




### SPR 18th Annual Meeting

You may print by clicking on this  button. To return to the previous page, close this browser window or click the 'X' button in the top right corner of the page.

ID# 85

Location: Mt. Columbia (Grand Hyatt/3rd Floor)

Time of Presentation: Jun 02 1:15 PM - 2:45 PM

Category/Theme: Effectiveness Trials

#### **A Randomized Trial of School-wide PBS in Middle Schools: Preliminary Findings on Intervention Fidelity**

*J. R. Sprague*<sup>1</sup>; *J. C. Rusby*<sup>2</sup>; *A. Biglan*<sup>2</sup>

1. University of Oregon, Eugene , OR, United States.

2. Oregon Research Institute, Eugene , OR, United States.

School-wide Positive Behavior Support (PBS) is a multi-component approach to teaching and rewarding appropriate social and academic behavior and reducing opportunities to perform problem behaviors in schools (Sprague & Golly, 2004; Sugai, Horner, & Gresham, 2002). There is evidence to suggest that PBS practices can reduce aggressive and disruptive behavior and negative peer processes in middle schools. This paper will present one aspect of our project to experimentally evaluate the impact of Positive Behavior Supports (PBS; Sprague & Golly, 2004; Sugai & Horner, 2002) on early adolescent development through a randomized control trial involving 36 middle schools in Oregon. The impact of PBS training and technical assistance on school discipline practices, student and teacher behavior is being evaluated. We will present results from our intervention fidelity assessments.

There is some evidence of a relationship between measures of implementation fidelity and outcome in PBS research (R. H. Horner, et al., 2004). We used a modified staff member self-report measure based on the Assessing Behavior Support in Schools (EBS-SAS) survey (Sugai, Lewis-Palmer, Todd, & Horner, 2000), and a modified direct observation and interview protocol based on the School wide Evaluation Tool (Horner, et al., 2004). We used these different modes of assessing implementation fidelity in the context of a randomized control trial of school wide PBS in 36 middle schools in the Pacific Northwest. We assessed the degree of fidelity of implementation of multiple PBS intervention aspects in these middle schools. We also conducted an analysis of the psychometrics of the staff survey and investigated the agreement between staff member fidelity ratings and "expert" or professional intervention fidelity ratings.

We found adequate alpha statistics and inter-correlations in regards to the psychometrics of the two fidelity instruments. In addition strong correlations were detected between the self-report survey and the "expert" observation protocol.

The implications of cluster analysis of the two fidelity instruments together with the correlations provide a basis for investigating a simpler structure of the features/domains. Results are discussed in terms of the need for further development and testing of these intervention fidelity instruments and the need for further analysis of the relationship between intervention fidelity and outcome.

ScholarOne Abstracts® (patent #7,257,767 and #7,263,655). © [ScholarOne](#), Inc., 2010. All Rights Reserved.

ScholarOne Abstracts and ScholarOne are registered trademarks of ScholarOne, Inc.

[Terms and Conditions of Use](#)