Positive Behavior Support in French-speaking Belgium: a Novelty and a Challenge

Baco, Christophe, Ph. D. student

Method

Research question: Does the educational team implement the different components of PBS?

Observations in the school and interviews with:

- 10 randomly selected primary school pupils
- 5 randomly selected kindergarten pupils
- The 5 kindergarten teachers
- The 6 primary school teachers
- The principal

→ using an adaptation of the School-Wide Evaluation Tool (SET) (Horner et al., 2004)

Results (selection)

- Teaching materials presenting behavioral expectations in a POSITIVE way
- 100% of team report that explicit instruction of values and behavioral expectations has taken place
- 100% of students surveyed report receiving positive reinforcement
- 12 out of 15 students (including all 5 kindergarten students) are able to explain why they received positive reinforcement
- Teachers collected behavioral data in one of the two playgrounds
- Principal shares data with the team monthly
- The Behavior Support Team meets at least once a month

- No student can name the school values, BUT 2 kindergarten students and 2 primary students can explain the expectations / show the posters
- 67% of primary teachers can name at least 2 out of 3 values
- 80% of kindergarten teachers can name at least 2 out of 3 values
- Behavioral data is not collected in one of the two playgrounds (in kindergarten)
- Despite sharing data, there appears to be little use of the data for decision making
- The Behavior Support Team does not seem to provide feedback to the educational team about PBS activities

Discussion and conclusion

Overall positive and encouraging results for an initial implementation of the training

→ Joins the positive results of other studies (e.g. Bissonnette, Bocquillon & Saint-Georges, 2020)

Ideas for improving training

- Emphasize even more... the values = the foundation of the PBS
- Train more the teachers in collecting and analyzing behavioral data by giving more meaning to these operations
- Train the Behavior Support Team first (in-depth training), then the entire team
- Emphasize the importance of the Behavior Support Team, including the importance of its mission to analyze behavioral data and its role in training and providing feedback to the whole team.

Limitations and perspectives (ongoing)

Study conducted in 1 school → to be replicated

Study focused solely on the implementation of PBS. The effects of the system could not be measured, due to the difficulty of some teachers to collect behavioral data → Need to conduct other studies evaluating the implementation, but also the effects of PBS.