

Table 1: Participant and PBS Background Summary

<b>Demographic Information</b>	
<b>Age</b>	Mean = 49.7 years (Range~27-77)
<b>Gender</b>	
Male	5 (17.2%)
Female	24 (82.8%)
<b>Ethnicity</b>	
Native American/Pacific Islander	5 (18.5%)
Euro-American	22 (81.5%)
<b>Highest education level</b>	
Some high school	1 (3.4%)
High school diploma/GED	5 (17.2%)
Some college	7 (24.1%)
Associate Degree	2 (6.9%)
Bachelor's Degree	6 (20.7%)
Specialist Degree	2 (6.9%)
Master's Degree	6 (20.7%)
<b>Role in Education</b>	
<b>Primary position in education</b>	
Parent/family member	26 (86.7%)
Multiple roles	4 (13.3%)
<b>Educational agency</b>	
Public School/District	6 (20.7%)
Consulting or Technical Assistance Agency	1 (3.4%)
University or University-affiliated program	1 (3.4%)
Other	4 (13.8%)
Not applicable/do not work in an educational agency	17 (58.6%)

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

<b>Training and Experience in PBS</b>	
<b>How have you been trained in individualized PBS?</b>	
Participated in team-based training	Yes = 19 (73.1%) No = 7 (26.9%)
Attended workshop(s)	Yes = 13 (50.0%) No = 13 (50.0%)
Attended conference presentation(s)	Yes = 7 (26.9%) No = 19 (73.1%)
Took college course(s) in PBS	Yes = 1 (3.8%) No = 25 (96.2%)
Attended a combination of team-based training, workshops and conference presentation	3 (11.5%)
<b>Primary role on a student-based PBS team</b>	
None	6 (22.2%)
Regular team member	20 (74.1%)
Team leader/facilitator/coach	1 (3.7%)
<b>Years involved in developing individualized PBS for student(s)</b>	
1 year or less	5 (21.7%)
More than 1 year	18 (78.3%), Mean = 6.17 years(Range~2-17)
<b>Received training in school-wide PBS</b>	
Yes	2 (7.7%)
No	21 (80.8%)
Don't know	3 (11.5%)

Table 2: Percentages of PBS practices used by participants

<b>When designing a PBS plan for a student do you or your team members:</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>	<b>Never</b>
• Conduct a functional behavioral assessment?	10 (43.5%)	6 (26.1%)	5 (21.7%)	2 (8.7%)	-
• Use direct observation data in the functional assessment?	10 (41.7%)	9 (37.5%)	5 (20.8%)	-	-
• Conducts person-centered planning activities (e.g., PCP, PATH, MAPS)?	10 (45.5%)	6 (27.3%)	2 (9.1%)	1 (4.5%)	3 (13.6%)
• Develop hypothesis statements?	9 (42.9%)	4 (19.0%)	3 (14.3%)	3 (14.3%)	2 (9.5%)
• Include strategies to prevent problem behaviors (e.g., antecedent/setting event modifications) in the student's behavior support plan?	15 (65.2%)	8 (34.8%)	-	-	-
• Include instruction to teach alternative skills in the student's behavior support plan?	10 (43.5%)	10 (43.5%)	2 (8.7%)	-	1 (4.3%)
• Include ways to respond to problem behaviors (e.g., consequence strategies) in the student's support plan?	12 (52.2%)	10 (45.8%)	1 (4.3%)	-	-
• Include lifestyle interventions in the student's behavior support plan?	10 (41.7%)	11 (45.8%)	1 (4.2%)	-	2 (8.3%)
• Measure student behavior change before, during, and after intervention?	8 (33.3%)	12 (50.0%)	2 (8.3%)	1 (4.2%)	1 (4.2%)
• Review and modify the behavior support plan based on student progress data?	12 (52.2%)	7 (30.4%)	2 (8.7%)	2 (8.7%)	-
• Routinely use a team based approach for all planning and decision making?	11 (45.8%)	9 (37.5%)	2 (8.3%)	2 (8.3%)	-

