

Table 1: Participant and PBS Background Summary

| Demographic Information | |
|--|---------------------------------|
| Age | Mean = 44.9 years (Range~24-67) |
| Gender | |
| Male | 10 (11.5%) |
| Female | 77 (88.5%) |
| Ethnicity | |
| Native American/Pacific Islander | 3 (3.8%) |
| Multiethnic | 4 (5.0%) |
| Euro-American | 68 (85%) |
| Others | 5 (6.3%) |
| Highest education level | |
| High school diploma/GED | 2 (2.3%) |
| Some college | 4 (4.7%) |
| Associate Degree | 5 (5.8%) |
| Bachelor's Degree | 16 (18.6%) |
| Specialist Degree | 1 (1.2%) |
| Master's Degree | 54 (62.8%) |
| Doctorate Degree | 4 (4.7%) |
| Role in Education | |
| Primary position in education | |
| Teacher | 32 (36.8%) |
| Teaching assistant/paraprofessional | 10 (11.5%) |
| Psychologist, School Counselor, or Social Worker | 6 (6.9%) |
| Therapist (e.g., speech, physical, occupational) | 10 (11.5%) |
| Behavior Support Specialist (school district employee) | 5 (5.7%) |
| School Administrator (e.g., principal, program coordinator/supervisor, director, superintendent) | 5 (5.7%) |
| Behavior Support Specialist (agency outside school district) | 12 (13.8%) |
| Other | 4 (4.6%) |
| Multiple roles | 3 (3.4%) |

Table 1: Participant and PBS Background Summary (cont'd)

| Educational agency | |
|--|--|
| Public School/District | 61 (70.1%) |
| University or University-affiliated program | 11 (12.6%) |
| Mental Health Agency | 4 (4.6%) |
| Private practice | 1 (1.1%) |
| Other | 6 (6.9%) |
| Multiple agencies | 4 (4.6%) |
| Training and Experience in PBS | |
| How have you been trained in individualized PBS? | |
| Participated in team-based training | Yes = 67 (82.7%) |
| | No = 14 (17.3%) |
| Attended workshop(s) | Yes = 57 (65.5%) |
| | No = 24 (27.6%) |
| Attended conference presentation(s) | Yes = 42 (51.9%) |
| | No = 39 (48.1%) |
| Took college course(s) in PBS | Yes = 22 (27.2%) |
| | No = 59 (72.8%) |
| Attended a combination of team-based training, workshops and conference presentation | 32 (39.5%) |
| Primary role on a student-based PBS team | |
| None | 13 (15.9%) |
| Regular team member | 44 (53.7%) |
| Team leader/facilitator/coach | 25 (30.5%) |
| Years involved in developing individualized PBS for student(s) | |
| 1 year or less | 12 (16.0%) |
| More than 1 year | 63 (84.0%), Mean = 5.5 years(Range~2-18) |
| Received training in school-wide PBS | |
| Yes | 33 (43.4%) |
| No | 39 (51.3%) |
| Don't know | 4 (5.3%) |

