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ΠΡΟΘΗΣΗ ΘΕΤΙΚΗΣ ΣΥΜΠΕΡΙΦΟΡΑΣ



## Implementing School-Wide Positive Behavior Support in Greece The Case Study of Primary School of Kandanos

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8 November 2018



# Where is our school?



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# Primary school of Kandanos



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- Rural school, isolated from the city center
- 50 students: Grades 1-6 (ages 6/12 years)
- 10 teaching staff (incl. one principal )
- 2 supporting staff
- 2 self-contained special education classes



Κάντανος Δημοτικό Σχολείο 2018



## School

Reactive/punishing discipline approach

- Lack of agreement about rules, expectations, & consequences
- Lack of staff specialized support/ guidance/ monitoring
- Failure to consider & accommodate individual differences / needs/ problems
- Teachers' negative, punitive or inappropriate practices/ attitudes that reinforce negative feelings /reactions-behaviors
- Failure to recognize (problematic) students' strengths/ potential



# ***How to get started?***

## **Factors Contributing to Antisocial Behaviors**

- **Community:** low education level, multi cultural local society, diverse mentality in social behaviour
- **Home** Inconsistent management • Reactive discipline • Lack of monitoring
- **Family –school** problematic relationship or cooperation due to various (family/ school) factors/ parameters



# Is that the solution?



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# ACTION PLAN:

- Principal of the school be informed for the SW PBS by the Prof. KOURKOUTAS ELIAS at university of Crete.
- School staff be informed by the principal for the PBS.
- Created SWPBS leadership which explore the system.
- The staff is self-educated
- Prof. KOYREA LEFKI from university of Cyprus was our external help
- Create PBS leadership team which presents to school staff the system as was implemented.
- More than 80% of the staff agreed to implement the PBS in school environment





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[www.pbis.org](http://www.pbis.org)

**PBIS** Positive Behavioral Interventions & Supports  
EFFECTIVE. EVIDENCE-BASED.

## Training

One-to-one coaching and training is a key component of the PBIS methodology. The resources in this section are designed to help you maximize your training efforts.

**SCHOOL** **FAMILY** **COMMUNITY** **TRAINING** **RESEARCH** **FOCUS**

**Coach & Trainer Resources**

- **MTSS (Multi-Tiered System of Supports) Resources**
  - **MTSS Implementation Competency: Ensuring common language and understanding**
    - This resource was developed as a result of our ongoing collaboration with the 100+ members belonging to the MTSS Implementation Project for the 2018-2019 school year.
  - **Implementing a Multi-Tiered System of Supports for Behavior: Recommended Practices for School and District Leaders**



# Implementation SW-PBS

- 1<sup>st</sup> step
  - Investigation of behavioral problems in school
  - Categories of the problems identified
  - Gather and present the results to school members
- 2nd step:
  - Defining the school vision
  - Identify values
  - Expected behaviors



# DEFINING SCHOOL VISION



Our  
expectations



## Expected Outcomes:

Decrease behavioral problems

Increase positive behaviors

Improve school climate



- 3rd step

- Develop systems for teaching behavioral expectations
- Develop systems for acknowledging and rewarding behavioral expectations
- Develop systems for discouraging problem behaviors
- Create data management system



# Prevention: Clarifying Expected Behavior

- Create a schoolwide expectations matrix
- Develop classroom procedures that align with schoolwide expectations
- Communicate and disseminate expectations to all stakeholders



# Training SW-PBS leadership team

## Schoolwide Behavior Expectations

- Provides *Consistency* in What To Tell
- Provides *Consistency* in What To Teach
- Provides *Consistency* in What to Recognize
- Provides *Consistency* in What to Correct
- Provides Consistency in the same strategy



# The Process of Getting to School-Wide Implementation

....From *Here* to *There*!



