State of the Art Literature Review on Schoolwide Discipline Prevention and Student Socio-Emotional Supports

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Task description:

- A research literature review to assess thoroughly the status of schoolwide discipline prevention and student socio-emotional supports in each country's current educational context.

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State of the Art Literature Review on Schoolwide Discipline Prevention and Student Socio-Emotional Supports

Review of 10 research studies on schoolwide discipline prevention with focus on the systems-change approach.

Research Study 1

Gage, N. A., Lee, A., Grasley-Boy, N., & Peshak G., H. (2018a). The impact of school-wide positive behavior interventions and supports on school suspensions: A statewide quasi-experimental analysis. Journal of Positive Behavior Interventions, 20(4), 217-226.

Study summary (research questions, participants, intervention) (max. 200 words)

This study aimed to examine in a retrospective manner (quasi-experimental analysis), if there is difference in disciplinary incidents and in-school and out-school suspensions between schools implementing SWPBIS and schools that didn't implement the intervention. Addidtionally the researchers examined if the level of fidelity in the implementation of SWPBIS (measured with Benchmarks of Quality/ BoQ) had an effect on disciplinary incidents and in-school and out-school suspensions.

The sample included 1,755 schools (public elementary and intermediate schools), in the state of Georgia.

Due to the retrospective manner of the study, the SWPBIS schools and the 'no-intervention' schools were matched through Propensity score matching (PSM; a statistical matching technique that attempts reduce the bias produced by confounding variables that could be evident in an intervention effect obtaining by a comparison between an intervention and a non-intervention group).

Schools implementing SWPBIS with high fidelity (defined as 85% or greater on the BoQ) reported fewer behavioral incidents and suspensions compared to Propensity score matching (PSM)/ no-intervention schools (average effect size=0.50) and the SWPBIS schools with low fidelity implementation. Additionally, schools implemented SWPBS with low fidelity also reported lower levels of disciplinary incidents and suspensions compared to PSM schools.

Main conclusions

This was the first lage scale study recommending the efficacy of the SWIPBS implemented with high fidelity on the reduction of disciplinary incidents and school suspensions.

Limitations

The data used in the study were administrative data. There was no way to examine the reliability of the data, even for SWPBIS fidelity.

PSM did not encounter all the potential confounds for the schools matching.

Research Study 2

Gage, N. A., Grasley-Boy, N., Peshak George, H., Childs, K., & Kincaid, D. (2019). A quasi-experimental design analysis of the effects of school-wide positive behavior interventions and supports on discipline in Florida. Journal of Positive Behavior Interventions, 21(1), 50-61

Study summary (research questions, participants, intervention) (max. 200 words)

This study aimed to examine in a retrospective manner (quasi-experimental analysis), if there is difference on disciplinary actions for students with disabilities (SWD) and black students (high risk population) between schools implementing SWPBIS and schools (measured with Benchmarks of Quality/ BoQ) that didn't implement the intervention.

The researchers used Propensity Score Matching (PSM) to compare 593 public schools in Florida implementing SWPBIS with fidelity with 593 Florida public schools that have never received the SWPBIS. Disciplinary actions were measured with six outcome variables (a) corporal punishment, (b) in-school suspension/ ISS, (c) out-of-school suspension/ OSS, (d) expulsion, (e) referral to law enforcement, and (f) school-related arrest.

Schools implementing SWPBIS with high fidelity (defined as 85% or greater on the BoQ)

reported fewer in one of the six discipline measure, the out-of-school suspension (OSS), suggesting that these schools suspended SWD and Black students less often, compared to PSM schools (d > .25).

Main conclusions

The findings of the study suggest that the SWPBS implemented with high fidelity on the reduction of OSS for SWD, indicating that SWPBIS can have a profound impact on student outcomes.

Limitations

The data used in the study were administrative data. There was no way to examine the reliability of the data, even for SWPBIS fidelity. PSM did not encounter all the potential confounds for the schools matching. The researchers couldn't control the presence of other behavioral initiatives in PSM schools (no data collected).

Research Study 3

Gage, N. A., Whitford, D. K., & Katsiyannis, A. (2018b). A review of schoolwide positive behavior interventions and supports as a framework for reducing disciplinary exclusions. The Journal of Special Education, 52(3), 142-151.