Table 2: Percentages of PBS practices used by participants

| When designing a PBS plan for a student do you or your team members: | Always | Usually | Sometimes | Seldom | Never |
|--|---------------|----------------|------------------|---------------|--------------|
| • Conduct a functional behavioral assessment? | 52 (65.8%) | 22 (27.8%) | 3 (3.8%) | 2 (2.5%) | - |
| • Use direct observation data in the functional assessment? | 59 (74.7%) | 15 (17.2%) | 5 (5.7%) | - | - |
| • Conducts person-centered planning activities (e.g., PCP, PATH, MAPS)? | 35 (44.9%) | 19 (24.4%) | 16 (20.5%) | 8 (10.3%) | - |
| • Develop hypothesis statements? | 37 (48.1%) | 23 (29.9%) | 9 (11.7%) | 5 (6.5%) | 3 (3.9%) |
| • Include strategies to prevent problem behaviors (e.g., antecedent/setting event modifications) in the student's behavior support plan? | 60 (75.9%) | 16 (20.3%) | 2 (2.5%) | 1 (1.3%) | - |
| • Include instruction to teach alternative skills in the student's behavior support plan? | 48 (61.5%) | 23 (29.5%) | 7 (9.0%) | - | - |
| • Include ways to respond to problem behaviors (e.g., consequence strategies) in the student's support plan? | 60 (75.9%) | 16 (20.3%) | 2 (2.5%) | 1 (1.3%) | - |
| • Include lifestyle interventions in the student's behavior support plan? | 41 (52.6%) | 18 (23.1%) | 12 (15.4%) | 4 (5.1%) | 3 (3.8%) |
| • Measure student behavior change before, during, and after intervention? | 48 (60.8%) | 23 (26.4%) | 5 (6.3%) | 3 (3.8%) | - |
| • Review and modify the behavior support plan based on student progress data? | 50 (57.5%) | 20 (25.3%) | 6 (7.6%) | 3 (3.8%) | - |
| • Routinely use a team based approach for all planning and decision making? | 42 (53.2%) | 27 (34.2%) | 7 (8.9%) | 3 (3.8%) | - |

Table 3: PBS Barrier Summary (Top 10 barriers are in BOLD)

| Rank by Mean Score | Item | Question | N | Have you experienced this barrier? | | Mean Score |
|--------------------|------|--|----|------------------------------------|------------|-------------|
| | | | | Yes | No | |
| 1 | B8 | Insufficient time for school personnel to implement individualized PBS activities given their other assigned responsibilities | 87 | 77 (88.5%) | 10 (11.5%) | 3.40 |
| 1 | B14 | Staff schedules do not allow sufficient meeting time to plan and coordinate individualized PBS activities | 87 | 78 (89.7%) | 9 (10.3%) | 3.40 |
| 3 | B1 | The amount of time required to develop and implement individualized supports for a student | 85 | 76 (89.4%) | 9 (10.6%) | 3.35 |
| 4 | B5 | Basic PBS principles and practices are not understood by the entire school staff | 87 | 80 (92.0%) | 7 (8.0%) | 3.24 |
| 5 | B18 | Insufficient number of school personnel trained in individualized PBS | 86 | 72 (83.7%) | 14 (16.3%) | 3.22 |
| 6 | B15 | Resistance among school personnel to change their behavior management practices | 87 | 70 (80.5%) | 17 (19.5%) | 3.14 |
| 7 | B25 | Insufficient time allocated for training school personnel in individualized PBS | 86 | 70 (80.5%) | 16 (18.6%) | 3.13 |
| 8 | B10 | Absence of a building-wide behavior management system that emphasizes prevention of problem behaviors and skill instruction (e.g., school-wide PBS) | 87 | 65 (74.7%) | 22 (25.3%) | 3.08 |
| 8 | B13 | Expectation among school personnel that behavior interventions should result in quick reductions of problem behaviors | 87 | 70 (80.5%) | 17 (19.5%) | 3.08 |
| 10 | B2 | Limited training provided to school personnel (e.g., teachers, related service personnel, administrators, support staff) to implement individualized PBS | 86 | 69 (80.2%) | 17 (19.8%) | 3.07 |
| 11 | B4 | Belief among school personnel that students with problem behaviors are better served in specialized or segregated schools (i.e., do not belong in regular schools) | 87 | 64 (73.6%) | 23 (26.4%) | 3.05 |
| 12 | B9 | Belief among school personnel that problem behaviors should be punished | 87 | 73 (83.9%) | 14 (16.1%) | 3.01 |
| 12 | B16 | Limited supports available to help families implement individualized PBS at home | 83 | 59 (71.1%) | 24 (28.9%) | 3.01 |

