

The Effects of School-wide PBS within a Randomized Control Effectiveness Trial

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Research Questions

- Can SWPBS be implemented to criterion by typical state trainers?
- If SWPBS is implemented are schools perceived as safer settings?
- If SWPBS is implemented do students benefit academically?

Method

- Randomized Control Trial
 - 30 Elementary Schools in Illinois, and 30 Elementary Schools in Hawaii
 - Random assignment of schools to
 - **(Initial SWPBS training; and Delayed SWPBS training)**
 - Replacement (7 schools) randomly assigned
- Data collected across three years
 - Time 1: No SWPBS training for any schools
 - Time 2: **Initial Treatment** Schools get training
 - Time 3: **Delay** Schools get training (problems...)

Measures

- Office Discipline Referrals (ODR)
- Implementation of SWPBS
 - School-wide Evaluation Tool (SET)
 - Sugai et al.
- Perceived School Safety
 - School Safety Survey (SSS)
 - Sprague, Colvin & Irvin
- Academic Success
 - Proportion of Students Meeting State Reading Standards (SAT – 9 in Hawaii; ISAT in Illinois)

Effect Size

- .20 = Low, but may be interesting
- .50 = Moderate
- .80 = High effect size
- Implementation of evidence-based practice typically use $d = .50$ as a criterion.

Randomized Controlled Trial

(Preliminary Findings)

• Group	• Assessment Time Period			
	T 1		T 2	T 3
• Treatment (N = 30)	O	X	O	O
• Control/Delay (N = 30)	O		O	X

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- *(T = time (by year), O = observation, X = implementation of SWPBS training)*

Finding #1: Implementation by regular personnel

Mean SET score (Total) [Bold indicates post intervention]

	T1	T2	T3
Treatment Group	.381 N = 33	.785 N = 30	.823 N = 30
Control/Delay Group	.388 N= 26	.459 N= 27	.640 N= 23

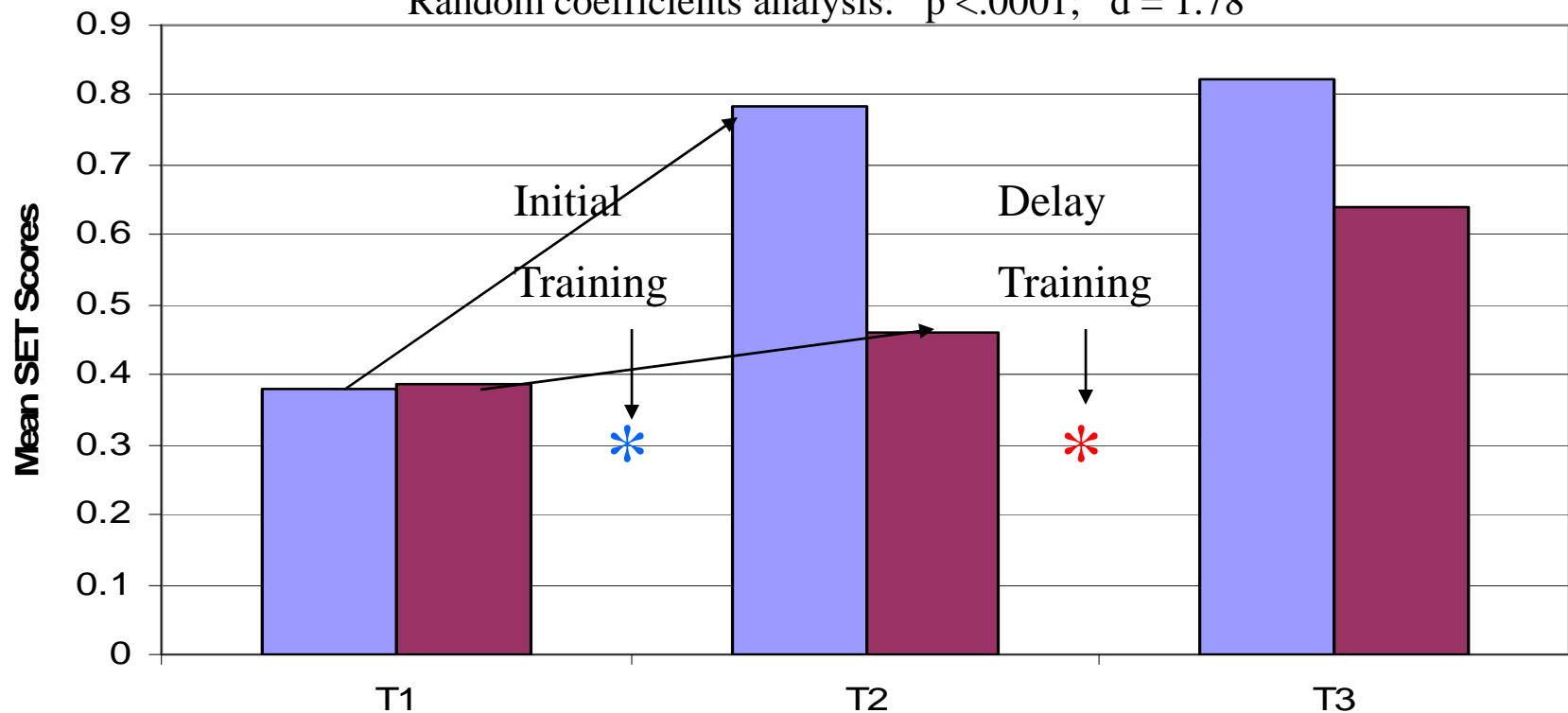
Random coefficients analysis (Murray, 1998; Singer & Willett, 2003):
Time X Condition $p < .0001$; $r = .67$; $d = 1.78$

