

School-wide Positive Behaviour Support

Erasmus+

Decide Right

April 6th 2022

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Outline

1. Presentations
2. Dutch research
3. Q & A: what can be brought back to Turkey or Finland?



Presentations school visits



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., & Kohn-Martin, S. (2012). School-wide Positive Behavioral Interventions and Supports: Findings from a group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Bradshaw, C. P., & Kohn-Martin, S. (2012). School-wide Positive Behavioral Interventions and Supports (PBIS) on the organizational level: A group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Bradshaw, C. P., & Kohn-Martin, S. (2012). School-wide Positive Behavioral Interventions and Supports (PBIS) on the student level: A group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Bradshaw, C. P., & Kohn-Martin, S. (2012). School-wide Positive Behavioral Interventions and Supports (PBIS) on the teacher level: A group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Bradshaw, C. P., & Kohn-Martin, S. (2012). School-wide Positive Behavioral Interventions and Supports (PBIS) on the elementary level: A group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Bradshaw, C. P., & Kohn-Martin, S. (2012). School-wide Positive Behavioral Interventions and Supports (PBIS) on the secondary level: A group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Goldweber, L. (2012). School-wide Positive Behavioral Interventions and Supports (PBIS) on the secondary level: A group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Horner, R. H., Sugai, G., & Anderson, C. (2012). School-wide Positive Behavioral Interventions and Supports (PBIS) on the secondary level: A group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Horner, R. H., Sugai, G., & Anderson, C. (2012). School-wide Positive Behavioral Interventions and Supports (PBIS) on the secondary level: A group-randomized controlled trial. *Journal of Educational Psychology*, 104(1), 1-11.
- Waasdorp, T. E., Bradshaw, C. P., & Leaf, P. J. (2012). The impact of school-wide positive behavioral interventions and supports on the secondary level: A randomized controlled effectiveness trial. *Archives of Pediatrics and Adolescent Medicine*, 166(1), 1-11.

Once upon a time...

- It all started in Eugene, Oregon
- Study visit: April 5th – 10th 2009
- 14 professionals from special education schools, mental health care, youth care, universities



BUT

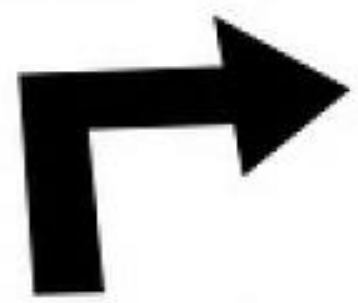




***WRONG
WAY***



***my
WAY***



***RIGHT
WAY***





Consortium

- 2 universities of applied sciences, research institute, youth care, private partners
- Being trained in SWPBS by Annemieke Golly
- Based on literature, Handbook, Implementation Blueprints: the Dutch 5 pillars of SWPBS
- Developed materials and PBS coach training
- National network group for developing SWPBS
- National network group for studying data



Contextual fit

Adjustments made

- Rephrasing and summarizing core features
- School values as a start
- No ODR's: behavior incident form
- Cyclic way of collecting and using data
- Strong emphasis on student involvement and partnership with parents
- Collaboration with stakeholders from youth (mental health) care and family support systems
- Cultural adaptive coaching of schools
- Discussion about how to acknowledge student behavior in an appropriate way (strong feelings about ABA)



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Windesheim



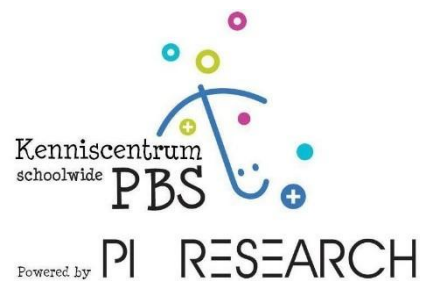
Successful initiatives



They lived happily ever after...?



Different modes



SWPBS in The Netherlands



Successful implementation SWPBIS

Highly depends on

- Contextual fit (Fallon, O'Keeffe, & Sugai, 2012)
- Knowledge of cultural dimensions (Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011)
- Practical, organizational, and technical issues
- Perception of professionals (Kincaid, Childs, Blase, & Wallace, 2007)
- Staff buy in

Fidelity measures measure the extent to what level core features and procedures are implemented in school.

What does SWPBIS look like in the Netherlands:

1. Expert consultation
2. TFI & SET measurements



Dissertation

Starts in 2015

1. Qualitative research: consultation of Dutch PBS experts
2. Descriptive study: fidelity measurements in 117 schools
3. Evaluative study: relation between fidelity and student outcomes in 66 schools for primary education



1. Expert consultation

R.Q: What are perceptions of Dutch experts on core features and procedures of SWPBS in the Netherlands?

- Which core features are identified by Dutch experts and how do they define these features?
- How do they reflect on procedures with regard to the Dutch school context?
- Two sessions
 1. Survey (open questions) ($N = 12$)
 2. Online discussion with propositions ($N = 10$)
- Coding transcripts + analyze.
- In between: analysis of individual survey responses and formulation of propositions based on the analysis.



