

PBS IN SCHOOLS

ADOPTING A SYSTEMS APPROACH

IMPLEMENTATION IN SCHOOLS:

EUROPEAN SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

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TO



WORKSHOP INTENTIONS

- WHAT IS SWPBS?
- THE CORE OF PBS EN HOW WE CAN INTEGRATE IT IN OUR DAILY ROUTINES
- POSITIVITY STARTS IN OURSELVES
- FIRST STEPS IN IMPLEMENTING PBS SCHOOL WIDE AND WHO IS INVOLVED?
- WHAT COULD SWPBS MEAN FOR YOUR SCHOOL AND PERSONAL TEACHING?

“WITH SWPBS IN A POSITIVE MOVE TO A SOCIAL SAFE LEARNING ENVIRONMENT FOR EVERYONE”

SWPBS AS A PROCESS OF SCHOOL WIDE DEVELOPMENT AND PERSONAL RESPONSIBILITY

TWO QUESTIONS TO REFLECT ON:

1. WHAT DOES YOUR SCHOOL MAKE A SAFE LEARNING ENVIRONMENT?
2. WHAT IS AN ISSUE OF CHANCES AND DEVELOPMENT?

WAT IS SWPBS?

- SWPBS STANDS FOR
SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT.
- SWPBS FOCUSSES ON A **SCHOOL WIDE APPROACH IN PREVENTION** OF BEHAVIOURAL ISSUES

PLEASE VISIT OUR WEBSITE AND/OR APBS (USA) AS FOUNDERS OF PBS

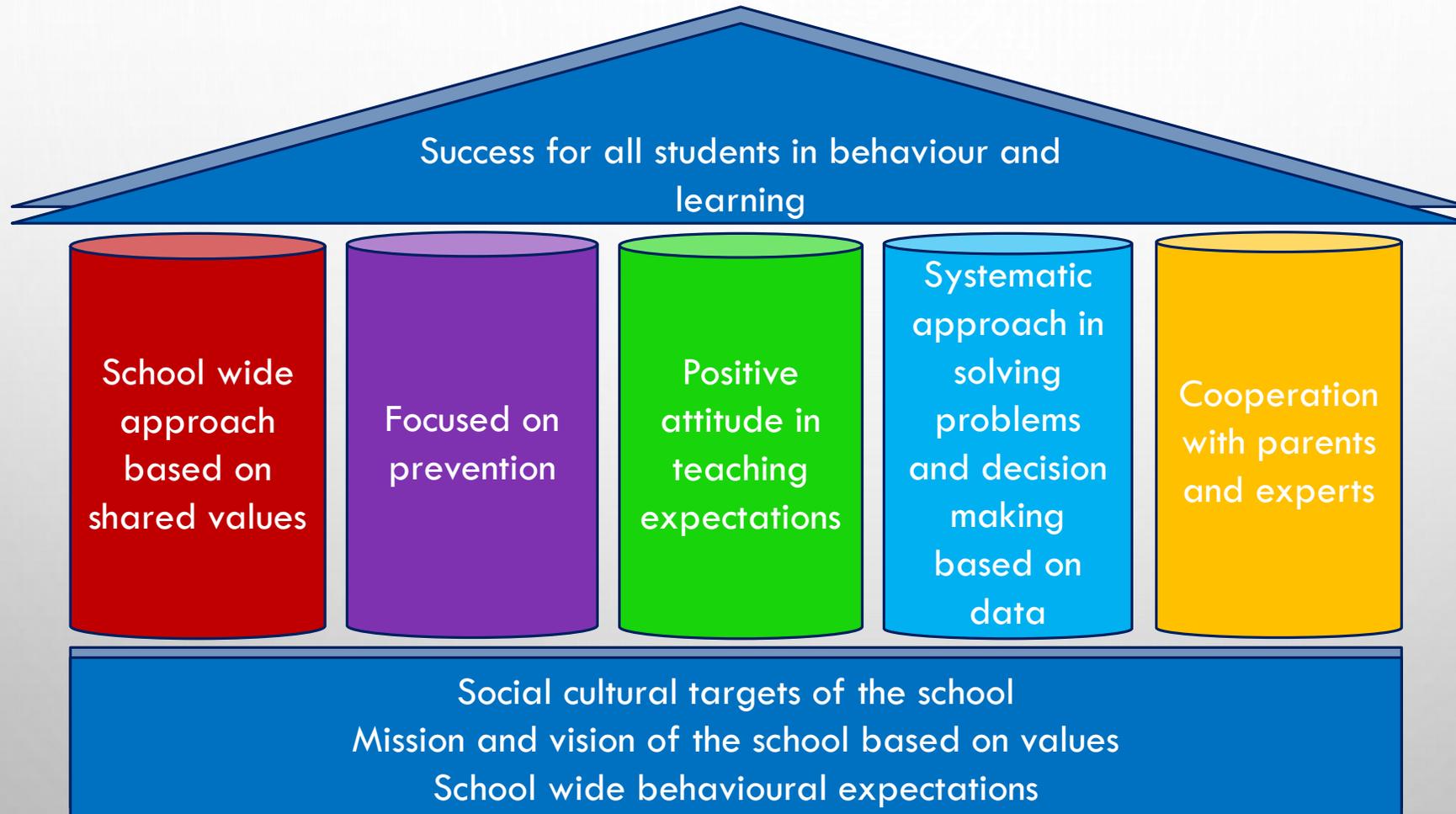
<https://fontys.nl/Over-Fontys/Fontys-Opleidingscentrum-Speciale-Onderwijszorg/PBS-Europe-Network.htm>

