

Identifying Barriers and Facilitators in Implementing Schoolwide Positive Behavior Support



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Abstract: As the number of schools implementing systemic, schoolwide positive behavior support (PBS) processes expands (nationally, at least 5,000 schools are participating), increasing attention is being paid to the efficacy of implementation. This article describes a case study of the experiences of Florida's Positive Behavior Support Project, which used a systematic process to understand barriers and facilitators to the successful implementation of schoolwide positive behavior support by schools implementing at high and low levels of fidelity, and the degree to which the project could impact barriers and facilitators. Results indicate that schools implementing with low fidelity tend to identify practical, operational barriers, whereas schools implementing with high fidelity struggle with systems issues. Both high-implementing and low-implementing schools identified the same facilitators to implementation; however, they differed in their views of which facilitators the project could impact. Implications for state PBS project activities are discussed, along with suggestions for future data collection and providing a model of data-based decision making at a macro level.

The process of schoolwide positive behavior support (SWPBS) includes the application of evidence-based strategies and systems to help schools increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures. These strategies and systems usually include supporting school efforts to develop a team-based approach, develop data-based decision-making processes, identify and teach expectations and rules, develop a schoolwide reward and reinforcement system, and implement and evaluate the schoolwide plan. SWPBS approaches have expanded rapidly in the last several years, with nearly 5,000 participating schools tracked by the U.S. Office of Special Education Programs (OSEP) National Technical Assistance Center on Positive Behavioral Interventions and Supports (Horner, 2007). This number is likely a conservative estimate of the actual number of schools that are implementing systemic, schoolwide behavior support processes.

The expansion of schoolwide or universal positive behavior support in Florida has closely paralleled the expansion of SWPBS across the country. In its first 2 years of SWPBS, the Florida Positive Behavior Support Project (FLPBS) trained 81 schools. The project trained 85 schools

during 2004, and more than 100 schools in 2005. As the demand for SWPBS has increased, so have demands that the project adequately evaluate the processes and outcomes of SWPBS. Toward that end, we have done the following:

1. evaluated and revised training curricula on a yearly basis,
2. measured the fidelity of implementation with the *Schoolwide Evaluation Tool* (SET; Horner et al., 2004) and the *Benchmarks of Quality* (BoQ; Cohen, Kincaid, & Childs, 2005),
3. gathered academic and behavior outcome data from participating schools, and
4. identified critical barriers and facilitators to implementation of PBS at the school level.

Our concern with identifying critical barriers and facilitators arose from the project staff's shared experiences with dozens of schools. We began to ask, "Why is SWPBS successfully implemented in one school but not in another?" and "What can we do to better promote successful implementation across a number of schools and districts?"

These two questions led us to consider what we know about implementation of evidence-based programs, including the need to understand setting conditions, implementation variables, and implementation strategies (Elliott & Mihalic, 2004). The goal of such programs is to improve the fidelity, outcomes, and sustainability of the intervention. While the science of implementation is in its infancy, an extensive review of implementation studies across domains (e.g., education, mental health, medicine) indicates that implementation issues and challenges are common across domains (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). This extensive literature review also indicates that passive strategies (e.g., guidelines, manuals; Schectman, Schroth, Verme, & Voss, 2003; Schofield, Edwards, & Pearce, 1997) or training alone (Showers & Joyce, 1996) are not effective implementation strategies.

While research to determine which components contribute most to the successful implementation of evidence-based programs has been conducted (Fixsen et al., 2005), there is a lack of research related to factors affecting the successful implementation of PBS strategies. Heineman and Dunlap (2000, 2001) identified 12 factor categories that were judged by informed constituents (parents, direct service providers, trainers, and consultants) to be instrumental in the outcomes of community-based, positive behavior support. Factors such as buy-in with intervention, capacity of support providers, and responsiveness of systems were identified as necessary for attaining positive outcomes. However, these studies only examined the factors related to outcomes for positive behavior support applied at the individual student level. The authors did not examine the factors impacting broader systems-level application of PBS at the entire school level. However, they did note that there is very little solid information about the complex variables that contribute to implementation and sustainability at the individual or schoolwide level.

SWPBS is engaged in significant scale-up efforts and, like other evidence-based programs, faces challenges related to implementation on a broad scale. Although SWPBS utilizes a multifaceted implementation strategy (e.g., buy-in, training, coaching, use of data), implementation factors are not yet fully understood, and results are not uniform across schools. Understanding variables related to implementation will be useful not only for SWPBS scale-up efforts but also for other evidence-based prevention and intervention programs that are being broadly implemented.

For this reason, the FLPBS project embarked on a process to improve understanding of the barriers to and facilitators of the successful implementation of SWPBS in Florida's schools. Based on feedback gathered at a statewide implementers' forum (for team members who have been implementing SWPBS for at least 1 year) and at a coaches' training session (for coaches and district coordinators), project staff used cluster analysis techniques to

identify six areas that were consistently noted as promoting or inhibiting successful application of SWPBS: administrative support, faculty buy-in, philosophical differences, staff training, student training, and reward systems. Each area was related to both successful and unsuccessful application of SWPBS. For instance, dealing effectively with philosophical differences was related to successful application, while failing to deal with these differences had a negative impact on the SWPBS process.