1. Conclusions

- Agreement among experts about core elements as summarized in the Dutch five pillars
- Core features are robust. Procedures need to be adapted like teaching and acknowledging behavior, ways of responding to problem behavior, collecting data and procedures to involve important stakeholders
- Despite resistance against token economy at the introduction: positive reinforcement is a important key feature
- Different tendencies in how to use SWPBS practices and implementation strategies:
 - Following strict procedures and techniques
 - More organic way (process of school development)



2. Fidelity of implementation in 117 Dutch schools

R.Q. To what extent are core features and standard procedures of SWPBIS Tier 1 present in Dutch schools according to TFI and SET scores?

- Participants
 - $N = 117$ schools: elementary and special education
 - Start of implementation: range 2010-2016
 - Average duration of implementation: 2yrs & 5 months
- Instruments
 - TFI + SET: translation & pilot testing
 - TFI action plan with BoQ items
 - Within two weeks
 - $N = 82$ experts being trained in completing TFI & SET



2. Results

- Mean total scores:
 - TFI = 60% ($SD = 19\%$)
 - SET = 70% ($SD = 16\%$)
 - To compare: US schools TFI total score $M = 74\%$ ($SD = 24\%$)
- Internal consistency
 - TFI $\alpha = .83$ (items)
 - SET $\alpha = .73$ (subscales)
- Correlation between TFI and SET $r = .71^{**}$
- Reaching cut-off scores:
 - 33% of schools $\geq 70\%$ TFI total score (58% of US schools)
 - 31% of school $\geq 80\%$ SET total score
 - 25% of schools $\geq 80/80$ SET both total/Expectations Taught (61% of US schools)



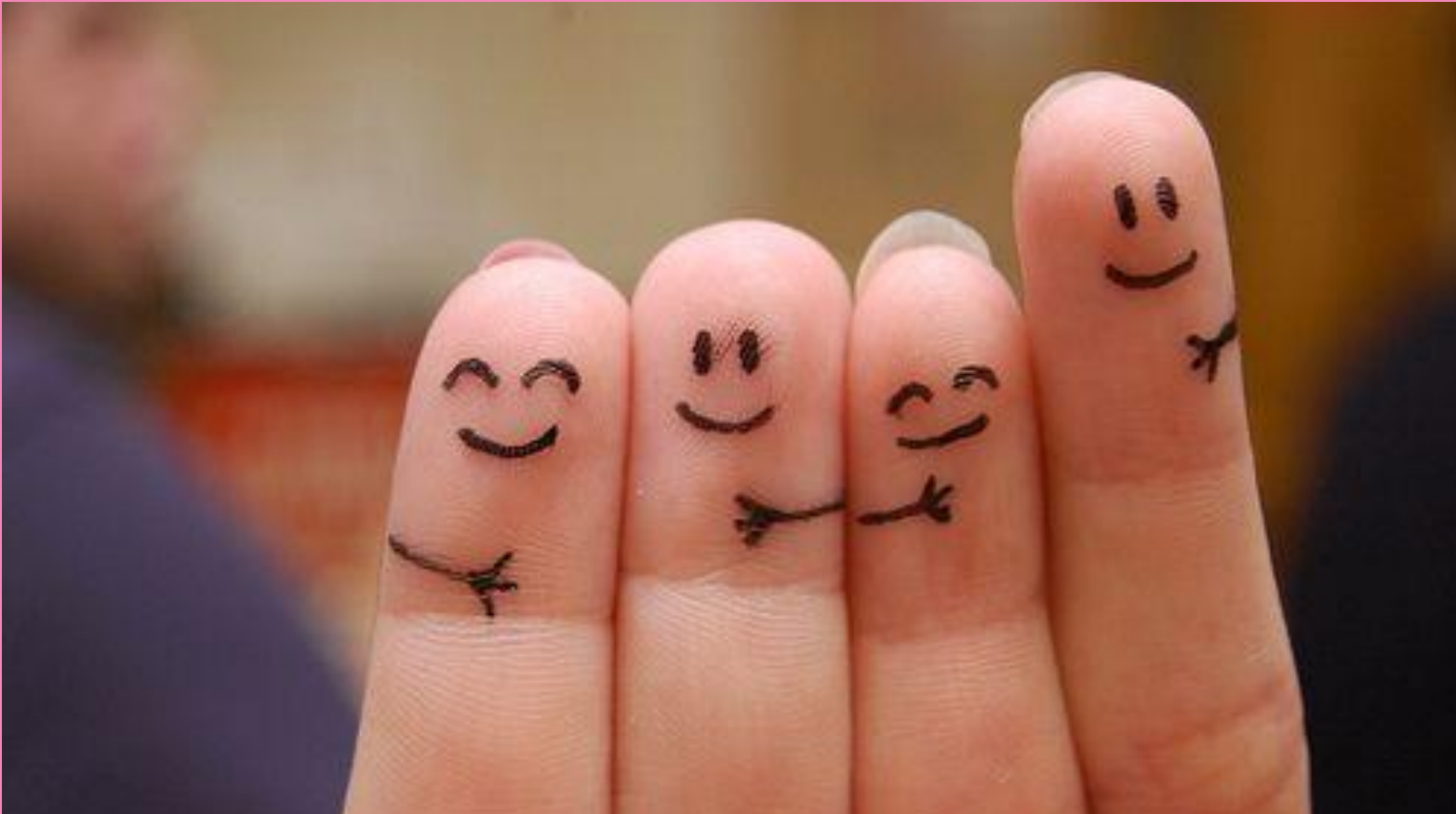
Teams	NL: N = 117		US: N = 8,467	
1. Team Composition	1.34	.49	1.54	<i>M</i> = 78; <i>SD</i> = 24%
2. Team Operating procedures	1.47	.55	1.60	
Implementation				
3. Behavioral expectations	1.68	.48	1.75	<i>M</i> = 73% <i>SD</i> = 23%
4. Teaching Expectations	1.22	.56	1.61	
5. Problem Behavior Definitions	.99	.76	1.54	
6. Discipline Policies	1.09	.75	1.47	
7. Professional Development	1.27	.68	1.42	
8. Classroom procedures	1.22	.62	1.55	
9. Feedback and Acknowledgement	1.49	.77	1.49	
10. Faculty involvement	1.19	.75	1.37	
11. Student/Family/Stakeholder Involvement	.75	.74	1.08	
Evaluations				
12. Discipline Data	1.25	.86	1.60	<i>M</i> = 73% <i>SD</i> = 28%
13. Data-based Decision Making	.81	.68	1.31	
14. Fidelity Data	1.31	.81	1.64	
15. Annual Evaluation	.79	.70	1.28	