5 FUNDAMENTAL PILLARS

1. SCHOOL WIDE APPROACH BASED ON SHARED VALUES
2. PREVENTION OF BEHAVIOURAL ISSUES
3. FOCUS ON POSITIVE TEACHER ATTITUDES AND TEACHING OF BEHAVIOURAL EXPECTATIONS.
4. DATA DRIVEN INTERVENTIONS
5. COOPERATION WITH PARENTS AND EXTERNAL PARTNERS

PBS-SCHOOLS POINT OUT THEIR VALUES, CLARIFY EXPECTATIONS, TEACH DESIRED BEHAVIOUR AND ENCOURAGE THIS BEHAVIOUR SYSTEMATICALLY

PBS BUILDING AS A FRAMEWORK



OVERVIEW OF YOUR OWN CONTEXTUAL SITUATION

NOTE FOR YOURSELF

- WHAT LONG AND SHORT TERM GOALS DID YOU SET IN WHICH SWPBS COULD BE MEANINGFUL?
- WHAT GOALS HAVE BEEN ACHIEVED YET?
- WHAT IS MY ROLE AND MY POSITION IN THIS PROCESS?

PREVENTION

- MULTI TIERED MODEL OF INTERVENTIONS
 - FITTING IN EDUCATIONAL NEEDS OF SUPPORT OF STUDENTS

- CONSISTENT APPROACH TOWARDS BEHAVIOURAL ISSUES
 - PREVENTIVE AND CURATIVE

- THEORY OF SOLUTION FOCUSED APPROACH
 - STARTING POINT THINKING IN POSSIBILITIES AND STRENGTH OF EVERYONE

MULTI-TIERED SUPPORT SYSTEM

(OSEP CENTER ON PBIS) (OFFICE OF SPECIAL EDUCATION PROGRAMS)

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- High Intensity

Intensive, Individual Interventions

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

Targeted Group Interventions

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

Targeted Group Interventions

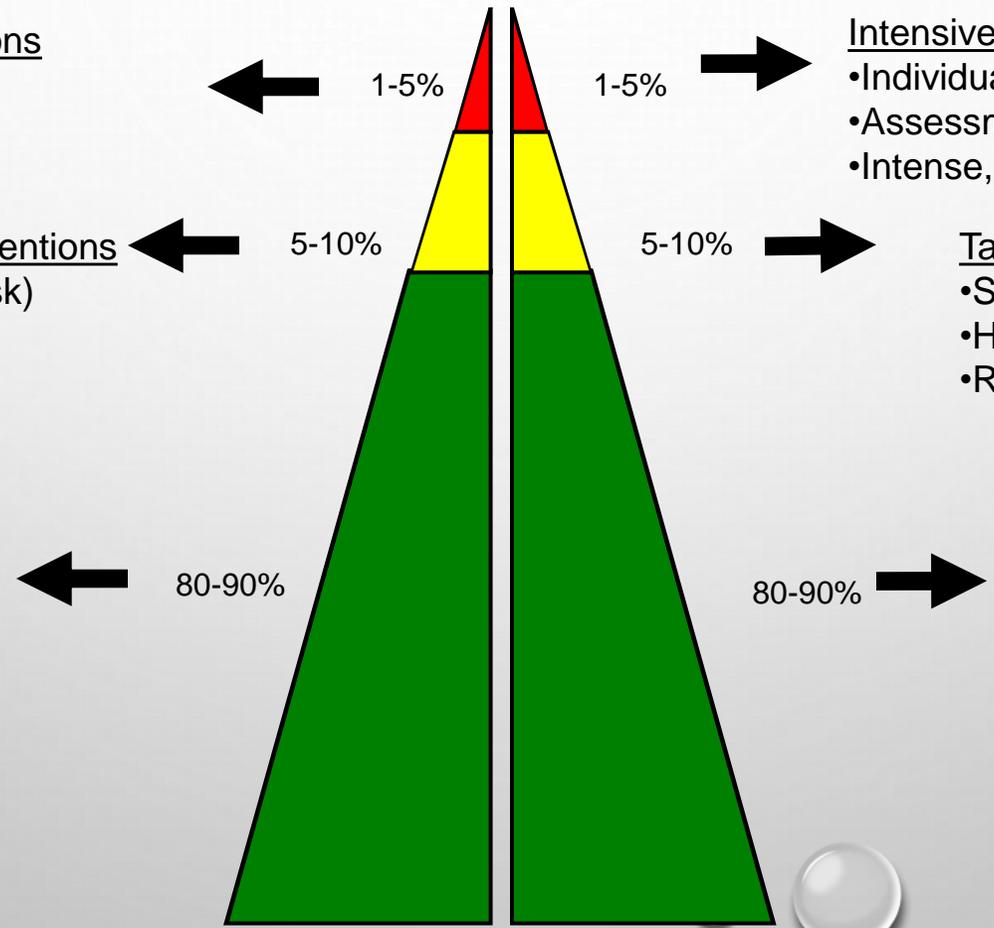
- Some students (at-risk)
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Universal Interventions

