

Research Design, Methods, Analytical and Data Analysis Techniques

Research Design

This multi-year parallel-arm study used a cluster randomized design with 40 rural public K-12 schools in Idaho, which were randomized to one of two conditions: 1) a standard series of trainings about PBIS (basic condition), or 2) an enhanced condition that includes the standard training series plus the supports of RS3. The yearly trainings provided to all schools are described below.

Teaming (all schools). Each school was guided in developing a PBIS implementation team of 5 to 8 people, including the school principal. One person was designated as the team coach—a person with primary responsibility for guiding the PBIS implementation team’s work.

Yearly PBIS trainings (all schools). Trainings on PBIS content were provided to all schools in the summers of 2019, 2020, and 2021. All members of the school’s PBIS team were invited to the training, and attendance rates were high (above 95% of invited people were present on each day of training). Content was aligned with PBIS tiers, with Year 1 covering Tier 1 PBIS (universal prevention), Year 2 covering Tier 2 (targeted interventions) plus a refresher on Tier 1, and Year 3 covering Tier 3 (intensive interventions) with a Tier 1 refresher and integration of practices across all tiers. Training was conducted in-person in 2019. Due to social distancing restrictions because of the Covid-19 pandemic, the PBIS trainings were conducted virtually in 2020 and 2021. In 2019, travel expenses were paid, and participants received a stipend for attending. In 2020 and 2021, the training sessions were conducted via synchronous teleconferencing and team members who attended were provided a stipend for their time, but no travel expenses. Each year, the PBIS trainings lasted 3-4 days. Each summer, the trainings

