously discussed within the results section of Chapter 4, it is important to note that half the participants also referenced the benefits of having an effective PBIS framework in place. A strong organizational structure adds to the ability of principals to mitigate both roles. According to research, core teams support successful execution by sharing essential information, new practices and routines, monitoring action planning steps, and communicating a strategic vision (Cressey et al., 2015; Higgins et al., 2012). As previously discussed, being an administrator may lend itself to the role of a PBIS internal coach, leveraging leadership to support the implementation of a PBIS framework.

For the third research question, the researcher asked principals to consider how circumstances might differ if they were not the principal and the PBIS internal coach. The researcher anticipated that participants would highlight how their involvement positively influenced the initiative, given the critical role of administrator support in implementing and sustaining a PBIS framework (Andreou et al., 2015). However, the extent of the influence discussed by some principals exceeded the researcher's expectations. Several participants emphasized that serving as an internal coach was vital for successfully implementing and sustaining their PBIS framework. For example, P1 noted that without their involvement, "the program would have really struggled to get off the ground," while P6 believed, "I think it would have died off."

As previously stated, no studies examine principals' experience serving as PBIS internal coaches. However, research does show that principals are key to implementing and sustaining schoolwide interventions, and inadequate leadership is a barrier to meaningful change (Andreou

et al., 2015; Lohrmann et al., 2008; McIntosh et al., 2016). The results of this study highlight the pivotal and sustaining role some administrators fulfilled while managing dual responsibilities. For practitioners considering the role of an internal coach, proving visible leadership has the potential to yield significant results.

In conclusion, specific findings from this study differed from the researcher's initial expectations. While some participants did not report experiencing time constraints, most acknowledged that role integration was manageable, and some emphasized their involvement as essential to the initiative's survival. The results of this study suggest that serving as an internal coach can advance the PBIS initiative, and managing dual responsibilities as a principal is achievable. However, it is crucial to establish effective processes to support the framework's implementation.

Recommendations to Principals

This section offers recommendations for prospective internal coaches based on this study's findings and the researcher's experience as a PaPBS Network Facilitator and former principal. Principals interested in serving as PBIS internal coaches should evaluate their organizational dynamics prior to implementation. While most of the principals who participated in this study shared the ability to effectively attend to administrative duties while internal coaching; only half recommended serving in that role. In light of these findings, it is worth assessing the school culture to determine whether other staff members could take on the role of internal coach, given that research shows teacher leaders get better results and are essential for improving schools (Landa & Donaldson, 2022; Lumpkin et al., 2014).

If an administrator can utilize teacher leadership to drive the PBIS initiative, it is important to explore several options before moving forward. Multiple options exist based on the

researcher's experience with PBIS and information shared by a participant in this study. For instance, multiple teachers can serve as internal coaches at the same time. Having co-coaches can reduce the workload and anxiety of team leadership, incorporate diverse leadership perspectives, and increase staff representation and buy-in for the initiative. It may help to maintain momentum if one coach becomes unavailable. If co-coaching is not an option, a teacher may be more inclined to accept the role of PBIS coach if it is limited to a two-year term. Reflecting on their experience, P1 described initially assuming the role, demonstrating team leadership, and eventually transitioning the responsibility to another staff member.

If the capacity to enlist teacher leadership is not possible, and one is motivated to lead the initiative, it is important to proceed cautiously. The participants in this study provided multiple suggestions for principals, such as planning strategically by researching the framework prior to implementation and evaluating the organization's current structures and processes for supporting student behavior. The participants shared additional suggestions such as starting slowly, avoiding abrupt changes, and effectively delegating responsibilities to team members. The importance of having a strong team cannot be understated because they can serve as a powerful barrier to sustainability in the event of administrator turnover (Strickland-Cohen et al., 2014).

Delimitations & Limitations

Although the findings presented in this analysis contribute to the literature gap of principals serving as PBIS internal coaches, some delimitations and limitations of this study require consideration and discussion. The constraints of the study primarily focus on its population sample and methodology. Overall, the unique contexts and experiences of the participants influence the transferability of the findings.

Concerning delimitations, the researcher defined the scope of this study by selecting a specific participant group and data collection method. Pennsylvania school administrators who were members of the PaPBS Network, committed to fidelity of implementation, and received training from a Pennsylvania network facilitator served as the sample for this analysis. Only interviewing individuals within this network increased the likelihood that the participants fully understood the PBIS framework. The researcher also focused on head and assistant principals to understand their experience of serving as PBIS internal coaches because studies indicate that PBIS teams and internal coaches are fundamental to the sustainability of a PBIS framework (Bastable et al., 2020; Bethune, 2017; Cavanaugh & Swan, 2015).

The researcher used a qualitative phenomenological inquiry framework to analyze the participants' lived experiences. Specifically, semi-structured interviews served as this study's primary instrumentation and data collection method. Utilizing interviews enabled the researcher to gain deeper insight into the phenomenon of study and to delve into the participants' perspectives, particularly the hidden thoughts, emotions, and intentions that occurred at a prior moment (Patton, 2015).

While the researcher took several steps to ensure validity within this study, multiple limitations existed concerning its population sample and methodology. Regarding the participants, most were white and from schools that achieved recognition for implementing one or multiple PBIS tiers with fidelity. Based on the interviews, the researcher believes all participants held positive views of the PBIS framework. Additionally, the researcher acknowledges having prior professional relationships with four participants.

Concerning the methodological limitation of this study, the researcher's aim was not to generalize the findings of the sample to the more significant population but to gain insight into

the phenomenon being studied (Patton, 2015). The sample size only included 10 participants who potentially reported only positive experiences and may not remember events accurately. The scope of the research and the interview questions may have limited a deeper exploration of the participants' experiences. Furthermore, a final limitation of the study is that the researcher served as the primary analyst and interpreter of the interview data, potentially introducing bias into the results.

Recommendations for Future Research

In this phenomenological study, the researcher examined principals' experiences as PBIS internal coaches to understand the advantages and challenges they face as team leaders. Studies have yet to provide this information to the PBIS field, and this analysis addresses the gap in the literature. In the following paragraphs, the researcher provides recommendations for future research with multiple suggestions based on the limitations discussed in a previous section of this document.

Given that participants have the potential to report only positive experiences, a study could increase its validity by measuring the perceptions of staff members compared to principals. As all participants belonged to the PaPBS network, future studies could compare principals' dual-role experiences in states without formal support networks or explore those in schools struggling to achieve implementation fidelity. Additionally, using a quantitative focus, a researcher could determine the total number of principals serving as PBIS internal coaches and compare recognition status and academic and behavioral outcomes.

Some participants in this study mentioned time constraints as a barrier to serving as an internal coach. To further examine this obstacle, a researcher could examine the observations of administrators and non-administrators in that role. One could also investigate time management

challenges and role conflict among administrators. For example, a researcher could examine the factors that most prepare an administrator for serving as an internal coach, highlighting variables most supportive of role integration.

Conclusion

In this phenomenological study, the researcher described and analyzed the experience of principals who serve as PBIS internal coaches to gain a deeper understanding of the advantages and limitations the school administrators face while making decisions as team leaders. This chapter included a summary of this study and its findings, a review of the Hill Model for Team Leadership, and an interpretation of the findings. The researcher also discussed recommendations for school principals and future research, as well as the delimitation and limitations of this study.

Participants described their experiences as rewarding yet challenging, emphasizing that the role enhanced their PBIS expertise while fostering staff collaboration and buy-in. Despite common obstacles like time constraints, many successfully balanced their responsibilities and believed their involvement was crucial to PBIS implementation, with half recommending the role to others. This analysis addresses a gap in research on principals as PBIS internal coaches. Despite the study's limitations in scope and methodology, the results provide valuable insights to assist school leaders and educators in designing and sustaining effective PBIS frameworks.

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Interview # 1 7/3/24
9:00 AM - 9:58 AM

Questions

Significant Statement

[Michael Lord] 09:09:34

And the 1st one, is focused on. The perceived benefits and challenges of principles that principles face while serving as.

[Michael Lord] 09:09:42

PBIS internal coaches. And so the 1st question is, how did you acquire the internal PBIS coach role in your building?

[Participant #1] 09:09:53

So my role has evolved. So before coming to this position, I was a high school principal.

[Participant #1] 09:10:02

And as a high school principal, we implemented PBIS. I was not the coach. When we implemented PBIS.

[Participant #1] 09:10:11

In the high school. We developed our PBIS team and we had one of our staff members, one of our teachers initially started as a PBIS coach.

[Participant #1] 09:10:21

So I have that experience. In that have that experience with implementing PBIS, guiding the implementation, but not necessarily serving as coach.

[Participant #1] 09:10:32

Did that for 5 years. Hello, success. So I had a background. So when I came to my current position, which I've been to, I've been at now, I'm starting my 4th year, I finished my 3rd

[Participant #1] 09:10:48

When I 1st arrived, I talked to all the teachers about, hey, what's working?

[Participant #1] 09:10:52

What's not working? You know, I interviewed everybody just to kind of get a feel for. Yeah, take have a needs assessment and get a.

[Participant #1] 09:10:59

Temperature for the building and One of the perceptions that identified was the teachers. Had mixed feelings on prior directors who So am I building we're small, so I'm the administrative director.

[Participant #1] 09:11:16

And at the time, I handled everything. Discipline, central office. I did it all.

[Participant #1] 09:11:24

So going through the process and talking to teachers, you know, what are some of your needs and some of them identified they didn't feel like they were supported with classroom management.

[Participant #1] 09:11:33

You know, if they sent a kid to the office for discipline, the kid was sent back and they didn't always get feedback and they didn't necessarily feel that things were handled appropriately or that they were supported.

[Participant #1] 09:11:48

The prior director in the transition process to talk to me about the possibility of looking at PBIS and implementing it.

[Participant #1] 09:11:56

So I had some informal conversations with teachers. And it kind of worked organically where The lead teacher, he was a veteran teacher.

[Participant #1] 09:12:06

One day came to me and we had a conversation about planning for the next school year it was kind of the end of the year and He basically said to me, I think it would be a good idea to.

[Participant #1] 09:12:16

To look at implementing PBIS. So it was kind of a, that was perfect because it wasn't me saying we need to do this.

[Participant #1] 09:12:25

So I had support. I had the informal leader within the building, a lead teacher. Respected by everybody coming to me and saying essentially We think this would be a good thing and Could you help see this through?

[Participant #1] 09:12:40

So perfect storm. So I had gone through the process and my prior role. I had worked with Erica Carruder, who's no longer at now I think.

[Michael Lord] 09:12:48

Yeah, I know. Yeah, Erica.

[Participant #1] 09:12:53

She's fantastic. I mean she implemented helping me implemented at my prior school. So I had worked with her.

[Participant #1] 09:12:58

I had worked with Brad and then for the 1st time I worked with Megan. I had started working with Megan.

[Participant #1] 09:13:05

So we went through the entire process. The, I took volunteers for the team. And the staff team, I had volunteers, we established a team, we went through the training and

[Participant #1] 09:13:18

You know, for my situation, this is what led to my study, the CT world. Is a little bit different.

[Participant #1] 09:13:26

Takes a different stroke. You know, my teachers aren't traditionally certified. I only had one teacher that was traditionally certified.

[Participant #1] 09:13:31

So they were they just don't know what they don't know and they didn't have a lot of professional development in terms of classroom management and what best practices look like.

[Participant #1] 09:13:40

I had all of that so they kind of leaned on me to take the lead so the 1st year I took the lead is the coach but I had learned from prior mistakes that any kind of decision that we made to implement school wide in terms of PBS, it never I made it a point that it never came directly from me.

[Participant #1] 09:14:00

We had discussions as a team and they would look at me a lot of time to look at me and want me to answer questions or solve problems.

[Participant #1] 09:14:07

And I didn't. I would help guide, but I would always come back to them. Cause I was well trained by Erica.

[Participant #1] 09:14:16

You know, this is a team decision. You know, we, this, this is why we have the faculty team and your input is really really important that's what's going to make good decisions and that's what's going to make PBIS in our school.

[Michael Lord] 09:14:17

Sure.

[Participant #1] 09:14:27

Work because that's going to help us as a team, we can make these decisions and then we can push that out to everyone else and that's gonna help with buy in so the 1st year I was the coach I really guided the

programs implementation.

[Participant #1] 09:14:43

We were not able to implement the program with fidelity, but I didn't push. I didn't feel.

[Participant #1] 09:14:47

I knew that my teachers Needed professional development. There was a bigger learning curve for them than for a traditional teacher because they like that professional development various various areas.

[Participant #1] 09:15:00

Quite frankly because they came right from industry and started teaching. So I didn't push. I worked with them.

[Participant #1] 09:15:06

I educated them. Everything that we did in terms of implementing the system 1st year as a team decision.

[Participant #1] 09:15:12

We implemented, you know, the the structure of PBIS, but we didn't implement it with fidelity according to the BQQ.

[Participant #1] 09:15:21

And I was okay with that. And one of the barriers for us was that we have 3 sessions, so we have.

[Participant #1] 09:15:30

3 different groups of students. 2 hours day, you know, so we're meeting with our student teams and I led those meetings with the student teams and I shared my past experiences of, hey, these are some things that we did.

[Participant #1] 09:15:45

That I experienced in my prior school, what do you guys think about this? And got their input and then we put the R.

[Participant #1] 09:15:52

BCTC, CTE flare to it. Well, I like that idea, but maybe we could do a little bit differently and maybe could look like that this here.

[Participant #1] 09:16:01

You know, so a big part of my experience was really closely working, taking that leadership role initially, but closely working and guiding the teachers through that implementation process and taking the lead for the 1st year.

[Participant #1] 09:16:16

The idea that I had was that I eventually would fade away in terms of being the team. Leader.

[Participant #1] 09:16:24

And that has happened. So I was the coach the 1st year. And then I was as I was the coach, I essentially had our career counselor.

[Participant #1] 09:16:31

Working with me side by side. With the idea in mind that the following year that he would become the team coach.

[Participant #1] 09:16:38

So I sort of. Trained him, provided some professional development for the teachers on the team, guided them.

[Michael Lord] 09:16:41

Okay.

[Participant #1] 09:16:47

Didn't answer the didn't solve the problems for them. Everything was a team decision.

[Michael Lord] 09:16:52

So you have, so you have a different internal coach now.

[Participant #1] 09:16:56

So now, so now we have a different internal coach, but I did start as with the initial implementation for whole year as the coach.

[Michael Lord] 09:16:58

Okay.

[Michael Lord] 09:17:01

Sure. So, yeah, sound like you have a good experience coming into this position with PBS.

[Michael Lord] 09:17:10

And so think about, So the year you were internal coach. Did that impact your knowledge of PBIS practices being that internal coach?

[Participant #1] 09:17:19

Okay

[Participant #1] 09:17:22

PBS practices. What do you mean by that? Looking at, you know.

[Michael Lord] 09:17:27

So the depth of understanding of, you know, effective practices, data analysis, the precision of teaching expectations.

[Michael Lord] 09:17:38

You know, all the nuances with acknowledgement and all that sort of

stuff. And so You know, typically, PBIS coaches, you know, they tend to, you know, take on a lot of the knowledge base.

[Michael Lord] 09:17:50

For that sort of. Do you feel like, so, you know, when you're administrator, so you oversaw it's, and then coming into being the guy for the internal coach.

[Participant #1] 09:17:50

Yeah.

[Michael Lord] 09:18:02

Do you feel like that really impacted your? PBIS. Knowledge of PBIS practices.

[Participant #1] 09:18:08

Yeah, I don't think so for my situation is a little bit different. It really didn't impact my knowledge of PBIS because I have a solid foundation, knowledge of it.

[Participant #1] 09:18:17

Based on my prior experiences, but what I did learn through the experience that I think was, I learned that I can't be the coach.

[Participant #1] 09:18:25

And I can't be the coach because I don't have the time. That I need to dedicate to that position to run that position effectively.

[Michael Lord] 09:18:33

Okay.

[Participant #1] 09:18:35

So that was my learning experience that You know, I'm doing this. To get the, you know, the plane.

[Participant #1] 09:18:43

Off the ground so to speak to help the teachers implement it. But I'm not the one to be the coach because I don't have the time needed to dedicate to being the coach.

[Participant #1] 09:18:53

So I needed to take what my knowledge of PBIS from my prior experiences, my prior training.

[Participant #1] 09:19:00

And then part that on to another teacher. And work with that teacher, mentor them. Share what I know, catch them up the speed, and then they start to, they started to experiencing that learning curve.

[Participant #1] 09:19:14

So that they they felt comfortable and confident that they could take it over and be the coach. And they just simply had more time in their schedule to dedicate to the program that I did.

[Michael Lord] 09:19:24

So along those lines, so coming from, you know, administrator and then now administer you are administrator PBIS coach.

[Michael Lord] 09:19:31

Did you, do you believe serving in that role impacted the relationships you had with staff students and parents?

[Michael Lord] 09:19:39

So either. I'm in a positive way, negative way, or, you know, no real impact there.

[Participant #1] 09:19:44

Yeah, no, I think it had a Big difference. It forced me to engage with kids in a positive manner.

[Michael Lord] 09:19:45

Do you see a difference?

[Participant #1] 09:19:52

You know, at 1st role as a coach, I was leading the meetings with students and we're talking about this new program and and we need you.

[Michael Lord] 09:19:52

Okay.

[Participant #1] 09:20:01

You know, you're on the student team and we value your input. So it really, I think, helped me form positive relationships with kids.

[Participant #1] 09:20:09

And having as we know giving students voice. And giving them opportunities to shape what the program will look like in our school.

[Participant #1] 09:20:17

That in turn help increase. Student body buy in, you know, student buy in across the school.

[Participant #1] 09:20:25

But then also, similarly, with staff, I think also very positive experience as well because they saw me rolling up my sleeves.

[Participant #1] 09:20:37

You know, I had teachers recognize that there's a problem here. This was a solution and I just didn't say.

[Participant #1] 09:20:44

Okay, I need somebody to be the coach and run it I stepped up and worked with them, rolled up my sleeves and was part of the program alongside them.

[Participant #1] 09:20:54

And I felt like that had a tremendously positive impact on. You know, they looked at it in this.

[Participant #1] 09:21:00

Boy, he cares about this. He wants he wants this to work and He's helping. I mean, he's involved.

[Participant #1] 09:21:06

I was at all the meetings, you know, I helped run all of our staff meetings. So yeah, I think it had a tremendously positive impact on students and teachers.

[Participant #1] 09:21:17

It was a great experience for me. You know, we identified a problem and working together to solve it in a positive manner.

[Michael Lord] 09:21:25

Being that you're a secondary school, 10, 11, and 12, any sort of interactions with parents with, your PBIS.

[Michael Lord] 09:21:33

Program as well as

[Participant #1] 09:21:35

No, other than, you know, celebrating students of the month and we, changed our students of the month to our PBIS.

[Participant #1] 09:21:48

Student of the month, but it wasn't PBIS. Our acronym is Works.

[Participant #1] 09:21:49

So, Bedford County Technical Center works during the month and works his workforce ready, opportunity, respect kind of safety.

[Participant #1] 09:21:56

So kind of those positive. Positive press pushing. Social media things out but in terms of engaging with parents that's That was identified as an area that I know weakness and that's something that we're gonna work on to maybe do some newsletters and share a little bit more.

[Participant #1] 09:22:12

About the program but yeah really not initially a lot of communication with parents other than social media. Just posting positive things.

[Michael Lord] 09:22:20
Yeah.

[Participant #1] 09:22:23
But I think tremendously positive impact with students and staff, just them seeing me a little bit more.

[Participant #1] 09:22:30
You know, working alongside them.

[Michael Lord] 09:22:34
You had mentioned. That like time was an issue, of course. So like any other obstacles that you face while trying to balance administrative duties.

[Michael Lord] 09:22:46
And the responsibilities of being a internal coach.

[Participant #1] 09:22:55
Yeah, you know, I was always mindful of obviously time, but I was always mindful of

[Participant #1] 09:23:06
You know, I'm, I'm the boss. I'm the disciplinary and so I gotta be really careful how I do this.

[Participant #1] 09:23:14
It's not gonna work well if I just direct and say we need to do this. We need to do that and I and I delegate and.

[Participant #1] 09:23:21
The perception is You know, he doesn't he's not bought in the program. He's just pushing this workload off onto others So I was really careful that, you know, I assumed responsibilities. I didn't just push things off on others. If there were things needed to be done, we delegated roles to individuals on our team. I would check in with them or work along side of them to help them.

[Participant #1] 09:23:51
Yeah, hey, I'm the disciplinary and I'm the leader. I need to be seen as you know, someone that's here that's helping them, not necessarily judging them.

[Michael Lord] 09:24:02
And you had already said some things along the line to my next question is how is serving as internal coach how did it serving as internal coach contribute to the success.

[Michael Lord] 09:24:12
Of the PBIS initiative in your school.

[Participant #1] 09:24:15
Say that again, how did the survey, you said?

[Michael Lord] 09:24:18

How did serving as the internal coach contribute to success of your PBIS program? You had talked to, you've talked about that a little bit already.

[Participant #1] 09:24:20

Oh, sir.

[Participant #1] 09:24:25

Yeah, just for me, I

[Participant #1] 09:24:31

You know, initially before I was internal coach and my prior experience, I mean, it was a mindset shift.

[Participant #1] 09:24:40

And so I didn't necessarily have to experience that mindset shift because this is the second time I implemented the program but I absolutely experienced the mindset shift the 1st time around.

[Participant #1] 09:24:50

And so I knew how to kind of.

[Participant #1] 09:24:53

Go through the implementation process to kind of guide that mindset shift. And I think that that was in a positive manner because you do get some push back because You know, you're changing.

[Participant #1] 09:25:04

You're changing that culture and that past culture was somebody does something wrong and you're and it's and you're taking reactive approaches and you just giving them discipline and this is how they're supposed to behave and so.

[Participant #1] 09:25:15

You know, we're not, we don't think about being proactive in teaching expectations. Frontloading, you know, what we expect.

[Participant #1] 09:25:23

And taking a proactive approach. Providing that instruction beforehand so I think my knowledge of that had a tremendous tremendously positive impact on the implementation as a coach and kind of in guiding the teachers.

[Michael Lord] 09:25:43

Yeah. Would you recommend other principals serve as internal PBIS coaches? Please explain that.

[Participant #1] 09:25:44

Yeah.

[Participant #1] 09:25:54

So every school is different. You know, I did it at my school at the school I'm currently at, but I did it because I, I understood the need of the school.

[Participant #1] 09:26:06

And I had teachers coming that I had a teacher representing the other teacher saying, Hey, this is a need.

[Participant #1] 09:26:12

But I also knew that. Yeah, I only have one teacher that was traditionally certified, all of my other teachers.

[Participant #1] 09:26:20

I just don't know what they don't know. So that's why I assume that rule, I, you know.

[Participant #1] 09:26:23

I think the best situation is if you can identify a teacher leader within your building, you know, the traditional high school, that's what I did the 1st time around, somebody that's an informal leader that when they talk Yeah.

[Participant #1] 09:26:36

Everybody else listens. Because that is going to. That has the power of increasing the likelihood of the success of the implementation and increasing by and especially at the high school level.

[Participant #1] 09:26:51

Where PBIS implementation is the most difficult. So if you can, if you can go to that informal teacher leader that everybody respects.

[Michael Lord] 09:26:54

Sure.

[Participant #1] 09:27:02

They're gonna pull everybody else along and not And so I, I think that is that's the best approach not necessarily the administrator empowering them.

[Participant #1] 09:27:14

But what the administrator has to do is they have to support that individual behind the scenes. And not just put them on an island by themselves or support them in meetings, you know, encourage the decision making process as a team decision.

[Participant #1] 09:27:28

And provide support. One of the ways I was able to do that. Was I built in time because time is a necessity.

[Participant #1] 09:27:35

To to implement the program effectively and so giving that teacher
Actually, I gave them an extra planning period just to be PBS coach.

[Participant #1] 09:27:45

So I don't think the necessarily the best setup is for having an
administrator as the coach.

[Participant #1] 09:27:52

But I do think it depends on the situation at the school. I think the
ideal scenario is if you have a capable teacher that teacher needs to
be the coach not an administrator.

[Participant #1] 09:28:02

And you have to strategically identify who that teacher coach is.

[Michael Lord] 09:28:09

So that's that, ends the 1st section of this. So I wanna get into the
next part to answer my next question is to, ask you questions about.

[Michael Lord] 09:28:19

I want to ask you about team responsibilities that you assumed. While
being internal coach. And so it could be you, it could have been
another staff member.

[Michael Lord] 09:28:28

Could have been more of like a team. That supported it. I don't need
any specific names or anything like that.

[Michael Lord] 09:28:34

Obviously, but I'm just gonna go through a list of, different team
functions. So who created the agenda for the PBIS meetings?

[Participant #1] 09:28:46

I did that.

[Michael Lord] 09:28:48

Okay, now, did you create the agenda and facilitate the meetings? So
run the meetings too.

[Participant #1] 09:28:54

I did.

[Michael Lord] 09:28:56

And, who took notes?

[Participant #1] 09:28:59

We had one of our instructional aides that was on the team.
Volunteered to be the, minute taker.

[Michael Lord] 09:29:08

And how about sharing the information with the non team members? So the rest of the building, how did that information get out?

[Michael Lord] 09:29:16

Did you share that or did someone else on the team do it?

[Participant #1] 09:29:18

I typically share that.

[Michael Lord] 09:29:22

Okay, how about acquiring, analyzing, and sharing the student data just with the PBIS team.

[Michael Lord] 09:29:30

So who came prepared to talk about? The student data, was that you?

[Participant #1] 09:29:34

That, that was me. And then. Student data in terms of discipline and attendance and then student data regarding monthly student team meetings.

[Participant #1] 09:29:45

I share that in partnership alongside. The school Career counselor through the following year then became the coach.

[Participant #1] 09:29:52

But I left I left him share the student team data.

[Michael Lord] 09:29:57

Did you share the data with the non team members? So either at a faculty meeting or via email.

[Michael Lord] 09:30:06

So here's our student data.

[Participant #1] 09:30:08

Yeah.

[Michael Lord] 09:30:08

Okay. So who was in charge of monitoring the completion of the action items? That we're created during team meetings.

[Michael Lord] 09:30:18

So as a team, hey, you know, our arrival is a mess. We're gonna do this and this.

[Michael Lord] 09:30:22

So who is really in charge of making sure that that was completed?

[Participant #1] 09:30:26

Yeah, I, I led that process to create the action plan and then I presented I would periodically present the action plan.

[Participant #1] 09:30:34

We'd revisit it and I would. Bring it to the meetings. Present it and then we would have a team.

[Participant #1] 09:30:39

Discussion about where we were and where we need to be.

[Michael Lord] 09:30:43

So you, so you, you monitored that, but then the overall implementation of any sort of.

[Michael Lord] 09:30:49

Universal intervention. So if there was like a change procedure in the cafeteria. Or even, you know, with acknowledgement, your acknowledgement system and things like that.

[Michael Lord] 09:31:00

You're the primary force of that, would you say?

[Participant #1] 09:31:02

Yeah, I was.

[Michael Lord] 09:31:04

How about, and I know that you said that, I think you're just getting going with the tier one.

[Michael Lord] 09:31:11

But, did you monitor the implementation of any advanced tiered interventions with Fidelity?

[Participant #1] 09:31:18

Not the 1st year we did this year. With with some of the surveys that we took.

[Michael Lord] 09:31:19

So. Okay.

[Participant #1] 09:31:25

The most recent PBIS survey that's being used.

[Michael Lord] 09:31:29

Did you, create an annual expectation schedule? So teaching the expectations. Are you in charge of that?

[Participant #1] 09:31:39

We developed that as a team in the summer.

[Michael Lord] 09:31:42

Okay. And did you share the annual expectation schedule? With the with the school.

[Participant #1] 09:31:50

Yep. Yeah, We did. We did a training. We did training at the beginning of the year as a team.

[Michael Lord] 09:31:51

Okay.

[Participant #1] 09:31:59

About PBIS, we do the annual retraining. Booster and, That was part of it, you know, the schedule and then that was embedded in the PBIS handbook.

[Participant #1] 09:32:13

And then that was a team approach in terms of doing the retraining. It didn't all come from me.

[Michael Lord] 09:32:18

When you do your the self-assessment survey in the spring. Are you the one that monitors the the completion of it?

[Michael Lord] 09:32:25

As far as getting that 80%. To be completed. So do nag the rest of the staff?

[Participant #1] 09:32:29

Yeah. I send out a reminder emails, yeah.

[Michael Lord] 09:32:33

Okay. And how about monitoring the completion of any sort of action item when it comes to you mentioned the and you move on to the TFI eventually here.

[Michael Lord] 09:32:45

But, so do you monitor the completion of, your BOQ items? Action items.

[Participant #1] 09:32:56

Yeah, we did that together as a team.

[Michael Lord] 09:32:58

Okay. And so, did you schedule the annual action planning meeting? And so you take the BOQ and then it's like, hey, we have to meet about this to create an action plan.

[Michael Lord] 09:33:12

Was that your role that you had to schedule that for for the team?

[Participant #1] 09:33:16
I did. I scheduled that.

[Michael Lord] 09:33:19
And did you facilitate that action planning meeting? As an internal coach.

[Participant #1] 09:33:24
I did.

[Michael Lord] 09:33:26
I'm almost done with these.

[Michael Lord] 09:33:29
Do you monitor your, school student assistant program? So like your, staff team, are you the primary monitor of that?

[Participant #1] 09:33:38
I'm not. No.

[Michael Lord] 09:33:39
Okay. And, do you monitor the safe to say reports?

[Participant #1] 09:33:49
Yeah, there's a team of us that gets those and But I am on, I am part of that.

[Participant #1] 09:33:56
And I take the lead role with that.

[Michael Lord] 09:33:59
Okay, how about organize any interagency collaboration so for like for behavioral health and all that sort of stuff if kids need like any sort of outside supports or you, are involved in organizing that.

[Participant #1] 09:34:14
I don't know that I necessarily organized it. I help, with leadership with that.

[Participant #1] 09:34:19
That's more of the career counselor.

[Michael Lord] 09:34:21
Okay. Any, other, relevant team functions that are in your framework that, that I missed.

[Michael Lord] 09:34:28
So is there any like fundraising or do you have a student team or anything like that?

[Participant #1] 09:34:34

We, we have a student team, and we also do fundraising. We do.

[Participant #1] 09:34:43

We do an annual letter that comes from our student team where our student team signs it and asked for donations from local businesses.

[Participant #1] 09:34:50

Gives a little. Information about our program and then ask for donations and that's been pretty successful.

[Participant #1] 09:34:59

And then the team, the team also does a snack cart. Usually a couple times a month they'll go around and sell snacks as fundraiser and that's pretty popular.

[Michael Lord] 09:35:07

Are you the primary contact? For fundraising and your student team?

[Participant #1] 09:35:14

No, I'm not the primary contact. Not for the student team I was, initially.

[Michael Lord] 09:35:21

Okay.

[Participant #1] 09:35:22

In terms of running those meetings and working with the student team. But Like I said, after the 1st year we shifted away from that.

[Michael Lord] 09:35:31

Okay. So looking back on your years internal coach. How often did you have conversations, whether it's in person, telephone, email, or text message?

[Michael Lord] 09:35:43

As it related to your PBIS framework was it like on a daily basis. Weekly basis, monthly basis.

[Michael Lord] 09:35:52

So what was, what was the kind of frequency there as far as discussions, about PBIS?

[Participant #1] 09:36:01

Yeah, it it was pretty frequent. I don't know that it was every single day, but it was almost every single day.

[Participant #1] 09:36:07

I'd say 3 at least. 3 days a week if not you know, 4 days a week.

[Participant #1] 09:36:13

It, it was fairly frequent, especially that 1st year.

[Michael Lord] 09:36:17

And what's what tended to be the nature of, of that communication in general if you could.

[Michael Lord] 09:36:24

Think about that. Like in general, what was the conversation about?

[Participant #1] 09:36:31

It was a lot of reinforcement. Clarification.

[Participant #1] 09:36:38

You know, if the teacher had a question, they would ask me, teachers were excited about it sharing our program.

[Participant #1] 09:36:47

They like, they like the name of our program, BCTC works. We would make a lot of announcements about BCTC works.

[Participant #1] 09:36:53

Which prompted conversations. A lot of it for my side was. Like I said, teacher questions and a lot of that was just redirection, re teaching them.

[Participant #1] 09:37:04

How to manage different situations with students, you know, minor behavioral infraction. You know, sometimes they would turn in a referral and they wouldn't follow the process.

[Participant #1] 09:37:14

So it was just a matter of me having a conversation with them and saying. You know, hey, this was a minor infraction and remember we have the process that we established and the 1st step for the 1st minor you do this second minor you do this 3rd minor you do this we have to make sure we're following that process and so just doing some reteaching so that happened fairly frequently.

[Participant #1] 09:37:36

But then also the excitement about, you know. Students of the month and meeting with student team members and making announcements about meetings and and things like that or expectations.

[Participant #1] 09:37:51

Those types of things. But there was a lot of excitement and I think a lot of the excitement for us was because the expectations.

[Participant #1] 09:37:58

Our acronym was closely aligned with what we do. You know, workforce readiness, BCTC works, workforce variety, opportunity respect kind of safety.

[Participant #1] 09:38:08

So it was a natural fit. So naturally it was talked about, I think more.

[Michael Lord] 09:38:14

Good deal. Are there any additional leadership tasks or duties that you assumed? During that year that they won't be on your typical administrative role that we did not and discuss.

[Michael Lord] 09:38:27

So I had covered a quite a few things, was there something that you took on and regarding PBIS.

[Michael Lord] 09:38:32

As the internal coach that we didn't discuss.

[Participant #1] 09:38:39

The career counselor did a great job of embracing the program got really really excited about the program and he encouraged me that 1st year.

[Participant #1] 09:38:47

Everywhere I could to talk about it. Kinda as the figurehead, so we would have meetings with.

[Participant #1] 09:38:54

Stakeholders would come into the school. He was great about poking me and saying, hey. Maybe share about.

[Participant #1] 09:39:03

The PBIS program works. Yeah, so that was That was something that I did maybe a little bit above me on.

[Michael Lord] 09:39:05

Yeah.

[Participant #1] 09:39:13

So when we had, you know, like the 1st year we had a, networking day with special education teachers.

[Participant #1] 09:39:18

So we invited special education teachers from all over sending schools. To our school. Just kind of tour our facility to our programs, get to see what their kids actually do here and then.

[Participant #1] 09:39:30

Have an opportunity to have conversations with our teachers about how we can best support our students with an IEP and then you know that's an example where I did a little presentation talk about our works program.

[Participant #1] 09:39:43

So something like that or with career technical education, we're required to have local advisory committees. So I'll have, you know.

[Participant #1] 09:39:50

Individuals from the community employers. School leaders that will come to the school for meetings to review our programming.

[Participant #1] 09:39:58

Technical education program. So. Again, the career counselor kinda poking me in the side, which is a great thing.

[Participant #1] 09:40:05

Hey, maybe talk about works. Like he was excited. So I talked about work. Yeah, so we talked about works a lot.

[Michael Lord] 09:40:08

Yeah.

[Participant #1] 09:40:12

Which is a good thing. Especially for for a new initiative. So. I was kind of figure head and spokesman of works.

[Michael Lord] 09:40:13

Sure, sure.

[Michael Lord] 09:40:17

Okay

[Michael Lord] 09:40:19

Yeah. So last question for this section, so during that year as internal coach. Were you able to effectively serve as an internal coach while attending your duties as a principal?

[Michael Lord] 09:40:33

Can you explain that?

[Participant #1] 09:40:38

Based on I would say no. Because I had too much on my plate. I wasn't able to do as good of a job as I wanted to do.

[Participant #1] 09:40:48

You know, I would reflect back my prior experience where I had a teacher coach and that teacher coach and I provided time for that teacher and They didn't have as much on their plate.

[Participant #1] 09:40:59

They were able to focus and accomplish. You know, implement the program the way it was supposed to be implemented and Yeah, so I knew what I wanted it to look like and what I needed to do, but there were often times where sometimes I was just going through the motions.