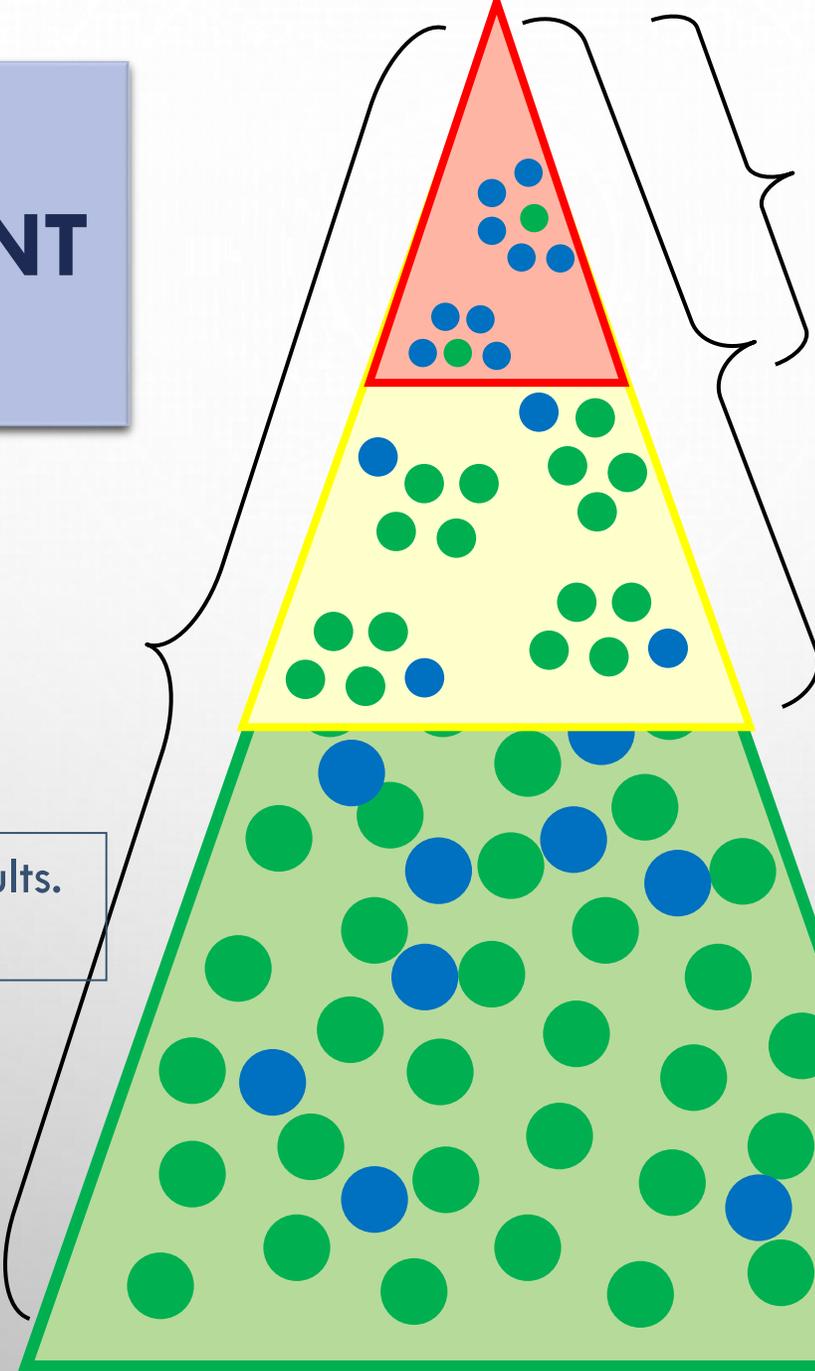
- All students
- Preventive, proactive

Universal Interventions

- All settings, all students
- Preventive, proactive



PBIS STAFF TO STUDENT RATIO



Tier 3

Individual students that are receiving support from individualized teams of adults

