

## Implementation Report of Greece

### Focus group with leadership team about the design and implementation fo School-Wide Positive Behavior Supports.

#### Leadership team: Main outcomes derived

The leadership team of the elementary school “Kandanos” in Greece reported that SWPBS did impact positively the school culture. They suggested that the most important impact was together the holistic philosophy of the program and the common approach in dealing disruptive behaviors in school setting. The teaching staff responded very well by embracing and working hard for a successful implementation. Initially, they started to run the SWPBS as it was presented, but after a while, as their experience was enhanced they adapted it in order to be compatible with local customs and ethics. Over 90% of the teaching staff can be considered that they responded very posititevely and worked hard for the successful implementation of the SWPBS.

The students’ response was the most valuable and interesting part of the SWPBS implementation in “Kandanos” elementary school. They were very enthousiastic and willing to accept the basic rules and conditions of the SWPBS, and they tried hard to follow the rules throughout the school year. Their commitment together with the teaching staff’s help were the major points for the succeed of the SWPBS implementation. It was reported a huge decrease in disruptive behaviors and very good communication climate during the implementation of the SWPBS. It was a very positive surprise the enormous success of the SWPBS in reducing the usual problematic incidents in school and enhancing the school climate. It has to be reported that although the very positive impact, the students had

some difficulties in the beginning of the implementation of understanding the values and how they 'translated' to specific behaviors. For example, what is the real meaning of 'being responsible' and how they could 'become responsible' in terms of their behavior in school. But as the SWPBS run, with the help of the teaching staff and the support of the leadership team, they successfully overcome these difficulties.

The plan for the next year as it was discussed at the end of the school year is twofold: first, to try to add more values, and second, to fully expand the implementation of SWPBS in the classroom. As a conclusion it can be said that a major positive thing about the implementation of SWPBS was the focus on the common goal that was characterized the school every day function. Together, the principal, the teachers, the students and all people involving in school life worked together for a year to succeed a common goal. This was very obvious, especially during the weekly meetings throughout the school year.

## Case Study of Greece

### Interview with teachers from the schools to assess activities and impact on school/class climate

#### Teaching staff: Main outcomes derived

The teaching staff reported that all activities were run successfully, mainly because of having specific incentives for all behaviors. This was a good motivation for all students which in turn was translated to make them keen on following the rules throughout the school year.

The teaching staff reported that following strictly the rules was the major success point in implementing SWPBS, and their advice to other teachers is ‘never bend the rules, just follow them.’ They were very well adapted to the SWPBS implementation and responded very positively to its adoption at their school. They are keen to continue with the project next year, and were very happy for the success of the SWPBS.

The teachers have arisen and suggested a possible improvement for SWPBS. They detected that the rules regarding the praise lack of scaling. Thus, they proposed for the next year’s implementation a careful redesign of the praise/incentives part in order to reach a more thoughtful scaling, based on the differentiation in student behaviors.

## Summary of the results

**School :** The ‘Kandanos’ elementary school is located at the historic village of Kandanos in Crete, a small place on the ‘White mountains’ of the district of Chania. The population is around 1000 citizens during the academic year, but it increases enormously during the summer.

**Total number of students :** 50 students (6-12 yrs), with 10% of them migrants.

**Principal :** Female with over 10 years of experience and 2 years experience as principal. She holds two BSc, one in Physical Education and one in Management and a MSc in Sport Sciences.

**Teachers :** In total 10 teachers. Their age was 30-38 years with an average experience of 10 years. They were six classroom teachers, one special education teacher, one physical educator, one English teacher, and one ICT teacher.

**Duration of the implementation :** The implementation of SWBS commenced at the beginning of October and ended by the mid June just before the end of the school year. The main activities are livestock farming and touristic enterprises.