2. Conclusions

- All core features and procedures were present
- Most schools had leadership teams, taught expectations, and provided acknowledgements for students
- Annual evaluation, data-based decision making and stakeholder involvement were less well implemented
- Students could not state school values
- Results for elementary and special education showed similar patterns except: 'Defining problem behavior' and 'Documented system for dealing with problem behavior'
- TFI & SET can be used in NLs to measure fidelity



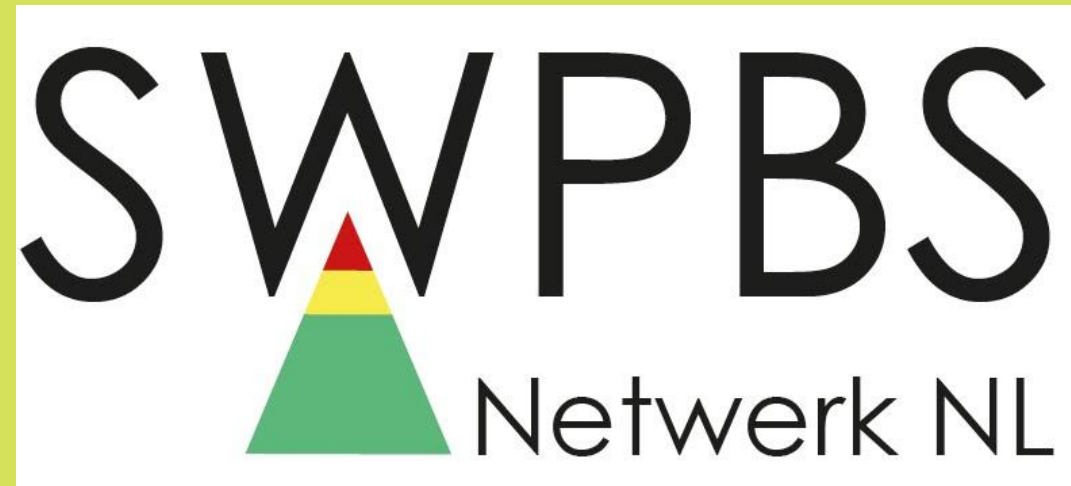
Let's return to our story



Dutch APBS Network

Goals of Dutch leadership team:

- One website www.swpbsnetwerk.nl
- One national system for recognizing Dutch PBIS schools
- Participating in research
- Organizing a national conference together
- Working on a national system for certification of Dutch PBIS professionals



3. Fidelity & student outcomes

R.Q.'s

- 1) *To what extent do fidelity of Tier 1 SWPBIS implementation and student outcomes (i.e., students' perceptions of social safety, the prevalence of behavior incidents, and the percentage of students receiving additional support for behavior) in Dutch elementary schools change over time?*
- 2) *What is the relation between SWPBIS Tier 1 fidelity of implementation and student outcomes in participating schools?*
- 3) *Is an increase in SWPBIS Tier 1 fidelity of implementation related to improvement in student outcomes in participating schools?*



3. Methodology

- 66 primary schools ($M = 216$ students; $M = 17$ teachers; $M = 17$ classes)
- Implementation $M = 23$ months ($SD = 16.53$, range 2-74 months)
- Annual measurements at school level (2015 -2018):
 1. Fidelity of implementation
 2. Student outcomes
 - Social safety
 - Behavior incidents
 - Additional support for behavior
 - Reading & maths



3. Instruments

- TFI & SET
- Social safety monitor: students perception of social safety in general, wellbeing, unsafe locations, being a victim
- Number of behavioral incidents
- % of students receiving additional support for behavior
- Group skill scores for reading and mathematics



