|  |  |
| --- | --- |
| **Table 1. Teacher Demographics (N=98)** | **n (%)** |
| Sex  Female  Male | 93 (95%)  5 (5%) |
| Age  18-30  31-50  51+ | 30%  53%  16% |
| Ethnicity  Hispanic  Non-Hispanic | 18 (18%)  81 (82%) |
| Race  Asian American/ Pacific Islander  Caucasian/White  Native American  Filipino/a American  Other  Mixed | 5 (5%)  79 (81%)  1 (1%)  2 (2%)  7 (7%)  4 (4%) |
| Highest Level of Education  High School/GED  Bachelor’s Degree  Master’s Degree | 1 (1%)  45 (46%)  52 (53%) |
| Years Special Education Experience  0-5  6-10  11-20  21+ | 30 (31%)  33 (34%)  30 (31%)  5 (5%) |
| Years ASD Experience  0-5  6-10  11-20  21+ | 30 (31%)  33 (34%)  31 (32%)  4 (4%) |
| Classroom Settings  Inclusion  Self-Contained Special Education | 20 (20%)  78 (80%) |

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| **Table 2. CPRT Components and Descriptions** | | |
|  | **CPRT Component** | **Description** |
| Antecedent  Components | Incorporates choice | The teacher provides specific choices to the student, either within or between activities. |
| Follows student interest | The teacher responds to student interest within the context of the lesson, activity, or learning objective and adjusts activities accordingly. |
| Incorporates preferred materials | The teacher sets up appealing activities or uses personalized, interesting, or unusual materials in the learning activities. |
| Takes or facilitates turns | The teacher or a student models a related play, academic or communication skill *at or just above* the students’ level. |
| Presents opportunities (maintenance/acquisition) | The teacher clearly *intersperses* tasks that are easy with tasks that are difficult for the students. |
| Gains attention before cue | The student is attending to the teacher *before* the teacher presents a cue. |
| Provide clear cues | A clear cue indicates to the students how they should respond and is at or slightly above the students’ response level. |
| Requires responding exemplars | The teacher uses multiple exemplars to target the same learning goal. An exemplar is a teaching material or tool related to a learning goal or concept. |
| Provides varied cues | The teacher alters the type or form of the instruction or opportunity to respond related to each learning goal. |
| Consequence Components | Provides contingent consequences | The teacher provides immediate, appropriate feedback to the student based on their response (correct, incorrect, or attempt). |
| Provides reinforcement | The teacher rewards the student for appropriate responding and behavior with something other than praise. |
| Provides direct reinforcement | The teacher uses rewards that are directly related to the teaching activity and/or the behaviors required. |
| Reinforces goal-directed attempts | The teacher should provide reinforcement after most of the students’ reasonable, goal-directed attempts. |