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	
<b>1</b>	B15	Resistance among school personnel to change their behavior management practices	26	15 (57.7%)	11 (42.3%)	<b>3.20</b>
<b>2</b>	B18	Insufficient number of school personnel trained in individualized PBS	29	26 (89.7%)	3 (10.3%)	<b>3.19</b>
<b>3</b>	B11	Individualized PBS is not included among the district's/school's top priorities	29	18 (62.1%)	11 (37.9%)	<b>3.16</b>
<b>4</b>	B2	Limited training provided to school personnel (e.g., teachers, related service personnel, administrators, support staff) to implement individualized PBS	30	23 (76.7%)	7 (23.3%)	<b>3.15</b>
<b>5</b>	B10	Absence of a building-wide behavior management system that emphasizes prevention of problem behaviors and skill instruction (e.g., school-wide PBS)	24	15 (62.5%)	9 (37.5%)	<b>3.14</b>
<b>6</b>	B23	Limited school district funds to support individualized PBS activities (e.g., for training, materials, additional personnel)	27	21 (77.8%)	6 (22.2%)	<b>3.13</b>
<b>7</b>	B14	Staff schedules do not allow sufficient meeting time to plan and coordinate individualized PBS activities	24	14 (58.3%)	10 (41.7%)	<b>3.10</b>
<b>8</b>	B5	Basic PBS principles and practices are not understood by the entire school staff	29	20 (69.0%)	9 (31.0%)	<b>3.08</b>
<b>9</b>	B19	Limited building-level administrative support for implementing individualized PBS activities	27	18 (66.7%)	9 (33.3%)	<b>3.00</b>
<b>10</b>	B7	Limited on-going technical assistance provided to school personnel to implement individualized PBS	29	16 (55.2%)	13 (44.8%)	<b>2.96</b>
<b>10</b>	B8	Insufficient time for school personnel to implement individualized PBS activities given their other assigned responsibilities	30	17 (56.7%)	13 (43.3%)	<b>2.96</b>
12	B24	Belief among school personnel that individualized behavior interventions for students with disabilities are unfair to other students	27	12 (44.4%)	15 (55.6%)	2.95
13	B12	Concern that PBS practices are not accepted by other school personnel	28	16 (57.1%)	12 (42.9%)	2.90
14	B1	The amount of time required to develop and implement individualized supports for a student	30	18 (60.0%)	12 (40.0%)	2.88

Rank by Mean Score	Item	Question	N	Have you experienced this barrier?		Mean Score
				Yes	No	
14	B25	Insufficient time allocated for training school personnel in individualized PBS	28	20 (71.4%)	8 (28.6%)	2.88
16	B21	Limited district-level administrative support for implementing individualized PBS activities	28	17 (60.7%)	11 (39.3%)	2.86
16	B22	School philosophy and practices restrict the inclusion of students with disabilities in general education classrooms	28	12 (42.9%)	16 (57.1%)	2.86
18	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)	29	14 (48.3%)	15 (51.7%)	2.84
19	B13	Expectation among school personnel that behavior interventions should result in quick reductions of problem behaviors	28	14 (50.0%)	14 (50.0%)	2.83
19	B16	Limited supports available to help families implement individualized PBS at home	28	12 (42.9%)	16 (57.1%)	2.83
21	B20	Students with disabilities and/or challenging behaviors are not valued by some members of the general school community	29	22 (75.9%)	7 (24.1%)	2.80
21	B27	Lack of collaborative teaming among key stakeholders (e.g., teachers, parents, administrators, paraprofessionals) to implement individualized PBS	25	10 (40.0%)	15 (60.0%)	2.80
23	B6	Limited opportunity for families to participate in the individualized PBS process	30	14 (46.7%)	16 (53.3%)	2.73
24	B9	Belief among school personnel that problem behaviors should be punished	29	14 (48.3%)	15 (51.7%)	2.67
25	B17	Discrepancy between the practices of community service provider agencies and individualized PBS	28	16 (57.1%)	12 (42.9%)	2.65
26	B3	Discrepancy between school/district discipline codes of conduct and behavior supports for an individual student	30	15 (50.0%)	15 (50.0%)	2.59
27	B26	Limited student involvement or input in the development of their own individualized positive behavior support plans	25	13 (52.0%)	12 (48.0%)	2.48

