



NATIONAL REPORT ON SWPBS SUSTAINABILITY AND SCALABILITY

CYPRUS

Introduction

This document forms the Cyprus report on SWPBS sustainability and scalability. It will be combined with the other relevant country reports to form the Transnational Report of guidelines for policy and practice scalability and sustainability. The result will represent the guidelines for the most efficient and cost-effective ways to increase the chances for SWPBS sustainability and scalability based on project outcomes in the four countries (i.e., Cyprus, Greece, Finland, and Romania). To this end, the overall objectives are:

- To assess policy and educational stakeholders' views of ways SWPBS can be scaled up and transferred to a larger sample of settings in the existing national policy context.
- To develop guidelines for policy and practices that will consider project results, stakeholders' views, and findings from implementation science.

The information presented in this report were collected through continuous efficient evaluations for feedback processes. Cyprus partners got involved in gathering feedback, analysing the data, and reaching to conclusions which fed the development of the recommendations and suggestions included in this report. The overall process was monitored and evaluated by the WP leader based on the initial internal plans, incorporating targets, resource allocations, deliverables, milestones, and indicators of success.

The policy recommendations should be backed up with research evidence to reinforce the multiplication of the SWPBS approach in the field. According to the WP guidelines the Cyprus national report on SWPBS sustainability and scalability includes the following components:

1. Project results
2. Policy and education stakeholders' views on the SWPBS scalability and sustainability within the national policy contexts
3. Research evidence from the implementation science with respect to scalability and sustainability.

This report will form part of the transnational report which will be publicly available on the project website and disseminated by partners.

Country's Project Results

List of potentially sustainable/scalable project results:

- D1.1 State of the art literature review on school-wide discipline prevention and student socio-emotional supports
- D1.3 Needs-assessment and action-planning report per partner country
- D2.1 SWPBS Tier 1 training manual
- D2.2 SWPBS Tiers 2 and 3 training manuals
- D2.3 Coaching and professional development manual
- D3.1 Implementation report for SWPBS Tier 1
- D3.2 Implementation report for SWPBS Tiers 2 and 3
- D3.3 Video summarizing project, findings, and impact
- D4.1 Collaboration space and online platform
- D4.2 Development of e-learning course with online modules for teacher professional development
- D4.3 Development of the digital collection tool/Desktop App
- D5.5. Final Evaluation report

- D6.2 Project website
- D6.4 Dissemination workshops
- D6.5 European Conference
- D9.2 Development of guidelines for policy and practice scalability and sustainability

Table 1: Country's project sustainability and scalability results and activities

Country/ Partner	Project Result	Sustainability / Scalability activity (description and type of activity)	Target group	Key performance indicator
Cyprus / CARDET	D1.1 State of the art literature review on school-wide discipline prevention and student socio-emotional supports	Use and refer to the previous research and literature review in future reports in the field, as well as upcoming research publications	Educational researchers, academic staff, higher education students	No. of reports and publications
Cyprus / CARDET	D2.1 SWPBS Tier 1 training manual	Create links to the website location during future trainings/seminars to teachers would like to get insights from the SWPBS framework	Schools, teachers	No. of downloads
Cyprus / CARDET	D2.3 Coaching and professional development manual	Create links and send the manual to educational researchers and school psychologists interested on becoming SWPBS coaches	Educational researchers, School psychologists	No. of downloads
Cyprus / CARDET	D5.5. Final Evaluation report	Use to present the results during conferences and seminars about the effectiveness and benefit of the SWPBS framework implementation at schools	Schools, Teachers, Educational researchers, School psychologists	No. of presentations / seminars
Cyprus / CARDET	D6.5 European Conference	Use the mainstream media (TV, radio, newspapers) to increase the pressure and convince more policy makers in the field, beginning with the Minister as an example who was present at the Conference	Schools, teachers, parents, researchers, policy makers	No. of press releases after the Conference
Cyprus / CARDET	D9.2 Development of guidelines for policy and	Forward the guidelines to local policy makers through an official plan of recommendations for	Policy makers	No. of official communications