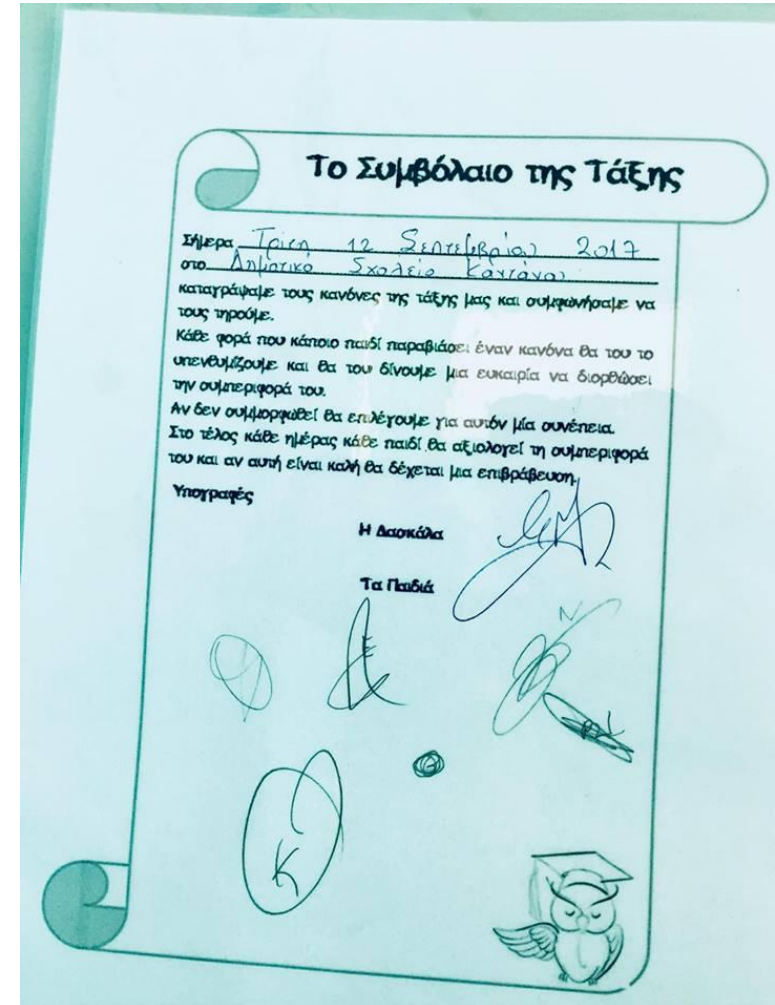


# Official position of values

## Class contract



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# School Routines-Modules



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### My School's Expectations...

1. Be Safe
2. Be Responsible
3. Be Respectful

Once you have developed school-wide expectations, it is not enough to just post the words on the walls of the classroom...

**YOU MUST TEACH THEM!**







# Teaching expected behaviors

1. We mention the social skills to the students (for ex cooperation with class mates)
1. We explain the necessity of teaching this behaviour, (becoming better friend, accepted by all)
2. Present the appropriate behaviour (help to complete an activity)
3. Present scenarios with examples and non examples, Video presentation of expected behaviour
4. Play roles to learn the pupils the positive attitude
5. We evaluate the lesson



# **IMPLEMENTATION OF SWPBS-TIER I**



**TEACHING EXPECTED BEHAVIORS**

**ENCOURAGING EXPECTED BEHAVIORS**

**DISCOURAGING INAPPROPRIATE BEHAVIORS**

**ONGOING MONITORING**

**EFFECTIVE CLASSROOM PRACTICES**



# **ENCOURAGING EXPECTED BEHAVIORS**



**SCHOOL-WIDE REINFORCEMENT  
SYSTEM – INDIVIDUAL & GROUP**

**IN-SERVICE TRAINING FOR  
PROVIDING SPECIFIC POSITIVE  
FEEDBACK TO STUDENTS**

**TOOTLING**



# COMMON REWARD SYSTEM FOR THE CLASSES




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Each class collects stars depending on how well they have done regarding the three values. The stars are counted every two weeks and the students select their reinforcement from a given list. The reinforcements are separated into to levels( activities/privelligies).