Tier 2

Groupings of youth that are being supported by 1-2 adults at a time

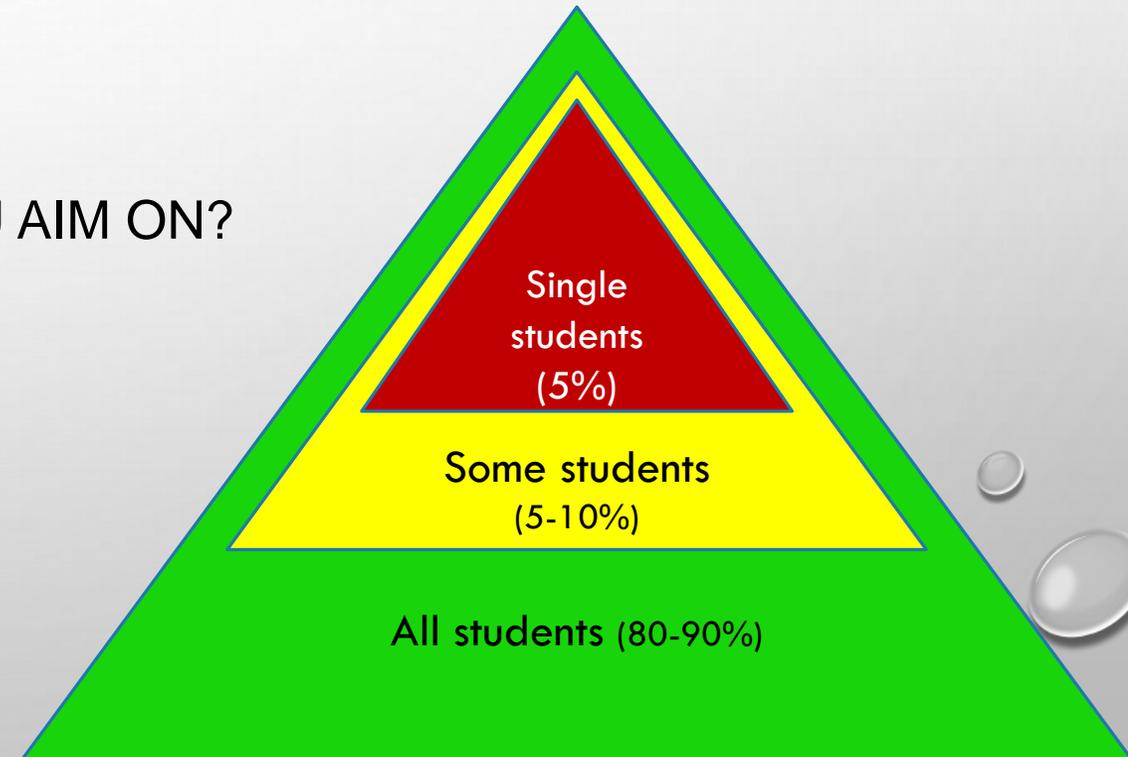
Tier 1

All youth interspersed with all adults. All staff are supporting all youth.

