

SchoolcasesEuroPBS

Country: TURKEY

Name school: İSTEK ÖZEL BELDE OKULLARI

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Lifelong
Learning
Programme

SchoolcasesEuroPBS

Description of the implementation of PBS

Introduction

Context of the school

- Country: Turkey
- City: İstanbul
- Neighborhood where the school is located: Middle, Upper middle and upper class population. In a place that is inside the town but also is place that located only few houses in a big green area.

What does the school look like?

- Characteristics of the teacher
 - Mean age:
 - Number of years of experience:
 - Female / male :
- Characteristics of the student population
 - Ages: 3 – 18 years old
 - Social economic status: Middle, Upper middle and Upper Class population
 - Levels / grades: Kindergarten – 12th Form
- What is the support system for students with special needs
 - We don't have special need teachers and a support system in our school for students with special needs.

1. Motivation and expectations of PBS

- Why did your school want to start with PBS? What was the motivation?

For Teachers:

- In order to be able to overcome the problems that they face in classroom and whole school environment.
- The negative effect of social problems of students on their academic development.

For Parents:

- The negative effects of social problems of students on their academic development.
- Communication problems in the family.
- Incapability to overcome the problems they face as family.

For Students:

- The unequal attitudes of some teachers toward students
- Communication problems within the peers
- Problems on expressing themselves and their feelings
- The idea of students about that they are not recognized and accepted by others.

2. Implementation process

- Initial phase
 - How did you inform all stakeholders in the school
 - 12.09.2011: Informing new teachers about the PBS
 - 14.9. 2011: Determine the action plan and the date of training of students
 - 19.9.2011: Informing all teachers and students about PBS (values and what we will do)
 - 20-23-9-2011 Pilot training of Prep., 9 and 10 grades
 - 26-30 –9- 2011 Pilot training of 4, 5, 6, 7 and 8 grades
 - 12-10-2011 Working on award and consequence system
 - 18-11-2011 Finalize award and consequence system

- 5-12-2012 Informing teachers about award and consequence system and expected behaviors
- 9-02-2012 Informing teachers about Portugal PBS meeting
- 18-4-2012 Evaluation of PBS implementation
- Preparations for 3rd PBS conference
- 9-5-2012 Preparations for 3rd PBS conference
- 14-17- 05-2012 Preparations for 3rd PBS conference

- Installing PBS team (size, who were involved)
 - Teacher Core Team: 10 teachers and counsellors
 - Student Core Team: 6
 - Parent Core Team: 10

- Training of the PBS team
 - 3 days in March 2011 with Margreet van Oudheusten
- Planning the starting phase
 - Choosing the school values; Action to be taken at school;
- Starting phase tier 1
 - Collecting baseline data on behavior incidents in Belde School
 - Interviews with teachers of the Belde PBS team
 - Collecting data for the European Landscape (literature, OECD)
 - Preparation of training materials; powerpoint, tools and script
 - Training of the teachers, students and parents teams.
 - Establishing values: Team work – Respect; Responsibility, Fairness
 - Workshop on PBS for teachers, students and parents
 - Expectation matrix:

 - Adaptation physical environment
 - Lessons in good behaviors for students are provided by school counselors. (Behavior lessons)
 - Training for teachers
 - Pilot high school teachers; training on positive feedback, providing clear consequences and active supervision
 - Training for primary school teachers
 - Parent meeting: How can we involve parents? Brainstorming on ideas for activities and communication with parents

- Systematic use of data
- Studentmeeting: brainstorm about the question: How can you make PBS a success? Collecting good ideas to involve students
- Belde PBS coreteam meeting:
- Presentation
- Scaling the process
 - Meeting with schoolcounselors on system of rewards and consequences, datacollection and tier2/3 interventions

○ General data is collected:

- Teacher self efficacy scale
- Selfassessment (PBS process)
- SDQ (pilot teachers, - students and parents)
- CBCL
- interviews

Pilot intervention data

- observation of behavior in hallways
- interviews with students
- measuring effective teaching time each lesson
 - Workshop on active supervision, classroommanagement,
 - Collecting baseline information for the intervention
- Tier 2 interventions (2012- 2013)
 - Data collection
 - Regularly meetings with teachers, patents and students
 - Interviews,SAS
 - Trainigs to students and teachers
 - Creating / Revising PBS award cards
 - Presentation on award&consequence system
 - Meeting with support staff/teachers/parents
 - SDQ questionnaires
 - Informing about the conference and FBA
 - FBA 2. Tier
 - Training for faculty
 - SDQ results
 - Starting FBA

