A Snapshot of State-Level Guidance Regarding SWPBIS Implementation

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Background

- Nearly 26,000 schools are known to be currently implementing school-wide positive behavioral interventions and supports (SWPBIS; PBIS OSEP Technical Assistance Center, 2019).

- Outcomes of SWPBIS rely upon how, how well, and how consistently evidence-based practices are implemented within supportive systems that leverage data-based decision-making (e.g., Childs, Kincaid, George, & Gage, 2016; Sugai et al., 1999; Sugai & Horner, 2002).

- SWPBIS implementation capacity can be effectually targeted through systemic supports from district, regional, and state units.

- In fact, Horner, Sugai, and Fixsen (2017) have called for "research directed toward systemic change in state and regional education system units" aimed at shaping these units to better support districts' and schools' implementation capacity (p. 33).

- State department of education websites, in particular, may represent critical access points and, thereby, leverage points for influencing implementation and outcomes at multiple levels.

- To facilitate pursuit of this research agenda and advance a current, national understanding of SWPBIS implementation guidance, this poster describes a systematic review and analysis of state-level guidance available through state department of education websites.

Guiding Questions

1. To what extent do state department of education websites provide policy, recommendation, and informational guidance related to the implementation of SWPBIS in school settings?

2. What language do these websites use to refer to the framework of multi-tiered systems of behavioral supports in school settings consistent with SWPBIS?

3. To what extent do these websites provide guidance regarding systems, data, and practices within SWPBIS?

Method

The 50 United States and District of Columbia were assigned to three researchers for identification procedures.

The first 25 states identified using a random sequence generator were allocated to Researcher A.

The remaining 25 states were allocated to Researcher B.

Another set of 25 states identified from a second generated sequence as well as D.C. were allocated to Researcher C for IOA purposes.

These states' department of education (DoE) websites were searched using the term *positive behavior intervention and support*.

36,465 total results returned
636 results reviewed
757 documents reviewed for inclusion
110 excluded: Not disseminated by a state department of education or affiliated entity
384 excluded: Does not reference SWPBIS implementation
23 excluded: Does not describe implementation in elementary/secondary settings with general populations
6 excluded: Not in finalized format (e.g., marked as "draft")
3 excluded: Not unique documents (e.g., different view)

231 documents/pages were identified for inclusion in review.

Initial percentage agreement: 96.86% of documents | Final percentage agreement (for included sample): 100% of documents

The 50 United States and District of Columbia were re-allocated to the three researchers for coding procedures using the procedures previously described (25 states each).

Researcher A coded **112** documents (48.48% of the sample).

Researcher B coded **121** documents (52.38% of the sample).

Researcher C coded **116** documents (50.22% of the sample; 51.73% also coded by Researcher A; 48.28% also coded by Researcher B).

231 documents/pages were coded per defined variables.
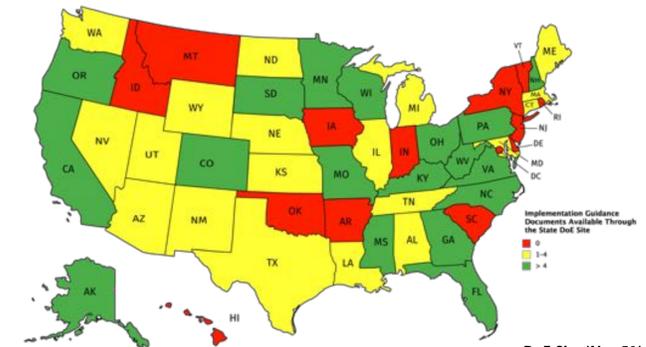
Categories: Document Identifying Information, General Content, Systems References, Data References, Practice References

Initial overall percentage agreement: 91.34%, κ = .873

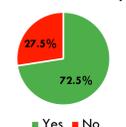**Results were summarized descriptively at the state and national level.**

Results

To what extent do state department of education websites provide policy, recommendation, and informational guidance related to the implementation of SWPBIS in school settings?

DoE Site (N = 51)
Linked to or Referenced pbis.org

27.5% / 72.5% — Yes / No

	Document Type		
	Policy	Recommendation	Informational
# Documents (%)	8 (3.5%)	25 (10.8%)	198 (85.7%)
# States with Document Type (%)	6 (11.7%)	13 (25.5%)	35 (68.6%)
M (Range), # Documents by State	.16 (0–2)	.49 (0–4)	3.88 (0–18)