- Staff
- Students

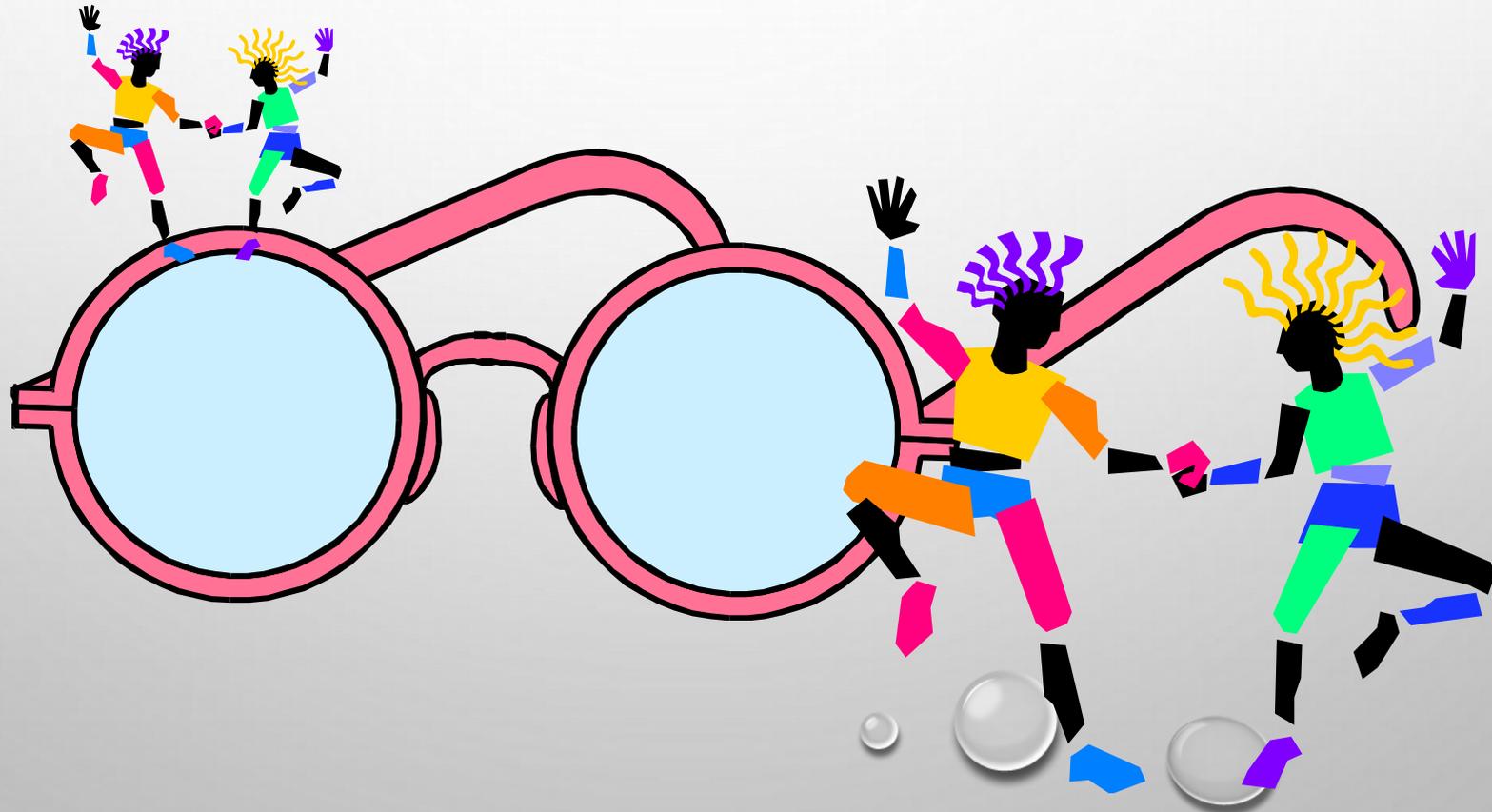
TOP 3 ISSUES OF DEVELOPMENT

- LIST A TOP 3 OF BEHAVIOURAL ISSUES YOU WOULD LIKE TO WORK ON WITHIN YOUR SCHOOL
- WHAT KIND OF INTERVENTION WOULD YOU AIM ON?
- WHAT VALUES ARE THEY BASED ON?
- IS IT GREEN, YELLOW OR RED?



SOLUTION FOCUSED APPROACH

YOUR GLASSES COLOUR YOUR VIEW ...



SWPBS STARTS WITH A SOLUTION FOCUSED APPROACH

- WHEN SOMETHING WORKS: KEEP DOING IT AND DO MORE OF IT
- STOP WORKING ON WHAT DOESN'T WORK AND THINK OF SOMETHING ELSE AND DO THAT
- SHARE YOUR SUCCESS WITH OTHERS (IN SCHOOL) → DATA

VALUES OF THE PBS-HERITAGE

1. A FOCUS ON **PRACTICAL SOLUTIONS**;
2. A QUEST FOR **SIMPLE AND DIRECT** MESSAGES FROM RESEARCH;
3. A SEARCH FOR **MEANINGFUL IMPACT** SOLUTIONS IDENTIFIED IN RESEARCH SHOULD BENEFIT LARGE PORTIONS OF SOCIETY OR SINGLE INDIVIDUALS ;
4. A COMMITMENT TO PLACING **SOLUTIONS** ABOVE SCIENCE;
5. AN EMPHASIS ON **ECOLOGICAL VALIDITY**;
6. A COMMITMENT TO **COLLABORATION** WITH COLLEAGUES, STUDENTS, THE COMMUNITY, RESEARCHERS;
7. AN ASSERTION THAT **IDEAS** ARE MORE IMPORTANT THAN IDEOLOGIES.

(DUNLAP, 2006, P. 59)

BUILDING BLOCKS OF SWPBS

1. POINT OUT VALUES FOR YOUR SCHOOL(3-5)
2. CREATE CLEAR EXPECTATIONS FOR ALL STUDENTS IN WHAT YOU WANT TO SEE AND HEAR
3. TEACH EXPECTATIONS ACTIVELY: BEHAVIOUR IS AN 'ART' IN ITSELF
4. ENCOURAGE EXPECTATIONS POSITIVELY AND SYSTEMATICALLY
5. MINIMIZE ATTENTION TO UNDESIRABLE BEHAVIOUR AND FORMULATE CONSEQUENCES TO UNDESIRABLE BEHAVIOUR
6. BE ACTIVE IN DATA DRIVEN INTERVENTIONS
7. INTEGRATE CARE AND EDUCATION
8. COOPERATE WITH PARENTS
9. SECURE THE SYSTEM

WHO IS INVOLVED IN IMPLEMENTING PBS?

IMPLEMENTING SWPBS AS

SHARED VISION A SAFE LEARNING ENVIRONMENT FOR EVERYONE

- WHO ARE INVOLVED?
- WHAT VISION HAS EVERYONE ON A SAFE ENVIRONMENT?
- HOW DO WE VISUALIZE VALUES AND EXPECTATIONS AND HOW DO WE MAKE THEM IMITABLE?
- HOW DO WE TAKE CARE FOR A SUSTAINABLE SYSTEM?



