Factors Predicting Sustained Implementation of Social Behavior Interventions in Schools

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Study 1: What factors predict sustained implementation of SWPBIS?

Study 2: Are there identifiable patterns of implementation of SWPBIS?

Overview
This 4-year Exploration goal project is designed to identify malleable predictors of sustained implementation of a school-wide social behavior intervention, using school-wide positive behavioral interventions and supports (SWPBIS) as an example. The project includes primary and secondary (extant) data collection. Primary data analyses are ongoing and are described in the bottom right column. This poster describes two extant data studies.

Study 1: Predictors of Sustained Implementation (McIntosh et al., in press)

RESEARCH QUESTIONS
1. Are there more between-school, between-district, or between-state differences in implementation? 2. What school-level variables predict implementation at Years 3 and 5?

PARTICIPATING SCHOOLS
3,011 schools trained in SWPBIS across 5 years

MEASURES (same across both studies)
- Fidelity of implementation (0-low, 1-high)
- School demographic characteristics

RESULTS
1. At 1, 3, and 5 years, the largest differences in fidelity were at the state level (see Fig. 1).
2. Grade levels served and speed of initial implementation were statistically significant but small predictors of sustained implementation.

In a descriptive follow-up, effective state initiatives (≥50% of schools sustaining at year 5) used the PBIS implementation Blueprint (www.pbis.org) to guide their state efforts.

Study 2: Patterns in Implementation (McIntosh et al., in preparation)

RESEARCH QUESTIONS
1. Are there groups of schools with similar patterns of fidelity over 5 years of SWPBIS implementation? 2. To what extent do characteristics of schools and school districts predict classification in the identified implementation groups?

PARTICIPATING SCHOOLS
5,331 schools trained in SWPBIS across 5 years

RESULTS
1. Four latent classes were identified (see Fig. 2).
2. Schools in districts with (a) more schools implementing and (b) larger implementation cohorts were more likely to be Sustainers. High schools and larger schools were more likely to be Abandoners.

References

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Current Research
The main activities for this project focus on 3 years of primary data collection in 860 schools implementing SWPBIS from 2012 to 2015.

Study 1: What factors predict sustained implementation of SWPBIS?

Predictors (school-level):
- Grade levels served
- Speed of implementation

Figure 1. Percent of variance in fidelity of implementation at each level (school, district, state) by year. The largest variability in implementation was at the state level at all years, particularly at year 1.

Study 2: Are there identifiable patterns of implementation of SWPBIS?

Predictors (district-level):
- Number of implementers
- Size of implementing cohort

Figure 2. Model-predicted probabilities of meeting or exceeding the SWPBIS fidelity criterion by year of implementation for each latent class (percents in parentheses are model-estimated percents of the sample in each latent class). There were four distinct groups, two sustaining and two abandoning.