

Introduction

Dear partners and associate partners of EUROPBS,

We are very happy to present the first newsletter of EUROPBS which will be sent to all partners and associate partners of EUROPBS. EUROPBS is a Comenius Life Long Learning Multilateral project funded by the European Commission. The EUROPBS newsletter will be published three or four times a year and will keep you posted on the developments in the partner schools.

The EUROPBS project is managed by Sui Lin Goei (general manager and PBS coach), Wilma Hendriks (financial manager and PBS coach), Tirza Bosma (process manager), Judith Bekebrede (researcher), Berber Klein (process manager and PBS coach), Margreet van Oudheusden (PBS coach) and Reinder Blok (PBS coach). The team is assisted by Pamela Lenaerts.

The project started with a kick off conference in November 2010, where all the partners met and had an immersion into PBS. After this they formed their PBS team in the different schools and countries. Next we, as a team, did desk research, had lots of interviews and gathered data on the different school systems in the countries and how teachers encounter and cope with behavioural problems. Based on this we prepared an intensive PBS school coaching trajectory which was delivered to all the schools in March 2011. You will find brief reports in this newsletter. Now the schools are developing their action planning. Our next meeting will be in Babits Mihály Gymnasium, Budapest, Hungary where we will exchange our experiences and discuss our action planning in the next school year.

On behalf of the VU EUROPBS team,
Sui Lin Goei



Positive Behavior Support (PBS):

“an assessment-based approach for supporting students with behavioral problems that provides an empirically validated set of strategies for preventing problems and promoting prosocial behavior” (Hieneman, Dunlap, & Kincaid, 2005).

The project addresses the needs of teachers in secondary schools to deal with students that show various kinds of behavior and behavioral problems, both passive and active, ranging from mild to severe.

From Hungary...

It was a great pleasure to coach the PBS team of Babits Mihály Gymnasium in Budapest, Hungary. We were together for two days in the school library discussing ideas of positive behavior support. Are there any students in school having behavioral problems? The discussions were profound and the answers concrete. Once the term “behavioral problems” was defined, examples of problem behavior in the school could be named. The goals for the school rolled easily from this discussion: *Good Manners; Responsibility and Respect!*

How PBS could be helpful for the team to address the goals above is not yet fully discovered. With only four hours a day available for coaching the PBS team consisting of Marti, Ferry, Ilona, Marianna, Kati, Istwan and Erica are on good track. They work hard to find a way to implement PBS in particular the Good manners, Respect and Responsibility within the school and its population. The first outlines will be presented during the conference in May 2011.

Wilma Hendriks

April 2011

From Portugal....

Although the Escola Secundária D. João II in Estubal, Portugal is under construction, the PBS team has enthusiastically followed two days of intensive training. Besides teachers and two special education teachers, students also contributed in the training, which gave helpful insights. The team divided roles, explored the PBS-pyramid model, started up plans for video PBS and developed the idea to create a Facebook PBS page for the students of the school!

Special for this secondary school is the inclusive environment, students with and without disabilities are included and it was wonderful to experience the lunches which teachers and students had together.

Reinder Blok

Valkeakoski Upper Secondary School is a small secondary school in a brand new building of which we all can be jealous about. The school atmosphere is calm and friendly and throughout the building one encounters groups of young adolescents. We spent the first day analysing their situation and discussing the Finnish culture.

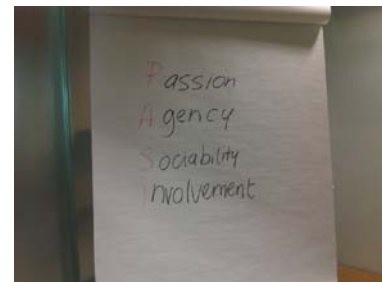


The need for PBS:

- Trend towards inclusive education: growing diversity of (problem) behavior and student needs across Europe
- Condensed class situations
- Needs of teachers in (lower and upper) secondary schools to deal with students with various kinds of behavioral and behavior problems, both passive and active, ranging from mild to severe.
- Enhancement of class atmosphere and learning environment in partner schools
- Moreover, behavioral problems and learning problems/academic underachievement often interconnected.

Major concerns in their perception are lazy students, not having respect for what their teacher instructs them to do for school, unmotivated and uninterested students and lack of response in classrooms. We decided as a team to focus on academic and study behaviour; since this is behavior also, though not the core business of PBS. However, the same principles and concepts count: what do you want the students to do instead, what kind of behavior do you expect from students? The second day we designated the values which are important for Valkeakoski School and these turned out to be *Passion, Involvement, Sociability, and Agency*, with its acronym PASI! What a coincidence. We had a lot of fun doing this!

Sui Lin Goei



From Finland...

From March 21-23 I visited the PBS team of Valkeakoski Upper Secondary School in quite cold weather (-4°C) at Valkeakosken, Finland. The team is headed by Kati and consists of Pasi (of course!), Outi, Pia and Satu-Sisko. Also researchers of Tampere University, Eero and Maiju, are participating in the research on teacher efficacy.

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The Bucket: a metaphor for Positive school climate

Everybody has a bucket that needs to be filled with love, praise, acceptance, belonging and relationships.



From Turkey...

