

School-wide Positive Behaviour Support

Erasmus+

Decide Right

April 4th 2022

Monique Nelen & Sui Lin Goei



***Welcome Turkish and
Finnish guests!***

University of
Applied Sciences

Windesheim



Outline

1. Meet and greet
2. Mutual expectations
3. The five pillars of SWPBS
4. Multi-tiered system of support
5. Tier 1 interventions
6. Challenging educational situations
7. Research
8. Cultural adaptation of SWPBS
9. Fidelity of implementation
10. Phases of implementation



Which are your
values and
expectations in your
school or setting?

**Reserved
PBIS Staff
Member
of the
Month**



Before we start...



Three different countries with different conducts: important to set behavioural expectations

Goal: What values are important in transnational meetings?

VALUE GAME (15 minutes):

Individual

- Individually choose your values important for you and mark them with a post it (remember them)
- Come to a top 3!

Group work

- Form groups of 3 and exchange your values
- What are values important in our transnational meetings: come to a consensus of the top 3.

Plenary: groups present their top 3 values

Group work:

- Discuss what this looks like in practice (what do you want to see and hear?)



Defining behavior expectations

Matrix:

| | Value 1 | Value 2 | Value 3 |
|--------------|---------|---------|---------|
| Meeting room | | | |
| Lunch | | | |
| Other .. | | | |



Expectations

Different cultures, different values, different expectations

- Respect our efforts to communicate in English
- Take time to process the information: breaks, repeat information et cetera
- You will need to culturally adapt SWPBS to your culture and system
- ...



Before we continue ..



A short introduction of

- The Netherlands
- Our educational landscape
- Higher Education in the Netherlands
- Windesheim University and Expertise Centre PBS

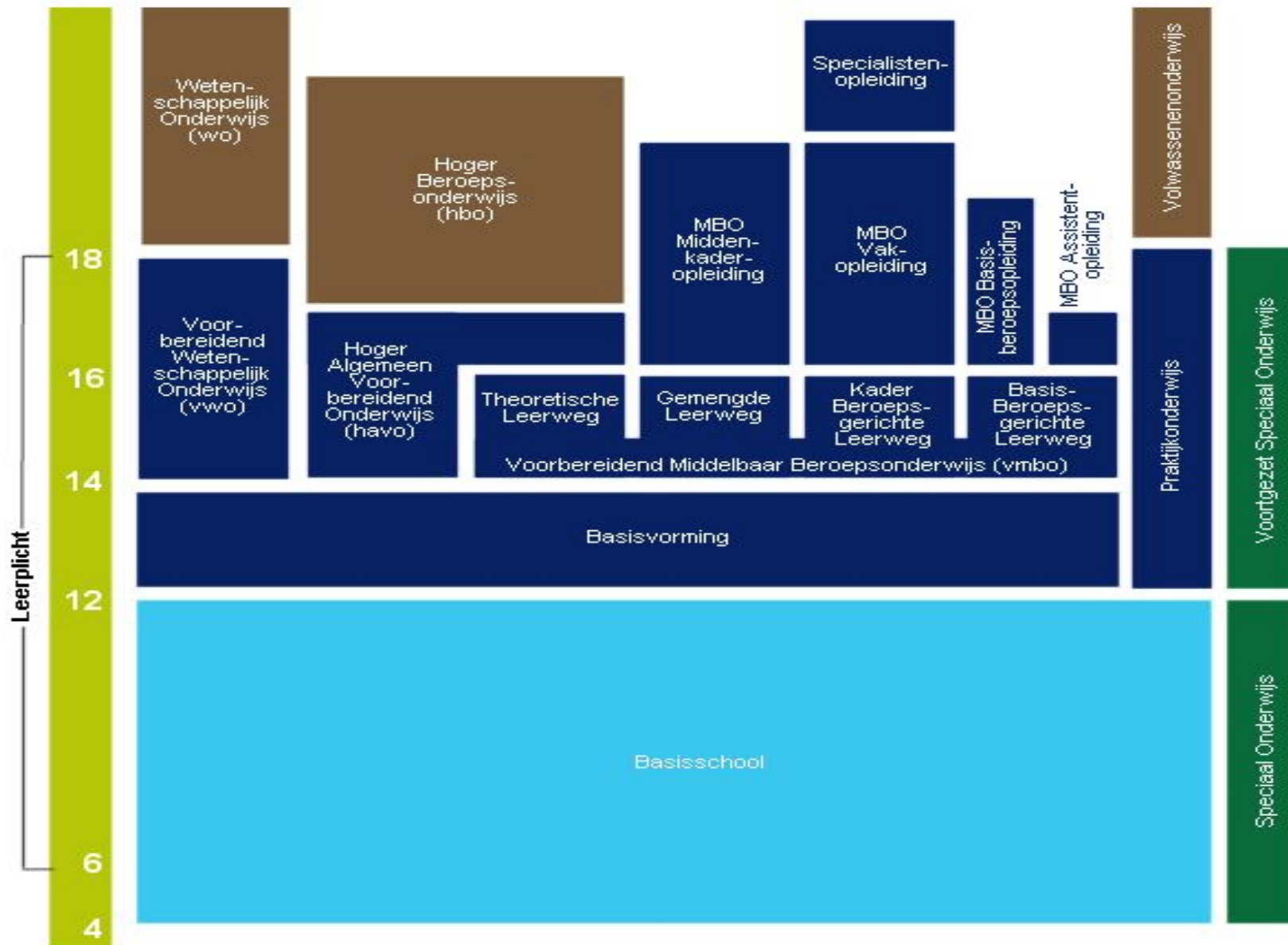


Netherlands

- Approximately **17 million** inhabitants, surface area of **41,543 km²**
- **6,431 schools for primary education** and **638 schools for secondary education**
- Primary education schools **relatively small** (50% of schools have less than 200 students)
- **Freedom of education** is a Dutch constitutional right: schools decide how to educate their students; all receive an allocated budget from Dutch government. Schools can differ in religious affiliation (Catholic, Protestant, ..), or in educational philosophy (Montessori, Dalton, Jenaplan).
- Dutch government establishes educational goals; a national inspectorate monitors the quality of education in schools.
- Governance: **centralised policy** implemented by school boards with a **high degree of school autonomy**
- Second highest amount of **(teacher) autonomy** in the world in choosing tests and curriculum (OECD, 2011).
- **Parents** are free to choose a school, and **costs are minimal**.



Educational landscape in the Netherlands

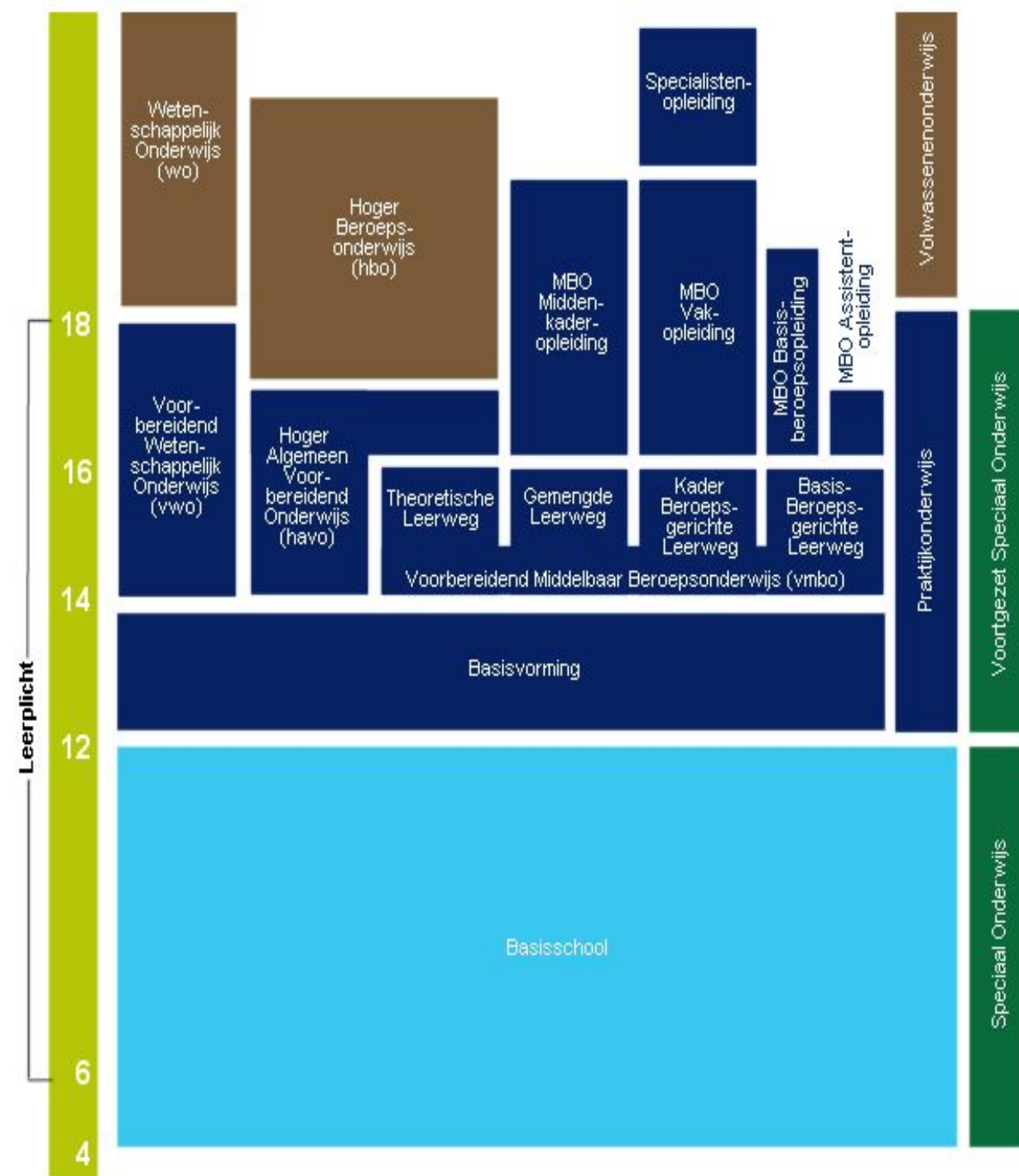


School System in the Netherlands

Three phases:

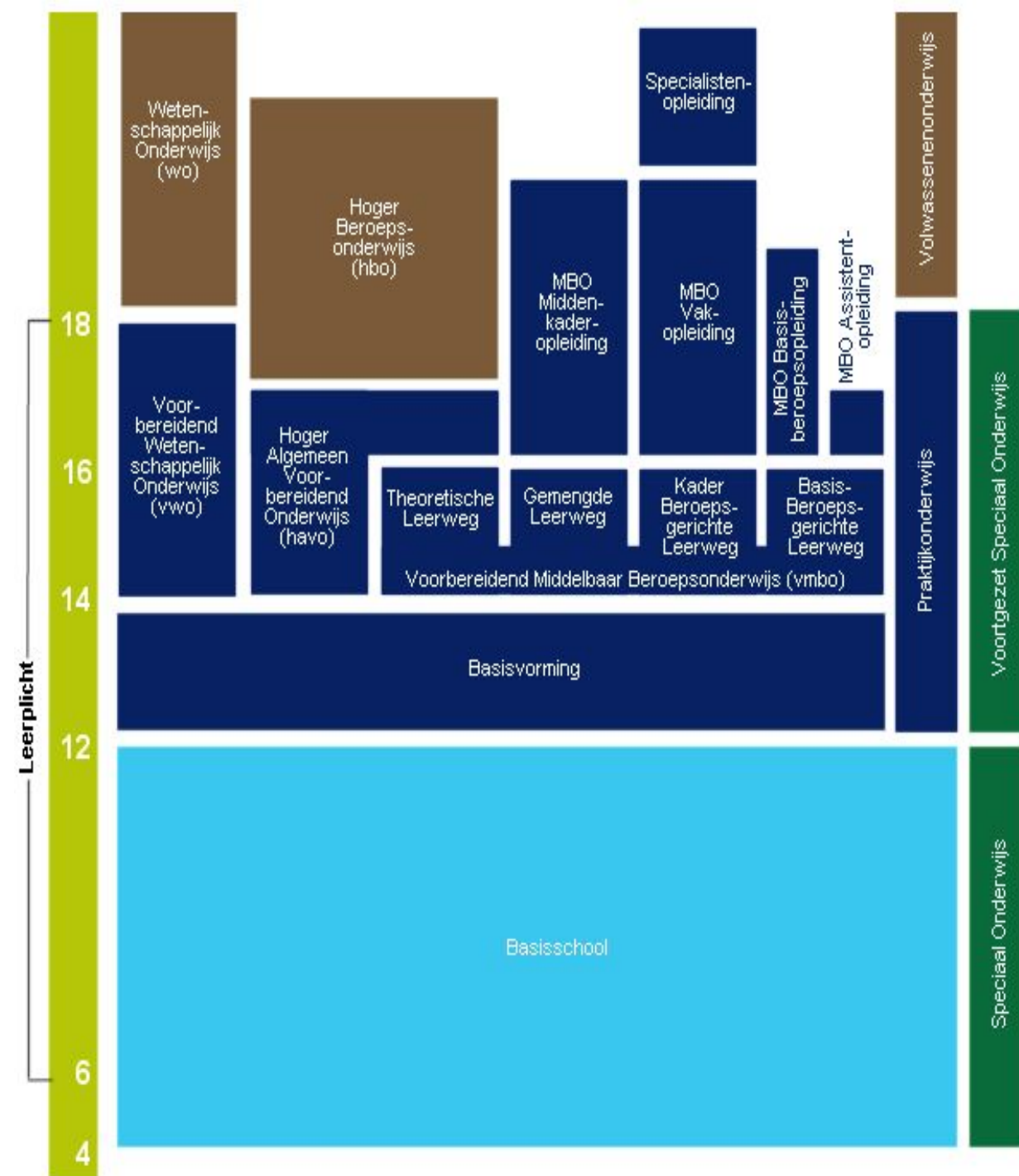
1. primary education,
2. secondary education,
3. and continued education.

Students are obligated to follow an educational track until age 18, or until they obtained one of the following qualifications: senior secondary vocational education (level 2, 3, or 4), senior general secondary education, or pre-university education.



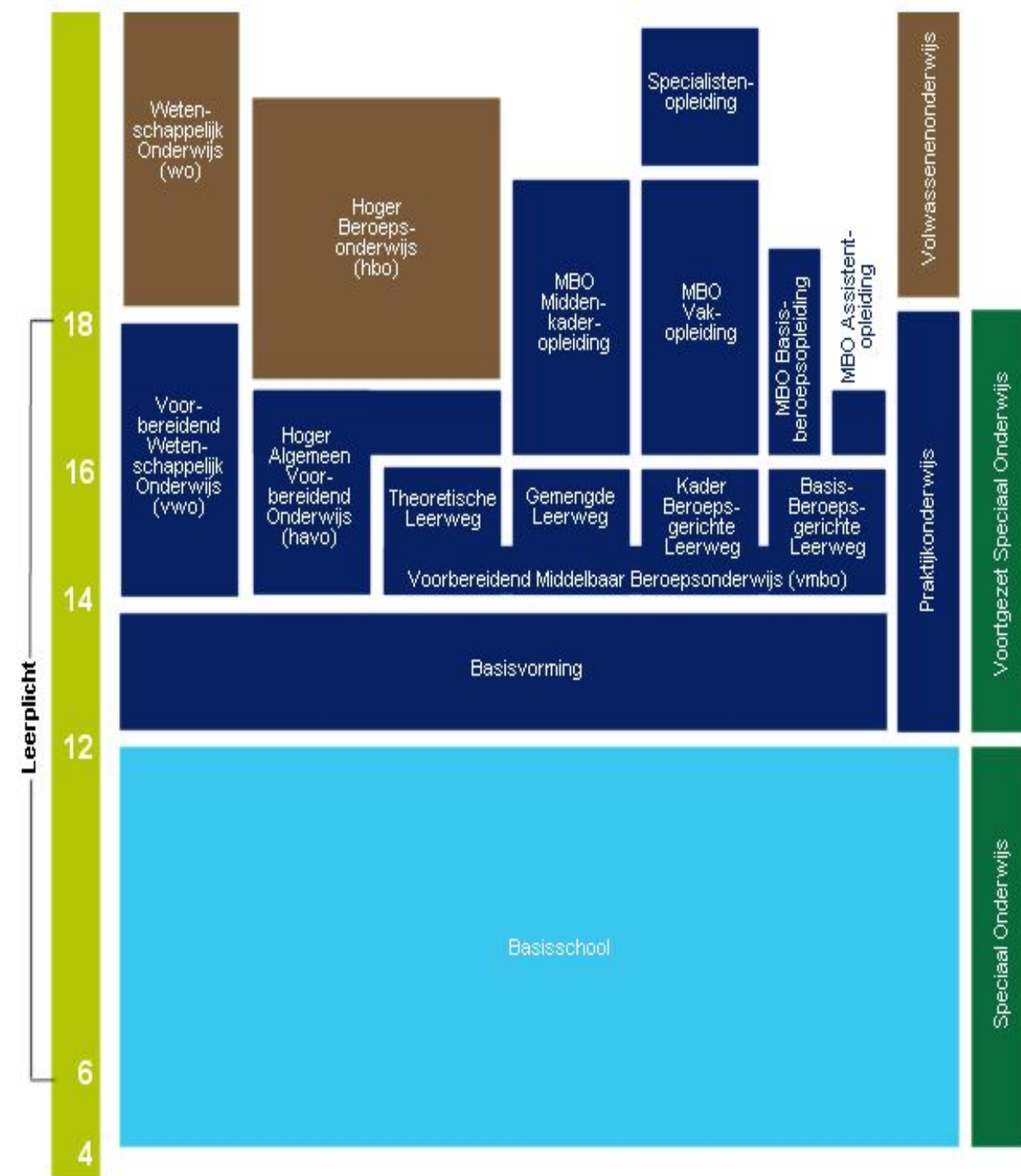
Primary education

- Starting age compulsory education is 5 years.
- Most children enrol in primary education (age 4-12) at age 4.
- When children finish grade 6, they leave primary education.
- Based on results on tests (e.g. CITO) and school advise, children can enrol in four different levels of secondary education.



Secondary education

- Four levels: practical training, pre-vocational secondary education, senior general secondary education, and pre-university education.
- Practical training and pre-vocational secondary education (age 12-16) provide access to senior secondary vocational education.
- Senior general secondary education (age 12-17) provides access to universities of applied sciences.
- Pre-university education (age 12-18) provides access to universities and universities of applied sciences.



