



PBS Europe

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Beneficiary organisation: Vrije Universiteit (Vereniging voor Christelijk Hoger Onderwijs, wetenschappelijk onderzoek en patientenzorg) [Vereniging VU-Windesheim]

Project coordinator: Dr. Sui Lin Goei
Project coordinator organisation: Vrije Universiteit (Vereniging voor Christelijk Hoger Onderwijs, wetenschappelijk onderzoek en patientenzorg) [Vereniging VU-Windesheim]

Project coordinator telephone number: +31.20.5989223
Project coordinator email address: s.l.goei@vu.nl

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Executive Summary

The PBS Europe project addresses the needs of teachers in five European secondary schools in coping with challenging behavioural issues in everyday school life. Challenging behavioural issues can negatively influence teacher-student interaction, class climate and the learning environment. Teachers often feel unprepared, unconfident and incompetent in trying to manage challenging behaviour and this can affect teachers self efficacy. Teachers of all participating (associate) partners indicate the need for interventions, tools and support in dealing with challenging behavioural problems of students, both individually and in the group, and if possible to prevent this behaviour. The project provides an innovative solution to address the needs of teachers, by transferring a proven US concept, **Positive Behavior Support (PBS)**, and adapting it to the European setting. PBS can be defined as: “an assessment-based approach for supporting students with behavioural problems that provides an empirically validated set of strategies for preventing problems and promoting pro-social behaviour” (Hieneman, Dunlap & Kincaid, 2005). Implementing PBS is a systems change process for the entire school. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.

The consortium wishes to implement the PBS framework in its five participating secondary schools and, if possible and where necessary, ensure its cultural fit with the ecological situation present in each pilot school. Based on the results, experiences and observations of these five pilot schools, a European PBS concept was developed. Within the project three main activities are distinguished: (1) **school development**: development of the European PBS concept and implementation in the partner schools, (2) development of a **PBS Handbook and Training Tool Kit** for In Service training, and (3) **research activities**: are teacher needs fulfilled and does their teacher efficacy grow when dealing with behavioural problems. The five pilot schools have successfully started with the PBS implementation process and this has impacted their school organisation, class climate, teacher-student relations, the way how they view behavioural problems and the design of interventions. Partner schools are proud on the implementation and especially on the team of teachers who have accomplished this. All schools use explicit behavioral expectations based on agreed values and rules to establish a safe and predictable learning environment where students, staff and other stakeholders can learn and behave. Based on the results, experiences and observations of these five pilot schools, a General PBS Europe concept is developed, describing in detail the US PBS concepts, the way the PBS Europe concept was developed, and the added European flavour to the US PBS concept. Based on this General PBS Europe concept, the PBS Europe Handbook for Implementation, a Training Toolkit with PBS Materials, a 4-Day In-Service Training Program, and a DVD was developed. These are the main products of the PBS Europe project and can be found on www.europbs.com. Results on teachers' sense of self efficacy revealed that participating Turkish and Hungarian teachers tended to report a higher sense of self-efficacy. Interviews revealed that teachers reported they were positive about their own self-efficacy. Even though teachers were faced with challenges during the project, they reported positive changes took place in their schools. Teachers stated PBS contributed to their development as a teacher. A pilot in implementing a specific intervention in the Portuguese school showed that the intervention appears effective based on the pre and post behavioral data as well as the opinions of students, teachers and parents. Students showed less problem behavior and the majority more pro-social behaviors. Students and parents reported that the support was helpful and effective. The multi-country partnership has benefited from the project in terms of collaboration on PBS school development trajectories, and developing a European version of the US PBS concept by building the foundation of a European PBS Network, which will continue to collaborate and share experiences after the project period.

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1. Project Objectives

The Challenge

PBS Europe is a unique experiment in cooperation between three teacher-training institutes (affiliated with universities) and five European secondary schools strategically located across Europe. These schools belong to a current European School Network (ESN) of twenty-one secondary schools from nine European countries (www.esnetwork.eu).

PBS Europe addresses the needs of teachers in secondary schools as they attempt to cope with challenging behavioural issues in daily school life, more specifically with students who exhibit various kinds of behaviour problems. Challenging behavioural issues can negatively influence teacher-student interaction, the class climate and the learning environment. Teachers often feel unprepared or incompetent to manage challenging behaviour, lacking in confidence, and this can affect their sense of self-efficacy. Ultimately, if teachers are not coached or assisted in further developing their didactic and pedagogical repertoire, this can lead to stress, burnout and attrition. Teachers from all of the participating schools indicated the need for interventions, tools and support in dealing with challenging behavioural problems exhibited by students – both individually and as a group – and where possible in preventing this behaviour.

The consortium feels it has identified a highly relevant theme for European secondary schools. The project intends to support participating secondary schools by transferring and adopting an implementation and problem-solving framework developed in the US called *School-Wide Positive Behavior Support* – in this report abbreviated to PBS – to the European context.