Study summary (research questions, participants, intervention) (max. 200 words)

The present study focused on reviewing group-based designed research studies (RCTs, quasi-experimental) on the efficiency of SWPBIS on disciplinary exclusion. The authors also examined the quality of these studies based on the What Works Clearinghouse (WWC) standards.

Four studies were identified (two RCTs and two quasi-experimental studies) to investigate the association between SWPBIS implementation and diciplinary exclusion practices. Despite the limited number of SWPBIS research on disciplinary exclusion, the four studies (including a total of 90 schools) showed significant treatment effects for school suspensions (reduction of suspensions), however no effect was evident for office discipline referral (ODR). The authors explained this null finding as a potential outcome of the consistent and manualized use of ODR, resulting from the use the School-WideInformation System (SWIS) as part of their SWPBIS implementation.

Main conclusions

The study findings are of great social importance, if one considers the negative social outcomes of suspensions.

Limitations

The inclusion of quasi-experimental studies (that control groups were schools that implemented SWPBIS with low fidelity), may hinder confounding variables that were not taken account in the analysis.

Research Study 4

McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale-up of school-wide positive behavior support to promote durable systems. Psychology in the Schools, 47(1), 5-21

Study summary (research questions, participants, intervention) (max. 200 words)

As a part of this article, McIntosh and colleagues provided an overview of the critical features of SWPBS (e.g. proximal mediators):

- **Improve Social Competency:** students develop their social behavior repertoire by being taught and acknowledged when meeting specific behavioral expectations (examples of pro-social skills).

- **Increase Positive Student-Teacher Interactions and Decrease Negative Interactions:** Through the implementation of the PBIS practices, the positive interactions between teachers and students are increased, thus there is a reduction on their negative interactions. Through the implementation of SWPBIS, teachers learn to acknowledge students instead of using suspension, and become more attentive to students behavior, especially on what the kids are doing right. Positive teachers-students interaction is associated with student academic achievement and reduced problem behavior (Hamre & Pianta, 2001).

- **Enable Effective Academic Instruction to Take Place:** The SWPBIS enables the development of predictable and safe school environments (Horner et al., 2009). Academic instruction (low levels of disruption) enables student learning.

- **Reduce Student Exposure to Exclusionary Discipline:** The SWPBIS aims to reduce the use of exclusionary discipline practices by school personel. The exclusionary discipline practices have '*a detrimental effect social behavior, often weakening school engagement and reinforcing*

problem behavior' [p.8]

- Create Environments Where It Is Easier for Teachers to Implement Effective Practices:
The implementation of SWPBIS enables the school environment to be restructured and promote evidence-based procedures (e.g. use evidence-based renforcement, use of data for decision making).

Research Study 5

McIntosh, K., Kelm, J. L., & Canizal Delabra, A. (2016a). In search of how principals change: A qualitative study of events that help and hinder administrator support for school-wide PBIS. Journal of Positive Behavior Interventions, 18(2), 100-110.

Study summary (research questions, participants, intervention) (max. 200 words)

The purpose of the current study was to examine events that influenced principals' support (identify factors that are related to changes in principal support) for a widely used approach to behavior in schools, school-wide positive behavioral interventions and supports (PBIS).

The study used a qualitative methodology, by interviewing 10 school administrators who initially self-reported that they were opposed to or not supportive of PBIS but became stronger supporters over time.

The main findings of this study showed that positive attitudes of school administrators towards SWPBIS can be enhanced through the

- Act of learning: Learn about SWPBIS and its philosophy, through formal channels such as participating in SWPBIS trainings and conferences, and informal channels, such as talking with other administrators or visiting schools implementing PBIS.

- Staff support: When administrators observe support from teams and staff, (either from votes or informal conversations), it is more were likely to view PBIS in a positive manner.

Main conclusions

Early stage trainings for school administrators could be helpful to commit them be involved in an active manner during SWPBIS implementation. Specifically, it is suggested that the trainings could include the following content:

'(*a) the basics of the approach (to build conceptual understanding of PBIS features and reduce misrules), (b) applicability to their priorities as administrators (to enhance personal relevance of*

PBIS for pressing needs), (c) local examples of implementation (to demonstrate visible outcomes in similar settings), and (d) the specific role of administrators in implementation (to build staff support for PBIS)' [p.108].

Research Study 6

McIntosh, K., Mercer, S. H., Nese, R. N., Strickland-Cohen, M. K., & Hoselton, R. (2016b). Predictors of sustained implementation of school-wide positive behavioral interventions and supports. Journal of Positive Behavior Interventions, 18(4), 209-218.