	practice scalability and sustainability	integrating SWPBS into school policies for discipline and violence prevention		
Cyprus / INNOVADE	D3.3 Video summarizing project, findings, and impact	Create links to organization's social media and digital media for the promotional video and present it to future events	Schools, teachers, parents, students, researchers	No. of views
Cyprus / INNOVADE	D4.1 Collaboration space and online platform	Undertake the maintenance of the online platform for 5 years after the project lifetime, maintaining access to the managers to upload material and promote it to schools and teachers to obtain material	Schools, teachers, coaches, researchers	No. of registrations and visits
Cyprus / INNOVADE	D4.3 Development of the digital collection tool/Desktop App	Continue the upgrade and release of new versions according to the feedback of schools and teachers/consider the integration of the official forms used by the schools and authorities	Schools, School principals	No. of schools using the desktop application
Cyprus / INNOVADE	D6.2 Project website	Undertake the maintenance of the SWPBS website for 5 years after the project lifetime and promote it to schools and teachers for information and material obtainment	Schools, teachers, coaches, parents, researchers	No of visits

Policy and education stakeholders' views on the SWPBS scalability and sustainability within the national policy contexts

Policy stakeholders' views on scalability and sustainability

A specific template for recording the sustainability and scalability activities has been provide by the WP leader. Therefore, Cyprus partners used the following questions to identify the most efficient and cost-effective ways to increase the chances for SWPBS sustainability and scalability based on the produced results and available resources. The possibilities for further deployment and exploitation of the outcomes

of the project and for assessing stakeholders' views of ways the SWPBS can be up scaled in the existing national policy context.

Mainstreaming refers to addressing the decision-makers to convince them introduce/consider the results and products of our project. Multiplication refers to the planned process of convincing individual end-users to adopt and/or apply the results of programs and initiatives. Sustainability & Scalability refers to activities beyond the project end date, potential new markets to expand into, plans to spread the produced outcomes and the acquired expertise, the end-users committed to a Sustainability Declaration, and activities to improve the sustainability in your educational context.

I. Mainstreaming

CARDET will exploit the theoretical and practical implementation of the SWPBS framework in Cyprus in various ways using digital and traditional means. The organization's website will be used to disseminate the results that will arise through analysis and exploration after the project lifespan. Moreover, CARDET's social media will be used to raise awareness on the scientific framework that was followed in the SWPBS project, which has been proved beneficial in various ways. Produced material by the research partners and schools will be promoted as best practices during internal trainings for new and existing personnel and external meetings/trainings to attract further interest. Potentially, CARDET which is involved with the development and implementation of European and national projects will expand to relevant thematic areas to the evidenced-based framework and content. INNOVADE will include project's results and resources on organization's available workshops and trainings for future requests. In addition, the organization will inform the members of our network about the project results when possible and send a newsletter out to our contact list and publish it in social media and website. CPI will make use its official website to post references to the SWPBS project (outcomes and results).

II. Multiplication

CARDET is intended to conduct events and presentations to schools and teachers that did not participate in the project and provide further assistance to those interested to implement relevant practices to their contexts. Specifically, all resources will be freely available on the project website and platform to reach out, convince and facilitate the utilization by the end-users to adopt and apply the results. In addition, the organization will integrate large-scale projects, such as SWPBS, into its communication strategy creating links to the project resources from other online means and social networks to encourage further visits. CARDET will present the scientific results that occurred through the analysis of the longitudinal data to national and international conference, and through peer-reviewed academic papers. INNOVADE will attend relevant events and present the results – when possible, disseminate printed material (flyers) in upcoming events and conferences organized by INNOVADE for the next two years, informing the public about the project resources available, and present the results during meetings when possible and relevant, especially during meetings with teachers, school leaders, educators, and researchers in education. CPI will contribute by incorporating the SWPBS model into the existing structures of the CPI in terms of teacher training e.g., in optional afternoon seminars and in school-based seminars. Teachers professional learning programme of the CPI includes supporting schools which also participate in the SWPBS – therefore, the project is combined with existing support structures of the CPI for schools and teachers.

III. Sustainability & Scalability

CARDET is involved with the development and implementation of European and national projects; therefore, it will potentially expand to relevant thematic areas to the evidenced-based framework and

content in future projects. Potentially, CARDET will support a continuation of using the SWPBS framework in more schools around the country through the existing capacity and experience in relevant activities. INNOVADE will possibly involve upcoming projects of relevant thematic areas to the philosophy and content of SWPBS framework. The project is expected to continue to be disseminated through relevant teacher training seminars and schools are expected to continue to implement the positive behavior system regardless of the end of the project.

