



Conference Program for the
3rd Research Symposium of the PBS-Europe Network

organized by

Prof. Dr. Anna-Maria Hintz & Dr. Michael Paal (*University of Oldenburg, Germany*)

Prof. Dr. Hannu Savolainen & Dr. Vesa Närhi (*University of Jyväskylä, Finland*)

November 13th, 2020

Online-Meeting
(Time zone: CET / UTC+1)



3rd Research Symposium of the PBS-Europe Network

November 13th, 2020

- 09:00 – 09:15 a.m. **Welcome**
Hintz, Anna-Maria (University of Oldenburg, Germany)
Paal, Michael (University of Oldenburg, Germany)
- 09:15 – 09:45 a.m. **Integrating Social, Emotional, and Behavioral Supports for Culturally and Linguistically Diverse Students At-Risk for Behavioral Disorders**
Burke, Mack Douglas (Baylor University, TX, USA)
Campbell, Aaron (Texas A&M University, TX, USA)
Bowman-Perrott, Lisa (Texas A&M University, TX, USA)
Discussant: Nähri, Vesa (University of Jyväskylä, Finland)
- 09:45 – 10:15 a.m. **Intensified CICO Intervention for Pupils at Risk of Severe Behaviour Problems**
Paananen, Mika (University of Jyväskylä, Finland)
Karhu, Anne (University of Eastern Finland, Finland)
Discussant: Paal, Michael (University of Oldenburg, Germany)
- 10:15 – 10:35 a.m. **Coffee Break and Open Discussion**
- 10:35 – 11:05 a.m. **The Use of Systematic Observational Method to Collect Efficacy Data From SWPBS Schools**
Karhu, Anne (University of Eastern Finland, Finland)
Discussant: Hintz, Anna-Maria (University of Oldenburg, Germany)
- 11:05 – 11:35 a.m. **School-wide Positive Behavior Support as a Way to Improve School Climate in France? First Results From a Quasi-Experimental Design**
Kubiszewski, Violaine (Bourgogne Franche-Comté University, France)
Carrizales, Alexia (Bourgogne Franche-Comté University, France)
Lheureux, Florent (Bourgogne Franche-Comté University, France)
Lima, Fairouz (Bourgogne Franche-Comté University, France)
Discussant: Savolainen, Hannu (University of Jyväskylä, Finland)
- 11:35 – 11:55 a.m. **Coffee Break and Open Discussion**
- 11:55 – 12:25 p.m. **Lessons Learned After Five Years of PBIS Implementation in Cyprus Elementary Schools**
Kourea, Lefki (University of Nicosia, Cyprus)
Papanicola, Eleni (Cyprus Ministry of Education)
Discussant: Paal, Michael (University of Oldenburg, Germany)
- 12:25 – 12:55 p.m. **Closing: General Discussion & Future Directions of PBS**
Hintz, Anna-Maria (University of Oldenburg, Germany)
Paal, Michael (University of Oldenburg, Germany)
Savolainen, Hannu (University of Jyväskylä, Finland)
Närhi, Vesa (University of Jyväskylä, Finland)



Paper Presentation

9:15 – 9:45 a.m. (CET / UTC+1)

Integrating Social, Emotional, and Behavioral Supports for Culturally and Linguistically Diverse Students At-Risk for Behavioral Disorders

Burke, Mack Douglas (Baylor University, TX, USA)

Campbell, Aaron (Texas A&M University, TX, USA)

Bowman-Perrott, Lisa (Texas A&M University, TX, USA)

Improving the quality of life and psychological well-being of students who are at-risk of developing emotional and behavioral disorders (EBD) is a high priority. This presentation focuses on describing results from four studies focused on examining various aspects of social, emotional, and behavioral functioning of students with or at-risk of EBD. First, we will present a conceptual overview of SEL. Second, we will present a study focused on integrating positive behavior support with a social-emotional learning curriculum for culturally and linguistically diverse learners. A multiple-baseline design (MDB) was used to evaluate the effects of the integrated SEL behavior support intervention. Results are described using visual analysis and effects sizes.



Paper Presentation

9:45 – 10:15 a.m. (CET / UTC+1)

Intensified CICO Intervention for Pupils at Risk of Severe Behaviour Problems

Paananen, Mika (University of Jyväskylä, Finland)

Karhu, Anne (University of Eastern Finland, Finland)

Check in–check out (CICO) is a widely used and effective behavioural intervention. However, not all pupils benefit from typical CICO support and therefore more intensive methods are needed to manage more severe behavioural problems in schools. Pupils differ in their self-regulatory and executive function capabilities, and behavioural problems may be associated with self-regulatory problems, information processing deficits and problems in adapting one’s behaviour to the situational expectations. One way to intensify CICO is combining typical CICO and its processes with skill training sessions. The idea of the training is to improve social skill set needed in school settings and ability to recognise the situational expectations. Intensified CICO is implemented in Finnish SWPBS schools and in this presentation our aim is to present practical solutions and preliminary outcomes of the intensified CICO interventions and also future directions of the development of intensified CICO. Conducted research so far on intensified CICO in Finnish SWPBS schools with concurrent multiple baseline design have revealed positive results among pupils: increased appropriate behaviour in targeted behavioural goals and decreased disruptive behaviour in school situations. Results also indicated that multiprofessional task force and co-operation is essential to lay the practical groundwork for inclusive and intensified support for pupils at risk of severe problem behaviour. Intensified CICO is lately manualised and next aim is to investigate effectiveness of intervention with larger cohort and test possible moderator effects in Erasmus SWPS project.