Continued Education

After secondary education, students can, based on their secondary education diploma, enrol in three kinds of continued education:

- senior secondary vocational education (level 1-4)
- universities of applied sciences (bachelor-master)
- Research universities (bachelor-master)

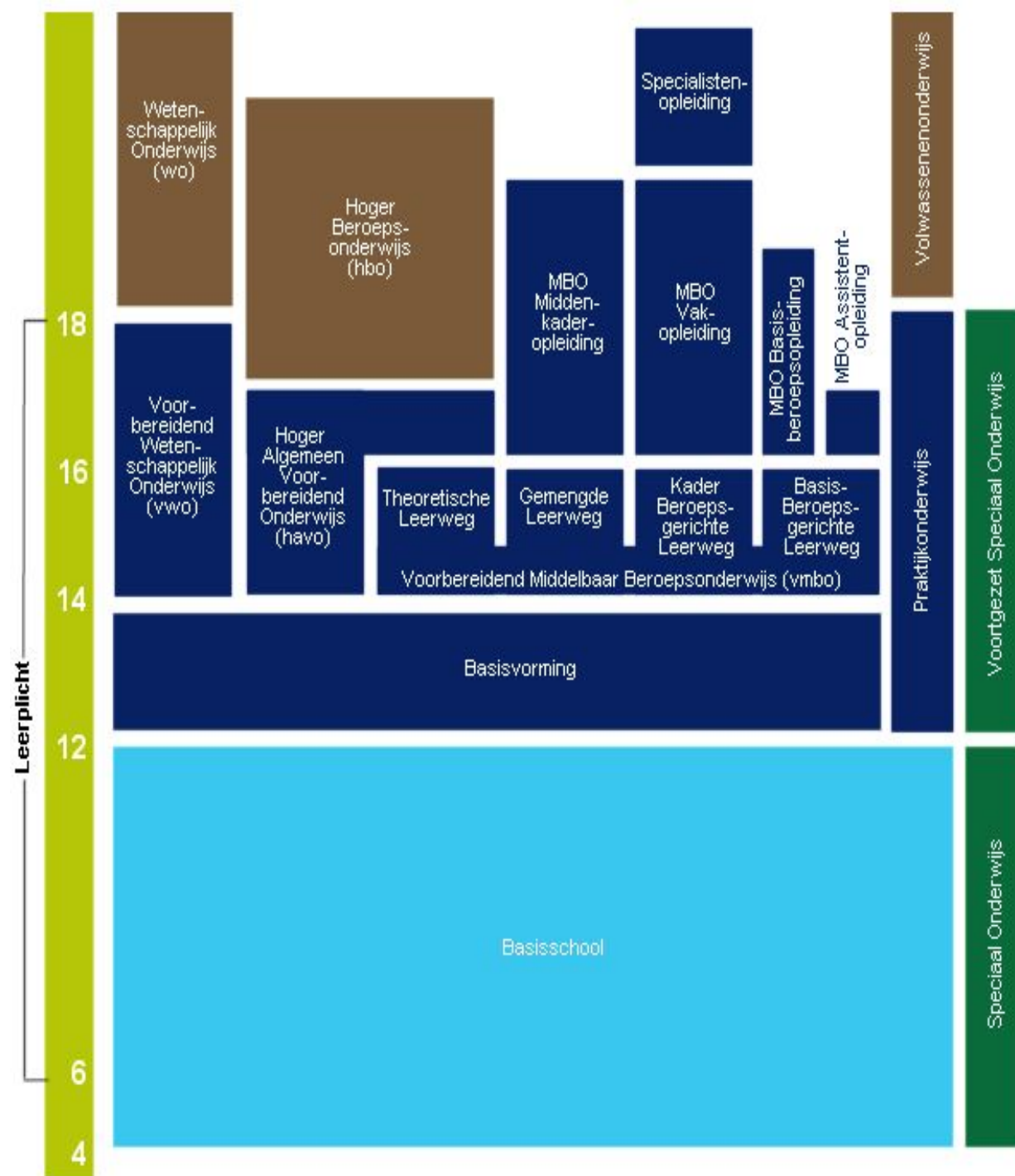


Figure 13 Teaching qualifications.

| Types of qualifications | Standard programme | | Institutional providers |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| | Structure | Allows for teaching in | |
| Primary education teaching qualification | <ul style="list-style-type: none"> Four years integrated bachelor programme (education and practice). | <ul style="list-style-type: none"> Primary education – all grades Special education – all grades | University of Applied Sciences (HBO) – “Pedagogic Academic Basic Education” (PABO) |
| Secondary education 2 nd degree teaching qualification | <ul style="list-style-type: none"> Four years integrated bachelor programme on subject (e.g. English). | <ul style="list-style-type: none"> VMBO – all grades (1 to 4) HAVO – grades 1 to 3 VWO – grades 1 to 3 MBO – all grades | University of Applied Sciences (HBO) |
| Secondary education 1 st degree teaching qualification | <ul style="list-style-type: none"> Four years bachelor or master programme focused on subject, followed by 1 or 2 years pedagogical and didactical integrated master programme. | <ul style="list-style-type: none"> VMBO – all grades (1 to 4) HAVO – all grades (1 to 5) VWO – all grades (1 to 6) MBO – all grades | University – teacher education college University of Applied Sciences (HBO) |

Academic Group (AG)

Meaningful and inclusive learning Environments

Professor Sui Lin Goei and Associate professor Martijn Willemse

Three research lines:

1. Multi-tiered systems of support
2. Professionalisation of teachers and teacher trainers
3. Inclusive teaching in higher education



Windesheim Expertise Centre for PBS

- (School-Wide) Positive Behavior Support
- 2009 introduction of PBS in the Netherlands
- Since 2012 Expertise Centre for PBS at Windesheim
- Part of Windesheim University, Domain Human Movement and Education
- Embedded within the AG 'Meaningful and Inclusive learning environments' of Sui Lin Goei PhD
- EC PBS Leadership team: Monique Nelen PhD & Joke Kamstra MA



Partners

Windesheim AG of Sui Lin Goei PhD

Radboud University Nijmegen

VU University Amsterdam

Fontys University of applied sciences

Part of national PBIS leadership team (APBS network)

Collaboration with partners from universities in Belgium, France, UK, Germany, Denmark

PBS Europe network

University of South Florida (USF)

University of Oregon



Achievements

Cultural adaptation of
SWPBS to Dutch context

Development of training
and materials

Approximately 400 Dutch
schools now working with
SWPBS

Annual national SWPBS
conference

Leading in Dutch research
on SWPBS

Fidelity measures

European network in
collaborating in cultural
adaptation, development of
materials and training,
research, and school
support

Sui Lin Goei is president of
PBS-Europe Network and
Ex-Officio Board member of
the American Association of
Positive Behavior Support
(www.apbs.org)




Intermezzo: dedicated European Virtual Strand

APBS 13-16 April

www.apbs.org/conference
EUROPEAN VIRTUAL STRAND


APBS



Day 1
RESEARCH
in Early Childhood and School-wide Systems
Wednesday, April 13, 2022
3 - 6 pm CEST

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Day 2
**SCHOOL-WIDE POSITIVE
BEHAVIOUR SUPPORT**
in UK Schools
Thursday, April 14, 2022
3 - 6 pm CEST

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Day 3
**IMPLEMENTATION OF
SWPBS ACROSS EUROPE**
Presentations from Across Europe
Friday, April 15, 2022
3 - 6 pm CEST

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EUROPEAN VIRTUAL STRAND

APBS



Day 4
**FUTURE DIRECTIONS AND
DEVELOPMENTS IN EUROPE**
New Directions and Developments
Saturday, April 16, 2022
4 - 6 pm CEST



Research topics



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Results of SWPBS in
Dutch schools

Cultural adaptation
of SWPBS

Fidelity measures in
Dutch schools

Bully prevention

Social safety

Tackling discipline
problems

Designing lessons
for behavior with
teachers via Lesson
Study

Coaching starting
teachers



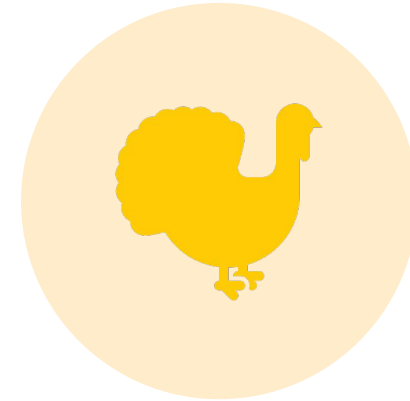
Introduce yourself



WHAT IS YOUR
PROFESSIONAL CONTEXT?



WHAT DO YOU ALREADY
KNOW ABOUT SWPBS?



WHAT DO YOU WISH TO
LEARN DURING THIS VISIT?



SWPBS



here we go! →

School-wide Positive Behavior and Support (SWPBS) (also called PBIS)



Prevention focused



Aim: to create safe learning environments



Reducing behavior problems and increasing students' social and behavioral success



General features:



General features of SWPBS



focuses on evidence-based behavioral practices (Sugai, Hagan-Burke, & Lewis-Palmer, 2004; Sugai & Horner, 2006);



incorporates many features of a response to intervention (RtI) approach (Hawken, Vincent, & Schumann, 2008; Sugai & Horner, 2006, 2009);



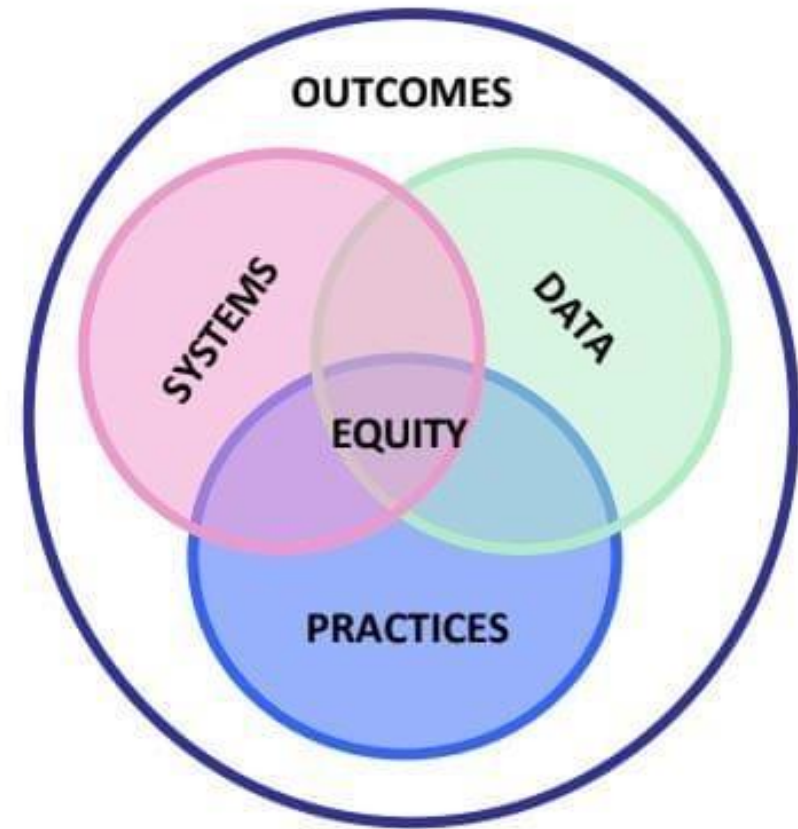
Multi tiered approach of student support (Sugai & Horner, 2009);



Focusing on teaching positive, prosocial behavior skills to all students or members of a school (Hawken & O'Neill, 2006).



Multi-tiered Systems of Support

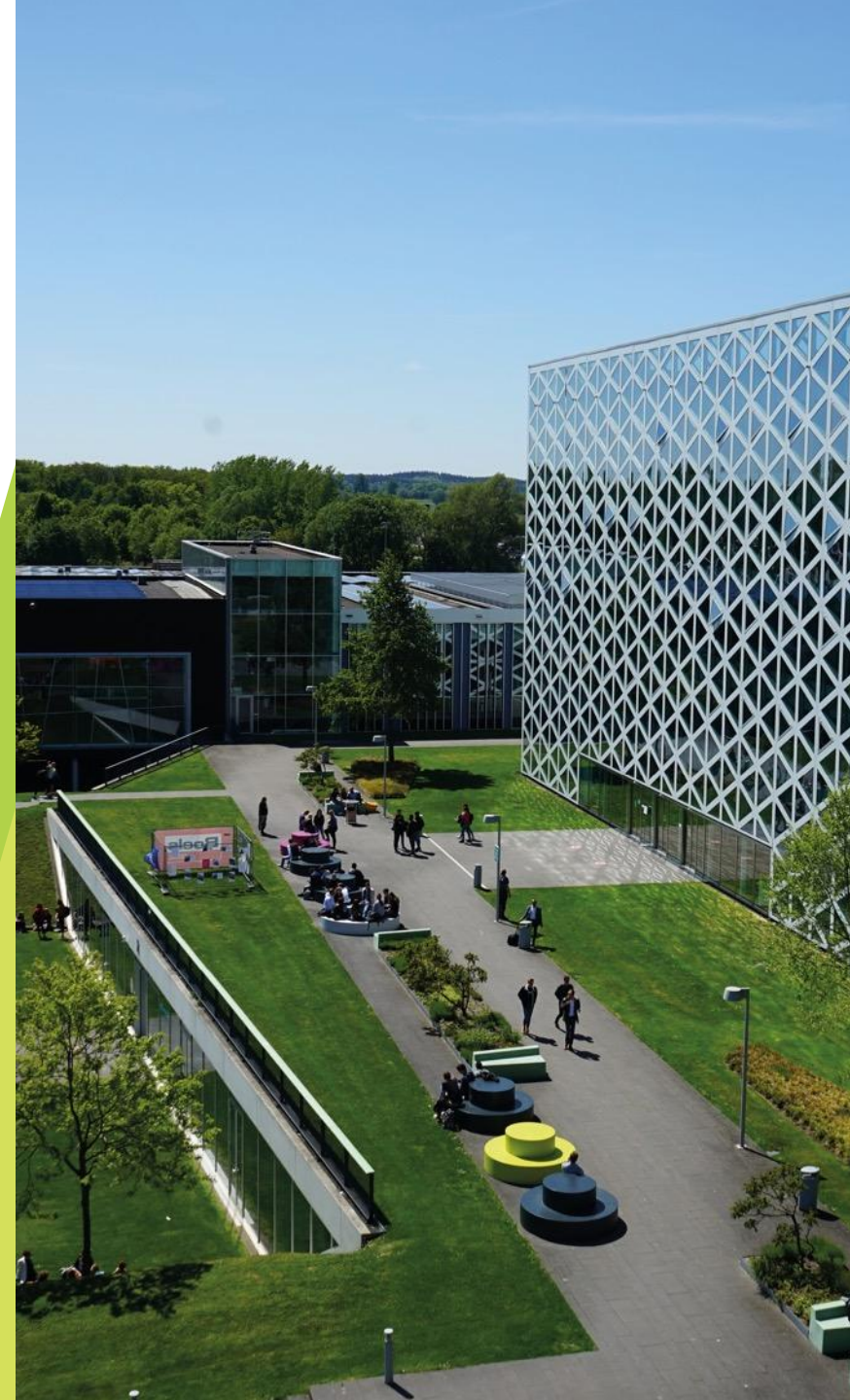


Why SWPBS?

Legislation

In the Netherlands:

- 'Active citizenship': knowledge / skills/ attitude
- Democratic values: freedom, equality, justice, respectfull & responsible
- Schools: safe environment, positive & preventive approach, active participation of students & partnership with parents
- Your context??



How?

Starting point

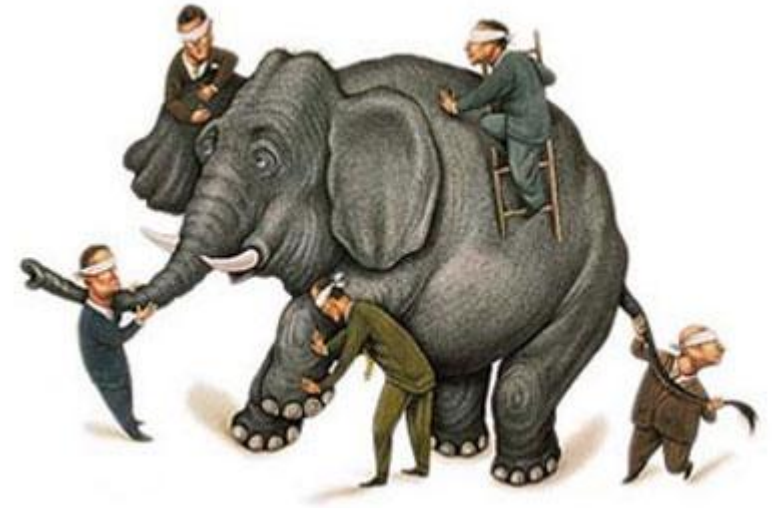
- We cannot 'make' students learn or behave.
- We can only create **environments** that increase the likelihood that students will learn and behave.
- **Environments** that are guided by a **core curriculum** and implemented with **consistency** and **fidelity**.

(Lewis, 2010)

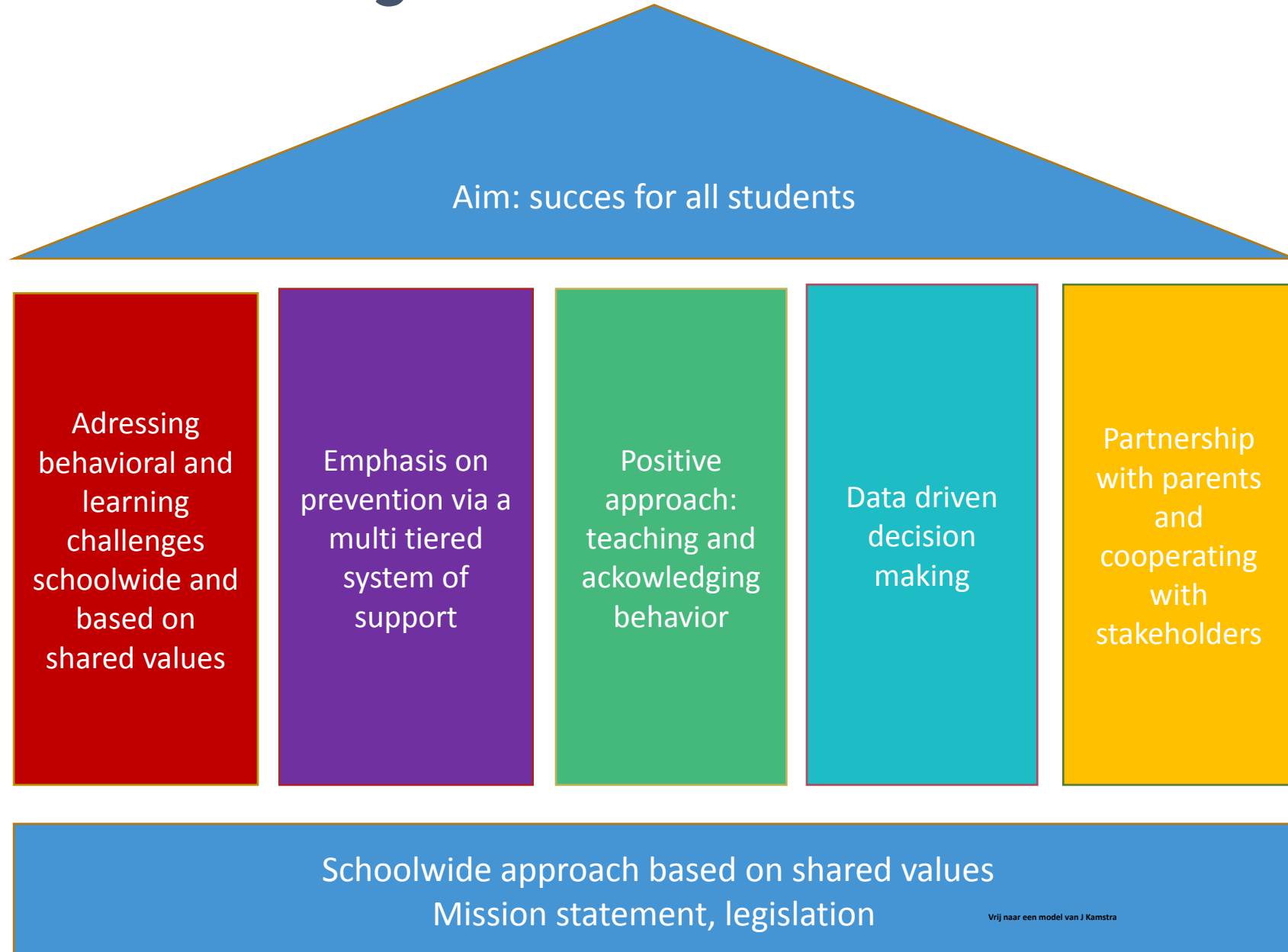


“5 pillars of SWPBS”

- A Dutch “invention” to translate core features described in guidelines, handbooks and articles
 - To facilitate implementation for schools
1. Schoolwide approach based on shared values
 2. Prevention: multi tiered system of support
 3. Positive approach: teaching and acknowledging behavior
 4. Data driven decision making
 5. Partnership with parents and cooperation with other stakeholders



SWPBS = like building a house



PBS metaphor of building a house



Start: explore the building site where you want to build the house



Why do we want to move? What are the needs?



Intention: are we ready to do the job?