What potential new markets have been identified that the project outcomes could expand into?

CARDET, in collaboration with the CPI, plans to conduct an informative presentation to school psychologists about the SWPBS framework. Those who are interested will be provided extensive training to increase their capacity to become coaches and potentially support their schools to implement elements of the framework. In addition, it was evidenced during the project final conference in June 2022, it was achieved to raise awareness at a policy level through the presence of the Minister of Education, the Director of the Cyprus Pedagogical Institute, and other officials. INNOVADE will give access to the resources to schools, teachers, educators as tools they can use in formal, informal, and non-formal training.

What are the plans of each partner for the produced outcomes and the acquired expertise beyond the project end date?

The Cyprus partners will utilize the expertise gained during the implementation of the project by will reaching out schools, teachers, coaches, and researchers. We plan to conduct informative events to attract interest (from schools, teachers, and potential coaches), presentations to conferences (for researchers in Cyprus and other countries), trainings to enhance the capacity of school psychologists and professionals around applied behavior psychology. INNOVADE will possibly involve upcoming projects of relevant thematic areas to the philosophy and content of SWPBS framework. Incorporation of the project material and trainings, according on the school needs, through the programme of teachers' professional learning.

Have any end-users committed to a Sustainability Declaration? If so, please give detail.

No, but Cyprus partners are determined to continue providing support to the schools that participated in the project and are willing to keep us implementing the SWPBS framework for a fourth year.

What activities have been undertaken or are planned to improve the sustainability in your educational context?

CARDET in collaboration with the CPI and INNOVADE will draft an official document of consolidating recommendations on the scalability and expansion of this approach throughout the educational system of Cyprus. The plan is to create a core group of researchers, coaches, schools, and teachers that will transfer their knowledge in more contexts around their country, considering rural areas and other education levels (e.g., pre-primary education). INNOVADE has set a plan to maintain the digital resources and channels of the project, including the website, e-learning platform, online modules, and any material produced in a digital form. CPI will contribute by continuing the collaboration with CARDET organization and SWPBS trainers and coaches.

IV. Activities List

Project Output/Result	ACTIVITIES for SUSTAINABILITY & EXPLOITATION (<u>after</u> the completion of the SWPBS project)	INDICATORS (be as specific as possible with targets and indicators)
WP2.1: SWPBS Tier 1 training manual	SWPBS Tier 1 training manual will be promoted during all presentations and trainings, as a basic educational material for someone that wants to build a good knowledge basis for the implementation of the framework. Maintenance of the website and promoting during future presentations/seminars/workshops.	No of downloads each year after the project lifespan
WP4.1 Collaboration space & online platform	Maintenance of the platform for at least 3 years, with the possibility to expand and upgrade based on the traffic. The platform includes all presentations and educational aids from the trainings, and the material produced from the participating schools during the project. All are publicly available.	No of visits, users and downloads each year after the project lifespan
WP4.2: Development of e-learning course with online modules for teacher professional development	The e-learning course are hosted in the Collaboration space & online platform, which will be maintenance for at least 3 years, with the possibility to expand and upgrade based on the traffic. Creation of links of the online modules from other platforms such as School Education Gateway and organisations' websites.	No of visits and users each year after the project lifespan
WP6.2 Project website	Maintenance of the website for at least 3 years, with the possibility to expand and upgrade based on the traffic. The website includes all outputs and resources completed during the project which is a rich base of content. All are publicly available.	No of visits, users and downloads each year after the project lifespan

Educators' views on scalability and sustainability

Essential part of the sustainability and scalability are the views of educators, which are a key target group and the actual participants that implement the SWPBS framework at schools. Their perception and attitudes towards the SWPBS approach are crucial information for the partnership to select the appropriate strategies for sustainability and scalability. Apart from the data regarding the effectiveness of the approach and the benefits teachers have identified in their school, their opinion about the possibility of scaling up the SWPBS philosophy can feed the recommendations and suggestions for policy and practice. Below, the results of the online questionnaire distributed to **63 teachers** are presented. The data were collected during May 2022 (end of Year 3) which gives a more comprehensive picture about the SWPBS implementation and possible results/benefits in the school units.