- Revising school posters, cards, stickers, signs and all visuals
- FBA training for teachers
- Preparation of FBA handbook
- FBA interviews and observations with the pilot group
- FBA training for teachers after the analysis of data
- Identity and motivation questionnaires and interviews by Merve Yılmaz
- Pilot phase
 - Invitation for all counselors of the Üsküdar schooldistrict
 - Teachers/Students/district school counselors meeting at PBS conference
 - Midterm conference In Istanbul, Turkey
- Evaluation phase
 - Data (e.g. incidents, social emotional wellbeing, school climate)
All academic results have been collected and analyzed by term and by school year
 - All discipline data have been collected by term and by school year (

3. Role and tasks of the PBS team

- As a core team, we have meetings at list once a week
- Coordinator; Lale Hazar
Data Men ,Halil Şahin

Dropbox; Lia Yuanidi Gürün

Reasercher / Trainer; Whole core team
- As communication with stakeholders and dissemination plan, we had a big meeting and seminars to the Üsküdar periphery schools. We had an introductory training to the counsulers of neighbour schools and we'll continue the trainings.

4. Specific cultural aspects of PBS in our school

- Firsrt of all, the values we had chosed for PBS, are the basic values in our culture. Responsibility, respect, justice are the main values we focus on and also the main values we really shoul work on and improve.
- We use reward cards as a reward system. We dicede to use them because they fit very much with our cultural aspects. We really feel the need of being triggered and having possitive feedback. These possitive feedbacks make us to feel more

powerfull and being motivated. According to that, we prepared the reward cards and we really succeed too much with those cards.

- The visuals are very effective in our school. And again according to our cultural aspects we prepered to use as much as visuals in our school.

5. What were the roadblocks in the PBS process according to

For Teachers;

- They think as “We already know everythink you talk about. This is not somethink new. What are you going to teach me new?”
- We have too much to do. This is one more work to do and we do not have more time for that.
- The unequal attitudes of some teachers toward students
- The incosistant attitudes of some teachers toward students
- Unequal distribution curve of reward cards. (Some teacher gave too much cards and some of them gave very little.)
- Giving the reward cards just for academic succes. Many of tteachers rewarded only academic succes. They did not give any card for behavioural developments and succes.
- They wait very fast change on student behaviours.

For PBS Team Members;

- Not having enough time

For Parents,

- They think that they know everythink. Sometimes they do not know their borders.
- Some of them are really very disinterested.
- They have communication problems in the family and also communication problem with teachers.

For Students,

- They have behavioural, social and emotional problems because of the adolescence. So, sometimes it's really very difficult to reach them.
- They feel sometimes that they are not involved in PBS as much as they want. And sometimes they feel that they are too much involved in PBS and they feel so tired.

6. What were the benefits of the PBS process? According to

Teachers;

- Awareness toward school and student problems.
- Self awareness
- Realise the importance of positive feedback.
- Working more systematic

For PBS Team Members;

- Improvement on the capability of working as team
- Being able to see our hard working capability and capacity
- Helping on the awareness we have toward school, teachers, parents and student
- Progress on our perspectives and visions.

For Parents,

- Feeling happy and comfortable because of the cowork with school
- Feeling more effective in their children's life and problems
- Awareness toward their children.

For Students,

- Feeling valuable
- Progress on our perspectives and visions.
- Awareness toward their environment
- Progress on their responsibilities
- Feeling IMPORTANT.
- Learning the importance of working as team.

7. Conclusions (overview of results)

- It's obviously seen that, the students who have covered their behavioural problems, they also increase their academic succes.
- It's obviously seen that, we are much more able to display and show the capacity of students and teachers with PBS Project. We create much more systematic environment so that we increase the awareness.
- Defining the expected behaviours, the reward and consequences, help us to be much more consistant and determined.
- By collecting data, we are able to define the needs and problems we have in school. By difining them, we plan new implementations, solutions and interventions.

8. Plans for the future

- Our primary goal is to achieve our dissemination plan. According to that, making PBS notions our vision of school life and disseminate PBS firs to our neighbour schools and then all over the city is the main future plan of Belde Schools.
- Progress the PBS system we have created according our school needs.
- Contribute to and being part in the establishing process of EuroAPBS Community.
- Being sustainable.