[Participant #1] 09:41:16

You know, we need to have a meeting and So putting things together pretty rapidly or not necessarily giving as much attention to detail as I probably should have been to be as effective as we could have been.

[Participant #1] 09:41:29

So yeah, I don't think that I was as effective as I could have been. And I take a big reason for that is you know, you get pulled in as a principal, as you know, you get pulled in a lot of directions.

[Participant #1] 09:41:42

And that's 1 more thing on the plate that's already full.

[Michael Lord] 09:41:44

Oh yeah, like one kid can take up your hole. Day or 2. Yeah.

[Participant #1] 09:41:49

Yeah.

[Michael Lord] 09:41:53

So the final portion here just deals with, How serving as an internal coach and contributed to your school's overall mission and you've already kind of alluded to some of these questions.

[Michael Lord] 09:42:03

So it's just a small handful. so how was your involvement as an, how was your involvement as an internal coach?

[Michael Lord] 09:42:11

How did it impact staff morale, collaboration, and buy in for the PBIS initiative?

[Participant #1] 09:42:17

Hmm. Yeah, so there was a perception. I took the temperature of the staff and there was a perception that they were not supported by administration in terms of student discipline student management.

[Participant #1] 09:42:28

So it was kind of a grassroots effort they wanted to see it. So by me being the coach and kind of leading.

[Participant #1] 09:42:34

Marshalling support, leading that implementation. They saw me as rolling out my sleeves and solving a problem alongside them.

[Participant #1] 09:42:41

So I think it, I think that,

[Participant #1] 09:42:48

I think that was that was very beneficial. Could you?

[Participant #1] 09:42:52

So your question one more time. I wanna make sure I answer.

[Michael Lord] 09:42:54

Sure. Just staff morale, collaboration and buy in. So did you see, so how did it impact staff morale, collaboration, and buy in for the PBIS initiative?

[Participant #1] 09:43:06

Yeah, they saw that. The program, you know, I was very conscientious and not making all the, having all the answers and making all the decisions so terms of collaboration and buy in they were.

[Participant #1] 09:43:21

Constantly given opportunities for input. And giving opportunities to shape what the program look like here. So I think that was tremendously powerful.

[Participant #1] 09:43:31

You know, in morale, You know, I think some of them for the 1st time, you know, share one experience because I think it's sharing the stories and experiences are powerful.

[Participant #1] 09:43:44

I had a teacher prior to the year prior to implementing it, we just send kids to the office all the time.

[Participant #1] 09:43:50

Just throw them out of his room, they'd end up in the office. Well, the, the 1st year we implemented, that stopped.

[Participant #1] 09:43:58

It very, very rarely happened. So I think teachers in terms of morale. They started to experience success and having an impact and shaping student behavior.

[Participant #1] 09:44:12

You know, and so they, I truly saw and experienced. You know, they wanted to blame everything on the student.

[Participant #1] 09:44:19

And kind of felt helpless in terms of. Changing those behaviors in front of them. And so the program

[Participant #1] 09:44:28

You know, me being the coach and not just being a dictator but marshalling to them through the process and establishing that collaboration and input from them, them seeing me working alongside with them.

[Participant #1] 09:44:45

To implement the system and make it our own. And then them experiencing success in being able to set expectations, to each expectations and shapes unit behavior, I think all of that significantly contributed to improve morale because prior to the implementation

[Participant #1] 09:45:05

It was the prior administration's problem. We'd send kids to the office, we'd write kids up and we feel like we're not getting supported.

[Participant #1] 09:45:13

And now we're all part of this together to solve this problem.

[Michael Lord] 09:45:18

Yeah, yeah, I love those stories. So you had mentioned that the story of that particular teacher.

[Michael Lord] 09:45:25

Have you noticed, any, any changes. Student outcomes and equity. So like the increased opportunity for students to be successful.

[Michael Lord] 09:45:38

You know, it was assuming that role. When you were internal coach so did you see so your internal coach that year to see any changes in student outcomes.

[Michael Lord] 09:45:50

And so we think of, you know, decrease in, referrals, suspensions, attendance.

[Michael Lord] 09:45:56

All that sort of stuff. If you see any changes there during that year.

[Participant #1] 09:46:01

Yeah, we're a little different because You know, the kids. Apply to come here and they wanna come here for the most part so we don't see near as many behaviors as a high school.

[Michael Lord] 09:46:14
Okay.

[Participant #1] 09:46:15
Near as many behavior problems but you know, I will say that I think it positively we did see a decrease in behaviors.

[Participant #1] 09:46:26
And part of that was just developing capacity within teachers to self manage the classroom a little bit better because we gave them some tools that they didn't have before and it was integrated as part of a school.

[Participant #1] 09:46:39
It was a school-wide expectation for all the teachers. And we develop tools within each of them.

[Participant #1] 09:46:45
So, but we did see, I feel like just like my example with one teacher, you know.

[Participant #1] 09:46:50
His solution to managing problems was simply through Remove the student from his classroom and send up to the office.

[Participant #1] 09:46:59
So some of those things. You know, decreased. We did see improvements there.

[Michael Lord] 09:47:06
And, and you are already alluded to this next question here, but I'll ask it anyway.

[Michael Lord] 09:47:12
So what changes did you notice in school culture and climate. When you assume the role of internal coach?

[Michael Lord] 09:47:20
So what, so what, specific changes did you see that year?

[Participant #1] 09:47:25
Yes, so one of the things that I tried to focus on and I think started to evolve is part of the implementation process was.

[Participant #1] 09:47:35
You know, when a student Maybe isn't doing their work or maybe is misbehaving that automatically the assumption is with the student just doesn't care the student doesn't want to be here.

[Participant #1] 09:47:46

And so we started the peel back layers a little bit more, I feel like, and try to try to understand.

[Participant #1] 09:47:52

You know, we had a better understanding. I feel like collectively of students don't just misbehave just the, to be a jerk.

[Participant #1] 09:47:59

You know, there's something causing that misbehavior. So what's what's let's peel back the layers and see what else is going on.

[Participant #1] 09:48:06

And let's focus on developing positive rapport and relationship with kids. And I think that happend.

[Participant #1] 09:48:14

more.

[Participant #1] 09:48:17

When we that 1st year of implementation. And we started to experience some success and one of the examples would be, you know, previously we put kids out on co-op.

[Participant #1] 09:48:30

Unless so sure how familiar you are with co-op. So we put kids out on co-op and there were criteria to put kids out of co-op and so I started kind of breaking the mold a little bit in terms of black and white criteria.

[Participant #1] 09:48:42

But and so teachers started to be a little bit more flexible in terms of who we would put out on co-op because, well, this kid.

[Participant #1] 09:48:52

You know, I, you know, I wouldn't sign off on this kid going out on co-op because of this, this and this and, you know, one of the reasons usually was behavior.

[Participant #1] 09:49:00

And so we started having conversations about That's students experience in school and how that's shaped their behavior and how they really School hasn't been for them, you know they They maybe got behind at some point in elementary school and So they started to become deficient in various skill sets.

[Participant #1] 09:49:22

And so that's just snowballed for them. And so their entire school experience has been a not so good experience.

[Participant #1] 09:49:28

Similarly with their parents, same experience. This is an opportunity to give this student another experience. And so looking at giving kids.

[Participant #1] 09:49:37

A chance, you know, so we put kids out on co-op that we didn't put kids out on co-op before.

[Participant #1] 09:49:43

We put them on a contract and we gave him a chance. And that was really rewarding because we.

[Participant #1] 09:49:47

Our teachers and our kids experience some really good successes. Kid, it was a pain in the butt we put on a co-op, we put them on a Hey, contract and they actually were the 1st student to graduate high school from their family.

[Participant #1] 09:50:00

And they actually were the number one, they were ended up being the number one co-op student.

[Michael Lord] 09:50:00

Oh yeah.

[Participant #1] 09:50:06

That we placed at that industry that year. And that really opened up some eyes to some teachers is like Okay, yeah, we need to peel back layers.

[Michael Lord] 09:50:09

Nice.

[Participant #1] 09:50:15

We need to start. You know, understanding kids a little bit. And having this one-on-one conversations and Yeah, maybe developing those relationships and I think that came about with PBIS because instead of just writing kids up selling in the office now it's a minor infraction.

[Participant #1] 09:50:30

We're gonna go through the process to address this. I'm gonna pull the student aside and have a conversation, restate the expectation, you know, you know, reframe.

[Participant #1] 09:50:38

You know, the expectation, reteach it to the student first, make it a learning experience, try to solve the problem.

[Participant #1] 09:50:44

And build that relationship within my classroom. So, you know, I'm starting to ramble on but those are some things that I saw.

[Michael Lord] 09:50:50

No, no. We're talking about, you know, a shift in culture and the way we do business.

[Michael Lord] 09:50:58

Did you notice a shifting climate to a difference in climate?

[Participant #1] 09:51:04

Yeah, and I think that primarily came about with we did school, we did some school wide events and so that that helped with the schoolwide climate.

[Participant #1] 09:51:14

You know, we had

[Participant #1] 09:51:15

Our PBIS sponsored school wide events, so like assemblies and things like that and gave teachers and kids something to get excited about.

[Participant #1] 09:51:24

And we made announcements about them. So those types of things I think did help shift the climate.

[Michael Lord] 09:51:31

So just

[Participant #1] 09:51:31

And kids be acknowledged for doing a good job and meeting expectations. Focusing on that 4 to one or 5 to one.

[Participant #1] 09:51:40

Positives to negatives and trying to make it a point. Reinforce the positive and push the positive.

[Participant #1] 09:51:48

So I, I think that's significantly changed the culture. Not that we didn't have a good culture before.

[Participant #1] 09:51:54

But we intentionally focused on those things. In. I think I think I lifted everybody up.

[Michael Lord] 09:52:03

Yeah, it's interesting when you're really deliberate with things, right? So, what advice or suggestions do you have for principals who may be contemplating serving as an internal PBIS.

[Participant #1] 09:52:20

I touched on this before. I think it really depends on the school. Each school is different, but I would steer them.

[Participant #1] 09:52:28

If I was mentoring someone that was thinking about implementing the program, I would encourage them not to be the coach.

[Participant #1] 09:52:33

I would encourage them. To. To seek out an informal teacher, lead teacher and

[Participant #1] 09:52:44

The principle I think needs to be, needs to be somewhat knowledgeable about the program so they can speak intelligently about the program and what the teacher would what the teacher would fix what the expectations would be for the teacher.

[Participant #1] 09:52:57

And kinda and be able to communicate those expectations to the teacher and. And basically, you know, say that you're the facilitator, I'm not expecting you to be the content expert, we're going to learn together.

[Participant #1] 09:53:10

But I need you to take on this role as opposed to me taking on this role because when you talk, they're going to listen to you.

[Participant #1] 09:53:18

They're going to listen to me a little bit differently. Because I'm the disciplinarian.

[Michael Lord] 09:53:21

Yeah.

[Participant #1] 09:53:24

But if you talk and you take this on. You're gonna pull the others along with you.

[Participant #1] 09:53:29

And I really am, you know, gonna lean on you to and value your input and kind of pulling those together.

[Participant #1] 09:53:38

So you really got but That would be my recommendation would be for the principal to not be the coach. Find that informal leader.

[Participant #1] 09:53:45

Have some really good conversations with that teacher. Don't direct them that they have to do it educate them.

[Participant #1] 09:53:53

Have them volunteer to do it. Let them know you'll support them. Let them know that they're gonna, it's not gonna be perfect.

[Participant #1] 09:53:59

There's more of the facilitator, not an expert. We're gonna learn together. This thing's gonna grow over time.

[Participant #1] 09:54:07

And I think that's important as opposed to the principle taking it over. I think the last resort should be the principal to be the coach.

[Participant #1] 09:54:13

Unless there's a particular situation that would Yeah, necessitate that. Similar to my situation. But that doesn't mean that the principal doesn't need to be involved.

[Participant #1] 09:54:28

The principal doesn't need to be actively involved, maybe a little bit more behind the scenes working with and mentoring the coach, I think is a much better system because as I experience and I think most principals would experience.

[Participant #1] 09:54:41

Is this can't do the job you wanna do because of the time constraint. And being pulled in so many different directions.

[Participant #1] 09:54:47

And it really needs to be, especially at the high school level. That buy in is crucial and you will get.

[Participant #1] 09:54:53

The buy in will be better if it's if a coach if the leader is a teacher and not an administrator.

[Michael Lord] 09:55:01

Final reflection question here is, I would have things, how different would things be? In your school if you hadn't served as internal coach while being principal.

[Participant #1] 09:55:15

Yeah, for my unique situation, I think the program would have really struggled to get off the ground.

[Participant #1] 09:55:21

One of the things that, especially in the CT world. Alternatively certified teachers really struggle with organization.

[Participant #1] 09:55:30

Planning and organization. So I, Don't know that the program wouldn't necessarily got off the ground without.

[Participant #1] 09:55:39

Me leading it. As the coach because I just saw those unique needs of the staff. Not that those unique needs, you know, those unique needs might be at another school.

[Participant #1] 09:55:52

It's not a current tech center. Maybe have a lot of very inexperienced new teachers.

[Participant #1] 09:55:57

That are just still trying to figure it out in their 1st one or 3 years. But I think if I wouldn't have taken it over I think the school would have struggled to.

[Participant #1] 09:56:06

To get the program implemented off the grounds.

[Michael Lord] 09:56:09

Yeah, yeah, I'm sure.

[Michael Lord] 09:56:13

Okay, and any other additional information or do you have any other questions?

[Participant #1] 09:56:20

No, I love PBIS.

Interview #2
8/5/24
1:00 PM – 1:30 PM

Questions

Significant Statements

[Michael Lord] 13:01:20

I just have 3 main research questions and each question has sub questions to it.

[Michael Lord] 13:01:27

And so, the first one, the first major research question, is.

[Michael Lord] 13:01:31

What are the perceived benefits and challenges principals face while serving as internal PBIS coaches? And so, the 1st sub question is.

[Michael Lord] 13:01:40

So how did you acquire the internal PBIS internal coach role at that building?

[Participant #2] 13:01:46

Yeah. So, I inherited that coach role from my predecessor. The principal had served as the team lead prior to me. Arriving at white deer.

[Participant #2] 13:01:54

It was a robust team comprised of teachers and our specialists, but at the end of the day everything seemed to kind of flow through the

Principal's office, as it were.

[Michael Lord] 13:02:03
And I think Kim.

[Michael Lord] 13:02:06
Kim was, so she originally had that. But then I think she had transferred before you and came correct.

[Participant #2] 13:02:11
So, Kim was there just for the end of my 1st year, and then she got transferred to the middle school.

[Participant #2] 13:02:16
So, or it was really a collaboration between her and my predecessor. But after that it was just me.

[Michael Lord] 13:02:16
Okay.

[Michael Lord] 13:02:23
Okay.

[Participant #2] 13:02:24
I tried to build internal capacity within the team, but honestly, I just didn't have anyone as strong as Kim to kind of step up.

[Michael Lord] 13:02:32
Understood.

[Michael Lord] 13:02:34
So being in that internal coach role, how did that impact your knowledge about PBIS?

[Participant #2] 13:02:43
Yeah. So, it gave me some great hands-on experience with.

[Participant #2] 13:02:46
You know my role as a principal and a PBIS coach, I was able to see how the systems we were putting in place for behavior.

[Participant #2] 13:02:54
Manifested themselves in both a positive and negative insight.

[Participant #2] 13:02:58
And being able to have ready access to my behavior data at all time. I you know that we highlighted it every month at our PBIS meetings, but that was something that I was in tune with weekly, and we were able to make

many adjustments here and there with behavior and rewards to see if we could have any positive or negative impact towards behavior trends. And I feel, being an internal coach, I was able to do that more readily than a PBIS team that is teacher led could have done.

[Michael Lord] 13:03:32

Did you serve as a PBIS coach at all in your in any former district?

[Participant #2] 13:03:36

I didn't, in my 7 through 12 experience, when we rolled out PBIS at the secondary level. I was, like many secondary educators, at 1st suspicious of the program like these are kids in grade 7 through 12. We shouldn't have to teach expected behaviors like this is the junior senior high school. It's time for them to perform.

[Participant #2] 13:03:56

I've evolved over time 8 years in admin in my thinking.

[Participant #2] 13:04:00

And I, I really do see the impact that really across the board. If we're not teaching it in school, we can expect our students to know it. And that's true for academics. That's true for our culture. That's true for behavior. Because so many of our students are coming from homes where they're lacking adequate support. And so, K, through 12, I really see. And even with my own employees, I see the benefit of creating positive reward and recognition systems.

[Michael Lord] 13:04:24

So sorry if I missed this, but when you were a teacher.

[Michael Lord] 13:04:28

Did that building have? PBIS like.

[Michael Lord] 13:04:32

As far as were they part of the network.

[Participant #2] 13:04:36

I don't believe that we were part of the network, at least when I was there. It was something that was just being rolled out in my last year or 2 of teaching at the junior Senior High, and we were all pretty skeptical of it at first, but we saw some benefits there in the 1st

2 years and throughout my careers and administrator, I've come to see 1st hands the benefits of the program. K-12.

[Michael Lord] 13:04:58

Good.

[Michael Lord] 13:04:59

So, you've already. You've already touched on this a little bit. So, the next question is, and what ways do you believe serving as an internal coach has impacted your relationships with staff, students, and parents.

[Michael Lord] 13:05:11

And so, let's just start with staff.

[Participant #2] 13:05:13

Yeah, I think anytime that you're at the table with staff. It really helps build their confidence and your abilities. I'm big into rolling up my sleeves and getting into the work. Whether that's with curriculum or in this case PBIS. I think when you lead from the front, you build that culture of belonging and capacities for teacher leadership, you know, even though I didn't have a single staff member that was strong enough to take over our whole tier or tier 2.

[Participant #2] 13:05:39

We were able to build expertise through data analysis, we were able to build expertise through community engagement. And you know, highlight the strengths of some of our staff members in the internal PBIS team.

[Participant #2] 13:05:51

And that was that was something that I really enjoyed as a PBIS facilitator within my own building.

[Michael Lord] 13:05:59

How about how about with student relationships?

[Participant #2] 13:06:02

Yeah. So being able to enjoy those positive student recognition events with the kids in my building. I really tried to make the principal's office not seem like a place where kids only go to get into trouble. So being able to align positive principal contacts along with our PBIS initiatives.

[Participant #2] 13:06:19

Being the face at our incentives and working with the kids in a different light than a student discipline lens was really rewarding.

[Participant #2] 13:06:27

And then with families. You know, this is something that we struggled with, something that many districts and buildings struggle with.

[Participant #2] 13:06:33

Because our parents work or otherwise unavailable. And so, I never felt that we really hit the perfect formula of getting parent feedback and getting parents involved.

[Participant #2] 13:06:44

Our PTO was aware, and involved to an extent, but those are the same parents that are involved with everything. So, I don't know that we ever reached the broader network of parent collaboration and PBIS.

[Michael Lord] 13:06:57

Okay.

[Michael Lord] 13:06:59

So, describe the obstacles, if any, you face balancing duties with the responsibilities of being an internal coach.

[Participant #2] 13:07:08

Yeah, so there's the key lynchpin.

[Participant #2] 13:07:10

During my 5 years at White Deer, we range from 210 students all the way up to 350 students after the 5th grade realignment.

[Participant #2] 13:07:19

During that time, I had one guidance counselor, no assistant principal.

[Participant #2] 13:07:23

So, when it came to academic leadership, I was it when it came to student discipline other than the lower level, one level, 2 behaviors my counselor could assist with I was it.

[Participant #2] 13:07:36

So, when you throw all the academics and discipline back on the building principle and have the expectation of maintaining a well-run PBIS team, something has to give.

[Participant #2] 13:07:46

And more often than not it was my ability to focus on PBIS. I remained committed to PBIS. I saw the value in the program.

[Participant #2] 13:07:53

But I was not always able to give as much of my focus and as much as my attention to PBIS as I would have liked to have if I was in a larger building with more staff.

[Michael Lord] 13:08:07

So how is serving as an internal coach contributed to the success of the your PBIS initiative in that school?

[Participant #2] 13:08:17

So, in in my case it helped me keep my finger on the pulse of the building, both with student behaviors and staff expectations. It allowed me to keep a really clear view on what reteaching we needed, when you know, not only relying on a mid-year, reteaching for certain behaviors, but being able to scaffold in reteaching for specific students and specific classrooms throughout the year as we saw the need, and that allowed us to be pretty responsive to some behavior trends that we were seeing.

[Participant #2] 13:08:47

The drawback, I said, was just the time, the amount of time that it took to disaggregate that data on a continual basis. Have those conversations with students and teachers While trying to balance curriculum and academics and parent needs as well.

[Michael Lord] 13:09:00

Oh, sure. So last question in this section.

[Michael Lord] 13:09:04

Would you recommend other principals serve as internal PBIS coaches? Please explain.

[Participant #2] 13:09:10

I do recommend it, but I recommend it with the caveat that you

need strong teacher leaders, and whether we call those teacher leaders, coaches, or facilitators. There really needs to be a layer of teacher ownership and PBIS for buy-in and for program success. Because an individual building principle can never effectively manage academics, behavior, PBIS, and the other unfunded state mandates that they have to juggle every day. So yes, the building principle needs to be a coach in a well-running system. They need to be involved.

[Participant #2] 13:09:42

But there needs to be that element of teacher leadership to take on some of the lift of the program if you want it to run well.

[Michael Lord] 13:09:47

So do you feel like they need to be the main coach throughout.

[Michael Lord] 13:09:51

Like you were, or have a teacher be coach at some point or switch off so.

[Participant #2] 13:09:57

So, I think a football program's a great analogy for this. Your principal should be your head coach, but underneath that head coach you have really talented assistant coaches that are focused on key metrics of the program and pushing their own department, so to speak, forward. I think that allows the head coach to keep their pulse on the overall progress and health of the program, while at the same time leaning on the strengths of individuals within the program to keep progressing everything forward.

[Michael Lord] 13:10:25

So, the next statement, or the next question, is focused on team responsibilities that you assumed in that role.

[Michael Lord] 13:10:33

And so, the question specifically asked, what additional team responsibilities do principals assume while serving as PBIS internal coaches. So, what I'm gonna do is, I'm going go through typical

PBIS team functions, and if you could tell me yep, I did that. I was the main driver of that, or maybe someone else did it maybe did it as a team. Maybe someone else had that role. So, creating the PBIS team agenda, did you do that?

[Participant #2] 13:11:01

That was me.

[Michael Lord] 13:11:02

Did you facilitate monthly meetings?

[Participant #2] 13:11:05

I felt like we get that collaboratively as a team. I had a tier one teacher leader and a tier 2 teacher leader. So, while I made the agenda, and then I met with those 2 individuals. I tried to have a lot of our meetings driven by them in their voice.

[Michael Lord] 13:11:22

Who took notes?

[Participant #2] 13:11:24

We had a secretary. She was the secretary for both our tier one and tier 2 teams because our building was so small. I made the decision early on for us to combine our tier one and tier 2 teams to just essentially one team. And I felt that that ran really effectively for our specific needs.

[Michael Lord] 13:11:56

And who shared information with non-team members, so those that could not attend the meeting?

[Participant #2] 13:11:58

So, team members did that as well as myself, providing the agenda to

our faculty lounge and having follow-up conversations with teachers as they reached out.

[Michael Lord] 13:12:02

And who acquired, analyzed, and shared student data with the PBIS team? So, that information brought to the meeting. Who did that?

[Participant #2] 13:12:18

That was myself.

[Michael Lord] 13:12:24

And who shared that data with PBIS non-team members?

[Participant #2] 13:12:28

Very similar to the agenda. It was the team members and then myself through the agenda and follow up conversations.

[Michael Lord] 13:12:28

Who monitored the completion of action items created during team meetings?

[Participant #2] 13:12:34

When I had Kim, Kim was a big help in that, but after Kim left that was primarily me.

[Michael Lord] 13:12:39

Okay.

[Michael Lord] 13:12:41

And who primarily monitored the implementation of the universal interventions?

[Michael Lord] 13:12:46

So, making sure teachers are teaching expectations, using the acknowledgement system, so on and so forth.

[Participant #2] 13:12:54

My team leads my counselor and myself. I'll really kind of shared that responsibility.

[Michael Lord] 13:12:59

Okay.

[Michael Lord] 13:12:59

How about advanced tier interventions with fidelity?

[Participant #2] 13:13:04

So, that I would say that was the strength of our program. I would put white deer's check-in check-out against any other building in any other district. That was a system that the team members really held themselves and their colleagues accountable for.

[Participant #2] 13:13:19

And it's something that I'm hoping to bring to my new building because it was run so well. And I saw some really positive impacts. We didn't reach every kid through check-in check-out

[Participant #2] 13:13:29

But the vast majority I can name on one finger in 5 years. How many kids are? CICO didn't positively impact.

[Michael Lord] 13:13:48

So, who created the annual expectations? So, when you taught expectations at the beginning of the year? Who created that?

[Participant #2] 13:13:57

We did that as a team in our 1st PBIS meeting in August every year, and then we reported that out to teachers at our opening meetings.

[Michael Lord] 13:14:07

So, who shared the annual expectation schedule? Were you primarily the one that did that, or was it more of a team?

[Participant #2] 13:14:13

I was the one that shared it at the faculty meeting, but the team built it.

[Michael Lord] 13:14:16

Okay.

[Michael Lord] 13:14:29

Who monitored the completion of the self-assessment survey? So, the one we do in the spring.

[Participant #2] 13:14:31
That was you and I, Mike.

[Michael Lord] 13:14:32
Yeah, ok.

[Michael Lord] 13:14:33
So, who monitored the completion of action items based on the annual team assessment. So, the TFI , or BoQ?

[Participant #2] 13:14:38
Yeah, that was primarily me, with a little bit of assistance from my 2 team leads.

[Michael Lord] 13:14:45
Would you say it was more of a team?

[Participant #2] 13:14:46
Sure.

[Participant #2] 13:14:50
The work was certainly more of a team.

[Michael Lord] 13:14:54
And who scheduled the annual action planning meeting?

[Michael Lord] 13:14:57
So maybe the summer meeting or the meeting leading up to the school year to plan for the school year, who scheduled that?

[Participant #2] 13:15:03
I led the conversations around that, but it was around teacher availability. In August.

[Michael Lord] 13:15:09
But you're the one that scheduled it?

[Participant #2] 13:15:11
Yeah.

[Michael Lord] 13:15:13
And who facilitated that meeting when you did get together?

[Participant #2] 13:15:16

Me!

[Michael Lord] 13:15:17
Okay.

[Michael Lord] 13:15:20
So just a few more here.

[Michael Lord] 13:15:22
Did you? Were you the lead in monitoring the student assistant program for your building?

[Participant #2] 13:15:29
Actually, my guidance counselor was the lead. I was on the team, but that wasn't program that I drove.

[Michael Lord] 13:15:36
Okay.

[Michael Lord] 13:15:37
How about safe to say reports, who took the lead on that?

[Participant #2] 13:15:41
We had an admin during the day you were responsible for your building after hours we had 9 administrators, so it rotated every 9 weeks who was responsible.

[Michael Lord] 13:15:52
Okay.

[Michael Lord] 13:15:54
How about organizing any interagency?

[Participant #2] 13:15:58
Myself, my counselor, depending on what agency it was.

[Michael Lord] 13:16:03
Okay.

[Michael Lord] 13:16:04

Any other functions that are relevant to the framework like so like fundraising, student team, or anything like that, some anything that we missed?

[Participant #2] 13:16:10

We didn't do any PBIS fundraising. I was lucky to be able to use the support of my PT0. As well as a line item in my building budget to fund our PBIS as well as some donations from parents such as Wade Baker, who owns, like all the inflatables that go up at all the schools, both of his kids come to white deer. So, I was able to get inflatables throughout the year for steal.

[Participant #2] 13:16:35

So really, without the support of our PT0. And parents like Wade, we wouldn't have been able to have as much programming as we did.

[Participant #2] 13:16:43

Without fundraising, which we tried to keep fundraising to a limit for everything just because of the needs in our community.

[Participant #2] 13:16:51

Another part to that question, Mike. I forget. I'm sorry.

[Michael Lord] 13:16:54

Just any other role, so as any roles that we've missed. So, I just went through a lot of team roles. Is there anything else that you took on that you can think of?

[Participant #2] 13:17:03

Nothing else is really sticking out.

[Michael Lord] 13:17:05

Okay.

[Michael Lord] 13:17:07

So, as an internal coach. How often did you have conversations related to your PBIS framework so they could

be in person, telephone email, or text message. Did this occur more on a daily level, weekly, or monthly?

[Participant #2] 13:17:22

Weekly. There wasn't really a week that I can point out that I wasn't talking about check in check out with a teacher talking about behavior, talking about scheduling our positive student or rewards.

[Participant #2] 13:17:36

It was pretty much a constant.

[Michael Lord] 13:17:38

Would you put it more in closer to daily or more weekly?

[Participant #2] 13:17:42

I would go weekly, just to be safe.

[Michael Lord] 13:17:45

Okay? And was that pretty consistent over the years? Cause you were there 5 years as an internal coach?

[Participant #2] 13:17:48

Yeah.

[Participant #2] 13:17:49

Yeah, at least weekly. We were talking something PBIS.

[Michael Lord] 13:17:52

Okay.

[Michael Lord] 13:17:54

And so, you went into explaining the nature of the communication you had mentioned that check in check out.

[Michael Lord] 13:18:00

And maybe acknowledgement, date and all that other stuff, anything else stick out as far as the main nature of the communication?

[Participant #2] 13:18:08

No, we. We really tried to use our sapphire student information system as much as possible to make sure that we were being purposeful and documenting positive student contacts. So that we were hitting our matrix our metrics. Excuse me.

[Participant #2] 13:18:22

For recognizing student behavior and communicating that to families, we thought that both of those were equally important.

[Michael Lord] 13:18:34

So? Are there any additional leadership tasks or duties that you assume that extend beyond your traditional administrative role that we have yet to discuss?

[Participant #2] 13:18:45

Not related to PBIS. No.

[Michael Lord] 13:18:47

Okay.

[Michael Lord] 13:18:51

So last question in the section number 2 here.

[Michael Lord] 13:18:54

Have you been able to effectively serve as an internal coach while attending your duties as a principal? Can you explain that?

[Participant #2] 13:19:02

I believe that I was effective, but, like I said earlier, not as effective as I could have been, and our program was not as effective as it could have been. I saw our PBIS program do some great things. But because of the small amount of staff that I have that serve on a variety of committees, because there was only one of me and one counselor. I often felt that we could have done more with our PBIS program than what we did, but you only have the resources that you have. So, we had to make tradeoffs at various junctures.

[Michael Lord] 13:19:35

So. No, not a yes or a no, but kind of in the middle?

[Participant #2] 13:19:38

Yeah, right? We were effective. We were effective for what we had. But I always was hoping that we could have done more than what we did.

[Michael Lord] 13:19:48

Okay.

[Participant #2] 13:19:50

And I think the team felt the same way.

[Michael Lord] 13:19:54

So, the last portion last few questions here are going to focus on how serving as internal coach contributed to your school's overall mission.

[Michael Lord] 13:20:05

So specifically, the research question is, do principals serving as internal PBIS coaches believe their roles effectively and efficiently contribute to their school's overall PBIS Mission.

[Michael Lord] 13:20:16

So my 1st question is...

How is your involvement as an internal coach impacted staff morale, collaboration, and buy in for the PBIS initiative?

[Michael Lord] 13:20:29

How's your involvement as internal coach impact morale? We'll talk about that.

[Participant #2] 13:20:34

Yeah. So that that was actually a big piece of my job at white Deer, because prior to me, taking that position, they had had a number of principals every year to 2 years for a decade. So, staff morale was pretty low. Initiatives had gone by the wayside because they lacked administrative support. And that's where I believe that my philosophy of rolling up my sleeves and getting at the table with teachers really played a factor. I felt that I was present, I was consistent, and I was doing the work with teachers, and I think that was critical in creating buy-in and making a positive change in staff morale.

[Participant #2] 13:21:12

As I just left my district. I had one teacher at White Deer referred to me as her second divorce, and I had other staff members spend the next week after I announced my departure, not speaking to me.

[Michael Lord] 13:21:23

Yeah.

[Participant #2] 13:21:24

So, to me. I think that that shows that I had a positive impact on staff morale. During my time in the building. I attribute a lot of that to my work with the Pbs team.

[Michael Lord] 13:21:52

Have you noticed any changes in student outcomes and equity due to assuming that role as internal coach? So can you explain that.

[Michael Lord] 13:21:59

So as far as

[Michael Lord] 13:22:01

You know, we think of outcomes, academics, behavior, attendance, and then equity?

[Michael Lord] 13:22:07

Do you see that? Students now have a better chance to be successful?

[Participant #2] 13:22:13

Yeah, absolutely from the equity lens. Like, I said, we drop the assumption. I dropped my assumption that kids were coming to school with what they needed to be successful. We really step back to a 0 model where, if we don't explicitly teach it, we can't expect the students to know it.

[Participant #2] 13:22:30

And I felt like that built equity within our program because it said all students on a level playing field where they knew what was expected, and they knew how to achieve our expectations, and they were provided the same pathway for recognition and reward if they met those expectations that were explicitly taught.

[Participant #2] 13:22:48

So, I did over 5 years see positive outcomes because of that consistency because of the explicit nature of our programming, and because it gave all kids the same off point to be successful.

[Michael Lord] 13:23:04

If you could talk more specifically about the student outcomes, did you see a difference in behavior?

[Participant #2] 13:23:10

Absolutely, we had some students that needed advanced intervention, whether that's through a check in check out, or, you know, intensive services through emotional support. But I'm going focus this answer around check in check out. So, our students that weren't successful after our tier one teaching, we didn't throw the book at them. We didn't try and send them off to an alt ed program anything like that. We paired them up with teachers that they had either built a relationship within years prior or teachers that they were going to go to so like a 4th grade teacher for a 3rd grader to start building those positive relationships, but have conversations around respect and expectation within the building, trying to show them that we were invested in them, not only as students, but as people.

[Participant #2] 13:23:51

And we were trying to craft frameworks to allow them to be successful, not only in the building but in life.

[Participant #2] 13:23:57

By focusing on that life ready piece. We tried to build a relevancy in our behavior programming that students could cling on to.

[Participant #2] 13:24:04

Like, I said, I felt that we had a really effective check in check out system because we had the right teachers in place, and we had the right conversations occurring to boost student confidence and ensure that we were reinforcing expected behaviors.

[Michael Lord] 13:24:32

Did you notice any changes in school culture and climate?

[Michael Lord] 13:24:36

So due to assuming the role of internal coach. So, how about climate? Did you notice any changes there?

[Participant #2] 13:24:42

Obviously, students like increased recognition and rewards. They got really excited over our quarterly assemblies, over our monthly student group or small group recognition and rewards. Students wanted to be a part of that. Students wanted to be earning our PBIS tickets to spend

at our school store, so it definitely kicked up student morale whenever they had the opportunity to earn something for expected behaviors.

[Participant #2] 13:25:08

We also saw a lot of student ownership over the program, and I really saw that in my last 2 years, as principal of White Deer. Once we brought 5th grade over. We were able to focus on a leadership model through in the bill throughout the building, and we were in the process of actually bringing Leader in me to the district as a program in my building White Deer to target leadership for students and grades 3 through 5 to promote not only our positive behaviors identified through PBIS then, but also build those core competencies and life skills for leadership by the Covey Institute.

[Participant #2] 13:25:44

So, I was really excited for that work. I know the foot has gone off the pedal since I've left. White Deer related to that work. They wanted to take a step back.

[Participant #2] 13:25:53

So that was my passion project. But.

[Participant #2] 13:25:55

I think we did see some real positives linked to student performance and student morale through PBIS.

[Michael Lord] 13:26:03

How about with staff climate, So do you see any changes there?

[Participant #2] 13:26:08

Yeah, absolutely the consistency, the recognition the appreciation that I tried to give, not only for staff participation in Pbs initiatives, but across all initiatives, and throughout the regular teaching day I felt really bred a positive culture and a welcoming culture in the building.