Study summary (research questions, participants, intervention) (max. 200 words)

The purpose of the study was to examine sustained implementation (continued implementation of the SWPBIS with high fidelity, after the resources of the initial implemention is off, (Han & Weiss, 2005) of school practices and identify factors could predict the most variability in sustained implementation occurred. School Demographic Characteristics (racial and socioeconomic diversity, school size, and grade levels served etc.) were used as potential predictors for sustained implementation.

The investigation was held in data collected from 3011 school implementing SWPBIS across multiple years. Two factors were found to predict sustain implementation. School grade level, and specifically elementary schools (in comparison to middle or high school) showed a strong high probability to continue implementing the program. Moreover, a less strong but significant predictor was the speed of implementation by year 1. Particularly, the schools who managed to meet the criteria of TIC (Sugai et al., 2000; a self-report measure that monitors the schools' progress on key start-up implementation and implementation activities) by year 1 were somewhat more likely to sustain SWPBIS implementation.

Main conclusions

The study highlights the importance of implementing SWPBIS in early stages of educational system (elementary school).

Limitations

The main limitation was that the study focused only on demographic factors.

Research Study 7

McIntosh, K., Predy, L. K., Upreti, G., Hume, A. E., Turri, M. G., & Mathews, S. (2014). Perceptions of contextual features related to implementation and sustainability of school-wide positive behavior support. Journal of Positive Behavior Interventions, 16(1), 31-43.

Study summary (research questions, participants, intervention) (max. 200 words)

The study examined the relative perceived importance of contextual and practice variables for both initial implementation and sustainability of SWPBIS. Two hundred fifty seven school team members participated in the study by completing the School-Wide Universal Behavior Sustainability Index: School Teams. Both quantitative and qualitative responses, showed the following factors as the most important for implementation and sustainability: school administrator support, effective teaming, and use of data for decision making.

Main conclusions

During the initial implementation, it is important to develop procedures and mechanisms, within the scholl context, that ensures effective and efficient team functioning, and enhancing administrator support.

Research Study 8

Noltemeyer, A., Palmer, K., James, A. G., Petrasek, M., & Bowman-Perrott, L. (2019). Disciplinary and achievement outcomes associated with school-wide positive behavioral interventions and supports implementation level. School Psychology Review, 48(1), 81-87.

Study summary (research questions, participants, intervention) (max. 200 words)

The aim of the study was to examine if the fidelity level of Tier 1 SWPBS implementation is associated with discipline and academic outcomes. Specifically, the study compared if there is differential effect on discipline and academic outcomes, between schools who implemented SWPBIS with high fidelity and schools with low fidelity implementation. Demographic factors (e.g. the percentage of economically disadvantaged students, the percentage of ethnic and racial minority students, the chronic absenteeism rate, and the percentage of teachers rated accomplished in the teacher evaluation system), were controlled as covariates. Data form 153 Ohio schools were used for this study.

High fidelity SWPBIS implementation in Tier 1 (>70% fidelity measured with Tiered Fidelity Inventory-TFI) was significantly associated with the reduction of out-of-school suspensions

(OSS) per 100 students, but not with students' academic achievement. The authors suggest that more years of high fidelity implementation may have an indirect impact to academic achievement.

Main conclusions

High fidelity SWPBIS implementation in Tier 1 can contribute to more positive behavioral outcomes for students.

Research Study 9

Pas, E. T., Ryoo, J. H., Musci, R. J., & Bradshaw, C. P. (2019). A state-wide quasi-experimental effectiveness study of the scale-up of school-wide positive behavioral interventions and supports. Journal of School Psychology, 73, 41-55. doi:10.1016/j.jsp.2019.03.001

Study summary (research questions, participants, intervention) (max. 200 words)

The study aimed to examine the effects of universal (Tier 1) of PBIS, within 1316 elementary, middle, and high schools, in Maryland. The study used existing archival data of the state's scale-up evaluation (after 5 years of implementation) and used propensity score matching to examine differences between SWPBIS schools and the 'no-intervention' schools in discipline suspensions and students' academic achievement.

Lower rates of suspensions have been demonstrated in both elementary schools (during the fourth and fifth study years) and high schools (during the second study year) implementing SWPBIS. Moreover, higher reading and math proficiency rates were evident for both elementary schools (during the first two study years as well as in one and two later years) and high schools (during the second and third study years) implementing SWPBIS.