Paper Presentation

10:35 – 11:05 a.m. (CET / UTC+1)

The Use of Systematic Observational Method to Collect Efficacy Data From SWPBS Schools

Karhu, Anne (University of Eastern Finland, Finland)

This presentation discusses the use of systematic direct observation (SDO) method in real-life research conditions (e.g. schools and kindergartens). Although SDO method is time and resource-consuming and labor-intensive, it offers a flexible and direct assessment in precise contexts. Two Finnish PBS research projects are presented to demonstrate the use of SDO in both kindergarten and school contexts. The presentation shows how SDO method can be used to determine the response to behavioral intervention of individual pupils in single case design and also how to observe the responsiveness of a whole group of children to improved universal level PBS practices (e.g. classroom management and positive feedback) in a randomized controlled trial.

Phases of SDO data collection are shown with emphasis on validity and reliability perspectives. High validity and accuracy in SDO study can be achieved by precise operationalization of target behavior based on research questions and thorough observer training. Throughout all phases of SDO research (e.g. baseline, intervention, maintenance) researchers need to regularly monitor the quality of interobserver-agreement to ensure the reliability of the SDO study.

Interpretation of SDO data with visual analysis (in single-case-design) and statistical analysis (in randomized-controlled-trial) is discussed. Advantages and limitations of SDO are discussed, especially how feasible SDO is for PBS research and whether SDO methodology could offer tools for practitioners to monitor interventions in everyday activities.



Paper Presentation

11:05 – 11:35 a.m. (CET / UTC+1)

Intensified CICO Intervention for Pupils at Risk of Severe Behaviour Problems

Kubiszewski, Violaine (Bourgogne Franche-Comté University, France)

Carrizales, Alexia (Bourgogne Franche-Comté University, France)

Lheureux, Florent (Bourgogne Franche-Comté University, France)

Lima, Fairouz (Bourgogne Franche-Comté University, France)

In France, the law for the refunding of the school of 2013 integrates a special focus on the school climate to provide supportive environments that meet students' needs diversity. However, little is known about measures that could improve school climate in this specific cultural context. International research suggests coupling individual, systemic and contextualized approaches (Wang & Degol, 2016). The School-Wide Positive Behavior Support (SW-PBS; Sugai and Horner, 2006) approach is one such approach that involves systemic and multi-tiered measures designed to provide rapid responses to students' academic and/or socio-emotional needs. It is also characterized by external and contextualized support to schools. Thus, core features of SW-PBS appear consistent with factors highlighted as levers to influence school climate. The objective of this study was to assess the effect of SW-PBS on the school climate as perceived by French students. School climate measures were obtained from adolescents enrolled in secondary schools implementing SW-PBS (n=11) and in control ones (n=10) at three time points (T1 baseline, T2 and T3). Throughout the time points, significant differences between intervention and control schools were found (in favor of SW-PBS) regarding the feeling that school is fair, perceived sensitivity of adults to the students' needs, student-teacher relationships, feeling of participating in school life and perception of caring teaching practices. A trend was observed for the perception of educational climate, while no differences were found for security feeling, student-student relations and sense of belonging.



Paper Presentation

11:55 – 12:25 p.m. (CET / UTC+1)

Lessons Learned After Five Years of PBIS Implementation in Cyprus Elementary Schools

Kourea, Lefki (University of Nicosia, Cyprus)

Papanicola, Eleni (Cyprus Ministry of Education)

School-Wide Positive Behavioral Interventions and Supports (SWPBIS) documents extensive empirical evidence across other Western developed countries (e.g., Norway, Finland, United States of America, Canada). Current research outcomes show that SWPBIS decreases student problem behaviors and improves school climate, teacher perceptions on classroom management, student attendance rates, social skills and academic achievement. Initial implementation efforts in Cyprus began in 2015 (Kourea & Phtiaka, 2020) and produced decreases in problem behaviors at the schoolwide level. Since, then, ongoing efforts have shown a rapid increase of school interest in professional development trainings and school-level implementation. In this presentation, we discuss the five most important key lessons we learned over this five-year period of implementation across various geographical regions on the island of Cyprus. Emphasis is placed on how the SWPBIS elements can become culturally and contextually relevant to the improvement of school discipline policy and practices in Cyprus given that the centralized system's reform has been in progress for more than a decade now.



THANK YOU FOR PARTICIPATING!