Although the informal cluster analysis techniques allowed the FLPBS project to identify some areas in need of attention, we wanted to implement a different process for identifying more specific factors that impacted implementation. We were very interested in investigating a process for evaluating whether implementation issues remained the same from year to year or changed as more schools and districts were trained, and whether these issues were affected by FLPBS project strategies. Prior experience in more than 200 schools indicated that there might also be differences in high-implementing (HI) and low-implementing (LI) schools. HI and LI schools may experience different barriers and facilitators, or they may experience very similar barriers and facilitators but may differ in their use of effective strategies to overcome barriers and maximize facilitators.

To evaluate the impact of barriers and facilitators, as well as the effectiveness of the FLPBS project, we collaborated with the National Implementation Research Network (NIRN) for assistance in using a nominal group process to collect reliable information regarding the most important barriers and facilitators. The process would also offer participants an opportunity to state whether they felt FLPBS project activities could have an impact on the identified barriers and facilitators. Finally, the results of the process would provide FLPBS with critical data for more effectively aligning our resources to address the issues and needs identified by schools, for targeting our support to the differing issues faced by HI and LI schools, and to learn more appropriate ways to have an impact on implementation efforts in a variety of school environments.

This case study of Florida's SWPBS evaluation of implementation adds to our understanding of the similarities and differences in implementation factors as perceived by HI and LI schools. This understanding can then guide the development of common content and implementation strategies needed by all schools, and help identify content and strategies appropriate for the differing needs of HI and LI schools.

Method

PARTICIPANTS AND SETTING

School teams that had been implementing PBS schoolwide for at least 1 year were invited to attend the July 2004 Im-

plementers' Forum in Orlando, Florida. In spring 2004, before the Implementers' Forum, each participating school was required to complete the *Benchmarks of Quality* to determine whether it was a high- or low-implementing school. The BoQ is a 53-item rating scale that measures how faithfully a school is implementing schoolwide PBS. A preliminary analysis of the psychometric properties of the BoQ indicated that it has excellent test-retest (96.7%; $r = .978, p < .010$) and interrater (89.1%; $r = .864, p < .010$) reliabilities. The BoQ also has moderate concurrent validity ($r = .450, p = .014$) with the SET, a standard research tool used for assessing the degree of implementation of SWPBS. However, the BoQ produces scores that are, on the average, more than 15 points lower than the scores on the SET for the same school, so a score of 70% on the BoQ would be comparable to a score of 85% on the SET. For the purposes of this study, if a school scored 70% or higher on the BoQ, it was considered an HI school; if it scored below 70%, it was considered an LI school. If the BoQ was completed by an individual on the school team rather than through a collaborative team process (as was intended), the Florida PBS staff reviewed the instrument and scoring and made a final determination as to the implementing status of the school.

Based on their BoQ scores, 26 schools across 18 districts represented by 70 participants were assigned to either the HI or the LI category. Eight schools meeting the HI criteria were represented by 29 individuals from 6 districts; 18 schools meeting the LI criteria were represented by 41 individuals from 12 districts. Each participant was randomly assigned to one of nine groups, four HI and five LI. Each group contained from 7 to 9 participants. One person not previously registered to attend the meeting was placed in an LI group because FLPBS project staff were familiar with the school's BoQ scoring. One other participant that came to the meeting late was randomly placed in an LI group. Participants were not aware of the grouping criteria and did not know whether their group was a low- or high-implementing group.

PROCEDURES FOR DATA COLLECTION

A modified nominal group process was used in each of the eight groups to solicit information from participants in a way that could be used by FLPBS staff to analyze implementation variables. The nominal group process (Delbecq, Van de Ven, & Gustafson, 1975) is a face-to-face group technique for brainstorming, building consensus, and ensuring equitable participation. The process is termed "nominal" because the group functions as a group in name only, and the group members are instructed not to interact with each other except during specific steps. Extensive research on this process indicates that in many cases it produces better results than unstructured group interaction, generating more ideas and increasing the creativity of the

solutions (Dunnette, Campbell, & Jaastad, 1963). The nominal group process is initiated by explaining the process to the group and then posing an open-ended question designed to elicit pertinent information for planning, goal setting, or problem solving.

An FLPBS or NIRN staff member facilitated each group. Prior to the Implementers' Forum, the facilitators participated in a simulation of the nominal group process and received training from NIRN, including a 45-min on-site training session. In addition, each facilitator received a packet of information that contained a detailed outline, a script, and guidelines for conducting each phase of the nominal group process.

Two open-ended questions were posed to each group:

Question 1: What have been the barriers to implementing schoolwide positive behavior support in your school or district?

Question 2: What has facilitated the implementation of schoolwide positive behavior support at your school or in your district?

