

Public Abstract

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Title: The Relationship Between Principal Leadership Skills and School-wide Positive Behavior Support: An Exploratory Study

The purposes of this study were to (1) identify key principal leadership skills associated with socially proactive school environments, (2) examine the relationship between SW-PBS implementation and increased evidence of those skills, (3) examine the relationship between evidence of those skills and improved certified staff job satisfaction, and (4) examine the leadership variables associated with SW-PBS and recommendations from the field. Additionally, this study sought to initiate a line of research associated with principal leadership and SW-PBS.

In Phase I, descriptive analysis of the literature related to principal leadership, special education, and SW-PBS resulted in the identification of 31 key principal leadership skills. In Phase II, a questionnaire developed for the study was administered to 725 respondents (431 from schools implementing SW-PBS and 294 from schools that were not implementing SW-PBS) within the state of Missouri. Findings from this phase indicated: (1) certified staff and principals rated the importance of each of the 31 skills highly, (2) principals in SW-PBS schools received significantly higher ratings associated with behavior management effectiveness and (3) principals from SW-PBS and non-PBS schools received relatively equivalent ratings in regard to transformational and managerial skills. In Phase III, SW-PBS certified staff respondents indicated statistically significant greater rates of job satisfaction than did those in non-PBS schools. In Phase IV, the predictive ability for job satisfaction in relation to principal behavior management skills and SW-PBS status were simultaneously examined. Principal behavior management skills were found to be the most statistically significant indicator of certified staff job satisfaction.