PBS

PBS can be defined as: “an assessment-based approach for supporting students with behavioural problems that provides an empirically validated set of strategies for preventing problems and promoting pro-social behaviour” (Hieneman, Dunlap & Kincaid, 2005). On the website www.pbis.org, PBS is described as follows:

“Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. SWPBS provides an operational framework for achieving these outcomes. More importantly, SWPBS is NOT a curriculum, intervention, or practice, but IS a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.”

PBS is guided by six important principles: (1) develop a continuum of scientifically based behavioural and academic interventions and supports, (2) use data to make decisions, (3) structure the environment to prevent the development and occurrence of problem behaviour, (4) teach and encourage pro-social skills and behaviour, (5) implement evidence-based behavioural practices with fidelity and accountability, and (6) screen universally and monitor student performance and progress continuously. Implementing PBS entails a systems change process for the entire school concerned. The underlying theme is teaching behavioural expectations in the same manner as any core curriculum subject.

The PBS process starts with installing a PBS leadership team. This team of approximately ten representative members of the school are coached by an external certified PBS coach. The team starts the implementation process by formulating values, that are important to

them, such as 'Be Respectful', 'Respect Relationships' and 'Respect Responsibilities'. These will be reformulated into three to five positively stated behavioural expectations that are easy to remember. In other words, rather than telling students what not to do, the school will focus on preferred and expected behaviours. This information is then relayed and discussed with the other staff to ensure at least 80% agree with the chosen expectations. Consistency from class to class and adult to adult is very important for successful implementation of PBS. The team will then create a matrix of the behavioural expectations for all the non-classroom areas, with approximately three positively stated examples for each area. The PBS leadership team also takes the matrix back to the whole staff to ensure 80% agreement on what expectations are taught in relation to each area. Another primary activity of the PBS leadership team is determining how the behavioural expectations will be taught via behavioural lessons and the reward and reinforcement programme for labelling inappropriate behaviour.

Implementation of PBS is systemic and systematic. It is systemic in that it deals with the whole school and all stakeholders on multiple levels (individual, classroom, school, school district). It is systematic in that data is collected to support decision-making and problem solving using the most suitable practices and interventions. Data are also used for monitoring these practices and systematizing. Another use for data is to evaluate the outcomes of these interventions and adapt them if necessary.

In short, when implementing PBS, a school is building a system that creates an environment which increases the likelihood that students will both learn and behave. The overall goal is to build a sustainable PBS framework that proactively stimulates a pro-social, positive school climate in order to prevent behaviour problems and enhance academic outcomes.

Community of users

PBS Europe was initiated in January 2010 by schools from ESN, (www.esnetwork.eu) in cooperation with the teacher-training institutes of VU University Amsterdam and Windesheim University of Applied Sciences, both in the Netherlands. Both institutes have a broad expertise in teacher preparation for diverse and special educational needs, and classroom and behavioural management strategies. The teacher-training institute of Tampere University in Finland, with expertise in the topic of narrative identity, also participated. The five participating ESN secondary schools are:

1. Babits Mihály Gimnázium, Budapest, Hungary;
2. Corderius College, Amersfoort, the Netherlands;
3. Escola Secundária Don João II., Setubal, Portugal;
4. Istek Belde School, Istanbul, Turkey, and
5. Valkeakoski Upper Secondary School, Valkeakoski, Finland.

Other ESN secondary schools were associate partners in this unique project. This makes ESN an excellent platform to pilot the US PBS concept in a European setting. The results will be incorporated into the educational programmes of the teacher-training institutes involved, and there are many dissemination activities planned to enhance/stimulate further implementation and cooperation within ESN.

Since November 2010 the consortium has been busy developing the European PBS concept in a school development process involving the five case study schools, using the methodology of design research, which focuses on school development and the design of interventions by a team of teachers in situ. The project results focus on school development, teacher concerns, the autonomy of teachers, reward and reinforcement systems, the explicit linking of behaviour and academic performance, and student involvement as specific elements of a European PBS concept. The project delivers a general PBS concept (description), various 'tools' to use in the implementation of the concept by the PBS coach, such as a Handbook, a Toolkit with materials, formats of various didactic and pedagogical interventions, a 4-day In Service Training Program, and schoolcases by each of the five

schools on their implementation of the PBS concept. More information can be found at www.europbs.com.

The consortium wishes to implement the PBS framework in its five participating secondary schools and, if possible and where necessary, ensure its cultural fit with the ecological situation present in each pilot school. Based on the results, experiences and observations of these five pilot schools, an initial European PBS concept will be developed. The initial question of course is whether this is necessary. In this regard, Tim Lewis advised the project not to reinvent the wheel because PBS is intended as a problem-solving framework which can be culturally contextualized (Lewis, personal communication).