| Rank by Mean Score | Item | Question | N | Have you experienced this barrier? | | Mean Score |
|--------------------|------|---|----|------------------------------------|------------|------------|
| | | | | Yes | No | |
| 14 | B17 | Discrepancy between the practices of community service provider agencies and individualized PBS | 81 | 48 (59.3%) | 33 (40.7%) | 2.95 |
| 15 | B20 | Students with disabilities and/or challenging behaviors are not valued by some members of the general school community | 86 | 66 (76.7%) | 20 (23.3%) | 2.92 |
| 16 | B12 | Concern that PBS practices are not accepted by other school personnel | 87 | 67 (77.0%) | 20 (23.0%) | 2.90 |
| 17 | B19 | Limited building-level administrative support for implementing individualized PBS activities | 87 | 60 (69.0%) | 27 (31.0%) | 2.88 |
| 18 | B7 | Limited on-going technical assistance provided to school personnel to implement individualized PBS | 87 | 63 (72.4%) | 24 (27.6%) | 2.85 |
| 19 | B24 | Belief among school personnel that individualized behavior interventions for students with disabilities are unfair to other students | 87 | 65 (74.7%) | 22 (25.3%) | 2.83 |
| 20 | B27 | Lack of collaborative teaming among key stakeholders (e.g., teachers, parents, administrators, paraprofessionals) to implement individualized PBS | 87 | 64 (73.6%) | 23 (26.4%) | 2.81 |
| 21 | B3 | Discrepancy between school/district discipline codes of conduct and behavior supports for an individual student | 84 | 57 (67.9%) | 27 (32.1%) | 2.78 |
| 22 | B23 | Limited school district funds to support individualized PBS activities (e.g., for training, materials, additional personnel) | 84 | 52 (61.9%) | 32 (38.1%) | 2.75 |
| 23 | B11 | Individualized PBS is not included among the district's/school's top priorities | 85 | 57 (67.1%) | 28 (32.9%) | 2.71 |
| 24 | B21 | Limited district-level administrative support for implementing individualized PBS activities | 82 | 51 (62.2%) | 31 (37.8%) | 2.62 |
| 25 | B6 | Limited opportunity for families to participate in the individualized PBS process | 87 | 45 (51.7%) | 42 (48.3%) | 2.59 |
| 26 | B26 | Limited student involvement or input in the development of their own individualized positive behavior support plans | 82 | 44 (53.7%) | 38 (46.3%) | 2.57 |
| 27 | B22 | School philosophy and practices restrict the inclusion of students with disabilities in general education classrooms | 87 | 39 (44.8%) | 48 (55.2%) | 2.38 |

Table 4: PBS Enabler Summary (Top 10 enablers are in BOLD)

| Rank by Mean Score | Item | Question | N | Have you experienced this enabler? | | Mean Score |
|--------------------|------|---|----|------------------------------------|------------|-------------|
| | | | | Yes | No | |
| 1 | E18 | Data collected on student performance are used to make decisions about behavior supports | 85 | 73 (85.9%) | 12 (14.1%) | 3.48 |
| 2 | E26 | School personnel have observed or experienced positive outcomes from working with students with challenging behaviors | 86 | 75 (86.2%) | 11 (12.8%) | 3.43 |
| 3 | E20 | PBS team members (e.g., family, school staff, professionals from outside agencies) have a positive working relationship | 85 | 71 (83.5%) | 14 (16.5%) | 3.41 |
| 4 | E19 | Programs or supports are available to help families implement individualized PBS at home | 83 | 61 (73.5%) | 22 (26.5%) | 3.23 |
| 5 | E25 | A collaborative teaming approach is used to develop, implement and evaluate individualized PBS | 85 | 67 (78.8%) | 18 (21.2%) | 3.22 |
| 6 | E13 | School personnel value all students (including students with disabilities who engage in problem behaviors) | 86 | 60 (69.8%) | 26 (30.2%) | 3.21 |
| 7 | E21 | School personnel are receptive to learning about new behavior management strategies | 85 | 63 (74.1%) | 22 (25.9%) | 3.20 |
| 8 | E29 | Functional assessment and intervention strategies are designed to fit within classroom activities and routines | 83 | 62 (74.7%) | 21 (25.3%) | 3.19 |
| 9 | E22 | School philosophy and practices promote the inclusion of students with disabilities in general education classrooms | 86 | 74 (86.0%) | 12 (14.0%) | 3.18 |
| 10 | E9 | Individualized PBS planning and evaluation activities are aligned with existing school practices (e.g., academic support, inclusion teams, IEP planning activities) | 83 | 66 (79.5%) | 17 (20.5%) | 3.10 |
| 11 | E3 | Strategies are planned and implemented to support team members as they implement individualized PBS | 86 | 65 (75.6%) | 21 (24.2%) | 3.08 |
| 12 | E4 | Activities that promote a positive image of students with problem behaviors (e.g., person centered planning, disability awareness trainings) occur | 86 | 61 (70.9%) | 25 (29.1%) | 3.05 |
| 13 | E8 | Flexible scheduling is available to allow families to be involved in the individualized PBS process | 86 | 63 (73.3%) | 23 (26.7%) | 3.04 |
| 13 | E11 | Ongoing technical assistance and consultation is available to school personnel when implementing individualized PBS | 86 | 54 (62.8%) | 32 (37.2%) | 3.04 |
| 13 | E15 | District administration is committed to implementing and supporting individualized PBS | 80 | 48 (60.0%) | 32 (40.0%) | 3.04 |

