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Participants

A total of 315 surveys were mailed to individuals identified as appropriate for the Barriers and Enablers to Individualized PBS Survey in West Virginia. One hundred two participants (32.4%) responded to the survey. Of the total respondents, 87 provided usable data and 15 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 44.9 years. The majority of the participants were female (n=77, 88.5%) and a large percentage was of Euro-American descent (n=68, 85.0%). Fifty-four (62.8%) received a Master's degree. Most of the participants were either teachers (n=32, 36.8%), teaching assistants/paraprofessionals (n=10, 11.5%), therapists (n=10, 11.5%), or behavior support specialists from an agency outside the school district (n=12, 13.8%). A large majority (n=61, 70.1%) worked in public school/districts.

Training and Experience in PBS

Many of the participants had training in individualized PBS in the form of team-based training participation (82.7%), workshops (65.5%), conference attendance (51.9%), college course(s) in PBS (27.2%), or a combination of the above (39.5%). Fifty-three percent of the participants were regular team members, while 30.5% held the team leader/facilitator/coach role, and 15.9% reported holding no role on a student-based PBS team. Most of the participants (n=63, 84.0%) had been involved in developing individualized PBS for more than a year, with the mean of 5.5 years. A majority (n=39, 51.3%) 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 conduct a functional behavioral assessment (FBA) (93.6%), use direct observation data in the FBA (91.9%), develop hypothesis statements (78.0%), and conduct person-centered planning activities (69.3%) when designing a PBS plan for a students. Antecedent (96.2%) and consequence (96.2%) interventions were usually or always utilized by the participants followed by teaching alternative skills (91.0%), and lifestyle interventions (75.7%). The majority reported that they would usually or always measure student behavior change (87.2%), would routinely use a team-based approach for all planning and decision making (87.4%), and would review or modify the behavior support plan based on student progress data (82.8%).

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. Overall, participants reported experiencing more barrier compared to the enabler items. The most frequently experienced barrier item was "Basic principles and practices are not understood by the entire school staff", which was experienced by 92% of participants. The least experienced barrier item was "School philosophy and practices restrict the inclusion of students with disabilities in general education classrooms", which was experienced by 44.8% of participants (see full table for the range). Thirteen barriers had a mean score of 3.0 or above, indicating the barriers' impact levels were moderate to substantial. The barriers demonstrated a basic pattern in which the barriers most experienced by the participants were also generally the barriers with the highest mean impact scores. The top ten barriers in terms of mean impact score are listed first in Table 3, and highlighted issues of *time* (i.e., insufficient time for school personnel to implement individualized PBS activities, staff schedules do not allow sufficient meeting time to plan and coordinate individualized PBS activities amount of time required to develop and implement individualized supports), *attitudes/beliefs* (i.e., basic PBS principles and practices not understood by entire school staff, resistance among school personnel to change their behavior management practices, expectations that behavior interventions should work quickly), *training* (i.e., insufficient number of school personnel trained in individualized PBS, limited training to school personnel to implement individualized PBS), and *organization/structure of the school* (i.e., absence of a building-wide behavior

management system the emphasizes prevention of problem behaviors and skill instruction).

The data summarizing the participants' responses to the enabler items are presented in Table 4. In contrast, fewer participants experienced the enablers (range, 85.9% for "Data collected on student performance are used to make decisions about behavior supports" to 32.9% for "Basic principles and practices of individualized PBS are understood by the entire school staff"). Like the barrier items, in general, the enabler items experienced by most of the participants were also the items with the higher mean impact scores. Sixteen enabler items achieved a mean impact score of 3.0 or above, indicating a moderate to substantial impact for these items. The top ten enablers, in terms of mean impact score, also followed only some the themes of the top ten barriers: *attitudes/beliefs* (i.e., school personnel have observed or experienced positive outcomes from working with students with challenging behaviors, PBS team members have a positive working relationship, a collaborative teaming approach is used, school personnel value all students, school personnel are receptive to learning about new behavior management strategies, school philosophy and practices promote the inclusion of student with disabilities in general education classrooms), *organization/structure of the school* (i.e., programs or supports are available to help families implement individualized PBS at home, functional assessment and intervention strategies are designed to fit within classroom activities and routines, individualized PBS planning and evaluation activities are aligned with existing school practices, and data collected on student performance are used to make decisions). However, the concepts of training and time were not represented by any enabler items in the top ten.