Impact upon and benefits to the target user groups

The project has a clear impact on its target user groups. Implementation of PBS in a school has an impact on school management, school systems, classroom, staff, didactics and pedagogical approaches and the individual students (and their parents). The project addresses a need of teachers, which is relevant for quality of education, student social skills and academic achievements.

The project will have a direct impact through:

1. the products it delivers;
2. implementation/use of PBS in the 5 pilot schools;
3. implementation/use of PBS in at least 5 of the associated partner schools;
4. incorporation of results in educational programs of the teacher education institutes involved – future teachers in school will learn PBS;
5. PBS courses and implementation support (including as a Comenius In-Service Training) – VU/Windesheim take the lead in this;
6. the project website with all its (public) results;
7. the many dissemination activities;
8. further cooperation after the project is finished, by the partners, new partners (schools and institutes), and structural cooperation with US APBS-organisation.

The project has the ambition to set up a European “equivalent” or “branch” of the US PBS organisation (www.apbs.org): a European platform with national working groups.

In the five schools, the project will directly impact a total of about 4.000 students and 500 staff members. Moreover, due to the products and support, results are easily transferable to/usable for other (associate partner) schools. Through teacher education the project has an impact on many more (future) professionals. Each partner has an extensive network of partner schools (e.g. Corderius College is in a cooperation of 162 schools with a total of 40.000 students, and Istek Belde Schools in Istanbul, belong to a foundation of several schools) and connections with teacher training institutes in their own country, which is the basis for a broad dissemination and use and thus a substantial impact.

2. Project Approach

The PBS Europe project approach

Within the project we distinguished three main activities. Activities for school development e.g. (1) **school development**: development of the European PBS concept and implementation in the partner schools, (2) development of a **PBS Handbook and Training Tool Kit** for In Service training, and (3) **research activities**: are teacher need fulfilled and does their teacher efficacy grow when dealing with behavioural problems.

1. School Development

Learning about PBS

During the 1st General Project Meeting (GPM) in November 2010 at VU University Amsterdam, the partners came together to learn about PBS, but also to discuss definitions, its scope, issues, available methods, and teacher and student needs. Professor Tim Lewis, one of the founders of PBS in the US, introduced the partners to the starting points and principles of PBS and in an interactive dialogue session addressed their questions and concerns regarding PBS implementation in their schools.

After this 1st GPM, the research part of the project kicked off. Firstly, documents (articles, reports) were compiled for the European Landscape and country reports were written on the social, historical and cultural backgrounds of the different school systems (see European Landscape report and country reports available on the project website). Secondly, teachers from the case-study schools were interviewed about the problems they encountered in their work and the Teacher's Sense of Self-Efficacy scale (TSE scale, Goei, Bekebrede & Bosma, 2011) was administered to the teachers of the schools.

PBS leadership teams were formed in the schools, representing all stakeholders. These PBS leadership teams began the first discussions of the PBS concepts under the guidance of the PBS coordinator of the school, who had been present at the 1st GPM. The first training sessions took place in February-March 2011 – the PBS-team training programme. Certified PBS coaches from VU University Amsterdam and Windesheim University of Applied Sciences Zwolle travelled to the partner schools and delivered the 2-day training.

In this training, the whole PBS leadership team learned about the principles of PBS and were coached on how to integrate these principles and activities into a work plan for PBS implementation in their school. The on site training gave the PBS coaches insight into each school's environment and the cultural context, and gave them the opportunity to talk to relevant stakeholders and key figures involved in the school's development. During the training, each PBS leadership team started the implementation process by formulating shared values that were important to them. The schools' values were:

1. Babits Mihály Gimnázium: Be responsible! Be well-mannered! Be respectful! Be tolerant!
2. Corderius College: Involvement, Security and Responsibility.
3. Escola Secundária Don João II.: Respect, Responsibility, and Confidence.
4. Istek Belde Schools: Respect, Responsibility and Fairness.
5. Valkeakoski Upper Secondary School: Passion, Agency, Sociability and Involvement.

After the training, distance consultation was set up, with each PBS coach maintaining regular email contact and using Skype conversations with the PBS coordinator of the leadership team to monitor PBS implementation.

How can PBS help us in our school?

In May 2011, the 2nd GPM took place at Babits Mihály Gimnázium in Budapest (Hungary). During the two day conference, the results from the desk research, the interviews and the teacher efficacy survey were shared and member checked with the participants. The schools

exchanged experiences and ideas about their first implementation steps. This led to interview rounds in which was discussed why PBS is a promising model for their school with the aim of making explicit what could be gained from implementing the PBS system in their schools. Booster sessions on specific PBS topics, such as data management and teacher appraisal, were held to provide further input to the implementation process. Furthermore, research activities were discussed and Prof. Eero Ropo from Tampere University, presented his research on narrative identity.