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	
<b>1</b>	E8	Flexible scheduling is available to allow families to be involved in the individualized PBS process	29	21 (72.4%)	8 (27.6%)	<b>3.48</b>
<b>2</b>	E26	School personnel have observed or experienced positive outcomes from working with students with challenging behaviors	26	20 (76.9%)	6 (23.1%)	<b>3.43</b>
<b>3</b>	E7	Positive outcomes resulting from individualized PBS are shared with the entire school staff	26	12 (46.2%)	14 (53.8%)	<b>3.38</b>
<b>4</b>	E13	School personnel value <b>all</b> students (including students with disabilities who engage in problem behaviors)	28	17 (60.7%)	11 (39.3%)	<b>3.35</b>
<b>4</b>	E20	PBS team members (e.g., family, school staff, professionals from outside agencies) have a positive working relationship	27	24 (88.9%)	3 (11.1%)	<b>3.35</b>
<b>6</b>	E18	Data collected on student performance are used to make decisions about behavior supports	27	21 (77.8%)	6 (22.2%)	<b>3.32</b>
<b>7</b>	E4	Activities that promote a positive image of students with problem behaviors (e.g., person centered planning, disability awareness trainings) occur	27	17 (63.0%)	10 (37.0%)	<b>3.30</b>
<b>7</b>	E9	Individualized PBS planning and evaluation activities are aligned with existing school practices (e.g., academic support, inclusion teams, IEP planning activities)	27	18 (66.7%)	9 (33.3%)	<b>3.30</b>
<b>9</b>	E5	Teachers and other school personnel are adequately trained in individualized PBS	28	17 (60.7%)	11 (39.3%)	<b>3.29</b>
<b>9</b>	E28	Building level administrators make organizational changes so that PBS practices can occur (e.g., adjusts staff schedules, schedule in-service training, modifies policy)	25	10 (40.0%)	15 (60.0%)	<b>3.29</b>
11	E11	Ongoing technical assistance and consultation is available to school personnel when implementing individualized PBS	27	16 (59.3%)	11 (40.7%)	3.28
12	E3	Strategies are planned and implemented to support team members as they implement individualized PBS	27	20 (74.1%)	7 (25.9%)	3.26
13	E14	Basic principles and practices of individualized PBS are understood by the entire school staff	27	12 (44.4%)	15 (55.6%)	3.21
14	E29	Functional assessment and intervention strategies are designed to fit within classroom activities and routines	27	22 (81.5%)	5 (18.5%)	3.19

Rank by Mean Score	Item	Question	N	Have you experienced this enabler?		Mean Score
				Yes	No	
15	E10	PBS training for school personnel includes strategies for how to collaborate with others	27	14 (51.9%)	13 (48.1%)	3.18
15	E25	A collaborative teaming approach is used to develop, implement and evaluate individualized PBS	27	21 (77.8%)	6 (22.2%)	3.18
17	E21	School personnel are receptive to learning about new behavior management strategies	28	18 (64.3%)	10 (35.7%)	3.16
18	E6	Building level administrators participate on individual student teams	28	12 (42.9%)	16 (57.1%)	3.14
18	E2	Resource materials (assessment instruments, books, videos) on functional assessment and intervention strategies are accessible to school personnel	25	16 (64.0%)	9 (36.0%)	3.14
20	E19	Programs or supports are available to help families implement individualized PBS at home	27	20 (74.1%)	7 (25.9%)	3.13
21	E12	Adequate time is scheduled during the school day for school personnel to meet and plan with others	24	9 (37.5%)	15 (62.5%)	3.05
21	E16	Building level administrators provide leadership in promoting PBS values and practices to the school community	24	13 (54.2%)	11 (45.8%)	3.05
23	E15	District administration is committed to implementing and supporting individualized PBS	24	16 (66.7%)	8 (33.3%)	3.00
24	E22	School philosophy and practices promote the inclusion of students with disabilities in general education classrooms	27	21 (77.8%)	6 (22.2%)	2.96
25	E23	School has building-wide behavior management system (e.g., school-wide PBS) that emphasizes prevention and skill instruction	25	11 (44.0%)	14 (56.0%)	2.90
26	E27	Strategies are in place to help school personnel understand family needs and values	23	17 (73.9%)	6 (26.1%)	2.85
27	E17	There is a sufficient number of school personnel trained in individualized PBS	25	14 (56.0%)	11 (44.0%)	2.81
28	E1	Students are involved in the development of their own positive behavior support plans	29	15 (51.7%)	14 (48.3%)	2.78
29	E24	Sufficient funds are available at the school building level to carry out individualized PBS	26	11 (42.3%)	15 (57.7%)	2.70