| Rank by Mean Score | Item | Question | N | Have you experienced this enabler? | | Mean Score |
|--------------------|------|--|----|------------------------------------|------------|------------|
| | | | | Yes | No | |
| 16 | E5 | Teachers and other school personnel are adequately trained in individualized PBS | 85 | 53 (62.4%) | 32 (37.6%) | 3.03 |
| 17 | E27 | Strategies are in place to help school personnel understand family needs and values | 85 | 52 (61.2%) | 33 (38.8%) | 2.97 |
| 17 | E28 | Building level administrators make organizational changes so that PBS practices can occur (e.g., adjusts staff schedules, schedule in-service training, modifies policy) | 83 | 51 (61.4%) | 32 (38.6%) | 2.97 |
| 19 | E17 | There is a sufficient number of school personnel trained in individualized PBS | 85 | 34 (40.0%) | 51 (60.0%) | 2.92 |
| 19 | E24 | Sufficient funds are available at the school building level to carry out individualized PBS | 82 | 37 (45.1%) | 45 (54.9%) | 2.92 |
| 21 | E16 | Building level administrators provide leadership in promoting PBS values and practices to the school community | 82 | 46 (56.1%) | 35 (42.7%) | 2.91 |
| 22 | E2 | Resource materials (assessment instruments, books, videos) on functional assessment and intervention strategies are accessible to school personnel | 85 | 58 (68.2%) | 27 (31.8%) | 2.89 |
| 23 | E1 | Students are involved in the development of their own positive behavior support plans | 86 | 49 (57.0%) | 37 (43.0%) | 2.86 |
| 24 | E12 | Adequate time is scheduled during the school day for school personnel to meet and plan with others | 86 | 33 (38.4%) | 53 (61.6%) | 2.82 |
| 24 | E23 | School has building-wide behavior management system (e.g., school-wide PBS) that emphasizes prevention and skill instruction | 83 | 49 (59.0%) | 34 (41.0%) | 2.82 |
| 26 | E6 | Building level administrators participate on individual student teams | 85 | 48 (56.5%) | 37 (43.5%) | 2.76 |
| 26 | E7 | Positive outcomes resulting from individualized PBS are shared with the entire school staff | 85 | 31 (36.5%) | 54 (63.5%) | 2.76 |
| 26 | E14 | Basic principles and practices of individualized PBS are understood by the entire school staff | 85 | 28 (32.9%) | 57 (67.1%) | 2.76 |
| 29 | E10 | PBS training for school personnel includes strategies for how to collaborate with others | 85 | 44 (51.8%) | 41 (48.2%) | 2.75 |