Results: With training by regular state trainers, schools are able to implement SWPBS to criterion.

Implementation of SWPBS

Initial (N = 33) Delayed (N = 28)

Random coefficients analysis: $p < .0001$; $d = 1.78$

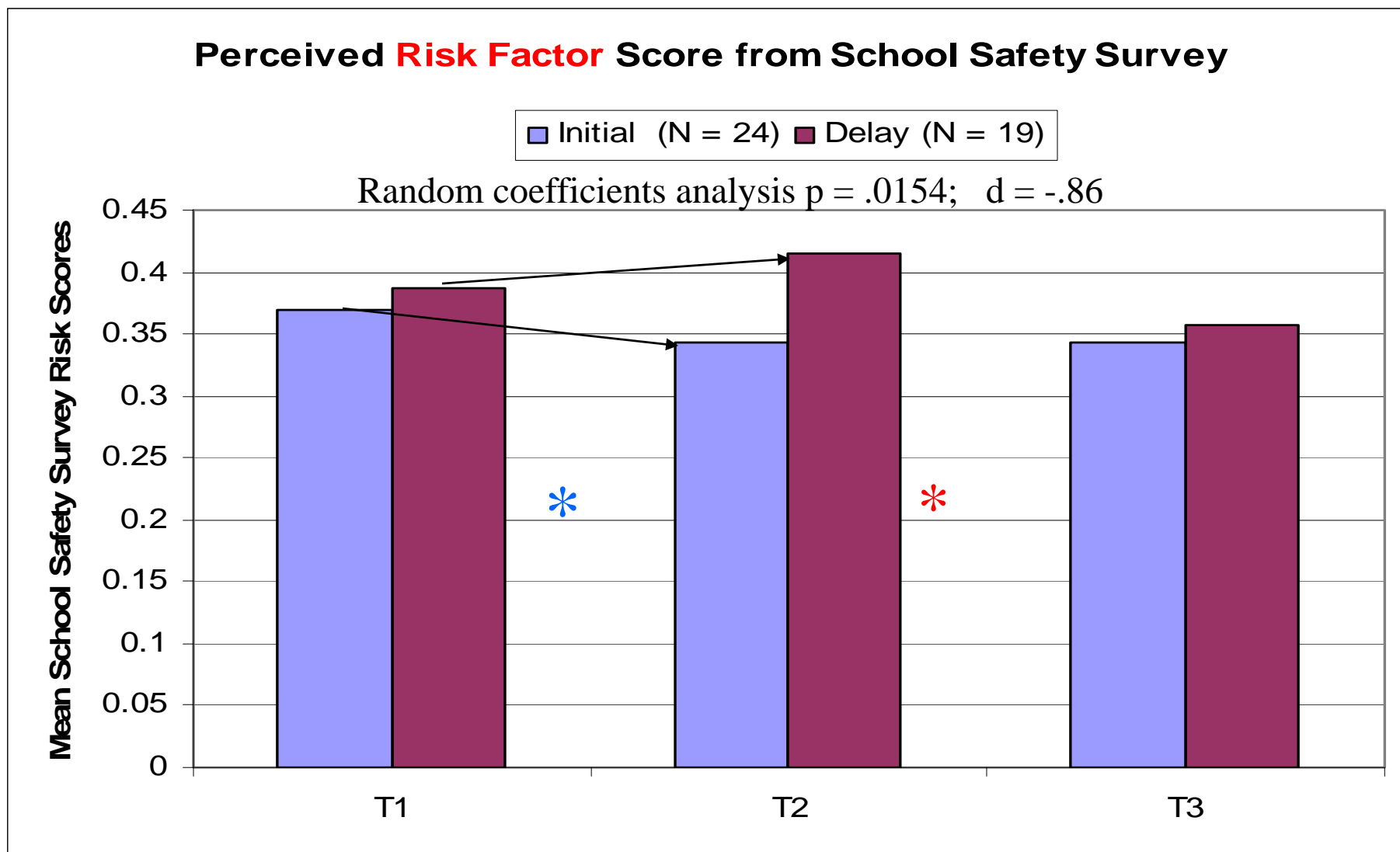


Finding #2: SWPBS is associated with increased perception of safety: School Safety Survey: Risk Factor

	T1	T2	T3
Treatment Group	.370 N= 24	.344 N = 29	.343 N = 25
Control/Delay Group	.387 N = 19	.415 N= 24	.358 N = 20

Time X Condition $p = .0154$ $r = -.40$ $d = -.86$

Results: Perceived Social Risk Factors decreased when SWPBS was implemented with fidelity.