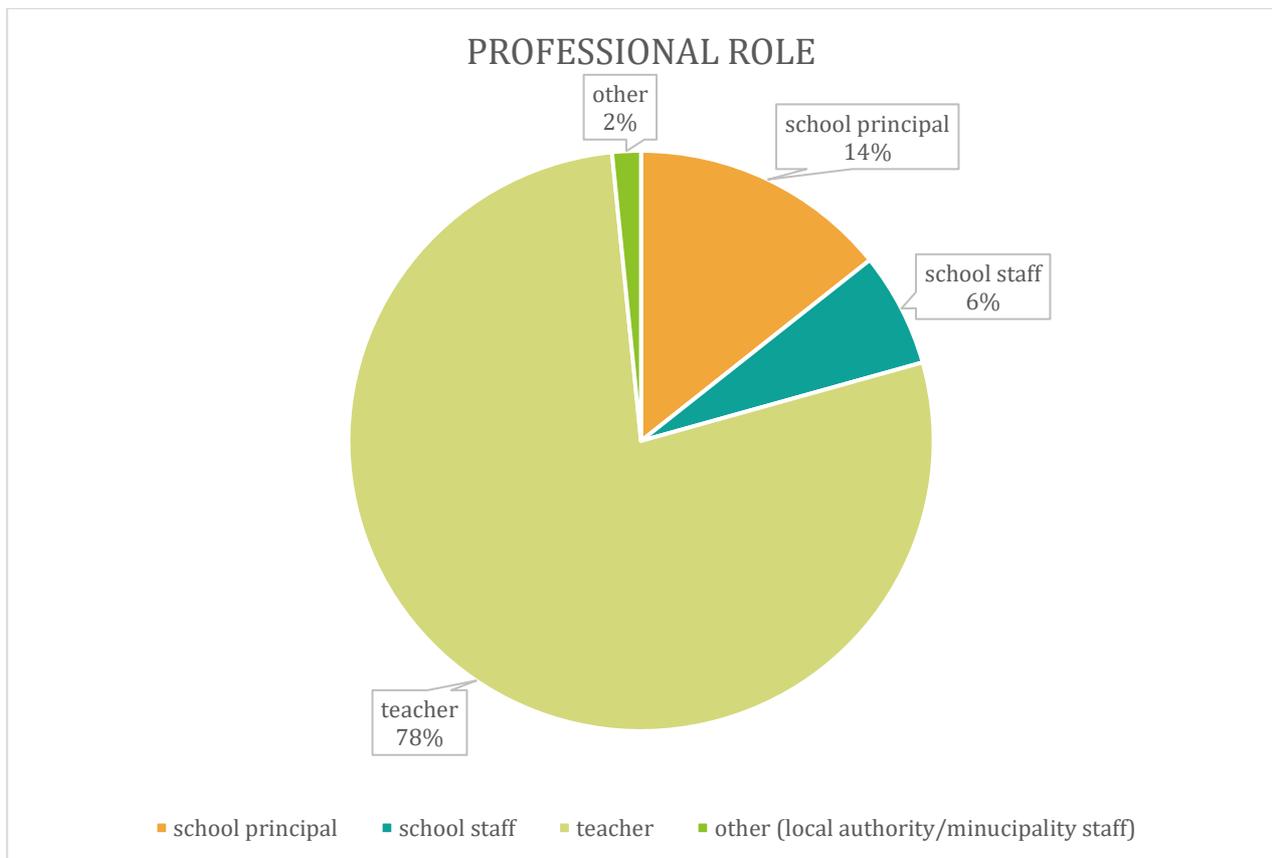


Figure 1. Survey participants' professional role in their school

The questionnaire was sent to the school leadership teams of the 15 schools that continued to implement the SWPBS framework for a third year. It was advised that only teachers with 2 years of presence or more in their school to respond the survey. As seen in the Figure 1, most of the survey participants were teachers (78%), while 15% had a leadership position in their school. Accordingly, the questionnaire consisted of 8 items relevant to the effectiveness of the SWPBS intervention and the possible benefits produced in their school during the 3 years of implementation (i.e., 1, 2, 3), the intention to continue the intervention after the project lifespan (i.e., 4, 5, 6), and the intention to propose the SWPBS to other schools and colleagues (i.e., 7, 8).

