**Administrator Role in SW-PBS**

Tim Lewis, Ph.D. University of Missouri

Throughout the process, a team approach is emphasized to insure stake-holder input and ownerships. Administrative support and leadership is essential for the success of SW-PBS from the school building administrator through the Superintendent, all of whom should be active participants in the teaming process. At the district leadership level, administrators should be active participants in the leadership team, providing political and fiscal support for the initiative, and insuring resources are allocated (see the “Blueprint” at pbis.org for a complete list of leadership tasks). At the school level, administrator involvement is a “non-negotiable” to insure the success of the SW-PBS efforts. The building principal does not have to be the leader of the SW-PBS team, but they should be an active participant.

Based on the literature regarding effective school administrators, Colvin and Sprick (1999) identified ten principal leadership strategies related to SW-PBS (see below).

1. Maintaining standards regarding which innovations their school would employ,

2. Making a public statement of support once the faculty selected an innovation,

3. Establishing a representative leadership team to lead the process of implementing the innovation,

4. Supporting the team members to have the time and resources to accomplish the task,

5. Guiding rather than dictating decision-making,

6. Taking a leadership role to model and reinforce implementing the innovation with fidelity,

7. Regularly attending and participating in team meetings,

8. Providing recognition to faculty and the team for their hard work,

9. Serving as the spokesperson to community stakeholders about the worth and importance of the innovations, and

10. Establishing objective means to monitor and provide feedback to all staff about the effect of the innovation.

*Excerpt from What Every Administrator Needs to Know About School-wide Positive Behavior Supports http://www.mslbd.org/Admin\_Conference/Lewis%2010-5-06.pdf*