DEVELOP SHARED VALUES

PBS TEAM

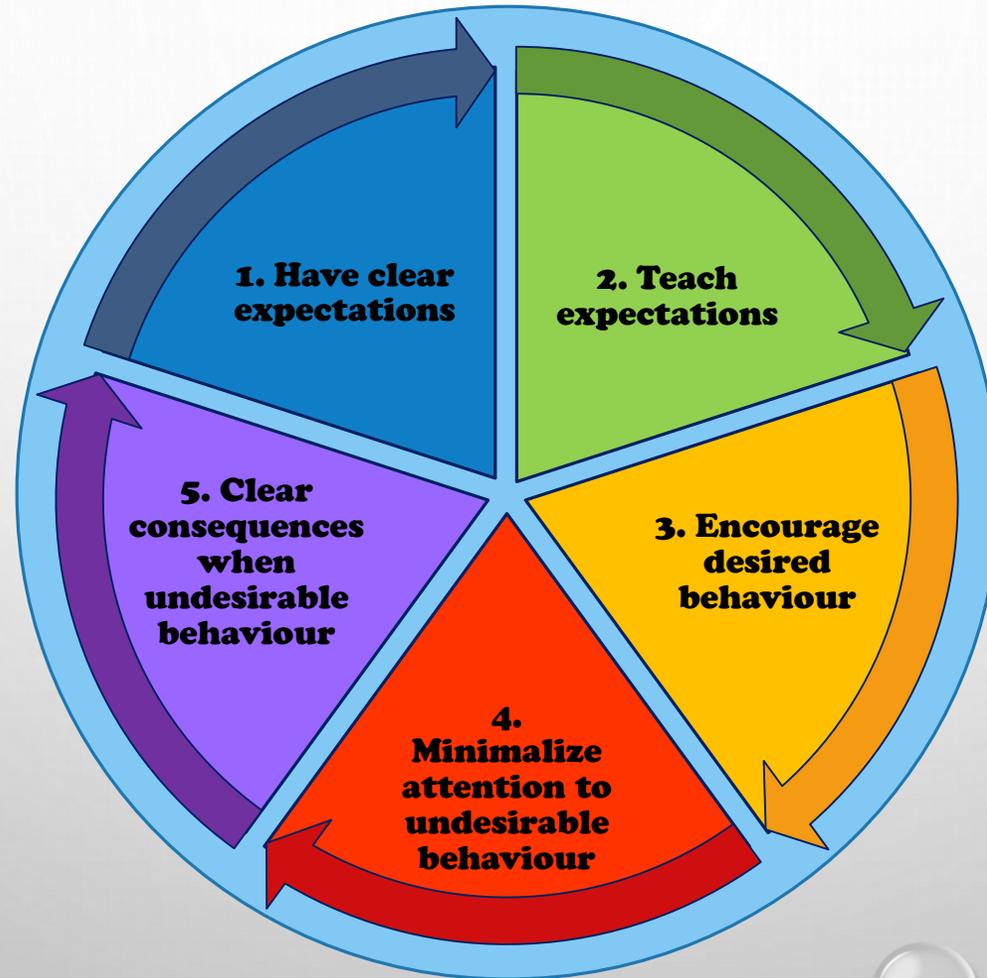
- LEADERSHIP TEAM
- STAFF
- STUDENTS
- PARENTS
- OTHER PROFESSIONALS



POSSIBLE VALUES TO BE CHOSEN

Carefulness	Kindness	Dignity	Leadership	Modesty
Responsibility	Involvement	Honour	Politeness	Creativity
Wisdom	Tactfulness	Humour	Independency	Flexibility
Safety	Fun	Respect	Integrity	Patience

PBS PRINCIPLES IN TEACHING DESIRED BEHAVIOUR



THE PBS MATRIX

	Expectations in school		
Room ↓ Value →			
Classroom			
Canteen			
School yard			
Hallway			
Toilettes			
...			
...			

School Matrix Example 2020

	Hallway	Classroom	Bus	Online Group	Online Independent
Respect	<ul style="list-style-type: none"> Smile with your eyes and wave to acknowledge adults & peers Use kind language 	<ul style="list-style-type: none"> Greet adults & peers at beginning & end of activity Use kind language 	<ul style="list-style-type: none"> Talk kindly to students sitting in your area Wait turn to board/exit 	<ul style="list-style-type: none"> Mute when listening Use kind language 	<ul style="list-style-type: none"> Take turns if others waiting Wear headphones
Responsibility	<ul style="list-style-type: none"> Maintain 6' (big) personal space bubble Take care of your materials as you transition in the hallway 	<ul style="list-style-type: none"> Stay in assigned spot to maintain 6' distance Do your best Engage in learning 	<ul style="list-style-type: none"> Let bus driver know if unsafe behavior seen Sit in assigned seat & maintain distance 	<ul style="list-style-type: none"> Log-in/off on-time Actively participate Have materials ready for each lesson/activity 	<ul style="list-style-type: none"> Stay engaged Keep device charged Ask for help (via email, chat, or with help of a parent) when you're stuck
Safety	<ul style="list-style-type: none"> Wear mask Follow 1-way direction arrows 	<ul style="list-style-type: none"> Wear mask Disinfect desk/table before & after use 	<ul style="list-style-type: none"> Wear mask Disinfect seat Keep hands to self 	<ul style="list-style-type: none"> Keep password private Let teacher know if private chat is inappropriate 	<ul style="list-style-type: none"> Disinfect keyboard & mouse Take short breaks from your seat and screen

BEST EXPECTATIONS

BEST Expectation	Masterclass Setting
Be Present	<ul style="list-style-type: none">• Be On Time• Silent Cell Phones• Eyes and Ears in Focus
Engage	<ul style="list-style-type: none">• Take a Team Role: Ask Questions; Follow Along with the Presentation and Activities
Support Each Other	<ul style="list-style-type: none">• Share your Ideas; Seek Clarification; Use Positive Statements and re-statements
Team Solutions	<ul style="list-style-type: none">• Establish and Follow Team Roles and Norms in your Activities• Contribute Ideas to the Team