What language do these websites use to refer to the framework of multi-tiered systems of behavioral supports in schools consistent with SWPBIS?
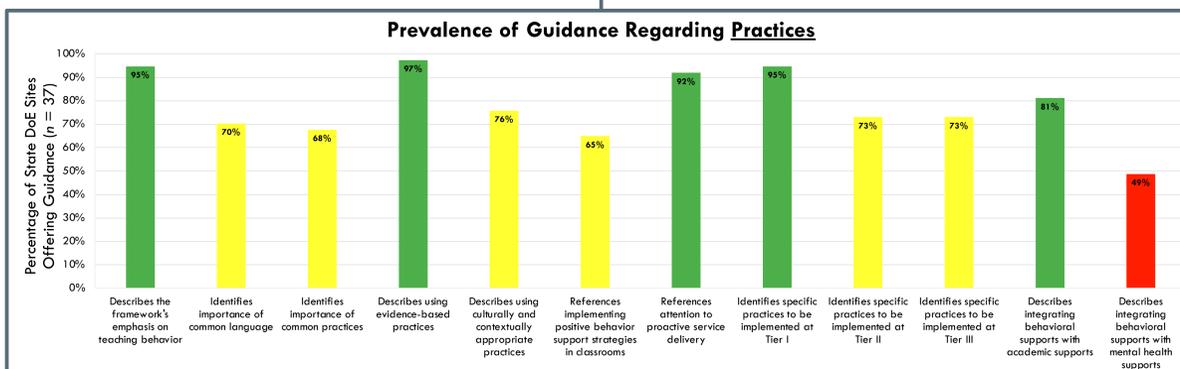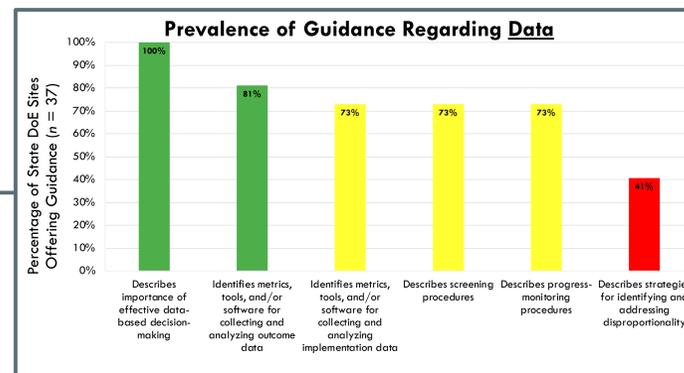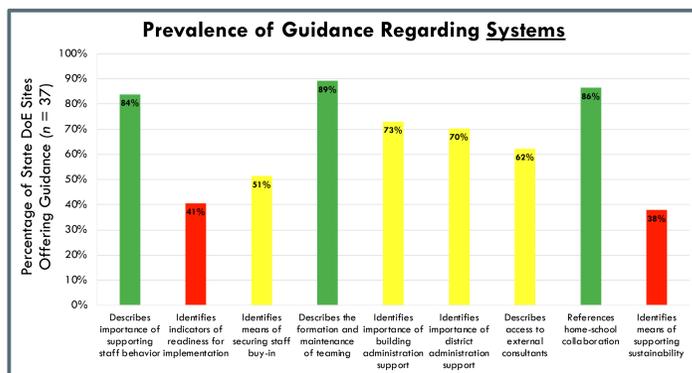
DoE Site (n = 37)
Used Consistent Terminology

18.9% / 81.1% — Yes / No

Framework Terminology	# Documents (%)	# States (%)
Positive Behavior(al) Intervention(s) and Support(s)	126 (54.5%)	33 (64.7%)
Multi-Tiered System(s) of Support(s)	41 (17.7%)	18 (35.3%)
School-Wide Positive Behavior(al) Support(s)	22 (9.5%)	3 (5.9%)
Response to (Instruction and) Intervention	21 (9.1%)	11 (21.6%)
Positive Behavior(al) Support(s)	15 (6.5%)	11 (21.6%)
School-Wide Positive Behavior(al) Intervention(s) and Support(s)	12 (5.2%)	7 (13.7%)

To what extent do these websites provide guidance regarding systems, data, and practices within SWPBIS?

Prevalence of Guidance Regarding Systems

Prevalence of Guidance Regarding Data

Prevalence of Guidance Regarding Practices

Key Take-Aways

- In response to Horner, Sugai, and Fixsen's (2017) call to pursue systemic change at the level "of regional and state education system units," this project systematically identified and analyzed SWPBIS implementation guidance available on state department of education websites, sites uniquely positioned to guide systems in implementing SWPBIS.

- State department of education sites should enable easy access, navigation, and searching, and should provide or link to clear, comprehensive SWPBIS implementation guidance.

- States differed substantially in their offerings of SWPBIS implementation guidance.
  - Informational guidance was by far the most prevalent type of guidance.
  - Most sites in some way endorsed the OSEP PBIS Technical Assistance Center (pbis.org), referring consumers to an external yet comprehensive host of guidance and resources.

- Framework terminology differed substantially both between and within states.
  - "Positive Behavior(al) Intervention(s) and Support(s)," or PBIS, was most commonly used.
  - Differences in terminology may result in confusion and should be clearly explained.

- On a national level, guidance was most prevalent in the domain of Practices and least prevalent in the subdomains of Implementation Readiness, Implementation Sustainability, Addressing Disproportionality, and Integration with Mental Health Supports.

- Findings reveal important opportunities for advocacy and research at the state and national levels.
  - States for which few guidance documents were identified might be the least equipped to support SWPBIS implementation and might benefit the most from external supports.
  - (Sub)domains for which few states provided guidance might be particularly critical for targeting in systemic change efforts.