Main conclusions

This state-wide effectiveness study, provided evidence of how the SWPBIS approach can provide positive outcomes related to students behavior and academic achievement.

Research Study 10

Wolfe, K., Pyle, D., Charlton, C. T., Sabey, C. V., Lund, E. M., & Ross, S. W. (2016). A systematic review of the empirical support for check-in check-out. Journal of Positive Behavior Interventions, 18(2), 74-88.

Study summary (research questions, participants, intervention) (max. 200 words)

The purpose of this review article was to evaluate the efficacy of Check-in Check-out (CICO) intervention as well as its functional modifications. In comparison with previous reviews on the effectiveness of Tier 2 (e.g. Mitchell, et al. 2011; Bruhn, et al., 2014), the present study focused only on CICO interventions by carrying out an evaluation of the characteristics, methodological quality, and outcomes for 15 single-subject studies and one group design study.

CICO is provided in Tier 2, which responds to students with mild challenging behaviors and academic delays, that Tier 1 intervention is not sufficient for them. Tier 2 aims to prevent the development of more serious problems for this group of students. During the implementation of CICO the student is assigned in one mentor. Every morning the student meets the mentor and review the behavior expectations and sets a performance goal for the day (Check in). The mentor hands in the Daily Progress Report (DRP) to the student, and the student has to receive feedback by their teachers who fill the DRP. By the end of the day the student meets again the mentor and review the DRP. The mentor acknowledges and rewards the student based on their behavioral performance. The student brings the DRP home to their caregivers to review and sign.

The study found that CICO intervention was effective in cases that students' problematic behavior maintained specifically by attention from adults.

Main conclusions

CICO is an evidence-based practice for students' problem behavior maintained by adult attention.

Limitations

The authors indicated that the studies included in the present review, despite the high implementation fidelity, they lack data about the maintainance of the intervention (e.g. CICO fading strategies, and termination criteria)

Another limitation highlighted by the authors is that the sample of the participants in these studies is biased (Caucasian students that were not classified in special education). Further examination of CICO effectiveness in diverse populations is needed.

Synthesis

Major school outcomes

Large scale research studies suggest a profound positive impact of SWPBIS on student outcomes:

- SWPBIS approach can provide **positive outcomes** related to **students' behavior and academic achievement** (Pas, et al., 2019).

- SWPBIS implementation with high fidelity was linked to a **reduction of disciplinary incidents and school suspensions** (Gage, et al., 2018a, 2018b). Significant impact on the school suspensions was also evident for **Students with Disabilities** (Gage, et al. 2019).

Main effective components

High fidelity SWPBIS implementation in Tier is associated with the reduction of out-of-school suspensions (Noltemeyer, et al., 2019).

School administrator support, effective teaming, and use of data for decision making were found as the most important factors for implementation and sustainability (McIntosh, et al., 2014).

Demographic factors linked to sustainable implementation: a) School grade level, and specifically **elementary schools**, b), **the speed of implementation by year 1** (a less strong predictor; McIntosh, et al., 2016b).

2. Review of 5-6 research intervention studies on promoting student socio-emotional well-being in school enviroments at primary, secondary and tertiary prevention level.

Intervention Study 1

Myers, D. M., & Simonsen, B., & Sugai, G. (2011). Increasing teachers' use of praise with a response-to-intervention approach. *Education and Treatment Of Children*, *34*(1), 35-59.

Study summary

This study's purpose was to evaluate the application of the three-tiered logic in order to provide teacher professional development opportunities to exhibit the desired behaviour. During the study, the relationship between teachers' use of behaviour-specific, contingent praise and a tiered approach to teacher training was followed. Specifically, the teachers that did not respond to the primary intervention tier were provided with a more targeted support (secondary tier) and when necessary, they were offered tailored assistance. In parallel, students' behaviour was also examined in order to clarify if there was an association between the teacher behaviour and the changes in students' behaviour at the same time. The sample of the study was comprised of four white female teachers. All teachers in the school received the relevant SWPBS training on the Tier 1 level. Following this, teachers received a Tier 2 intervention that consisted of the following:

(a) brief consultation (prior to implementation) with rationale and examples of specific, contingent praise;

(b) data on before and after ratios of positive-to-negative interactions with students, delivered weekly;

(c) weekly praise from the researcher contingent on improved rates of specific praise statements. As a final step, Tier 3 intervention focused on the teachers receiving specific feedback after each session of observation, both via email and in person. For Tier 3 Intervention, a review of data took place after each observation session was completed. If the teachers were able to provide specific, contingent praise for three consecutive observation sessions, they could move back to Tier 2 Intervention (weekly feedback).