Adapting PBS to the context and culture of the school

In the Hungarian conference the participants also exchanged ideas about and experiences of practical ways of organizing the PBS interventions and procedures in their school. In this process, we discovered that some elements of PBS are easily accepted in some countries but face a lot of resistance in others. One example of this was a system of rewards and consequences. In Turkey and Portugal there is acceptance of material rewards (tokens, cards, honour boards), whereas in countries such as Finland and the Netherlands there was a lot of resistance to using material rewards. In Turkey, teachers were not used to having other adults come into the classroom, except to have the quality of their teaching assessed. Thus, they were quite resistant to PBS because they felt their autonomy was threatened. Almost all of the schools were not using data systematically for the sake of school improvement. Collecting and analysing data systematically was therefore another challenge for the schools. In the autumn of 2011 the schools were visited again by their PBS coach for a 3-day PBS pilot support intervention. Booster sessions were held on specific topics and a large part of the pilot support programme was reserved for a buy-in session with the whole school team, and/or a presentation for parents and/or students.

After the second PBS training sessions, distance consultation was resumed. Based on experience and the observations of the PBS coaches, and their discussions with the PBS coordinators of the schools, it was apparent that stakeholders in the schools were enthusiastic about the concept and the project. However, there were some factors hindering the implementation process. For instance, it was taking participating teachers a long time to become acquainted with the concept, to find time to discuss values and expectations, to become familiar with the language of the original US concept of reward systems, and discuss and design a more culturally suitable reward system.

In the 3rd GPM held at Escola Secundária Don João II. in Setubal (Portugal, February 2012), further discussion of PBS school implementation in the European context took place. Also a data walk was done through the research results regarding behavioural data gathered in Portugal and Turkey, and lastly, more input on PBS content was provided, depending on the needs of the partner schools. One of the specific goals of this meeting was to formulate the characteristics of PBS in Europe. Was it different from the US framework? In what way? What has to be developed differently? It was agreed that the system interventions designed and developed in the schools were still in a preliminary phase, and the schools expressed concern about how they were going to further implement PBS into their organizational tiers. Because of this concern, an additional 2-3 day visit to each of the partner schools was planned to assist in the implementation process.

Reflecting on the practices

In the 4th GPM, held in May 2012 at Isteik Belde School in Istanbul (Turkey), experiences of the practices implemented, the research results to date, and the work on the data monitor were shared. Present were the (associate) partners and invited Dutch schools affiliated with VU University Amsterdam and Windesheim University of Applied Sciences. These latter schools were working together in a similar project on PBS implementation in secondary schools. All participants gave workshops for each other on PBS implementation, which were also open to the parents and other officials of Isteik Belde School. An important part of this conference was a midterm evaluation, on the second day all present were organized into

focus groups in which the partner schools were asked the following questions by the attendees: 1) What makes you proud regarding PBS?, 2) What made you start PBS?, and 3) What is the added value of PBS in your school? In the same focus groups the partner schools were also asked to rate themselves on a scale from 1 to 10 on the six important principles of PBS.

Development of a conceptual framework for PBS in the European context

The 5th GPM (November 2012) held at Tampere University and Valkeakoski Upper Secondary School in Finland focused on working on the deliverables. On the basis of all of the available input and process feedback, a draft of the European Landscape report, a general PBS concept, a Handbook for Implementation, a Training Toolkit and the 4-day training programme was developed. These documents were sent to all partners for a membercheck. On 21 May 2013, the consortium came together with associate partners from Germany, Italy, Finland, Portugal, France, Turkey and the Netherlands to evaluate the PBS implementation process and set up potential new partnerships in the consortium. Associate partners were given the specific assignment to check the deliverables and to start thinking about PBS implementation in their own schools.

Dissemination of the PBS Europe concept

The PBS Europe concept, as a work in progress, was presented twice at the annual conference of the American Association of Positive Behavior Support (APBS, www.apbs.org), in March 2011 and March 2013. At the 2013 APBS conference, preliminary meetings were also held with the APBS Board in order to set up a European PBS Network under the umbrella of APBS, with the aim of developing a European concept and sharing experiences on school development, training, coaching and research on the European continent. As a result, a network meeting with European participants was organised, where more than 40 European attendees agreed with this aim. The project manager of PBS Europe was asked to explore this further; the school principals of Corderius College (the Netherlands) and Istek Belde Schools (Turkey) were present and shared their experiences with the participants. A first dialogue session was held on May 21 at the Final Evaluation Meeting at Corderius College, the Netherlands. A second dialogue session is foreseen for September 2013, also in the Netherlands. Also at the 2013 APBS Conference in San Diego (USA) Istek Belde School (Turkey) was present to showcase the PBS Europe concept as implemented in Turkey in a paper presentation.