3. Analyses

- Data aggregated at school level
- Within subjects ANOVA repeated measures: measuring group means
- Multiple regression analysis: relation between fidelity and student outcomes
 - Level of implementation
 - Changes in level of implementation (= growth)
- Data at T1 and T3 (implementation takes time + 20% loss of data at T1, T2, T3)
- Missing data: random
- Too much missing data for reading & math



3. Within subjects ANOVA repeated measures

	N	M_{T1}	SD_{T1}	M_{T3}	SD_{T3}	M_{T3-T1}	p	Cohen's d
TFI	66	57.48	20.97	82.83	15.54	25.35	.00	1.13
SET	66	68.56	16.99	84.29	11.06	15.73	.00	0.88
Wellbeing	39	84.38	8.77	85.97	7.63	1.59	.31	0.17
Safety in general	39	85.47	8.17	86.21	5.73	0.748	.63	0.08
Unsafe locations	39	25.31	10.06	20.61	9.75	-4.70	.02	-0.41
Victim	39	32.27	10.03	30.18	10.14	-2.09	.38	-0.14
Additional support	38	4.17	2.70	3.83	2.33	-0.34	.52	-0.13
Behavior incidents	42	1.61	1.65	1.23	1.32	-0.37	.11	-0.25



3. Conclusions

- No strong relation between fidelity and student outcomes
- Increase in fidelity
- Decrease in unsafe locations
- Changes in fidelity related to an increase in wellbeing + decrease in the number of behavior incidents



3. Discussion

- No control group
- No pre- post measurements
- Discussion:
 - Had positive changes already taken place as 36% of schools were already implementing for 2 years at the start?
 - Ceiling effect (earlier research 2010-2018 showed that 94-97% of students were feeling safe)?
 - 42% missing data for student outcomes; 0% missing data for fidelity measurements
- Still: indication social safety is increasing when schools are implementing with fidelity



School-wide teaming on behaviour

1



**NATIONAAL REGIEORGAAN
ONDERWIJSONDERZOEK**

Rationale project

- Teachers need support in deploying school-wide implementation of values and expectations within the classroom
- SWPBS as a leverage for improving school culture



Partners

- 7 SWPBS primary schools
- Different stages of implementation
- Research Team: Sui Lin Goei + Martijn Willemse + Monique Nelen (project manager)
- Facilitators: Monique Nelen, Joke Kamstra, Anita Blonk



Focus groups (5)

- Goal: starting point and needs analysis
- Basic concepts SWPBS are known
- No team-issues
- Needs and issues diverse



The intervention

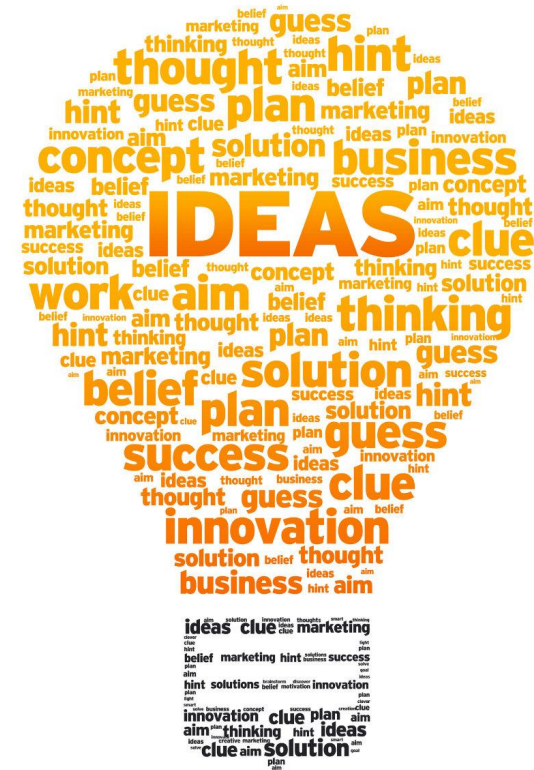
Lesson Study (LS) for behavioural issues

Japanese Lesson Study: *jugyo* *kenkyuu*



The essence: 5 “big ideas” (Goei et al., 2021)

1. The essence of LS is that teachers **collaboratively perform research** on their lessons (Murata, 2011).
2. LS involves **combining practical knowledge and external knowledge** (e.g., Sarkar Arani, 2017; Takahashi, 2014).
3. LS is about **learning from students' learning** (Dudley, 2013; Murata, 2011).
4. LS is a **collaborative effort** by teachers (e.g., Takahashi and Yoshida, 2004).
5. LS requires the **systematic fine tuning of lesson designs** (Lewis, 2006).