Main conclusions

Overall, there was research evidence that students' problematic behaviours decreased in each of the classroom that teachers participated in the intervention. One out of four teachers who participated in the presented study achieved both performance criteria, following the receipt of the secondary level of intervention. Two teachers required to receive intensive support (Tier 3) in order to achieve their goals. In conclusion, the results indicate that each teacher might need a different level of support for professional development. In the case that this support is offered consistently throughout a period of time, increases the likelihood that they will engage in skills targeted during professional development.

Intervention Study 2

Simonsen, B., MacSuga, A.S., Fallon, L.M., & Sugai, G. (2013). The effects of self-monitoring on teachers' use of specific praise. *Journal of Positive Behavior Interventions, 15*(1), 5-15.

Study summary

This is a single-subject experimental study, which compared the effect of no self-monitoring and self-monitoring of teachers from eight middle schools in relation to their rate of specific praise. The teachers volunteered to participate in the study in order to improve their classroom management skills. For the self-monitory strategy, three conditions were taken into consideration (tally, count and rate). The comparative effects of the four experimental conditions were examined in an alternating treatment design. The baseline phase included teacher observations of specific praise. The Intervention conditions were adjusted randomly during each session, as follows:

(a) tallying specific praise statements and recording those on a tally sheet during a 15-minute of direct instruction,

(b) counting specific praise statements by pressing a button of a small yellow golf counter each time teacher would provide specific praise during a 15-minute classroom instruction,

(c) recording an estimated number of specific praise statements per minute using a brief rating scale, (d) no self-monitoring would take place.

Teachers also assessed the social acceptability of the study goals, procedures and expected

outcomes.

Main conclusions

Results showed that the tallying and counting conditions were associated with the highest level of teacher specific praise. Teacher social acceptability was rated average to high across all five teachers. However, additional replication experimental studies are needed to strengthen the current study findings.

Intervention Study 3

Simonsen, B., MacSuga-Gage, A., Briere III, D. M., Freeman, J., Myers, D., Scott, T., & Sugai, G. (2014). Multitiered support framework for teachers' classroom-management practices: Overview and case study of building the triangle for teachers. *Journal of Positive Behavior Interventions, 16*(3), 179-190.

Study summary

This article reflects on the establishment of a supporting framework to meet the teachers' needs in classroom management and training, throughout the "multi-tiered support continuum of intervention". A case study of four middle-school teachers is presented, whose training needs were met through the conceptual framework. The three-tiered framework suggests that in the beginning, all teachers should receive classroom management training (Tier 1). Following this stage, the teachers who are not responding to Tier 1 level should be identified and they would require additional assistance through the Tiers 2 and 3. Monitoring of the teacher classroom management should be continuous to adjust for the level of support.

The case study employed a multiple-baseline to explore the effects of Tier 1 and 2 supports on teachers across four middle schools regarding teacher specific praise. Researchers gather 15-minute observations from all teachers across three class periods for the purposes of the baseline condition.

After establishing a low and stable level of responding, researchers randomly assigned class

periods for intervention. The research team provided training to teachers with relation to the use of specific praise and the way of self-monitoring this skills with the use of a counter. This was applied every school day during the first school period. A considerable increase in using the skill was noted during the observations and additionally, teachers continued to make use of the skills during the second school period. Similarly, the use of the skill continued later during the school day.

Main conclusions

The results of the research study indicated that teachers improved their skill in providing teacher specific praise during the first three school periods, moving from baseline to intervention. Among the barriers listed towards a successful implementation were the staff absence, school multiple initiatives and clush issues.

Intervention Study 4

Hawkins, S.M. and Heflin, L.J. (2011) Increasing Secondary Teachers' Behavior-Specific Praise Using a Video Self-Modeling and Visual Performance Feedback Intervention. Journal of Positive Behavior Interventions 13(2) 97–108.