[Michael Lord] 13:26:26

Yeah. So that was my next part is like the culture just changes in behavior. You know this is kind of what we do.

[Michael Lord] 13:26:33

Did you see changes there?

[Participant #2] 13:26:34

I did. We were very much in silo form when I got to White Deer teachers stayed in their individual classrooms. There wasn't a lot of teaming and collaboration over the 5 years that I was at White Deer. Our teams became larger our program. It became more robust and academically I pushed my staff to do learning walks multiple times a year to get into the classrooms of other teachers.

[Participant #2] 13:26:58

To build those relationships, to focus on what good teaching and good learning looks like, regardless of grade level.

[Participant #2] 13:27:04

And I think that that built a layer of comfort within the staff, that they knew they could rely on one another for their personal and professional growth.

[Michael Lord] 13:27:14

Did you see a cultural shift as far as how they respond to behaviors?

[Participant #2] 13:27:19

I did I, feel like the team became much more growth oriented as far as understanding where student behaviors come from and how we need to triage and correct behavior. Especially through the lens of trauma.

[Participant #2] 13:27:33

I think when I when I came to white deer, a lot of students, especially in my intermediate or I'm sorry a lot of teachers in my intermediate grade levels had that same lens that I had as a junior senior high teacher. You know the kids are in upper elementary. They should know how to act. And over time. And the Covid pandemic actually helped with this getting back to 0 and having to teach our kids how to do school again at all grade levels.

[Participant #2] 13:27:56

I felt that we had the most success after we approached it from the fact that we needed the explicit teaching and all grade levels for what was expected.

[Michael Lord] 13:28:06

Okay. Just 2 more questions.

[Michael Lord] 13:28:08

What advice or suggestions do you have for principals contemplating serving as an internal PBIS coach?

[Participant #2] 13:28:15

It's really important work. It's very worthwhile work. But you need to make sure that you have the support system in place, that it doesn't all fall on you.

[Participant #2] 13:28:25

Especially small building principals. If you let the majority of that work fall on to you as I did by necessity. You're not going to have as robust programming as you could have, and that will be a regret that you have if and when you leave your position.

[Michael Lord] 13:28:41

So, let's say that you had that that internal person, or you would have had the internal person that white deer. What would you have given that person to take off your plate? What would you had them do?

[Participant #2] 13:28:56

I certainly would have gotten them more involved in helping spearhead our student store and our student recognition so that we could have had more opportunities for those things than what I was able to provide. Certainly, would have liked another staff member to help with

disaggregating data. We discussed student data every month, but as far as pulling the data and looking at some data trends, rather than that being completely driven by me. That would have been great if it could have been team generated, and I could have been a voice in the team rather than driving that conversation.

[Michael Lord] 13:29:28

So just a final reflection question.

[Michael Lord] 13:29:31

Overall, how might things be different if you were not the principal and the PBIS coach?

[Participant #2] 13:29:39

So, it certainly would have cut down on my positive experiences with students. PBIS really gave me some purposeful time every week to catch students doing good things and have conversations around students meeting expectations to be able to celebrate their rewards and recognition with them. So, I certainly would have experienced less of that had I not filled both of those roles.

[Michael Lord] 13:30:03

Yeah.

[Michael Lord] 13:30:03

I really appreciate you answering those questions any additional information, or any questions for me?

[Participant #2] 13:30:12

No, best of luck, as you closing things out.

Questions

Significant Statements

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Participant #3 04:53

And actually, it began that not to jump into probably what you're going to ask me, but I jumped into that role when I was still a teacher, so when I transitioned to my administrative position, I just maintained that role.

Michael Lord 05:07

Yeah, so that was the first question. So, you're spot on is okay So yeah, how did you acquire the internal PBIS role, so it was just easily, just transitioned into that. So how has being an internal coach impacted your knowledge of PBIS practices?

Participant #3 05:32

I think it's impacted it, because it kind of forces me, for lack of a better term, to be very well versed in our fidelity documentation, and working with the IU very closely, working with our core team very closely, and knowing what direction we want the school to take when it comes to PBIS, given that I'm an administrator as well as an internal coach, I have the ability to know what the school and what the school's goals are, and what our capabilities are and our resources combined with what I know we need for PBIS. So, I don't necessarily have to be as a teacher in that role. I knew what we needed for PBIS, but I always kind of had to go to Administration for that next step, whereas I don't have that next step in this role.

Michael Lord 06:21

Yeah, understood. In what ways do you believe serving as an internal coach has impacted your relationships with staff, students and parents? So, think about staff.

Participant #3 06:34

So, staff, I think it's honestly helped to build a lot of relationships and a lot of trust with my staff, just because the way that we operate our tier one, we have subcommittees, and every single one of our teaching staff is a part of one of those subcommittees, and so I'm constantly going to those teachers for feedback, for input. Our Tier one is run pretty much solely by our teaching staff. They have the say in most of what we do and the direction that we take, and so I think that because I'm the coach, and they're coming to me with their ideas, but knowing that ultimately, it's their ideas that are running things that really helps to build that relationship and trust, because they feel a part of the process.

Michael Lord 07:19

How about relationships with students?

Participant #3 07:23

I don't know that being the internal coach necessarily helps with my role with students. I think it's more being the administrator helps with my role with students, because I have the flexibility of my schedule to be in various classrooms, to be in the lobby when they're entering and getting off the bus and being able to pop in on the bus and ask the bus driver how the students are doing, and pass out soar tickets, which is what we utilize for some of our rewards. So, I feel like the administrator side helps a little bit more with that, whereas whenever I was an internal coach and a teacher, I had my classroom, I was responsible for, and I wasn't able to be as visible. So, I definitely feel as though the administrator kind of helps with the student aspect.

Michael Lord 08:12

Would you feel the same with parents too?

Participant #3 08:15

Yeah, I would feel the same way with parents absolutely just because I had that flexibility to be out back when my parents are picking up and dropping off and talking to them. I'm not just at my fourth-grade parent events. I'm at school wide events, and that definitely helps to be a part of that process as well. So.

Michael Lord 08:37

Yeah, it's interesting, because everyone I've interviewed, they've come into it in different ways. I didn't anticipate someone who taught in the same building then became an internal coach. Very interesting.

Participant #3 08:49

Yeah, I feel as a teacher when I was an internal coach, granted, obviously it, I was very new at being an internal coach and learning more of the ins and outs of PBIS and what the expectations were with implementing successful program, but just not having that flexibility in my schedule. I know that I didn't do as much work with parents outside of the parents that I had immediate impact or control over, so transitioning and having a greater scale to be able to contact parents on definitely helped.

Michael Lord 09:26

Of course, I'm going to back up here. What I forgot to mention was I have three main interview questions, and so right now I'm just asking you the sub questions of that first research question. And that research question is, what are the perceived benefits and challenges principals face as internal PBIS coaches. So sorry, I forgot to mention that next, next sub question is, please describe the obstacles, if any you face balancing administrative duties with responsibilities of being an internal coach.

Participant #3 09:59

There are definitely some obstacles my day, I can have the best plan set forth for what I'm going to do and accomplish. However, we all know that sometimes things can happen. You know, a student has a behavioral need or concern that needs immediate attention, or a parent has a concern and I need to have an impromptu meeting. Or so, there's definitely some roadblocks that come with that, trying to think exactly through what other kind of things trickle in with that. It definitely helps that the way that we have our tier one system set up that we have subcommittees of teaching staff that are in charge of many things. So, for instance, we have a rewards committee, and their main purpose is to survey students and gather input on what rewards would them, but then also to plan and carry out those rewards. So, I have an amazing committee of staff that will help decorate the gym for a glow party. And that's not solely, you know, my responsibility, so that definitely helps. But again, I have the flexibility, then throughout the day, to be in there supervising and making sure that the schedules are going well and that the parent volunteers that are helping to supervise the event, you know, have the appropriate documentation and the clearances and know where to go. So, there's definitely some positives that come with it, but the drawbacks would be when there's a reward, and I need to be in the gym for most of the day, but there's a kid losing their mind down the hallway, and now I need to go be with them, and I can't divide myself in two different places.

Michael Lord 11:46

Yeah, the water is always turned in somewhere, right?

Participant #3 11:48

Yeah, that answers your question. I feel like I got off the track.

Michael Lord 11:52

No, that's fine. I'm just thinking that. So, you're more flexible as an administrator, and then, as a teacher, you weren't as flexible, right?

Participant #3 12:06

No, honestly, if I were to, because it did happen for our end of the year carnival, I can think specifically I would have to come in, like, about two hours before my contracted day would start to get the entire carnival kind of set up and ready and have things ready to go. And then coverage would have to be set up for my classroom so that I could be out there, kind of helping and monitoring. So, without, without somebody kind of taking over and making sure that my classroom had a substitute in place, then I couldn't also be out there helping things kind of kind of go, which, as a an administrator, that's not necessarily an obstacle that I face. I only have those crazy like once in a blue moon, things that might pop up, that might divert my attention momentarily,

Michael Lord 13:02

How has serving as an internal coach contributed to the success of the PBIS initiative in your school?

Participant #3 13:13

I think that being an internal coach has benefited the success of our program, because it is something that I am it's a somebody's focused on keeping things moving forward. I know that I work closely with Brad at the IU. I know when we need to have action plans submitted. I know when we have timelines that we need to meet. And so that's something that that I'm focused on. My core team doesn't have to worry about that. They just kind of know that I'm going to set the schedule up and when we meet, we're going to be able to go over the things that we need to talk about without having an internal coach at our school. I think that we would have pieces of a PBIS program, but we wouldn't have the whole thing, if that makes sense. There's somebody there that's overseeing it consistently to make sure that we're constantly kind of looking to meet that 80% tier one mark that we're looking for.

Michael Lord 14:18

Do you see a difference in success now serving in that role as an administrator versus as a teacher, or is it the same?

Participant #3 14:29

It's a great question. I think I think it would be easier for me to answer that question if I served as an internal coach, um, for a significant amount of time as a teacher. I only served in that role for about a year and a half, and then I've been obviously an administrator for more of that time. It definitely was more difficult. I know that I would show up to subcommittee meetings, and as a colleague, they would, you know, kind of be like, are you here? Even though they knew, you know, they knew I was the internal coach, but I think that it's a little bit more accepted that I'm an administrator when I'm coming around and checking in and asking the questions that I'm asking. And so, I don't know if that would have changed. You know, if I would have stayed an internal coach as a teacher for a while. I'm certain that the culture for that probably would have changed. So that was definitely, definitely a difference that I saw. I spoke to the flexibility and schedule challenges already, so that was definitely a difficulty that I faced as a teacher versus an administrator, and I think just the knowledge of resources within the school. So, I have a little bit, I have a better understanding of our budget. I'm involved in the process of what can be allocated and how we raise the funds, and I work closely with our business administrator to, you know, to help our fundraising committee for PBIS fundraise things. Had I just served as a teacher in that role, I'm certain that I would have eventually gotten there, but being an administrator kind of forces me to be a part of that process a little bit more closely.

Michael Lord 16:19

Your first year. So, you said you said you spent a year as internal coach, as a teacher. Was that the first year of implementation, or was it already up and running?

Participant #3 16:28

It was up and running, but not at not to the extent that it is now we had formerly, before I was asked to be our internal coach. The coach was our Dean of Students, and so that's generally who had served in the role. They had begun the process of implementing PBIS prior to covid, then covid hit, and it had to just all the things, all the pieces that we had working didn't necessarily work in the same way. And then when we were able to get things back to a little bit more normalcy, we realized that, you know what, we have a good foundation, but we really want to change the direction in which we're headed. And about that time is whenever I was asked to be the internal coach, and so we had pieces of it. People knew what PBIS was. We did have a reward system. We had an incentive system, but it wasn't connected by all of those other little pieces that make it function the way that it should function, if that makes sense.

Michael Lord 17:36

Yeah, certainly does. Last question for this section is, would you recommend other principals serve as internal PBIS coaches? Could you please explain that?

Participant #3 17:49

I would not recommend that a principal serve as an internal PBIS coach if they do not have another administrator that helps them with their daily responsibilities. So, if you asked like, I'd not recommend that my principal serve as the internal PBIS coach, just because, with the responsibilities that she has, that that role probably would not be filled to the extent that is needed. I think that it works if you have some co-administrators, co-principals, a principal and assistant principal, if one of them but has that role, I think that it can work even a dean of students like it was previously a part of an administrative team, that can certainly work. But if you're one administrator of one building, I probably would caution against that, just because it can end up getting pushed aside to other, other things that end up taking precedence. We just have a really good system and how we divide responsibilities, and that's a really big responsibility on my plate. It's a big thing that I'm responsible for, which is why I think it's me in my current administrative role.

Michael Lord 19:06

You've just been segueing all of this. And so, the next research question is, what additional team responsibilities do principals assume while serving as PBIS internal coaches? And so that's the research question. And so, as I go through with the sub questions I'm interested in, who is primarily responsible for some of the team functions, and so the first one is, who creates the team agenda for the monthly meetings?

Participant #3 19:33

And that would be me, the internal coach.

Michael Lord 19:37

Who facilitates monthly the monthly meetings?

Participant #3 19:40

That would be me, the internal coach who takes notes that would be me.

Michael Lord 19:48

Who shares the information, the meeting information, with the non-team members?

Participant #3 19:53

So that happens in a multitude of different ways. Each of our team members are comprised of one representative from each of our subcommittees. So, each of those members go back and share out the information with their subcommittee, and then we have our data and discipline team shares out all of our data and sort of statistics school wide, and they collaborate with our announcements and advertisements committee as well as our positive school climate committee. They kind of work together so data and discipline kind of share out like, these are, these are the areas of the school we're struggling with. These are the behaviors that the kids are struggling with that our positive Climate Committee kind of researches some best practices, and we have, you know, primary representation as well as intermediate grade level representation. And they, they kind of gather a list of resources and strategies that can be used as reteaching tools within the classroom, and they kind of send that over to our advertising and announcements committee, and they make it look all pretty, and that gets shared out with the staff and turn up, this is what we're struggling with. This is what the data says. This is what we can do about it. This is what we're focusing on this month. So that happens within the team. I kind of collaborate and take everything that is discussed in our meeting from every committee in a brief recap, and that goes in our administrative newsletter that is shared out with our staff monthly.

Michael Lord 21:27

So, it sounds like a team approach to that?

21:29

It is a team approach to that. Yes.

Michael Lord 21:31

How about acquiring, analyzing and sharing student data with the PBIS team? So, who's the data person that comes in with that information?

Participant #3 21:40

So, our Dean of Students is responsible primarily for the student attendance data and discipline data, which is all collected from our sapphire system. Our dean of students is the representative from the data and discipline committee. So, we kind of have our monthly meetings situated where we have after school that all of our subcommittees meet, and for a part of that time, our core team meets, so they're able to go to their committees, talk, figure out, what do we need, what questions do we have? We come and meet as a team, kind of problem, solve all that out, and get it figured out, and then they go back to their teams at the end, and we're ready to move forward within the next month. So, my dean of students shares that with his committee. They do what they need to do to organize the data and figure out what our needs are and what it's showing. He brings it to our core team, and then it gets shared about to the entire school from there.

Michael Lord 22:44

So that's the next bullet was, you know, who shares data with PBIS team, non-members, and so you just talked about that. How about monitoring the completion of action items created during the team meetings? And so, it's like, hey, we have to get this done. Who monitors that?

Participant #3 23:03

So, depends on what action item is. So, I will oversee all action items in terms of just making sure that the follow through is happening. But each representative from the core team is responsible for an action item if it deals with their subcommittee, personally. So, if you, if you kind of think about it, that core team representative isn't

responsible for the action item, I am responsible with checking in with that those core team members to ensure that all of those action items are being met.

Michael Lord 23:35

Does it feel like more of a me or a team approach, as far as you know, getting that stuff done? If you had to categorize it?

Participant #3 23:44

If I had to categorize it, I would definitely say team other than, honestly, documenting a lot of things and creating a lot of schedules for people when they need it, just because I have the administrative understanding of when this grade level is going to be on a field trip, or when this grade level has recess, it's a little bit the one that makes some, you know, an event schedule. Those subcommittees really run most of what happens at our at our tier one process, I just, as the internal coach, bring new ideas to the table. I try to take three to four core team members with me to the PBIS PA, PBIS conference that happens at Hershey, and we try to rotate that so that everybody's gotten a chance to go, so the same people don't go. Every year.

Michael Lord 24:40

Every year that gets more packed every year, doesn't it?

Participant #3 24:43

Yeah, it gets more packed every year. And so constantly, you know, I have people coming back and sharing out ideas with other team members. I really do feel more an overseer, if you will, of the team, and the team really has a big say in what's going on. So next week, actually, I'm meeting with my team, and before the school year starts, we're going to review our end of year data. Going to review how we how we met the action items that we established at the beginning of last year. We're going to decide, do any of those action items need to stay for another year? Do we maybe need to build off of them? Do we need to add more things, or are there other action items that we need to establish moving to that? And that's all done from them, just because they're the ones in the classroom. They're the ones that they see a little bit more of what the students may be struggling with.

Michael Lord 25:38

So, along those lines, how about monitoring the implementation of a universal intervention? So, let's say that data shows that cafeteria is an issue, or arrival or dismissal of an issue. So, who's like the lead to really monitor that, to make sure that things are happening?

Participant #3 25:54

Our dean of students would be the one who would monitor that, primarily. So as a core team, we would, we would identify from the data and discipline committee that the carrier was an area of struggle, that committee would work with our positive Climate Committee on maybe something that can be done. So usually, usually in the past, what they've done is they've come up with, well, we're going to focus on the second week of February, and every single day, we're going to focus on one of our areas of soar. That's our acronym, and we're going to hit that up really hard, reteaching in the cafeteria. And so that reteaching would be done by our Dean of Students, and then the teaching staff that is on the duty schedule in the cafeteria, and then the rewards committee, where they would come in is they would have some sort of special incentive. Last time, I think they had a special coupon for, like, a popsicle or something like that. So then in the weeks following that week, you know, if a student really showed that they were doing, or a class really showed that they were, you know, improving in the cafeteria, then they'll be able to earn that special incentive based on that focus area. So again, I'm kind of again overseeing that whole thing, making sure that the popsicles are purchased and making sure that, you know, we have enough copies of this and that. But really, the reteaching is done by the teaching staff and the deans and all of those committees are kind of the lifeblood of making that all happen.

Michael Lord 27:30

Good deal. **And how about do you have any advanced tier interventions in place?** Are you at that stage? Because the next question is, **who monitors advanced tier interventions with fidelity,** who make sure that check in check out is getting done or mentoring?

Participant #3 27:47

So, that's actually where we're headed this year. We did a soft run of check in and check out. Last year we just had a couple of students that you could tell really needed that tier two type of intervention, but we didn't have anything officially in place yet. So, this year, we established a tier two team. That tier two team consists of our administrative staff, our school counselors, our social workers, and a few teaching staff that are available at the time that will have those meetings that those that team will be meeting weekly right before our SAP meeting takes place because a lot of those members are on both teams. So that'll be a new process for us. This year. We're going to be checking in on the data every week to see what students we can refer to some tier two interventions. The tier two interventions we're looking at are check in, check out, social skills groups, small groups run by some of our counselors, and that's kind of where we're looking at starting. Well,

Michael Lord 28:52

Well, I'm excited for you.

Participant #3 28:55

you. **So, I can't really tell you how that's going yet, because we're in the refinement process for that.** Okay,

Michael Lord 29:00

Okay, just have a handful more. So, **who creates your annual expectation schedule?** I guess. Do you have an expectation schedule where, beginning of the year, here's the stations that students are going to learn the expectations? Do you do that, do you have that sort of a framework? we do

Participant #3 29:17

We do, that is all determined by our core team, again, our tier one core team, so that will be something that we're working on next week. We have created established lesson plans for that. And all of our lesson plans kind of give that initial teaching opportunity, but then also have some reinforcers that then the classroom teacher can do in the days after that to kind of reinforce what they had learned. Our schedule kind of works, that we the first five days of school, that last hour of the school day, we do rotations, and so maybe on that first day, kindergarten is doing bus expectations, and then on Tuesday, they're going to the cafeteria, and then on Wednesday, they're going to the playground, and they're rotating, and the whole school's doing it at the same time, **core team members are the ones that are giving those lessons in those areas, and then the teachers are reinforcing it. You know, after they've been in that setting and done that. But again, that's all established by the core team.**

Michael Lord 30:24

Who shares out that schedule each year?

Participant #3 30:28

That's either myself or my principal. It usually is shared out at our all staff like opening in service meeting, they get a nice little folder with all the stuff they need for the start of the school year, and that schedule, and everything's right in there. Okay, so

Michael Lord 30:42

Okay so, that's not all on you. **That's a shared responsibility?**

Participant #3 30:45

Yeah, it's a shared responsibility.

Michael Lord 30:47

Sounds good. **How about your Self-Assessment Survey? Who monitors the completion of that?** So, you try to get the 80% of the staff to take it in the spring. Who monitors, hey, you know, we need, still need more people to take the survey?

Participant #3 31:02

That's done in collaboration with Brad. Me the link and I send the link out, and then Brad kind we've never actually had an issue where we haven't had enough staff to fill that out so, but you're the main

Michael Lord 31:24

But, you're the you're the conduit to that?

Participant #3 31:28

Yep, that flows right through me.

Michael Lord 31:30

Yeah, that's good. **How about monitoring the completion of action items based off of the annual team assessment?** So, whether it's the benchmark of quality, or the TFI. So, who monitors action items created off of that?

Participant #3 31:48

Our core team does. So again, that would be my responsibility in terms of ensuring that the action plan is always available at our meetings and is always something that we can see when we're there. But that's not a solo thing. **That's our tier one core team that that monitors that.**

Michael Lord 32:08

Do you have an action planning meeting that occurs either at the end of the year over the summer or beginning of the year?

Participant #3 32:14

Yeah, at the over the summer, so right before the school year starts?

Michael Lord 32:19

And, who schedules that?

Participant #3 32:21

I do.

Michael Lord 32:23

Okay, and who facilitates that meeting?

Participant #3 32:24

I do.

Michael Lord 32:27

Okay, just some additional things. **Who monitors your school's SAP team or your SAP program?**

Participant #3 32:35

So, our SAP team, our SAP program, is monitored by our school psychologist.

Michael Lord 32:40

Okay, how about who monitors the safe to say reports?

Participant #3 32:46

Well, that kind of goes on a rotating basis. Ultimately, it's our superintendent that oversees it entirely. But there's a, there's a rotation of, you know, the high school principal has this week, and then the middle school principal has this weekend. I am not on that rotation, **so that is not that's not a responsibility of me.** However, my elementary principal would have that responsibility.

Michael Lord 33:10

How about organizing interagency collaboration?

Participant #3 33:15

They have a social worker that is in charge of that.

Michael Lord 33:20

Okay, any other team functions that I'm missing? So, I think you had mentioned fundraising. **So, do you oversee fundraising at all?** I can't remember what you said.

Participant #3 33:30

I oversee fundraising in the sense that our fundraising committee, well... I'm trying to think of how to, how to adequately describe this. So, our we have a we have a subcommittee of teachers that is in charge of fundraising. They're the ones in charge of, you know, determining what fundraisers will be done, scheduling the fundraisers, ensuring that they happen and things are distributed, then the proceeds, or the amounts earned from that fundraiser are then handed in to either myself or my principal. Ultimately, it goes to my principal, because she is in charge of our entire budget and bookkeeping for the elementary building, and we have a ledger that kind of that keeps track of what's been earned and what's been spent. **So, I'm more of a domino in that process, being the versus being the one that's completely overseeing it.** Okay, being

Michael Lord 34:24

Being a pre-k to grade four building, do you have a student team?

Participant #3 34:29

We do. Our student team is primarily comprised of fourth grade students. Their schedule is a little bit more flexible to allow them the opportunity to meet. Plus, they're just a little bit more independent. So that's kind of like the thing that they look forward to. They get to be on the student team. **That student team is run then by one of our fourth-grade teachers, who is on the committee that oversees that.** Now those students will create Google Forms to survey all of the students in the building so that they're ensuring that they're getting, you know, input from kindergarten and preschoolers all the way up to fellow fourth graders. Sometimes they'll visit and talk to students. Sometimes they'll distribute, distribute fundraisers. Some they kind of do a little bit a little bit of this, a little bit of that. But we do have a student team.

Michael Lord 35:26

Okay. So, related to PBIS, are there any additional leadership tasks or duties that you assume beyond your traditional administrative role that we have that we've yet to discuss? We've named a bunch of them. But, as far as team tasks, is there anything else you do?

Participant #3 35:45

I mean, I'm in charge of a lot of the buying and acquiring of things. So, our rewards committee will get me a list of items to replenish for our source store. And then I'm kind of the one responsible for making that purchase on Amazon when it comes in, making sure the store is replenished. In setting that up. I'm also responsible for communicating. We have an amazing PTO, so I attend their monthly meetings, and I'm kind of that go between person of, Okay, what does PBIS need in terms of volunteers. So, it's like, okay, we're doing hot chocolate next month, so we're going to need two volunteers per grade level to help serve all the kids hot chocolate. And so, I'm kind of the person that goes in between the PTO volunteer coordinator and our core team committee to kind of relay that information.

Michael Lord 36:40

Here's a question I'm just throwing in there. Do you feel like you've taken on more roles now as an administrator versus when you're a teacher, or less or the same?

Participant #3 36:50

I think it's more, because I feel as though um, when I was a teacher, I don't think that there were as many, I don't want to say expectations, but I think that they knew what the limitations of my schedule were, and they knew what the limitations of what I might be able to do in terms of contacting more parents or doing this, or being visible on the school or being able to visit classrooms. So, I do think that some of those other roles were taken on by other administrators because they knew that as a teacher, I wouldn't be able to do some of those things.

Michael Lord 37:30

We're almost done with this section. Just two more questions. As an internal coach, how often do you have conversations, be it in person, telephone, email or text related to your PBIS framework? So, is it daily? Is it weekly, is it monthly, and what tends to be the nature of the conversation? So, like, how often are you having those conversations? Is it on a daily basis? Weekly? Or it's probably not. It's probably more than monthly.

Participant #3 37:59

Yeah, definitely more than monthly, not as much right now, just because summer has been a little bit.

Michael Lord 38:05

If you think about last school year.

Participant #3 38:08

I would say either daily to weekly. It's somewhere kind of that definitely daily, if we're really close to a reward or an assembly or a source store, or something that's very PBIS heavy, if, if it's just kind of a normal week, and we're trying to, you know, promote positive behavior within the school that is probably only maybe three days out of the week that I'm having some major conversations, but we have a really great staff that really believes in PBIS. So, even if I have a staff member that stops by and wants to discuss a student concern with me, there's always a little bit of PBIS and that discussions going on there like these are the strategies. These are the interventions that I've tried. They're not responding to them. What are other ones that we can try before we might need to make, you know, a referral to a tier two intervention kind of thing. So, I do feel like probably not. I just don't feel confident that I can say for sure every single day but definitely weekly.

39:17

Fair enough.

Michael Lord 39:19

So, last question in this section, have you been able to effectively serve as an internal coach while attending to your duties as assistant principal?

Participant #3 39:32

Great question. I feel like ideally, an internal coach would be best served in a role that wasn't a full-time classroom teacher, but also wasn't a full-time administrator either. So whether it was, you know, they were just a coach, and, you know, they served as a PBIS coach as well as a reading coach, or, I don't know, I feel like there's probably a sweet spot, an ideal spot, somewhere in the middle, because I do feel like there's things that I'm able to do now that I wasn't able to do as a teacher, but I also feel as though there are responsibilities and roles that I could pass on to others. Eventually, we're just not quite there and haven't found the right people for them. I think we're in a transitional phase right now where we're trying to breed some of those teacher leaders, and that necessarily hasn't been a culture. So that, I think that that's something that could, that could benefit us as we keep moving forward, looking to this year and wanting to establish that tier two team. Ideally, our dean of students would head up the tier two team so that I could head up more of the tier one team and eventually maybe just oversee the whole thing and have somebody else head up the tier one team. And that's kind of the goal that we're moving towards. But it's just finding the right people with the right flexibility to be able to fulfill those roles well.

Michael Lord 41:07

So as far as serving in that dual role, and being effective, would you put yourself in the category yes, no, or kind of in between?

Participant #3 41:18

I feel like it's in between, because I can't say yes, there are definitely moments where things get lost, you know, like, Oh, I forgot to buy the toilet paper for the mummy race. You know, like, there are definitely moments where things get lost because other responsibilities as an administrator just have to take precedence at that time or in that moment. But there are also times where it's a great benefit, especially when it comes to communicating with parents and with students, because as an administrator, I have the flexibility to get to know and build relationships with so many more of them that that really is a huge benefit. And I feel like I get a much better response. I can't even say, I guess I should say with staff too. I think that's why I have good staff, buy in and have great relationships with staff, because I'm not just that fourth grade teacher up there in that little bubble. I have the time to really be able to build relationships and establish that buy in and help answer questions and train people and give people suggestions and strategies when they need them, for their classroom when it comes to positive interventions and supports.

Michael Lord 42:29

Yeah, so that's a nice segue to the next one, too. So, the next research question is, do principals serving as internal PBIS coaches who believe their roles effectively and efficiently contribute to their school's overall PBIS mission? So, my first question to support that is, how has your involvement as an internal coach impacted staff morale, collaboration and buy in for the PBIS initiative?

Participant #3 42:55

I think that they know that I truly care about it, and that passion rubs off on people. They know that, Oh, this isn't just another thing that we have to do, or it's a fad that's going to fade out. It's something that it's something that she's got a stake in, and that that she believes is going to help our students, help our classrooms run better, and support and help students that have neat needs. So, I definitely feel, as an administrator, that that helps convey that buy in the ability to constantly be checking in with the new research and the new strategies, and I have formed a great network of other administrators or other people in a similar role as well, to be able to reach out and

get resources, which then I'm able to share out with staff as they need it. I don't know that I would have been able to do all of that as a teacher, just because so much of your time is focused on, you know, being a good teacher and teaching your kids, then being able to also build that network and collect all of those resources and sit and train people and mentor them and be in the classroom to help model for them that all gets lost. I feel like as a teacher in the role admin, in the role.

Michael Lord 44:20

That's a good point. Have you noticed any changes in student outcomes and equity due to assuming the role of internal coach? So, you think student outcomes, behavior, attendance, academics and as far as equity creating more opportunity for students to be successful. So, let's talk about like outcomes. Do you see? Do you see difference in behavior?

Participant #3 44:48

Definitely, I would say I see differences in behavior. Being in this role, it also helps as an administrator that I serve on our SAP team, and then I work very closely with our counselors and our social workers, our school psychologist as well. I get to know a lot of our students with concerning behaviors, very, very well, and I get to know about family dynamics and things that maybe I wouldn't be privy to as a classroom teacher being an interpreter, which I definitely think all comes back to. It builds knowledge for me and being able to determine what the needs of our school are based on the demographics of the people that we serve. And so, it helps make better. It helps me to make better informed decisions about what interventions we might need. It helps make decisions about maybe what teachers we should approach, about wanting to be involved in check in, check out, based on the students that we know are going to need it, and the personalities and how that will, that will, that will interfere with things I don't know, did I answer the question? I feel like I went off base a little bit again. Feel like I have a direction, and then I make a comment, it sends me somewhere else entirely.

Michael Lord 46:11

As far as equity, have you seen opportunities for students to be more successful? I think that, I think you touched on that

Participant #3 46:18

I did. I think that we have a lot of room to grow in that area, and I think that's why we're trying to make a focus for that tier two support. So obviously, there's a reason that PBIS has three tiers. We just accomplished and met tier one fidelity this past year. So, definitely, it's been an accomplishment, not for lack of trying, like I said, we just kept spinning our wheels for a little bit of time to figure out exactly what worked for us and how we wanted to move things forward. So, now that we have that under control, and we're seeing a lot of success school wide, now those, those handful of students that need that tier two. I mean, they're ever so in our face now, yeah, so I would say within the past school year that equity piece definitely has some room to grow, but I'm hoping that with the implementation of some tier two supports that we'll see some growth in that. Our data definitely shows that our few kids that have some discipline problems continue to have them, so we definitely need some work.

Michael Lord 47:32

Just a few more questions. Have you noticed any changes in school culture and climate due to assuming the role of internal code since you've been in that role? So, as far as school culture, any changes in behaviors of the staff? So, this is kind of what we do. Now. Have you seen any changes there?

Participant #3 47:53

I have, um, I have seen it. And I think mostly our staff actually was not thrilled about the subcommittees. I think that when we first started it, it just felt like it was another after school meeting to attend, and they didn't quite understand why. You know, people had been making decisions about rewards and what to do before. Why did they need to be involved in it? Yeah, we've now done that for about three years like that, that change has

completely shifted culture, because now people see like I had an idea, someone listened to my idea, and look, there's my idea happening right now. And so, they feel that they're a part of the process. It's no longer I have to do PBIS because they told me to. We're all doing PBIS because we're invested in it, and we can see that it benefits our kids. So that that culture has been a monumental shift there. I think of the positive climate committee comes to my mind right away, because when, when those subcommittees were first created, they really struggled, like, we don't understand what our role is. We don't understand what we're supposed to be doing. And so, as the internal coach, I was able to talk with them about, you know, what my idea for that committee was, and then they kind of gave their input on that. Here's what we think it could be. We were kind of able to point that committee in a direction. So now that committee is in charge of one of their big things they do is they establish a peer buddy, day, bi monthly. So, you know, a kindergarten classroom is paired with a second-grade classroom, and they come up with an activity, and then at, you know, two o'clock on Friday afternoon, everybody goes to their peer buddies' room and they do that, and it's just another way to establish a little bit of positive culture in the school. Everybody kind of getting together and doing a fun activity, and big kids supporting little kids, and building a relationship and a connection, and that all kind of came about with us just sitting down and talking about it. Okay, you're confused about what this is. Well, let's, let's talk about what it could be, and let's make it happen. And so, I've seen positive shifts in culture, just going more with that team mindset and getting everybody.

Michael Lord 50:22

You mentioned having a Climate Committee. How about climate so as far as the mood of people wanting to come to work and be happy and all that sort of stuff, you see a shift that's going along with the cultural change?

Participant #3 50:36

I have, although I'll tell you, the culture is going to be real great here in a couple of weeks, and then by about April 25th there will be a different one, because I think people just get a little bit worn out. Um, I think that there's a lot of things that play into our culture, um, but as it relates to PBIS, the culture has shifted monumentally because of getting people involved. There are other things that I, you know, can't really speak to, you know, having to cover because there aren't enough substitutes, and things those that that throws a wrench in in the culture, but it doesn't that's not necessarily a directly PBIS, if you will, related type of things. Yeah, can control it with that, yeah, but anything that we can control with PBIS, I've seen a great shift in the culture, getting everybody involved and giving them a voice and having them be heard.

Michael Lord 51:39

Any advice or suggestions that you'd have for principals contemplating serving as internal PBIS coaches?

Participant #3 51:48

Definitely not to take on the entire role yourself. I would say that an internal PBIS coach should probably that role should probably be broken up in terms of somebody that is maybe that tier one coach, somebody that is that tier two coach, somebody that somebody that maybe oversees the entire program as a whole, I think that that could be really beneficial, especially if you're an administrator trying to also do all of your other administrative duties. Again, that's some that's a path that I'm on the way of taking just trying to share some of those duties, ultimately, because, as well, you want to be able to train people, so that if you would ever take a different position, or whatever you know, then there's other people who can step in and they know a little bit about what's going on. Really don't want it to be where I have all of the answers. And if, for some reason, I couldn't be here, then everybody's wandering around trying to figure out what to do.

Michael Lord 52:56

Last reflection question, so overall, how, how might things be different if you were not both the Assistant Principal and PBIS internal coach?