Building the basement: 3-4 shared values



Floors (non-classroom settings) and rooms (classroom): Expected behavior becomes visible, values are “everyday practice”



Maintenance of the house



Following architectural standards: fidelity



Maintenance is needed



PBS is

Framework for enhancing adoption & implementation of

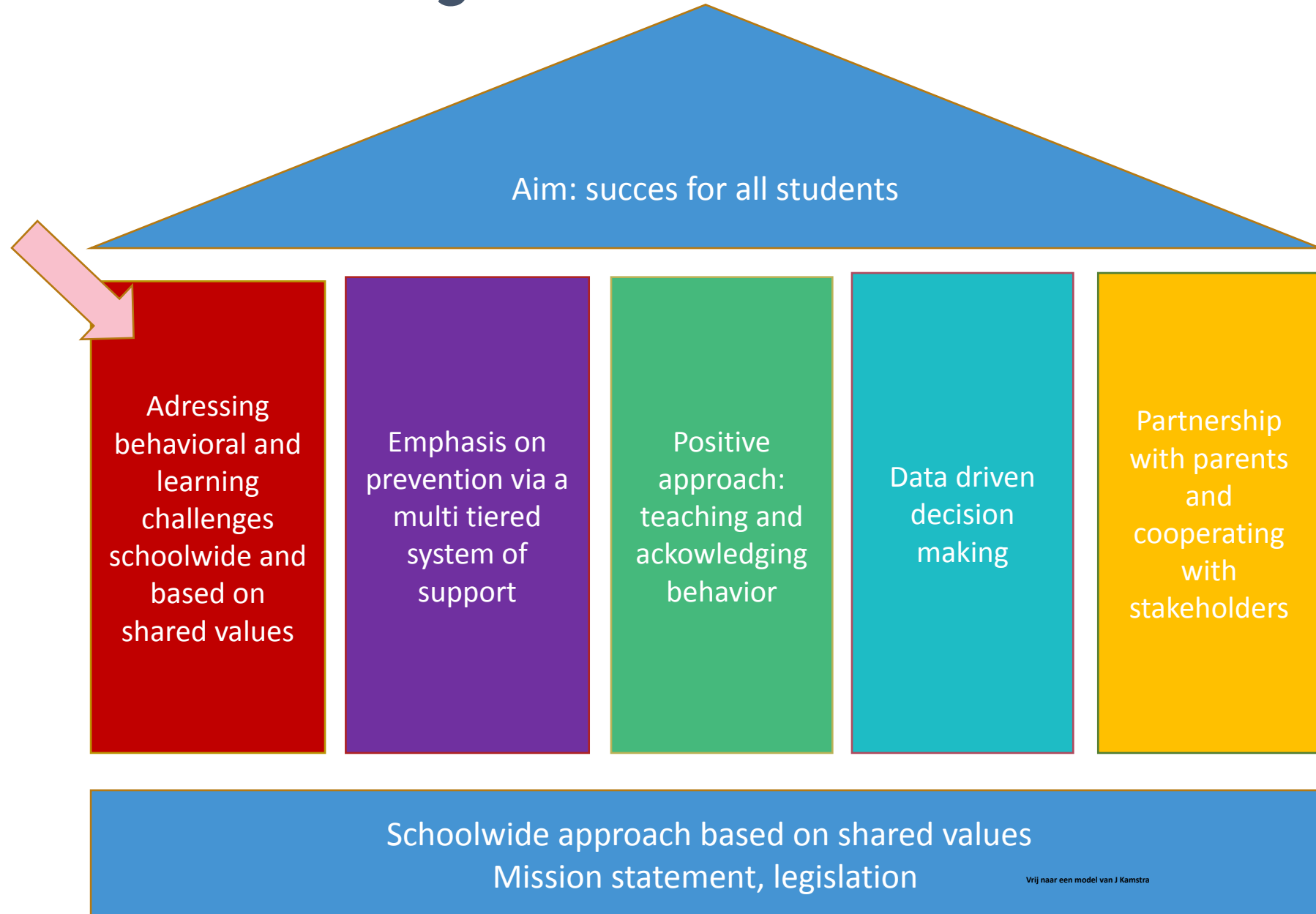
Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students



SWPBS = like building a house



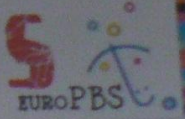
Pillar 1: Schoolwide mission/ vision/ values

Exercise to do: value game

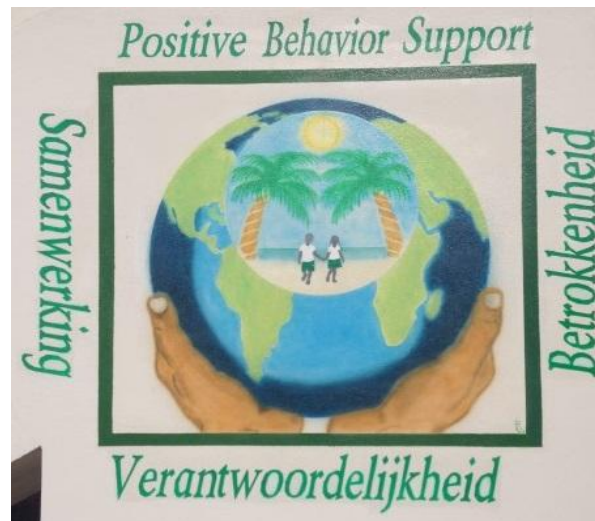


İSTEK BELDE SCHOOLS
OUR VALUES

RESPECT RESPONSIBILITY FAIRNESS



Shared values visualized...



Shared Values

Be safe

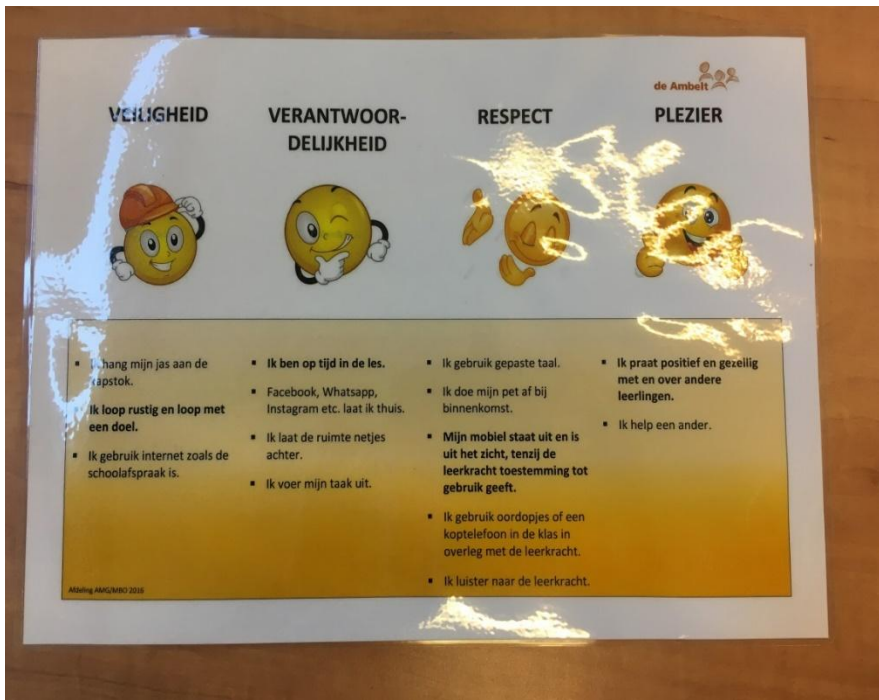
Be responsible

Be respectfull



We zullen het zien/meemaken!
(Helma)





| Verwachtingen voor in de klas | | |
|-------------------------------|--|--------------------------------------------------------------------------------------------------------|
| RESPECT | | Ik ben stil als de ander praat. |
| VEILIGHEID | | Ik blijf van de ander af. Ik gebruik spullen waarvoor ze zijn bedoeld. |
| VERTROUWEN | | Ik houd mij aan afspraken. |
| PLEZIER | | Ik weet dat de juf/meester er is om mij te helpen. Ik voel me fijn tijdens het werken en/of spelen. |



Example Hungerford (UK)

| Expectation | All settings | Classroom | Hallway |
|----------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Be safe | Move Calmly Stop at the high 5 signal | Keep hands and feet to yourself Push your chair in Sit on the chairs in the right way | Stay to the right Walk calmly Eyes forward |
| Be respectful | Follow instructions of any adult | Listen to the speaker Ask for and accept help | Hands at your sides Talk quietly |
| Be responsible | Use appropriate voice level and language | Put things away Take care of school property and belongings | Be in hall only with permission Go directly to your destination |



Exercise: establish behavior expectations

Matrix:

| | Value 1 | Value 2 | Value 3 |
|-------------------------|---------|---------|---------|
| Non-classroom setting 1 | | | |
| Non-classroom setting 2 | | | |



Values and behavioral expectations:

exploratory study in Netherlands, Italy and Lithuania

)

PBIS in ARETE: R&D — Universal BE matrix (shortlist)

| ARETE PBIS Matrix | | Values and Expectations | | |
|------------------------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Respect | Responsibility | Safety |
| | 1 | Yourself | Yourself | Yourself |
| | 2 | Others | Others | Others |
| | 3 | Property/environment | Property/environment | Property/environment |
| | | Rules must be simple Stated positively (what you expect) Just a few and not a long list (especially for your classroom) Distinguish between behavioral and academic expectations How we interact with each other It looks like.... | Rules must be simple Stated positively (what you expect) Just a few and not a long list (especially for your classroom) Distinguish between behavioral and academic expectations How we interact with each other It looks like... | Rules must be simple Stated positively (what you expect) Just a few and not a long list (especially for your classroom) Distinguish between behavioral and academic expectations How we interact with each other It looks like... |
| | | | | |
| Setting 1: Arrival/departure | 1 | GREET OTHERS | WALK CALMLY | WALK CALMLY |
| | 2 | USE YOUR SPEAKING VOICE | WIPE YOUR FEET | TAKE CARE OF YOURSELF AND OTHERS |
| | 3 | KEEP YOUR HANDS AND FEET TO YOURSELF | GO (STRAIGHT) TO YOUR CLASSROOM | CALL AN ADULT IN CASE OF EMERGENCIES |
| | 4 | KEEP THE DOOR OPEN FOR OTHERS | BE ON TIME | |
| | 5 | | | |
| Setting 2: Corridors | 1 | BE THOUGHTFUL OF OTHERS AND THEIR BELONGINGS | KEEP THINGS CLEAN | WALK CALMLY |
| | 2 | USE YOUR LIBRARY VOICE | USE YOUR LIBRARY VOICE | WALK ON THE RIGHT SIDE (E.G., ON THE STAIRS) |
| | 3 | LET OTHERS BE (KEEP YOUR HANDS AND FEET TO YOURSELF) | REMINDE OTHERS OF THE SCHOOL RULES | TAKE CARE OF YOURSELF AND OTHERS |
| | 4 | KEEP THINGS CLEAN AND ORGANIZED | STAY IN LINE | LET OTHERS BE (KEEP YOUR HANDS AND FEET TO YOURSELF) |
| | 5 | KEEP THE DOOR OPEN FOR OTHERS | WALK CALMLY | BE FRIENDLY TO OTHERS |
| Setting 3: Breaks/Lunch | 1 | EAT WITH YOUR MOUTH CLOSED | KEEP THINGS CLEAN | TAKE CARE OF YOURSELF AND OTHERS |
| | 2 | SIT DOWN WHILE YOU EAT/DRINK | LEAVE THE BREAK/LUNCHROOM WHEN FINISHED | WALK CALMLY |
| | 3 | TOUCH ONLY YOUR OWN FOOD, DRINKS, AND STUFF | THROW YOUR TRASH IN THE TRASHCAN (SORT AND RECYCLE) | CALL AN ADULT IN CASE OF EMERGENCIES |
| | 4 | BE RESPECTFUL WITH FOOD | MAKE HEALTHY FOOD CHOICES | SIT DOWN WHILE YOU EAT/DRINK |
| | 5 | | | |
| Setting 4: Playground | 1 | KEEP TO THE PLAYING RULES (SHOW GOOD SPORTSMANSHIP) | BE CAREFUL WITH OTHERS' BELONGINGS | KEEP YOUR HANDS AND FEET TO YOURSELF |
| | 2 | HELP OTHERS IN NEED | KEEP THINGS CLEAN(ED UP)/HELP OTHERS CLEAN UP | TAKE THE DESIGNATED ROUTES |
| | 3 | TALK OUT DISAGREEMENTS AND CONSULT A TEACHER IF NEEDED | ASK IF YOU CAN PLAY WITH OTHERS BEFORE JOINING IN | KEEP THE PLAYGROUND CLEAN AND ORGANIZED |
| | 4 | PLAY WITH OTHERS AND LET OTHERS PLAY | LINE UP BEFORE GOING IN/OUT | CALL AN ADULT IN CASE OF EMERGENCIES |
| | 5 | LET OTHERS BE (KEEP YOUR HANDS AND FEET TO YOURSELF) | USE STOP, WALK, TALK TO SOLVE PROBLEMS | BE FRIENDLY TO OTHERS (NO FIGHTING) |
| Setting 5: Restroom | 1 | KEEP THINGS CLEAN | KEEP THINGS CLEAN | TAKE CARE OF YOURSELF AND OTHERS |
| | 2 | LET OTHERS BE (KEEP YOUR HANDS AND FEET TO YOURSELF) | BE MINDFUL OF THE MATERIALS (E.G., TOILET PAPER, SOAP, TAP) | SIT DOWN ON THE TOILET |
| | 3 | FLUSH, WASH (DRY), AND LEAVE | TRY TO GO TO THE TOILET DURING BREAKS | FLUSH, WASH (DRY), AND LEAVE |
| | 4 | WAIT FOR OTHERS TO FINISH | CALL AN ADULT IN CASE OF EMERGENCIES | CALL AN ADULT IN CASE OF EMERGENCIES |
| | 5 | BE MINDFUL OF THE MATERIALS (E.G., TOILET PAPER, SOAP, TAP) | FLUSH, WASH (DRY), AND LEAVE | BE MINDFUL OF THE MATERIALS (E.G., TOILET PAPER, SOAP, TAP) |
| Setting 6: Classroom | 1 | BE THOUGHTFUL OF OTHERS AND THEIR BELONGINGS | USE YOUR LIBRARY VOICE | WORK IN YOUR OWN SPACE |
| | 2 | LET OTHERS BE (KEEP YOUR HANDS AND FEET TO YOURSELF) | WORK IN YOUR OWN SPACE | WALK CALMLY |
| | 3 | BRING YOUR OWN MATERIALS TO SCHOOL | KEEP/LEAVE YOUR WORKING SPACE CLEAN | ASK FOR HELP IF NEEDED |
| | 4 | LISTEN TO OTHERS/TEACHERS | WORK ON YOUR OWN ASSIGNMENTS | KEEP YOUR HANDS AND FEET TO YOURSELF |
| | 5 | USE YOUR LIBRARY VOICE | BE INVOLVED WITH OTHERS | USE ONLY THE MATERIALS YOU NEED FOR YOUR LESSON |



- **Data collection:** PBIS in Europe Questionnaire (April 2021 — July 2021)
 - Participating countries: Italy, Lithuania, the Netherlands, and Portugal
 - Total sample (collapsed) $N = 344$ (135 teachers + 209 students)
- Validation of school values, behavioral expectations (reinforcement):
 - How important in your school?
 - Which chosen/used in your school?
 - Did we miss anything?





Table 3.2.

Descriptive statistics and rankings for school values gauged in the PBIS-E study.

| | Overall ($N = 344$) | | | Teachers ($n = 135$) | | | Students ($n = 209$) | | |
|----------------|-----------------------|------|------|------------------------|------|------|------------------------|------|------|
| | M | SD | Rank | M | SD | Rank | M | SD | Rank |
| Respect | 4.53 | 1.02 | 2 | 4.53 | 1.11 | 2 | 4.53 | 0.96 | 2 |
| Responsibility | 4.47 | 0.99 | 3 | 4.46 | 1.04 | 3 | 4.48 | 0.96 | 3 |
| Safety | 4.58 | 0.97 | 1 | 4.56 | 0.98 | 1 | 4.60 | 0.96 | 1 |

Table 3.3.

Descriptive statistics and rankings for behavioural expectations gauged in the PBIS-E study.

| | Overall | | | Teachers | | | Students | | |
|----------------------------------------|----------|-----------|------|----------|-----------|------|----------|-----------|------|
| | <i>M</i> | <i>SD</i> | Rank | <i>M</i> | <i>SD</i> | Rank | <i>M</i> | <i>SD</i> | Rank |
| Walk with a goal | 4.12 | 1.03 | 14 | 4.10 | 0.99 | 14 | 4.14 | 1.06 | 12 |
| Keep doors open for others | 3.97 | 1.09 | 15 | 3.87 | 1.09 | 15 | 4.03 | 1.08 | 15 |
| Greet others | 4.43 | 0.89 | 9 | 4.40 | 0.97 | 9 | 4.45 | 0.83 | 8 |
| Throw trash in the bin | 4.68 | 0.79 | 1 | 4.64 | 0.88 | 1 | 4.71 | 0.73 | 1 |
| Wash (with soap) and dry your hands | 4.50 | 0.90 | 5 | 4.51 | 0.96 | 3 | 4.50 | 0.87 | 6 |
| Sit while you eat/ drink | 4.47 | 0.88 | 6 | 4.53 | 0.91 | 2 | 4.42 | 0.86 | 10 |
| Keep your hands/ feet to yourself | 4.37 | 1.04 | 11 | 4.42 | 1.05 | 7 | 4.34 | 1.04 | 11 |
| Use stop/ walk/ talk to solve problems | 4.16 | 1.20 | 12 | 4.33 | 1.04 | 11 | 4.05 | 1.28 | 14 |
| Keep your working space organized | 4.51 | 0.88 | 4 | 4.46 | 0.95 | 5 | 4.54 | 0.83 | 4 |
| Store your belongings | 4.46 | 0.92 | 8 | 4.32 | 1.00 | 12 | 4.54 | 0.85 | 4 |
| Let others be (let others play) | 4.16 | 1.13 | 12 | 4.32 | 1.05 | 12 | 4.06 | 1.17 | 13 |
| Help others with questions | 4.47 | 0.89 | 6 | 4.46 | 0.85 | 5 | 4.47 | 0.93 | 7 |
| Stand up for others | 4.53 | 0.93 | 3 | 4.49 | 0.92 | 4 | 4.55 | 0.93 | 3 |
| Work independently at your desk | 4.40 | 0.83 | 10 | 4.35 | 0.87 | 10 | 4.43 | 0.81 | 9 |
| Flush the toilet after your visit | 4.55 | 0.93 | 2 | 4.42 | 1.04 | 7 | 4.64 | 0.84 | 2 |

Note. Behavioural expectations sharing mean scores in (sub)samples were given the same rank.

Table 3.5.

Final ranked ARETE Behavioural Expectations matrix shortlist

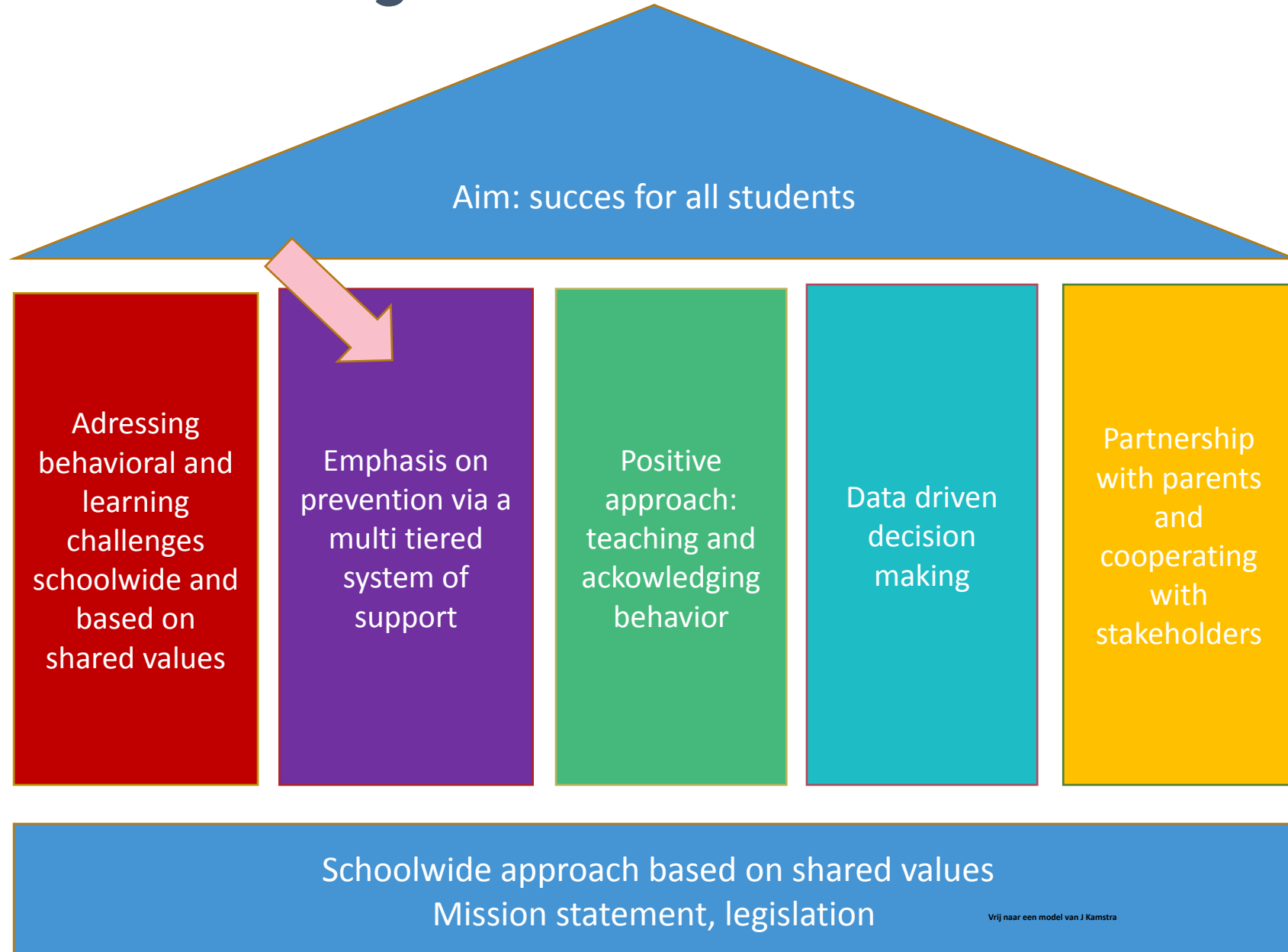
| | |
|----|----------------------------------------|
| 1 | Throw trash in the bin |
| 2 | Flush the toilet after your visit |
| 3 | Stand up for others |
| 4 | Keep your working space organized |
| 5 | Wash (with soap) and dry your hands |
| 6 | Sit while you eat/ drink |
| | Help others with questions |
| 8 | Store your belongings |
| 9 | Greet others |
| 10 | Work independently at your desk |
| 11 | Keep your hands/ feet to yourself |
| 12 | Use stop/ walk/ talk to solve problems |
| | Let others be (let others play) |
| 14 | Walk with a goal |
| 15 | Keep doors open for others |

Table 5.2.