Table 2: Survey questions

Item 1	To which extend do you think that the implementation of the SWPBS approach improved your students' behavior?
Item 2	To which extend do you think that the implementation of the SWPBS approach contributed to your classroom management?
Item 3	To which extend do you think that the implementation of the SWPBS approach in your school improved the cooperation among the teaching staff?
Item 4	To which extend are you planning to continue the implementation of the SWPBS approach to your class in the next school year?
Item 5	To which extend do you think the implementation of the SWPBS approach to your school in the next school year will contribute to the whole school climate?
Item 6	To which extend do you think the implementation of the SWPBS approach to your school in the next school year will contribute to the cooperation among the teaching staff?
Item 7	To which extend would you propose to a school principal or a teacher from another school to implement the SWPBS approach?
Item 8	To which extend would you propose the implementation of the SWPBS approach to an elementary school?
<i>Note. All items were responded in a scale 1-5 where 1=Strongly disagree and 5=Strongly agree</i>	

The results (figure 2) revealed that teachers in their majority observed some improvement in their school, especially regarding the student behaviour and classroom management. Improvement in the cooperation among the teaching staff was also observed in some cases but overall, the results are rather neutral. Teachers observing these benefits in schools contribute to developing positive attitudes towards the usefulness and utility if the SWPBS framework in practice. The questions regarding the intention of schools to continue the intervention after the project lifespan are very encouraging, which advocates on the overarching overall efforts to sustain and upscale the project. More than half of the participants (64%) intent to implement the SWPBS approach in their class next year and a similar percentage (51%) believe that a further implementation of the approach for another year will contribute to the improvement of the whole school climate. A significant percentage (43%) believes that a further implementation of the approach for another year will contribute to the improvement of the cooperation among teaching staff as well. The responses regarding the intention of participants to propose the SWPBS to other schools and colleagues are promising, considering the sustainability and scalability of the project. Most participants would propose to a school principal or a teacher from another school to implement the SWPBS approach (68%) and to elementary schools as well (69%). Therefore, based on these results new prospects are opened for the future of the SWPBS framework and its application in Cyprus.