Participant #3 53:11

How would things be different? I think that if I were, if I were able to solely focus on PBIS, and that was it, I wasn't and also an administrator that we would be along in the process of having some tier two interventions and supports available for students. I think that teachers would have a lot more support in terms of modeling different strategies to use in the classroom, or having somebody be able to sit down with them and develop a behavior plan for a student that may be a struggling or even just being able to help walk them through some of the processes. A lot of times, teachers will come to me, and I do help them, but sometimes I can't help them right in that moment. It might take me, you know, a couple of days to get back to them well, that that kid's still doing that thing in those couple of days. And so, I definitely think the response time and being able to support staff would be a lot faster, and being able to support staff in the sense that I'd be available for a lot more trainings. There'd be a lot more PLC options for PBIS and behavior, because I wouldn't also have to be having to do trainings on other things that are state mandates. So, I definitely think that it could grow and develop the program more than what I'm able to do as both. If that makes sense.

Michael Lord 54:52

You had mentioned, not an administrator and not a teacher, so someone kind of fitting right in the middle there.

Participant #3 55:00

Yeah, I think, I think in the perfect world where, you know, money wasn't an object, and districts could just have as many positions as they needed, that would be ideal to have somebody just serve in that role, I think that we're living in a generation that they have a lot of baggage and they need a lot of support, especially when it comes to behavior. PBIS is a great a great system for that, and can help build a lot of positives with the idea and of coming to school and being at school and getting to school, and can really help support families in that way. So, it's definitely something that needs to be more of a focus. Any other

Michael Lord 55:48

Any other additional information you want to share with me? Or do you have any questions?

Participant #3 55:54

I don't have any questions. I feel bad because I feel you're trying to answer a question, and I basically told you, told you, maybe yes, maybe no.

56:06

That ok, it's not a black or white thing. I'm going to save my transcript. And I'm going to stop recording.

Questions

Significant Statements

Wed, Aug 14, 2024 4:37PM • 33:37

Michael Lord 00:01

So, I have three main research questions, and under each research question, I have supporting questions, and the first question, I'll just read this to you, what are the perceived benefits and challenges principals face serving as internal PBIS coaches? And so, I'm going to ask you questions that can help support that. The answer to that, the first one is, **how did you acquire the internal PBIS coach role in your building?**

Participant #4 00:38

I think just by nature, because it fit so naturally with my role in the building. **At the time I started was the school counselor, but our school counselor had an admin role because our principal was not in the building every day. So, when the principal wasn't there, I was the only person left, and I was teaching classroom guidance lessons. I was focusing on social emotional learning. And so, when our principal was supportive of it, I kind of became the person who was, you know, one of the core team members. And it kind of just happened naturally, because it was in my wheelhouse. And I would say also because I felt strongly about it.**

Michael Lord 01:25

Did you have any PBIS experience before taking on that role?

Participant #4 01:31

No, I had heard about it previously, and I had a previous administrator who had tried to take our current behavior system and mold it to be more PBIS oriented, and it didn't work. So, it was the whole thing was kind of brand new for me.

Michael Lord 01:52

So, can you tell me How has being an internal coach impacted your knowledge of PBIS practices?

Participant #4 02:00

I have been able to attend multiple trainings, which has been nice, because I feel now that I understand the big picture, and that's kind of something that helps to gain buy in with the teachers, because at the administrative level, I know where their struggles are and what they're looking for. And so, if I don't have the buy in on tier one, I can say, Look, I know you're struggling with X, Y and Z, and that's going to come to you in tier two, but we have to hit tier one before we can get to tier two. So, I

think I I've gained more knowledge about what the tiers are and then what supports exist at each tier level, so that I can be more supportive of our teachers and gain that buy in.

Michael Lord 02:51

In what ways do you believe serving as an internal coach has impacted your relationships with staff, students and parents? So, let's start with staff. So, how's that impacted your relationships with them?

Participant #4 03:04

I feel more knowledgeable, and I feel more able to support them. The data really helps, because I can see a clear picture of where teachers are struggling, and then we can craft responses to that that are tailored to what they need. And I think I have a firmer ability to support them, because when you know that behaviors are happening over and over and over, it's not like it's reported, it's not one teacher's threshold versus the other ones who's different, there's more consistency, and then I can support in a more consistent manner.

Michael Lord 03:44

How about relationships with students?

Participant #4 03:48

I like PBIS because it helps me to be more clear with students, because I have a hard time intervening with behaviors when there's not a common ground. And so, with PBIS, everyone knows what the expectations are. You know for sure that they have been explicitly taught. So, it gives you a language then to say to kids, you know, do you remember when we talked about X, Y and Z? And it helps you to help them be more accountable. And I like that. It focuses on what they're doing, right? Because kids need to hear that. And so, you can come at a challenge or something negative from a positive aspect and say, you know, you're really good at this, but we need to grow on this other thing. And so, I think it just helps to have that more positive relationship with them.

Michael Lord 04:39

And how about parents? As far as relationships with parents?

Participant #4 04:45

I think that first of all, it helps build that relationship and that trust, because we are telling them what their kids are doing, right. There's more positive communication. There are more positive contacts, and that matters to parents. And then when the expectations are consistent, when their kids come in in kindergarten and the same expectations are happening throughout the whole school, they start to feel like they know what's going on. And then you can partner a little bit more, and they sometimes feel a little bit more comfortable and more trusting.

Michael Lord 05:22

Just to clarify, did you say that your building has pre-k in it?

Participant #4 05:27

No, not the one that has PBIS.

Michael Lord 05:32

Can you describe obstacles, if any, you face balancing administrative duties with the responsibility of being internal coach?

Participant #4 05:42

I haven't had too much difficulty balancing it because it fits so naturally with administrative duties. You know, analyzing data is something that I already do. And when you have a perspective of education, where you're looking at whole child learning. To me, it's just part of that child. So, if I'm running data for academics, and then I run data for behavior, it, for me, it aligns, and I'm already going to be expected to handle the behaviors. So, to me, it just fits right in with it. What I do, I will say that I work in a school that does not have PBIS, and their culture is not ready to accept like the positive side of things, and it makes it very difficult to provide support when there's not a common language.

Michael Lord 06:39

I might come back to that I don't want to like taint the interview here, but it's like, it's hard for me to shut my mouth about PBIS. I could talk to you all day, I'm sure, but I might circle back to that and just pick your brain a bit. Okay, so any other obstacle or so you mentioned that there's not really any obstacles or anything. I

Participant #4 06:56

I don't feel that it's a challenge. I think it makes it easier to be honest.

Michael Lord 07:02

So, how is serving as internal coach contributed to the success of the PBIS initiative in your school?

Participant #4 07:11

I think having supportive administration helps with buy in, because you're the person making the decisions on what your school is going to do. And like, if you need time in the schedule for a reward, the administrator has that position to be able to say, okay, like, we are going to have an assembly this day, and they're the person who's giving the entire message to the school. So, if it's the administrator who's saying, hey, I know that we're worried about academics, but you're not going to get to those academics if you don't spend the time building the relationship and teaching the expectations, then if they're hearing that from their administrator, it's like they're given permission to take the time to teach the expectations. Instead of feeling like I have to teach that, you know, I have to teach they have to be tested. I have to

have results. So, I think that coming at that from the administrative lens, you're just in a position to enable some of those core things that need to happen. You You're the one who makes them happen.

Michael Lord 08:22

So, last question for this section, would you recommend other principals serve as internal PBIS coaches? Can you explain?

Participant #4 08:31

If they believe in the model of PBIS? Then yes, because PBIS needs someone who believes in in the system and the research to kind of be a champion for it. And so, you sell it by believing in it. You get buy in you can't punitively implement a program that is positive. So, I would say, you know, yes, if you're willing for a team of people, and you're willing to, you know, guide your staff to a PBIS model, then, yes.

Michael Lord 09:05

I'm going to transition to the second research question. And we talked about challenges, difficulties, positive things. And I want to move to questions regarding team responsibilities that you assume in this role. And so, the research question I'm looking to answer is, what additional team responsibilities do principals assume while serving as PBIS and internal coaches? And so, what I'm going to do is, I'm just going to ask you a bunch of team functions, and if you could tell me, yes, I manage that, or it could be, you know, done by a team or another person, it could be more of a team process, okay? So, who creates the agenda for the monthly meetings?

Participant #4 09:50

We do that as a team. We follow a note taking format, and then our data guides what our agenda becomes.

Michael Lord 10:04

So, do you use TIPS?

Participant #4 10:07

No

Michael Lord 10:08

I have a form. That's okay. You don't have to look it up,

Participant #4 10:12

And so, one person will be like, okay, I'll be the note taker today. And then I usually talk through the data. And then we focus on we always want to make sure that we have a goal review, the data from the

last month to see if we met our previous goal, set a new goal, and the steps we're going to take to accomplish that goal.

Michael Lord 10:32

So, team agenda is a team based, team created. **Who facilitates the monthly meetings?** Or is that somebody else you said you have a problem?

Participant #4 10:38

I do.

Participant #4 10:43

And, do you ever take notes?

Participant #4 10:47

I used to, but it became a lot, and so now we have a note taker in the group.

Michael Lord 10:53

Who shares the information with the non-team members?

Participant #4 10:56

I do. So, before I became the assistant principal, though my principal did, I documented it all into like a newsletter, and then he would send it out, because we were asking teachers to do things. We would say, you know, we have this area, we're going to need you to reteach this lesson. And so, I felt like, when it was a directive, it needed to come from the principal. So, then he would send it out, okay, but now I do it.

Michael Lord 11:31

So, who acquires, analyzes and share student data with the PBIS team?

Participant #4 11:37

So, we do that together in our monthly meeting, looking at SWIS.

Michael Lord 11:44

Who shares data with the PBIS, non-team members?

11:47

I do.

Michael Lord 11:50

Who monitors the completion of action items created during the team meetings?

Participant #4 11:57

Our core team, we identify, like, if we know we had an issue in the cafeteria, and we need to speak with the cafeteria monitors, and Mr. Vollmer is going, like, the principal is going to be the person who talks with the cafeteria monitors, like, we assign somebody to each task, and then the next month we review it and make sure that it happened

Michael Lord 12:20

Who monitors the implementation of universal interventions and so making sure the expectations are taught, acknowledgement system is used, all that sort of stuff?

Participant #4 12:31

Our principal.

Michael Lord 12:38

Who monitors the implementation of advanced tier interventions with fidelity? Are you at that point?

Participant #4 12:44

I don't know what you mean by that?

Michael Lord 12:45

So, as far as, do you have check in, check out, in place?

Participant #4 12:50

So, we're only at tier one right now. We will be moving to, we just acquired tier one certification at the end of last year. So, we will be moving to tier two. We have tried some check in, check out things, just some ideas, things that we knew could be helpful to certain students and that our teachers were interested in voluntarily. And I was the one who did the trials with the people who were willing to do them.

Michael Lord 13:18

Who creates the annual expectations schedule? And so as far as do you teach expectations in some sort of a schedule or rotation?

Participant #4 13:26

Yeah, I mean loosely, we created it as our core team, and then our principal puts it out to the staff and puts hard dates on it.

Michael Lord 13:36

Yep, that was my next question. **Who shares the expectation schedule?** You said the principal does, who monitors the completion of the self-assessment survey? So that spring survey that goes out, the online one.

Participant #4 13:51

Is that the one that our PBIS coach, like we have our coach from the IU that she sends us?

Michael Lord 14:00

Yeah, she sends it to you.

Participant #4 14:03

Our principal monitors that.

Michael Lord 14:06

Who monitors the completion of action items based on the annual team assessment?

Participant #4 14:15

We do that as a team, our core team.

Michael Lord 14:19

Who schedules the annual action planning meeting? So, based off of those TFI results, do you have an action planning meeting?

Participant #4 14:32

Our IU coach works with my principal and I to schedule that.

Michael Lord 14:41

So, it's more like a team thing between three of you.

Participant #4 14:43

Yeah.

Michael Lord 14:44

And during those meetings, who facilitates that meeting?

Participant #4 14:51

Usually, it's our coach from the IU, helping us understand what we need to have done and then we implement.

Michael Lord 15:01

Do you monitor your school's Student Assistance Program?

Participant #4 15:06

So, we don't have SAP, but we do have what's called Child Study. And yes, we monitor that is that.

Michael Lord 15:15

Does that fall more on your plate, or is that more of a team?

Participant #4 15:19

Child Study actually falls most on our school counselor. I thought moving from school counselor to assistant principal that that would follow me, but I'm only in that building. We are on a six-day cycle. I'm only there two out of six days and to get to know the students enough and schedule them like I'm just not present enough to schedule all those meetings. So, if our school counselor takes care of that.

Michael Lord 15:40

Who monitors the safe to save reports?

Participant #4 15:44

Well, now I do. I just got added to that. I have a training for it tomorrow. But we have a school resource officer like who kind of oversees the officers in our whole district, and he, he's the main point of contact. And then that goes down to different people in each building.

Michael Lord 16:04

Prior to you getting this, this role, who did it before?

16:10

I don't know, aside from that officer.

Participant #4 16:17

I don't know if my principal used to, I don't know if they ever had anybody at the elementary level, to be honest with you.

Michael Lord 16:26

And how about organizing interagency collaboration? Who's the main person that does that?

Participant #4 16:32

It just depends on the situation. Sometimes I do it, sometimes the school counselor does it.

Michael Lord 16:37

Are there any other team functions that I missed as far as just responsibility. So, you have a student team, or is there someone who's in charge of fundraising?

Participant #4 16:49

We have subcommittees, and so each member of our core team took an area that could use teacher input. So, we have a responsiveness committee, and they deal with appropriate consequences for each grade level. I was on the fundraising committee with another teacher. We had a like reward committee, so you know, they planned some quarterly rewards based around PBIS, so we have several subcommittees where each one of us took the lead.

Michael Lord 17:29

So last, one last questions for this section. Are there any additional leadership tasks or duties you assume beyond your traditional admin role for PBIS that we haven't discussed?

Participant #4 17:42

The biggest thing that I advocate for myself is that I go in, I think it's usually November, December, to the training. And we, we have tried to present every year because the implementers forum, sorry, thoughts. We always say, teach the teacher, and so I just always try to go to that and bring back things that we can then give to all of our teachers. So, I don't think everyone takes that on as a responsibility, but it's something I advocate for, and think that is important.

Michael Lord 18:21

So, as an internal coach, how often do you have conversations? So be it in person, telephone, email or text message related to your PBIS framework, would you say that it's daily, weekly, monthly? Okay, and what's typically the nature of the communication?

Participant #4 18:32

Daily.

Michael Lord 18:34

Okay, and what's typically the nature of the communication?

Participant #4 18:44

That's a good question. I would say, supporting the teachers and students in in the PBIS framework. So, it might be helping someone to respond to a behavior, it might be, you know, reminding a student of an expectation. I type a big newsletter where I share out our data, and it has visuals and stuff on it and strategies. So sometimes it's even just looking up resources that I know will target an area that we're struggling in.

Michael Lord 19:20

So, last question for this section, have you been able to effectively serve as an internal coach while attending to your duties as assistant principal?

Participant #4 19:37

Yes, I would just say. I think I might have said it before. I think it adds to the ease of my duties. I mean, in one aspect, I guess it adds another layer, but it's organized and it's consistent, and there's data and there's so those are all things that fit well with my role,

Michael Lord 19:56

So, the last section will focus on how serving in this role with internal coach contributes to your school's overall mission. So, research question I'm looking to answer is, do principals serving as internal PBIS coaches believe their roles effectively and efficiently contribute to their school's overall PBIS mission? And so, the first question is, how is your involvement as internal coach impacted staff, morale collaboration and buy in for the PBIS initiative?

Participant #4 20:26

Our staff morale right now is low. We've undergone a lot of change. Consistently for the last several years, we closed a school, we merged two schools. PBIS really helped with that, because before they closed the school, we were both schools were operating under PBIS with the same expectations, and so when we closed that first school and brought them into the other school, the kids knew the expectations, the teachers knew the language. So, it really helped with that cohesiveness and kids feeling like they were walking into a building and knew what to do. And then I would say, with teacher morale, we're always targeting teachers like, what do you need? We have instructional coaches, and so they're pretty dedicated to finding, like, fun teacher rewards. And so, they'll offer them, you know, coverage to get some professional development, or maybe it's up for an award for the month that a teacher gets a 20-minute prep and they go to the coach's office and there's candy and there's snacks and there's pop in the fridge, and I think that it helps our teachers to feel supported. And I know like this is a little bit off topic, but that's like, sort of how I'm pitching it for the school that isn't quite there yet, because we're living in an age where kids are coming in with skill deficits that aren't just academic. And so, if you have one classroom that's teaching one expectation, and the next classroom has a different expectation, and one classroom says you have to raise your hand to ask for a pencil in the other classrooms, like, why are you raising your hand? Just go get a pencil. And so, it levels the playing field for everyone. And you, you don't have to feel like you're fighting these deficits by yourself, like now we're a team, and you're not on your own island, like we're all here to target this behavior and to fill these gaps together. So, in the long run, I think it builds staff morale, because you're all in it together.

Michael Lord 22:23

So, you talked about staff morale, collaboration. How about buy in? **So how has your role impacted buy-in for the initiative?**

Participant #4 22:33

I think it gives me insight into where the needs are, and so when I can see there's a specific need, and I walk in and I'm like, hey, I know that your class is struggling with it, so let's we're gonna, we're gonna plan a guidance lesson around that, so you have an outside person who's coming in, and they're gonna give you support directly on the skill that you need. And here's a story that we can do with the kids. I think that it helps them to see that, okay, PBIS isn't just hot cocoa parties. You know, it really is a support system, and these people like actual research-based evidence to help support and make these problems resolve. One of the things that we say at the school that's not quite there yet is we're not looking for compliance, we're looking for transferable skills, and so when you start to see this as it is, it moves through the system over a couple of years, you get that buy in where it's like, oh, these kids are walking into my class, and they do know what they're supposed to do, and my year does feel easier.

Michael Lord 23:38

Have you noticed any changes in student outcomes and equity due to assuming the role of internal coach? And so as far as student outcomes like related to office referrals, attendance, things like that, and as far as equity like more opportunities for students to be successful.

Participant #4 24:02

So, we're very lucky. It's like we're lucky because we don't really have much attendance problem, but we're a very rural area with very few resources, so our parents need their kids to be in school. But I would say, with more opportunity, I would say less kids fall through the cracks with accessing outside supports. Because our child study it used to be, everybody knew you could do it for academics. They missed the fact that you could do it for behavior too, or mental health needs or whatever. So, it has kind of opened up that child study system to some of those kids who maybe would have fallen under the radar, and now they can get connected with some supports. We also use one of those, I forget has a name and I forget what it is. It's like an Excel spreadsheet. And the teachers will go down and they'll rate and so we have the internalizing and externalizing (SSRS) So, we do that, and that has been helpful for some teachers to realize, like, maybe I need to talk to somebody about getting this kiddo some supports, because sometimes the loudest kids are the ones that they notice, and then didn't realize that somebody else could use some support. So, I'd say equity wise, it allows us to offer more kids the resources that are available to us.

Michael Lord 25:26

Have you noticed any difference in like outcomes, as far as office referrals and suspensions and things like that?

Participant #4 25:36

It allowed us to see some trends. Bus behaviors were a big thing, and when you actually read the write ups, you could see that maybe some of the things were racially targeted, and it allowed us to intervene and really protect those kids from that experience. And our principal set them up with a behavior system. It was so easy, they either come off the bus with a red card or a green card, and if they have a green card, they get to market, and when their chart fills up, they get a prize. And it had a phenomenal so I think it allows us to catch some things that maybe we wouldn't have recognized before.

Michael Lord 26:16

Have you noticed any changes in school, culture and climate? So, you talked about morale. But as far as culture, just kind of what we do on a daily basis, our behaviors and, you know, things like that. As far as staff and students, have you noticed a change in culture since you've had this role?

Participant #4 26:47

I think so. Our kids are excited to be there and there's it becomes a culture of sharing. So, you know, we have an intervention going on in our cafeteria called the golden spoon, and some teachers are like, okay, my kids want 10 students, like, what the heck am I supposed to do? It's another thing. And the other teachers are like, No, it's not. It's so easy. Look at my kids. It's camping day locked in, and they're going to be camping in our classroom. And so, then there's that teacher collaboration about, you know, like, fun ideas that you can do. And kids genuinely, really are excited to come to school, and it helps teach the teachers who are struggling how to put a relationship first, and it changes your whole climate and just seeing the kids, when we do our quarterly rewards, the kids don't know how they're chosen to participate in the activity, and they are so excited, and it's always fun stuff. So even if they don't get chosen, they're super excited to just get to watch. And so, you can hear them talk about, like, oh, I want to, you know, we have punch cards, and I want to get my punch card filled, because I'm going to put it in that basket, because I want to win that thing. And they just, they just get excited to be there. And changing behavior steers away from being punitive, and it and it becomes something that the kids want to do and be part of. It's like you trick them into being the best person they can be. It's not a challenge anymore. Sure

Michael Lord 28:10

What advice or suggestions do you have for principals contemplating serving as an internal PBIS coach?

Participant #4 28:16

I would recommend that they do their research. You have to know what you're implementing, and you have to believe in it, or nobody's going to believe you. And then you have to know the climate of your staff, because you need to get them there. Because we do, you know, you have those two teachers who are the last ones to hop on board, and it's going to take the administrator to go to them and say, remember, we do have expectations in the hallway. They're for the whole class, for the whole school. So, we can't have just your class walking through the hallway, talking to each other and you engaging the students, because that's not our school expectation. That takes that takes courage as a leader to do

that, and if you're not willing to do that, then it's not, it's not ever going to work, because the people who are doing it are going to start to get frustrated with the people who are not doing it. And then you got to that low morale and that tension between your staff. And then, like at the school that I'm at, where we were not there yet, we're going there. So, we're starting, we're, you know, we were giving them what they're asking for. They're asking for a behavior framework. Okay, so we're starting there. We have a matrix, we have lesson plans, we have consistent language. We will get to the positive part of it. We know that we just have to. We know the system well enough to know how to pull them along, to get them where we need to be, but if we just forced them from day one and walked in and said, hey, this is what you're doing, it wouldn't work.

Michael Lord 29:49

Final question here, so it's a final reflection question overall, how might things be different if you were not both the assistant principal and the PBIS internal coach?

Participant #4 30:01

I think I would know less of what my teachers need. I think I would be less informed on how to support them. Have I have been an internal coach when I was not an administrator, and I felt limited in how I could support the program itself. Like I always felt like I could support teachers, but I felt like I felt like I couldn't support the program, because at some point you do have to come down and say, this is something that everybody has to do. A teacher can't do that. And so, when it comes to delivering information where I'm asking someone to do something, I felt like I couldn't do that when I wasn't an administrator. I mean, I could ask, but they didn't have to do it.

Michael Lord 30:47

Do you want to share any additional information, or do you have any questions or anything like that?

Participant #4 30:54

Like, is this a common like thing for principals who feel pretty strongly about it, and that's why they tend to take a lead role in it, or is it uncommon?

Michael Lord 31:04

It's kind of uncommon to a certain degree. I think that. So, I've been at my IU for ears, and for a long time, you might have, like, maybe one principal, but now I have, like, three, okay, and so I sent an email out to my counterparts, like all the other PBIS trainers in the state, and it was interesting. Philadelphia area came back, and they're like, well, we don't, you know that's a policy. You can't be an administrator and an internal coach, which I thought was interesting. And then Allegheny IU three out in Pittsburgh, the person out there didn't know what I was talking about, so I had to explain to her that this is a phenomenon that's going on. And so, I had a principal from Philadelphia area respond to me and say, hey, I'll interview you, or I'll be I'll take part of the interview. And I said, are you, you know, the sole internal coach? And she said, well, no that they have a teacher, internal coach and a principal, internal

coach, and so she's the assistant principal out at a middle school somewhere. And so, this isn't talk to the network, the structure of it, you know what I mean, as far as, like, you know what's I think it works if, if you have a good team structure in place, like you do, that's kind of what I kind of what I'm seeing, is that and then principles that are stressed and really don't have that team support in place. What I'm hearing from everyone is like, if you want to get it off the ground and move it, you know, you really got to be involved.

Participant #4 32:37

The other thing I should add is, when, when you look at our core team of people, we strategically included people who had access to the most students. So, we do have classroom teacher representatives on our team, but that's like the minority of our team. We have our school psychologist who is familiar with the entire district. We have our principal. We have, you know myself now, our school counselor who took my job, we have her, and then one of our instructional coaches is also on our team. And so she, when we were two buildings, was another person who went between both buildings and was familiar with all of the students.

Michael Lord 33:17

Yeah, it's good to have a diverse team like that. It's, it's nice. Okay, I'm going to anything else regarding the interview. I'm going to stop recording.

Participant #4 33:29

Okay.

Questions

Significant Statements

Tue, Sep 17, 2024 9:01AM • 27:42

Michael Lord 02:24

So, I have three main research questions, and I have sub questions to help answer those. And so, the first main research question is, what are the perceived benefits and challenges principals face as internal PBIS coaches? And so, the first sub question is, **how did you acquire the internal PBIS coach role in your building?**

Participant #5 02:48

So, it's been district initiative for and I don't know what it looks like at the high school level, but from K to five at the elementary schools. And the question was, how do we implement and kind of continue the PBIS model throughout the Middle School mindset? And initially we were like, Yeah, we do PBIS. **And in my previous I went through the process so I knew exactly what PBIS was. I'm like, we're not really doing it.** We're saying we're doing it, just giving the four R's. But are we actually explicitly teaching? So, I had to coax my boss into saying, it's not anything hard, it's not anything new, it's just being explicit about what we're doing. So, he finally drank the Kool Aid, and then with **our MTSS person, she and I attended a conference, and we identified a group of teachers to get together. We had teacher volunteers, and we went through the list and kind of figured out who was best. So, it was coaxing the principal, and then also looking at what our current model was and trying to actually enforce it with fidelity.**

Michael Lord 03:54

What was your role at your previous school? You said that you had experience with PBIS with fidelity.

Participant #5 04:00

So, at my previous school, so I've been in three districts. The one before, I wasn't there long enough, and it was a pretty, pretty it was a great school district. Actually, the year before, **I was in a urban school with a lot of behavior issues, and we went through identifying the expected behavior in all locations, identifying our rituals and routine, and going through the PBIS program with the IU. So, I had some experience with that, so we went step by step and went through all the stages.**

Michael Lord 04:29

Did you were you a principal at that time? Assistant Principal?

Participant #5 04:32

So, I was a guidance counselor, and I transitioned to assistant principal. So, the way I became co-facilitator is that our IU person said, Devin, we know you have experience, but the problem is, if you leave, because principals leave, assistant principals leave, we want to make sure that there's a teacher in the building that can continue the program, and your job is to support and not always facilitate. So that's how, quote, unquote, I became the co-facilitator.

Michael Lord 05:05

Okay, I'm glad you said that. That's good information. So how has being an internal coach impacted your knowledge of PBIS practices?

Participant #5 05:18

You want to be honest? It's not anything new. I think people think this is so earth shattering, but it's not. And I think because I drank the Kool Aid, and I believe and reinforcing a positive reinforcement, and then explicitly teaching, it's like being a parent and just being consistent with this. So, I think what, what it has taught me as a co facilitator is to it's a mind shift for adults. Really, it's a mind shift.

Michael Lord 05:48

In what ways do you believe serving as an internal coach has impacted your relationships with staff, students, and parents?

Participant #5 06:00

I think we do a good job with staff, as far as them validating and affirming that they're being heard. With students, it's given us guided clear expectations. With parents, we're working towards that. That's something that's part of our goal this year, is to kind of make sure it's a little bit more collaborative, and then us just being transparent. So, the parent portion, I don't think we're too great at right now.

Michael Lord 06:24

Please describe any obstacles, if any you face balancing administrative duties with the responsibilities of being an internal coach?

Participant #5 06:37

Um, I guess I don't. I personally, and this is not me being arrogant. I'm a counselor at heart. So, I always leave with my heart, and then I balance it out with my mind and being practical, because I do believe in and just for context, we're doing restorative practices as well. So, you try to help people understand again. None of this is new, but we're just trying to be consistent and all using the same language, so I do have to give consequences, and I actually walk the kids through, and I'll show you our thing, like, here

comes in, I'll walk them through the matrix, and I'll say, what expectation did you not meet? And then we'll go through, what are the options like? Did we already call home? Did we do this? And you tell me, what consequence do you think is appropriate? And honestly, I'll say, nine times out of 10, they give themselves more severe consequences than I ever would sure. But again, **it's them taking ownership and kind of reflecting through what we've talked about and what we've expected from them.**

Michael Lord 07:41

Just to know, like, I could, even after the first question, I could talk to you for hours. So, this is hard for me, so I'm gonna just, like, I'll move on kind of a thing, and I'll clarify if I if I need any more information.

07:57

Where are you located, in a big city?

Michael Lord 07:58

No. So I'm in. Do you know where Bucknell University is? (So, my girlfriend went there – **Participant #5**), yeah. so, it's a middle of the state. So, that's where my where my IU is. **So, how is serving as internal coach contributed to the success of PBIS in your school?**

Participant #5 08:16

I think as a building leader, it's good for them to see it's not something that's top down. I'm like, in the trenches with them, and I'm not saying, oh, this is what we're going to do. I'm listening. I'm actively listening, saying, ok, what does that look like, and how can we support that? So, we're not top down. We're collaborative with how we're doing this and navigating this.

Michael Lord 08:39

Would you recommend other principals serve as internal PBIS coaches. Can you explain?

Participant #5 08:45

I wouldn't say as the coach, because I really appreciate the IU person telling me like Devin, because teachers don't take ownership, right? And I feel like being a co-facilitator or supporter, yeah, but not the facilitator, not the head person. And I feel like, because, again, as much as I feel like we're collaborative, it's always sometimes seeming top down. But again, was a lot of the information coming from our MTSS person, and a lot of I will pat myself on the back about this. We were very selective about the people we selected for the team, sure. And I believe in having, I believe in having the naysayers on the team, because if the naysayers drink the Kool Aid, then they can have other people drink the Kool Aid. And so, my boss is like, you seriously asked her to go? And I'm like, yeah. And when I tell you the number one cheerleader, and they're like, listen, it works if you did this and this. And I'm like, and my boss always looks at me. I'm like, you did that. I'm like, I know.

Michael Lord 09:47

Yeah. I feel you. So, and you have another teacher. **You have a teacher that's like, a co-coach you said, that serves with you?**

Participant #5 09:57

So, she's the MTSS person, so she knows, a lot of yeah, so she Yeah, a lot of the data uses.

Michael Lord 10:08

So, that's the first part. The second part is, I'm going to move on to talking about team responsibilities that you assume in this role. And so, the research question is, what additional team responsibilities do principals assume while serving as PBIS internal coaches. And so, I'm going to ask you about just functions, PBIS functions, team functions, and then you just let me know who you know, who really is in charge of that. **So, who creates the PBIS team agenda for the meetings?**

Participant #5 10:37

It's given by the IU, and we just follow it. We make tweaks and then the MTSS facilitator. Her name is Karen. I'll just say Karen. **Karen, makes tweaks to it based off what to offer from the IU.**

Michael Lord 10:53

And who facilitates your monthly meetings? (Participant #5 - She does, Karen). And who takes notes?

Participant #5 11:00

Devin Hartsel. So, we have a note taker, a data person, which is a math teacher, timekeeper, I can't remember who does that. They're different.

Michael Lord 11:11

So, who shares the information with non-team members?

Participant #5 11:16

We have a faculty meeting once a month, well, every other month now, and **our data person shared the data that's collected, the areas, the behavior, and then Karen will share the information that needs to be disseminated.** At the beginning of the year, they had, we had a faculty meeting and went over the rubric and the new guidelines and stuff.

Michael Lord 11:38

Okay, you had mentioned you have a data person on the team. So, is that person in charge of acquiring analyzing, and sharing the data with the PBIS team?

11:47

The PBIS team and with the staff.

Michael Lord 11:52

So that was my next one. **So, with non-staff member or non-team members who monitors the completion of action items created during team meetings?**

Participant #5 12:03

So, the IU provided us with a, you know, those formula, those charts, they give you, like, what are we doing at this meeting? Then when we come back to the next meeting that we do that, I can't remember the template.

Michael Lord 12:16

TIPS. Is that it?

12:18

Yeah, yeah.

Michael Lord 12:20

So, who really monitors that? Is it a team effort, or is there a particular person? So, we have this action item that we have to get this done. **Who makes sure that that gets done?** Is that

Participant #5 12:33

I'll give you an example. We just had a meeting at the beginning of the year, and I did a good job. I was quiet, and my action item was to send the new, updated matrix to the print shop. And I'm a professional so I'm like, let me make sure I do this. **And it's just expected by the next meeting, you're reporting out whether or not you did it or not.** But my stuff is, we sent it to the print shop, laminated, and Karen sent out an email to say they're in your mailbox. Please post them so depending on the task, okay, um, because it's **all everyone's delegated an assignment.** I don't believe one person should do one thing. I'm like, What's my action item? What's your action item? And everybody does their thing. And then come back to the next meeting.

Michael Lord 13:12

Is there someone that's just like the lead overseer? Is that like the IU person?

Participant #5 13:18

I would say her Newsome. Her name is So Shannon is from the IU, and Karen is our point person. So, Karen and Sharon, I would say, and Shannon. I'm sorry.

Michael Lord 13:27

Did you say you were good? You kept quiet at the meeting?

13:29

I did.

Michael Lord 13:31

Yeah, I hear you. **So, who monitors the implementation of universal interventions,** and so as far as making sure that reteaching is getting done, making sure that folks are using the acknowledgement system and so forth.

Participant #5 13:45

So, live school is our reinforcer, Spartan bucks. So, we have Spartan bucks. **So, Dr. Sal gets a report like every week, or every two weeks, that's the principal, and he'll give a shout out.** And those teachers he started this year that their names are entered into a raffle so they get acknowledged that way. We have lessons that we teach at the beginning of the year, and then I know in January we're going to do another reboot. And so, the so we have a team within PBIS that's responsible for curriculum, right? And so, they create the lessons, and the lessons are like 10 minutes, and each content area will teach that lesson throughout the day. So, if it's hallways, they'll teach the lesson. **So, curriculum is responsible for that um and Karen and Shannon. And Shannon asked, okay, when was the last time you did that, and what's the frequency of that?** Okay,

Michael Lord 14:38

Who monitors the implementation of advanced tier interventions with fidelity? Are you at tier two?

Participant #5 14:48

That's what we're working on this year.

Michael Lord 14:54

Who creates the annual expectation schedule? So, do you know I mean by that?

Participant #5 14:58

No. So, what if that's when we sit down with Shannon for the year to say, okay, we're working on tier two?

Michael Lord 15:05

Well as far as teaching student expectations. So, do you work on a schedule like beginning of the year, where you know students go to stations to get taught, or they're showed videos or something like that?

Participant #5 15:19

Okay, because everything's always whole school, and we focus on the areas we haven't had to work with a particular grade to say this is what we need to focus with you on, because in my mind, that's a tier two or tier three, right?

Michael Lord 15:36

Well, I guess you had mentioned that Karen helps facilitate that. Hey, you have to do these lesson plans. You have to teach the lesson plans that I'm talking about, schedule that mitigates that.

Participant #5 15:49

Karen does that and what was the second part, the frequency of that?

Michael Lord 15:53

Who shares that? Does Karen share that as well?

Participant #5 15:59

She shares it with the teacher, the schedules, but she's not explicitly teaching it yet. This is the timeline you need to make sure you do this this Friday. And we're all teaching this in math, all teaching this in science.

Michael Lord 16:12

That's what I was looking for. Thank you. How about who monitors the completion of your annual self-assessment survey, that online survey that the IU sends?

Participant #5 16:24

Who monitor that like so let me give you what it looks like at the end of the year. Shannon to say, this is a link. That's the IU person, Bob will send out an email to say, Guys, make sure you have it done by Friday, and then he'll send the other reminder email Wednesday, guys make sure you have it done by Friday, and then we follow up and review the data.

Michael Lord 16:42

Who monitors the completion of the action items based on your annual team assessment? So, you have the benchmarks of quality or the tier fidelity inventory. I'm sure you took one of those in the spring. So, who monitors the completion of those action items based off of that assessment.

Participant #5 17:02

Karen and Shannon.