LEARNING EXPECTATIONS FOR VIRTUAL TRAINING

We are...	Entering virtual class	Teacher-led Whole class instruction	One-on-One instruction	Small-group activities (Break-out rooms)
Safe	<ul style="list-style-type: none"> Choose a distraction-free space Use equipment as intended Use kind words and faces 	<ul style="list-style-type: none"> Ask in chat if you need help Use kind words and faces 	<ul style="list-style-type: none"> Use kind words and faces 	<ul style="list-style-type: none"> Use 'stop-leave-talk' when you hear disrespect Encourage others to participate Use kind words and faces
Respectful	<ul style="list-style-type: none"> Video on at all times Audio off Use chat with classmates for first 5 minutes 	<ul style="list-style-type: none"> Video on at all times Audio off Answer questions in chat box on cue Answer polls promptly 	<ul style="list-style-type: none"> Video on at all times Audio on Listen attentively Answer questions out loud on cue 	<ul style="list-style-type: none"> Video on at all times Audio on One speaker at a time: wait or use chat to respond when others are talking Respect others' cultures, opinions, and viewpoints
Responsible	<ul style="list-style-type: none"> Be on time and ready to learn Start class charged or plugged in Have materials ready 	<ul style="list-style-type: none"> Ask questions (voice or chat) when you have them Be present – avoid multitasking 	<ul style="list-style-type: none"> Ask questions out loud when you have them Try your best Be present – avoid multitasking 	<ul style="list-style-type: none"> Encourage each other to stay on topic Complete the work together Use 'ask for help' button if you have questions Be present – avoid multitasking

SWPBS: THIS IS HOW IT WORKS!

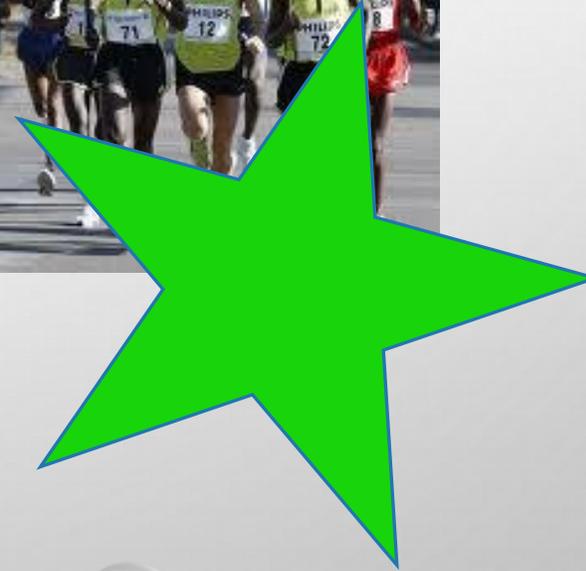
- Working on behavioural issues in school; starts with *powerful education* by a *professional team of teachers*
 - This takes place in a marked *structured school* with *clear expectations*.
 - There is *room and attention* for personal *relationships* between teachers and students
 - The *basis care* for all students includes a clear *pedagogical didactic learning climate* where desirable behaviour is
1. pointed out . (2) practised and (3) rewarded (4) undesirable behaviour is being ignored and(5) has consequences when necessary

BUILT UNDER ARCHITECTURE

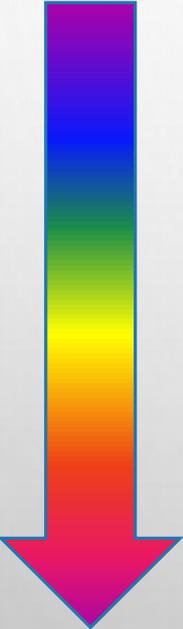


Aligning school culture and environment

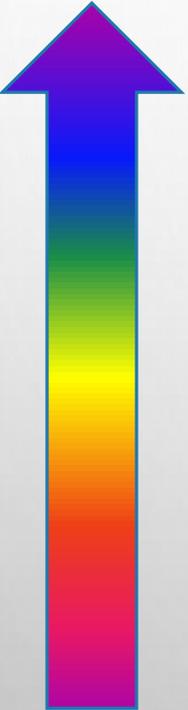
SWPBS IS NOT A SPRINT BUT A MARATHON



RESULTS OF SWPBS 1

- 
- DECREASING BEHAVIORAL ISSUES
 - DECREASING AMOUNT OF CHILDREN THAT ARE VERBALLY ABUSED
 - DECREASING AMOUNT OF STUDENTS THAT ARE SENT OUT OF THE CLASSROOM

RESULTATEN VAN SWPBS 2

- 
- INCREASING SOCIAL BEHAVIOUR IN SCHOOL, IN THE CLASSROOM AND AT HOME
 - BETTER ACADEMIC ACHIEVEMENTS
 - INCREASING EFFECTIVE LEARNING TIME