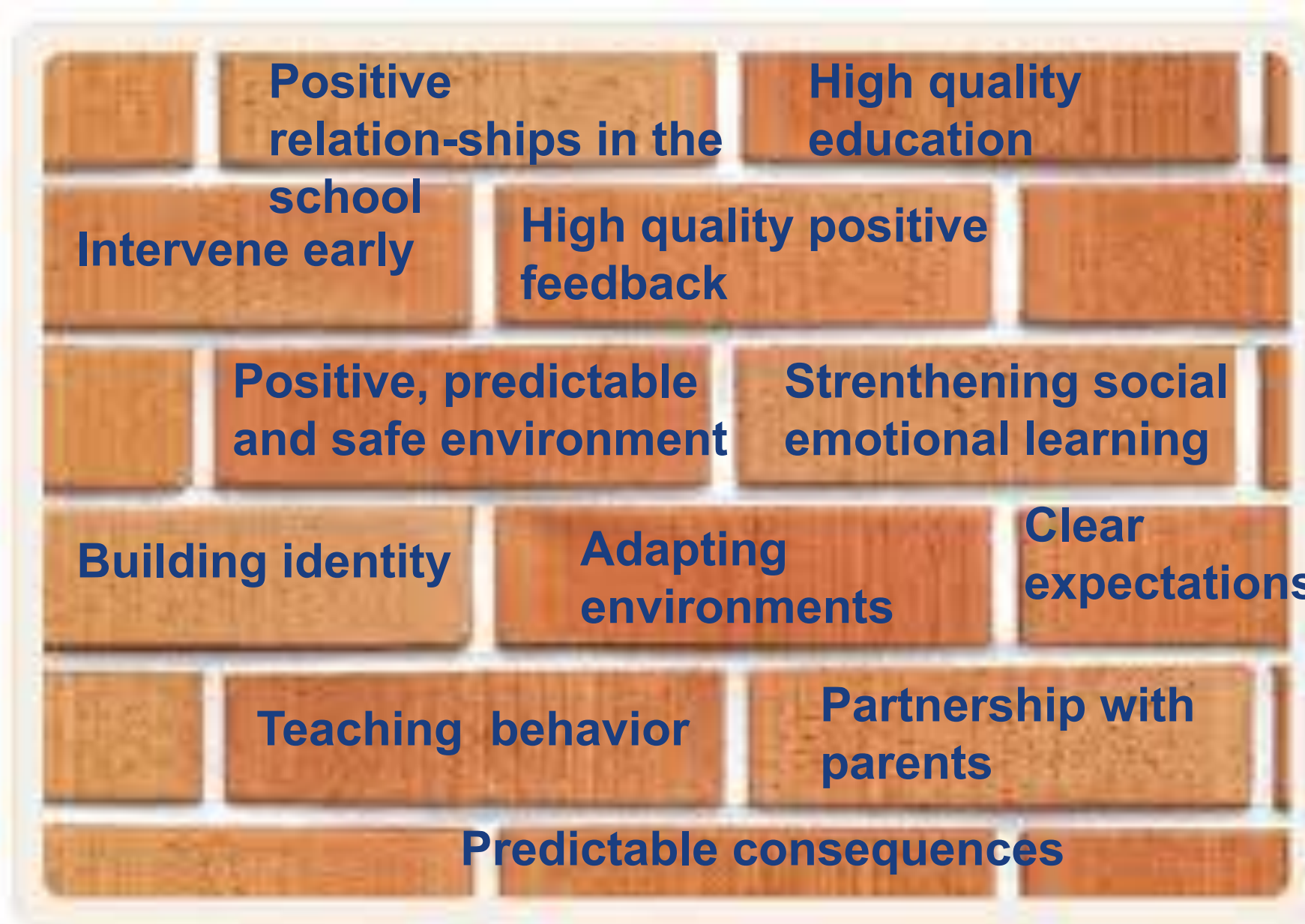
Tentative final shortlist of behavioural expectations and the order within the lesson series.

| | |
|----------------------------|-------------------------------------------------------|
| General/all settings | 1. Greet others |
| | 2. Keep your hands/feet to yourself |
| | 3. Walk with a goal |
| Classroom setting | 4. Keep your working space organised |
| | 5. Store your belongings |
| | 6. Work independently at your desk |
| Social skills/all settings | 7. Stand up for others |
| | 8. Use <u>stop</u> / walk/ talk to solve problems (a) |
| | 9. Use stop/ <u>walk</u> / talk to solve problems (b) |
| | 10. Use stop/ walk/ <u>talk</u> to solve problems (c) |
| | 11. Help others with questions |
| | 12. Let others be (let others play) |

SWPBS = like building a house



Building bricks of prevention



Statement Discussion

Statement:

The best way to prevent problem behavior is to provide high quality education.



Multi-Tiered Systems of Support (OSEP Center on PBIS)

Academic Systems

Intensive, Individual Interventions

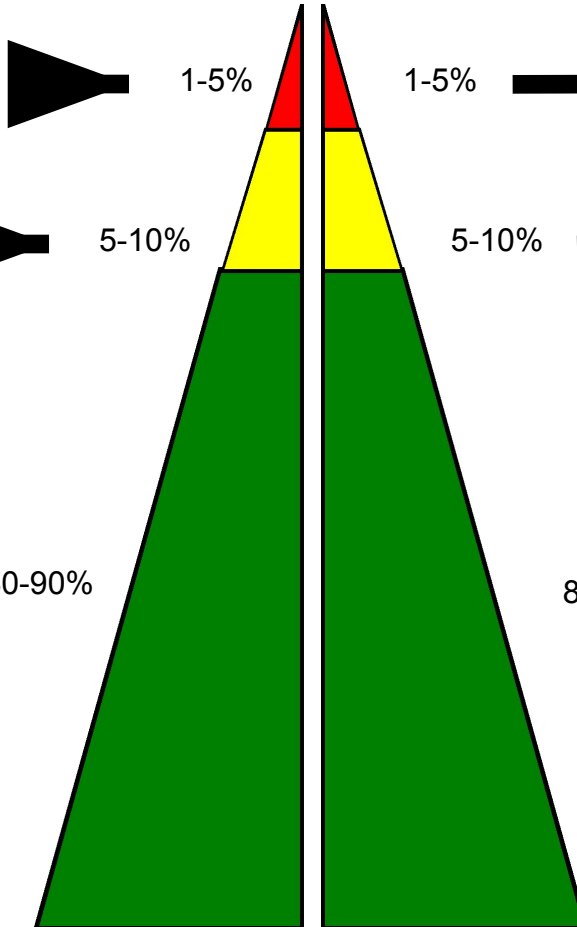
- Individual Students
- Assessment-based
- High Intensity

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive

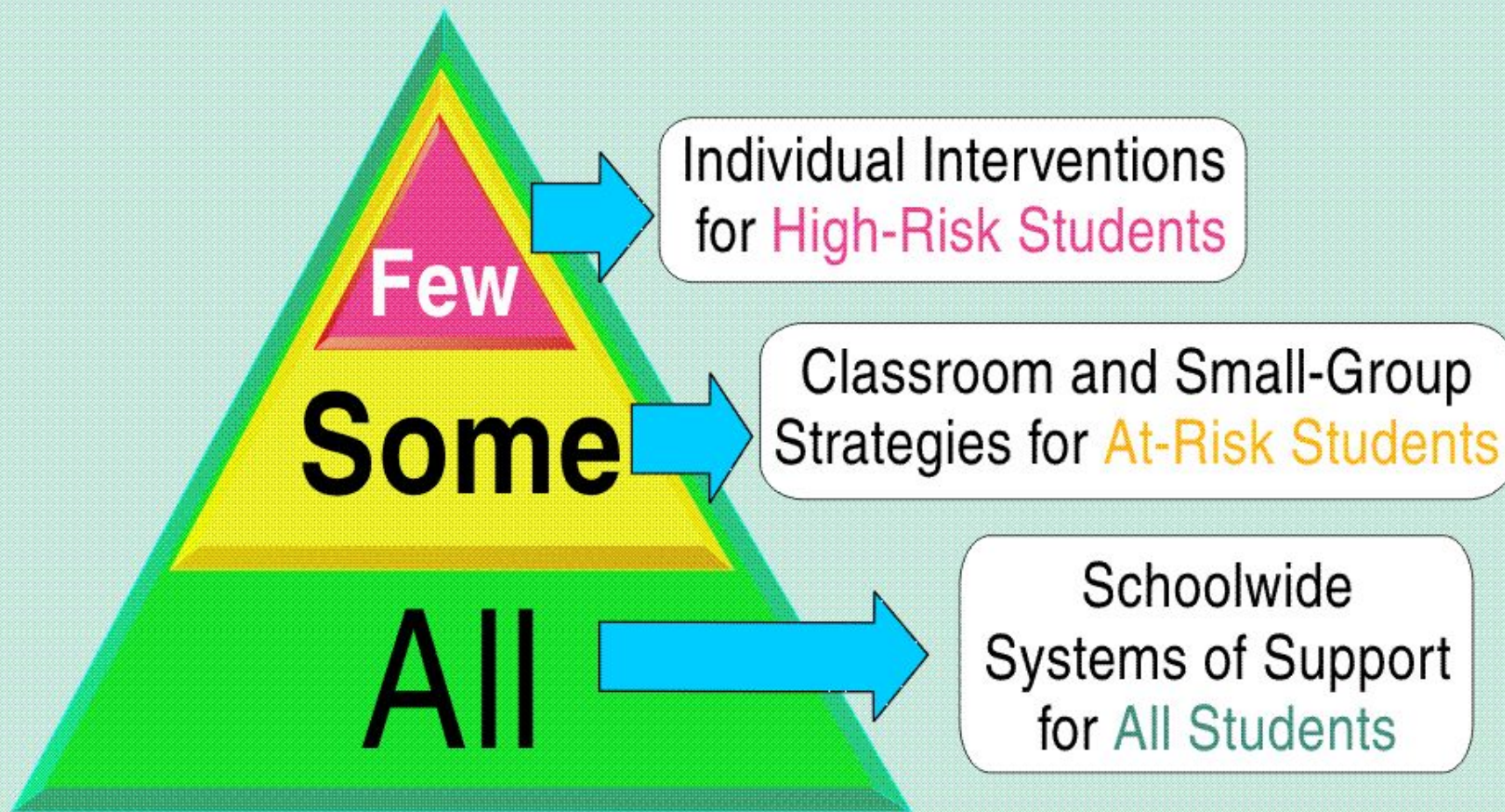
80-90%

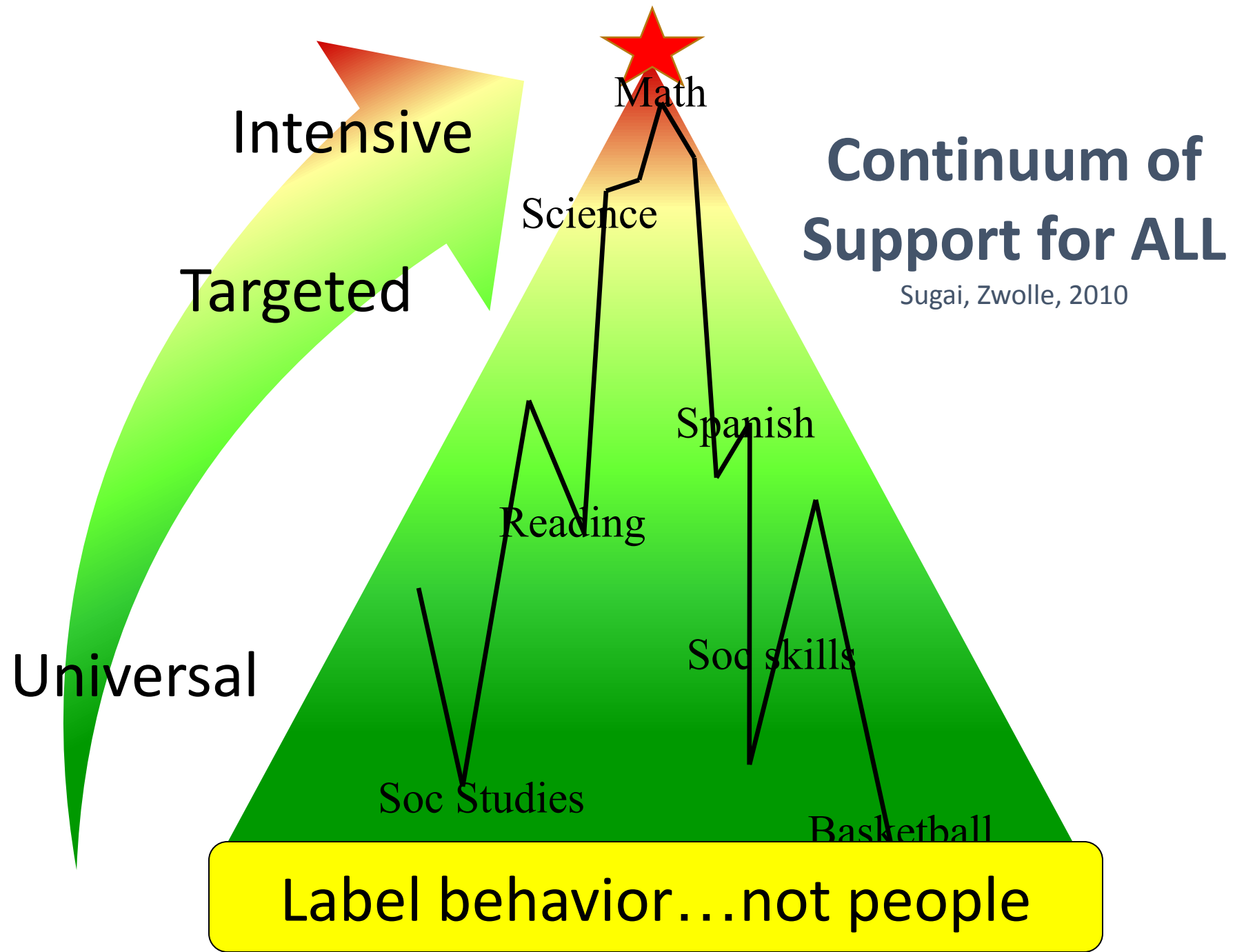
5-10%

1-5%



Three-Tiered Model of School-Wide Discipline Strategies





Multi tiered system: Building a continuum of support for all

Intensive level

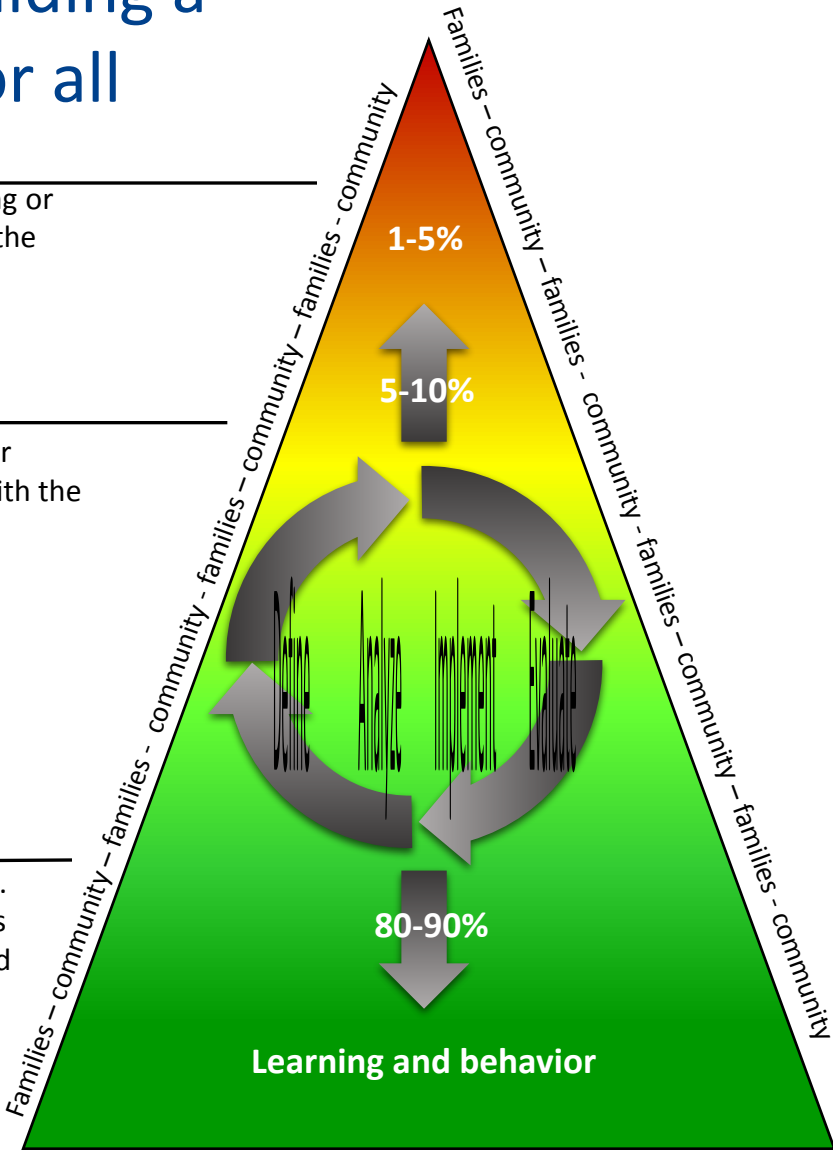
Interventions for students with intense / chronic learning or behavioral needs , based on continuous monitoring with the use of data

Moderate level

Interventions for students with risk to develop learning or behavioral problems, based on continuous monitoring with the use of data

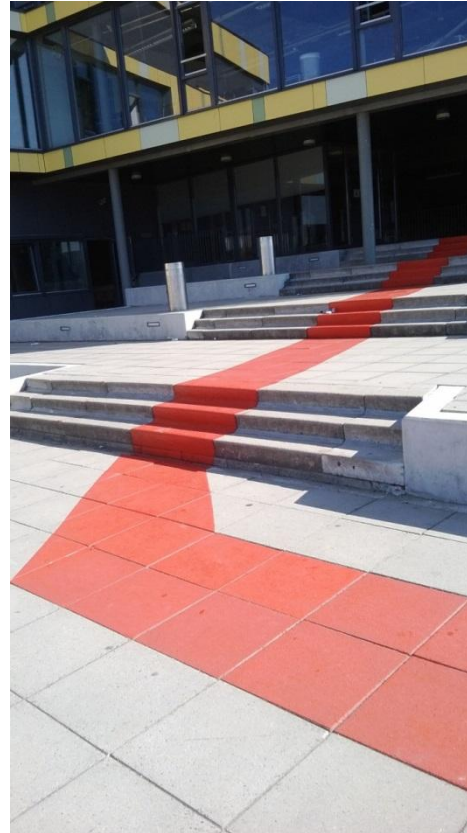
Universal level

High quality education based on evidence based research. Instruction is based on permanent screening and progress monitoring. Behavioral expectations are taught , rewarded and monitored by adults in all situations.



• Families – community – families - community - families – community – families -

Prevention: the environment



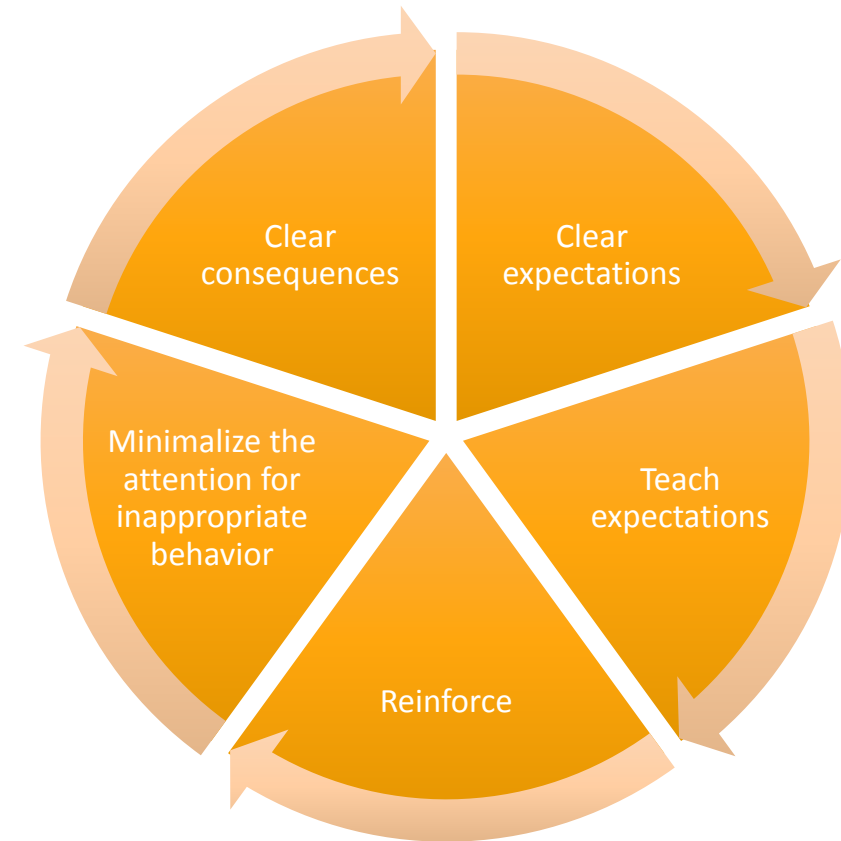
<https://www.youtube.com/watch?v=2lXh2n0aPyw>



If you cannot change the environment..