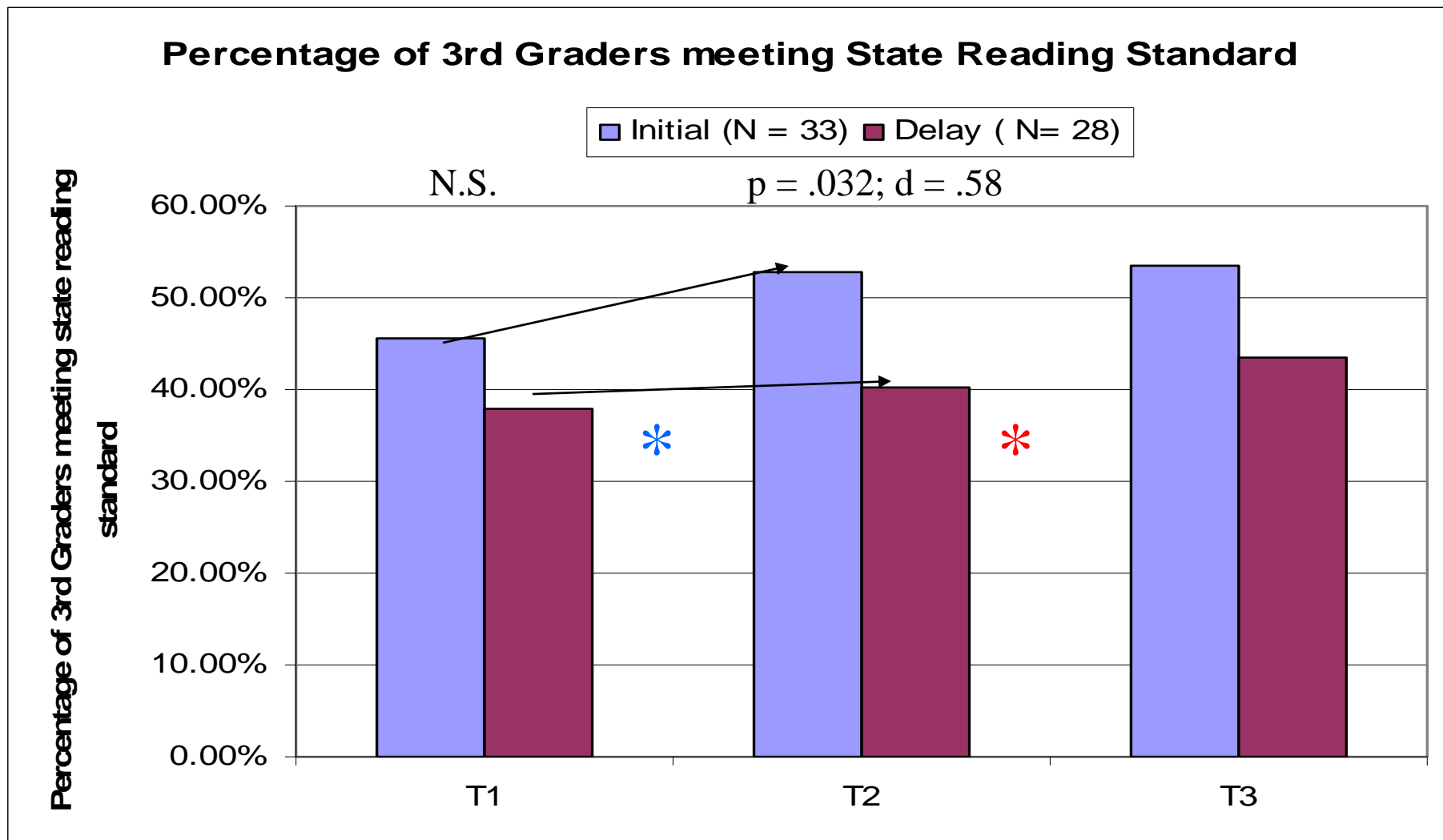


Finding #3: SWPBS associated with increase in proportion of students meeting state reading standard

	T1	T2	T3
Treatment Group	.455 N = 33	.529 N= 31	.536 N = 31
Control/Delay Group	.38 N = 28	.402 N= 27	.436 N= 23

T2 Treatment vs. Control: $p = .032$ $r = .28$ $d = .58$

Results: The percentage of 3rd graders meeting the state reading standard increased with SWPBS implementation



Summary

- Schools that receive technical assistance from typical support personnel are able to implement School-wide PBS with fidelity
- When implemented with fidelity SWPBS is associated with:
 - Low levels of office discipline referrals
 - (.29 ODRs per 100 per day compared with national mean of .34)
 - Improved perception of the safety of the school
 - (reduced risk factor)
 - Increased proportion of 3rd graders who meet the state reading standard.