

Supplemental Table 1

*Correlation Matrix of Fidelity, School, and Participant Characteristics*

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<i>Classroom Fidelity</i>																	
1. DTT Intensity	---																
2. DTT Accuracy	.37**	---															
3. PRT Intensity	.29**	.08	---														
4. PRT Accuracy	.21	.47**	.17	---													
5. VS Intensity	.10	.18	.25*	.23*	---												
6. VS Accuracy	.22	.36**	.10	.36**	.73**	---											
<i>School Characteristics</i>																	
7. School Size	-.18	-.10	-.07	-.16	-.19	-.16	---										
8. Perc. Free/Reduced Lunch	-.48**	-.15	-.26*	-.01	.13	.02	.09	---									
9. Perc. IEPs/SpED	.12	.10	.04	-.08	.09	.18	-.39**	.08	---								
10. Perc. Minority	-.34**	-.09	-.17	.12	.20	-.01	-.11	.79**	.04	---							
<i>Teacher &amp; Classroom Staff Characteristics</i>																	
11. Teacher/Staff Age	-.05	-.13	.07	-.07	.07	.04	.08	-.06	-.12	-.11	---						
12. Teacher/Staff Gender	-.06	-.01	-.05	-.04	-.07	.05	.01	.08	.02	.06	-.13*	---					
13. Teacher/Staff Latinx	-.07	-.05	.03	-.01	.10	.07	.09	.15*	.00	.15*	.05	-.09	---				
14. Teacher/Staff Ethnicity	-.09	-.06	-.02	.08	.03	-.09	.002	.19**	-.09	.27**	-.09	.01	.07	---			
15. Graduate School	-.01	-.01	-.04	.06	-.09	-.09	.07	-.06	-.01	-.05	.03	-.21**	.04	-.22**	---		
16. Specialized ASD Training	.07	-.02	-.10	-.04	-.14*	-.14*	-.06	.04	-.01	.004	-.11	.02	.03	-.18**	.23**	---	
17. SpED Experience	-.02	-.04	-.08	-.07	-.04	-.03	-.01	.03	-.07	.001	.001	.01	-.02	-.10	.34**	.19**	---
18. Years Experience	-.04	-.14	.03	-.04	-.01	.08	-.02	.01	-.03	-.08	.48**	-.08	-.05	-.03	.13	.13	.00

Note. DT = Discrete Trial Training; PRT = Pivotal Response Training; VS = Visual Schedule, IEP = Individualized Education Program; SpED = Special Education; ASD = Autism Spectrum Disorder. \*\* $p < .01$ , \* $p < .05$

Supplemental Table 2

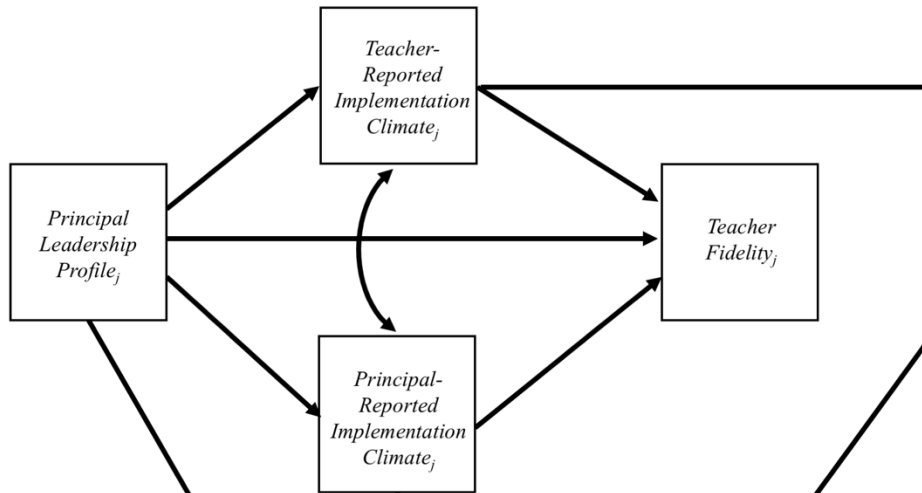
*Participant and school characteristics by region*