The following nominal group process steps were used after posing Questions 1 and 2 to each of the eight groups:

1. Silent generation of ideas: Individuals write down their responses to the focus question.
2. Round robin sharing of ideas: Each person, in turn, provides one idea, and the idea is listed on chart paper without discussion or comment.
3. Discussion and clarification of ideas: Time-limited discussion focused on asking clarifying questions to ensure that the ideas are understood.
4. Ranking of the top 10 items by each participant, and computation of the average rankings for each item.
5. Discussion of the rankings.
6. Reranking of the top ten items by each participant.
7. Rating each idea on a 7-point rating scale.

At the beginning of the process, each facilitator informed the participants of the purpose of the exercise and explained how the information would be used, that participation was voluntary, and that participants could opt out of any phase of the process. After Question 1 was posed, the participants were given an opportunity to rank the statements generated in their group and then asked to rate the importance and feasibility of each statement on a 7-point scale. "How important is it to overcome this barrier in order to successfully implement PBS?" was rated on a scale from 1 (*not at all important*) to 7 (*very important*). "How feasible is it for the FLPBS project to impact this barrier?" was rated on a scale from 1 (*very unfeasible*) to 7 (*very feasible*).

The same steps were used after Question 2, with a few exceptions made necessary by time constraints. One group opted not to participate in the process for Question 2. In addition, a rating scale measuring strength replaced the scale for feasibility used on Question 1. "How strong a role does the FLPBS project play in ensuring that this factor is addressed and appropriately impacted as PBS is implemented?" was rated on a scale from 1 (*very weak*) to 7 (*very strong*).

DATA ANALYSIS PROCEDURES

For each question, statements were sorted by whether they were generated by an HI or an LI group, and three data analyses were conducted: identification of themes by grouping statements, computation of the average importance of each statement, and computation of the average feasibility (Question 1) or strength (Question 2) of each statement.

The primary element of analysis was the rating of importance. Because the purpose of the investigation was to identify the most important features of SWPBS, defined as those that had the greatest impact on implementation, we decided not to analyze statements that received a low importance rating. As a result, statements that received an average rating of less than 5.0 were discarded for the purposes of this investigation. Statements generated by LI and HI groups were color coded for secondary analysis, and those receiving a feasibility or strength rating of at least 5.0 were marked for tertiary analysis.

THEMATIC GROUPING

Two FLPBS staff members who attended the Implementers' Forum sorted all of the statements that received an importance rating of at least 5. Responses to each question were clustered with responses having similar meaning and content, and a conceptual label was created for each cluster. To validate conceptual labels and statement placement, a third staff member looked at the clusters and identified any rearrangement of statements deemed to be a better

conceptual fit. The third staff member also created a conceptual label for each cluster of statements. As a result of subsequent discussion between the original two sorters and the third validating staff member, a small number of statements (no more than three per question) were shifted. Conceptual labels were consistent between staff members, and only minor changes were made to the labels as a result of the third staff member's comments.

Results

The barrier and facilitator themes identified as highly important will be presented here. The frequency of statements to each of the identified facilitator and barrier themes will also be included for both HI and LI groups. Finally, the shared and unique themes identified as barriers or facilitators to SWPBS implementation will be presented.

BARRIERS

Statements

A total of 173 statements were generated across the eight groups in response to the question "What have been the barriers to implementing schoolwide positive behavior support in your school or school district?" The HI groups generated a total of 87 statements, and the LI groups generated 86 statements (see Table 1).

Importance and Feasibility

Statements were considered highly important or highly feasible for FLPBS to impact if they were rated 5 or higher on the 7-point scale. For the HI groups, 74% of the statements were rated as highly important, 66% were rated as highly feasible, and 54% were rated as both highly important and highly feasible. For the LI groups, 73% of the statements were rated as highly important, 65% were rated as highly feasible, and 56% were rated as both highly important and highly feasible. These data indicate that the HI and LI groups did not differ in the percentage of statements generated under barriers to implementation that

Table 1. Statements With Importance and Feasibility or Strength of Staff Role by HI and LI Groups

Question	Total statements	Total statements rated ≥ 5.0 in importance	HI group statements			LI group statements		
			Total	HI rated ≥ 5.0 in importance	Also ≥ 5.0 feasible/strength of staff role	Total	LI rated ≥ 5.0 in importance	Also ≥ 5.0 feasible/strength of staff role
1. Barriers	173	125	87	64	48	86	61	22
2. Facilitators	144	131	67	62	36	77	69	40

Note. HI = high implementers; LI = low implementers.

were rated as highly important, highly feasible, or both highly important and highly feasible.

Themes: Highly Important

A total of 21 barrier themes were identified as important by the HI group, the LI group, or both groups. As can be seen in Figure 1, issues related to staff buy-in were rated by both HI and LI groups as critical barriers to the success of SWPBS implementation. There were nearly twice as many statements reflecting issues of staff buy-in than reflecting any other single theme. However, there were also several other themes with nine total statements (data, staff implementation, and reward systems) and eight total statements (implementation issues and time) that were frequently identified by both HI and LI groups as barriers to implementation.