5 basic principles of PBS

1. Clear expectations (be explicit in what you want to see and hear)
2. Teach those expectations (use examples)
3. Reinforce those that are following expectations
4. Minimize the attention for inappropriate behavior (don't turn a mosquito into an elephant)
5. Clear consequences for inappropriate behavior



Have behavior expectations been clarified and is there an adaptive educational environment?

Are the expectations actively taught?

Is desired behavior reinforced at a 4:1 ratio?

Has there been a minimized focus on (minor) undesired behavior?

Are consequences clear and effective?

Is the frequency with which the behavior occurs being documented (data)?



Effective education

Didactical

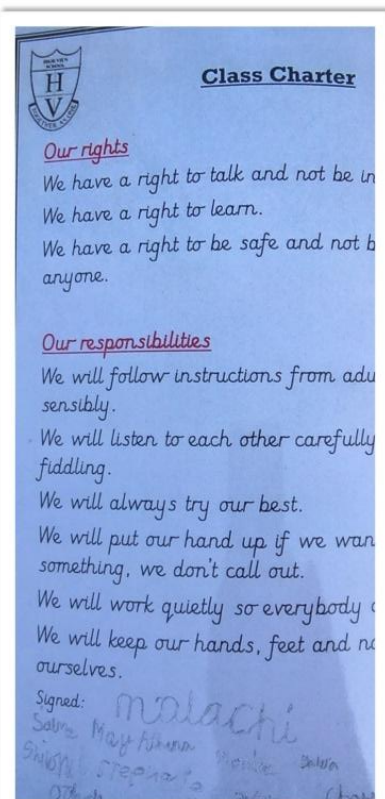
- Classroom management
- High quality instruction
- Align with the needs of the student
- Differentiated instruction
- Responsiveness to intervention
- Align with the needs of the teachers and the school

Pedagogical

- Clear expectations
- Based on shared values
- Expected behavior is taught and rewarded
- Systematical, positive concrete feedback
- Clear consequences
- Pedagogical correction
- Align with pedagogical needs



Clear expectations and visualizations





Ik loop rechts op de trap.



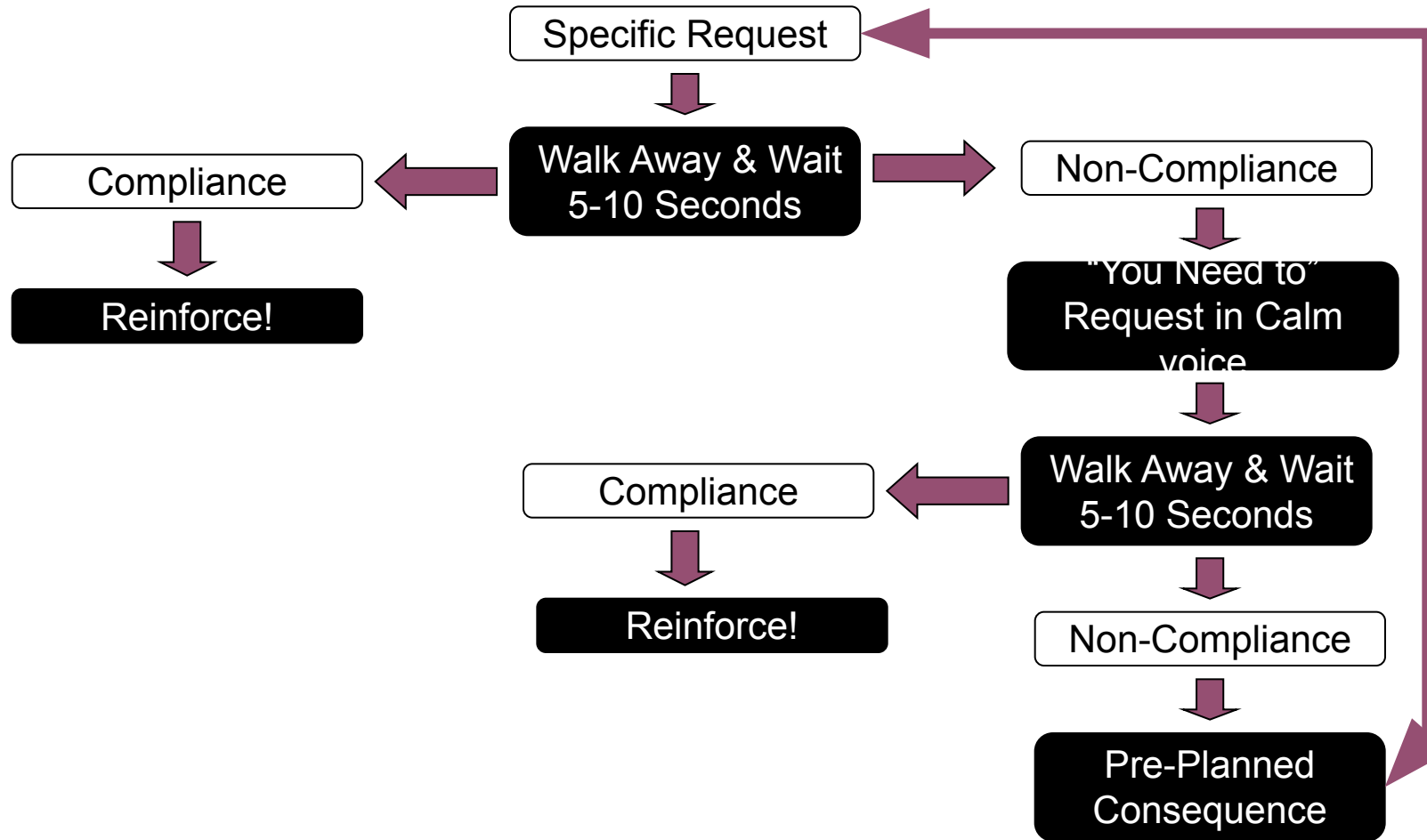
- School mascotte



Active supervision



Correcting behavior: Specific Request Sequence



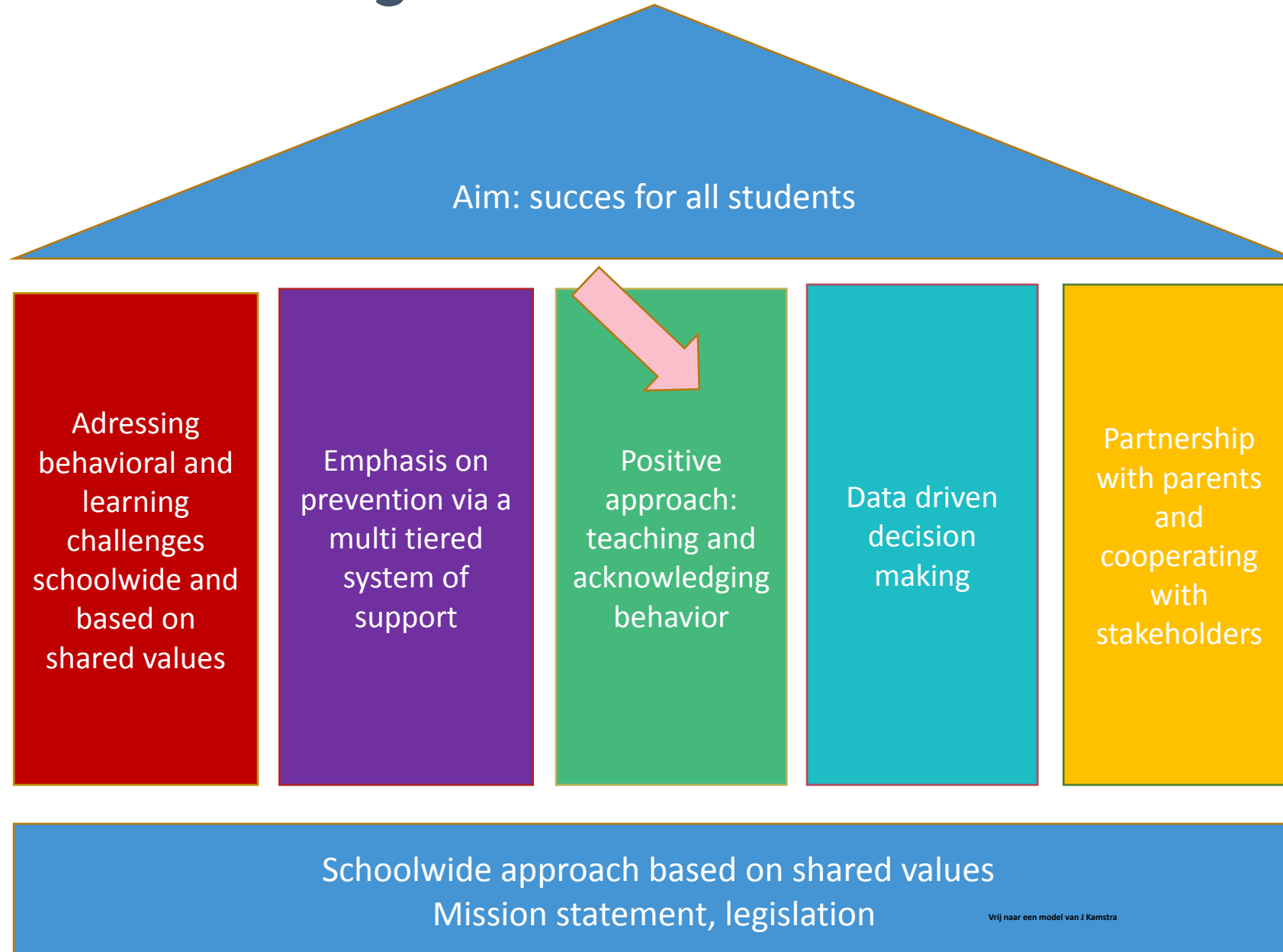
Best Practices



Clear consequences



SWPBS = like building a house



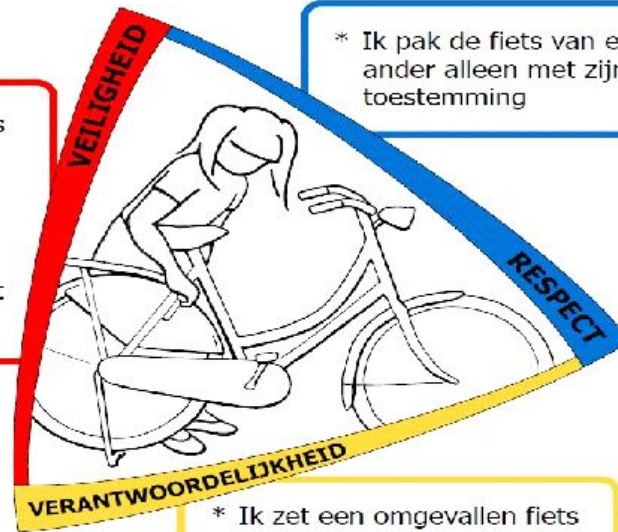
Teaching expectations



Voorbeeldles leerkrachten gedragsverwachtingen 'Fietsenstalling'



- * Ik loop met mijn fiets aan de hand op het plein
- * Ik ga uit de fietsenstalling als ik mijn fiets heb weggezet
- * Ik zet mijn fiets recht in de fietsenstalling





- * Ik pak de fiets van een ander alleen met zijn/haar toestemming

- * Ik zet een omgevalen fiets weer rechtop



Acknowledge

 **Elisabeth** 's POINT SHEET for Week of: **2/13/17** 
Ms. Rebecca's Cheetahs

| | Mon | Conduct Code | Tues | Conduct Code | Wed | Conduct Code | Thurs | Conduct Code | Fri | Conduct Code |
|----------------------------------------------------------------------|--------------|--------------|------|--------------|-----|--------------|-------|--------------|-----|--------------|
| Punctuality (8 pts.) | 8 | | 8 | | | | | | | |
| 1 st period | 4 | | 4 | | | | | | | |
| 2 nd period | 4 | | 4 | | | | | | | |
| 3 rd period | 4 | | 4 | | | | | | | |
| 4 th period | 4 | | 4 | | | | | | | |
| Study Hall | 4 | | 4 | 14 | | | | | | |
| 5 th period | 4 | | | | | | | | | |
| 6 th period | 4 | | | | | | | | | |
| Dress Code (Arrived at PACE in green PACE shirt and proper uniform.) | 4 | | 4 | | | | | | | |
| Extra points | 100 us money | | | | | | | | | |
| DAILY TOTAL | | | | | | | | | | |

Total Weekly Points for Level: _____ Total Weekly Extra Points: _____ Weekly Points for BID Auction: _____
Conduct Codes (below) are used by staff to explain the points you earned/lost.

If you worked > 80% of the period on appropriate assignments and had no behavior (conduct) issues, you'll earn 4 points! If you are redirected to stop or start something that you're not already doing and you don't comply, you'll lose at least 1 point.

- Behavior is loud, disruptive, or disrespectful.
- Talking (either at inappropriate time/volume or about inappropriate topic)
- Sleeping
- Negative verbal comments or profanity (verbal or written)
- No work for >10 minutes, cumulatively (amount of time may be noted)
- Did not turn in point sheet
- Disrespected someone's personal space aka "bubble"
- Caught with contraband (ex. "note," gum, lighter, etc.)
- Quiet and mindful of others
- Kind and helpful towards peers/staff. Thanks!
- Pulled it together by the end of class.
- Made a positive choice! (ex. stayed out of drama, worked when peers didn't, etc.)
- Making improvements (in academics or conduct)
- Keep up the good work!
- Hard-working! Great effort!
- You earned extra points!

Level 1- Self
80% of weekly Points
Excused absences & excused tardies do not count

5 Day week = 160 Points
4 Day week = 128 Points
3 Day week = 96 Points
2 Day week = 64 Points
1 Day week = 32 Points

| 1 | 02/01/17 | 02/06/17 | 02/13/17 | 02/20/17 |
|--------------|----------|----------|----------|----------|
| Jasmine B. | 80 | | | |
| Alyssa B. | 80 | | | |
| Jude B. | 80 | | | |
| Kassidy C. | 80 | | | |
| Destinee D. | 80 | | | |
| Elisabeth G. | 80 | | | |
| Heather H. | 68 | | | |
| Macy S. | 80 | | | |
| Shelby S. | 76 | | | |
| Breonna S. | 80 | | | |
| Brittany T. | 0 | | | |
| Alyssa V. | 80 | | | |
| Eavee V. | 80 | | | |
| Alliyah W. | 80 | | | |



Orientation & Rising Stars
80% of weekly Points
Excused absences & excused tardies do not count

5 Day week = 160 Points
4 Day week = 128 Points
3 Day week = 96 Points
2 Day week = 64 Points
1 Day week = 32 Points

Level 2
85% of weekly Points
Excused absences & excused tardies do not count

5 Day week = 170 Points
4 Day week = 136 Points
3 Day week = 104 Points
2 Day week = 80 Points
1 Day week = 40 Points

Level 3- Family
90% of weekly Points
Excused absences & excused tardies do not count

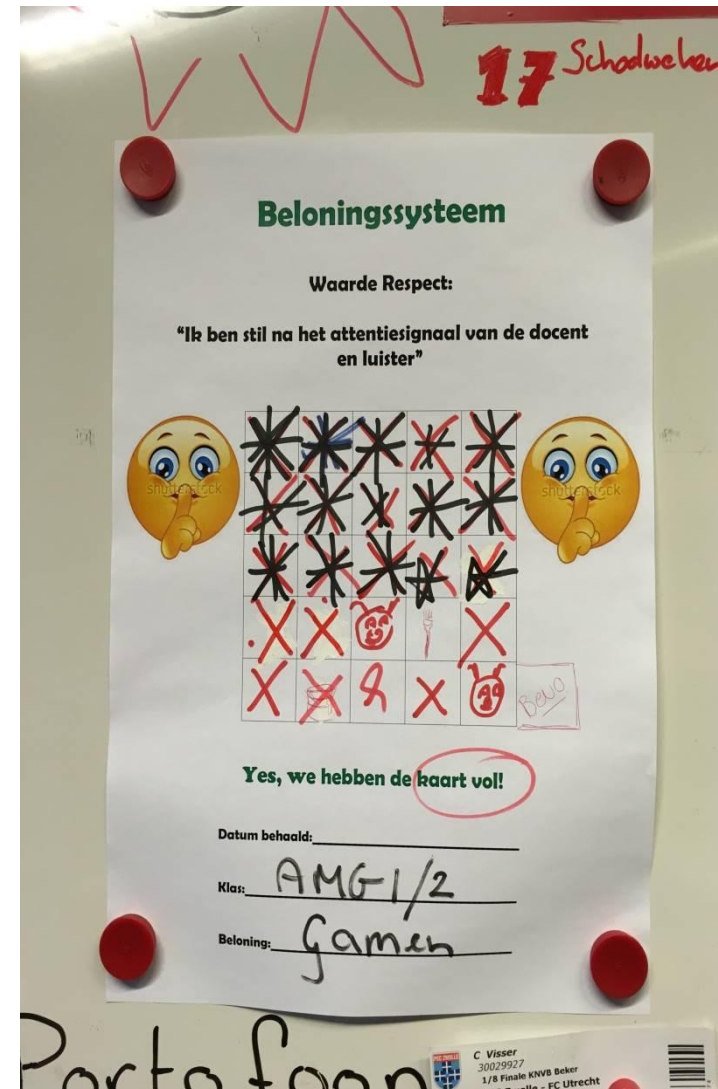
5 Day week = 180 Points
4 Day week = 144 Points
3 Day week = 108 Points
2 Day week = 72 Points
1 Day week = 36 Points

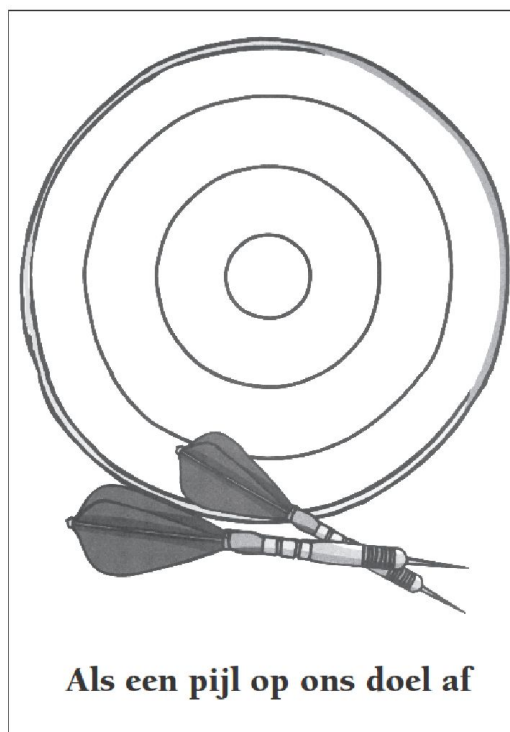
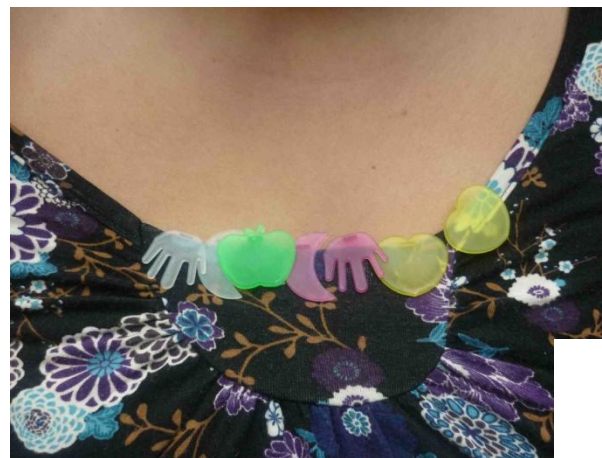
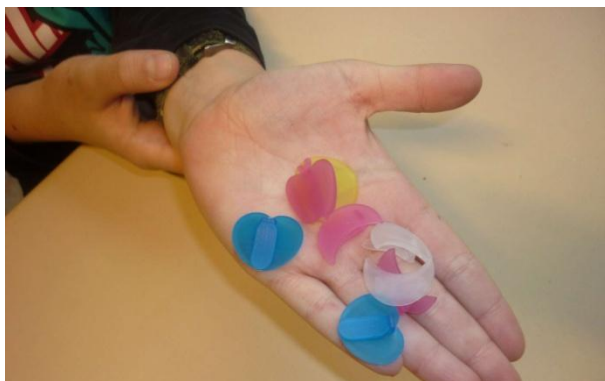
Level 4- Career & Future
95% of weekly Points
Excused absences & excused tardies do not count