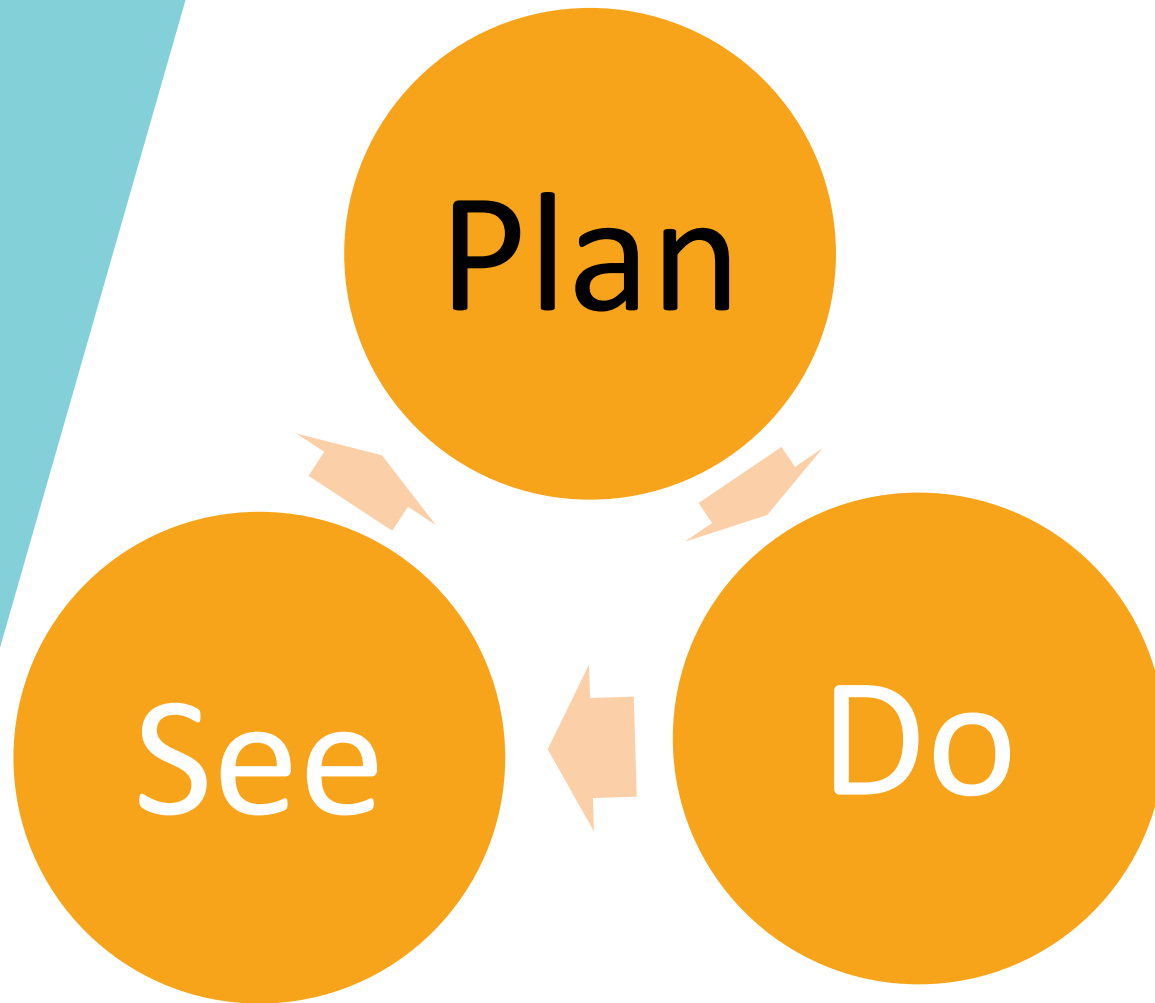
Lesson Study teams

Small collaborative teacher teams:

- Preparing, designing, observing and enacting a 'live' research lesson, and evaluating and reflecting upon the enacted research lesson
- Facilitator
- *'Knowledgeable others'*



