Summary

School-Wide Positive Behaviour Support

The preschool context has a significant influence on the social skills development and behavior of young children, as they spend a substantial amount of time in preschool settings. For this reason, it is crucial to recognize the impact of this environment on children's behavior, especially considering their rapid and malleable development. Experts have recommended preschool-wide interventions that promote positive behavior and social skill development. These interventions are advantageous because they are implemented comprehensively throughout the preschool by all teaching and non-teaching staff, involving all children and their families. Such interventions have been shown to improve child behavioral and academic outcomes, preschool climate, and teacher work satisfaction.

Over the past 20 years, the School-Wide Positive Behavior Support (SW-PBS) approach has been developed as an organizational framework for supporting academic, social, and behavioral skills in preschools. SW-PBS operates on a three-tier framework. Tier 1 focuses on preventing problem behavior and promoting positive behavior for most children through school-wide implementation involving all staff, children, and families. Tier 2 addresses an additional 15% of children at risk of academic and socio-emotional problems who have not benefited from Tier 1 activities. Tier 3 targets approximately 5% of children with chronic and severe behavioral and socio-emotional issues.

The SW-PBS approach described is based on the broader concept of Positive Behavior Support (PBS), which emphasizes shifting teachers' attention from negative behavior to encouraging positive behavior through praise, attention, and reinforcement. SW-PBS extends this approach to a systemic level, involving all preschool members, including staff, children, and parents. It utilizes data analysis, evidence-based intervention practices, and instructional focus to address problem behaviors within the preschool setting.

The theoretical foundation of SW-PBS aligns with Applied Behavior Analysis (ABA) theory, which suggests that behavior is influenced by past and current experiences in the environment. According to ABA theory, behavior follows a sequence of Antecedent, Behavior, and Consequence. Changing behavior requires modifying the environmental context, which in the case of SW-PBS involves modifying the behavior of adults within the preschool environment to encourage positive changes in children's behavior.

The SW-PBS framework consists of four interconnected elements: outcomes, systems, data, and practices. Outcomes refer to the measurable goals related to social, behavioral, and academic outcomes set by preschools. Systems encompass culturally adapted strategies implemented to support preschool staff in accurately implementing SW-PBS. This includes training, defining a preschool vision, designing lesson plans for teaching social skills, implementing a praise system,

and designing a hierarchy of consequences. Data is collected to inform decision-making, monitor children's skills and the fidelity of SW-PBS implementation. Practices involve evidence-based strategies for supporting children's behavior, including teaching, rewarding, correcting, reminding, and re-teaching social skills and expected behaviors.

In the Pro-W project, SW-PBS is implemented to create a positive and proactive school environment where all children can exhibit appropriate behavior. The project involves training and supporting preschool staff, engaging families, and using a common language and instructional approach. The implementation requires a common vision, leadership team, clarification of expected behavior, teaching of social skills, encouragement of expected behavior, discouragement of inappropriate behavior, ongoing monitoring and assessment, and training and support for preschool staff. The project emphasizes proactive approaches, providing positive reinforcement for expected behavior, addressing inappropriate behavior through teaching opportunities, and monitoring and assessing the effectiveness of the implementation. The goal is to create a positive and consistent environment that supports children's socio-emotional development and helps them internalize expected behaviors.

Overall, implementing a preschool-wide intervention like SW-PBS, which focuses on positive behavior support and social skill development, can yield numerous benefits. By involving all staff, children, and families, SW-PBS promotes a positive preschool climate, enhances child outcomes, and supports teacher satisfaction. PBS in the Pro-W project aims to restructure preschool settings and promote positive behavior by focusing on the adults' behavior, creating a shared vision, providing leadership, teaching social skills, and implementing proactive strategies. The framework emphasizes the importance of data-driven decision-making, ongoing monitoring, and continuous training and support for preschool staff.

Positive Psychology & PERMA Model
The next part of the manual provides an overview of the PERMA model, a framework proposed by Seligman to enhance well-being and human flourishing. PERMA stands for Positive Emotions, Engagement, Positive Relationships, Meaning, and Accomplishment. These five elements are essential for achieving high levels of well-being individually and in combination.
First highlights the significant role of teachers and the challenges they face, such as workload, discipline issues, and conflicts, which can negatively affect their well-being and teaching quality. It emphasizes the need for professional support and investment in teachers' well-being, particularly in the current context of the COVID-19 pandemic. It emphasizes the importance of well-being for educators, as it not only benefits their personal lives but also positively impacts their teaching and students' outcomes. For this purpose, the manual aims to provide a basic framework and evidence-based activities for early childhood educators and coaches to promote their well-being using the PERMA model.

Positive Psychology, the field that focuses on studying human thoughts, feelings, and behaviors to promote happiness and fulfillment, is introduced as the theoretical background for the PERMA model. Positive Psychology interventions, including mindfulness, gratitude, character strengths, and positive relationships, are explored as strategies to enhance teacher well-being.

The manual delves into each component of the PERMA model, providing definitions, theoretical backgrounds, and key concepts. It explains how positive emotions broaden thinking processes and build resources, engagement creates a state of flow and enhances productivity, positive relationships foster a sense of belonging and support, meaning brings a sense of purpose and direction, and accomplishment involves self-actualization and goal-setting.

The manual also emphasizes the importance of resilience, emotional intelligence, and subjective experience in supporting teacher well-being. It highlights the need for holistic approaches and the development of social and emotional competencies in teachers. The role of positive communication in building and maintaining positive relationships is discussed, along with strategies for fostering emotional and social intelligence.

Overall, this part of the manual provides a comprehensive overview of the PERMA model and its application to teacher well-being. It offers evidence-based activities, a training outline, and useful materials to support the implementation of the model. By focusing on positive emotions, engagement, positive relationships, meaning, and accomplishment, teachers can enhance their well-being and create a positive impact on their own lives and the lives of their students.

Professional Development Models and Working Conditions
In the last part, the manual discusses the significance of professional development models and working conditions for teachers. It highlights the role of professional development in improving teaching practices and the quality of education. The concept of teacher empowerment is explored, stressing its importance in overcoming administrative constraints and allowing teachers to have more control over their profession. Coaching is identified as an essential component of effective professional development programs, providing support, guidance, and feedback to teachers. The goals of coaching include improving teaching practice and learner outcomes. The importance of building a positive teacher-coach alliance, which involves interpersonal and collaboration skills, expertise of the coach, and teachers' perception of coaching as non-evaluative is highlighted. The positive teacher-coach alliance is seen as a crucial aspect of strategic coaching and allows for the involvement of various stakeholders in educational organizations. Overall, the manual emphasizes the importance of professional development, empowerment, and coaching in enhancing teaching practices and student outcomes.