There were some differences between the HI and LI groups in their perceptions of barriers to implementation. The HI groups had more statements identifying misperceptions of PBS, team training, and data issues as barriers, while the LI groups had more statements identifying team functioning, communication, and reward systems as barriers.

Themes: Highly Important and Feasible

The HI and LI groups agreed on 12 of the 21 concepts rated highly important and feasible for the FLPBS staff to

effect, and both groups were consistent in identifying that buy-in (12 statements) was the area on which it was most feasible for FLPBS to have an impact. Misperceptions about SWPBS (6 statements) and data issues (7 statements) were also identified as areas where FLPBS could have an impact. However, more HI groups than LI groups felt that FLPBS could affect these areas.

There appeared to be some major differences between the HI and LI groups on other themes. As a whole, the HI groups perceived that the FLPBS project could assist with 18 of the 21 themes, while the LI groups believed that it could assist with only 12 themes. Several statements from the HI groups indicated that they believed the project could assist with rewarding teachers, team training, money, and implementation issues. In contrast, the LI groups indicated that the project could assist with "frequent fliers" (students with multiple referrals) and district support (see Figure 2).

FACILITATORS

Statements

A total of 144 statements were generated across the eight groups in response to the question "What has facilitated the implementation of schoolwide positive behavior support at your school or in your district?" The HI groups

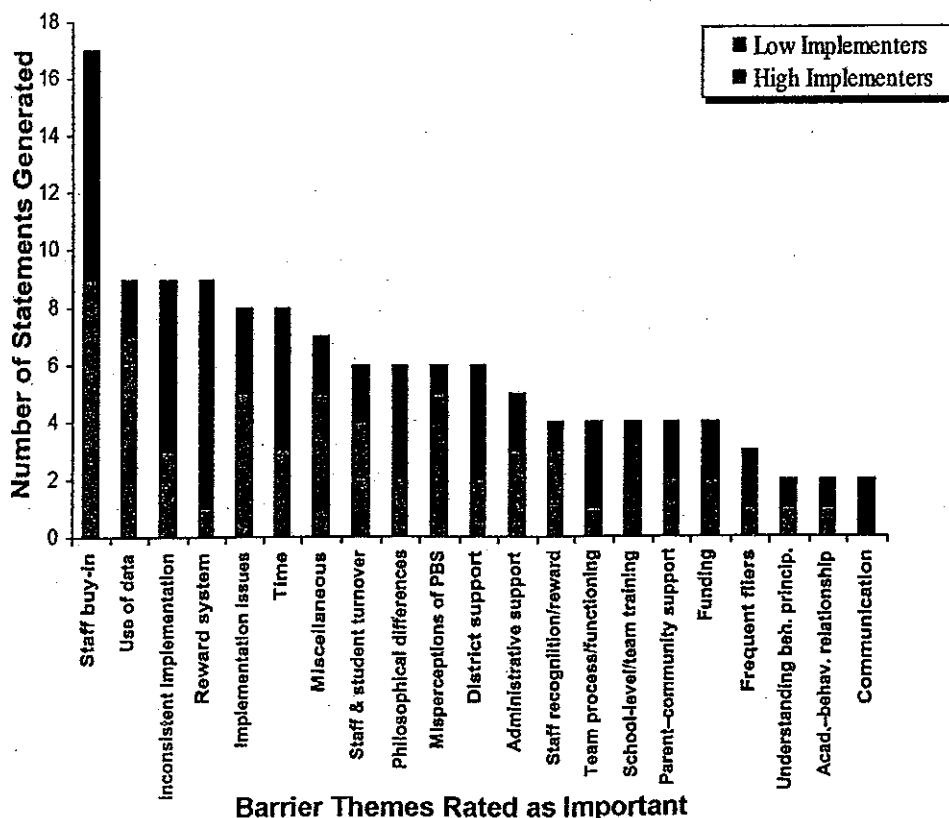


Figure 1. Barrier themes with number of statements generated by low-implementer and high-implementer groups.