**Table 3. Measures, Data Collection Methods, Completion Rates and Descriptives**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title of Measure | Collection Method and Timing | n | Scale/Measurements | Mean (SD) | Range |
| *Outcome Measures* | | | | | |
| Satisfaction Questionnaire | Teacher report; collected at end of training year | 82 (84%) | 1-5 scale; averaged across items | 4.37 (.5) | 3-5 |
| CPRT Assessment (Teacher fidelity of CPRT) | Researcher evaluated; during all coaching appointments and four times across the year (video/blind coding) | Training year – 92 (94%);  Follow-up year – 74 (76%) | 1-5 scale; averaged across components | Training year: 3.6 (.5)  Follow-up year: 3.5 (.4) | Training year: 1.22-4.73  Follow-up year: 1.64 – 4.33 |
| Teacher Report of CPRT Use | Teacher report, collected monthly | 73 (74%) | 1-5 days per week,  # of minutes per day | 3 days per week (1.1);  47 minutes per day (36) | 1-5 days per week,  15-240 minutes per day |
| Teacher Sustainment of CPRT | Teacher report; collected 18 mo post training | 57 (58%) | 1-5 scale; averaged across items | Individual sustainment: 3.8 (.6)  School sustainment: 1.4 (.7) | Individual sustainment: 3-5  School sustainment: 2-5 |
| *Inner Context Factors* | | | | | |
| Evidence Based Practice Attitudes Scale | Teacher report; collected pre-training | 98 (100%) | 0-4 scale; averaged overall and within subscales | Total: 3.30  Appeal: 3.48  Requirements: 3.23  Openness: 3.33  Divergence: 2.50 | Total: 2.06-4  Appeal: 1.75-4  Requirements: 1-4  Openness: 1.75-4  Divergence: 0-2.5 |
| Program Implementation Climate Scales | Teacher report, collected after training completion | 80 (82%) | 1-5 scale; averaged overall and within subscales | Global: 3.7 (.9)  Ease of Use: 4.1 (.7)  Stress of Use: 4.2 (.6)  Training Quality: 4.7 (.4)  User Support: 4.4 (.6)  Communication: 4.0 (.9)  Rewards: 2.58 (1.3) | Global: 1.1-5  Ease of Use: 2.4-5  Stress of Use: 2.5-5  Training Quality: 3.1-5  User Support: 2.3-5  Communication: 1.8-5  Rewards: 1-5 |
| District Leadership Support Measures | Researcher evaluated; completed post training | 98 (100%) | 0-3 scale; individual scores utilized | Recruitment Support: 1.25  Facilitated Space: .93  Facilitated Time: .86 | Recruitment Support: 0-2  Facilitated Space: 0-2  Facilitated Time: 0-2 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 4. Bivariate Correlations Between Inner Context Variables** | | | | | | | | | | | | | | | |
|  | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. |
| 1. EPBAS Total | -- |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. EPBAS Appeal | .63\*\* | -- |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. EPBAS Requirement | .82\*\* | .33\*\* | -- |  |  |  |  |  |  |  |  |  |  |  |
| 4. EPBAS Openness | .73\*\* | .38\*\* | .44\*\* | -- |  |  |  |  |  |  |  |  |  |  |
| 5. EPBAS Divergence | -.39\*\* | .04 | -.12 | -.09 | -- |  |  |  |  |  |  |  |  |  |
| 6. District Recruitment Support | .12 | -.02 | .24\* | .06 | .05 | -- |  |  |  |  |  |  |  |  |
| 7. District Facilitated Time | .17 | .01 | .19 | .15 | -.06 | .58\*\* | -- |  |  |  |  |  |  |  |
| 8. District Facilitated Space | .16 | .11 | .19 | .12 | .04 | .58\*\* | .51\*\* | -- |  |  |  |  |  |  |
| 9. PICS Ease of Use | .23 | .31\*\* | .23\* | .15 | .14 | -.07 | -.14 | -.25\* | -- |  |  |  |  |  |
| 10. PICS Stress of Use | .23\* | .22 | .10 | .17 | -.17 | -.08 | -.18 | -.14 | .55\*\* | -- |  |  |  |  |
| 11. PICS Training Quality | .30\*\* | .18 | .27\* | .22 | -.11 | .12 | .07 | -.09 | .54\*\* | .44\*\* | -- |  |  |  |
| 12.PICS User Support | .24\* | .27\* | .17 | .15 | -.04 | .09 | -.01 | -.09 | .48\*\* | .51\*\* | .62\*\* | -- |  |  |
| 13. PICS Communication | .23\* | .10 | .31\*\* | .15 | .02 | .12 | .12 | -.09 | .59\*\* | .28\* | .59\*\* | .53\*\* | -- |  |
| 14. PICS Rewards | .32\*\* | .26\* | .24\* | .34\*\* | .02 | .04 | .01 | .06 | .49\*\* | .43\*\* | .43\*\* | .41\*\* | .51\*\* | -- |
| 15. PICS Global Climate | .28\* | .29\* | .26\* | .13 | -.05 | .11 | .06 | -.04 | .48\*\* | .46\*\* | .51\*\* | .45\*\* | .55\*\* | .55\*\* |

Note: \*p≤.05; \*\*≤.01