Mid-America (HHS Region 7)

MHTTC   Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Calculating the Cost of Implementation Overload

Programs vary in the number of kids in a school they *can service at any time* (**Reach)** and *how many they, on average, actually help* (**Effectiveness)**

And schools vary in *how well they implement the key components of those programs* (**Fidelity**). In fact, current research estimates schools are, on average, implementing large programs (e.g., school-wide PBIS) with 60-70% fidelity (e.g., Nelen, Blonk, Scholte, & Denessen, 2020).

Program	Reach	Effectiveness	Fidelity	Overload Reduction
A	.75	.40	.60	.10
B	.50	.90	.60	.10
C	.25	.60	.60	.10
D	.10	.80	.60	.10

Above are 4 programs for well-being. Program A is a well-being for staff that is expected to not only help staff but also help students because staff are healthier. The other programs are student-focused.

Let's calculate what each program is capable of doing for staff on its own. Pretend you are at a school with 1000 students. Use this equation to calculate overall effectiveness of each program.

Students Served = 1000 * Program Reach * Effectiveness * Fidelity

1) Program A = _____
2) Program B = _____
3) Program C = _____
4) Program D = _____

Now, calculate the effectiveness of program A (well-being) if teachers are also trying to implement program B, program B + C, and then program B + C + D. Use this formula

Students Served = 1000 * Program Reach * Effectiveness * (.6-.1*# of programs)fidelity

1) Program A with 1 additional program = _____
2) Program A with 2 additional programs = _____
3) Program A with 2 additional programs = _____

Nelen, M. J., Blonk, A., Scholte, R. H., & Denessen, E. (2020). School-Wide Positive Behavior Interventions and Supports: Fidelity of Tier 1 Implementation in 117 Dutch Schools. *Journal of Positive Behavior Interventions*, 1098300719879621.