

### Participants

A total of 125 surveys were mailed to parents identified as appropriate for the Barriers and Enablers to Individualized PBS Survey in West Virginia. Thirty-eight participants (32.4%) responded to the survey. Of the total respondents, 30 provided usable data and 8 chose not to participate.

### Background Information

#### Demographics and Role in Education

Table 1 summarizes the background information of the participants. The average age of the participants was 49.7 years. The majority of the participants were female (n=24, 82.8%) and a large percentage was of Euro-American descent (n=22, 81.5%). Seven (24.1%) reported having “some college” experience, while six (20.7%) received a Master’s degree, six (20.7%) received a bachelor’s degree, and five (17.2%) received a high school diploma/GED. Twenty-six participants (86.7%) identified themselves as “parent/family member”, while four (13.3%) identified themselves as having multiple roles. The majority of parents (58.6%) responded that they did not work in an educational agency; however, some participants reported working at a public school/district (20.7%), “other” (13.8%), consulting or technical assistance agency (3.4%), or university or university-affiliated program (3.4%). district

#### Training and Experience in PBS

Many of the participants had training in individualized PBS in the form of team-based training participation (73.1%), workshops (50.0%), conference attendance (26.9%), college course(s) in PBS (3.8%), or a combination of the above (11.5%). Twenty participants (74.1%) reported being a regular team member on a student-based PBS team,

with only one participant (3.7%) identifying him/herself as a team leader/facilitator/coach and six (22.2%) reporting no role on a team. Most of the participants (n=18, 78.3%) had been involved in developing individualized PBS for more than a year, with the mean of 6.17 years. A majority (n=21, 80.8%) had not received training in school-wide PBS.

### PBS Planning

Table 2 summarizes the PBS practices that are used by the participants. A majority of the participants reported that they would usually or always use direct observation data in the FBA (79.2%), conduct person-centered planning activities (72.8%), conduct a functional behavioral assessment (FBA) (69.6%), and develop hypothesis statements (61.9%) when designing a PBS plan for a students. Antecedent (100.0%) and consequence (98.0%) interventions were usually or always utilized by the participants followed by implementing lifestyle interventions (87.5%), and teaching alternative skills (87.0%). The majority reported that they would usually or always measure student behavior change (83.3%), routinely use a team-based approach for all planning and decision making (83.3%), and review or modify the behavior support plan based on student progress data (82.6%).

### PBS Barriers and Enablers

For each survey item, the participants were required to respond to two questions: 1) indicate whether they have experienced the barrier/enabler (yes or no), and 2) based on their experiences and/or beliefs, indicate the level of impact the barrier/enabler had on the implementation of individualized PBS. Participants were required to indicate the level of impact of each item using a 4-point Likert scale (*not much/not at all, weak, moderate, or substantial*). They could also indicate NS if they are not sure of the level of impact. The

data for question one, experience with a barrier/enabler, are reported by the number and percentage of those who indicate yes or no. Question two data, the impact of the barrier or enabler, are reported by the mean score of the impact of the item. The higher the mean score, the stronger the perceived impact of the barrier/enabler. The items on both tables are rank ordered from the highest to the lowest mean impact score. Items bolded indicate the top 10 barriers or enablers according to the mean impact score.

The data for participant responses to the barrier items are presented in Table 3. In contrast to the West Virginia participants as a whole, the West Virginia parents reported experiencing fewer barrier compared to enabler items. The most experienced barrier item was “Insufficient number of school personnel trained in individualized PBS”, which was experienced by 89.7% of participants. The least experienced barrier item was “Lack of collaborative teaming among key stakeholders to implement individualized PBS”, which was experienced by 40.0% of participants (see full table for range). Nine barriers had a mean score above 3.0, indicating the barriers’ impact levels were moderate to substantial. For the West Virginia parents, the barriers that had the highest mean impact score were not necessarily the barrier items most experienced by the participants. The top ten barriers in terms of mean impact score are listed first in Table 3, and highlighted issues of *attitudes/beliefs* (i.e., resistance among school personnel to change their behavior management practices, basic PBS principles and practices are not understood by the entire school staff), *training* (i.e., insufficient number of school personnel trained in individualized PBS, limited training provided to school personnel to implement individualized PBS, limited on-going technical assistance provided to school personnel), *organization/structure of the school* (i.e., individualized PBS not included

among the district's/school's top priorities, absence of a building-wide behavior management system that emphasizes prevention of problem behaviors and skill instruction, limited school district funds to support individualized PBS activities, limited building-level administrative support for implementing individualized PBS activities), and *time* (i.e., staff schedules do not allow sufficient meeting time to plan and coordinate individualized PBS activities, insufficient time for school personnel to implement individualized PBS activities given their other assigned responsibilities).

The data summarizing the participants' responses to the enabler items are presented in Table 4. In contrast to the barrier items, more participants experienced the enabler items (range, 88.9% for "PBS team members have a positive working relationship" to 37.5% for "Adequate time is scheduled during the school day for school personnel to meet and plan with others"). As with the barrier items, the enabler items with the highest mean impact score were not necessarily those experienced most by the participants. Also differentiating the enablers from the barriers was the finding that 23 enablers achieved a mean impact score of 3.0 or above, demonstrating that the participants rated more of the enablers as impactful or important to individualized PBS. The top ten enablers, in terms of mean impact score, followed many of the themes of the top ten barriers, but added the theme of "family/student involvement" and did not identify any items fitting with the issue of "time": *family/student involvement* (i.e., flexible scheduling is available to allow families to be involved in the individualized PBS process), *attitudes/beliefs* (i.e., school personnel have observed or experienced positive outcomes from working with students with challenging behaviors, positive outcomes resulting from individualized PBS are shared with the entire school staff, school

personnel value all students, PBS team members have a positive working relationship, activities that promote a positive image of students with problem behaviors occur), *organization/structure of a school* (i.e., data collected on student performance are used to make decisions about behavior supports, individualized PBS planning and evaluation activities are aligned with existing school practices, building level administrators make organizational changes so that PBS practices can occur), and *training* (i.e., teachers and other school personnel are adequately trained in individualized PBS).