RESULTS OF SWPBS 3

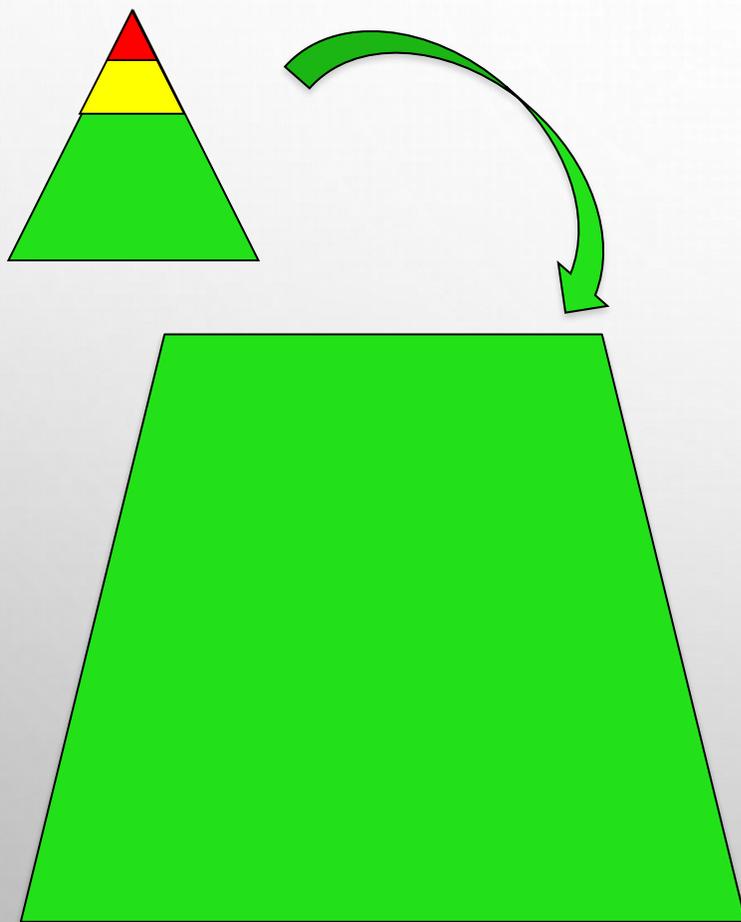
- Early signalling en effective intervene children with behavioral issues
- Cooperation between school and parents and external partners
- Less disciplinary interventions like suspension
- Enthusiastic school team and higher satisfaction and involvement from parents with school

UNIVERSAL SCHOOL-WIDE FEATURES AND INTERVENTIONS

- FORM LEADERSHIP TEAM AT SCHOOL LEVEL
- CLEAR AND CONSISTENT EXPECTATIONS FOR ALL SETTINGS AND CLASSROOMS (RULES);
- BEHAVIORAL EXPECTATIONS AS A FOCAL POINT FOR IMPLEMENTATION
- PROCEDURES FOR SYSTEMATICALLY TEACHING, PRACTICING, REINFORCING, AND CORRECTING EXPECTED BEHAVIORS FOR ALL STUDENTS AND STAFF;
- WHEN PEOPLE ENGAGE IN DESIRED EXPECTATIONS, THEY ARE REINFORCED WITH POSITIVE, SPECIFIC PRAISE.
- LOGIC OF PBS APPLIED WITHIN RESPONSE TO PROBLEM BEHAVIOR;
- FAMILY AWARENESS AND INVOLVEMENT.

- EXAMPLE: POSTING AND REVIEWING LUNCHROOM EXPECTATIONS WITH ALL STUDENTS BEFORE ENTERING THE LUNCHROOM.

UNIVERSAL INTERVENTIONS



Six Components of Universals

1. Purpose Statement
2. 3-5 positively worded Expectations
3. System for Teaching Expectations
4. System for Acknowledging Expectations
5. System for Discouraging Problem Behavior
6. Data-based Decision Making

*Monthly as a PBIS Leadership Team

OBS DE MEANDER (AMERSFOORT, NETHERLANDS)



OBS De Meander
sterk in circuitonderwijs

Openbare Basisschool Kattenbroek



RESPECT RESPONSIBILITY FAIRNESS

EURO PBS



ISTEK BELDE (ISTANBUL, TURKEY)



ICS SILVIO BOCCONE (PALERMO, SICILY)



VISUALS



VISUALIZATION HELPS STUDENTS
TO REMEMBER
VALUES AND EXPECTATIONS
IN A POSITIVE AND ENCOURAGING WAY





DEVELOP 3-5 CLEAR BEHAVIOURAL EXPECTATIONS

- Set up clear and positive behavioural expectations for settings in the school, like the corridors, the cafeteria, the toilet, and also the classroom.
- PBS leadership team and teacher team fill in the matrix.
- **Guidelines:**
 - Rules must be simple
 - Stated positive (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 and we feel safe
 - You can create rules together with students

ΣΕΒΑΣΜΟΣ
ΥΠΕΥΘΥΝΟΤΗΤΑ
ΑΣΦΑΛΕΙΑ
(Greek)

Ačiū už
THANK YOU!
dėmesį

Respekt
Verantwortung
Engagement
(German)

- A.VANDERKAMP@FONTYS.NL / S.L.GOEI@VU.NL
- WWW.PBSEUROPENETWORK.COM

SAYGI
SORUMLULUK
ADALET
(Turkish)

Ser respectuós
Ser colaborador
Ser responsable
(Spanish)

Respect
Verantwoordelijkheid
Betrokkenheid
Plezier
Eerlijkheid
(Dutch)