Presentations on PBS Europe were also held at the Dutch national SWPBS conference in November 2012, on the behavioural and teacher efficacy data and the five case-study schools. On 22 May 2013 the Public Closing Conference was held at VU University Amsterdam. A total of 160 participants were present from ten European countries. Twenty workshops presented various aspects of PBS implementation in the case-study schools, with research results from behavioural data, teacher efficacy and narrative identity also discussed and the draft deliverables of the project showcased.

All schools shared and disseminated their experiences with PBS implementation in their school within their own school network and during the ESN conferences. The project is visible on the school website via information and a country leaflet, and parents are informed about PBS activities at school. Examples of dissemination activities can be found on the public project website www.europbs.com.

Six associate partner schools from Germany, the Netherlands, Italy, France drafted up plans for implementation at their school. The goal is to coach these associate partners schools within the ESN framework with the developed PBS Europe Handbook for Implementation and the 4-Day In-Service Training Program and Tool Kit. The five partner schools will also be further assisted in ESN context. The PBS Europe Handbook for Implementation is available in Hungarian, Dutch, Portuguese, Turkish, Finnish and of course English and will be used by the PBS coaches and the schools to further train PBS coaches in these countries. A first training session for training PBS coaches is scheduled for September 2013 for seven schools of the Istek Belde Foundation in Istanbul.

Potential commercialisation is foreseen by a retail version of the PBS Europe Handbook for Implementation, the Toolkit with its PBS materials, and the DVD in the separate languages. VU University Amsterdam and Windesheim University of Applied Sciences will further exploit this via the newly set up Expertisecenter of Positive Behavior Interventions and Support (PBIS, www.windesheim.nl/paginas/expertisecentrum-pbis/).

2. Development of a PBS Handbook and Training Tool Kit for In-Service Training

Immediately after the kick off in November 2010, the PBS coaches of VU and Windesheim started with adapting the US materials to a more condensed training for 2/3-days and also adapting it to a more cultural setting. This was done during the whole period. Focus was on the content, but also on school development, data gathering tools, data monitoring tools, and systems change. The content of the PBS Handbook for Implementation was memberchecked by all the partners. The resulting product was a PBS Europe Handbook for Implementation, with a Training Tool Kit with PBS Materials, a 4-Day In-Service Training Program for PBS Coaches, and a DVD. The DVD was developed by teachers of Escola Secundária Don João II.. On the DVD interviews with the PBS coordinators of the leadership teams, two of the PBS coaches, and with parents and students can be found. The Handbook is available in the five country languages and in English, and can be downloaded from the project website.

3. Research activities

Research activities broke down into five main activities:

1. Desk research was done for to compile the European Landscape PBS Europe and country reports were written on the social, historical, and cultural backgrounds of the different school systems. In the meantime we did teacher semi-structured interviews via skype on the experiences and ideas with PBS and the implementation of PBS in their school with relevant stakeholders, e.g. principals, teachers, parents, and students. The results are available in the report European Landscape PBS Europe and the country reports;
2. Development of teachers' sense of self efficacy (TSE) questionnaires and narrative identity questionnaires in the several languages;
3. Cross cultural comparison of participating teachers sense of self efficacy in the five pilot schools: how does implementation of PBS in their schools influences their sense of self efficacy? TSE questionnaires were filled in twice, before implementation and after two years of implementation, also interviews were held twice with the participating teachers.
4. Cross cultural comparison of the narrative identity of students of the five pilot schools;
5. In order to investigate whether behavioural problems would diminish after implementation of a tier II intervention (Check In Check Out), we asked teachers of Istek Belde Schools (Turkey) and Escola Secundária Don João II. to fill in the Strengths and Difficulties Questionnaire (SDQ) for children of at least 2 classes per school. Also we asked them to fill in the Child Behavior Check List (CBCL) for children who scored subclinical.

It is our aim to further develop and fine-tune the European PBS concept with the (associate) partner schools, since they are the first primary users, and it is very interesting to continue the research in order to get retention effects: do the behavioural problems diminish and are academics improved, but most importantly is a prosocial school climate enhanced.

3. Project Outcomes & Results

The consortium wishes to implement the PBS framework in its five participating secondary schools and, if possible and where necessary, ensure its cultural fit with the ecological situation present in each pilot school. The five pilot schools have written schoolcases on their PBS implementation process and the impact and results in their schools. Partner schools are proud on the implementation and especially on the team of teachers who have accomplished this. PBS has impacted the way they look at their pupils and their behaviour, and all schools use explicit behavioral expectations based on agreed values and rules to establish a safe and predictable learning environment where students, staff and other stakeholders can learn and behave.

Based on the results, experiences and observations of these five pilot schools, a General PBS Europe concept is developed, describing in detail the US PBS concepts, the way the PBS Europe concept was developed, and the added European flavour to the US PBS concept. Based on this General PBS Europe concept, the PBS Europe Handbook for Implementation, a Training Toolkit with PBS Materials, a 4-Day In-Service Training Program, and a DVD was developed. These are the main products of the PBS Europe project.