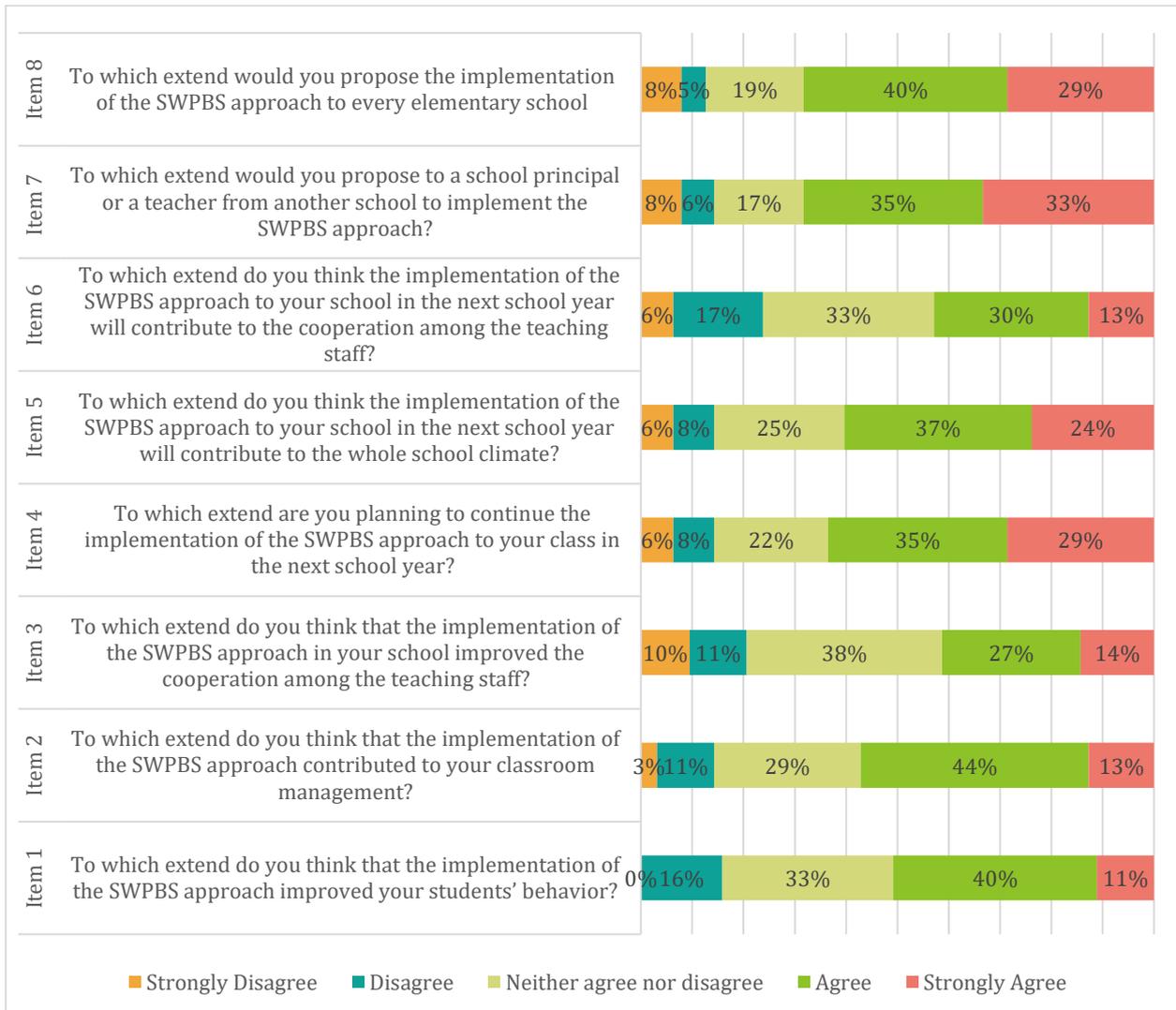


Figure 2. Survey results

Table 3: Mean, median, and standard deviation of items

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
Mean	3.46	3.52	3.25	3.71	3.63	3.25	3.79	3.76
Median	4	4	3	4	4	3	4	4
SD	0.89	0.96	1.14	1.16	1.13	1.09	1.21	1.16

Conclusions and Recommendations for Sustainability and Scalability

The SWPBS project initiated the systematic implementation of the very framework for the first time in Cyprus. The approach was introduced in local teams and schools as a new system with a novel philosophy, terminologies, and practices. It took some time for the participants and stakeholders to get convinced and adopt with the different ideas and implement them in the local schools. However, this transition it was rather smooth because the framework has been systematically introduced with rigorous trainings, meetings, and discussions by the external coaches, which met certain criteria regarding their background knowledge in the field of educational psychology. During the three years of implementation, local researchers, coaches, and schools had to face several hardships relevant to the implementation of the SWPBS framework with the covid-19 being the most prominent. Though all stakeholders exhibited great will and effort to implement the approach, considering the long-term benefits as presented in the literature from other educational systems. After three years, Cyprus participants increased their capacity including theoretical knowledge about the steps to be followed and skills regarding the practicalities and implementation details. Testimonies from teachers and parents are encouraging about the benefits the system brought to their school and individuals. They describe how things changed regarding behaviour management with adults following universal practices to promote positively expected behaviours. Apart from the qualitative data which demonstrate that many participants developed positive attitudes towards the SWPBS approach, and they would like to continue the implementation at their school, the project can also support the effectiveness of the intervention based on the quantitative data.

a) Quantitative findings

The project followed an experimental research design which allows to investigate the effects of the intervention and the changes over time, if any. More details about the results can be found in the D5.5 Final Evaluation Report. Below, preliminary findings are presented to reveal the effects of Tier 1 intervention on student and teacher outcomes across three time periods for the 31 participating schools, which advocate on the effectiveness of the intervention.