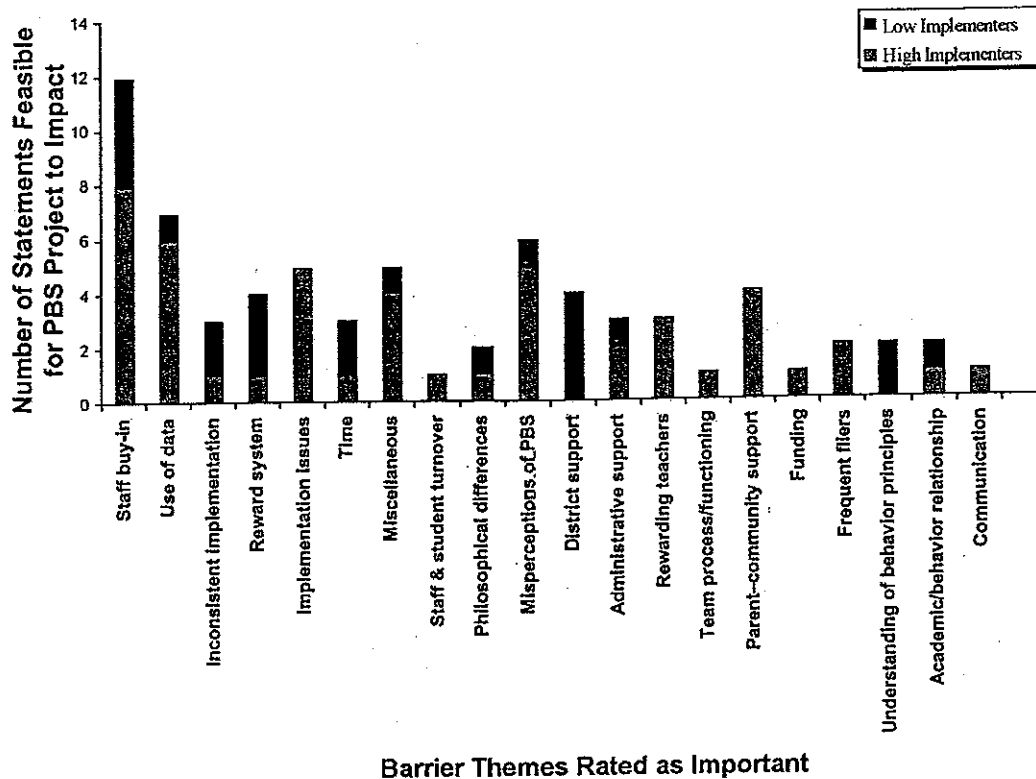


Figure 2. Barrier themes with number of statements rated as important and feasible for project to affect by low-implementer and high-implementer groups.

generated a total of 67 statements, and the LI groups generated 77 statements.

Importance and Strength of Project Role

Statements were considered highly important or as having a strong role for the FLPBS project if they were rated 5 or higher on the 7-point scale. Among the HI groups, 96% of the statements were rated as highly important, 54% were rated as having a very strong role for PBS staff to facilitate, and 54% were rated as both highly important and very strong. For the LI groups, 90% of the statements were rated as highly important, 56% were rated as very strong for PBS staff to facilitate, and 52% were rated as both highly important and very strong. These data indicate that the HI and LI groups did not differ in the percentage of statements generated under facilitators that were rated as highly important, highly strong, or both highly important and highly strong.

Themes: Highly important

A total of 131 statements received an importance rating of 5 or higher across the eight groups. Following the sorting process, a total of 19 themes were generated. The themes of district support (14 statements) and FLPBS project support (12 statements) were identified with the most statements, indicating their importance to facilitating SWPBS.

Overall, both the HI and LI groups consistently identified 17 of 19 facilitators (e.g., regular team meetings, school-level training, using data) as highly important. However, the HI groups also identified (a) buy-in from parents and community and (b) miscellaneous as important. (The *miscellaneous* theme was used for unique items that did not have a match to any other theme or statement.) While themes were fairly consistent across both groups, the HI groups had a larger number of statements under communication, while the LI groups had more statements in the areas of staff buy-in, plan implementation, and team membership (see Figure 3).

Themes: Highly Important and Strength of FLPBS Project to Impact

Both the HI and LI groups identified 11 of the 19 themes as having a strong likelihood for the FLPBS project to have an impact. The facilitator themes with the most statements included district support (13 statements), FLPBS project support (10 statements), use of data (9 statements), and administrative support (8 statements). As a whole, the HI groups perceived that the FLPBS project could assist with 15 of the 19 themes, while the LI groups believed that the project could assist with only 11 themes. The LI and HI groups agreed that FLPBS was unlikely to have an impact on barriers in the areas of integration into schools, parents