At the end of March 2011 the PBS team of Istek Belde School in Istanbul was introduced to the PBS model in a three days training program. The participants were both parents and teachers. They were working hard and enjoyed listening to lectures, watching videos, working in small groups and doing interactive exercises. In this way they learned considerably about the principles of PBS. Major themes and questions in the discussion were how to get all of the colleagues on the same track; how to involve students and parents and last, what data do we need to support the PBS process in our school.



During the last day, the participants divided the roles and tasks in the PBS-team and drew an outline for planning the process of the first year of intervention. It was decided that students will be able to participate in the process by forming their own team. The participants were satisfied with the results of the training and were looking forward working together. After training they felt like a real team. Their buckets were filled!

Margreet van Oudheusden

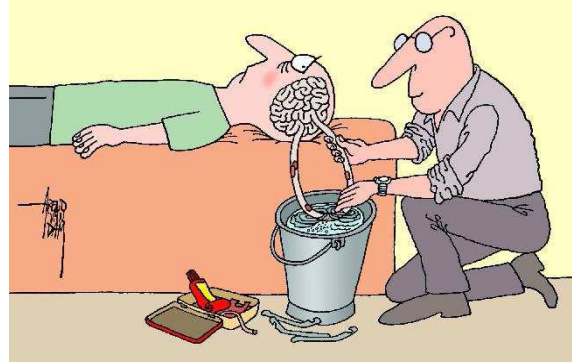
The PBS- Europe consortium consists of :

1. CETAR (Centre for Educational Training and Research/Vrije Universiteit Amsterdam (the official applicant), The Netherlands
2. Corderius College, Amersfoort, The Netherlands
3. Istek Ozel Belde Lesesi, Istanbul, Turkey
4. Babits Mihály Gymnasium, Budapest, Hungary
5. Escola Secundária D. João II, Estubal, Portugal
6. Valkeakosken Tientotien Lukio, Valkeakoski, Finland
7. Windesheim University for Applied Studies, Zwolle, The Netherlands
8. University of Tampere, Faculty of Education, Tampere, Finland

We can't "make" students learn or behave; We can create environments to increase the likelihood students will learn or behave.

Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity

Tim Lewis



From The Netherlands...

The PBS team of the Corderius College is on full steam. Before any coaching was carried out, the team already developed means to ameliorate the good atmosphere and behavior within their school. Their ideas were good, creative and specific. As their coach, I had the task to help them position their enthusiasm and ideas into a broader perspective. We discovered together, that the initiative should not only be directed to specific parts of the school or students, as for example to make the hallway and stairs a pleasure to be, but to work as well towards a general behavior. To

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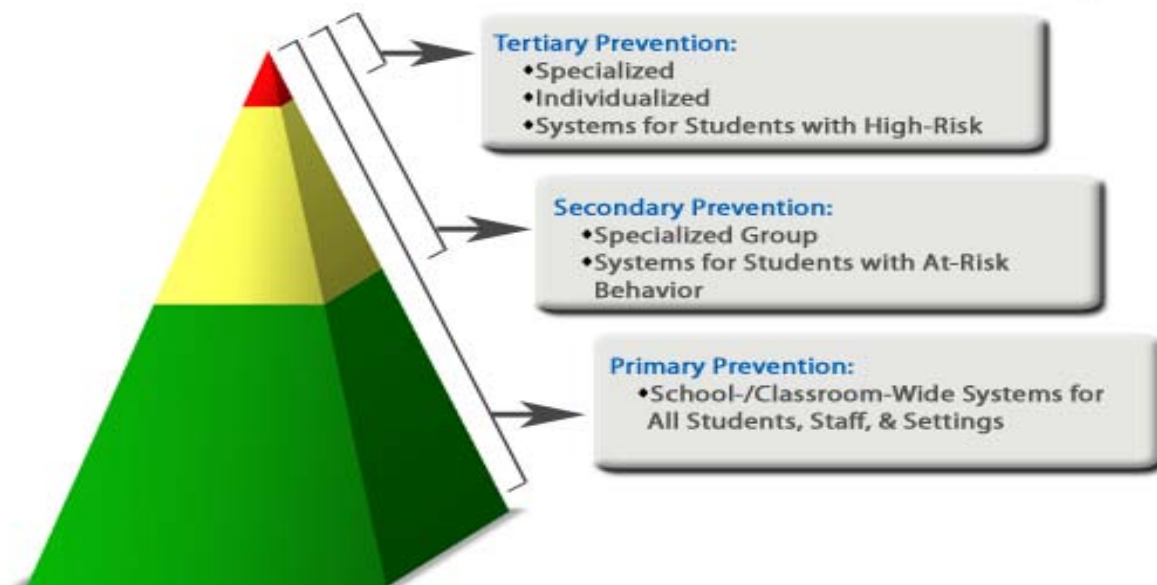
address the whole school community in preventing and acting on problem behavior, with goals as *Involvement, Security and Responsibility*. Unique for this PBS team is their schoolwide support. Their PBsteam consist of representatives of teachers, students, managers, members from the school support team as well as parents.

Wilma Hendriks

Calender

May 9-11	Conference Budapest for Consortium Partners
July 2011	2 nd Newsletter
September 2011	2 nd training for Consortium partners
November 2011	3 rd Newsletter
January 2012	Conference Portugal for Consortium partners and associate partners
June 2012	Final meeting Consortium in Istanbul, Turkey

Continuum of School-Wide Instructional & Positive Behavior Support



Information

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