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**Title:** The Influence of Teacher Factors on the Implementation of the PATHS to PAX Program

**Text:** When interventions are adopted and implemented in schools there are many factors that have the potential to facilitate or undermine the quality with which they are implemented. For example, teachers are increasingly asked to provide instruction in social emotional learning while also being under pressure to reach academic goals. This type of educational climate can undermine efficacy and contribute to burnout which undermine implementation quality (Evers, Brouwers, & Tomic, 2002; Tschannen-Moran & Woolfolk Hoy, 2001). Few studies have explored associations between teacher characteristics and program implementation in depth. Data for the current study are drawn from the first cohort of teachers in grades K-5 who are participants in a large-scale randomized trial of the PATHS to PAX program, the integration of the Promoting Alternative Thinking Strategies (PATHS) Curriculum and the Good Behavior Game (GBG). The trial will be conducted over three years and include a total of 27 schools. Both PATHS and GBG are considered high quality, evidence-based interventions but have never been tested as a combined model. Schools are assigned to one of three conditions: the combined intervention, GBG alone, or standard practice. Implementation ratings (dosage, fidelity, and quality of delivery) will be collected at 6 time points across the academic year through classroom observations conducted by coaches in all three settings. The following diverse set of individual predictors of implementation were assessed at baseline and throughout the duration of the trial: teacher professional experiences (e.g., years of experience and teaching quality), psychological functioning (e.g., measures of efficacy, burnout, and mindfulness), work place perceptions (e.g., Organizational Health Inventory, orientation to innovation, staff focus on student learning). It is predicted that teaching skill, efficacy, and awareness will be associated with higher implementation quality while burnout and negative work perceptions will be associated with lower quality. A series of multilevel models will be tested to determine the extent which growth in teachers' implementation quality over the course of the school year varies as a function of the teacher factors. Specifically, we will employ a multilevel modeling approach to determine the extent to which changes in the teachers' use, fidelity, and quality (6 assessments each over the year) are influenced by teachers' professional experiences, personal resources, and workplace perceptions. Understanding the influence of teacher characteristics on implementation will inform efforts aimed at developing readiness interventions that may prevent poor implementation and ultimately enhance student outcomes achieved through universal preventive efforts.

**Theme Groups:** 1 Key social relationships

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