5 Day week = 190 Points
4 Day week = 152 Points
3 Day week = 114 Points
2 Day week = 86 Points
1 Day week = 38 Points



Positive reinforcement





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 Uit: Positive Behavior Support – Goed gedrag kun je leren! (ISBN 9789077671313)

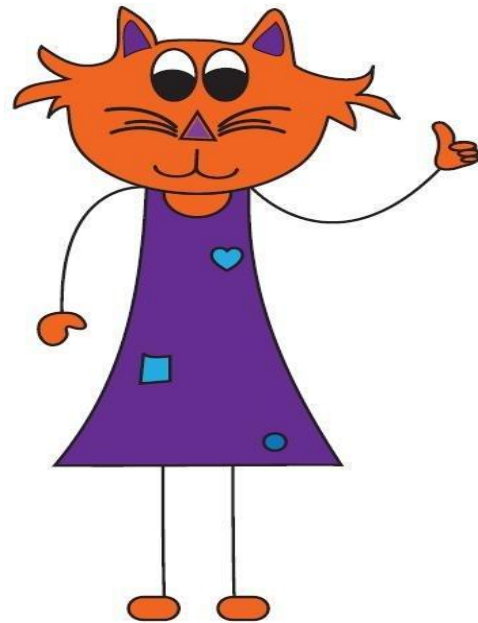


| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ik zag dat jij</p> <ul style="list-style-type: none"> ☆ verantwoordelijk bezig was ☆ respect toonde ☆ veilig bezig was <p>Naam leerling _____</p> <p>Naam leerkracht _____ Datum _____</p> | <p>Ik zag dat jij</p> <ul style="list-style-type: none"> ☆ verantwoordelijk bezig was ☆ respect toonde ☆ veilig bezig was <p>Naam leerling _____</p> <p>Naam leerkracht _____ Datum _____</p> |
| <p>Ik zag dat jij</p> <ul style="list-style-type: none"> ☆ verantwoordelijk bezig was ☆ respect toonde ☆ veilig bezig was <p>Naam leerling _____</p> <p>Naam leerkracht _____ Datum _____</p> | <p>Ik zag dat jij</p> <ul style="list-style-type: none"> ☆ verantwoordelijk bezig was ☆ respect toonde ☆ veilig bezig was <p>Naam leerling _____</p> <p>Naam leerkracht _____ Datum _____</p> |
| <p>Ik zag dat jij</p> <ul style="list-style-type: none"> ☆ verantwoordelijk bezig was ☆ respect toonde ☆ veilig bezig was <p>Naam leerling _____</p> <p>Naam leerkracht _____ Datum _____</p> | <p>Ik zag dat jij</p> <ul style="list-style-type: none"> ☆ verantwoordelijk bezig was ☆ respect toonde ☆ veilig bezig was <p>Naam leerling _____</p> <p>Naam leerkracht _____ Datum _____</p> |

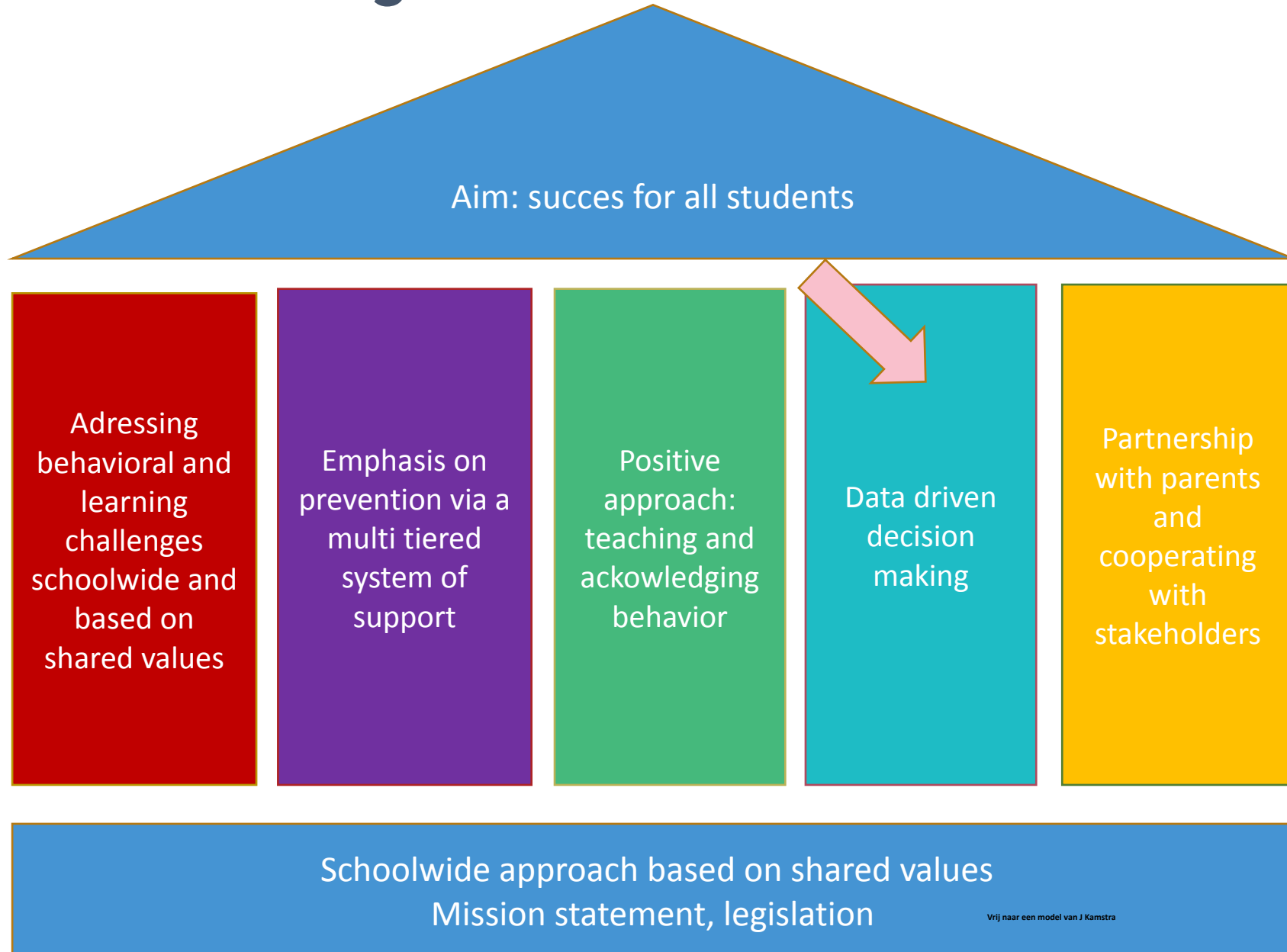
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 Uit: Positive Behavior Support – Goed gedrag kun je leren! (ISBN 9789077671313)



Rewards



SWPBS = like building a house



Pillar 4: data-driven decision making

Collecting data can serve three purposes

1. Making grounded decisions about behavior and learning of students and teachers
2. Monitoring the implementation process
3. Measuring results

Ad 1:

- Student outcomes : behavior incidents; learning results, etc
- Teacher data (number of tokens given, number of registrations, etc)
- Situation related data (tidyness cafeteria, etc)

Depending on the challenging educational situation

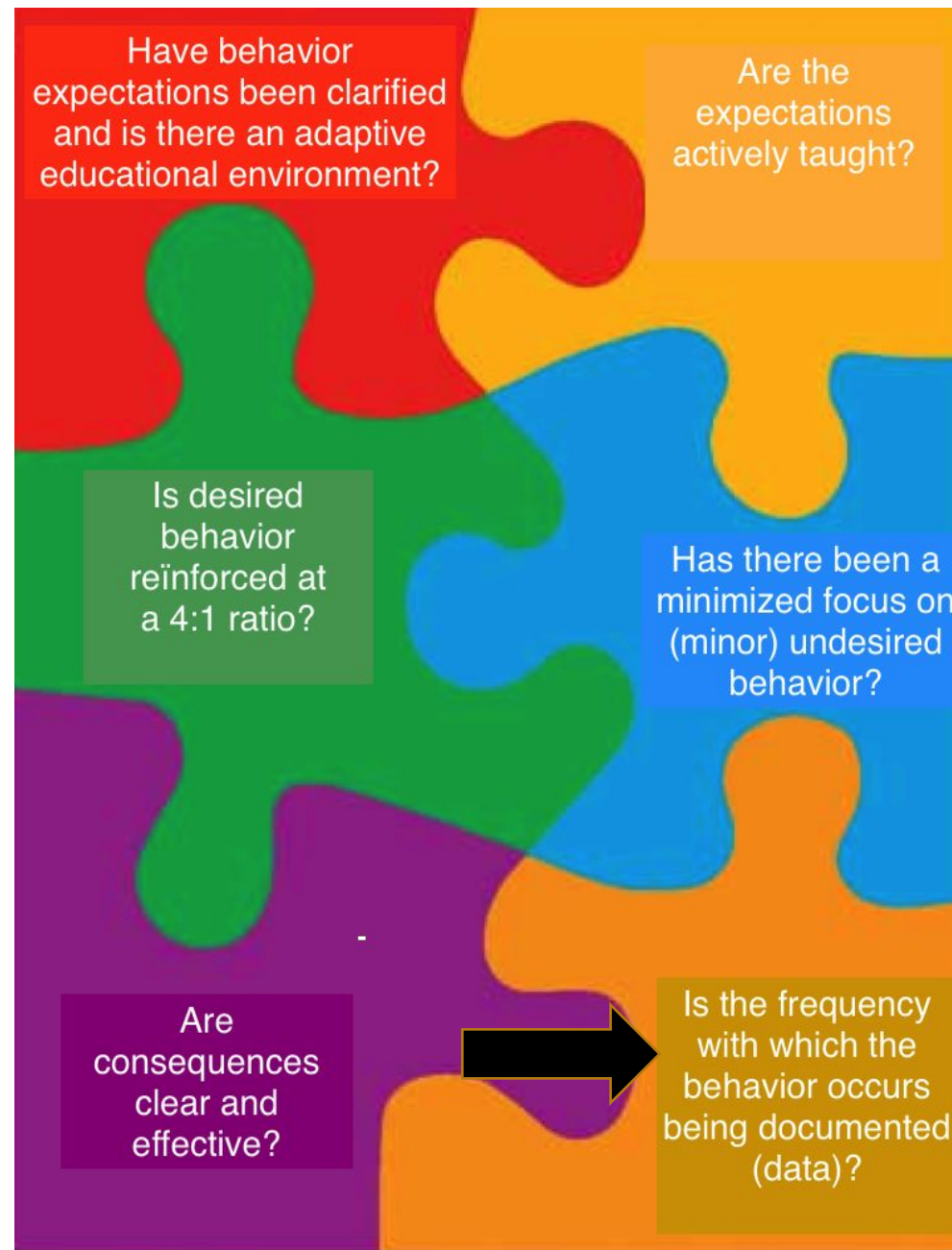
Ad 2:

Measuring fidelity Tier 1, 2 and 3

Ad 3 :

- See 1
- Process goals like the installation of a kids team or entire team trained



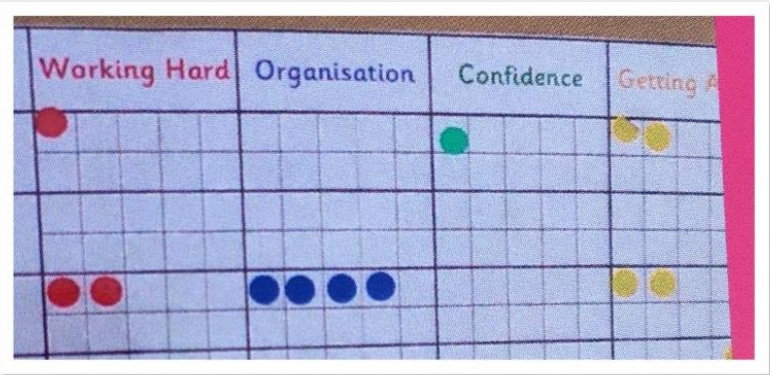
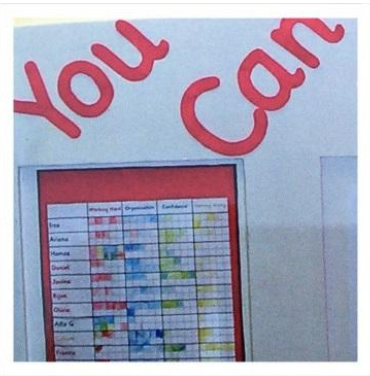


All kinds of data

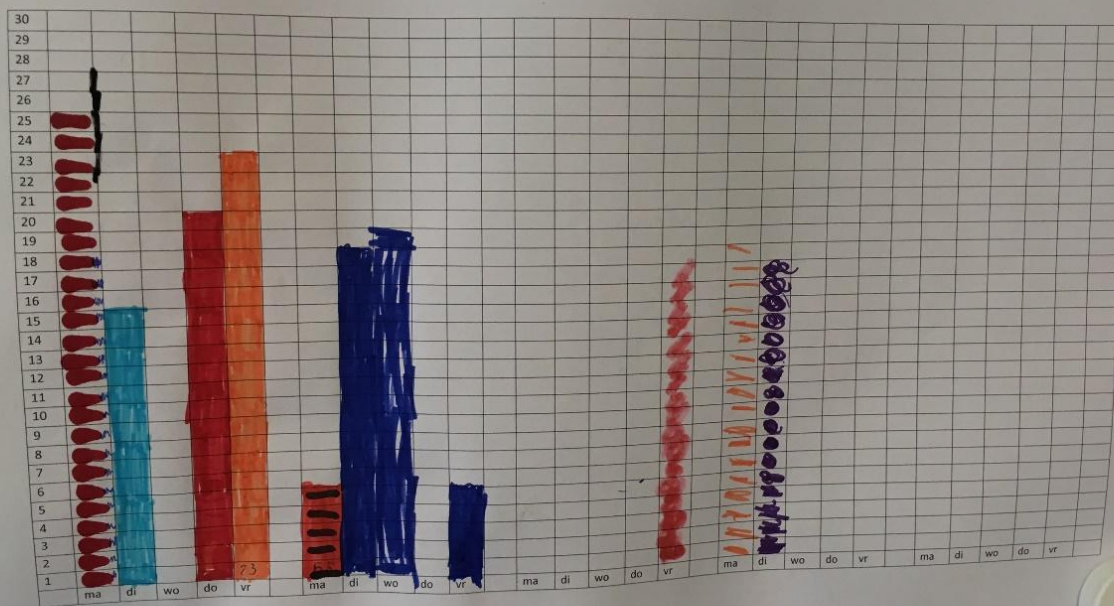
| 5W's Happy Helpers | | | | | | |
|--------------------|------|-------|-------|-------|------|-------|
| ning | 6/09 | 13/09 | 20/09 | 27/10 | 4/10 | 11/10 |
| | ✓ | | ✓ | | ✓ | |
| | ✓ | | ✓ | | ✓ | |
| | ✓ | | ✓ | | ✓ | |

| 5W Positive Recognition C | | | | |
|---------------------------|-----|-----|-----|-----|
| Wk beginning: | | | | |
| Name | Fri | Mon | Tue | Wed |
| Abdi | ✓ | ✓ | | |
| Mahina | ✓ | | | |
| Philesha | ✓ | | | |
| Xavier | ✓ | | | |
| Natalie y | ✓ | | | |
| Tyreck | | | | |
| Anisa | ✓ | | | |
| Destiny | ✓ | | | |
| Rio | | ✓ | | |
| Natalie D | | | | |
| T.J. | ✓ | | | |
| Paris | ✓ | | | |
| Bethany | ✓ | | | |
| Morgan | ✓ | | | |
| Ashanie | | | | |
| Francesca | | | | |
| Subira | | | | |
| Allanah | ✓ | | | |
| Charlie | ✓ | | | |
| Jason | ✓ | | | |
| Akwasi | | | | |
| Aaya | | | | |
| Keynan | | | | |
| 1 - Well Done W - Warning | | | | |

| LUNCH TIME GOOD BEHAV | |
|-----------------------|----------|
| NAME AND CLASS | Autumn 1 |
| Tyreck | |
| Aaya | |
| Abdi | |
| Anisa | |
| Mahina | |
| Ashanie | ● |
| Rio | |
| Paris | |
| Natalie D | 🐯 |
| Bethany | |
| Akwasi | |
| Keynan | 🐯 |
| Francesca | |
| Subira | |
| Destiny | 🐯 |
| Philesha | ● |
| Jasom | |
| Allanah | |
| Morgan | |



Over 6 weken zijn wij, in het werkblok,
in 1 minuut en 30 seconde aan het werk.





Classroom data Sr Regina Primary School, 2018



Wij doen goed mee
met de lessen! 😊

We werken goed samen

We werken rustig, netjes en goed

We letten goed op

(We kijken naar het bord
en in ons boek)

We kijken ons werk goed na

Als onze raket op de
maan is dan gaan wij:

knutselen
buiten spelen
spelen
tik tik wie ben ik



goed
samen-
werken

rustig
werken

werk
goed
nakijken

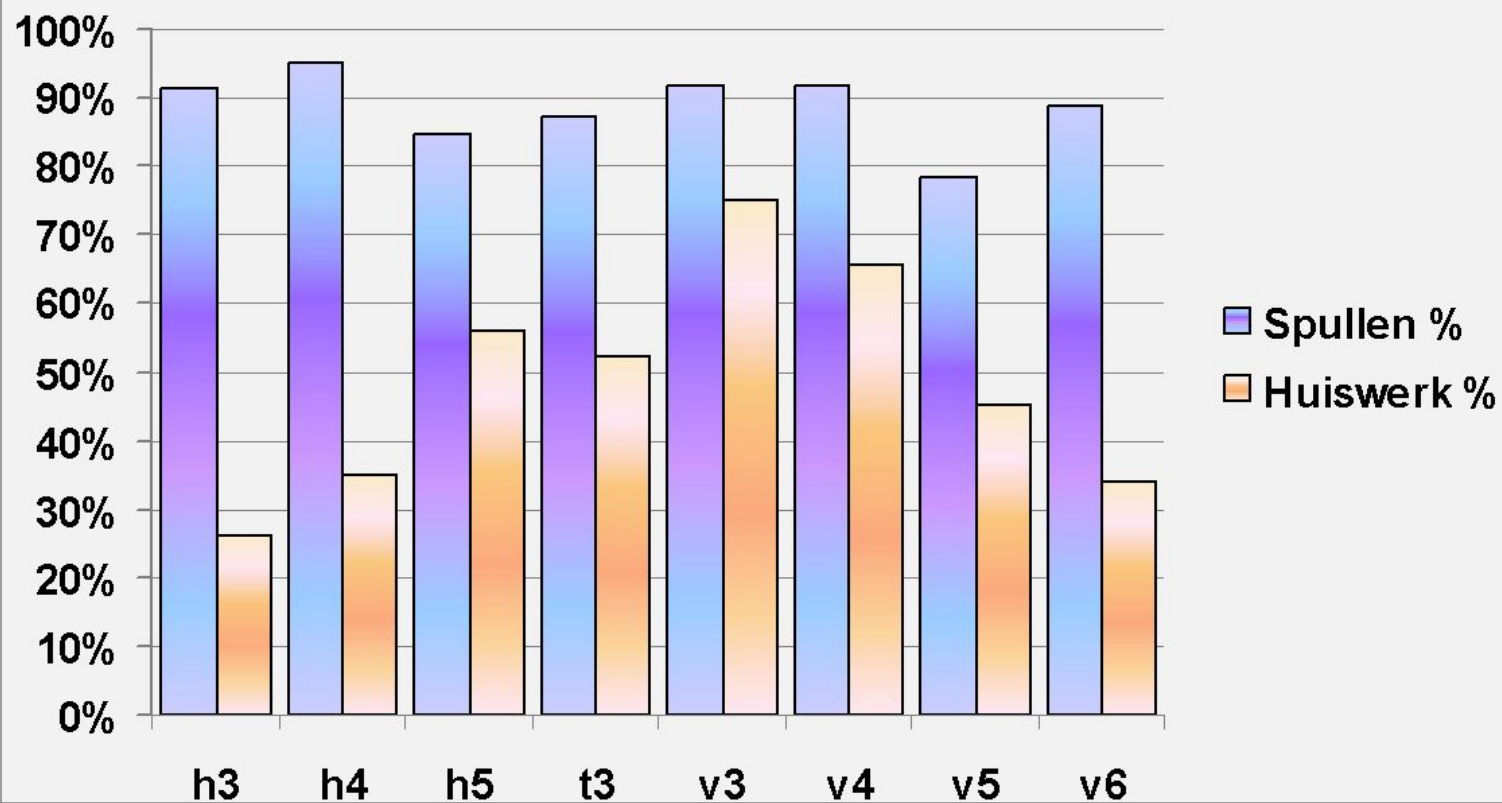


goed
opletten



% leerlingen dat spellen bij zich heeft en huiswerk heeft gemaakt

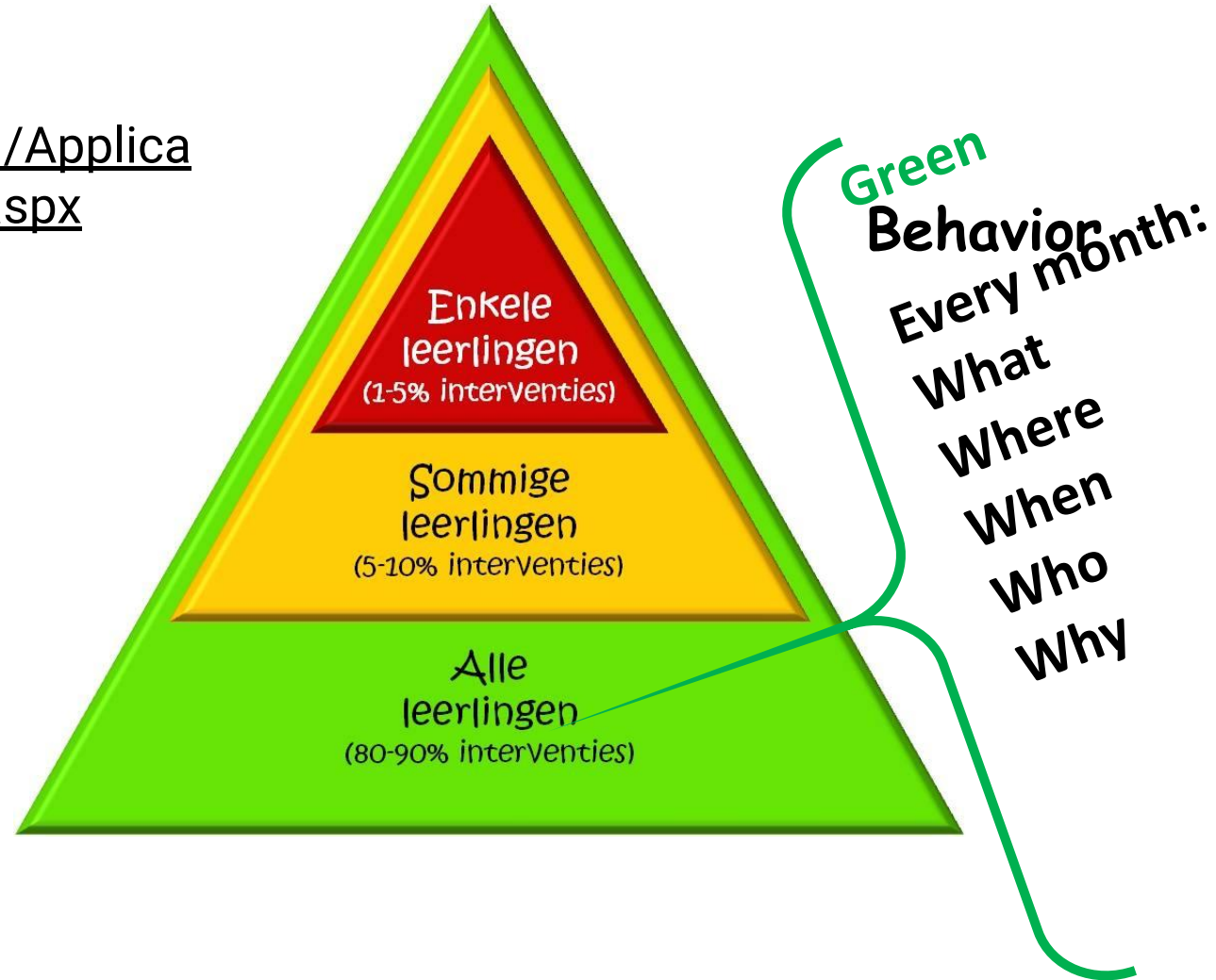
0-meting nov 2011



Swis Suite

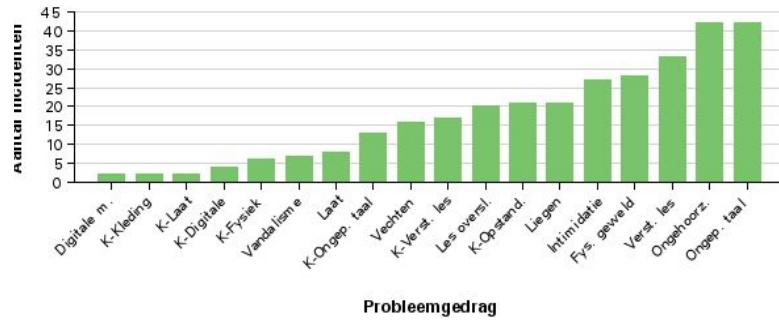
School Wide Information System

<https://www.pbisapps.org/Applications/Pages/SWIS-Suite.aspx>



Incidenten per probleemgedrag

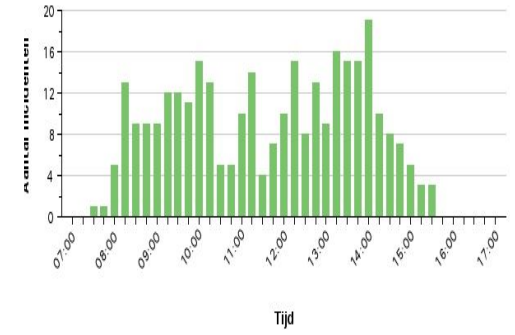
Alles, 1 sep. 2014 - 11 jan. 2015



What?

Incidenten per lesuur

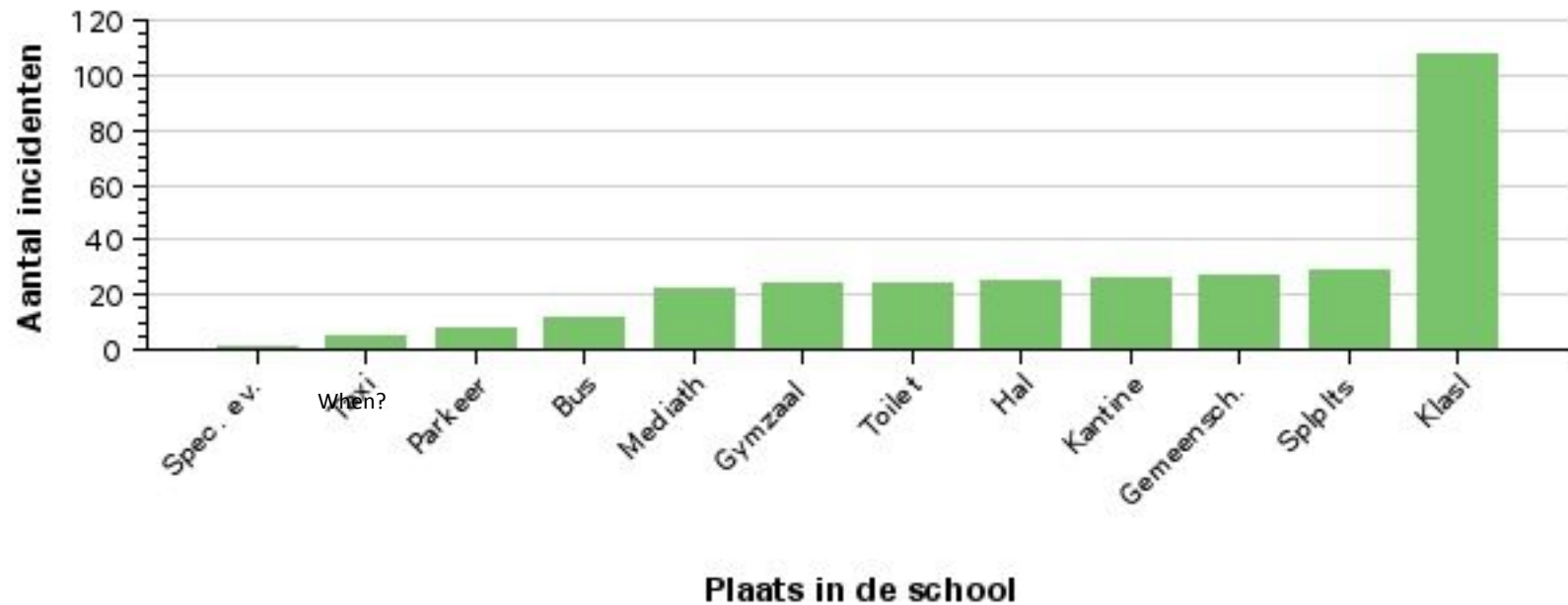
Alles, 1 sep. 2014 - 11 jan. 2015



Where?

Incidenten per plaats

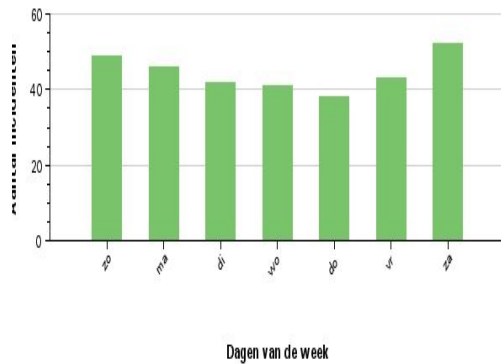
Alles, 1 sep. 2014 - 11 jan. 2015



When?

Incidenten dag van de week

Alles, 1 sep. 2014 - 11 jan. 2015



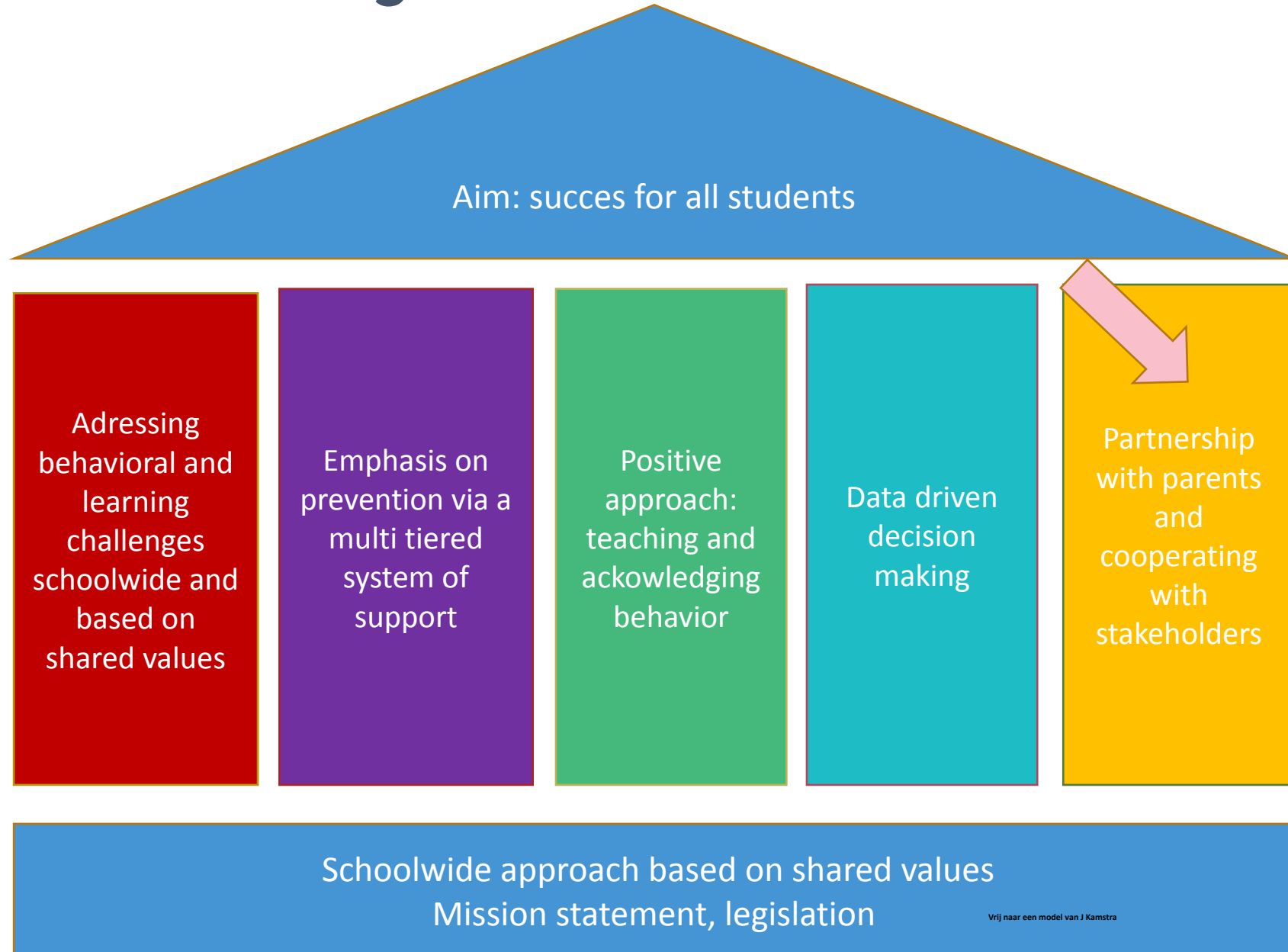
Who?



Who?



SWPBS = like building a house



Who are your stakeholders?

And how to cooperate?

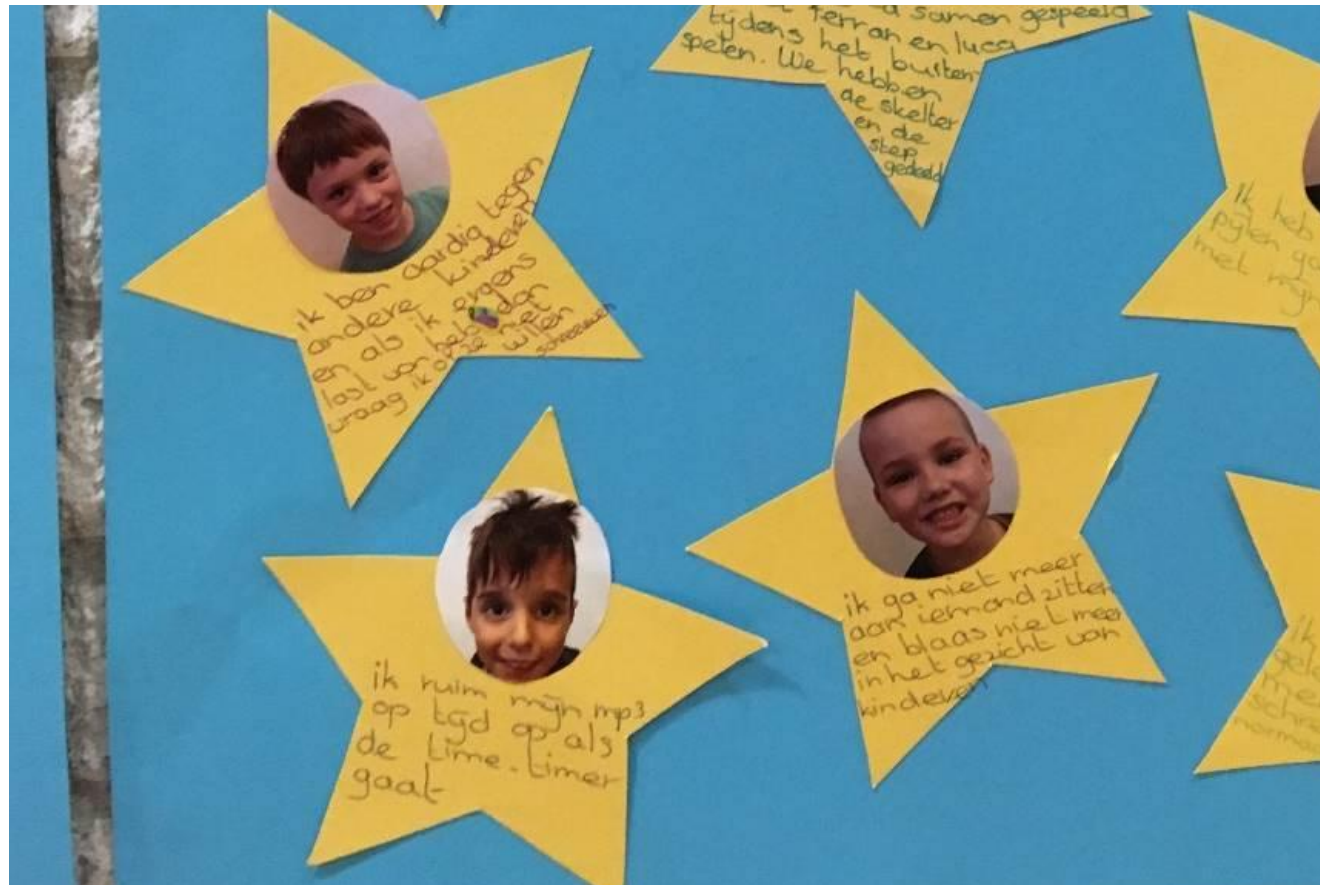


Together

- What is the message of these pictures?



PBS at home



University of
Applied Sciences

Windesheim



Unity makes you strong

<http://www.youtube.com/watch?v=QERuKC34smw&feature=fvwrel>

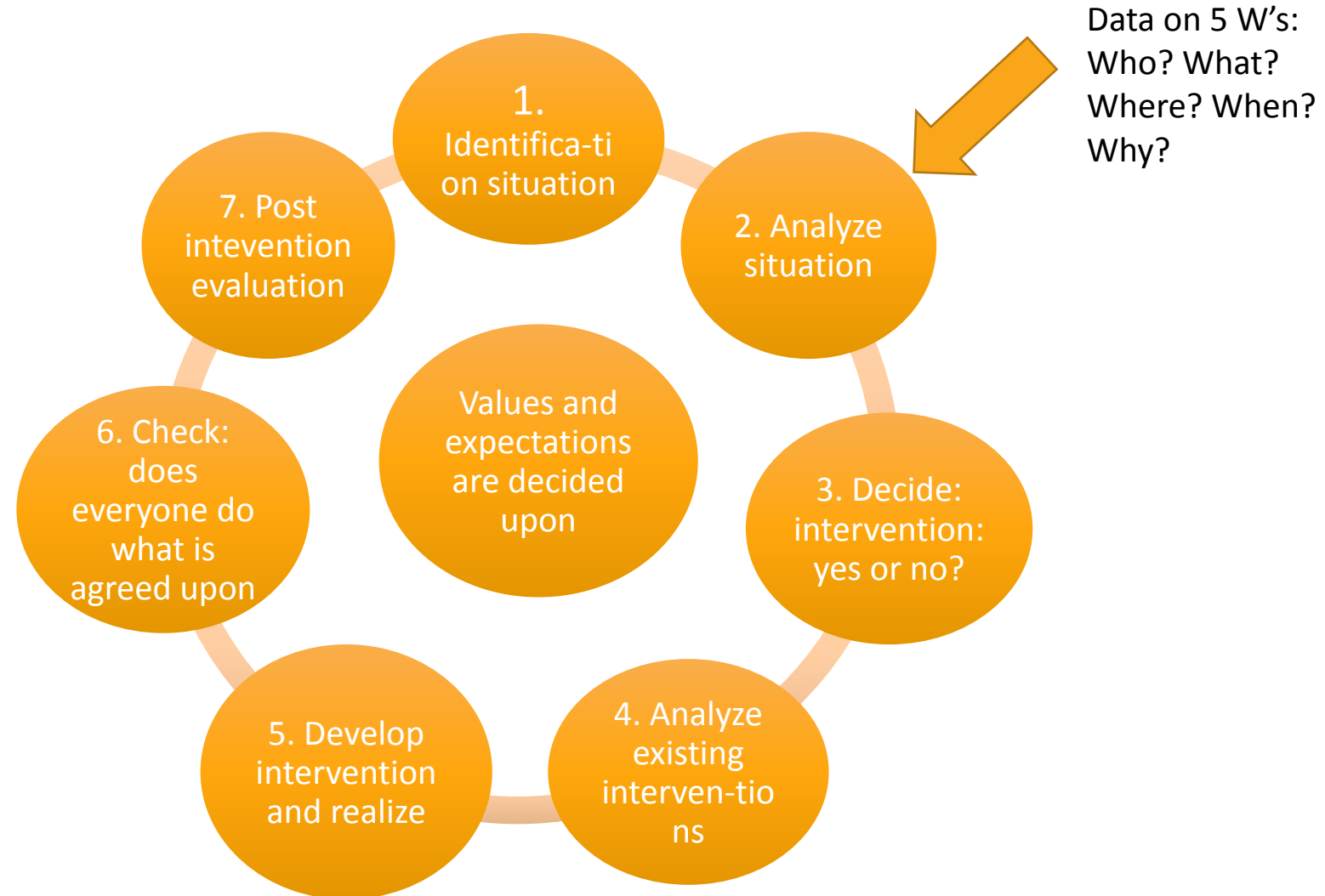


Challenging situations in education

- Every situation in which a student does not perform according to what is expected. (Wichers & Das, 2015)
- Not just about behavior
- Perspective teacher
- Startingpoint SWPBS: take all steps/techniques in one chosen particular situation, step by step.