Study summary

This study focused on the use of behavior-specific praise statements by teachers who worked with elementary school students that had emotional/behavioral disorders (EBD). The first three teachers that volunteered to participate in the research study were selected. In order to gather a sample of the teachers' behavior, the researchers conducted 10-minute observations during morning and afternoon sessions. Videotaping took place for a week before to let the students and teacher become familiar with the process and during baseline, lessons were recorded to gather data on the teachers' use of behavior-specific praise statements. Intervention was delivered with alphabetical order to teachers and the baseline was set to be the number of behavior-specific praise statements given during a single session in the beginning. Parts of the intervention included video self-modeling and feedback based on the visual performance. The study findings suggest that the behavior-specific praise by teachers has a greater impact when it addresses the exact targeted behavior that should be reinforced. In this way, students become more capable in identifying the expected and desired behaviors, which will result in positive consequences. Despite the increase of teachers' behavior-specific praise throughout the intervention, this skill returned to baseline after the intervention's

completion, except from the case of one participant.

Main conclusions

Video self-modeling and feedback on visual performance is a promising approach to increase the teachers' behavior specific praise statements and especially when students with emotional/behavioral disorders are concerned. According to the research results, all teachers exhibited an increase in the provision of behavior-specific praise statements during the intervention, however there should be a continuum in the training, since all teachers with the exception of only one, did not maintain the level of providing behavior-specific praise after the completion of intervention.

Intervention Study 5

Simonsen, B., Britton, L., & Young, D. (2010). School-wide positive behavior support in an alternative school setting: A case study. Journal of Positive Behavior Interventions, 12(3), 180-191.

Study summary

This is a single-subject case study, which was implemented for a period of 3 years in order to examine the impact of the School-Wide Positive Behavior Support approach being introduced to an alternative setting and measuring the outcomes. The alternative setting was a non-public school in North Carolina, which hosted students with disabilities that may exhibit serious problematic behaviors. There were two intervention conditions: intervention and baseline. During baseline, Tier 2 and 3 were implemented, which referred to secondary and tertiary-tiered interventions. During intervention, Tier 1 (primary-tiered intervention) was implemented. Research results indicated that there is an association between the SWPBS implementation and the overall decrease of serious incidents of problematic behaviors, as well as an increase in students who abstain from incidents related to violence.

Main conclusions

Prior to the implementation of SWPBS, higher rates of enrolment resulted in a higher rate of serious incidents, partly due to the fact that the staff was unable to meet the needs of all students that needed tailored support. With the absence of a universal schoolwide support (Tier 1), it is very challenging to support students that exhibit intense behavioral needs.

Following a year of implementation of Tier 1, the rate of serious incidents decreased in the second year. There is substantial evidence to support that positive changes in students' behaviours can occur with the SWPBS implementation.

3. Adaption in local context (potential barriers of implementation and solution)

Barriers for SWPBIS in Cyprus	Possible/feasible solutions
Staff buy-in Staff resistance to change attitudes on school discipline. (e.g. Bambara et al. 2012; Pinkelman et al., 2015)	Develop a clear understanding of staff perspectives of behavior and discipline. Provide a strong rationale for SWPBS (Feuerborn, et al., 2013). Develop a mechanism that allows the teams to receive positive reinforcement for their effort, e.g. recognise, and experience positive outcomes as a result of working with students (Bambara et al. 2012; Andreou, et al. 2015). Incorporate SWPBIS activities and typical school schedules and classroom routines (e.g. Bambara et al. 2012; Pinkelman et al., 2015)

Lack of resources (e.g. Bambara et al. 2012; Pinkelman et al., 2015)	Sufficient and adequate training, teaming and collaborative relationships, and designing assessment and intervention strategies (Bambara, et al. 2012) Staff support: supporting grassroots staff in the implementation (Pinkelman et al., 2015) Continuous teaching for continuous regeneration - reactivating SWPBS components (Andreou et al., 2015)
Lack of effective teaming (McIntosh, et al. 2014)	Facilitate a shared vision and ownership (Feuerborn et al., 2013). Consistent approach. Common language and common goals among school staff. Efficient teaming (regular meetings, meeting organization and efficiency; Pinkelman et al., 2015).
Lack of school administrator support (McIntosh, et al. 2014)	Early stage trainings for school administrators could be helpful to commit them be involved in an active manner during SWPBIS implementation (McIntosh, et al. 2016a). Active involvement, prominent leadership style and facilitating process. Effective managerial skills and regular voicing of active support (Forman et al., 2009).

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