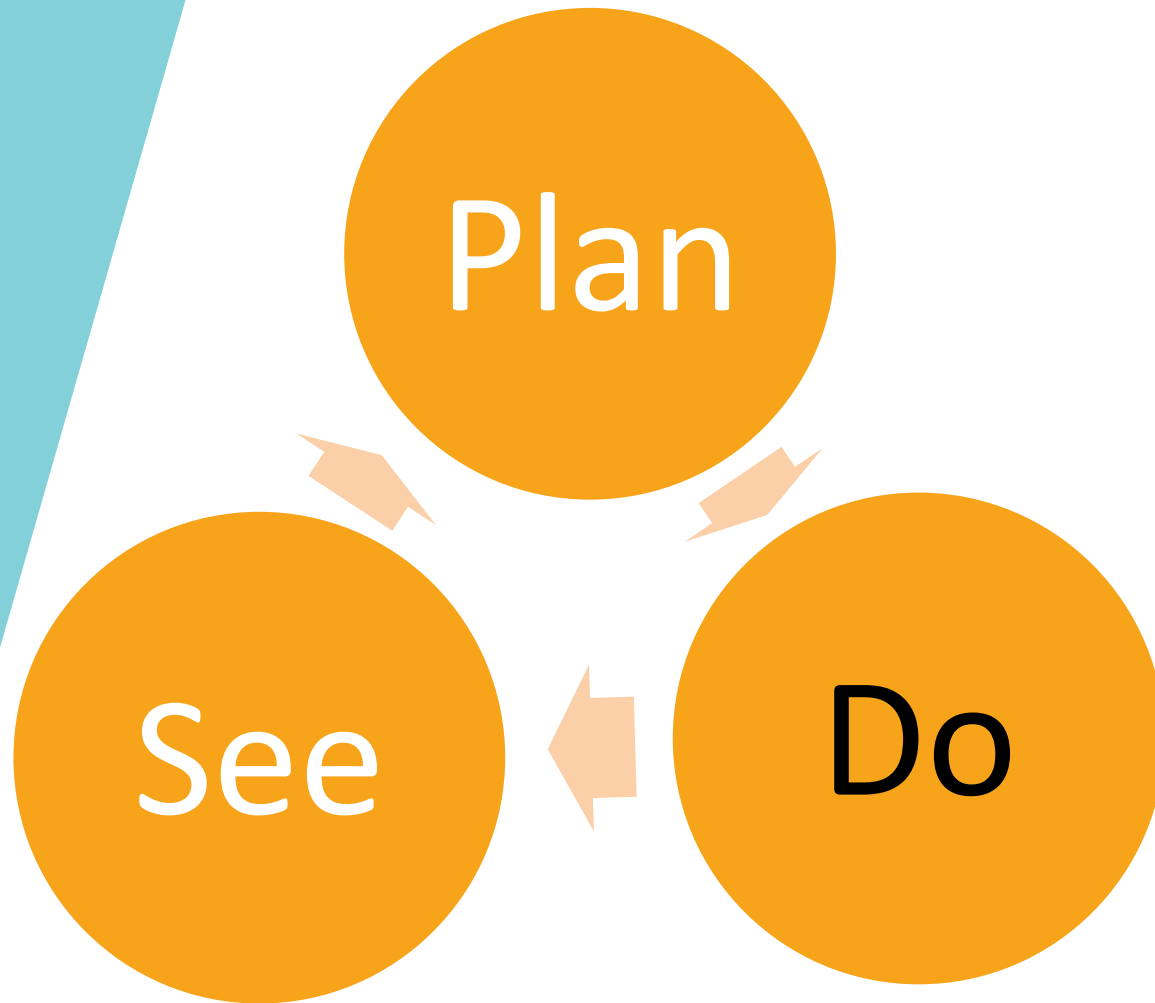
Lesson Study: Plan, Do & See



Plan

- Formulate research question
- Study material and literature
- In detail design of lesson plan with a focus on the students