The Handbook can be seen as a blueprint, a guide designed to support the implementation of PBS as a system in an organisational way. The blueprint is intended to make the conceptual theory, organizational models and practices associated with PBS more accessible for those involved in the implementation process. The contents should be considered dynamic and iterative insofar as the guidelines will be improved as new implementations are tried and tested, with any new research leading to adaptations of the handbook. The findings thus far can be identified and may of assistance to and used by other European secondary schools considering the implementation of PBS, such as the associate partner schools within the project.

The US PBS concept cannot simply be implemented, due to the different educational systems, cultural differences, the strong theoretical learning approach and a very detailed data gathering entailed by the US concept. Thus, in its original form it is not completely acceptable to or suitable for most European countries. Nevertheless, it can be made to fit culturally, because it takes as its starting point an open problem-solving framework.

As said, the starting point is the US PBS concept, and with reason, because this framework has been proven effective and efficacious if implemented coherently and with integrity and fidelity. It can be used as a basic design and adaptations can be made according to the needs and culture of the European schools and teachers involved to ensure its cultural fit. In the Handbook and In-Service Training the metaphor of house-building is used. A house in Turkey requires a different design to a house in Finland or Hungary. The six important principles are the pillars of the house guiding the US PBS framework, more or different pillars can be added depending on the design. This is described in the report on the General PBS concept. The foundation of the house can be seen as the core curriculum, in which the expected behaviour is taught and practised and active systems of rewards and consequences are put in place in support. All main products can be found on the public project website www.europbs.com. For information on delivering the 4-Day In-Service Training Programme for PBS coaches the project manager can be contacted via the details on this website.

Other products that have been developed are a validated questionnaire for measuring teachers' sense of self-efficacy (Goei, Bekebrede, & Bosma, 2011) in five different languages and a validated questionnaire on narrative identity of adolescents (Ropo, 2012), also available in five different languages. The questionnaire are available after contact with the developers and with the agreement that users hand over the raw data or database to the developers,

mention the source in publications and dissemination activities. Since the focus of the project was on teachers' needs and competencies in preventing and, if present, in dealing with behavioural problems, the schools can use the TSE questionnaire to measure their teachers' growth in self-efficacy regarding their didactics and pedagogics in behavioural situations.

Two evaluative questions are answered in the research regarding teachers' sense of self-efficacy:

1. To what extent do (the team of) teachers of the schools involved indicate they feel more efficacious in handling behavioral problems and as a result report a higher sense of self-efficacy?
2. To what extent is the approach successfully implemented in the different schools? Are the designed PBS interventions used by stakeholders and is a safe and task oriented class climate realized?

The study made a comparison between teachers from the five pilot schools in the different European countries, who implemented PBS in their schools, with regard to their teacher self-efficacy. In addition, the development of teachers' self-efficacy during the project was explored. Second, teachers' experiences with PBS are examined. Hypothesized was, that there were no cultural differences in teachers' self-efficacy and there would be an increase in teachers' self-efficacy over time. Teachers filled in a questionnaire and selected teachers were interviewed. Analyses revealed that, at the beginning of the project Turkish teachers reported a higher level of teacher self-efficacy. At the end of the project, Turkish and Hungarian teachers tended to report a higher teacher self-efficacy. On several scales of the questionnaire there were no more differences between countries. Repeated Measures analyses revealed there was a decrease in efficacy to enlist parental involvement over time. Analyses on the interviews revealed teachers were positive about their own teacher self-efficacy. Even though teachers were faced with challenges during the project, they reported positive changes took place in their schools. Teachers stated PBS contributed to their development as a teacher. These findings, limitations and implications are discussed in the research report available on the project website.

Research has been done to the effectiveness of using the Tier-2-intervention Check In Check Out (CICO) (Todd, Campbell, Meyer, Horner, 2008) on students of a secondary school in Setubal, Portugal. The study was conducted with the focus on three research questions:

1. What is the effect of the Tier 2 intervention Check-in Check-out on the behavior of the selected students?
2. To what extent showed students 'Time on Task " behavior after the intervention?
3. To what extent is there an increase in the effective instruction time after the intervention?

The effectiveness of the intervention has been tested, using a pre and post test design. Before and after the intervention the mentor –teacher filled in, the Strengths en Difficulties Questionnaire (SDQ, Goodhart, Treffers & Widenfelt, 2003). After the intervention classroom observations and interviews with parents, teachers and students have been conducted as well as dossier analysis.