# ΑΤΟΜΙΚΟ ΣΥΣΤΗΜΑ ΕΠΙΒΡΑΒΕΥΣΗΣ ΣΤΟ ΣΥΣΤΗΜΑ ΠΡΟ.ΘΕ.ΣΥ

Τηλεφώνημα στους γονείς 	Σημείωμα στους γονείς 
Έυφημη από το μουτί 	Παίρνω την μπάλα στο σπίτι 
Μετάλλιο για το σπίτι 	Κονυάρδα για το σπίτι 



Σεβασμός  
Υπευθυνότητα  
Ασφάλεια



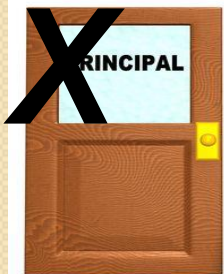
ΟΜΑΔΙΚΟ ΣΥΣΤΗΜΑ ΕΠΙΒΡΑΒΕΥΣΗΣ ΣΤΟ ΣΥΣΤΗΜΑ ΠΡΟ.ΘΕ.ΣΥ			
Βαθμοί	Επίπεδο	Ενισχυτές	
		Α' Β' Γ'	Δ' Ε' Στ'
10	Πράσινο	<ul style="list-style-type: none"> <li>Δημόσια αναγνώριση του τμήματος κατά τη συγκέντρωση.</li> <li>Δίπλωμα σε όλα τα παιδιά προς γονείς.</li> <li>Ανάγνωση παραμυθιού από τη δασκάλα.</li> <li>Μετάλλιο στο λαιμό όλων των παιδιών για μια μέρα</li> </ul>	<ul style="list-style-type: none"> <li>Επιπλέον 5-λεπτο παιχνίδι στην αυλή</li> <li>Επιπλέον 5 λεπτά μάθημα γυμναστικής</li> <li>Άδεια πένας για μια.....</li> </ul>
20	Μπλε	<ul style="list-style-type: none"> <li>Όχι κατ' οίκον εργασία για το Σαββατοκύριακο</li> <li>Επιπλέον μάθημα τέχνης ή κατασκευής</li> <li>Ομαδικά παιχνίδια στον Η.Υ</li> <li>Ελεύθερο παιχνίδι στο μάθημα της γυμναστικής</li> </ul>	
30	Πορτοκαλί	<ul style="list-style-type: none"> <li>Επιπλέον 15' γυμναστική</li> <li>Ελεύθερες σιωπηρές δραστηριότητες στην τάξη (π.χ. επιτραπέζια)</li> <li>Προβολή ταινίας στην τάξη (40')</li> </ul>	
40	Κίτρινο	<ul style="list-style-type: none"> <li>Εκδρομή ή περίπατος</li> <li>Παρακολούθηση κινηματογραφικής παράστασης</li> </ul>	





# REWARDS

We are expecting our rewards for  
our hard work.





# Fridays Reinforcements



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# **ON-GOING PROGRESS MONITORING**



```
graph TD; A(( )) --> B[COLLECT DATA]; B --> C[ANALYSE DATA]; C --> D[DATA-BASED DECISION MAKING];
```

**COLLECT DATA**

**ANALYSE DATA**

**DATA-BASED DECISION MAKING**



# COLLECT DATA

## EXPECTED OUTCOMES

- Minor behavior recording form
- Major behavior recording form
- Staff survey questionnaire for the evaluation of their satisfaction and behavior discipline

