D2.2 Experimental protocol:
Research Design and Measures
Summary

Introduction: According to the experimental methodology of the project, at least 15 preschool settings per country will be randomly allocated to the experimental group and to the control group. Before the random allocation of preschools in the two groups (experimental and control) the research team in each country have to select preschool settings that the school staff agree to participate in the project for the next two school-years [(2021-22 & 2022-23, at least 70% of consent among staff in order to proceed with the implementation of the intervention]. Half of the schools randomly will be selected to implement the ProW intervention during the school year 2021-22 (the experimental group) and half of them will follow a "business as usual" program for the year 2021-22 and will implement the same ProW intervention during the school year 2022-23 (the control group).

Coding procedure: Before data collection from teachers and children, a specific coding procedure across all participating countries must be followed. Initially each school has to get a code, and then each teacher and each child participating in the project will get a code based on the school, which are nested. Specifically, coding of the participants for each country will proceed in steps as follows: 1) each country's preschool setting code will begin with a two digits number, 2) each preschool setting in each country will receive a unique code, which will follow the initial two-digits code of the country and finally and 3) each one of the staff in the preschool setting will receive a unique personal code which will follow the previous code scheme of a preschool setting in a specific country. When completing questionnaires for the assessment of each child's behavior the coding must consider an additional code for each child. Thus, each teacher with his/her personal code will complete children's instruments for each child with a unique code, which will be formed based on the previous step-wise logic. National Teams in each country have to prepare the code series for each preschool setting, which will be provided by the coaches in each preschool setting and then will be distributed randomly by each Director of the preschool setting to each one of the staff who will participate in the study.

Pro W – Intervention: The following intervention scheme will be followed:
1) Initial Staff trainings (five 2-hours sessions) – 1st period (approximately November) External coaches will provide five (5) training sessions to preschool teachers participating in the project [(a) three sessions training on PERMA, (b) two (2) sessions training on SW-PBS components].
2) Intermediated Staff training (five sessions) – 2nd period (during the academic year) [a. three sessions training on SW-PBS components. b. one session training on PERMA and one session training on Professional Empowerment].
3) Coaching and assistance support to preschool teams (8-10 hourly school visits).
4) Feedback to School Teams via monitoring assessments.

Assessment scales:

Teachers' questionnaires

Demographics (8 questions)

Teachers' Outcomes

1. Teacher Subjective Wellbeing Questionnaire (TSWQ): 8 items for assessing teachers' work-related wellbeing with 2 subscales: *Teaching Efficacy* and *School Connectedness.*

2. Teachers' Sense of Efficacy Scale (short form): 12 items that measure *Teachers' Efficacy for Instructional Strategies, Student Engagement* and *Classroom Management.*

3. Teacher Social Self-efficacy (TSSES): 28 items, which encompassed five dimensions: *Teacher Sensitivity, Social Guidance, Teacher-Child Relationship, Classroom Climate-Children Engagement* and *Classroom Management- Conflict Resolution.*

4. Employ Satisfaction Inventory (ESI): 24 items, six dimensions of job satisfaction: *Working Conditions, Supervision, Pay, Job itself, Promotion, and Organization as a whole.*

5. The Maslach Burnout Inventory (MBI): 22 items distributed across three dimensions: *Emotional Exhaustion, Personal Accomplishment*, and *Depersonalization.*

6. Professional Development Evaluation Form (PDEF): 15 items, which evaluate different aspects of the *Teachers' Training*.

7. Preschool Climate Scale: 29 items that assess teachers' perceptions of school climate through seven dimensions: *Teacher–Student Relations, Student–Student Relations, Teacher–Home Communication, Respect for Diversity, School Safety, Fairness of Rules, and Clarity of Expectations.*

Children's Questionnaires

Demographics (3 questions)

Children's Outcomes

8.Strengths and Difficulties Questionnaire (SDQ): 25 items, measures children's internalizing/externalizing problems in five areas: *Emotional Symptoms, Conduct Problems, Peer Problems, Hyperactivity and Prosocial Behavior.*

9. Early Childhood Behavior Checklist (ECBC): 29 items, which assess two broad dimensions of behavioral problems: *Internalizing* and *Externalizing Problems.* This scale is optional for implementation by countries.

10. Adaptive Social Behavior Inventory (ASBI) – Prosocial subscales: 25 items that yield three dimensions: *Conformity, Prosocial and Confidence.*

11. Child Behaviour Rating Scale (CBRS) 32 items, which assess 5 different areas of social behavior: Classroom self-regulation, Interpersonal Skills, Social Play-Interaction, Engagement and Social Problem Solving.

Implementation Assessment

12. Fidelity Assessment template (FAT): 2 to 3 hours of direct observation of positive behavior support systems and practices within an ECEC setting by an external coach.

13. PBIS Team Implementation Checklist: A 22-item modified version of the *Team Implementation*, given information about activities related to the critical features of the SWPBS framework.

PERMA Model: *The PERMA Profiler:* consists of 23 items: 15 items related to the five main scales (3 items for assessing *Positive emotions*, 3 for *Engagement,* 3 for *Relationships,* 3 for *Meaning*, 3 for *Accomplishment*); one item for *Overall Happiness*; 3 for *Negative Emotions;* one item for *Loneliness*; and 3 items for assessing self-perceived *Physical Health.*