Five students (1 girl; 4 boys; age 12-13) of the whole group of 7th and 8th grade students of the secondary Portuguese school have been selected based on significant problem behavior as indicated on the results of the SDQ questionnaires. During six weeks the intervention CICO was carried out to these 5 students. Students registered each day at the start of the school day with the coordinator at school, asked and were provided after each lesson with feedback about personal learning aims by the teachers and finally checked out with the coordinator at the end of the school day. Outcomes of the SDQ pre and post measures (T1 and T2) have been compared for the five students. Results showed a decrease in total problem behavior for all students. Analyses of the five scales of the questionnaire showed that there was a decrease in problem behaviors on the majority of scales and an increase in pro social behavior, except for the first student, who had a relative high score before the intervention. In four of the five students the problem behavior was reduced to the category of

'normal' behaviors. The fifth student had a significant decrease in behavior, yet fell in the 'borderline' range.

Results of classroom observations showed that two of the five students showed appropriate student behavior and task-oriented engaged in the lesson, which could be specified as active attitude in class, making notes and showed no disruptive behavior. One student varied in on task and off task behavior; and was influenced by peers being present or absent. Of the other two students, the majority of behaviors registered were not on task behaviors. They both exhibited disruptive behaviors. Parents, teachers and students have been interviewed about their satisfaction of the intervention and reported that the intervention was effective. They feel that the intervention provided additional support, which helped students to improve their behavior and grades. Teachers added that the attention and motivation during lessons improved. Students and parents prefer to be supported like-wise in the future and recommend to support students at the start of the school-year.

The CICO intervention appears effective based on the pre and post SDQ results as well as the opinions of students, teachers and parents. Students showed less problem behavior and the majority more pro-social behaviors. Students and parents reported that the support was helpful and effective. Observational data and analyses of grades and frequency of being expelled or absent showed that the intervention was successful for only 2 of three students. Because the intervention was carried out in the last part of the school year and only for a limited amount of time, the effects measured with the SDQ showed the behavior of students during lessons. The intervention might need to be carried out longer and for some students with additional support to diminish absence and office discipline referrals.

The study regarding narrative identity answered three research questions:

1. What is the identity status of school students in the studied European schools?
2. How and in what dimensions do the students from different European countries differ?
3. What is the relation of identity scales to the students' expressed age, gender and their school performance

Identity refers to who people think they are, where they come from, or belong to. An identity scale, the Adolescent Personal Identity Resolution Scale (APIRS), developed for this purpose., was used. The non-probability samples were collected from the five pilot schools. The number of subjects from each country is two classes. The total of subjects is 320. The data have been collected with electronic questionnaires translated to students' native language from English. Sample sizes in participating countries were the following: Finland (n= 153), Holland (n=55), Hungary (n=51), Portugal (n=28), and Turkey (n=33). Portugal and Turkey samples can be considered quite low. Results showed that subjects overall have a good self-esteem, internal locus of control, and self confidence. They also feel having goals in life. In self-efficacy and creativity average values are lower than in the before-mentioned dimensions. There were interesting differences between the countries, but because of the low sample size in most of the participating countries we have to be cautious about the interpretations.

The second research question concerned about differences between the participating schools in different countries. The results showed that there were significant differences in locus of control, self-efficacy, and creativity. The nature of these differences have to analyzed further in later studies. The third research question dealt with relations between identity and age, gender, and school performance. These results showed that boys and girls differ most in respect to *Purpose in life*. This means that girls typically have a better conception what they want and plan of their life. School success seems to be positively related to all identity dimensions. However, there are interesting differences between the countries. These differences have to be elaborated in further studies. On the basis of this study only it is impossible to explain the nature of these differences in more detail. The report is available on the project website.

4. Partnerships

The multi-country partnership involved in PBS Europe was initiated in January 2010 by schools of ESN in cooperation with the teacher training institutes of VU University Amsterdam and Windesheim University, both in The Netherlands and the teacher training institute of Tampere University in Finland.

The ESN network comprises of 24 (upper) secondary schools from 9 different countries across Europe. The five ESN secondary schools participating are situated strategically across Europe (Netherlands, Finland, Hungary, Portugal, and Turkey) having their own specific cultural context. The schools involved have been cooperating in ESN since 2007. They have brought and still bring knowledge on their country education and issues on the daily practise in working with students that show challenging behaviour problems.

As primary end-users, the European PBS concept was developed and validated in the cultural school setting of the five ESN schools; after the project they will as first users validate and calibrate the concept further in order to implement the concept sustainable into their school organisations. Six associate partner schools will start PBS implementation as from September 2013. Their experiences will add to the finetuning of the PBS Europe concept.

As for benefits of the partnership outside of the direct project Corderius College in the Netherlands sees it as a mission to maintain the existing network (European School Network) and to spread PBS knowledge in this network. The principal of Corderius College has informed other schools in their region and has started preliminary talks with these schools to start implementation. Istek Belde School in Turkey is aiming to disseminate results in Turkey and its networks, such as the Educational Faculties of the Universities and the Ministry of Education. This school has already benefited a lot from implementation of the PBS concept and has already shared knowledge with 80 schools in their schooldistrict in an afternoon seminar with a representative of the Ministry of Education present. They also have a warm liaison with Yeditepe University, which is already involved as associated partner.