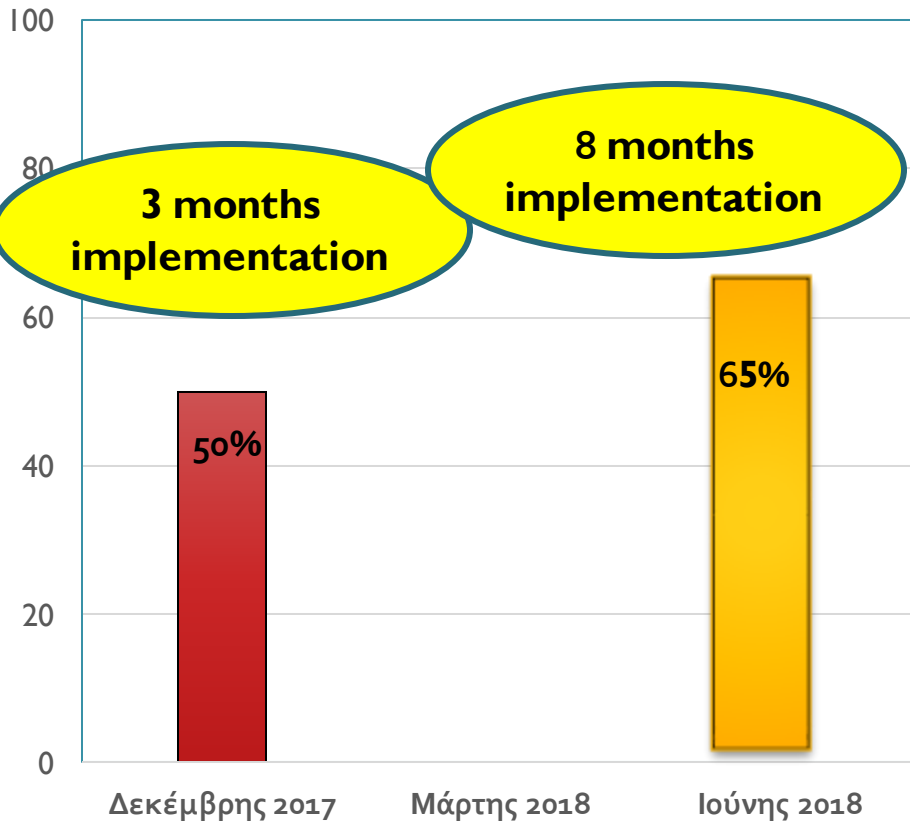
## IMPLEME NTATION OF SWPBS TIER I

- Fidelity assessment of the implementation of TIER I
- Leadership team meeting notes
- School staff meetings notes



# FIDELITY ASSESSMENT

Ακεραιότητα των Διαδικασιών της  
Πρωτογενούς Πρόληψης



- ✓ 80% random sample mentioned 2 of the three expectations
- ✓ All the school staff teach the expected behavior
- ✓ 40% of the random sample use the specific positive feedback and the reward system
- ⌘ None of the auxiliary staff could mention 2 of the 3 expectations
- ⌘ Develop the continuum to discourage inappropriate behavior

Random Sample: **11** teachers, **2** auxiliary staff

15 students: 7 girls and 8 boys

Principal interview



# REFLECTION FOR THE FIRST YEAR OF IMPLEMENTATION OF TIER I

- ✔ Significant improvement in staff views compared to the beginning of the year
- ✔ If teachers were to be re-located next year, they will continue teaching student behaviors, implementing strategies and providing specific positive feedback
- ✔ SWPBS leadership team developed a professional culture of trust, open communication and cooperation among its member
- ✔ We developed our teaching strategies
- ✔ We find our common language regarding students
- ✔ We improved our school climate
- ✔ We faced all the process of implementation as a team



# Limits and difficulties

## Professional culture in Greek educational/ school system

- Lack of cooperation
- Teachers Stress and anxiety to be exposed / criticized regarding her/his work
- Lack of permanent cooperation
- Lack institutionalized /established practices and policy regarding behavioral problems
- Limited elaborated educational and psychosocial strategies regarding behavior management in teachers disposition
- Intense inconstancy among teachers responses
- Issues remain on:
  - staff buy-in, re-locating time and resources effectively, assessing student behavior accurately
  - Involving parent/family





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# THANK YOU



Positive Behavioral  
Support Strategies