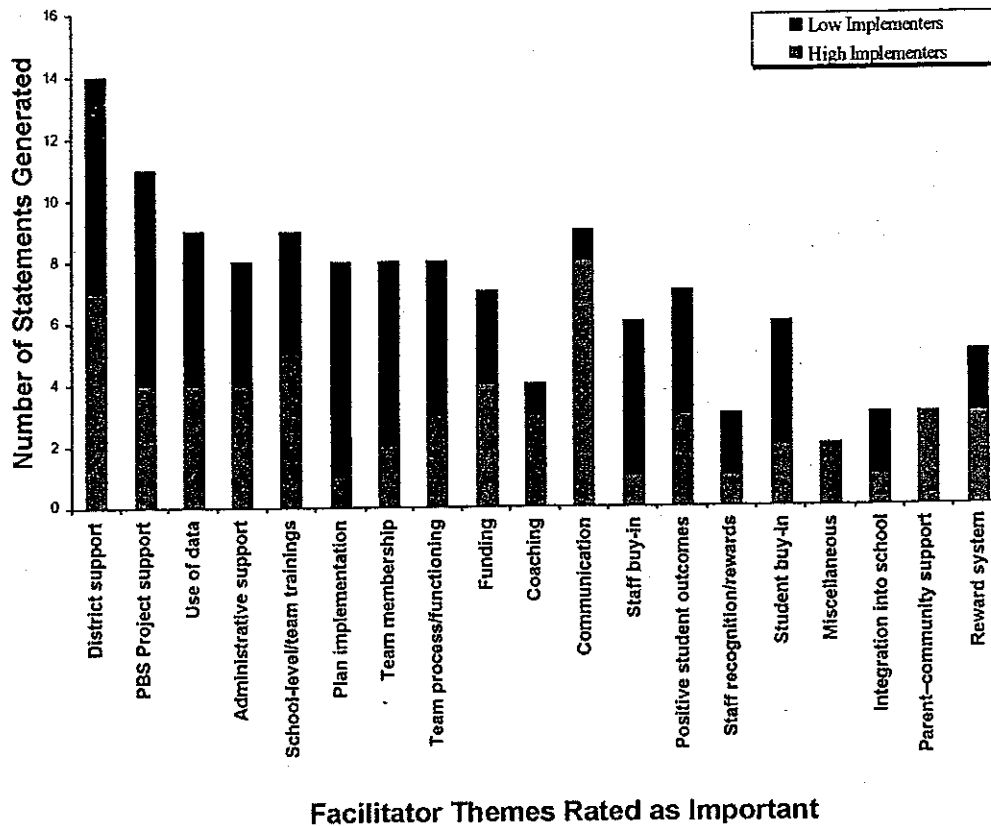


Figure 3. Facilitator themes with number of statements generated by low-implementer and high-implementer groups.

and communities, and reward systems. More than the LI groups, the HI groups believed that the FLPBS project was able to assist with staff recognition, coaching, communication, positive student outcomes, and student buy-in. However, the LI groups were more likely than the HI groups to believe that the FLPBS project could have an impact on plan implementation, team membership, and team process (see Figure 4).

SHARED AND UNIQUE THEMES

The separate sorting processes for Questions 1 and 2 identified 27 different theme areas that are barriers, facilitators, or both barriers and facilitators to SWPBS implementation. As Table 2 indicates, 13 of these themes were identified as both barriers and facilitators. For instance, not getting staff buy-in was identified as a barrier to success, while getting staff buy-in was related to successful implementation of SWPBS. However, there were also 8 unique barrier themes and 6 unique facilitator themes.

Discussion

The HI and LI groups provided statements that reflected many common themes having to do with barriers and fa-

cilitators to implementation of SWPBS. Most of the 13 themes identified as both barriers and facilitators reflect core components for initiating and maintaining SWPBS, including obtaining administrative and district support, developing a reward system for students and staff, obtaining staff buy-in, using data, working as a team, and involving families and the community. Reflection of these core components in both questions reinforces the importance of these components for implementing SWPBS with fidelity.

However, there were also eight themes unique to Question 1 (barriers) that reflect the critical roles of systems issues (turnover and time), lack of knowledge (philosophical differences, misunderstanding, misperceptions, etc.), and implementation issues, including addressing the needs of students with frequent office referrals. It is clear that systems issues may not be easily addressed by outside consultants, such as the FLPBS project, but it is essential that issues produced by a lack of knowledge be addressed in a more consistent and effective manner. Likewise, coaching, district, and FLPBS project support are also critical issues to address after SWPBS training has been completed.

The five themes uniquely identified as facilitators of SWPBS addressed issues in the areas of team preparation, ongoing support, and outcomes. While team membership