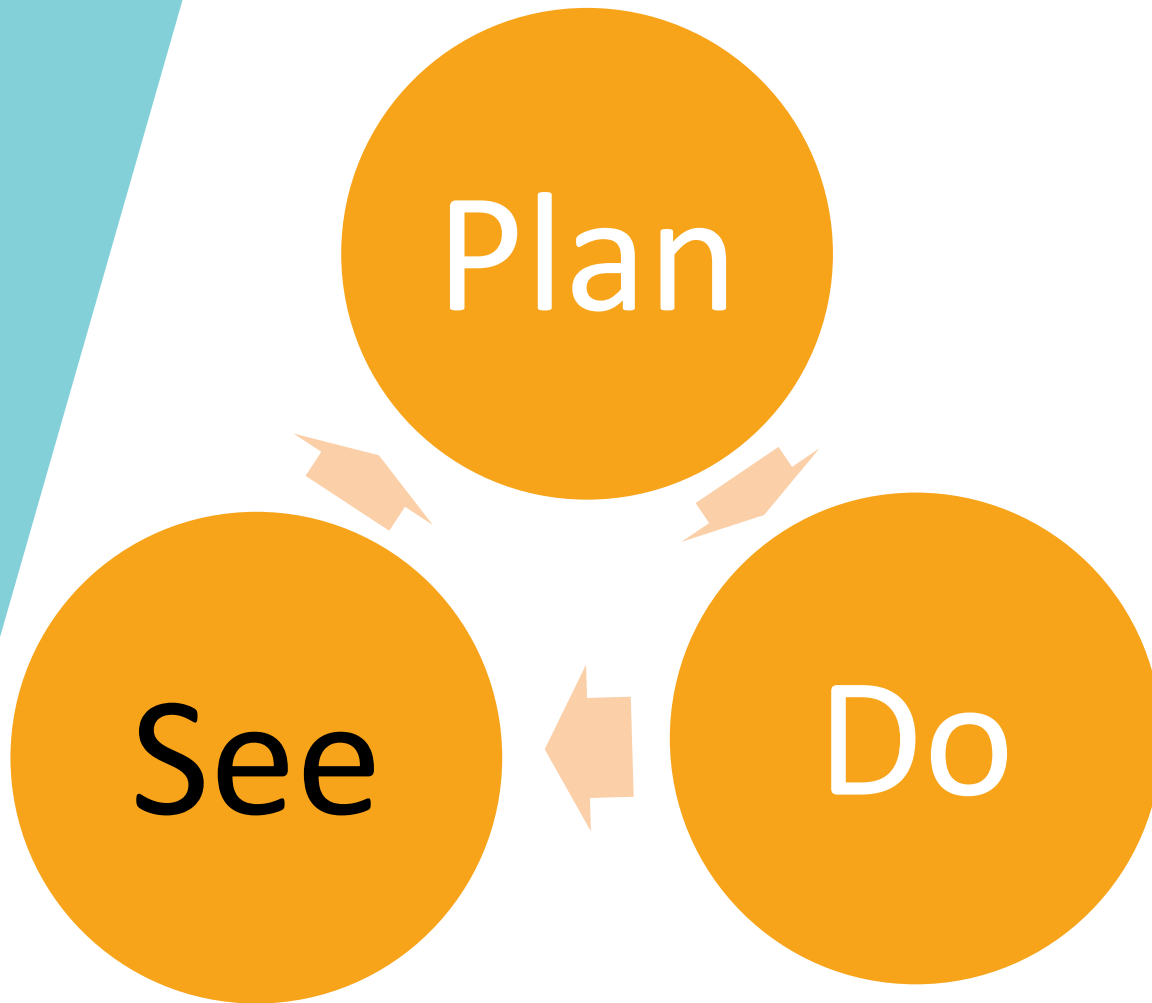
Lesson Study: Plan, Do & See



Do

- Teaching the research lesson
- Observing
- Observers collect evidence of learning

Lesson Study: Plan, Do & See



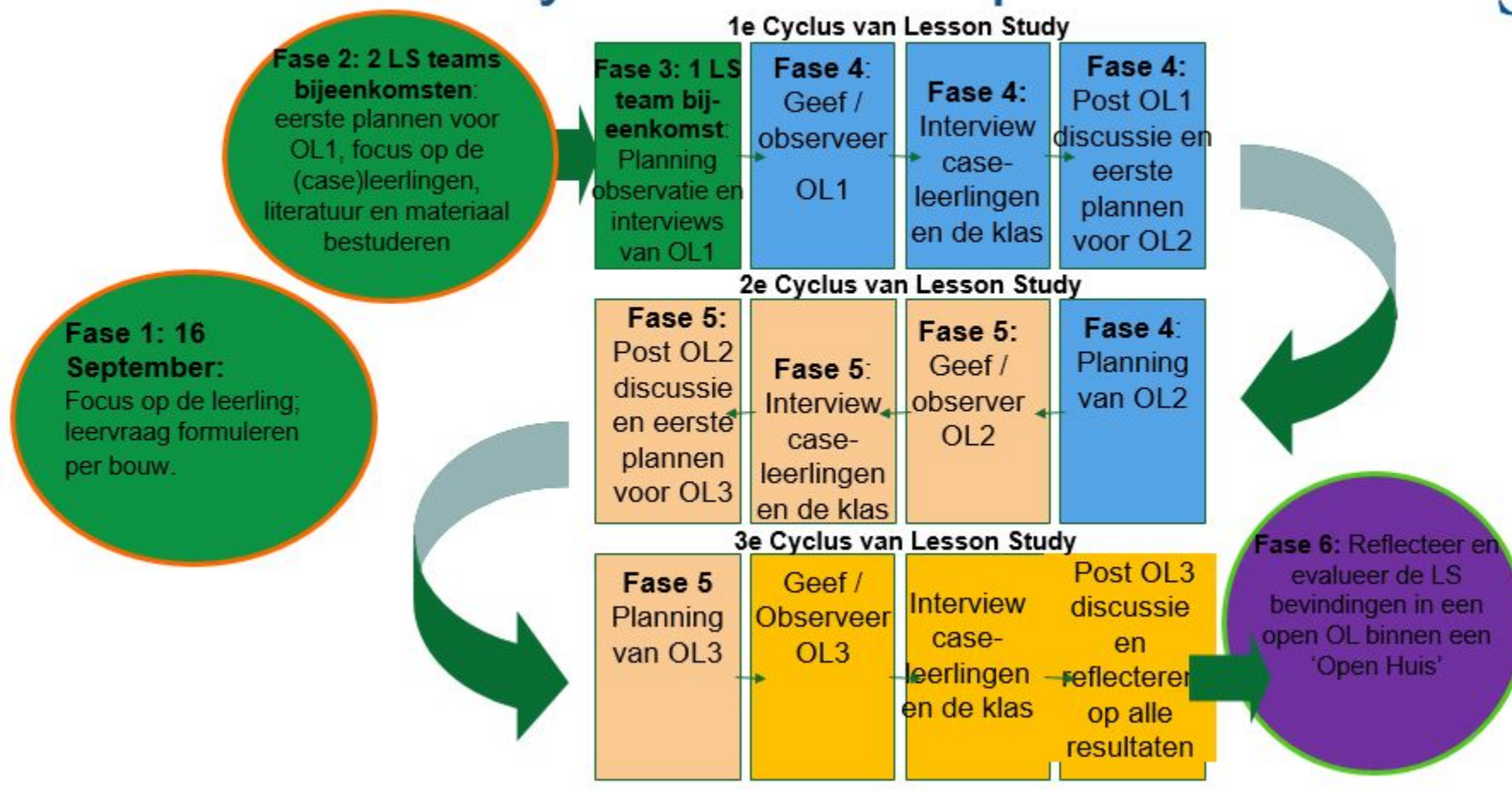
See:

- **Post-lesson discussion**
- **Discussing and reflecting**
- **Redesigning of research lesson and planning of a new enactment**

Een LS voorbeeld

Lesson Study OBS De Stap

Lesson
Study



Planning?