7 steps



Assignment

- Write down for yourself which situations are challenging in your school: list of 3 most challenging situations.
- Small groups: which situations do you see most often in your school? Choose 3 situations.
- Write down successful ways how you have been responding to situations like this.



Most challenging situations in schools

1. Not following instructions
2. Being late
3. Speaking in the classroom without permission
4. Destroying things in school
5. Not completing assignments
6. Not respect turn taking
7. Smartphone sharing in appropriate content

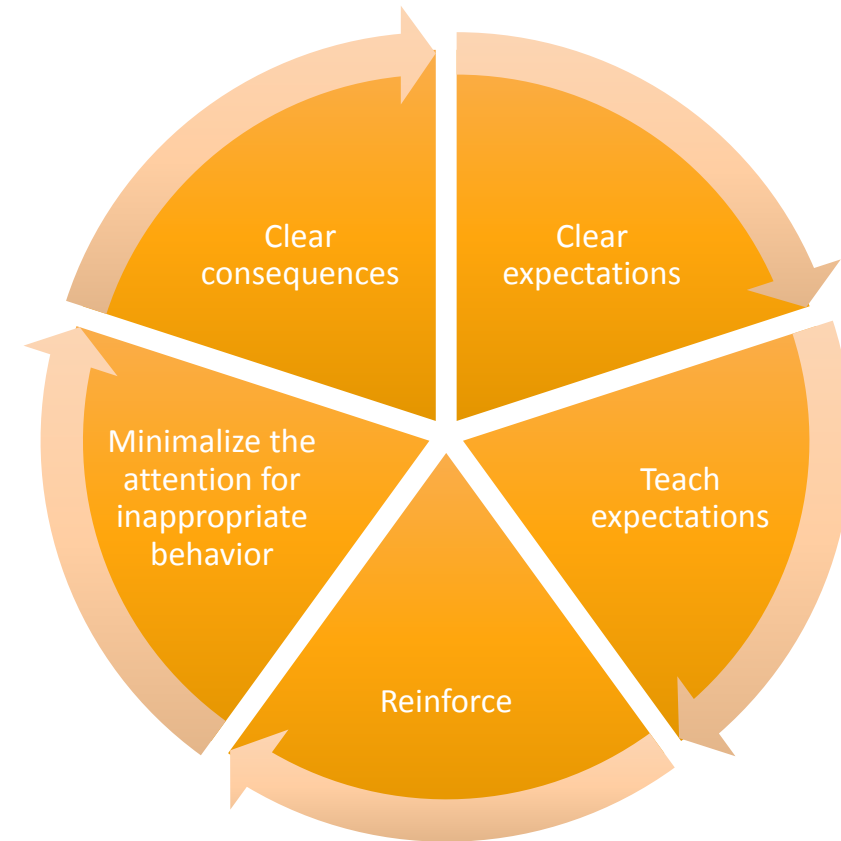
1. Running in the corridors
2. Physical violence, beating
3. Students interrupting teachers and making fun of them
4. Non-attendance
5. Meltdowns
6. Rivalary between different groups
7. Verbal offending



If you cannot change the environment..

5 basic principles of PBS: tier 1 interventions

1. Clear expectations (be explicit in what you want to see and hear)
2. Teach those expectations (use examples)
3. Reinforce those that are following expectations
4. Minimize the attention for inappropriate behavior (don't turn a mosquito into an elephant)
5. Clear consequences for inappropriate behavior



Exercise in pairs: design systems

In pairs you are doing the assignment to design for your school:

- Adapting the environment
- Visualizing values & expectations, priorities and results (model behavior, text, images)
- Introducing behavioral expectations
- Lessons in good behavior
- Active supervision
- Response to behavior (reinforcing / actively ignoring / predictable and clear consequences for non-compliance)



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Research



RCT and Group Design PBS studies

- Reduced **major disciplinary infractions**
- Improvement in aggressive behavior, concentration, prosocial behavior, & **emotional regulation**
- Improvements in **academic achievement**
- Enhanced perception of organizational health & **safety**
- **Reductions in teacher reported bullying behavior & peer rejection**
- Improved **school climate**

**Sound and growing evidence for the effectiveness of SWPBS
in diverse context and settings across the US.**

- Bradshaw, C. P., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized trial. *Journal of Educational Psychology*, 93(1), 1-12.
- Bradshaw, C. P., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 13-24.
- Bradshaw, C. P., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the student level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 25-38.
- Bradshaw, C. P., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the teacher level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 39-52.
- Bradshaw, C. P., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the school climate: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 53-66.
- Bradshaw, C. P., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the community level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 67-80.
- Goldweber, J. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the second grade level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 81-94.
- Horner, R. H., Sugai, G., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the elementary level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 95-108.
- Bradshaw, C. P., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the high school level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 109-122.
- Goldweber, J. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the second grade level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 123-136.
- Horner, R. H., Sugai, G., & Anderson, S. M. (2011). School-wide Positive Behavioral Interventions and Supports (PBIS) on the elementary level: A group-randomized trial. *Journal of Educational Psychology*, 93(1), 137-150.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of school-wide positive behavioral interventions and supports on the effectiveness of a randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine*, 166(1), 1-12.

Dutch research

- Cultural adaptation is merely about adapting procedures. Core features remain intact
- Fidelity measures TFI & SET can be used in Dutch schools to measure fidelity
- No strong relation (yet) between fidelity and student outcomes
- Indications that students feel more safe
- Changes in fidelity are related to an increase of student' feelings of wellbeing and a decrease of behavioral incidents



Cultural Adaptation & Fidelity



Contextual fit & fidelity

- Important for achieving success (McIntosh et al., 2015)
- Make SWPBS fit the context (national level + school level)
- Framework: build your own house!
- Fidelity = the extent to which components of an intervention, as conceptualized in a theoretical model or manual, are implemented as intended (Lane et al., 2004, Schulte et al., 2009)
- Tension between fidelity and contextual fit (Castro et al., 2004)



Phases of Implementation



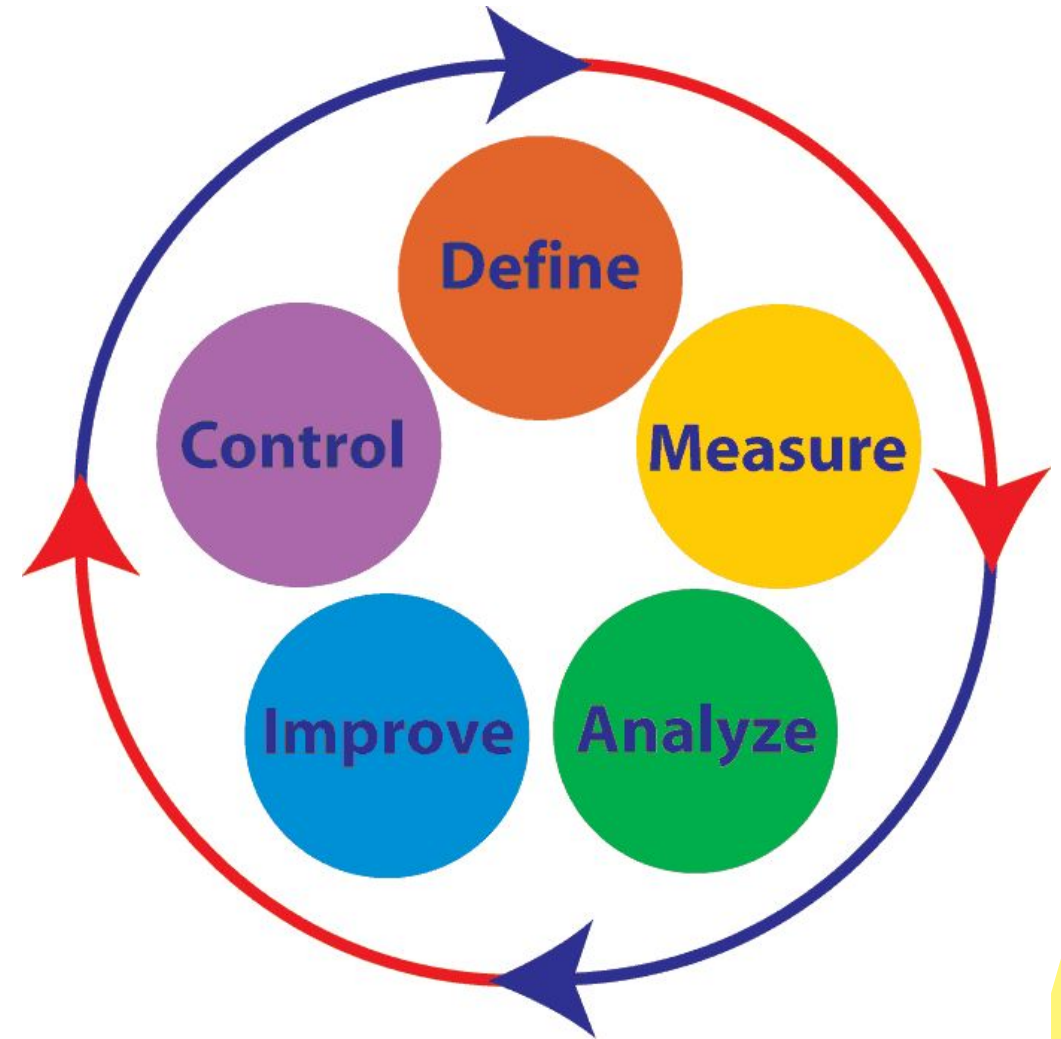
Implementation science

Phases in implementation

1. Exploration phase
2. Preparation phase
3. Start of the implementation
4. Full implementation
5. Maintenance & sustainability

- 2-4 years

- Fixsen et al (2009)



1. Exploration Phase

Exploring whether SWPBS could have added value to the school and creating support



Questions



What are the values, vision and mission of the school?



What are the strengths, weaknesses, challenges and needs in the school?
What are the issues?



What are the priorities?



What can be the potential benefit of SWPBS for the school?



What are the valued outcomes?



Possible activities in this phase

- Initial talks with administrative staff about potential benefits and valued outcomes
- Exploring values, vision and mission in the school
- Collect data and explore resources to find out what the challenges and needs are in this school
- Informing all stakeholders about SWPBS
- Readiness check (> 80% of the school team is ready to implement SWPBS)

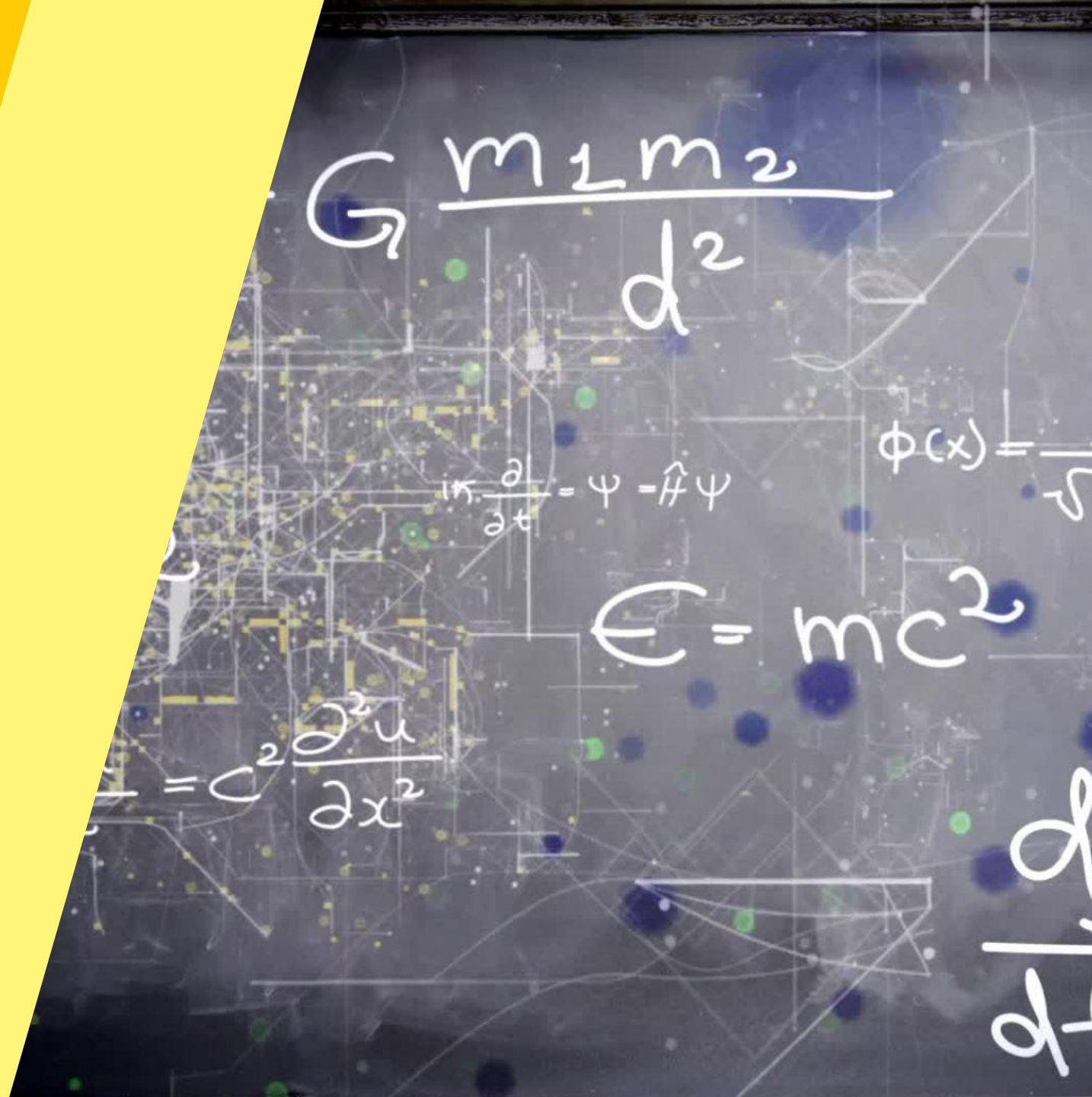




2.

Preparation Phase

Preparing the necessary
conditions for implementation



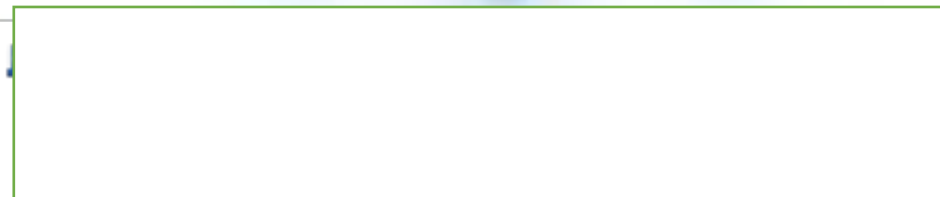
Possible activities

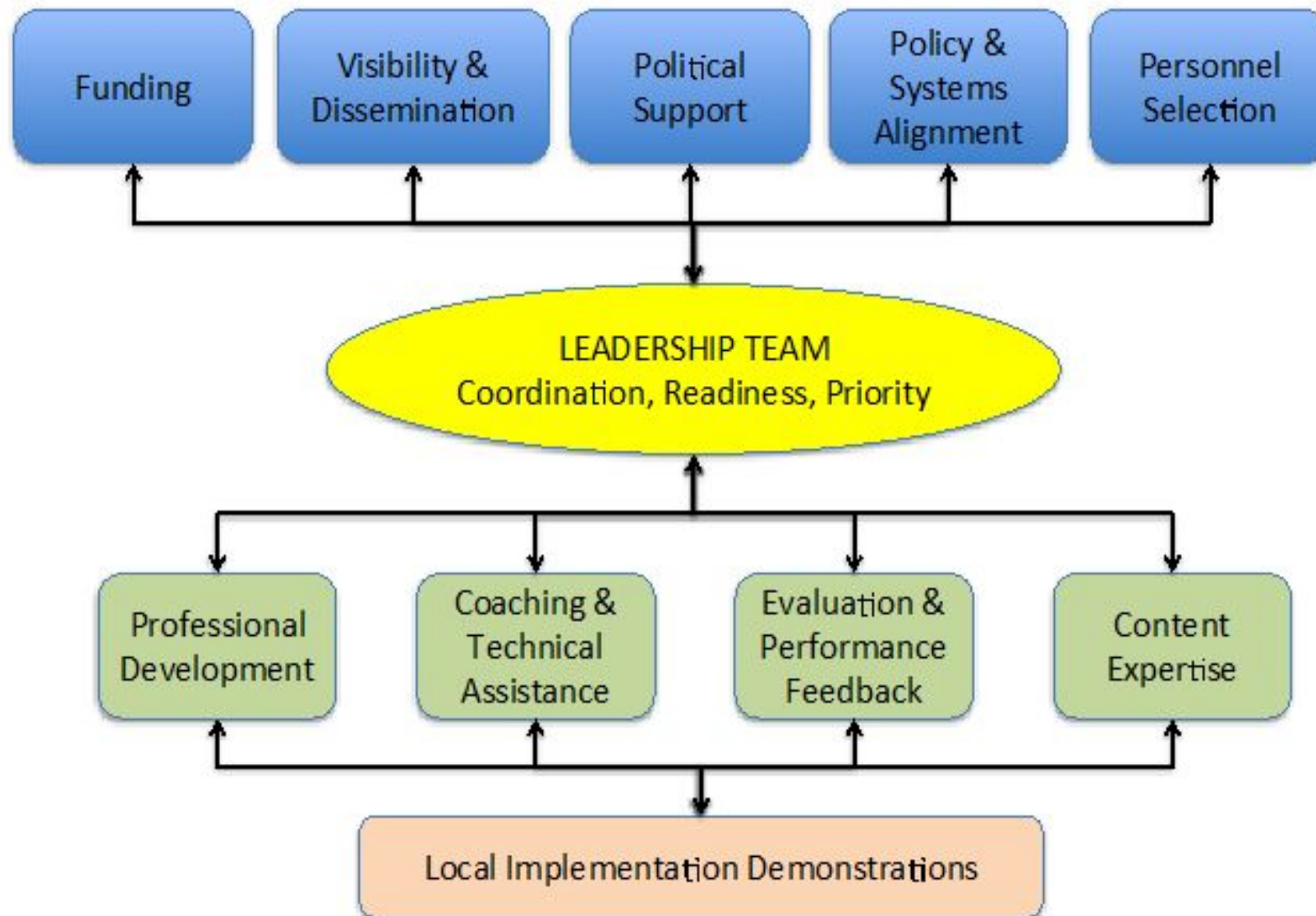
- Who will be in the PBS team?
- Preparation of our personnel before the implementation starts?
- How can we systematically start the implementation?
- (Re)allocate or find resources?
- Organize structural supports?
- Aligning school policy with the implementation ?
- What data for decision-making, action planning and evaluation?
- The scope of the project in the initial phase?



PBS leadership team

- Representatives all sectors of the school (and parents and students)
- Principal/administrator is an active member of this team!
- Meets every two weeks for min of 1 hour
- The PBS team works actively with data
- The PBS team monitors and measures the progress of the implementation
- The PBS team prepares the next step in the process and guides the teacher team
- The PBS team presents the results and facilitates the following steps.





3. Start of Implementation



3. Start of the implementation

Start with Tier 1/ Universal / Green interventions

Common rooms in school: hallway, playground, cafeteria etc

Several variants

1. Variant 1: first prepare everything (e.g. expectations on paper for every common room in school, matrix, visualisations, train team in every technique etc). Then achieve.
2. Variant 2: experience all steps and techniques in one chosen particular situation. Step by step.



4. Full Implementation

Fidelity measures



5. Maintenance & Sustainability

Fidelity measures, action
planning



Sources

Main websites:

- www.pbis.org
- www.apbs.org

Materials:

- <https://pbismissouri.org/>
- <http://flpbis.cbcs.usf.edu/>
- <https://www.pbis.org/resource-type/blueprints>



What a day!

Questions?

**Thank you
for your
attention!**