Michael Lord 17:06

And did you have an action planning meeting based off of that?

Participant #5 17:12

We did. We had that last year with Shannon, and they met. We met at the beginning, middle of August, when we got back and Shannon's going to come to our next meeting,

Michael Lord 17:22

Who had scheduled that meeting?

Participant #5 17:26

Shannon and Newsome (Karen) looked at our schedules.

Michael Lord 17:32

Who facilitated that meeting? (Participant #5 – Karen). Almost done. So, who monitors your school, your school, student assistant program, your SAP program?

Participant #5 17:54

Karen does everything. Well, so I'll say this much, we really don't have a SAP program in isolation, so Karen is our MTSS person, but if we have a student assistance, need our counselors facilitate that with the contracted company, Holcomb, okay with our school district social support.

Michael Lord 18:12

Who monitors the Safe-to-Say reports?

18:17

Administration.

Michael Lord 18:20

And how about interagency collaboration?

18:24

Um, counselors facilitate them.

Michael Lord 18:26

Okay, are there any other team functions that are relevant in your framework? Um, that maybe you oversee?

Participant #5 18:37

Data. I don't know that's academic, but it's a lot of we have data meetings based off MAP and PSSA data, because that controls our, are you middle school, high school, elementary?

Michael Lord 18:47

So, I'm a, I'm a consultant, so I work for the IU, and so it's K-12, but I was a K-2 Principal.

Participant #5 18:56

So, at the middle school level, I don't, I don't know if we have it in our district. It's CE it's called core intervention, core extension, I'm sorry, and some districts call it WIN (get with you need during that time). Yeah. So that CE period, and we use our data to decide on what interventions our kids need during that time.

Michael Lord 19:20

So, as a as an internal PBIS coach, how often do you have conversations, be it in person, telephone, email or text message related to your PBIS framework? So, is that like at a weekly, daily, monthly?

Participant #5 19:36

Interview paused for phone call.

20:07

All right.

Michael Lord 20:07

Are you good?

Participant #5 20:09

She's fine. That's you know, how you have that person in your district? That's my that's my person. If she tells me she calls, I need to answer. She's good. Um, I'm sorry. Your question?

Michael Lord 20:19

Sure. So as an internal coach, how often do you have conversations? So it could be in person, telephone, email or text message related to your PBIS framework. Would you categorize it as a daily, weekly or monthly?

Participant #5 20:34

I would say daily, but not always explicit. So, like, if I'm dealing with a behavior issue, I'll say, did we follow the matrix that you talk to the kid, that you reteach so daily.

Michael Lord 20:46

What's typically the nature of the communication?

Participant #5 20:51

It's situational. Sometimes it's kids coming up, teachers coming up, saying, this kid cheated, this kid did this. And I'll say, okay, have you talked to the kid? Have you reached out to the parent? Have you reviewed the clear expectations of your classroom? So, it's normally teachers about kids' behavior.

Michael Lord 21:11

Is there anything regarding PBIS that extends beyond your traditional, your traditional administrative role that you have to do? (Participant #5 – no.)

Michael Lord 21:17

Have you been able to effectively serve as an internal coach while attending your duties as principal? (Participant #5 -I have)

Michael Lord 21:27

All right, so that's the second section, we're doing good. So, the final portion will focus on how being an internal coach contributes to your school's overall mission. So, the research question is, do principals serving as internal PBIS coaches believe their roles effectively and efficiently contribute to their school overall PBIS mission?

Participant #5 21:53

You want me to answer that part.

Michael Lord 21:56

Well, that's just the research question, but the sub question is, first one is, how has your involvement as an internal coach impacted staff, morale, collaboration and buy in for the PBIS initiative?

Participant #5 22:07

So, I personally feel like, again, as a former counselor, relationships are paramount, and PBIS helps offer clear expectations with no gray area, and I feel like as a part of the leadership team, me modeling and being part of the team and creating our clear expectations shows how seriously we're taking PBIS, also that it's not top down, it's collaborative. And we listen, we listen to all people's experiences, and understand special area teachers have a different experience than core teachers, and that matters.

Michael Lord 22:49

So, you sit in that WE area as far as like, RP, restorative practices, stuff, yeah. Have you noticed any changes in student outcomes and equity due to assuming the role of internal coach?

Participant #5 23:05

Um, I'll say yes. So, two things with that, I feel like I'm in a predominantly white school district, and I'm one of only minorities here, sure. So, I'm constantly walking the line of saying, okay, let's keep in mind. And I can honestly say, within my six years, things have shifted in a lot of ways, because I don't mind having conversations about certain things, so I bring the equity piece of not just race, but also reminding people of different people's social economic makeup and helping them understand that everybody comes to the table with different types of marbles in their bags.

Michael Lord 23:39

Have you seen any changes in like student outcomes regarding like behavior and attendance and all that sort of stuff?

Participant #5 23:50

I'm the wrong person to talk to, because I always get the kids that people can't seem to connect. And again, it goes back to relationships. So yes, I feel like certain kids will come to school because they know that you have connections, but also it helps be consistent regarding their behavior. So as far as equity with that, again, like I said before, I have them look at this, and I have them say, what do you think is appropriate? And even it's pretty consistent across the board with the kids as far as behavior, and then it's also tiered as far as the frequency of behavior. So, if this is your first time, this will be a consequence. If this is your second time, but also just focusing on what's positive and what you're doing and reinforcing that and rewarding that. So yes, for certain kids, I have seen the difference.

Michael Lord 24:32

Have you noticed any changes in school culture and climate due to assuming this role as internal coach? Have you seen changes there?

Participant #5 24:40

Yeah. My boss, who's been there for 10 years, actually said yesterday at a faculty meeting, he actually was like, I feel like the kids understand the expectation be explicit about it, and they're meeting the expectation. One thing we're pushing this year is phones should be turned off, not just off and away, and modeling that for the kids and us being conscious, like I even have to tell myself in the hallway, Dev and stay off your phone, because, you know, the kids aren't allowed to have it, and they understand that I have to have it for emergencies, but they'll call me like Dr. Layton why you have your phone out? And I'm like, Listen, I'm responsible for 1000 kids.

Michael Lord 25:14

Yeah, so changes in the, you know, your practices and stuff and climate. See a change in climate with PBIS?

Participant #5 25:21

I feel like the teachers, I would say, in my personal opinion, and even based off of the data, they feel like everyone understood, understands tier one, and I feel like people feel a sense of consistency.

Michael Lord 25:35

Two more questions here. So, what advice or suggestions do you have for principals contemplating serving as an internal PBIS coach?

Participant #5 25:43

I would say, don't be the coach directly. I would say my number one recommendation is to do it with a teacher and be very selective about the co-facilitator, because your job is to help, kind of reinforce what the team has decided as the principal. So, if I had to do this at another school, I would say, sit back, watch and see who your school teacher leaders are, who people listen to and respect, not the teacher that people listen to, and they're like, okay, what are you saying today? So that would be my leader or co-facilitator. And then I would also What other advice I would give is be very selective about who you have on your team, a balance of novice teacher, veteran and seasoned teachers, and then also problem solvers, but also your naysayers.

Michael Lord 26:33

So, final reflection question overall, how might things be different if you were not both the principal and PBIS internal coach?

Participant #5 26:45

I don't know if it will be taken as seriously. I think it would be like another box to say, Yeah, we're trying this, because I think we help give the totality of what it looks like. Because I can say this much, and I feel like most of my teachers feel this way. If you follow this, if you do what we ask you to do with this, I will fight in the battle tooth and nail. If you follow the plan and you've called the parents, you did some reteaching, you tried to do some restorative with that, how do you have a conversation with a parent for them not to understand? What else do you want us to do at the school?

Michael Lord 27:21

Good. So, so that concludes the interview, and I'm going to stop recording. Save transcript. Stop the otter AI.

Questions

Significant Statements

Mon, Sep 23, 2024 1:04PM • 34:06

Michael Lord 00:00

How did you acquire the internal PBIS coach role in your building?

Participant #6 00:27

How did I acquire it? I think it's from I have a pretty extensive background with PBIS. When I was a school psychologist in Delaware, I was the team leader for a number of years. Then when I went to Pattan, I was on the behavior initiative, did a lot of work in PBIS, so I see the value and importance in it. So, I mean, from the beneficial lenses, just having that understanding and that framework in place, so we're going to promote positive behavior, you know, we're not going to dwell on what didn't go right. You know, ensuring a safe school climate. I think those are all important things. And, you know, making sure the adults understand, you know, you're the ultimate role model. You're going to model what the expected behavior is, verbally, physically. So, let's go about it. And you know, use our PAWS, our PAWS matrix and motto to reinforce that with the kids.

Michael Lord 01:23

Was there a framework in place when you came to that program?

Participant #6 01:28

There was they, they were in year two when I came on board. So, they had done they, I'm going to give it to them. They've done all the groundwork. They did the hard part, you know, the three, four-day planning across the year. What happened was to this is our third years. What is it? 2022? We moved to a different building. So, we went from a very small, old elementary school, one floor to a three story, you know, 5A middle school that we didn't have stairwells. We didn't have 80 doors or whatever there are in this building. So, we actually have rebranded this summer. Kept up. The guts are the same, but we had to really look at the matrix and identify some of the different settings that were different. That's probably been the most challenging thing was going school one to school two, with the same staff, with the same students, but basically, you know, having to create, you know, a second PBIS framework.

Michael Lord 02:32

So, **who was the internal coach before you** were as far as, was it the supervisor before you? Or was it a different staff member?

Participant #6 02:38

It was, it was the principal. She was split between multiple buildings, so she wasn't around so that, you know, that was an interesting thing to, you know, take my background out of it. **When I came on board, they didn't really think the principal was going to have a role in it.** They were just running with it, teachers, the parents, the social workers. So, **I think that's helped** is having someone who, you know can make that decision, or, you know, sign off on something if we need to buy reinforcers or have a boost or whatever it might be. But yeah, that person was just pulled in too many directions that she couldn't be as involved.

Michael Lord 03:16

How has being an internal coach impacted your knowledge of PBIS practices?

Participant #6 03:24

Well, I can tell you, I see it. **I see it from a different lens, from when I was the team leader to when I was the consultant to now as the principal.** It's interesting, because right within the title, we say positive behavior, but they look at me as the person. **You're the one that's going to deliver the consequences. You're the one that's going to give out the quote punishment. So that's been challenging when I'm trying to, you know, really teach and grow that we're going to work in a positive framework,** and they're thinking, well, you're too lenient, or all you want to do is talk to these kids. All you want to do is teach him what the but that's how you're going to learn. They're going to learn by teaching them what the expected behavior is, versus me saying you're suspended for three days, which is what they want.

Michael Lord 04:09

So, **in Delaware, that's where you were the team leader as psychologist?** (yes). Did they have a similar setup to Pennsylvania, as far as the network, PBIS network?

Participant #6 04:21

Not nearly as involved. And obviously it's such a small state that, you know, when we would get together, I mean, I'm sure you've been to the PBIS implementers forum, diversity launch, you know, that's 1000 people. You go to an event in Delaware. It's, you know, 30 40, so it was quite different. We worked out of the University of Delaware. So, it was kind of, you had a larger system, like we do here with the Pattan and the IUs, yeah, but that was, that was probably the biggest difference, is just the volume of who was doing it.

Michael Lord 04:53

Are you from Delaware?

Participant #6 04:55

No, actually from Pittsburgh area.

Michael Lord 04:57

So, in what ways do you believe serving as an internal coach has impacted your relationships with staff, students and parents?

Participant #6 05:10

Um, I think, what's I think with the staff that buy in, they realize, okay, you know, this is a this is a relationship we're going to have to promote what it is we would like to see the kids do it in a behavioral realm. I say to them constantly, if you have too much misbehavior going on, you can't teach. So, if you want to be better instructors, if you want to be better teachers, you know we need to have that classroom management in place, you know, that solid tier one structure. So, I think, I think we do that well with, you know, other programs that I would go visit, it says we start to go up the advanced tiers is where we start to struggle a little bit more.

Participant #6 05:56

We meet weekly as a core team, and on the opposite weeks, we meet as a staff and PBIS as a standing agenda item. So, it's, you know, there are so many initiatives in education from year to year. It's like I used to joke you I've had so many three ring binders, and then you just throw it out after two years. But I think they understand this guy's not letting this one go, like we are going to continue to implement it.

Michael Lord 06:21

So, how about relationships with students?

Participant #6 06:26

That's an easy one. You know, a lot of the youngsters here have been they've been removed from their home school due to their behavior. So, you know, they haven't been told a lot every you know the good things that they do. So, when we hand out our pause tickets, Student-of-the-Month certificates, like I would give middle schools, schoolers and high schoolers Student of the Month. And they're beaming, and I'm thinking, wow, this really means a lot. They're like, well, no one's ever told me what I did well at school. So just, you know, building that, that sense of we all have strengths, we all have areas that we work on. Like, right now we're flooding the system with pause, so that, you know, kids are getting more and more of them, and that's just to get that buy in, and hopefully that, you know, goes over to teachers and they can teach more effectively, and then the learning process takes place.

Michael Lord 07:14

How about relationships with parents?

Participant #6 07:19

I think that's a that's a big one, because, you know, they, they hear the kids come home and they, hey, I earned a pod today, or, you know, my row on the principal's 200 chart won a pizza party. And really working with them and teaching them it's, it's not about punishment. It's not about, you know, you're going to be suspended or expelled or detention, but looking at the situation, processing it, talking through it, and then moving forward.

Michael Lord 07:48

Please describe the obstacles, if any, you face balancing administrative duties with the responsibilities of being an internal coach.

Participant #6 08:00

I don't really think there any. It just goes along with being a leader, you know, being a team first guy, and being a problem solver, and, you know, work smarter, not harder. That's, that's something that I say repeatedly, I'm sure, when I came on board and I started saying it, they thought he's got all these, you know, hokey behavioral sayings, but they work. There's a reason why they have been saying them for decades.

Michael Lord 08:30

How has serving as an internal coach contributed to the success of PBIS in your school?

Participant #6 08:37

Well, I think that it, you know, it keeps it keeps the agenda fresh. It keeps the team meetings happening. If I didn't have a hand in it, I you know, you know how it goes. Oh, hey, I'm too busy. You're too busy. Let's not meet. So, I think they know, hey, this we're going to meet twice a month as a core team. We're going to talk about, we're going to review the Big Five at least once a month. Like I said, it's just that standing item that they continue, continue to hear about.

Michael Lord 09:08

Would you recommend other principals serve as internal PBIS coaches?

Participant #6 09:14

Absolutely. I think it's a way to you know, you spend the majority of your time in this world focusing on behavior, student behavior, and much I had no idea how much time I'd be spending on adult behavior. You know, just adults understanding the sarcasm or a comment you make or you're frustrated, can really just snowball situation and make it, make it into a crisis, or make it into much worse than it needs to be. So, it's just, it's, it's so inherent in what we do as a school leader with discipline and behavior that it just

makes sense and data, you know, we're so data driven in today's educational world, other opportunity to dig into the data and identify what's working and what needs to get better.

Michael Lord 10:08

Who creates the team agenda for the meetings? (I do).

Who facilitates the meetings?

Participant #6 10:49

I have been to date; I have a facilitator. He was actually absent conveniently last Tuesday, which I think may have been assigned to me to do it more often than not. I facilitated.

Michael Lord 11:00

Who takes notes?

Participant #6 11:07

I have a note taker.

Michael Lord 11:11

Who shares the meeting information with non-team members?

Participant #6 11:17

Last year, it was our administrative assistant, was the team leader, and she would send out the updates this year. It's one of our classroom teachers, okay, special ed teacher,

Michael Lord 11:26

Who acquires, analyzes and shares the student data with the team during meetings?

Participant #6 11:40

The school psychologist.

Michael Lord 11:44

Who shares that data with non-team members?

Participant #6 11:47

I do in the staff meetings.

Michael Lord 11:52

Who monitors the completion of action items created during the team meetings?

Participant #6 11:58

The facilitator and I do.

Michael Lord 12:00

Like a shared role? (Yes) Getting back to facilitated monthly meetings. If you think about last year was more your role to facilitate the team meetings?

Participant #6 12:14

Last year would have been the administrative assistant.

Michael Lord 12:19

Who monitors the implementation of universal interventions, and so when it comes to teachers, teaching expectations, using your acknowledgement system, using your flow chart, appropriately, all that sort of stuff, who oversees that?

Participant #6 12:40

That's, that's our core team, okay, you know that. So that's, I have a couple of teachers, a psychologist, myself. We pretty much focus on that.

Michael Lord 12:51

Who monitors the implementation of advanced tier interventions with fidelity?

Participant #6 12:59

That would be me. We have used RENEW at tier three, and we've done some check-in, check-out at tier two.

Michael Lord 13:10

Who creates the annual expectation schedule?

Participant #6 13:16

That's the core team.

Michael Lord 13:19

Who shares the expectation schedule with the rest of the building?

Participant #6 13:24

Either I would or the facilitator last year. More often than not she did.

Michael Lord 13:35

Who monitors the completion of the annual self-assessment survey? (I do) Are you recognized tier 1?

Participant #6 13:48

Yes we are.

Michael Lord 13:50

So, on your TFI, who monitors the completion of the action items?

Participant #6 13:57

I do, along with the IU TaC.

Michael Lord 14:01

Who schedules your annual action planning meeting to review that data and make other decisions?

Participant #6 14:11

IU TaC.

Michael Lord 14:14

Who facilitates that meeting?

Participant #6 14:17

IU TaC.

Michael Lord 14:20

Who monitors your Student Assistance Program?

Participant #6 14:24

I do.

Michael Lord 14:26

How about the Safe-to-Say reports? (I do)

How about organizing interagency collaboration?

Participant #6 14:34

That's me as well. I will tell you though, I have in the building, we have five social workers who do a lot with the interagency as well. Sure. Okay, so they may not be on the core team, but, you know, obviously working within the advanced tiers, that's an important role they have. So really, they do it a heck of a lot more than I do.

Michael Lord 14:57

Okay, so more of a team thing?

15:00

Yeah.

Michael Lord 15:03

Are there any other functions on your team that I mentioned so like, like, fundraising, student team, other things that you may do?

Participant #6 15:11

We're going to roll out a student team this year. We that was one of the focus items from last week, fundraising. We've always incorporated that with like jeans on Friday, in a way that we've done that. And then they give us a line-item budget. Within the budget, there's there they allocated about amount of money that we can use for PBIS.

Michael Lord 15:35

Are there any roles that you facilitate that I haven't mentioned?

Participant #6 15:40

We had a timekeeper. Got the note taker, we got the facilitator, we got the data analyst.

Michael Lord 15:47

As far as wat you do independently. Anything else?

Participant #6 15:51

Those are the big ones. I mean collaboration amongst the other campus schools. You know, keeping that networking with the folks at Pattan, Scott and Kathryn Poggi. You know if they have new ideas coming out, or if they have trainings coming up.

Michael Lord 16:08

Can you talk more about networking with other schools?

Participant #6 16:13

Yeah, there are three campus schools within IU one, so all three of them have implemented PBIS. The other two started before we did so everyone's been recognized at tier one. It's interesting to watch because it's kind of it has ebb and, I've been consistent as a principal, but the other buildings have had multiple principals, so you've really seen it ebb and flow. So, while we took a step back to revamp, we

did that purposefully, because we knew we just have a new structure, a new building that we have to look at. **So, I think a lot of times they've come to us.** You know, when you look at the Big Five, what is it you're looking at, and things of that nature, how do you adapt the matrix within a school year, just bringing new ideas to the table. I think we, we did an overhaul, I'm gonna be honest, with the core team, because I had a lot of people who'd been on that core team for since it started, and it had gotten very, very stale. Yeah, this year we have a lot of really cool ideas and contests that people want to do that, you know, you may not get a paw every day, you may not get a paw every week, but just to keep that, that momentum and that motivation going, not waiting until we have a booster or a kickoff, but just, you know, keeping it at the forefront. You know, it's part of our morning announcements. You know, PAWS, you know, what's P, what's A, what's W, what's S, you know, just to keep that out there, and again, that's, you know, it's not just for the students. That's for the staff too, to remind them to model that behavior and catch kids being good.

Michael Lord 18:00

Are there any additional tasks or duties you assume that extend beyond your traditional administrative role that we have yet to discuss?

Participant #6 18:18

I also supervise 40 school psychologists in IU one, so I have the opportunity to really impress upon them the importance of MTSS, whether it's academic, whether it's behavior. So that's something when we meet, we'll talk about, what are you guys doing? New what's happening in your middle school? You know, here it's unique because it's K to 12. But you know, sometimes we have to, we have to think about, okay, what do we do different at the high school level than we're doing with K and one? **So not only do I have the other two campus schools, but you know, 40 psychologists across 25 school districts that we can sort of pick ideas and think about, well, they tried this. How could we, you know, attempt that here.**

Participant #6 answered the following question by email Oct 21, 2024, because it was skipped during the interview:

How often did you have conversations related to your PBIS framework (daily, weekly, monthly)? Please explain the nature of this communication.

We meet as a PBIS core team every other week. We also have PBIS as an item on our staff meetings, which also occur 2 times per month. Internally we have discussions multiple times per week about the matrix, behaviors in specific locations of the building, and distribution of PAWS for expected behavior. Are we providing enough PAWS? Are we seeing everyone earn a PAW? Which staff are/are not giving out PAWS? In our team meetings, we review that data and develop precision statements. The Big 5 from SWIS is shared in a staff meeting each month to keep the whole staff informed of the location, time, function, and type of behavior impacting the educational experience.

Michael Lord 19:57

Have you been able to effectively serve as an internal coach to your duties as principal? Can you explain?

Participant #6 20:09

Sure, yes. I mean, that's probably 90-95% of my work in this building is behavior. We have five emotional support classrooms, two autistic support, two multiple disability, and then the alternative ed. So, there's a lot of opportunity to work on enhancing replacement behaviors and promoting replacement behaviors. It's very data driven, so having those processes and systems in places is vital to what we do here. It's basically all day every day, because we're focusing on some realm of behavior management, behavior support.

Michael Lord 20:54

How has your involvement as an internal coach, impacted staff morale, collaboration, and buy in for the PBIS initiative?

Participant #6 21:29

Absolutely. You know, we tie it into our principals 200 chart. You know, in that row, we fill that row, we take the 10 names of the kids as well as the 10 names of the staff, and then you pick staff out. And then they can pick from a board of different reinforcers. We did a kindness challenge where, basically, you know, really the thing that they love gift cards, they love to get out early, you know, 15 minutes, 30 minutes. So, we started a boast board last year, which was just a way for staff to, you know, she's got these colorful placards that she puts up there, and he you can just write, write a note about what you saw Mike do today. And you know why Mike is so vital at PBIS, or why Mike is so important in the building, and I think that has really helped the morale, because we have some difficult days dealing with behavior here that I think it's important that they remember, you know, I always tell them, when we look at the data and the data is skewed by three or four kids, the vast majority of the kids are performing very, very well. They're learning the expectations. They're doing the expectations. So just like you want to catch the kids being good, I think you know that all of those ABA principles, you know, behavior specific praise, it's important to use that with adults as well. Catch them being good.

Michael Lord 22:57

How about collaboration?

Participant #6 23:04

It's a must in this environment to the degree of behavior we have, the degree of behavioral health and mental health that we have, you have to collaborate like if you're not going to be a team player, you're going to struggle. If you want to be out on an island all the time, you're going to struggle. So really

understanding, like I always use the example within the word collaboration is the word labor. It takes time. It takes effort, like you got to stay dedicated and focused to what the goal is. And I think they realize one of the main goals here is having that PBIS structure in place to promote our PAWS that they have a positive attitude, no working hard and safe choices.

Michael Lord 23:48

And has your role as internal coach impacted that collaboration?

Participant #6 23:52

Yeah, I think so. Just getting them to one you understand the importance of doing a write up an incident report and then looking at when we compile it at the end of the month. How do you make sense of this data to drive decisions and problem solving it to put interventions in place and proactive strategies. I think that's been something that they have, I don't want to say they've enjoyed it. That they just understand this is what we do. So, we have to be, you know, change agents here within this structured system.

Michael Lord 24:34

How about buy-in?

Participant #6 24:43

You know it's interesting, because anytime you get that, you get that survey, and she, you know, tells me the percentage of people that have to do it like that always gives me an idea of what the buy in is when we change the core team up this year, and I threw it out there not trying to. Hey, you don't have to. You don't have to do this every year. It's not like you have to be on this core team that shows people that want to change. They want to make change. They want to be a part of it. Maybe they didn't agree with everything we were doing last year. We welcome all ideas, you know, strategies, experiences you have, that's how we incorporate buy in across the grades and across our programs.

Michael Lord 25:30

Have you noticed any changes in student outcomes and equity due to assuming the role of internal coach?

Participant #6 25:41

Absolutely, you know, we have a pretty high percentage of being able to send kids back to their districts. Downstairs in the alternative education program they have bought. You know, I think when you hear that term alternative education, there's like, oh my gosh, we, we had knock on wood next to no problems with that. AEDY program last year. Behaviorally, they were the best classroom in the building. I mean, 100% they were, and I think that's just what's key is kids who, you know, they're no longer in their home

school, they're no longer with their friends from the neighborhood, and they come here, and they're with kids from, you know, 24 other districts. You know, it's very easy to see how someone else is acting and thinking, man, he gets a lot of the attention for misbehavior, but trying to flip the switch. And, you know, ignoring that and focusing on our attention, you know, our attention on the nine kids out of 11 who are doing an awesome job. And I think that's how we build that buy in having a lot of incentive-based parties doing spirit week couple times a year, just making sure they remember, you know what, what the point of it is and why we're doing it.

Michael Lord 26:55

And how about equity as far as providing an opportunity for students?

Participant #6 27:04

Yeah, I think we that one of the things when, when the youngsters come here, we understand everyone has different needs, and really focusing on what does each student need. Like, an example I can think of, is swearing. When I first came here, there was one class the kids swore a lot, and they used to give them, like, a certain number of times a day they could swear. But you can't do that at work, you know, again, hey, you're allowed four times to say that.

Participant #6 27:34

But, you know, we, we have dozens, dozens of behavior plans, and, you know, we got the, the universal system in place with the PAWS, but dozens of behavior plans and FBAs in place. So, we need to really think about what is best for this kid. And that's something the staff gets frustrated with me about, when they'll think, well, my gosh, if someone did this at their home school, they would have been suspended for 10 days. But you got to look at, you know, the whole the whole child, and why is he here? And you know, is that really beneficial at all in this situation? So that's how we really promote the equity is making sure kids are getting what.

Michael Lord 28:11

Have you noticed any changes in school culture and climate due to assuming the role as internal coach?

Participant #6 28:24

I think so. I think they had, when I came on board, it was a very veteran staff, very veteran and as we've had changes in the staffing, I find that they are more apt to buy in than the ones who had multiple years of experience, they just didn't see a need that. You know that the old phrase of, well, they know how to they should just do it. Well, if that was the case, and we wouldn't have any issues in society if people just did what they were supposed to do. So that's been the big thing there.

Michael Lord 29:01

How about for school climate?

Participant #6 29:05

Yeah, I mean, it's interesting. You know, if we have a rough day, and I have an elementary school class that has some very severe behaviors in it, you can just see it as people are leaving, they're down, the worn out, and that's why I think it's so important. One, is celebrate the kids who are doing what they should be doing. Celebrating the kids who have, you know, decreased tremendously those targeted behaviors and are moving in the right direction and just facilitating that conversation and not dwelling on everything that's bad, or everything that he did, he said this, he said that he made fun of this, or he called me that, but really thinking about what went well today, and not getting stuck in that. You know, you have people that will always only want to focus on the negative, but just trying to get people to be positive.

Michael Lord 29:58

So, in general, you've seen a positive reaction with the climate regarding PBIS?

Participant #6 30:07

Yeah. I think they may not see a day to day. Sure, they go back and look at where someone was in September and where they are in January and where they become in May, you got to pat yourself on the back, like you've done a really good job. You've been a part of this. You've been a huge part of this transformation. Situations where it goes in the opposite direction doesn't mean you necessarily fail, but what could have we done different if we get into another situation like that in the future?

Michael Lord 30:41

So, what advice or suggestion do you have for principals contemplating serving as an internal PBIS coach?

Participant #6 30:49

One, I think they need, they need to look at the data. They need to figure out what's working and what's not. They need to look at the structures, at the structure and the processes that they have in place, are they affording them the best opportunity to move kids in a positive direction. I mean, you're going to have a direct correlation with behavior and social-emotional functioning and academic learning, and if those are the things you do as a school leader, you know the ABCs, attendance, behavior, course, performance. So really, bringing that all together and having a tiered system of support like PBIS will benefit the vast majority of the staff and students and families. You know, if we get the kids to act more appropriate at home in the community, you know that's going to carry over when they come to school, versus if they've had a horrific morning or a bad night, and then they bring that into the door. You know, it just becomes like that groundhog of day after day after day of things not going right.

Michael Lord 31:50

Overall, how might things be different if you were not both the principal and the PBIS internal coach?

Participant #6 32:01

I think it would have, it would have died off. I think it would have just gone to the side, you know, they would have focused on, you know, that top, you know, that top five 8% where they continue to get incident reports, they continue to cause disruption in the learning process. But like I said, we keep that agenda going. We keep those meetings scheduled. One of the first things I do, I send out when our staff meetings are, second is when our PBIS meetings are and again, love to have you on the team, but if you inherently don't agree with it, I learned a long time ago in a building, the team leader had an open chair, and that chair was for anyone in the building who wanted to come and sit in and say what was wrong with PBIS. And they may show up once in a while, but again, they're focusing on the wrong thing. They're not focusing on the overall mission of what we're trying to accomplish.

Michael Lord 33:04

Do you have any additional information or any questions?

Participant #6 33:10

No. I mean, I just think that I don't understand why more schools don't do it. It's frustrating when you get it going and you hit those hurdles, and then people just say, hey, I'm done with this. No more. Instead of, you know, taking a step back, sort of like what we did, it had to rebrand it and revamp and figure out what are the parts that are working and what are the parts that we need to get better at doing, behaviors based on the environment. So how can we change the environment to give kids, you know, a better opportunity to show us all of their positive behaviors and positive learning.

Questions

Significant Statements

Mon, Sep 23, 2024 9:39AM • 22:34

Michael Lord 00:00

How did you acquire the internal PBIS coach role in your building?

Participant #7 00:45

I acquired that role, that the coaching role, because when I transitioned here, the prior principal had retired, and I really don't know at that point that they actually had, like an internal coach in that position. But from previous experience with PBIS, I like, I knew we need one, and also just working with you saying, like, hey, we need that coaching role. So, I think I just kind of naturally acquired it, because no one on that team, they already had different roles, and no one really wanted to be like that, that coach, so to speak, position. So, I just naturally took that position over as my transition coming in, as joining the team, and also as joining the district and the school as the principal here.

Michael Lord 01:29

So how has being an internal coach impacted your knowledge of PBIS practices?

Participant #7 01:35

Oh, I think it greatly impacted because it gave me more opportunity to work one on one, you know, with you as the coach at that time, and now with Erin through the IU, and it even just gave me more exposure to even Pattan, so like conversations with Pattan during our fidelity checks. So, through that, it opened up new avenues and just also just resources that the IU has shared, like Mike, that you have shared in the IU and Pattan, so just has given me that opportunity to read research or that information, or even talk with other individuals that have more knowledge, or even just sharing ideas. I also think just the fact that I'm in that role, but when you get in some of those tough situations and stuff, tough calls with staff, you have that conversation, and then you reach out to other administrators. You reach out the IU, and that just builds your knowledge base for future situations, for future questions.

Michael Lord 02:29

So, in what ways do you believe serving as an internal coach has impacted your relationships with staff, students and parents?

Participant #7 02:46

Well, with staff, I think it makes me be more of a collaborator with them, because it's even though I'm a coach, but it puts me, in my opinion, and I kind of approach that in my leadership style, anyways, is I'm not their boss, I'm at their same level. So, by being their coach, it allows us to just brainstorm ideas and

be to share my thoughts, but listen openly to their thoughts, and then work together and just land on, you know, look at research and look at best practices and just land on what's going to work best for our school, following best practices of a PBIS, you know, product or implementation.

Michael Lord 03:20

How about with students?

Participant #7 03:24

You know, I don't really know that it affected much with students, because I think students just see me as their principal, but, you know, also as somebody can come to talk with and help solve problems. So, I don't really feel that it that it changed anything, or would have changed if I wasn't the internal coach. I don't really feel that it would have changed anything with the students.

Michael Lord 03:43

Okay, how about with parents?

Participant #7 03:46

Again, I think with parents, it's, it's all about that collaboration and when, when you have to have those tough conversations and look for support, especially when you're, you're moving in, like, tier two level of PBIS. Being so directly involved with PBIS as a coach, I can just kind of explain that things to them better and tell them that we're not attacking their child. We're trying to we're trying to address the behavior and attack the behavior, not their child, and different levels of support and how our team is going to support them. So, to me, I think that just built a better relationship, a more collaborative approach, of like, we're really trying to help your child here. We're not attacking you or your child for their behavior.

Michael Lord 04:24

Please describe the obstacles, if any, you face balancing administrative duties with the responsibility of being an internal coach.

Participant #7 04:36

Sure, and I think that the obstacle there is like I'm always saying, like, Is my plate too full? And why? So again, when you think about things that you can take off your plate, would it be easier for me to take, you know, the internal coach off my plate, absolutely, but at what effect in the program? And then also, if you don't have anybody that really wants to step into that role. So, you know that that's, that's a big step, you know, like kind of an obstacle there of just managing how full is your plate and like, are you actually getting out of it? What you want to get out of it. But to me, I look at it as, even when we started this PBIS adventure, is if you have a strong PBIS program, it's going to keep other things off my plate. So even though this is one more thing on my plate, it definitely, most definitely, keeps other things ultimately, whether it be behavior or even just function of school systems, because we have the, you

know, PBIS platform in place that just functions as a system to help support me and staff to keep things ultimately. So, it's a give or take, but that that would probably be the biggest obstacle that I would see. Oh sure, that experienced even

Michael Lord 05:41

How is serving as an internal coach contributed to the success of the PBIS initiative in your school?

Participant #7 05:48

Oh, I definitely think it because of my vision for this and where I wanted to go. I definitely think it kept our PBIS program moving forward to reach towards fidelity and then beyond fidelity. Like, how can we continue to grow and, like, close those little gaps that we want to get better at, being that coach and being that constant kind of like, voice in the back of our team's head just saying, like, hey, we can get better, even though we reach fidelity, but we could get better here. Or, how can we connect better with our families? Or, you know, get more parent input. And even, like this year, we want to try to get more student input, as far as like, how the how the rules are looking and our expectations and things like that. So, it's just in this role, it just helps me be able to constantly build what we already have in place and get better at what we're doing.

Michael Lord 06:36

Would you recommend other principals serve as internal PBIS coaches? Please explain.

Participant #7 06:44

I definitely would, because, again, I think it puts you right in the mix of everything PBIS related, and it also helps build that collaborative and trusting environment in your school. And you know, maybe if you're a new principal, you don't jump on as a coach right away, but you definitely join a team and you build up, and if there's not already a coach there, maybe after the first year, even half year, you say, I think I could do that coach and just see how the team goes, but I definitely would recommend it. I mean, again, like a loop back to what I said before. It's, it's one more thing on your plate, but it helps keep other things off your plate. So, it's, it's a nice balance.

Michael Lord 07:17

Who creates the PBIS team agenda for the monthly meetings?

Participant #7 07:44

We actually have that assigned to a team member. They form the agendas.

Michael Lord 07:50

Who facilitates the monthly meetings?

Participant #7 07:53

I do.

Michael Lord 07:55

Who takes notes?

Participant #7 07:57

We have a note taker assigned as one of the roles on the team.

Michael Lord 08:02

Who's in charge of sharing the information with non-team members?

Participant #7 08:07

We have a team member that shares out.

Michael Lord 08:11

Who's in charge of acquiring, analyzing and sharing student data with the PBIS team?

Participant #7 08:16

We have a team member, but I also play part of that, so I'm not the number one person, but I play a, I play a heavy role. I'm not the number one.