To address the effectiveness of Tier 1 intervention, researchers used the repeated measures analysis of variance (ANOVA) statistical procedure to determine if there were statistically significant differences among schools (Group A and Group B) and outcomes. The repeated-measures ANOVAs was conducted using the overall scales of the main factors (represented by the mean score of the items) with time as the repeated-measures factor. The change on the calculated means for all student measures across time (T1-T2-T3) was statistically significant at $p < .001$. More specifically, the mean scores of *Problem behaviours in school* decreased in both groups (A & B), while *Classroom behavioural climate* and *Student well-being* showed an increase in all schools. The within-subjects effect sizes indicated large differences in overall scores for *Problem behaviours in school*, *Classroom behavioural climate*, and *Student well-being*. Then, we used the tests of within-subjects contrasts to determine between which time periods there were statistically significant differences. The pairwise comparisons indicated statistically significant changes in the mean scores of *Problem behaviours in school*, *Classroom behavioural climate*, and *Student well-being* from Time 1 to Time 2. There was not a statistically significant difference between Time 2 and 3, expect for the case of *Student well-being* were results indicated a statistically significant increase from Time 2 to Time 3. The results on teacher outcomes were similar and even more positive. More specifically, the mean scores of *Problem behaviours in school* decreased in both groups (A & B), while *Classroom behavioural*

climate, School climate, and Teacher collective efficacy showed an increase in all schools. The within-subjects effect sizes indicated large differences in overall scores for *Problem behaviours in school*, *Classroom behavioural climate*, *School climate*, and *Teacher collective efficacy*. The results for interaction effects between time and intervention implementation (time x group) revealed statistically significant effects for *Classroom behavioural climate* and *School climate* with a medium effect size. The trends of *Classroom behavioural climate* and *School climate* as reported by teachers are presented graphically in Figure C1.

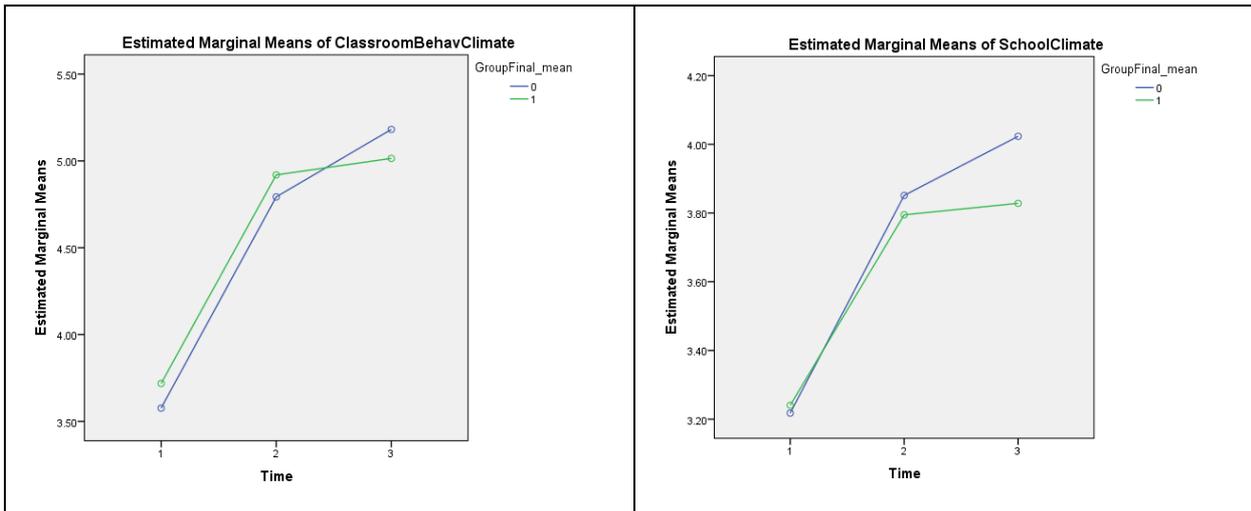


Fig. C1. Repeated measures ANOVA plots for T1–T3 (and within groups A and B) for Classroom behavioural climate and School climate as reported by teachers

In brief, the analyses to identify the effects of Tier 1 intervention on student and teacher outcomes indicated that all schools improved in all aspects at T1-T2, though no differential developments between the experimental and control group was observed across these time periods. As it is also explained in the limitations, the desirable progression of the control groups could be interpreted as a COVID-19 effect (see D5.5 Final Evaluation Report). However, differential developments between schools of the experimental and control groups become evident by the data. *Classroom Behavioural Climate* and *School Climate* as reported by teachers revealed an interaction effect (time x group), indicating that schools from Group B progressed more than the schools from Group A. These effects were statistically and practically significant illustrating a classical intervention effect. When observing the TFI development across time, one can get

