

Factors Predicting Sustained Implementation of Social Behavior Interventions in Schools

NCSER
R324A120278

Project officers:

Jacquelyn Buckley

Katherine Taylor

Kent McIntosh¹, Robert Horner¹, Sterett Mercer², Rhonda Nese¹, & Kathleen Strickland-Cohen³

¹University of Oregon, ²University of British Columbia, & ³Texas Christian University



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=below, 1=at/above)
- 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 ($\geq 50\%$ 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?

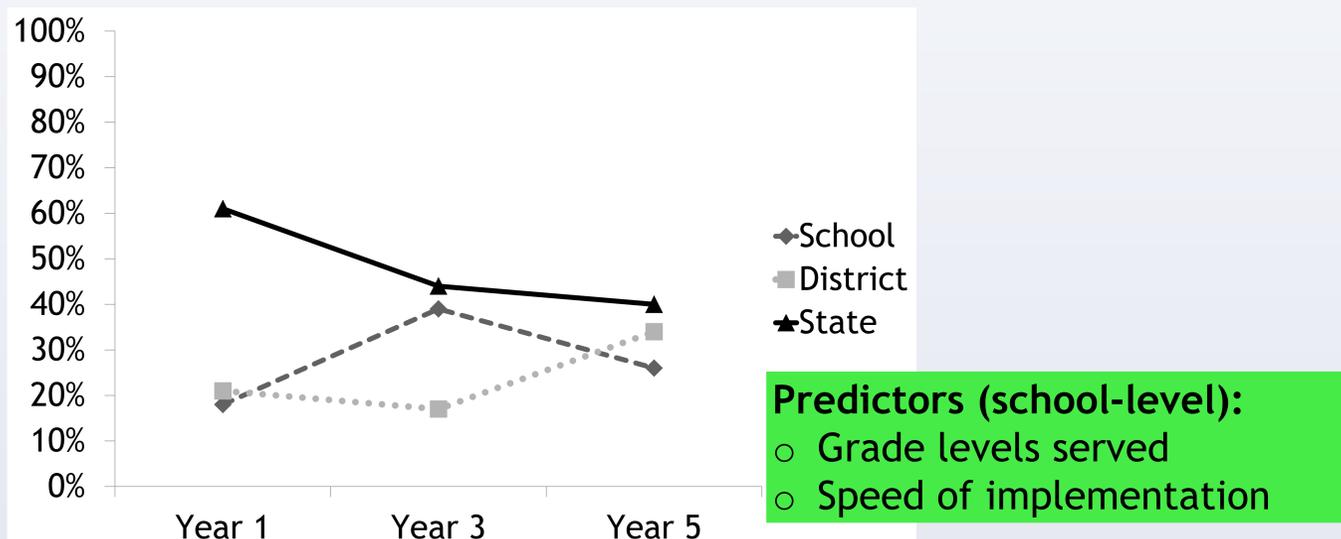
PARTICIPATING SCHOOLS

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.

Study 1: What factors predict sustained implementation of SWPBIS?

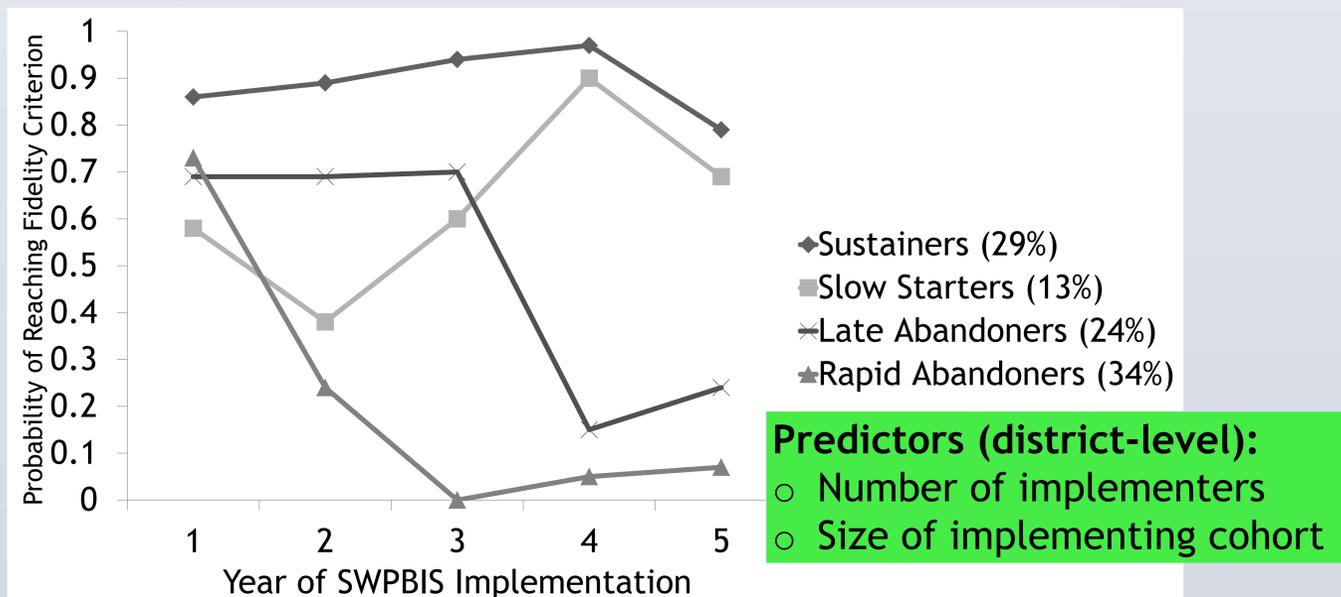


Predictors (school-level):

- 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 (percentages in parentheses are model-estimated percentages of the sample in each latent class). There were four distinct groups, two sustaining and two abandoning.

References

- McIntosh, K., Mercer, S. H., Nese, R. N. T., Strickland-Cohen, M. K., & Hoselton, R. (in press). Predictors of sustained implementation of school-wide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*.
- McIntosh, K., Mercer, S. H., Nese, R. N. T., & Ghemraoui, A. (in preparation). *Patterns of implementation of a scaled-up school-based prevention model over a five-year period*. Manuscript in preparation.

Contact Information

Kent McIntosh

kentm@uoregon.edu

(541) 346-2340 (o)

(541) 346-5517 (f)

Twitter: @_kentmc

Copies of this poster:

www.pbis.org/presentations

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.

PARTICIPATING SCHOOLS BY YEARS IMPLEMENTING

- 0 to 1 years ($n = 212$, in 142 districts)
- 2 to 4 years ($n = 410$, in 189 districts)
- 5 or more years ($n = 238$, in 88 districts)

MEASURES

- SWPBIS fidelity of implementation (various measures, modeled as a latent variable)
- SUBSIST (a research-validated measure of factors affecting implementation)
- ADEPT (a measure of receipt of various types of district support, including training, coaching, and release time)
- DCA (a measure of school district capacity)
- Rates of school access to student behavior data
- School and district demographic characteristics
- School-level behavior (ODRs and suspensions)
- School-level achievement (state assessments)

ANALYSES

Multilevel logistic regression analyses will examine which factors most strongly predict (a) sustained fidelity of implementation, and (b) change in student outcomes.

Analyses will also examine what types and combinations of district support are most effective in (a) increasing sustained implementation and (b) moderating effects of common barriers (e.g., administrator or staff turnover).