Michael Lord 08:24

Who shares data with PBIS non-team members?

Participant #7 08:35

We have a team member that shares out with that. So that typically happens during our faculty meeting, monthly faculty meeting.

Michael Lord 08:43

Who monitors the completion of action items created during team meetings?

Participant #7 08:46

I do that.

Who monitors the implementation of universal interventions?

Participant #7 09:04

So, I'm getting shared. I definitely oversee that, but we have a strong team that helps reinforce that.

Michael Lord 09:13

Who monitors the implementation of advanced tier interventions with fidelity?

Participant #7 09:16

(That'd be me).

Michael Lord 09:20

And who creates your annual expectation schedule?

Participant #7 09:22

Team member.

Michael Lord 09:27

Who shares that expectation schedule?

Participant #7 09:31

Team member.

Michael Lord 09:34

Who monitors the completion of your self-assessment survey?

Participant #7 09:40

I do, but really through IU support. So, if I get no backs in the IU we're not doing well, then I get on to staff to get them to do it.

Michael Lord 09:50

Who monitors the completion of those action items (TFI)?

Participant #7 09:56

I do.

Michael Lord 10:01

Who schedules the annual action plan meeting?

Participant #7 10:05

I do.

Michael Lord 10:07

Who facilitates that meeting?

Participant #7 10:09

Myself with IU support.

Michael Lord 10:14

Who monitors your school Student Assistance Program?

Participant #7 10:20

School counselor.

Michael Lord 10:23

How about your monitoring, your Safe-to-Say reports?

Participant #7 10:28

That'd be me.

Michael Lord 10:30

And how about organizing interagency collaboration?

Participant #7 10:36

I'm gonna say school counselor, slash shared.

Michael Lord 10:44

Are there any other team functions that that we missed, that you can think of?

Participant #7 10:56

No. I mean, I just helped make sure finances are there and budgeted for, like, our PBIS store and help make sure that even, like, if we ask parents for donations, like all that through me. So it's kind of like the budget side of things of it.

Michael Lord 11:11

So, are there any additional leadership tasks or duties you assume that extend beyond your traditional administrative role that we haven't discussed?

Participant #7 11:24

That's a loaded question.

Michael Lord 11:25

You know, as far as like PBIS, is there anything beyond that you can think of that?

Participant #7 11:35

No, I don't think so. I mean, I think we covered everything.

Michael Lord 11:39

How often do you have conversations (be it in person, telephone, email or text) related to your PBIS framework? Is it daily? Is it weekly? Is it monthly?

Participant #7 12:03

I would say at this point monthly, because we're pretty established.

Michael Lord 12:07

And what typically is the nature of your communication?

Participant #7 12:12

It's just reinforcing our expectations, sharing data, reminding individuals of our goals and what we're working towards.

Michael Lord 12:24

Have you been able to effectively serve as an internal coach while attending your duties as principal? Can you explain?

Participant #7 12:32

Yes, I can. Because, again, it's the nature of our meetings. We meet before school, and then, to me, it's just, it's, we live PBIS here, so it's just a natural part of my day. If questions come up or things come up, it's just, you know, but either do it in a moment or just add it to the list of things to get to as I as I work throughout the day, because it's just a normal function for us.

Michael Lord 12:54

How has your involvement as an internal coach impacted staff morale, collaboration and buy in for the PBIS initiative?

Participant #7 13:24

Morale? Staff morale? Mean that's tricky right now, but I think my involvement with that is the ability to not only recognize kids for their positives, but also recognize staff so we do quarterly PBI celebrations, and we celebrate kids, give out certificates. But I've also layered in celebrating our staff and giving like little prizes to our staff. And then again, because we have such a solid team, our team members carry some of that burden too, but we just do certain like little shout outs or celebrations, or sometimes just like, you know, I'll pick up donuts on a Friday and say it's from your PBIS team. Thanks for doing great job. Keep up the good work. So just sharing those positive messages build that morale.

Michael Lord 14:10

How about collaboration?

Participant #7 14:17

Yeah, I think collaboration is key. So, it's affected, you know, a positive effect. Because again, I'm a team member. I'm not the principal just swooping in and saying, we have to do this, this and this. I'm involved in all the team discussions. We look at the data together. We really work as a collaborative team. So even I'm, even though I'm in that coach's role, it's still not just like a top-down thing. It's actually like a full collaboration and I'll be honest, there's been times that that I haven't been 100% fan of something they wanted to try, but they were so, you know, our team had such buy in, and we're adamant about it. We let it, we tried it, and sometimes it worked great. Other times they're like, oh yeah, we see why you didn't want to do that. But then, on the flip side, I've also been in a situation where I did have to kind of assert myself more as an administrator, say, no, we're not going to do that. Because it seems like every year, like the whole idea of like taking points away come up so that coach, I have to remind them, like, that's not what we do in PBS. That's not the framework. We need to recognize the positive, not take points away kind of thing. And that's so again, I think it's a give and take. But again, because of that collaborative approach. I think the teachers do respect that even all, yeah, you say no again, but they respect that the reason why we're saying no to that.

Michael Lord 15:29

How about buy-in for the initiative?

Participant #7 15:34

Oh, I think the buy in, it's, it's showed everybody that, like, hey, where PBIS school has not gone away, and the fact that that I live it, and I, you know, recognize kids, and I'm in a part of those meetings, it's just showing staff that, like, hey, we got to get on board, especially for our new teachers, of how much, how embedded I am in the program, and just kind of we are like a PBIS school. So, it helps build all of that and make sure that it'd be carried out with fidelity.

Michael Lord 16:03

Have you noticed any changes in student outcomes and equity due to assuming the role of internal coach?

Participant #7 16:12

I haven't. No, I can't, really, can't really, really pinpoint anything like that.

Michael Lord 16:17

So like any regarding suspensions, referrals, like any attendance, any change?

Participant #7 16:29

Um, I think that, what I notice the most is like we try to track kids when it comes to suspensions, and seeing that if we beef up the PBIS, or even move them into it into like, tier two, check-in and check-out. If that's helpful, and I would say again, if we can cross over to tier two, yes, definitely our check-in and check-out model, I can definitely see a benefit for that. You know, the tier two level beyond tier one of being more focused and more specific with behaviors of the students.

Michael Lord 17:05

Like with equity, as far as just with your PBIS framework, providing opportunities for students through that framework. Have you seen that?

Participant #7 17:16

Yeah, definitely. Because again, so using, and really what's helped a lot with that is using the PBIS rewards system, because we can actually see which kids are getting points and how many. So, when you go to equity, it opens it up. Like, first of all, are we missing certain populations of kids? But also, are we recognizing our kids that will say, like our good kids, the kids that do everything all the time, are they still being recognized at an equitable level to students that we have to like, do a lot of positive praise for to help them get to that behavior that we need. But definitely that PBS reward program has helped with that, just to be able to manage that and see who's getting points, and also, even on the teacher end, too, has helped manage that, because you can see, like our teachers using the system, and how does that equate to maybe behaviors in their classroom? And is there equity there too, right?

Michael Lord 18:12

Have you noticed any changes in school culture and climate due to assuming the role of internal coach?

Participant #7 18:24

Yeah, I think my perspective, I would definitely say, yes. I mean, I do think we're definitely a positive school and kind of embrace that PBIS framework, even to the point that we may joke sometimes and like, give each other positive praise. Like, if we're down in the dumps or upset about something, it's sure it's good to hear that positive, you know, whether it's out of joke or fun to help, you know, calm nerves

or alleviate some stress. But I definitely think the big culture shift is, like I said in those celebrations that we have quarterly, of recognizing staff members for the work that they do and, you know, giving them some sort of little prize, even if just a candy bar. Our kids really buy into that too, because they like to see if their teacher is going to be chosen and really poop it up if they are kind of thing. So that, alone, to me, I think is the bigger, biggest change in climate and culture, of just teachers knowing that they are appreciated and getting that little recognition as well.

Michael Lord 19:16

Have you seen a shift in practice as far as just how teachers, you know, I guess, focus on behavior? Have you seen any changes in that?

Participant #7 19:30

Yeah, I would say yes, because I think when I first came here, there was a lot of confusion over office and teacher managed behaviors. And if the question comes up, like, I have to review it every year, but I definitely see that teachers are more apt to address those lower-level behaviors and then try to address them through positive praise in the future, as opposed to just kicking the kid out and pushing them to the office. Because I'm also big of I don't want kids to miss instructional time, so, like, don't just sit the kid out in the hallway. Let's address it privately, then move the kid back in and give them positive praise if they're doing what you need them to do, um, rather than just kicking to the office right away, or even just have them sitting outside. Definitely seeing a shift in that in, like I said, those five years that I've been here.

Michael Lord 20:17

What advice or suggestions do you have for principals contemplating serving as internal PBIS coach?

Participant #7 20:25

I think the advice I would give is loop back to, yeah, our plates are full, but this is going to help balance that, and also just make sure your collaborator don't come in and try to make big changes just because you're in a coach position, but or even administrative position, but really collaborate with your team in that role and get feedback. And, you know, share the why if you have to make a change, share the why. And again, if you if you have IU or even the tan support, like, lean on them in that role to help make those decisions and help explaining the why.

Michael Lord 21:01

How might things be different if you were not both the principal and the PBIS internal coach?

Participant #7 21:14

Um, I honestly, I don't know that. I don't know that our program would be as strong as it is, and I also don't know that if we would reach fidelity, because when I came here, the system was pretty good, but there was never really any talk of, like, what do we need to do to reach fidelity? Like, what can we find

to and tweak and, like, I got that ball rolling pretty early, and then covid hit, unfortunately, kind of messed some things up, but I think that with without my presence of there, we would probably still be using a system, but we definitely would be as strong. Probably also would still be using an old ticket system and spinning a wheel every Friday to recognize kids, rather than using technology to leverage and recognize kids more. So, I just think in my role to help build our vision. We've been able to dream big, and I've been able to pull that vision down into small, achievable steps as a coach, as a coach and principal, because I think at some level, they kind of cross over a little bit. But without that, I don't know that our program would be where it is right now.

Michael Lord 22:20

Good. Do you have any additional information to share, or do you have any questions regarding the interview?

Participant #7 22:28

No, no questions, and I think we covered everything.

Questions

Significant Statements

Thu, Oct 03, 2024 2:19PM • 50:06

Michael Lord 00:00

How did you acquire the internal PBIS coach role in your building?

Participant #8 00:50

So, when I started in my building, we, my first year, we were also going through the first year of PBIS tier one, and the internal coach role that they had told me that was designated was a district level BCBA that rotated between 12 buildings, and so we knew that that wasn't going to fit the bill for an internal coach. So, you know, I knew that I had to take that role on initially, being new to the building and not knowing the staff, and not knowing, you know, what people's skill set was. And so that's how that got started and that was initiated.

Michael Lord 01:49

So, how did being in that role as internal coach impact your knowledge of PBIS practices?

Participant #8 02:01

So, when I started teaching, it was, like, back 2000 I want to say in Champaign, Illinois. I went to the University of Illinois, and Illinois was, like, pretty big, you know, PBIS, like things originated there. And so, as a first-year teacher, our school was a PBIS school, and I had no idea what any of it meant. I was really pretty lost. I just knew that I had to tell kids they were doing a good job and fill their name in on a grid, and then on Friday, someone would call a name, and if the name was on the grid, they would go get a prize. That's all I really knew. Okay, and then moving to Pennsylvania and teaching in Pennsylvania, I started to gain a little more knowledge of the system when I was put on a building leadership team, but the leadership team didn't really function in the way that I was trained as an internal coach to function. So, it really functioned to just come together. And it seemed almost like party planning or celebration planning. And so that's what I thought it was really just about. We're going to just celebrate kids, and we're just going to create activities to celebrate the kids that are doing a good job. And so, I didn't have a real understanding of, you know, using the framework to really support all kids, or how the reinforcement shapes behavior for kids that are struggling. I didn't, I didn't have that understanding as a teacher where they were implementing PBIS. So now fast forward. PBIS. First Year principal went through the structured training at the IU. And things started like I understood the framework pretty well and the trainings laid out pretty well. I would say I didn't have a real understanding of behavior science and the idea of providing incentives for all kids, and finding ways to do like the four to one always really confused me initially, but I am like, I'm gonna follow the rules. And so, I followed all of the steps, including supporting the teachers and laying things out. And I got a lot of

pushback in the first year, okay, because I think I lacked some understanding of behavior modification. But were, you know, I was really pushing that we're going to provide a four to one, and, you know, we're going to try to reinforce before we redirect. And so, with my limited knowledge at that time, that became a little bit of a barrier for me when teachers would push back. So that was definitely a struggle.

Michael Lord 05:17

Did you see that progress like over the years were your internal coach, as far as your understanding of PBIS?

Participant #8 05:23

It definitely progressed over the years with the support of I explained, like the district had that one BCBA that kind of rotated around the building. And so, the time with the BCBA and they would schedule like district meetings, they would go through the whole science behind shaping behavior, okay, and how you have to make things motivating for kids. And so those pieces where I was missing, I didn't really fully understand, I was starting to build my knowledge that way.

Michael Lord 05:59

So, when so reflecting on those days of internal coach in what ways do you believe serving in that role impacted your relationship with staff?

Participant #8 06:09

I would say in the very first year it, I would guess, that it probably gave an impression that I am not good with discipline, because there was a thought and a belief system that kids needed more punishment than what I was giving. And I think you know, trying to follow the framework as it is, probably impacted that.

Michael Lord 06:53

Did that stay that way?

Participant #8 06:56

No, so the first year, I think you know, there was pushback on everything academics as well. And so, you know, I came in as a LETRS training trainer to a school that used Fountas and Pinnell and whole language, so I wasn't very patient in changing those practices. And so, I think it was a pretty big shock. Overall, we've got a new principal that's making us do reading things that we think are bad, that we've never heard of before, and she won't suspend any of the children. She's telling me, I have to give them tickets, but she's not telling me why I have to get bad kids tickets. So, I It was a rough one. It was a rough one, okay, but I made it through the year, okay, and, then I really worked to understand the why behind these things, and we came back the next year with a goal based on like at that time, it was the set, right? We had the set at the end of the year, and the set helped us form our action plan for the following year. We did get recognition, okay? Because, like I said, I do things by the book. So, everybody knew

the expectations. Were all given tickets. The kids knew the kids are getting tickets. We had a fabulous school store, right? And so, but part of that action plan was to really start to now look at the data deeper and be able to use that data for problem solving. And so that was the main focus of year two. And as we got support from local IU on, you know, data using data for problem solving, that's when things really started to come together for everybody on the team, because we ensured that that data was shared out every month.

Michael Lord 08:54

So, you talked about relationship with staff. How about with students and parents?

Participant #8 09:07

So the relationship with students? I'm trying to think about how PBIS impacted that. I would guess that the students saw me in a different light than what your typical principal is viewed as. You know, I think there's a perception that the principal is the enforcer and the one that you go to when you're in trouble, and so that definitely was not the perception within the school, because the principal was doing a lot of reinforcement, a lot of noticing of student behavior, a lot of modeling, use of expectations every assembly, I went over the expectations and I verbally praised kids for following them before we got started. So, I think that the kids saw me in a in a different light, probably as more of, you know, kind of like a cheerleader.

Michael Lord 10:29

How about with parents?

Participant #8 10:33

So, we definitely, you know, our school about 85% poverty. And so, the other 15% live down the street in a really nice, probably \$500,000 home subdivision where most the majority of that subdivision goes to Catholic private schools, because our school has a reputation for all of the city kids because of the way the lines are so but that 15% that doesn't really care about that and sends their kids there anyway were overly involved. That was the whole PTA, okay, and so close, close relationship with them. I think that on that end, they wanted more of a progressive discipline model for kids that are not making good choices, and they fully supported our school store and funded it, but they didn't understand rewarding kids that are typically bad. And so, their kids would go home and tell them things like this, so and so it's more tickets from me, because every time he just does it a little bit. They give them lots of tickets. And so, they would come and say, help me understand this. And so along the way, I kind of built my knowledge of how this works. And I would, I would try to fill in those gaps in understanding. But a lot of times that is like an old mindset that people just it's hard for them to think about rewarding kids who are typically not making good choices. So, I will say that about that group. I will say with our, you know, maybe highfliers, or the kids that I'm frequently seeing, I think parents, for the most part, appreciated, appreciated our efforts, okay, and trying to work with, you know, the behaviors that they are seeing at home as well.

Michael Lord 13:00

Did you see progress as far as having them gain an understanding at PBIS?

Participant #8 13:10

Yeah, I think the progress comes in being really transparent. And so, they knew I was really transparent, and I would share certain data with them, and, you know, kind of sell the story, right? Like this is, you know, this is our job as educators, and we think that kids should come to school knowing how to do these things. But the reality is, is that they don't, and we don't have an option to say, well, we don't want you in your school because you don't know some of these common things. It's our responsibility to teach and mold and shape and that's what we're doing. And I think, with constantly giving that message and then having the data to back it up to say, like, look how these things are working for us. These are the plans that we put in place. This is how we're reinforcing and this is how we're changing and doing good things. So that is, I think, what really helped on both ends, on teacher end and parent end, is just being really transparent with the data.

Michael Lord 14:21

Please describe any obstacles, if any you face balancing administrative duties with the responsibilities of being an internal coach.

Participant #8 14:40

I think the biggest obstacle is the line between helping a teacher and supervisory and so it's harder to assist a teacher in using effective, let's say, effective classroom management practices when they know that you supervise them, they're very nervous. So even if I'm not, and I'm not talking about coming into your classroom and like modeling. I'm talking about just a conversation. There's a level of it's a different level of conversation when you're the administrator. And so, I feel like the teachers are more guarded and less likely to be honest about what they're struggling with, because they don't want you to know.

Michael Lord 15:50

How did serving as internal coach contribute to the Success of PBIS at your school?

Participant #8 16:00

I think that when you're in the administrator role, what you talk about a lot becomes important to the teachers, more so than when you're in a role of coach. Or I should say this, it happens quicker with in and I served as a literacy coach without having that administrative role, and that was difficult in that I really had to take time, to build lots of trust and to get people to see the difference, to create buy-in or follow as an administrator, it's a tad bit easier to get things moving quicker, because you're the administrator, and when you say something, people hear it as a directive, right? Sure, my principle said that this is what we're doing, and so I have to do this. It was a standing agenda item on the monthly

faculty meeting. So, it was talked about frequently, I send out weekly updates. Always a PBIS section on the on the weekly update, so they knew it was important to me, so they were going to do it.

Michael Lord 17:35

Would you recommend other principals serve as internal PBIS coaches? Please explain.

Participant #8 17:45

I think if you have the option to have an internal coach, you should have an internal coach. And I think there needs to be a really strong and you have the internal coach, but you are heavily involved, so you don't have the internal coach to take something off your plate. You have the internal coach to have somebody who can have and build the relationship that's different with the teachers. And you are definitely seen as supporting this as best practice. And so, with that as an option, yes, I think that that is that that should be preferred.

Michael Lord 18:31

Who created the PBIS team agenda?

Participant #8 19:01

I did.

Michael Lord 19:03

Who facilitated the meetings?

Participant #8 19:04

I did.

Michael Lord 19:07

Who took notes?

Participant #8 19:09

Somebody else.

Michael Lord 19:11

Who the information that the meeting information with non-team members?

Participant #8 19:16

Initially me, but eventually I passed that over to other people. So, the team, like the tier one team, we had people take turns sharing out the information, so it wasn't always coming from me.

Michael Lord 19:37

Who acquired, analyzed and shared student data with the PBIS team?

Participant #8 19:41

I did.

Who shared that data with non-team members?

Participant #8 19:49

Initially me, okay, but then it passed over at the same time, what we did at our faculty meeting is we had a standard agenda item that was basically the data. And so, we looked at, you know, office referrals, time, location that was shared out with all staff. And then we talked about what our solving was for that month, so that everybody was aware, even if it was targeted at like first grade, the whole school knew what we were going for. Okay, so initially I would share all of that, and then we started to rotate it.

Michael Lord 20:33

How about monitoring the completion of action items created during team meetings?

Participant #8 20:54

Probably me.

Michael Lord 20:58

Who monitored the implementation of the universal interventions?

Participant #8 21:13

Um, I think, I think various people, like, it was definitely a team effort, so I wasn't necessarily running around and checking off, but we were. We became accountable to each other, and so that team really took on leadership roles of their own. And so, you know, we had one teacher represent every grade level and one teacher represent the special areas. And so, if we had a problem solving that was in a specific grade level, that second let's say it was second grade, that second grade rep that was that was important to them. And so, they are really monitoring that, that, because they want to see that whatever plane was put in place is working. So, it, it really kind of created a small group of little principals, sure at every grade level. There were five classes per grade level. So, it was a big school, okay, but they really became like the PBIS police for their grade level.

Michael Lord 22:40

Who monitored the implementation of the advanced tier interventions?

Participant #8 22:49

So, the advanced tier, our school counselor, it really took pretty quickly lead of the advanced tier. We worked really closely together, her and I. We did end up implementing a universal screener for 850 kids. That was really fun. We had universal screener, and the amount of intervention needed far exceeded, far exceeded the human capacity at the building. So, we had different ways that we worked around it, but her and I would together get all the universal screening data and cross reference office referral data to create strategic groups that it wasn't everyone was not check-in, checked-out. It was different. It was different groups. And we had, we were pulling everybody in to support that, and once we got it organized, she monitored that it was happening.

Michael Lord 24:01

Who created your annual expectation schedule?

Participant #8 24:13

I think the whole team created that. I can't recall one person. I think it was like, I um, on the list of like at the end of the year, what we need to do to prep for the beginning of the year, and that was on the list, and we did it together.

Michael Lord 24:20

And who shared that annual expectation schedule with the staff?

Participant #8 25:25

I did.

Michael Lord 24:32

Who monitored the completion of the annual self-assessment survey?

Participant #8 24:30

I did.

Michael Lord 24:35

Who monitored the completion of action items based on your annual team assessment?

Participant #8 25:40

I did.

Michael Lord 24:45

Who scheduled the Action Plan meeting at the end of the year?

Participant #8 25:05

I feel like that came from me. And we did get we did have support from the IU 15 facilitator. And I feel like even when I kind of let go of the reins, I still scheduled that.

Michael Lord 25:28

Who facilitated those meetings? Was it still you, or was it IU 15, or was it kind of a collaborative kind of thing?

Participant #8 25:37

I think it was more of a collaborative.

Michael Lord 25:44

So, who monitored your Student Assistance Program?

Participant #8 25:54

You know, we didn't really have a designated SAP team. Okay, our district had like a district level team, and I think that, and there was representation from our district level team, and so the SAP team kind of functioned that way, and that was like our counselor.

Michael Lord 26:25

Who monitored the Safe-to-Say reports. So, was that a thing back then?

Participant #8 26:32

We did. I mean, they were safe to say when I was there. I don't think our school ever got one. But that, I think, also was handled at the central office level.

Michael Lord 26:44

Who organized the interagency collaboration for your building?

Participant #8 26:49

I did, I actually advocated for an interagency to come in and set that up.

Michael Lord 27:00

Are there any other team functions that were relative to your framework that that you spearheaded as far as fundraising student team, anything? Any other function that you can think of?

Participant #8 27:12

We had little mini teams. We had one team that was the fundraising team. We had one team that took care of the school store maintenance and aside from asking questions, I didn't I did not assist on those teams.

Michael Lord 27:33

As an internal coach, how often did you have conversations? So, in person, telephone, email or text message related to your PBIS framework? Was it daily, weekly, or monthly, related specifically to the PBIS framework?

Participant #8 28:02

I would say, I don't know if daily, but definitely weekly.

Michael Lord 28:08

Do you remember, what was the nature, the main nature, of that communication?

Participant #8 28:15

So, it varied. It could have been like, something related to SWIS. We were we used SWIS. It could be something related to training dates, data, maybe a form that I forgot to fill out. Okay, so you know, I will say from my IU facilitator, from that from that structure, I'd say the communication was maybe two times a month. I would say from, like, communicating with maybe district questions regarding PBIS, or, you know, internal questions or communications, I'd say weekly.

Michael Lord 29:30

Are there any additional leadership tasks related to PBIS that went beyond your traditional administrative role in that, you know, that we haven't discussed?

Participant #8 29:40

Let me think.

Michael Lord 29:52

You talk about all those team functions and stuff, but is there anything else that's like, if you were in that role the internal coach probably would be taking care of it.

Participant #8 30:18

You know, I think that probably modeling,

Participant #8 30:25

Modeling of expectations. I think I was hypersensitive to making sure that teachers understood what this should look like, and it was happening all the time. And one thing that really bothered me was really like out-of-control behavior in the hallway that could totally be managed if we followed the school. And so, I took every opportunity to model this for people and to reinforce kids and say, look at how you're walking. Look how you're following the light. Your arms are down. So it was, I think, overboard. It was more than it was definitely more than typical.

Participant #8 31:17

I would say this too. I would say that if there was an internal coach, I probably wouldn't have reinforced as frequently as I did, because I wanted everybody to have those tickets on them and reinforce so everyone had to wear a lanyard with all the tickets, and yeah, like scheduled for training, like that was a requirement. So that was always on, and those tickets were always flying out, right? Because I knew I needed to model that for staff to get them to start using that as well.

Participant #8 32:06

My success with PBIS and implementation at my school had nothing to do with me, and it had everything to do with that team. So yeah, you know. I mean, did I get them going? Did I serve as the internal coach to get all this stuff up and going. I sure did. But guess what? Once it was up and going, it just ran like I said. I had a building of little mini principles that were bought-in and they were going to make this happen.

Michael Lord 32:58

Were you able to effectively serve as internal coach while tending to your duties as principal? Can you explain

Participant #8 33:09

You know, there were lots of times where internal coach takes back burner because of things that were going on in the building. So, yep, there were, you know, times where I had to miss the meeting early on, when we didn't, when we had not developed that team capacity, you know, we'd have to reschedule or come back to it. And so that is definitely, I think, a consideration. And why, another reason why, if you have the option to have an internal coach, you need to have them, because it is a lot of work, and you, you know, you anything can happen in the building at any time, and you've got to be ready for it. It's on you. So yes, it definitely, it definitely conflicted. And principal duties, depending on the level of severity, had to, had to take the priority.

Michael Lord 34:19

How did your involvement as internal coach impact staff morale?

Participant #8 34:49

So, I think, like I said, initially, it was kind of rough. I went in fast and furious, and we were going to change the whole world in like immediately, and it was too much change. So, I think people got overwhelmed by me, and so I took the summer of that first year to do a lot of self-reflection, and came back with kind of a different approach and attitude towards it that it didn't have to be immediate. And we were going to do a lot of celebration with where we were and what we were doing and our vision, and at the same time, you know, bring in the support that I needed to help people understand the different aspects of why we were doing what we're doing, and so with those things said, and especially

sharing the data and the celebration. Goal setting for my staff became really big and motivating. They loved when we would set a goal, and they it like motivated them that we're going to get this goal, we're going to do it, and when we did it, we would always have big celebrations, and that became huge. That became a huge motivator. So, I think that me being part of that, and being part of leading the charge, of making sure we're setting the right goals to have an impact and celebrating them heavily had huge impact on buy in and morale. It took, it took over a year to get there, but it definitely was really, really strong.

Michael Lord 36:37

So, you talked about staff morale, you talked about we as setting goals, anything else like, as far as collaboration that help impact your initiative, collaboration with staff.

Participant #8 36:51

I think the collaboration, I think the fact that I'm not always the one on the stage, sharing the data and sharing the plan was really beneficial. Okay, it helped for them to see and hear this coming from their colleagues. This may sound a little, a little off, or maybe you've heard this from other people, but I was very strategic in putting a naysayer on the PBIS team, like a big naysayer, and then I was very strategic in getting her, and worked hard to get buy in from her, and then have her present some of this to the staff in our plans. And that was huge.

Participant #8 37:43

So that was and she served the whole time, the whole time I was principal. She was on that leadership team. And people thought I was nuts when I added her initially, but it worked out big for us.

Michael Lord 37:58

Anything else you want to add in as far as buy in. So, you've talked a lot about, you know, your model, that you set goals together?

Participant #8 38:07

I think the buy in came with the celebration, the celebration of goal setting and being able to see a quick change, a quick change that you can measure with office referrals that started to become really motivating for people and really help the buy in, along with being really positive and seeing their colleagues as taking the lead.

Michael Lord 38:35

Did you notice any changes in student outcomes and equity due to assuming the role of an internal coach?

Participant #8 39:00

You know, it's hard for me to say specifically about equity, because I don't have, we didn't, we didn't have huge disproportionality issues with office referrals. And so, if I just talk about data, because I feel like I would need the data in front of me to be able to give you a good response on the equity thing. At least as far as data reports for equity, our school was really diverse, so I think it is. We didn't. I didn't see a need to really. I didn't. I didn't see people that were not used to working with diversity. I think that was that was pretty common. So, if I just think about data outcome, we definitely saw huge changes in data in small increments from those monthly meetings. But one year, we did have a very specific school wide goal around the implementation of something tier one, and it was initially my idea, but I got buy-in pretty quickly, and I used multiple staff members to train talk up and create the plan so that it wasn't all coming from me. That was our biggest year. We had an we went from, I think we went down somewhere around 400 office referrals. I do still have the SWIS report on that, because I used it in a couple presentations. Okay, but that was huge celebration for our staff, like huge, and we would monitor it every month, and they were all really motivated by it, like we all added zones of regulation into the core. And we were like, okay, this is great. We're going to see, we're going to see where it comes, like, what the outcome is. And so, I think the staff were always really motivated by the data, that was the whole culture in that building, not only in behavior, but academic too.

Michael Lord 41:27

So what you talked about changes in data, just discipline referrals?

Participant #8 41:32

Yeah, Office referrals, yes.

Michael Lord 41:48

So, given your PBIS framework, your tier one, your advanced tiers, did you feel that it provided an opportunity for all kids to be successful? (Oh yeah, 100%, we didn't see any subgroup of student that wasn't responding to tier one. We monitored that closely. We always had 80% at least responding to tier one).

Michael Lord 42:38

Did you notice any changes in school culture, serving in that role as internal coach?

Participant #8 42:52

You know, I think I can talk to you about the changes that I've noticed, but I don't. It's hard to say if the changes come from serving as an internal coach, I'll be honest, right? I don't know if it's from me being an internal coach or just from PBIS in general, but the first year, it was a belief system and punitive discipline, and trying to move a system out of that too quickly really backfired on me and into the following year, where I focused, probably more so on being a coach when it came to staff understanding and not being a principal, we got to get it done that made a big difference and changed not only the

understanding, but the acceptance and the willingness to trust and learn when they weren't 100% bought in.

Michael Lord 44:02

So, did you see changes in climate? I think you mentioned that from the first year, going really fast, right? And you reflected, did you see a change in climate after that?

Participant #8 44:27

Um, yeah, I think the climate got better every year. Yeah, we were really focused on that as a leadership team too, you know, I had a really good pulse on that building, 850 kids and 75 to 80 staff members, and I had a pulse on what was going on and who was unhappy about what. Because, you know, I created this little team of principals who really bought in. And because we had broad representation, it gave you a pulse on everything. And we were always very sensitive when we would hear some, you know, people complaining, and we were really transparent in trying to stay in front of that, we did monthly staff celebrations. Those were huge. They were themed. Each grade level would take a theme. They loved it. It was really exciting. We related it to PBIS. We recognized staff during the monthly celebrations for staff, and those went over, huge, huge. So, it really changed the climate for the teachers, which in turn changed the climate in the school in general. Because if your teachers are happy. Your kids are happy.

Michael Lord 46:03

What advice or suggestions do you have for principals contemplating serving as an internal PBIS coach?

Participant #8 46:21

I would say that you have to be careful when helping with implementation to ensure that you are wording things and that and you a different manner, so that it doesn't come off as a directive that my principal is telling me, but it comes off as a supportive person who's trying to help you with X problem, because that can be a little bit tricky there where, you know, I think I referenced it earlier, you're not always going to get the full story or the full truth, or someone being honest about what they need help with or what they don't understand, because of your role. So be very cognizant of that, and is being careful with your language and how you and how you say things.

Michael Lord 47:34

How might things be different or had been different if you were not the principal and the PBIS internal coach?

Participant #8 47:46

Yeah, I think I would be less engaged, especially that first year when we went, it was my first year, and we were going through a training and your first year, it's kind of like your first year teaching you feel like a failure most of the time. You feel like you have so much to learn and you're overwhelmed. And I think that if there was an internal coach, I would say, okay, I'm going to let them handle that. And it

would be out of my mind, and if out of sight, out of mind, it would have been less of a priority for every I would not have been talking about it as frequent. I would not be reminded that I had to put in a certain report, or that I had to get a certain percentage of staff fill out the SAS survey, and so those things I would not have been paying attention to and turn around. I wouldn't been, I would not have been talking about them as much. And if you're not talking about it, it becomes less important to the teacher.

Michael Lord 48:54

Anything else that you want to share, any additional information or any questions?

Participant #8 49:03

I think if you need to, you don't need an internal coach, and where I would put most of my efforts in developing a really strong team. Develop start with developing trust with that team. Develop their knowledge if you need to find ways to develop their knowledge of behavior science and how that works, and then really empower that team and, and that's what's most important.

Questions

Significant Statements

Fri, Oct 04, 2024 9:17AM • 37:20

Michael Lord 01:55

How did you acquire the position of internal PBIS coach while you were an administrator?

Participant #9 02:30

So it was, you know, basically voluntold. So, when I stepped into the position as assistant principal, there was the expectations that there was some groundwork laid before under the past two assistant principals that that was kind of like their oversight. So, you know, certainly the way that they had structured it versus what we implemented then as a team, I think, kind of improved things in terms of creating a committee system, but also the actual coach system, you know? So, I inherited PBIS, but then in coordinating with one Andrea at the IU and going through the trainings and workshops, we then implemented a more, I guess, I don't want to say rigid, but a more clear system, like an actual system. And with that was then the creation of coaches, committees and committee heads.

Michael Lord 03:39

So, coming into the admin position, did you feel like you had a good background in PBIS?

Participant #9 03:45

So, as a teacher, they, I don't even know if we want to call it PBIS, but they somebody, somebody heard about it. They superficially tried to implement it and threw it at the wall to see if it would stick. So, we adopted, you know, an acronym which was SOUTH for South. And you know, the only one I remember is O stood for organized. And then they spent all this money getting professional tickets made. And then said, make sure you hand out 10 of these a month. There was no kind of like structure. So, so I was aware of it. My wife, you know, teaches in elementary so I had more of a background, because she, even before all of that, went through the training at the IU, and was part of the team, and still is part of her team at her district. And I knew the elementary school at my district at the time was doing it, so they did it the right way. They created and then the high school, they're just like, hey, do it too, but didn't have anything of like, there was no team, there's no PBIS team, there's nothing. It was just tickets.

Michael Lord 04:47

So, serving as an internal coach, how did that impact your knowledge of PBIS practices?

Participant #9 04:56

So that definitely, I learned a ton during that short time because of the workshops and the trainings, and then also going through, like in that district, we use SWIS, so I had to go through all the online trainings

with SWIS. And that also was enlightening, getting connected to, you know, the PBIS network, and just looking at the whole model of what tier one means compared to advanced tiers, you know, with tier two and tier three, and what percent of the population we're targeting and with what types of interventions. So, yeah, I feel I learned a lot through that process because of the training that I had to do.

Michael Lord 05:35

In what ways do you believe serving as an internal coach impacted your relationships with staff, students and parents? Let's start with staff relationships.