- Oktober 2021 – april 2022
- LS team = 4 teachers
- 8 meetings
- Windesheim facilitator (+ knowledge-able other when needed)
- 3x research lesson
- Observing of research lesson (live or via Iris Connect)
- Evaluating and redesign



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Design

Research questions

1. To what extent does participation in LS contributes to supporting teachers in translating the school-wide agreements/rules to teacher activities in the classroom?
2. To what extent does participation in LS contribute to fostering a schoolculture?
3. What are the facilitating and hindering factors in the school regaring collaborative professionalisation of teachers when dealing with their students?



Teacher behaviour in the classroom

Characteristics:

- Giving of focused positive feedback (hele groep, kleine groep, individueel),
- Pedagogic and didactive corrections,
- And effective classroom management (Simonsen & Myers, 2016; Gage et al., 2014)



Professional development of teachers

- Changes in their (professional) knowledge, understanding, skills, and attitudes” (Vermunt et al., 2019; Willemse & Boei, 2017; Kosnik et al., 2015; Louws et al., 2017).
- Dudley (2013, p. 108) [...] learning is understood as a collaborative, social process in which new knowledge is socially constructed in shared contexts prior to any process of internalization (Kleine Staarman & Mercer, 2010; Lave & Wenger, 1991; Wells, 1999) [...]
- Teacher talk in LS contexts promised to reveal something about teacher learning and about how teachers utilise and develop knowledge (Dudley, 2013 p.108).
 - Teacher learning takes place over weeks (not days);
 - The classroom is the central location of professional learning activity;
 - Experimental enquiry into pupil learning features in the teacher learning process;
 - There is collaboration with one or more other professionals in that process (Dudley, 2011)



Schoolcultuur

- School cultures can be described in terms of the ethos and social environment in schools, consisting of the administrative and organizational structures and how these interact in order to promote (or constrain) teacher professional learning (Avalos, 2011; Schipper, 2019 p. 122).
- Schools that support teacher learning and foster a culture of collegiality and continuous improvement are better able to support and retain new teachers, pursue innovation, respond effectively to external changes and secure teacher commitment (Little, 2012 p.25; Louws et al., 2017).
- A shared school culture, aiming for a shared school vision, a culture of collaboration, a professional learning climate and collective decision-making (Louws et al., 2017, p.773)



Facilitating and hindering factors

School contextual influences, a distinction can be made between structural and cultural school conditions (Imants & Van Veen, 2010). Examples of **structural conditions** are time, accessibility to resources, workload, organizational goals and policy,

whereas **cultural conditions** refer to support and guidance from school leaders and PD facilitators, a shared vision, collective decision making, and the quality of collaboration between teachers (Schipper, 2019 p.124, e.g. Schenke et al., 2015)

Professional school culture

1. delen van kennis en ervaringen
2. gezamenlijk onderwijsontwikkelen
3. onderzoekende houding

School contextual conditions

1. draagvlak voor een plg
2. professionele ruimte
3. ondersteuning van de schoolleider
4. Communicatie
5. Collegiale support



Instruments (1)

Video:

- Prior to the intervention: which school-wide agreements are visible and in place in the school
- Make an inventory within the meetings of their perceived challenges
- All meetings are video-ed with Iris Connect
- How do these meetings contribute to collaborative development of knowledge, the desing of interventions and the inquiry stance of teachers



Instruments (2)

Analyse teacher talk (dialogues) in the video's of the meetings

- School-wide agreements
- Sharing of experiences, knowledge and design of intervention
- Building of a common knowledge base toward school-wide agreements and enactment in the classroom



Instruments (3)

After the LS-G cycle:

- Interviews teachers
- Interviews administrators
 - How did you experience/perceive LS-G?
 - What is the influence of LS-G on the school-wide agreements
 - Does it contribute to your efficacy in dealing with challenging situations
 - Does it contribute in fostering a better school culture?



Teacher Talk

Teacher Talk	
Interactions	Voorbeelden
1 Cumulative talk	<ul style="list-style-type: none">• Agreeing or accepting.
2 Qualifying or disputational talk	<ul style="list-style-type: none">• Correcting factually/imposing alternative;• disagreeing
3 Exploratory talk Reasoning,	<ul style="list-style-type: none">• Predicting, supposing;• Developing a point.
4 Structuring conversation	<ul style="list-style-type: none">• Moving conversation on;• Initiating or introducing new idea.
5 Managing understanding	<ul style="list-style-type: none">• Eliciting,• asking or answering
Types of knowledge:	
A Subject knowledge.	
B Pedagogic content knowledge	
C Pedagogic knowledge	
D Knowledge of pupil.	
E RL Observation knowledge	



Feedback

- What do you think?
- What is powerful?
- What needs to be adjusted?



Postdoc research: second career teachers

- 2022 – 2024
- Teacher educator design teams improving their curriculum focused at supporting students in behavior and classroom management.
- Aim is to support:
 - Teacher educators in designing curriculum
 - Future teachers in dealing with behavior & classroom management
 - Developing curriculum guidelines
- Literature review
- Design based research: piloting in 2 rounds
- Instruments:
 - Interviews with participants
 - Teacher educator logs of designing sessions



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>



Thank you!