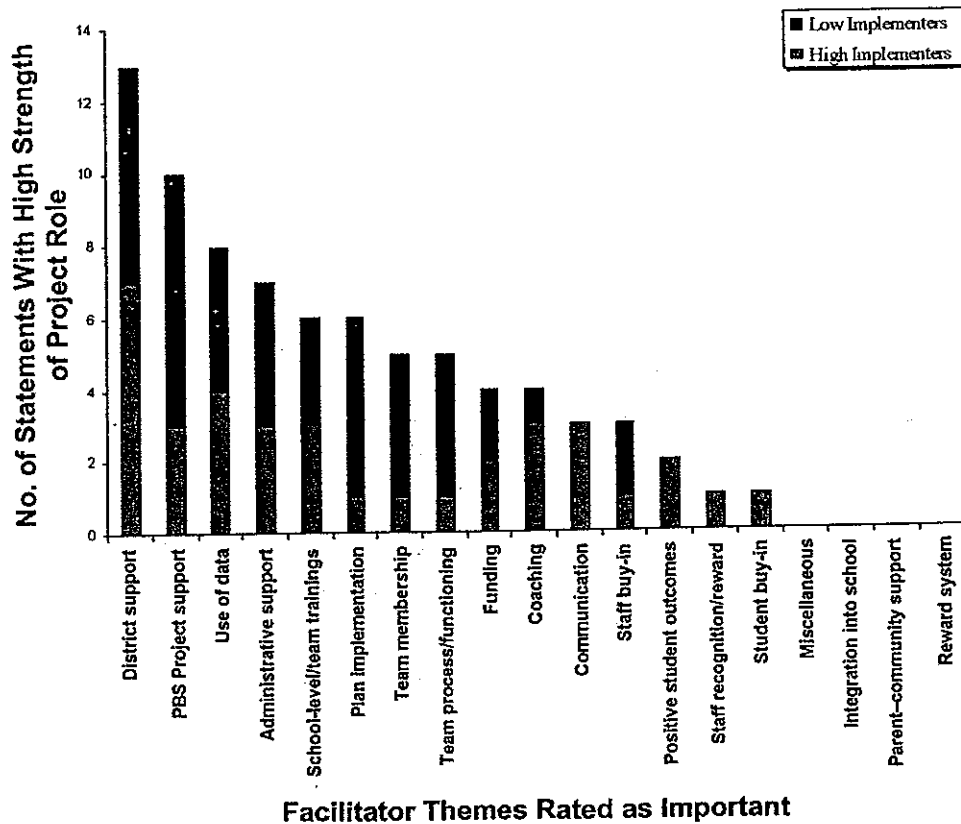


Figure 4. Facilitator themes with number of statements rated as important and high strength of project role by low-implementer and high-implementer groups.

is an antecedent support that is necessary for success, the other issues are related to external support, fitting the SWPBS plan to the context of the school, and identifying positive student outcomes.

Both the HI and LI groups provided statements in 37 out of a total of 40 themes, or 93%, indicating that there was great agreement between them as to which areas were important barriers or facilitators. There was significantly less consistency between the HI and LI groups as to which themes were also feasible or strong for the FLPBS project to impact. The HI groups identified 50% more barrier themes and 36% more facilitator themes as likely to be affected by the FLPBS project. Although it is difficult to say why this result occurred, the HI groups may have received more effective supports to allow them to implement SWPBS with fidelity. It is also a given that HI groups have faced many obstacles in the implementation process and have overcome those obstacles, as a result attaining very high implementation scores on the BoQ. The reinforcement histories of the HI groups are thus much richer than those of the LI groups, which are struggling to implement SWPBS with consistency.

Both the HI and LI groups identified staff buy-in as the primary barrier and district support and FLPBS pro-

ject support as the primary facilitators that were important and feasible for FLPBS to affect. These results indirectly affirm the valued role of the FLPBS project as identified by both the HI and LI groups. In addition, these results point to the need for the FLPBS project to have a more effective process for assisting schools in getting staff buy-in and districts in providing fiscal, technical, and training support for school-level implementation.

IMPLICATIONS FOR PRACTICE

FLPBS Project Activities

Identifying specific factors that have an impact on implementation of SWPBS assists in directing and focusing the FLPBS project's activities to promote successful implementation across a greater number of schools and districts. The entire process described herein serves as a model demonstrating the use of data-based decision making on a macro level. The data resulting from this process are one part of a multicomponent evaluation process that has a direct impact on the FLPBS project's training, technical support, and resources. The other components used include biannual school PBS team updates, schoolwide

Table 2. Themes Generated for Barriers and Facilitators

Themes generated	Barriers	Facilitators
Funding	✓	✓
Staff recognition/reward	✓	✓
District support	✓	✓
Communication	✓	✓
School-level/team training	✓	✓
Use of data	✓	✓
Administrative support	✓	✓
Parent/community support	✓	✓
Staff buy-in	✓	✓
Reward system	✓	✓
Team process/functioning	✓	✓
Miscellaneous	✓	✓
Plan implementation	✓	✓
Coaching	✓	✓
Integration into school	✓	✓
Positive student outcomes	✓	✓
Student buy-in	✓	✓
Positive behavior project support	✓	✓
Team membership	✓	✓
Staff and student turnover	✓	
Staff implementation	✓	
Philosophical differences	✓	
Understanding principles of behavior	✓	
Misperceptions of what PBS is	✓	
Academic-behavior relationship	✓	
Frequent fliers	✓	
Time	✓	

Benchmarks of Quality, staff satisfaction surveys, outcome data (e.g., referrals, suspensions, attendance, academic achievement), and coaches' self-evaluations. Data obtained by identifying critical factors that support or hinder the implementation of schoolwide PBS provide a valuable guide for the activities of state projects supporting and promoting PBS. Such data may be used to modify training curricula to give necessary emphasis to topics of importance, guide technical assistance activities to provide support in critical areas, and direct the development of resources available for schools and districts. The following are examples of how the FLPBS project has used such information to adapt its activities.

Training

As a result of the information gathered in the nominal group process, the FLPBS project made revisions to its 3-day comprehensive schoolwide training curriculum to ensure that concepts identified as important by the groups were adequately addressed. The approach to teaching buy-in was modified by having teams consider potential buy-in approaches at each phase of the program development. The module on teaching expectations and rules was expanded from a specific focus on lesson planning to include

a broader teaching approach (e.g., infusing concepts into core curriculum, teachable moments).