Participant #9 05:45

So, one it was, it was great for the team, right? So, we made it an intended goal right away, to make sure that the building was proportionally represented, grade level, curriculum, teachers, paras, parent representation, all that type of stuff, to make sure that everybody had a had a that had a stake as stakeholders, had a voice as well. One thing we didn't get to at that point, which we were working towards, was getting that student piece, you know, at the elementary level. But I thought as a team, we grew. We laid ground rules. It was, it was messy to start. Just because of past practice. There was a lot of cooks in the kitchen. Our very first meeting required, like, a crystal clear like, hey, this, this is not going to work. We're not all going to like talk at once and interrupt each other and get heat and stuff. So, you know, we did the post it notes of what works and what doesn't, and started from scratch and worked our way back up. But once we established clear expectations once we explain the why. It really helped with our team. The next challenge then, is with staff, is buying of those who are just naysayers, because, like at the high school, when I when they just gave us tickets, I thought it was stupid, and I was I was not in support of it, because I didn't have any why, or any train they just try to have an easy fix and think like some type of extrinsic reward was going to magically change the culture, right? So, I felt it was definitely beneficial for the team. And then as we branched out, and the willingness that those representatives could then be the liaisons back to their respective grade levels or content areas, that helped. You know, the parent representation was through PTO, so we worked hand in hand with them, so it helped with that piece. And then we used social media lot to at least show what we were doing. I don't, I don't think we had a great kind of connection to the larger public, which was a challenge for an array of reasons, but I thought it was improving and getting more and more staff support as we went with it, because we also balance the piece. And I think that's the benefit of being an administrator that's supportive of it, is that whoever the administrator is obviously myself, and in the case of my own experience, connect the discipline matrix in the interventions and the SAP team and all that type of stuff to all the positive kind of fun things to get kids excited and recognize their achievements.

Michael Lord 08:15

How about so being that lead for PBIS? How did that affect relationships with the students?

Participant #9 08:21

Students? So they knew, that's actually an interesting question, because as principal, you know, you have to obviously deal with a lot of uncomfortable situations and things that don't make you popular. But the bigger piece, and I don't know if we want to attack this up to PBS or just having good advice as a benefit of good relationship building every day was a fresh start. Kids knew that there was always a chance to redeem themselves. There was, like a restorative kind of ethos about things there. So, you know, we would build things and connect it to try to do incentives. I was just talking about this morning, we would do, like a Mario Kart tournament who didn't get any write ups, you know, during a certain set time, you know, we were looking at implementing other stuff with bussing incentives and cafeteria and golden trail or stuff like that. So, I'm hoping they got to that point after I shifted districts. But I think the most positive thing is within our reward system, we looked for free ways to do stuff, and kids really got excited when we would recognize them on the morning announcements for being the ticket winners. And then we connected it and expanded it the second year into teachers, to encourage teachers to be supporting so if your student was picked and the teacher got recognized in some way, but we would have kids do Lunch Bunch, and we would serve them lunch in a special area. We would let them do announcements with us. They get really excited about that. And I would say it got it was positive that kids were, kids were starting to buy into it, where they got excited about it. As far as, like, my personal interaction, I don't, I don't know if PBIS changed it at all, because, like I said, it's a delicate balance of being the disciplinarian, especially as an assistant principal, and then also being the hype man. So, you know, is that balance that I had to constantly work.

Michael Lord 10:10

How about with parents?

Participant #9 10:14

So, that's the piece where, you know, parents appreciate that. You know, we always say about like, positive communication and investing. You know, you got to make investments before you make withdrawals. So, parents certainly were excited when they'd hear their kids doing things when we post whatever recognition system, because then we expanded other things, like we wanted to improve attendance. That was a district wide thing, so we did perfect attendance every marking period, and we give them a certificate and an incentive and take their picture and post it and recognize them from all the announcements. So individual parents of kids who recognize certainly appreciated those type of things and having the positive phone calls and whatnot.

Michael Lord 10:54

Please describe any obstacles, if any, you faced balancing administrative duties with the responsibilities of being an internal coach.

Participant #9 11:03

So, I don't think the balance of duties. I think it's actually lends itself to it. I think it's good to have that connection, because, as I stressed this morning in our meeting administrative support, and you know this, one of the quickest ways to have a PBS team in that sales is like a lot of schools, are fortunate that they have teachers who are passionate and do it, and then the administration doesn't follow through with connecting it to the interventions and supports and discipline right? Reteaching, when we're talking about stuff, we're using the language we're talking about what it means to be respectful and responsible and safe and whatever it is that each school adopts that has to keep that vocabulary, has to keep building in. The reteaching and self-reflection has to be built in. So, I think it was an advantage being that way. I think the challenge is buy in, particularly from staff, right where the debate of like, should we be rewarding kids for basic expectations and things like that? So that's where the why has to keep coming in. That's where data has to keep coming in and support right? That you're not going to do it alone. We're not just throwing something extra on you, because that was my experience as a teacher. It was just dumped on us with no explanation, and then a quota set. Make sure you hand these out. That's not the way to do it. So, I would say the biggest thing is, is, especially in this came up today, of when past administration is like throwing stuff at you, and people have the scars of systems or programs or whatever that were never followed through with and then stressed them out, right? So, I would say dealing with preexisting scars from past. I

Michael Lord 12:39

How did serving as that internal coach contribute to the success of the PBIS initiative in your school?

Participant #9 13:01

And so, the concern is, anything you talk about, like leadership, leadership's, so micromanage. So, I was the internal coach until I wasn't. So, what I mean by that, and that's the goal here, from the model, and we did this last year here at the elementary level, is that they're up and running. The goal last year was to get that elementary school on par, represented, a tier one coach who's managing things and just checking in and keeping administration, you know, informed. So that's happening, I still see the emails, and we have a guy down there who's doing a good job. During that two-year period, the first year I was internal coach, until we got to a point where I had a staff member who was able to kind of step into that, and then I would still, obviously attend, I would be, kind of like the facilitator would need be, but she took the lead, and I just had a conversation this morning, of like, right now I'm in that internal coach role until we are ready to kind of transition things over to the tier one coach who's already been established, but he he's going to kind of gradually take, take things. So, the reflection of like the successes when any one person leaves a role and next man up, kind of comes into play. Does this, does this program continue to succeed? So, I think you know, from what I hear from, from my former colleagues, is that it's still a program that's going then you have this side piece of recognition, like we were recognized, you know, by the state for as being a tier one and tier two school. So, we had tier one status when I arrived, when I left, we got up to tier two status. And I actually do need to follow up. Now, thinking about it, I guess in November we'd find out that I apply. I applied for us to be a tier three school and submitted some of that

stuff through the IU. So, I need to follow up to see if they received notification that they got tier three status as a school.

Michael Lord 14:57

So really, just setting up that framework for the next person to come in. **Would you recommend other principals serve as internal PBIS coaches? Can you explain?**

Participant #9 15:07

I guess each situation varies. You know, if there's, if you come into a school and it's already set up, absolutely, the administrator has to be part of the team, because, again, the system is going to fail if the if the administration is not on par with the purpose and goals of the team. PBIS isn't program. It's the foundation of everything, right? It's the cornerstone of how your school works. So, if there's a system that's not where it needs to be, then, yeah, I think it's not a bad idea. Now, again, I guess another challenge is if it is viewed and there's past scars where, like, here's another administrative mandate, or another administrative initiative that they're just dumping on us, or it's again being told, slash voluntold, that's going to be an obstacle to get people to commit to it, because you want people passionate about it and actually believing in the product. So that's also a challenge that would have to be balanced. But if it's a situation where it's, it's from the ground up, or it's been, it was a failed kind of Hass, but system before then, I think there is certainly value of administration being more hands on and working alongside the rest of the team.

Michael Lord 16:20

So, who created the PBIS team agendas for the meetings?

Participant #9 16:59

So, to start, I did. And then once it transitioned into the new tier, **the tier one coach**. So, at one point, that was me as internal coach, and then it became one of my teachers.

Michael Lord 17:10

So, when they took over as an internal coach is that when they took on that responsibility?

Participant #9 17:15

They took on the responsibility, she would send me in advance to kind of proof it see if there's anything to kind of add or take away or elaborate on, and then she ran the meeting, and I again, would facilitate from the side.

Michael Lord 17:30

So, so when we, when I ask you these, just think about the, I guess, that year that you were internal coach, fully.

Participant #9 17:38

So, yeah, I as an internal coach I did, I created the agendas.

Michael Lord 17:42

Who facilitated those monthly meetings?

Participant #9 17:44

I did as an internal coach.

Michael Lord 17:46

Who took notes?

Participant #9 17:50

Um, so actually at that point, so I had it as a live doc, same thing now. So, I did have a volunteer who would serve as kind of like secretary.

Michael Lord 18:00

Who shared information with the non-team members?

Participant #9 18:04

So, it was a little bit of both. So, anything from the team, I know you said non-team members, but I would then, because I was the, like, actual administrator of the account, an IT referenced there, I would then share out and post stuff for the team to see, and then through faculty meetings, everything else, we would share out updates to data and any programs kind of we had daily announcements and stuff like that. But on the smaller scale, team, team members would be those liaisons back to their grade level teams and whatnot. So, information it came it was a multi-faceted communication approach.

Michael Lord 18:43

So, it sounds like a team effort. So as far as the PBIS meeting, who acquired, analyzed and shared student data with the PBIS team, who did that?

Participant #9 18:56

So, that was so you know, and that's a piece of SWIS where you have all those different names, and I don't even have them memorize this as far as whose report or whatnot, but one of my secretaries was the data manager, okay, who would input and produce stuff I could certainly access the SWIS data. So, at faculty meetings, I would be the one to share the data.

Michael Lord 19:15

Okay, did you analyze it prior, were you the one that did all that?

(Yeah)

Okay, yeah, and you said you shared the data with non-team members at faculty meetings? (correct)
 And then the rest of the team would share that data with their teams, with their grade levels. Is that what happened with the data?

Participant #9 19:37

So, the whole faculty meeting, the entire staff was there, so everybody got it at that point, and then we also had a steering committee separate from PBIS, so that that type of stuff will come back into play, and then they would go back out to their respective teams. But again, steering was a totally separate entity from PBIS.

Michael Lord 20:00

Who monitored the completion of your action items during team meetings?

Participant #9 20:14

Again, when I was serving as a coach, I did because in running the meetings and going through the agenda, there would be that follow up, and there would be that communication. Now, again, it became a delegated model of a hierarchy. So then tier one coach would put it on the committee chairs to take care of whatever the respective thing was, and then report back up. And then it would be addressed in front of the whole team, you know, at the next meeting. Like, if there was a like, if there was a fundraising task, the fundraiser, you know, tier one coach tells fundraising chair, make sure your team gets this done by this point. Keep us posted, and then they'd report back out.

Michael Lord 20:52

Okay, would you say it's more of a team effort that way? (Yep, absolutely). And how about monitoring the implementation of universal interventions?

Participant #9 21:12

Yeah. So, I would also say that was a team, because just the informal communication by having representatives in all aspects of the building staff and whatnot, but also boom tickets and seeing and going through and seeing who is hitting a lot, who is not. You know, we would all kind of see that as a team, and teachers are just conscious of like, who's doing it, who's not. So, I would say that was more of a team thing, as far as like, again, as their school wide interventions. It was also team, because reteaching was handled in such a way they would create, then, when we got certainly with committees, the they would create the schedules for monthly incentive school wide events. They would also schedule the rotation of staff who would cover things and donations of things and payment of things. And they would also cover like, who's doing reteaching and what was required and keeping attendance records. So, it was a team, team approach,

Michael Lord 22:10

Who monitored the implementation of the advanced tier interventions with fidelity?

Participant #9 22:15

So, we had, obviously, we had two different teams. So, we had tier one, and then we had tier two, which then we morphed the second year, we just called it advanced tiers, and that's what we're doing here, because it then filters into tier three. So, then we had a tier two coach. Same system was in place, where I served until it was ready that she took over, which that happened by the end of the first year. But the tier two coach would set the agenda. There was a separate secretary. The end of that year, we actually worked with the IU and rewrote the whole advanced tier handbook. So, it was very much, tier two is very much a team approach, because we also had every grade level represented, and we would go around and they would share out on the half of their grade levels of new referrals, and then updates on existing referrals and what, what services they were getting.

Michael Lord 23:09

Who created your annual expectation schedule?

Participant #9 23:16

The team. So it was, it was, what's the term I'm looking for? Not implementableism, but just basically like the foundation was created by the original handbook with like the model, and then you modified as needed. But it was a collaboration between the team and certainly admins, setting up the like the first week, and then reminders at the end of each marketing period or stuff like that. So it was, I would say, team. Okay, is that what it looks for? Like, either just like, was it individually, the leader or team? So that was definitely team.

Michael Lord 23:48

So, who shared that expectation schedule?

Participant #9 23:58

Um, I would also say team, though, because the team did a good job of communicating again, we we'd always have our administrative faculty meetings. We'd have our morning like I send out morning announcements every day, just of reminders of everything. But within it would be hey, reminder today we're doing rotations from 9am to 11am and then please refer to the team member who sent out the document to all of you that shows the rotation schedule. So, I'd say team.

Michael Lord 24:25

Who monitored the completion of your annual self-assessment survey?

Participant #9 24:32

Yeah, so that would be me in coordination with the IU.

Michael Lord 24:38

Who monitored the completion of action items based off your annual team assessment?

Participant #9 24:57

So, we would work that in, I would say, as a team, we would agree on it, because that would come up in our regular course of business, of, like, hey, this is coming up. We need to do this. When do we want to establish it? So, I would say it was part of our team agenda to get that set

Michael Lord 25:09

Who facilitated that meeting?

Participant #9 25:31

So, it was actually the IU representatives, so like, Andrea came in and we kind of, she took the lead, and then I facilitated.

Michael Lord 25:41

Who monitored your SAP program at that building?

Participant #9 26:00

So it was, it was called Student Support there, and our school psychologist. It was also still very team oriented, because honestly, even reflecting back, I can't say like that's the person I point to, because everything was always collaborative. It was always the same kind of group. So, school psychologists, building school counselors, elementary special ed. director was almost always involved. Special ed. educate, like I noticed, it doesn't have to be special, but so many times it overlapped, and then building administrators, then, if there was like, a referral, whoever the teacher was who made the referral was at that meeting. So, I would say, though, if I would point to like, who the school psychologists and school counselors, were the ones.

Michael Lord 26:55

Who monitored Safe-to-Say reports?

Participant #9 26:59

At that district, they had a designated individual who it was like a stipend position that received all of that, and then would kind of filter it so that was actually outside of our building, and then would get to us. We're here. We all get it. There's not a single person, and we respond according to who's building it comes from, and our school police officer is at the oversight of that.

Michael Lord 27:27

How about organizing interagency collaboration?

Participant #9 27:36

So, Student Services, I guess, at the top, like director Student Services. And then again, it would, it would kind of filter its way down, also through collaboration between school psychologists, school counselors and administration, and then also special ed department, depending on if the student was identified and qualified.

Michael Lord 27:57

Are there any other team functions?

Participant #9 28:13

Yeah, like I said, like, just, I wouldn't say as functions. There's more things that keep as functions. So, it was the it was the media area to the rest of the building, as far as expectations, right? Like, these are the positive behaviors we're trying to promote. These are the things that we use as incentives, and these are the accountability pieces that we have in place. And these are the interventions available as kids, unfortunately, progressed to the next tier.

Michael Lord 28:41

Yeah. So that just leads into my next question, any additional leadership tasks or duties you assume that extended beyond traditional administrative role?

Participant #9 29:08

Yeah, well, that's kind of the unique thing about inheriting it. And it's like, I think true here as well, like being still kind of the main oversight to ensure that it's implemented with fidelity and being that link to the IU into the state. And so, I would say the one different thing here is that the board is very much in desire of PBIS as a concept. So, they request so I will currently and so will my elementary principal will share data frequently and updates to the board during board meetings. That was not something I did at my previous district. I would report out like we'd share actually right at the end, before I transitioned, something that they had had in place years before I was even at the district, and then covid, and then after that they brought back was we went to semiannual district wide PBIS meetings with our Director of Student Services, where we looked at data, we looked at consistency. So that was good. I only got to experience it once because they brought it back right before my transition to another district, but that was something that I thought was good.

Michael Lord 30:25

Were you the internal coach at that time or, did the other person take over?

Participant #9 30:32

So, the other person had taken over, so she both my coaches came to those meetings with me, but I was there too as the administrator, so all the administrators from every building. But by that point, there was the expectation that whoever the internal coach was, they all attended as well.

Michael Lord 30:47

So as an internal coach, how often did you have conversations, be it in person, telephone, email or text message related to your PBIS framework. So, what is it daily, weekly, or monthly? (Daily) What was the what tended to be the nature of the communication?

Participant #9 31:14

It varied just making sure that we were aligned to it and reinforcing the expectations of it. I mean, they could have been positive ones of recognizing people for doing it well, and it might have been just reminders of, hey, make sure we're doing this. So, it kind of covered the whole spectrum.

Michael Lord 31:30

Were you able to effectively serve as internal coach while attending to your duties as an administrator?

Participant #9 31:42

I think so. Yes.

Michael Lord 31:43

Can you explain a little bit more about that?

Participant #9 31:45

And I'm gonna pivot back to I just thought, like, obviously, was more anecdotal. I guess we could have quantified it based on, like, teacher participation. Here our elementary principal, she was tracking that last year like crazy, just which grade levels were turning tickets and which teachers and whatnot, but I felt anecdotally, there was better teacher buy in. And like I said, from the state recognition, we were meeting the metrics from their evaluation system of meeting, you know, fidelity.

Michael Lord 32:14

How has your involvement as internal coach impacted staff morale, collaboration, and buy-in for the PBIS initiative?

Participant #9 32:49

I would say in a positive way, because again, we talk about, are you leading from the front behind? Are you just top down? I thought I was alongside, so I think they appreciated that I wasn't asking them to do anything, that I wasn't going to invest my time, energy and resources in myself. And that

Michael Lord 33:08

Kind of goes into collaboration too, right?

Participant #9 33:11

Yep, collaboration learn relationships.

Michael Lord 33:13

Anything you want to add, as far as buy-in? So, you before you talked about communicating the why, data, and supporting them. Is there anything else you want to add?

Participant #9 33:26

I guess, just with that, if you find that people aren't investing having this one-on-one conversation with them to kind of see what their perspective is, hearing them validating what their concerns are, but then using evidence-based arguments not to have an argument, but support to justify why we're doing this as a school, and what the expectation is. So just constantly reinforcing.

Michael Lord 33:53

Did you notice any changes in student outcomes and equity due to so many assuming that roles as internal coach?

Participant #9 34:06

So, the biggest thing is, we use our office discipline referrals right to track our daily like, are we seeing an impact on that? So, we did see a positive trend in terms of a decline of office discipline referrals. And certainly, that data would help us target like the time, time of the week, time of day, certain class periods for students, to track trends and anticipate things, to put in place interventions, the types of behaviors and things like that. So yeah, we saw a positive impact on that.

Michael Lord 34:37

Do you feel like your PBIS framework, and you could even think about tier one, tier two, or advanced tiers during that time, did it provide opportunity for all students to be successful?

Participant #9 34:52

Yes, yeah. I think the tier one of what it is, which is 100% of your population were exposed to, informed of and able to participate in, and that was kind of the benefit, too, of seeing kids, especially just like the ticket system, of kids who might not. And we actually made it more equitable this the second year. So instead of just saying you had to have, like 10, you know, four, we caught on 4b cards punched for things, we created then a one to five, six to nine, and then a 10, and then that created an opportunity that we want to encourage kids to participate, that you didn't have to be like, kind of like perfect in order to be recognized. Okay, so we made it more equitable, I thought, especially in year too.

Michael Lord 35:41

Did you notice any changes in school culture when you assume that role as internal coach?

Participant #9 35:53

I would say I can't really answer that one, because I wasn't there before to see the before and after. You know, I got there at the time of so I do feel, just like I said, the ethos of the building, I felt was a positive vibe, but that's just again, anecdotal.

Participant #9 answered the remaining interview questions by email:

Michael Lord

Did you notice any change in school climate due to assuming the role of internal coach? Please explain.

Participant #9

Anecdotal relative to the ethos in the building...felt positive and accepting with restorative and positive relationships forged among students and staff

Michael Lord

What advice or suggestions do you have for principals contemplating serving as an PBIS internal coach?

Participant #9

Establish a plan in advance, what type of structure and systems will be in place, what roles and responsibilities will the team and individual members have and what type of process will be developed to ensure any one person wasn't the reason for its success or failures....you need to be able to transfer roles and responsibilities to the ones next in line without any break in the success or loss of quality

Michael Lord

Overall, how different would things have been if you did not serve as both the principal and PBIS internal coach?

Participant #9

Based on the feedback who worked with previous leaders, they communicated that it was much improved with more consistency and accountability as well as communication

Michael Lord

Please feel free to share any additional information.

Participant #9

Buy-in takes time and the reality that it will take years to fine-tune the system is important to be upfront about. You have to justify the "why" vs. just putting it on staff as an extra add-on initiative....its not an initiative, it's the foundation of what we do.

Questions

Significant Statements

Tue, Oct 08, 2024 3:08PM • 49:26

Michael Lord 00:00

How did you acquire the position of internal coach?

Participant #10 00:45

Yeah, um, how? I guess, just because of my role as an administrator, and I was the person that, to be honest, like, did a lot of the discipline referral, um, you know, I was the one who responded to the referrals before we had anything in place, even, like SWIS, right? So, it kind of like fell in my lap, as, you know, the person that would, since I was the person that responded to discipline, and that's kind of what our focus was. I think that's, I can't really, I'm not sure why they chose me, but I'm asking, that's why they chose me. You know, it seemed like the person to do that. I also, I will say, and I know this is still, you know, something that a lot of people are struggling with and trying to get off the ground is, right? Like, MTSS, like, holistically, like, I also had a lot of experience and the academic aspect with, you know, what are we doing in tier one? Before we go crazy with interventions? For, you know, we have, let's say, 600 kids in the building, and 300 need intervention. Well, we don't have enough people to do that. So, let's look at our tier one. So, I had some experience in that aspect. So, I think that, you know, we use the same procedures right when we look at what's going on behaviorally with our students and social, social and emotionally with them. So how can we put things in place for the kids? You know, if we have a lot of referrals, what's going on, besides just saying, you get detention, you get lunch detention, and you get, you know, a parent phone call home. So, I think, because I had that experience.

Michael Lord 02:32

Prior to administration, did you have experience with PBIS, like in another building, or did you teach in that building?

02:39

Yes, yes, I did, yeah.

Michael Lord 02:44

So, you taught my building and just your experience with the framework?

Participant #10 02:47

Yes, definitely had experience with framework. Definitely had experience using the acknowledgement system, using the matrix, trying to use the at the time, it was the four to one ratio, right now, I don't know about you, but I hear five to one now, right?

Michael Lord 03:04

It kind of waffles back and forth with 4 to 1 to 5. I think that I think of the 5 to 1, the 80/20 so that makes it kind of clean, I guess.

Participant #10 03:12

Yeah, good point.

Michael Lord 03:14

So, do you remember how being internal coach really impacted your knowledge of PBIS practices?

Participant #10 03:25

I would say, like you're kind of forced to internalize it a little bit more, for sure, it's nice that I had the experience using it as a teacher, I would say. But like, definitely using it as administrator, you know, you get to see the other side of it. You get to see what everyone's doing, not just what you're doing. So, it kind of forces you to respond to staff. You know, you live in your own little world, right when you're a teacher, but being the internal coach, you have to, and it's hard as a principal. I think you're probably going to ask me this, or maybe you already did, but like you have to, not only coach, but you also have to, you know, make sure that everyone's accountable and find that place, you know, responding to teachers that might, you know, need support, but there's a fine line between needing support, right and they're just not doing what they're supposed to be doing.

Michael Lord 04:24

So how does serving as internal coach impact your relationships with staff?

Participant #10 04:34

Um, well, yeah, I would definitely say that it. I would always try to be very like, do things informally. Like, I know there was, I can't remember who wrote it, but there was a book, and it was like about a three-minute walk through. I think it was from someone. Last name was Downey, but I don't remember for sure. But anyway, it was like a very quick like, just check on, like, some things like classroom management type, things that you could see quickly. It's not evaluative. And I would like give the staff feedback, like I did, like 10 three-minute walk throughs this week, and I saw teachers referring to the matrix this amount of times. And I saw acknowledgements being used, you know, this many times, and I saw, you know, what the kids were expected to do like, so it was nice to not just give like, specific feedback to teachers. It was like, this is what we're seeing. And I didn't see this. I didn't see, you know, referring so I was able to give them some data being like individual teachers, which was nice. So, I would do things like that, because, yes, you're right. It's hard when you're trying to coach and, you know, be someone's administrator or supervisor, trying to think of other things. Another thing I really like to do was look for things in classrooms that I thought were working well, and then pair people that might need those supports to go, like, observe that teacher and I tried to, like, find something good about

everyone to observe, not even observe, but oh my gosh, look at what they're using for acknowledgement. This is working. Can you talk about, give us a quick, you know, two-minute, you know, rundown of how you do that in your classroom at the next staff meeting, things like that.

Michael Lord 06:22

So, being the lead of PBIS, how did that impact relationships with students?

Participant #10 06:30

I mean, I guess just thinking like, I don't, I don't think that, you know, I guess it did. But like, I would say it was always positive, because, you know, it's those clear, consistent expectations, like I the language is there. The same language that you're using with the students is what the teachers were using with them back in the classroom when they got the referral. So, it was real easy to break that down like this is where you know you weren't respectful, right? If it's like responsible, respectful, safe behavior, you know, you told your teacher, you know, like something very derogatory. And was that being respectful? Let's look at, we know where that breakdown was, and so it was nice to have that same language.

Michael Lord 07:17

How about with parents?

Participant #10 07:27

Again, it's, you know, we have that stuff clearly articulated and laid out for parents, for families and the same we would even like another sometimes, you know, we never, I don't know if we ever really did this, but we talked about, like, what could that look like at home? So, we might like do it informally with parents, but never formalized thing, it would be a nice thing to do. We just never got that to it. But, um, yeah, I think the parents responded, well, they really liked the incentives. They liked seeing like that. Their kids, you know, got so many tokens, or tickets, whatever we called them, like we call them tickets, but it was, you know, the parents responded well to that. You know, we were K-5, so that's to be expected. You know, I still struggle with how that looks in high schools. I like to see some doing it well, if you have any ideas.

Michael Lord 08:22

I don't think I had one. I try. I've trained like four or five high schools, but I don't know if I have a high school that has a viable framework in place. I know the one that's kind of using it, but and even I have a handful of middle schools, but it's tough. I feel like the administrator really has to be all in to really, you know, have that move to really change the culture there. Yeah, I always try to attend those secondary things at the PBIS conference, right? Because I'm drawn to it, like, what's the secret here? I don't know if they need to modify it some, you know, I you know what I mean. So, I think there's not really talk about that as much, but I know, yeah, I could talk to you all day about that, I'm sure.

Can you describe the obstacles, if any, you face balancing administrative duties with the responsibility of being an internal coach?

Participant #10 09:19

Yeah. I think, like, the more I like, you know, the struggle was, the more coaching I was able to do, the less I would have to spend time responding to discipline issues, right? Like, the best you know, situation would be to have time coaching teachers and modeling these things for them, but once you know you cross that line to administration, you know, people kind of can shut down a little bit to you, which was why I really tried to lean into other staff members that were doing it well, because it was kind of hard to coach in the academic sense as well. That was also hard, so I would definitely take opportunities with the observations that I did of teachers, teacher observations, both formal and informal, to give them a lot of feedback, even though it was that's I know that I realized that's evaluative, but I was it was helpful.

Michael Lord 10:25

So, how did serving as internal coach contribute to the success of your PBIS initiative at your school?

Participant #10 10:37

Um, well, I mean, I guess you're assuming that it was successful, right? We did have, you know, our assessments and our TFI, and we did really well. I guess it's a team effort. Without a doubt, we had district support. I was just one school out of 13 elementary schools that were, I'm not sure if every single one was implementing, but many were, I know for sure, and so we definitely had the support of the district, which was great. Our IU partners were so helpful, you know, in that whole process, and the TFI and in our team just put things together. And it was like, I think administration, including myself, valued it and saw the value in it. That's, you know, like you said, it has to come from the top, if it's going to work. So there has to be time put into it. And it might even seem a little bit like awkward at first, like when you have your meetings, right? And, you know, it can quickly become just the session complaining about single students here and there. And you have to be real careful that that doesn't happen. And it's, you know, universal. Let's look at trends. What are we seeing here? Not just like, you know, we might have a teacher that's on your MTSS team that's super frustrated because, you know, they've had an increase in 10 referrals. But you look and it's, you know, in the last week, but it's all one kid. So, let's not panic. Yet. We don't have to change our what we're implementing, because that's just that one student, right? You're always going to have that 10, 15% of the kids that don't respond to the tier one. So just trying to, you know, keep those things in mind. I'm not sure if I answered your question.

Michael Lord 12:29

No, you did. So, last question for this section, would you recommend other principals serve as internal PBIS coaches? Can you explain?

Participant #10 12:46

Um, I would just because it's they have to be the ones that are, you know, it has to come from the top. I think so many times that these things do fail because they're not, you know, seen as important. So, I think if you know, I know it might not be like it shouldn't have to be like that, but I do feel like in the real world, it's probably, it's probably a good thing.

Michael Lord 13:16

So, who created the PBIS team agenda for the meetings?

Participant #10 13:51

That was, that was our team. Like, I don't we actually use an agenda. So, we didn't. None of us created it. We used the tips.

Michael Lord 13:59

So, it was like a team effort and putting that together?

Participant #10 14:03

Yeah, it was something that we adopted in collaboration with our IU. So, I guess we decided that was the best one to use, because it aligned really nicely with one that we were using for academics. Once again, going back to what are we already doing, and how is that working, and we kind of went from there.

Michael Lord 14:22

Who facilitated the meetings, the monthly meetings?

Participant #10 14:26

So, it would usually it was the principal, yeah, and the counselor was a very big support, too, especially with the positive behavior stuff.

Michael Lord 14:46

Who took notes?

Participant #10 14:49

Trying to think here, I think that role changed. We kind of kind of switched off with that role. Yeah, it would, sometimes it'd be a team member, sometimes to be a teacher, which is also a team member, but it wasn't like a specific person, it was kind of switched that role.

Michael Lord 15:11

And who shared information with non-team members?

Participant #10 15:17

So, we have, we had it set up that because we did have a big building, and I think this is an important part that gets lost. You might have an MTSS team, but who's sharing that information, right? How is that information get disseminated? So, we had a point of contact for like, each grade level, and I guess in each high school would be like, you know, each, you know, like, science and the math team, right? So that's the way that worked. We even had, like, a special education, you know, all of that to make sure, and it was their job to disseminate the information to the rest of the school.

Michael Lord 15:56

Who acquired, analyzed and shared the student data with the team?

Participant #10 15:59

Yeah, that was our counselor. I actually I guess you would say I acquired it because I'm the one who, you know, well we use this I What is it called SWIS right, so the teachers. There was a time before it was on the computer that I had. I had to enter all of it, and then we got the online, which was beautiful. So, the teachers entered it and I responded to it. But then our counselor was like our data guru, so she had all of that information and was able to report, you know, see, where are we struggling, whether time of day, whether it was in a specific location or a specific grade, things like that. So that would be our counselor.

Michael Lord 16:46

Who shared that data with non-team members?

Participant #10 16:49

So, the data would be shared at our like tier one meetings with the rest of the MTSS team, and we would kind of make adjustments to things. It's not that we didn't share the data we did, but we would kind of take it and synthesize it to share with the rest of the school, so they didn't have to have, like, every single detail, like, we kind of simplify it for them, yeah, so like, fifth grade, we're having lots of fights at recess, so we're going to do more of a structured play, an organized play, and then we didn't talk to the teachers. We give them the why and the what.

Michael Lord 17:36

Okay, so who was in charge of emailing teachers?

Participant #10 17:41

That would be usually the counselor or myself. Sometimes it had to be me or another principal, because it was like, almost like, you know, you're giving them a directive.

Michael Lord 17:52

So, when action items were completed during those team meetings, who was in charge of monitoring the completion of those?

18:03

Participant #10

Okay, so, like, you're saying, like, who was in charge of monitoring how's the structure play going? Right?

Michael Lord 18:12

Well. So, like, we have, you know, you have an action that needs to occur, like, so we need this done, and somebody's going to do it, but who was really in charge of making sure it got done?

Participant #10 18:21

Right. Um, I'm trying to think of, like, a specific, yeah, that would usually fall on, fall on an administrator, unfortunately, but it would, but we always have that, like, clearly in the notes, like, like, who's going to do this? It wasn't always that I had to do it. It's just like I had to be the one to follow up, to say, you know, to make sure it was done. You usually knew pretty quickly if it wasn't done, right?

Michael Lord 18:49

Would you say it fell more on you, or was it more shared?

Participant #10 18:53

That was shared, it was just, it would fall on me. Like to kind of follow up on it and see how it's going.

Michael Lord 19:02

Who monitored the implementation of universal interventions?

Participant #10 19:18

So, as far as monitoring, you know, once in a while we would do, like an informal like with some MTSS team members, just not everyone, just kind of looking for those things. But like, you know, it wasn't very formalized or anything that it was just kind of very informal. And then it's an also it was definitely used in our evaluations, like teachers learn very quickly if they didn't provide acknowledgements, that was going to be feedback in your evaluation, so that word spread quickly. Trying to think outside of our tier one, I do have to give a lot of props to the counselor, and we did also have our behavior specialist. They weren't there, but she wasn't there every day, but she also, you know, helped to model some things for teachers too.

Michael Lord 20:16

So, it sounds like it was a team effort?

Participant #10 20:17

Yeah.

Michael Lord 20:19

How about advanced tier interventions? Who monitored that with fidelity?

Participant #10 20:25

Once again, that would be a counselor like an example of an advanced tier would be like, check-in, check-out. That was a big one. Quite honestly, I really can't think a lot more. I guess a few. We had some skill streaming things like that, but, um, for the most part, it fell on our counselor. And the more I talked during this interview, the more I realized how much that poor lady did. I'm gonna give her a call after this anyway. Um, but she was really good at it, though, and, you know, and she did always, I think she felt supported by the team and by our team. We never put her out there. You know, those meetings that we had on advanced tiers were together, and we made it a team decision too. When this needed those extra supports, it wasn't just like we're gonna, you know, have this kid and check-in, check-out, we, we definitely made those decisions together, and then we wouldn't ever, like the counselor didn't have to do the check-in, check-out. She just would be the one like housing the data. And we would usually have, like, a paraprofessional, or just someone, obviously, you know how check and check out works that, you know, helps the kid, or can help be that mentor for them.

Michael Lord 21:48

Who created the annual expectation schedule?

Participant #10 21:56

That was the principals. We did that in the summer. You know, it was planned out on our school calendar well ahead of time.

Michael Lord 22:15

Who shared that expectation schedule with the staff?

Participant #10 22:24

Well, it was in the staff handbook, and it was also like emails and the calendar sent out at the beginning of the year. And then we also had to help. They had to have a part in it, because we, like, even did like locations. So, teach this lesson. Plan on cafeteria behavior in the cafeteria. Sign up for a time in the cafeteria, and then, obviously not during lunch. And then the bus expectations also need to be taught. So, we have the busses coming on, you know, Monday, October 13, make sure you sign up your time on this

Google Sheet to, you know, get on the bus and teach the students the bus expectations. So that way everyone kind of had to be involved.

Michael Lord 23:02

So, sharing that information was, like a team effort? It sounded like.

Participant #10 23:07

Yeah, I mean, really, it's from the principal, but yeah, like, it was, you're right, from a team effort. Everyone had to be involved. I think, like, I used, like, maybe, you know, my behavior specialist to help with, you know, okay, help get those with the bus or and then maybe someone else could help the cafeteria.

Michael Lord 23:25

But like, as far as like that, that email going out, or here's our information, here's our schedule for this year. That was the head principal that did that, okay, all right, who monitored the completion of your assessment survey?

Participant #10 23:26

Principal.

Michael Lord 23:39

Who monitored the completion of action items based off of your annual team assessment?

Participant #10 23:59

So, we would have our meetings monthly, our tier one, I believe. So, it's like I said, my memories, but I'm pretty sure it was monthly. So that was always like a standing agenda item. So once again, that was a team effort, obviously, the, you know, the principals lead, but that those were standing agenda items.

Michael Lord 24:20

Who scheduled the action planning meeting?