An increasing number of teacher educators of VU University and Windesheim University have now been trained as registered PBS coaches via a trajectory linked with the official US PBS training. In The Netherlands they are now at the frontline of developing PBS. Alongside this project they are hosting a pilot innovation within pre-service teacher education how teachers in primary and secondary schools can handle challenging behavioural issues via classroom- and behavioural management strategies. Also they are just rounding up a school development and research project on PBS in primary education. The project results and the results of the mentioned projects are feeded back in their teacher education programmes and in company trajectories when applicable. The teacher training institutes of VU and Windesheim have the ambition to extend its knowledge base on PBS and form a European knowledge base. Windesheim has set up an expertisecenter for this purpose, in which training/coaching, expertise, school development and research are combined. Both institutes will maintain contacts with US organisation (www.pbis.org and www.apbs.org) in order to guide the "transfer" of PBS to Europe. As mentioned before, the program manager of PBS Europe will petition for a European APBS Network under the umbrella of the US APBS organisation. Outside the project period the European Network on PBS will go further with the help of the US APBS organisation, the ESN network, and the Expertisecentre PBIS of Windesheim University. For this goal, relations have been set up with the UK organisation BILD (www.bild.org.uk), the Norwegian Center for Child Behavior Development (where PBS is called PALS), and the Danish organisations involved in PBS (www.servicestyrelsen.dk).

5. Plans for the Future

Below activities are tabulated regarding exploitation of results beyond the project's lifetime.

School Development	
General PBS Concept (in English)	<p>Commercialisation of a retail version is foreseen.</p> <p>A practice-based article is in preparation for publication in a Dutch practice-based journal aiming at teacher educators.</p> <p>The report is available on the project website.</p> <p>The results and experiences are used in a bid of BILD (www.bild.org.uk) in the UK. Website links to the project website are available on their website.</p>
School implementation in (associate) partner schools	Further PBS coaching within ESN contexts.
PBS Europe Handbook for Implementation and Training Tool Kit, 4-Day In Service Training, DVD	<p>Further developing the PBS content and training based on all available input of the (associate) partner schools.</p> <p>Commercialisation of a retail version of the PBS Europe Handbook in five countries.</p> <p>Delivery of the 4-Day In Service Training for PBS Coaches throughout Europe.</p> <p>Presentation of the products at the next APBS conference in Chicago, US.</p>
Research	<p>Further analysis of data of the teacher self efficacy questionnaires, the behavioral questionnaires, the teacher interviews, and the self assessment questionnaires. Integrate them into articles to submit to scientific journals.</p> <p>Further follow up evaluation of teachers' sense of self efficacy in the (associate) partnerschools.</p> <p>Extending the behavioral database in the (associate) partner schools</p>
Dissemination	Set up of a European APBS Network with the purpose of sharing experiences regarding training/coaching, school development, research, products, etc.

6. Contribution to EU policies

In Europe, there is a growing trend toward the inclusion of all students, including those with emotional and behavioral disorders (EBD; Mastropieri & Scruggs, 2004; McLesky, Henry, & Hodges, 1999). Inclusion was mentioned among the five major challenges with regard to quality and education in the European countries (Working Committee on Quality Indicators, 2000 May). This trend towards inclusion increases the issues described above, underlining the project topic relevance.

The project is highly relevant because it addresses an issue/topic that directly impacts the quality of education as well as educational results:

1. teachers label approximately a quarter of their students to show some form of problem behavior or in need of care (Smeets, Van der Veen, Derriks & Roeleveld, 2007 and Van der Veen, Smeets en Derriks, 2008);
2. problems in interaction with students are the most significant and universal factors for stress amongst teachers (Blom, Dekkers, de Leeuw - van Weenen, 2004). Stress due to dealing with students with behavioral problems can not only lead to daily work difficulties, but even to burnout (Boxer, Musher-Eizenham, Dubow, Danner & Heretick, 2006);
3. students who demonstrate problem behaviour at school are likely to experience academic difficulties that begin early and continue throughout their school careers (Patterson, Reid & Dishion, 1992 and Walker, Ramsey and Gresham, 2004). Young students with behavioral problems have a 50% higher chance on future problems, such as social isolation, drug use, depression, delinquency and drop-out (Hester, Baltodano, Hendrickson, Tonelson, Conroy & Gable, Preventing School Failure, 2006);
4. problem behavior leads to a higher risk of early school leaving (Characteristics of Early School Leavers – Educational Research Centre Ireland, 2000);
5. low achievement at school is an important factor in leaving school early (DG EAC 38/04 – final report, 2005).