<b>School Characteristics</b>	<b>Northeast (n = 50)</b>	<b>Northwest (n = 16)</b>
School size, <i>M (SD)</i>	600.8 (198.8)*	509.1 (101.9)*
Percentage of Students with Free & Reduced Lunch, <i>M (SD)</i>	93.1 (15.3)**	30.0 (22.2)**
Percentage Students with IEPs/SpED, <i>M (SD)</i>	14.5 (5.3)	14.4 (5.22)
Percentage of Students Minority, <i>M (SD)</i>	82.8 (22.3)**	43.2 (16.2)**
School Implementation Climate, <i>M (SD)</i>		
Teacher Reported Implementation Climate	2.0 (.1)	2.0 (.1)
Principal Reported Implementation Climate	2.0 (.1)	2.3 (.1)
School Leadership Profiles, No. (%)		
Undifferentiated	8 (16.0%)	2 (12.5%)
Optimal	42 (84.0%)	14 (87.5%)
<b>Principal Characteristics</b>	<b>Northeast (n = 40)</b>	<b>Northwest (n = 16)</b>
Age (Years), <i>M (SD)</i>	46.1 (7.8)	50.5 (7.5)
Gender (Female), No. (%)	26 (65%)	8 (50%)
Ethnicity (Latino), No. (%)	5 (13%)	0 (0%)
Race (White), No. (%)	19 (48%)**	15 (94%)**
Graduate School, No. (%)	37 (93%)	15 (94%)
Specialized ASD Training, No. (%)	4 (10%)	3 (19%)
Years in Current Position, <i>M (SD)</i>	9.1 (7.3)	8.8 (6.9)
<b>Teacher &amp; Classroom Staff Characteristics</b>	<b>Northeast (n = 148)</b>	<b>Northwest (n = 75)</b>
Age (Years), <i>M (SD)</i>	40.3 (12.7)	40.9 (11.9)
Gender (Female), No. (%)	136 (%)	68 (%)
Ethnicity (Latino), No. (%)	8 (%)	0 (0%)
Race (White), No. (%)	85 (%)**	69 (%)**
Graduate School, No. (%)	67 (%)	27 (%)
Specialized ASD Training, No. (%)	86 (%)	41 (%)
SpED Teaching Experience, No. (%)	107 (%)	49 (%)
Years in Current Position, <i>M (SD)</i>	4.3 (5.2)	3.5 (4.0)
<b>Classroom Characteristics</b>	<b>Northeast (n = 67)</b>	<b>Northwest (n = 21)</b>
Discrete Trial Training (DT) Classroom Fidelity		
DT Intensity	.72 (.74)**	2.34 (1.30)**
DT Accuracy	1.96 (1.31)*	2.65 (.95)*
Pivotal Response Training (PRT)		
PRT Intensity	.55 (.66)	.84 (1.13)
PRT Accuracy	1.97 (1.20)	1.91 (.85)
Visual Schedule (VS) Classroom Fidelity		
VS Intensity	1.91 (1.63)	1.56 (1.17)
VS Accuracy	1.54 (1.02)	1.77 (1.19)

*Note.* IEP = Individualized Education Program; SpED = Special Education; ASD = Autism Spectrum Disorder; DT = Discrete Trial Training; PRT = Pivotal Response Training; VS = Visual Schedule. Differences between regions (Northeast and Northwest) indicated by \*\* $p < .01$ , \* $p < .05$ .

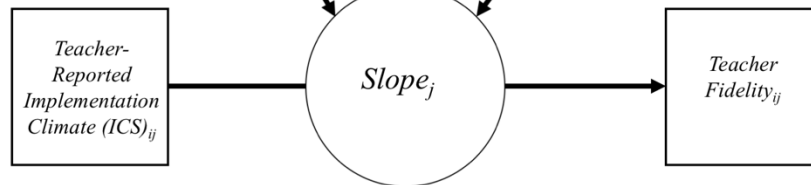
## Model for School-Level Variables

$j = j^{\text{th}} \text{ school}$



## Model for Classroom-Level Variables

$ij = i^{\text{th}} \text{ classroom in } j^{\text{th}} \text{ school}$



*Supplemental Figure 1.* Depiction of the multilevel structural equation model used to test hypotheses of Aim 2. The top and bottom portions of the figure depict variables (as squares) measured at the school and classroom levels, respectively. The circle depicts the slope for the relation between teacher reported implementation climate and teacher fidelity for the  $j^{\text{th}}$  school at the school level, which may be conceptualized as a school level variable (i.e., this summarizes a relation across all classroom measures for a given school).