Participant #10 24:33

I guess I don't, I don't really remember, but I'm pretty sure it was the principal, okay, and along, maybe in alignment with our IU partners.

Michael Lord 24:43

Who facilitated that meeting, the action item meeting?

Participant #10 24:46

It's so terrible, I'm sorry, but I really can't remember. But I believe it was our principal. I can't imagine who else it would be.

Michael Lord 24:55

Who monitored your school's student assistance program?

Participant #10 25:08

I mean, we didn't really have SAP because we're a K-5, like, it just looked differently. At least we didn't call it SAP well, (Like child study, maybe?) Oh, yes, okay, sorry, yeah. So that was, we had those meetings, I believe, weekly, and then that was also our counselor, yeah.

Michael Lord 25:44

How about monitoring the Safe-to-Say reports? Did you do that?

Participant #10 25:46

Principal, our assistant principals.

Michael Lord 25:47

How about interagency collaboration? Were you in charge of that at all?

Participant #10 25:52

You know, that kind of just fell on either the principal or the assistant principal, and sometimes the counselor, okay, we had a social worker. She wasn't, you know, there a whole lot. We only had, like it was a big district, like, one or two social workers, but I kind of just depended on the, you know, the partner.

Michael Lord 26:10

Are there any other, like, functions that you took on as the internal coach, like, like, fundraising or student team, or anything like that, any responsibilities that I didn't mention?

Participant #10 26:24

I'm trying to think. I don't think so like setting up our assessments. I think you already said that, so that was definitely a principal's role, having everything ready for those schedules. Um assembly, like the, you know, the principal was in charge of, like, the PBIS assembly at the beginning of the year, we made sure that, okay, so assembly, yeah.

Michael Lord 26:53

So was that a team effort? Did that fall on you?

Participant #10 27:00

Um assembly? I mean, it was definitely a team effort to but we always wanted the principal to be the head of it, because they, you know, kind of represent the school.

Michael Lord 27:09

Any additional leadership tasks or duties that you assumed, like beyond your traditional role, sometimes admin or like liaisons to like their home school association?

Participant #10 27:29

Okay, we did have a parent, you know, PTO, but no, nothing much I can remember there.

Michael Lord 27:37

So as an internal coach, how often did you have conversations, so, be it in person, telephone, email or text related to your PBIS framework? Was it more daily, weekly or monthly?

Participant #10 27:54

I mean, probably daily. I'd say, yeah.

Michael Lord 28:02

What tend to be the nature of the communication regarding PBIS?

Participant #10 28:11

So, I can tell you this, like, it's not like the kids heard us say, PBIS, right? They heard us say, you know, respectful, responsible, safe behavior, just using that common language with the students was a daily thing. I mean, I'd say hourly, right? Like, that's the first thing, you know, we talked about um, and you know, same with the teachers, yeah. Like, we always try to ensure that those tier supports were available to all students, you know, especially the ones that struggle the most, right? If they're out of the classroom for discipline, then they're really not getting those tier one supports because they're out of classroom.

Michael Lord 28:54

Were you able to effectively serve as an internal coach while attending to your duties as an administrator?

Participant #10 29:05

Yeah, I think so. I think it helped, right? I think, in my opinion, at least like it was helpful to have those structures in place and that framework in place, and it, you know, kind of set up a structure where everyone had to be accountable, got to thrive with kids, got to form relationships, and they have to trust you,

Michael Lord 29:30

How has your involvement as internal coach, or how did your involvement as internal coach impact staff morale concerning PBIS?

Participant #10 30:03

Yeah, um, I would say, you know it's kind of hard to put my finger on this one, but I just think the fact that everyone's has their own responsibilities. You know, it's not like you're saying to the teachers up figure it out. Like, yeah, there's a like you explained, there's a clear discipline structure. The kid does this behavior. That's classroom management. It's this one. Then that's my job, right? So, I think that that creates a culture, you know, trust and consistency and which, in turn, is helps morale.

Michael Lord 30:39

So, serving as internal coach, how did that affect collaboration?

Participant #10 30:50

Yeah, we had a team everyone, you know, I don't want to say everyone, because that's never the case, but, um, everyone in that school did have a point of contact that that I can say. So, it's not like I was able to talk to 80 staff members every day, but they, everyone had a way to, you know, communicate with me, whether it be an email or, like I said, their point of contact. So that was there, no, I can't say whether everyone used it or, you know, like, how they utilize that, but that was in place. And you know, we had representation from throughout the school.

Michael Lord 31:26

How did your involvement as internal coach, how did that affect buy-in for the PBIS initiative? So that ties into you mentioned with staff morale. Yeah, but anything else, buy in, how your role affected buy in for PBIS,

Participant #10 31:48

Um, I mean, I don't know how my role specifically impacted buy in, but I just, you know, it's definitely, I can't see how you would do it without having your leadership right on board. So, it would almost be impossible. So, yeah, I think it was very, very important to buy-in, to have your, your leadership team, on board with that, and then, you know, ensuring that your go to people that are going to be communicating this information to others are also on board.

Michael Lord 32:18

Did you notice any changes in student outcomes and equity due to assuming that role with internal coach and so as far as outcomes, you talk about referrals, suspensions, all that sort of stuff? Did you see any changes while you're in that role?

Participant #10 32:36

You know? I wish I would have but then you know, that we would run the reports and but as far as like changes in equity, I can't say that we ever got there if I would have done it longer, perhaps.

Michael Lord 32:54

Did you see changes in like suspensions and referrals, office, referrals and things like that? As far as outcomes or even attendance, things like that?

Participant #10 33:03

Um, definitely. I think the conversation is sometimes, yeah, we'd have some tough conversations with teachers, like reminding them of, you know, this is an office-managed referral. You know, I didn't just send them back to the classroom, but, you know, sometimes be a conversation later. So yeah, and then, like I said, it goes back to that thing. It wasn't just, you know, you're not targeting the teacher or talking to this teacher. It's hey, like, I looked at our data this week, and we had 50 referrals, you know, let's make sure we're reteaching this, because it looks like they were all from the cafeteria. So, yeah, I definitely saw an impact. But I don't think you would see that impact if you didn't do that? Those are internal coach type things, right?

Michael Lord 33:44

As far as equity, here's how I've been framing it for everyone is, so, do you feel like having your PBIS framework, your tier one and your advanced tier, did you provide opportunities for all kids to be successful? Did you feel like your framework that you know you're able to provide opportunities for all kids to be successful?

Participant #10 34:11

Yeah, I do. I think so that's kind of the point of it, to reach all kids, right? It's not like we're not doing something different for the students with disabilities, or for kindergarten students versus fifth grade students, like everyone has access to tier one supports.

Michael Lord 34:28

Did you notice any changes in school culture while you were assuming that role as internal coach?

Participant #10 34:48

Yeah, it was slow, but I definitely did, like the leadership team and MTSS I'm using those terms interchangeably, like, PBIS slash leadership team are interchangeable, so I'm not trying to confuse you,

but yeah, like, you definitely saw, you know, some of the teachers that were very quick to put in office referrals and not use positive incentives. You know, it changed, you know, slowly. So, yeah, it's, you know, of course, you know, didn't solve every problem, but it definitely changed the climate from when I first started there to when I left. Yeah, definitely. I mean, we It wasn't even just that. I saw it like we had the results from the, you know, the SAS, like, and it was pretty dramatic, you know, shift and perceptions and school climate, things like that.

Michael Lord 35:51

What advice or suggestions do you have for principals contemplating serving as an internal PBIS coach?

Participant #10 36:00

I would say, I guess I would think, like, start slow, you know, if you can do like, you know, little things every day, like that, like, celebrate small accomplishments, you know, things like that. And like, once again, think about how it's going to make your job easier in the long run, right? It might seem harder at first, because, you know, you want every teacher to just like do this intrinsically, but they're not going to. So, you know, I think we miss out on a lot of good teachers when we don't, you know, share this information with them. We don't give them the opportunity to be successful. So, yeah, all stuff, you know, all the stuff is things that good teachers just naturally do, right? Like when I started 25 years ago, teaching you're just doing the same things those good teachers that we just didn't have a turn for it, right?

Michael Lord 36:56

Overall, how might things be different if you were not the principal and the PBIS internal coach?

So, if that wasn't a dual role for you back, then how would it have been different?

Participant #10 37:17

I guess, you know, I just would have, I would have strictly been, like, seen as, like, this disciplinarian, right? And really not proactive. So, my role would almost be like a dean of students when you know, in my opinion, your, you know a principal is your, you know, your leader, your educational leader. That's their most important job. So, I don't know. I don't think it would work as well if you didn't have that. But maybe, yeah, sorry, no, it's a great it's a good answer.

Michael Lord 37:51

Any additional information you want to share, or do you have any questions for me?

Participant #10 37:17

I don't think so.

APPENDIX B - Request to Utilize PaPBS Network Facilitator Contact Information

Dr. Kirby,

I am emailing you to request the use of contact information pertinent to my doctoral dissertation research at Slippery Rock University of Pennsylvania. Specifically, I seek to contact PaPBS Network Facilitators and ask for their help identifying principals who currently serve as PBIS internal coaches.

By conducting interviews, I will describe the benefits and constraints administrators encounter as PBIS team leaders when faced with decision-making responsibilities. I chose to investigate this phenomenon after observing this trend among schools within my local geographic region and to address the research gap in this area. The information gained in the study may provide school leaders and educational facilitators with the necessary knowledge to assist schools in designing and maintaining viable PBIS frameworks.

As a PaPBS Network Facilitator for the Central Susquehanna Intermediate Unit, I possess the necessary contact information for my colleagues; however, I seek your approval before communicating with these individuals. Permission to use these contacts is essential in acquiring the population needed to conduct this study. Thank you in advance for considering my request.

I look forward to your response at your earliest convenience. If you require any further information or clarification, please do not hesitate to contact me.

Respectfully,

Michael Lord
Educational Consultant
CSIU
90 Lawton Lane
Milton, PA 17847
Direct Line: 570-452-3181

APPENDIX C – Email to PaPBS Network Facilitators

Greetings,

I am requesting principal contact information for my doctoral dissertation research at Slippery Rock University. I am looking to interview any principal or assistant principal currently serving as a PBIS internal coach. I am explicitly seeking participants who are presently active within the PaPBS Network and have received training from a Pennsylvania network facilitator.

This study aims to identify and describe the benefits and constraints administrators encounter as PBIS team leaders when faced with decision-making responsibilities. The information gained in the study may provide school leaders and educational facilitators with additional knowledge to assist schools in designing and maintaining viable PBIS frameworks.

As a fellow PaPBS Network Facilitator, I understand this is a busy time of year. Your help is essential in acquiring the population needed to conduct this study. If you are aware of a principal or assistant principal who is currently serving as an PBIS internal coach and you believe they would be interested in participating, it would be helpful to forward me the following information:

Name of the school district:

Name and email of the superintendent:

Name and email of the principal:

Thank you in advance for considering my request. If you require any further information or clarification, please do not hesitate to contact me.

Respectfully,

Michael Lord
Educational Consultant
CSIU
90 Lawton Lane
Milton, PA 17847
Direct Line: 570-452-3181

APPENDIX D – Template Email/Letter to School Superintendents

Dear **[Insert Name]**,

I am completing my dissertation at Slippery Rock University, and I would like to request your permission to contact **[Name of Principal(s)]** to potentially schedule an interview to support my doctoral research.

The title of my dissertation is *The Experience of Principals Serving as PBIS Internal Coaches: A Phenomenological Study*.

With this qualitative study, I plan to describe the benefits and constraints administrators encounter as PBIS team leaders when faced with decision-making responsibilities. The information gained in the study may provide school leaders and educational facilitators with the necessary knowledge to assist schools in designing and maintaining viable PBIS frameworks.

If **[Name of Principal(s)]** is interested and available to participate in this study, I will schedule a one-hour interview via Zoom during a convenient date and time.

Thank you in advance for considering my request. If you require further information or clarification, please do not hesitate to contact me at mgl1004@sru.edu or 570-4523181.

Respectfully,

Michael Lord

APPENDIX E – Email to Principals

Dear **[Name of Administrator]**,

My name is Michael Lord, and I am a graduate student at Slippery Rock University. For my dissertation, I am seeking to interview principals to describe their experience of serving as PBIS internal coaches.

I received your contact information from **[Name of Network Facilitator]**, who identified you as a potential candidate for this study. Interviews will be conducted and recorded via Zoom and will take 45 minutes to one hour to complete. All information will remain confidential, and your identity will remain anonymous.

Thank you in advance for considering my request. If you are interested in participating in this study, please complete this **Google Form**. If selected, you will receive a copy of the interview protocol and consent form. After the interview is completed and transcripts are reviewed for accuracy, each participant will enter a raffle with a chance to win a \$25.00 Amazon eGift Card. receive a link to claim a \$25.00 Amazon eGift Card.


Respectfully,


Michael Lord
Educational Consultant
CSIU
90 Lawton Lane
Milton, PA 17847
Direct Line: 570-452-3181

APPENDIX F – Google Form to Gather Participant Demographic Information

Principals Serving as PBIS Internal Coaches

Thank you for choosing to participate in this study. Please complete the following demographic information. After completing this form, I will contact you to schedule a Zoom interview and send you a copy of the consent form and interview protocol. If you have any questions or concerns, please get in touch with me at mgl1004@sru.edu or 570-452-3181.

mlord@csiu.org [Switch account](#) 

 Not shared

1. Gender:

- Male
- Female
- Non-binary
- Transgender
- Other
- Choose not to answer

2. Race:

- Alaskan Native
- Asian
- Black
- Hispanic
- Pacific Islander
- Native American
- White
- Other
- Choose not to answer

3. Occupation (official title):

Your answer _____

4. Building Configuration (Ex: K-2, 6-8, 7-12):

Your answer _____

5. How would you describe your school?

- Rural
- Suburban
- Urban

6. How would you describe the region of Pennsylvania where your school is located?

- Northwestern
- Northcentral
- Northeastern
- Central
- Southwestern
- Southcentral
- Southeastern

7. How many years have you been in education?

- 0-5
- 5-10
- 10-15
- 15-20
- 20-25
- 25 or more

8. How many years have you been a principal?

- 0-5
- 5-10
- 10-15
- 15-20
- 20-25
- 25 or more

9. How many years have you been a principal in your current school?

- 0-5
- 5-10
- 10-15
- 15-20
- 20-25
- 25 or more

10. How many years have you been an internal PBIS coach in your current school (1, 2, 3, 4, 5, 5-10, 10 or more)?

- 1
- 2
- 3
- 4
- 5
- 5-10
- 10 or more

Please identify the best way for contacting you (email or phone):

Short answer text
.....

APPENDIX G - Informed Consent



 CONSENT TO PARTICIPATE IN RESEARCH

The Experience of Principals Serving as PBIS Internal Coaches: A Phenomenological Study

Investigator - Dr. Eric Bieniek

Email: eric.bieniek@sru.edu

Co-investigator - Michael Lord, M.Ed.

Email: mgl1004@sru.edu

Phone: 570-452-3181

Invitation to be Part of a Research Study

I cordially invite you to participate in this study. As the co-investigator of this evaluation, I have served as a teacher, elementary principal, and educational consultant. I hold a bachelor's degree in education from Mansfield University and a master's from Shippensburg University. Throughout my twenty years of experience in this field, I have gained extensive familiarity with the PBIS framework. After observing this trend among schools in my local geographic region, I chose to investigate the phenomenon of Pennsylvania school principals who also serve as internal PBIS coaches. Your participation will help to address the research gap in this area.

To participate, you must be the principal or assistant principal of a school(s) that is a member of the PaPBS Network, have committed to implementation fidelity, and have received training from a Pennsylvania network facilitator. Taking part in this research project is voluntary.

Important Information about the Research Study
Initials _____

Things you should know:

- The purpose of this study is to understand the lived experiences of school principals serving as PBIS internal coaches. If you choose to participate, you will be interviewed at a time that is convenient for you. This will take approximately 45 minutes to one hour.
- Risks or discomforts from this research include nervousness or anxiety during the interview process and breach of confidentiality.
- The study will allow you to provide information about your experience as an PBIS internal coach.
- The researcher will protect your identity with pseudonyms; identifiable information or interview transcripts will not be shared.
- Taking part in this research project is voluntary. You do not have to participate, and you can stop at any time.

Please read this entire form and ask questions before deciding whether to participate in this research project.

What is the Study About and Why are We Doing it?

The purpose is to understand the benefits and constraints school administrators encounter as PBIS team leaders when faced with decision-making responsibilities. The researcher chose to investigate the phenomenon of Pennsylvania school principals who also serve as PBIS internal coaches after observing this trend among schools in the local geographic region and to address the research gap in this area.

What Will Happen if You Take Part in This Study?

If you agree to participate in this study, the researcher will ask for your consent to participate and schedule a virtual interview at a time that will not interfere with your duties as school administrator. The interview will be recorded, transcribed using Otter.AI, and will last 45 minutes to one hour. Your responses will not be identifiable to others. The information collected and your identity will not connect with any other data.

How Could You Benefit From This Study?

Participating in this study might benefit you by allowing you to reflect on your experience as an PBIS internal coach while serving as a principal. The information gained in the study may provide school leaders and educational facilitators with the necessary knowledge to assist schools in designing and maintaining a viable PBIS framework.

Initials _____

What Risks Might Result From Being in This Study?

You might experience some risks from participating in this study. These include nervousness during the interview and/or breach of confidentiality. The Zoom interview will allow you to answer questions in a relaxed atmosphere. The interview recording will not be shared with others and will only be accessed by the investigator and co-investigator. You will have the option to turn on your camera during the interview.

How Will We Protect Your Information?

The final publication of this study will not include identifiable information, only pseudonyms. Each Zoom meeting will be password-protected, with unique links and randomized IDs for every session. A password-protected computer will contain transcripts and notes of your interview. A locked file cabinet will contain your signed consent form.

What Will Happen to the Information We Collect About You After the Study is Over?

Your research data will not be used for future research or other purposes. After three years, the transcripts and notes of each interview will be deleted, and the signed consent forms will be destroyed.

What Other Choices do I Have if I Don't Take Part in this Study?

If you choose not to participate, there are no alternatives.

Your Participation in this Research is Voluntary

Participating in this study is voluntary, and you can stop anytime. You do not have to answer any questions you do not want to answer. If you decide to withdraw before this study is completed, there is no penalty. Interviews will be rescheduled as needed. Removal of your data from this study may occur if the interview continues to be rescheduled or postponed. Prior to signing this consent form, please contact Michael Lord with any questions related to this study.

Contact Information for the Study Team and Questions about the Research

If you have questions about this research, you may contact Michael Lord mgl1004@sru.edu or 570-452-3181 or Dr. Eric Bieniek eric.bieniek@sru.edu or 724 766 0237.

Contact Information for Questions about Your Rights as a Research Participant

Initials _____

If you have questions about your rights as a research participant or wish to obtain information, ask questions, or discuss any concerns about this study with someone other than the researcher(s), please contact the following:

Institutional Review
Board Slippery Rock
University 104
Maltby, Suite 008
Slippery Rock, PA
16057 Phone:
(724)738-4846
Email: irb@sru.edu

Your Consent

By signing this document, you agree to participate in this study. Make sure you understand what the study is about before you sign. I/We will give you a copy of this document for your records and keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I understand what the study is about and my questions so far have been answered. I agree to take part in this study. I understand that I can withdraw at any time. I have received a copy of this signed Consent Form.

Printed Participant Name

Signature of Participant

Date

By signing below, I indicate that the participant has read and, to the best of my knowledge, understands the details in this document and has been given a copy.

Printed Participant Name

Signature of Researcher

Date

Initials _____

Videotape & Audiotape Release

I permit the interviewer to audio and video record our discussions completing virtually using the Zoom meeting platform. I understand that these recordings will be maintained confidentially and saved on a password protected hard drive. Only the primary investigators will have access to these materials and their contents will be used for the purposes of the study as described in this consent form. I can withdraw this consent at any time by contacting the investigator in writing and all recorded media will be deleted at the point.

I do...

I do not...

give permission for the investigators to utilize videotapes and audiotapes of me.

Signature of Participant

Date

Initials _____

APPENDIX H: Interview Protocol



Interview Outline	Observations/Notes
<p>Date:</p> <p>Interview Start Time:</p> <p>Participant Pseudonym:</p>	
<p>Start the recording.</p>	
<p><u>Introduction and Greeting:</u></p> <p>Hello, my name is Michael Lord. Thank you so much for your willingness to participate in this interview today. As I mentioned in the email, this study aims to illuminate the experience of principals serving as PBIS internal coaches. Please feel free to share openly and honestly about your experiences, thoughts, and emotions related to being a PBIS coach. Your insights are valuable and will contribute to understanding the challenges and successes of implementing PBIS in schools.</p> <p>I will record the interview, which should last 45 to 60 minutes. This interview is being recorded using Zoom and transcribed using Otter.ai so that I can make a transcript and accurately record what you share with me today. I will take steps to maintain confidentiality by assigning you a participant code to ensure that your identity and personal information remain confidential. Please feel free to speak openly as you share your experiences. Do you have any questions before we begin?</p>	
<p><u>Review of Consent Form:</u></p> <p>Before I begin the interview, I would like to review the consent form with you.</p>	

Background Information (gathered from Google Form):

Before we begin the main interview questions, I need to confirm some of the general information responses you submitted through the Google Form.

1. Gender (male; female; non-binary, transgender or other; I prefer not to answer):
2. What is your race (American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Pacific Islander, White, Other _____, I prefer not to answer)?
3. Occupation (official title):
4. Building Configuration (check all that apply: pre-k, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12).
5. How would you describe your school (rural, suburban, urban)?
6. How would you describe the region of Pennsylvania where your school is located (Northwestern, Northcentral, Northeastern, Central, Southwestern, Southcentral, Southeastern)?
7. How many years have you been in education (0-5, 5-10, 10-15, 15-20, 20-25, 25 or more)?
8. How many years have you been an administrator (0-5, 5-10, 10-15, 15-20, 20-25, 25 or more)?
9. How many years have you been principal in your current school (0-5, 5-10, 10-15, 15-20, 20-25, 25 or more)?
10. How many years have you been an internal PBIS coach in your current school (1, 2, 3, 4, 5, 5-10, 10 or more)?

Interview Questions:**RQ 1 - What are the perceived benefits and challenges principals face serving as PBIS internal coaches?**

1a. How did you acquire the internal PBIS coach role in your building?

1b. How has being an internal coach impacted your knowledge of PBIS practices?

1c. In what ways do you believe serving as an internal coach has impacted your relationships with staff, students, and parents?

1d. Please describe the obstacles, if any, you face balancing administrative duties with the responsibilities of being an internal coach?

1e. How has serving as an internal coach contributed to the success of the PBIS initiative in your school?

1f. Would you recommend other principals serve as internal PBIS coaches? Please explain.

Transition Statement: *Now that you have shared some challenges and difficulties, I would like to move to questions about the team responsibilities you assume in this role.*

RQ 2 - What additional team responsibilities do principals assume while serving as PBIS internal coaches?

2a. Who is primarily responsible for the following PBIS team functions in your school(s) implementing the PBIS framework:

- Creating the PBIS team agenda
- Facilitate monthly meetings
- Taking notes
- Sharing the information with non-team members
- Acquiring, analyzing, and sharing student data with the PBIS team
- Sharing data with PBIS non-team members
- Monitoring the completion of action items created during team meetings

- Monitoring the implementation of universal interventions
- Monitoring the implementation of advanced tier interventions with fidelity
- Creating annual expectations schedule
- Sharing annual expectations schedule
- Monitoring the completion of the annual Self-Assessment Survey
- Monitoring the completion of action items based on the annual team assessment (Benchmark of Quality or Tiered Fidelity Inventory Assessment(s))
- Scheduling an annual action planning meeting
- Facilitating an annual action plan meeting
- Monitoring your school's Student Assistance Program
- Monitoring Safe2Say reports
- Organizing inter-agency collaboration
- What other team functions are relevant in your framework (ex: fund raising, student team)?

2b. As an internal coach, how often do you have conversations (in-person, telephone, email, or text message) related to your PBIS framework (daily, weekly, monthly)? Please explain the nature of this communication.

2c. Are there additional leadership tasks or duties you assume that extend beyond your traditional administrative role that we have yet to discuss?

3b. Have you been able to effectively serve as an internal coach while attending to your duties as a principal? Please explain.

Transition Statement: *The focus of the final portion of this interview will be how serving as an internal coach contributes to your school's overall mission.*

RQ 3 - Do principals serving as PBIS internal coaches believe their roles effectively and efficiently contribute to their school's overall PBIS mission?

<p>3a. How has your involvement as an internal coach impacted staff morale, collaboration, and buy-in for the PBIS initiative?</p> <p>3b. Have you noticed any changes in student outcomes and equity due to assuming the role of internal coach? Please explain.</p> <p>3c. Have you noticed any changes in the school culture and climate due to assuming the role of internal coach? Please explain.</p> <p>3d. What advice or suggestions do you have for principals contemplating serving as an internal PBIS coach?</p> <p>Final Reflection Question: Overall, how might things be different if you were not both the principal and the PBIS internal coach?</p>	
<p><u>Close of Interview:</u></p> <p>Thank you for meeting with me today and answering my questions. Participating in this study, you are helping the educational community further understand principals' experience serving as PBIS internal coaches.</p> <p>Do you want to share any additional information, or do you have questions?</p> <p>I will email you a document including the transcript of the interview, significant statements, and general themes. Please review this document, and if you have any questions or comments, please respond within one week.</p>	
<p>Turn off the recording.</p>	
<p><u>End of Interview</u></p> <p>Interview End time:</p>	

APPENDIX I: Reflective Journaling

Date	Biase(s)	Experiences Causing Bias
Interview Reflections		
7/3/24	<ul style="list-style-type: none"> ● This participant, who works in a secondary school, may not have a deep understanding of PBIS practices. ● The participant has a doctoral degree, so they probably have an understanding of best practices in education. 	<ul style="list-style-type: none"> ● The researcher worked with numerous secondary principals who struggled understanding essential concepts of PBIS. ● The researcher notices that practitioners with their doctoral degrees tend to be motivated and have a solid understanding of educational research.
8/5/24	<ul style="list-style-type: none"> ● This participant will be able to speak knowledgeably of PBIS practices. ● The participant has a doctoral degree, so they probably have an understanding of best practices in education. 	<ul style="list-style-type: none"> ● The researcher served as a PaPBS Network Facilitator for the participant's school and has witnessed the participant's understanding of PBIS practices. The interview occurred after the participant moved outside the researcher's region of support. ● The researcher notices that practitioners with their doctoral degrees tend to be motivated and have a solid understanding of educational research.
8/5/24	<ul style="list-style-type: none"> ● As an assistant principal, the participant is more likely to report a positive experience in their role as a PBIS internal coach. ● The participant may experience task overload working in a dual role in a rural area. 	<ul style="list-style-type: none"> ● The researcher served as an assistant principal and experienced less stress and responsibility in that role. ● While serving as an elementary administrator in a rural area, the researcher experienced task overload.
8/14/24	<ul style="list-style-type: none"> ● The participant may report a positive experience working in a dual role. 	<ul style="list-style-type: none"> ● The bias is based off of the previous interview with an elementary assistant principal.

9/17/24	<ul style="list-style-type: none"> • This participant, who works in a secondary school, may or may not have a deep understanding of PBIS practices. • The participant will probably report a positive experience serving in a dual role as an assistant principal in the suburbs. • The participant has a doctoral degree, so they probably have an understanding of best practices in education. 	<ul style="list-style-type: none"> • The researcher worked with numerous secondary principals who struggle understanding essential concepts of PBIS, but previously interviewed a secondary administrator who had a deep understanding of PBIS and leadership practices. • Although the researcher has never worked in a suburban school, they have heard that educational agencies in such areas generally have greater resources and tend to implement the PBIS framework more efficiently. • The researcher notices that practitioners with their doctoral degrees tend to be motivated and have a solid understanding of educational research. This bias was strengthened after conducting prior interviews with administrators possessing a doctoral degree.
9/23/24	<ul style="list-style-type: none"> • This participant will be able to speak knowledgeably of PBIS practices. • This participant may feel the role of serving as PBIS internal coach is a burden. 	<ul style="list-style-type: none"> • The researcher served as a network facilitator for the participant's school and has witnessed the participant's understanding of PBIS practices and strong leadership skills. The interview occurred after the researcher no longer supported the participant's school as a PaPBS Network Facilitator. • The researcher has experienced the worked load that comes with serving as an elementary principal.
9/23/24	<ul style="list-style-type: none"> • The researcher anticipated the participant will have a strong understanding of PBIS practices. • The participant may have had a positive experience working as a supervisor within a specialized school. 	<ul style="list-style-type: none"> • The researcher knows the participant formerly served as a PaPBS network facilitator, so they probably have a strong understanding of PBIS practices. • The researcher has worked with schools who provide specialized support. Some organizations

		successfully implement PBIS practices while others struggle.
10/3/24	<ul style="list-style-type: none"> • This participant will be able to speak knowledgeably of PBIS practices. • This participant may have experienced the role of serving as PBIS internal coach as a burden. • The participant has a doctoral degree, so they probably have an understanding of best practices in education. • The participant will probably report a positive experience serving in a dual role as a principal in the suburbs. 	<ul style="list-style-type: none"> • The researcher knows the participant serves as a PaPBS Network Facilitator and is very knowledgeable of PBIS practices. • The researcher has experienced the worked load that comes with serving as an elementary principal. • The researcher notices that practitioners with their doctoral degrees tend to be motivated and have a solid understanding of educational research. This bias was strengthened after conducting prior interviews with administrators possessing a doctoral degree. • Although the researcher has never worked in a suburban school, they have heard that educational agencies in such areas generally have greater resources and tend to implement the PBIS framework more efficiently.
10/4/24	<ul style="list-style-type: none"> • This participant will be able to speak knowledgeably of PBIS practices. • The participant has a doctoral degree, so they probably have an understanding of best practices in education. 	<ul style="list-style-type: none"> • The researcher served as a network facilitator for the participant's school and has witnessed the participant's understanding of PBIS practices and strong leadership skills. The interview occurred after the researcher no longer supported the participant's school as a PaPBS Network Facilitator. Additionally, the participant formerly worked as an assistant principal and PBIS internal coach in a region with many schools that implement PBIS with fidelity. • The researcher notices that practitioners with their doctoral degrees tend to be motivated and have a solid understanding of educational research. This bias was

		strengthened after conducting prior interviews with administrators possessing a doctoral degree.
10/8/24	<ul style="list-style-type: none"> • This participant will be able to speak knowledgeably of PBIS practices. • The participant will probably report a positive experience serving in a dual role as an assistant principal in the suburbs. • As an assistant principal, the participant is more likely to report a positive experience in their role as a PBIS internal coach. 	<ul style="list-style-type: none"> • The researcher knows the participant serves as a PaPBS Network Facilitator and is very knowledgeable of PBIS practices. • Although the researcher has never worked in a suburban school, they have heard that educational agencies in such areas generally have greater resources and tend to implement the PBIS framework more efficiently. • The researcher served as an assistant principal and experienced less stress and responsibility in that role.

Data Analysis Reflections

Date	Biase(s)	Experiences Causing Bias
10/11/24	<ul style="list-style-type: none"> • Prior to analyzing the significant statements and creating themes across participants, I recognize my natural bias for noticing the positive. I will need to be sure I have identified the participants' struggles as well. 	<ul style="list-style-type: none"> • In my experience, people like to hear the positive over the negative.
10/11/24	<ul style="list-style-type: none"> • Based on my experience conducting the interview for this study, I believe the data will show principals having a more positive experience serving as PBIS internal coach. I have to make sure I am reviewing all data and presenting it accurately. 	<ul style="list-style-type: none"> • As a consultant, I work with multiple principals who serve as PBIS internal coaches. I assumed they would rather not serve in a dual role.

10/13/24	<ul style="list-style-type: none"> Reviewing the transcripts, I am drawn to the instances of the participants' examples of serving as servant leaders. I have to be sure not to overemphasize this and ignore instances of direct leadership. 	<ul style="list-style-type: none"> When I was a principal, I valued this type of leadership.
10/15/24	<ul style="list-style-type: none"> I noticed some principals working in suburban schools assumed minimal PBIS team responsibilities. This data confirmed my bias that principals working in those environments have an easier job than those who work in rural schools. 	<ul style="list-style-type: none"> This stems from my experience as a rural elementary principal and also being aware of the evidence that PBIS implementation happens more efficiently in the suburbs.
10/15/24	<ul style="list-style-type: none"> I have noticed some participants communicating having positive relationships with staff, students, and parents while serving as internal coach. I have to be sure to only identify instances where the participants specifically state how serving in this role impacted the relationships. I have to be aware not to overgeneralize the experience. 	<ul style="list-style-type: none"> This happens after a few instances are identified and there is a natural tendency to include other experiences that are similar.
10/18/24	<ul style="list-style-type: none"> Finding themes for the second research question, I am surprised the data shows most participants were able to successfully integrate their roles, but only some would recommend other principals serve as PBIS internal coaches. I have to review the data again to be sure I am communicating the participants' experiences accurately. 	<ul style="list-style-type: none"> This stems from my preconceived expectations about how participants should feel about integrating their roles or recommending the position.
10/29/24	<ul style="list-style-type: none"> Some participants noted they did not experience obstacles as an internal coach. My initial thought is that they were not being truthful. I have to understand that they may work with a supportive team and they know how to function successfully in a dual role. 	<ul style="list-style-type: none"> This bias is based on my experience of being burned out while working as an elementary principal while not serving in a dual role.
11/9/24	<ul style="list-style-type: none"> Questions related to the participants' impact on student outcomes, climate, and culture may reflect the PBIS framework that was in place and not the influence of the participants serving as internal coaches. I will not include this data in the results. By including this data, the results 	<ul style="list-style-type: none"> I have a natural tendency to highlight the positive.

	might overestimate or misattribute the influence of the internal coaches	
12/3/24	<ul style="list-style-type: none">• When writing the individual textural and structural descriptions, I have to communicate the data in a manner that does not try to generalize the participants' experiences to others serving in their position.	<ul style="list-style-type: none">• These participants in this sample were selected purposefully. Although achievement of fidelity was not a requirement to participate in this study, most of the participants worked in schools that received recognition implementing a PBIS framework at the universal and advanced tier levels.

APPENDIX J: Sample Member Checking Email

I hope you had a relaxing holiday break. I am happy to share that I have drafted the results section of my dissertation. Please review the following information to ensure I communicated your experience accurately. Below is a list of **themes** within each research question that I identified within your interview that were consistent with other participants.

Attached is a draft of textural and structural descriptions of your experience as a PBIS internal coach. The textural description includes details about what (you), the participant, experienced. The structural description includes how the researcher (me) perceives and organizes the experience based on my knowledge of PBIS and educational leadership. I have attached the transcription from your interview for your reference.

Research Question #1: What are the perceived benefits and challenges principals face serving as PBIS internal coaches?

- Serving as PBIS coach was a **Natural Fit** for you.
- The experience helped you develop **PBIS Mastery** (a deeper understanding of PBIS practices)
- Serving as PBIS coach helped **Facilitate Momentum** for the PBIS initiative.
- Serving as PBIS coach supported **Positive Interaction with Students** and **Parent Engagement**

Research Question #2: What additional team responsibilities do principals assume while serving as PBIS internal coaches?

- You experienced **Task loading** by solely taking on 50% of the PBIS team responsibilities.
- You actively **Promoted the PBIS Framework** to school psychologists.
- You experienced **Role Integration** effectively serving as an internal coach while attending to your duties as a principal.
- You referenced being within a **Supportive System** (an effectively functioning PBIS framework).

Research Question #3: Do principals serving as PBIS internal coaches believe their roles effectively and efficiently contribute to their school's overall PBIS mission?

- Serving as PBIS coach helped **Support PBIS implementation**.
- When asked about advising other principals, you provided an **implementation consideration**, suggesting that they should “look at the structures and the processes that they have in place and are they affording them the best opportunity to move kids in a positive direction.”

With your approval, I will include these themes and descriptions in the results section of my dissertation. Please let me know if you have questions or if this information needs modification.