The format of the core training curriculum was also modified to allow for additional team-based work time. Districts are now encouraged to provide an additional day of training for teams to work on various aspects of their schoolwide programs. The project also developed a formal booster training protocol for schools and districts that need review and development of specific areas. A train-the-trainers workshop was also held for coordinators and coaches who plan to assist in the delivery of schoolwide training.

Technical Support

At the district level, a greater emphasis is now being placed on district involvement and support. FLPBS tightened requirements—and enforcement of existing prerequisites—for new districts. Districts are also encouraged to hold monthly coaches' meetings to provide support and continuity across schools. To address funding concerns, the project is providing new streams of financial support to districts contingent upon meeting certain deliverables, including holding monthly coaches' meetings across the district, participating in evaluation activities, and documenting the use of schoolwide discipline data.

At the school level, the project is encouraging coaches to participate with teams prior to summer training (e.g., assisting in completion of a readiness checklist and school profile), especially in districts expanding SWPBS to new schools. Coaches' training and support was modified to provide experienced coaches with training earlier in the year in an event separate from new coaches' training. Opportunities are now provided for the coaches to share and learn from each other. Also, at the school level, new schools are now required to complete a new school profile, which includes baseline data to be used in data-based decision making during schoolwide training.

Resources

An extensive list of strategies and resources was developed for six critical areas:

1. obtaining administrative support,
2. obtaining faculty buy-in,
3. addressing differences in philosophies,
4. providing staff training,
5. providing student training, and
6. developing and implementing a reward system.

The strategies were highlighted in the FLPBS project's newsletter, and resources were placed on the FLPBS project Web site (<http://flpbs.frnhi.usf.edu>). The project's Web site has also been revised to provide a greater variety of resources with easier access and specific support, including coaches' tools and resources.

LIMITATIONS

The results of the current analysis of the barriers and facilitators of the SWPBS process are limited by several factors. First, the respondents were exclusively participants in the Florida SWPBS process. Certain high- or low-importance items may be a reflection of the system of training, support, and follow-up as provided by the FLPBS project and may not reflect the context in other states. Second, the number of participants was relatively small and reflected the number of schools participating at that time. Attempting to do such a nominal group process with more than 100 participants might be difficult for a state with several hundred participating schools. Finally, such a process only measures the perceptions of team participants and does not directly measure the actual presence or absence of factors within the school's environment. Direct observation of critical environmental variables might identify other factors that enable or inhibit implementation of SWPBS.

FUTURE ANALYSIS

The nominal group process provides a wealth of information around factors that may contribute to the success or failure of SWPBS efforts. Gathering that data on a yearly basis would be advantageous, but participants in the present study (team members, coaches, and district coordinators) clearly indicated that this was not an activity in which they wished to participate on a yearly basis. Although the data gathered can shape more effective support from the FLPBS project, the forum was expensive (travel and stipends for participants) and time consuming. The sorting and analysis of data was also a complicated and protracted process.

Alternative methods for eliciting information from large groups of participants may be less cumbersome than the nominal group process. One such method is concept mapping, which uses techniques and software for gathering and analyzing data. The process results in visual maps that illustrate participants' ideas, how the ideas are related to one another, how the ideas can be organized or clustered into general concepts, and how the participants rate concepts. This process could be used for consensus building and decision making (see <http://www.conceptsystems.com> for more information).

The Internet provides a forum for more economical, efficient, and effective information gathering to support data-based decision making at the state or district level. Based on the information from the nominal group process, a Web-based survey was developed to gather similar data across team members throughout the year. The Web-based survey process is less time consuming and more efficient than face-to-face meetings. During a 3-month period in 2005 (May–July), more than 220 Florida SWPBS team members responded to the survey. The survey re-

quires only 15 to 20 min to complete, generates a significant number of statements, and is easy to analyze. The survey also is available for other states and districts to use in assessing their own SWPBS efforts. The FLPBS project and our collaboration with the OSEP National Technical Assistance Center on Positive Behavioral Interventions and Supports will provide reports to designated individuals within each state who wish to use the survey on a yearly or one-time basis. We hope that this survey will allow states to better use their resources and energy to build and sustain ongoing SWPBS implementation efforts. The survey can be accessed at the FLPBS project Web site (<http://flpbs.fmhi.usf.edu>).

IMPLEMENTATION IMPACT

In general, understanding common and divergent implementation barriers and facilitators for HI and LI groups helped FLPBS project staff make decisions related to service supports (e.g., training, data collection, coaches' training), content (e.g., more information on buy-in), prerequisites (e.g., readiness checklists), and timing and individualization of services (e.g., new and experienced coaches' training). Better understanding of such implementation supports (Fixsen et al., 2005) and how they function in relation to changes in the behavior of teachers, principals, coaches, and district-level staff may lead to more successful implementation of SWPBS in an increasing numbers of schools. Initially, many interventions go where they are "most wanted," that is, to schools and settings that have needs but that are doing well enough to take advantage of the new intervention. As successful interventions, like SWPBS, move beyond assisting these early adopters, it is increasingly important to have a broad and robust set of implementation supports that can have an impact on adult behaviors in school settings.

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