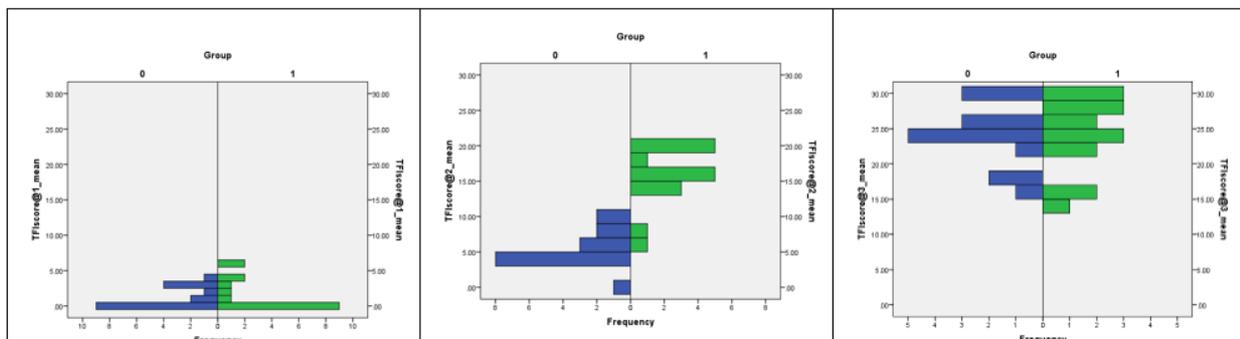


Fig. C2. Schools progress towards Tier 1 intervention implementation fidelity by group (experimental vs control across time)

a similar idea of the results. Schools progress towards Tier 1 intervention implementation fidelity are presented graphically in Figure C2.

Teacher Collective Efficacy_{T1} was the only contextual factor that was related to and predicted the TFI_{T3} score, which emphasizes that schools working as a community can better develop systems for improvement and achieve higher results. Teacher collective efficacy was found to have a moderate impact on fidelity and this finding is something that converges with the findings of previous researchers (e.g., John Hattie) focusing on theories on collective efficacy. Particularly, previous research claims that collective efficacy is the single variable that has strong effect on school achievement of students, and it was found to be an indication of school culture where teachers have learned to work together under the support of a leader (Goddard et al., 2000; Tschannen-Moran & Barr, 2004; Sorlie & Torsheim, 2011). This is an element of an effective PBS intervention as well.

b) Qualitative findings

Feedback and comments from teacher were ongoing during the trainings, monthly meetings and frequent discussions with their coaches and the research team. The main communication actors were coaches who were in close contact with the research team. The systematic collection of such information was conducted several times under work packages' activities (D2.4 & D2.5 Piloting reports, D3.3 video, External Evaluation, D8.2, D8.3, D8.4, D8.5 Quality Assurance reports, and Implementation, Research groups & Partnership meetings). Below, qualitative data from teachers and coaches are presented which advocate on the positive adoption of the SWPBS framework and thus, the continuation and expansion within the national education system.

As part of the external evaluation, teachers were asked to note any positive results they noticed in their school because of their participation in the SWPBS project. Among the most inspirational answers, teachers noted that they gained a better understanding on how the school unit shall operate regarding children socio-emotional development and behavioural management, and how teachers should cooperate during this process. The discipline philosophy, perceptions about inappropriate behaviours, and thus, practice were observed a positive shift.

There is now an ethos in the school! Everyone's daily life has become easier and more enjoyable. Undesirable behaviour has been kept to a minimum. No shouting on the part of teachers is heard at all. There is generally a calm and pleasant atmosphere. All children's behaviours are dealt with in a positive way. Children's negative behaviours are now seen as opportunities and challenges for teaching.

They also noted positive results in reduced problem behaviours and the overall school climate. The development of a common language and vision among teachers and students, and the explicit explanation of what behaviours are expected helped students to succeed and improve their social skills and relationships among them.

The school has gained a clear focus on the social skills of the pupils. Students feel they are being set boundaries for their social behaviour in their school. My students can justify why they adopted the expected behaviours.

The SWPBS system was also proved particularly useful to transmit the unfamiliar strict hygiene and social distancing measures. Because of the instructional approach of routines and behaviours, it contributed to the compliance with measures such as entering the classroom in line, keep space between the, putting antiseptic, etc. In addition, the programme gave children the opportunity to get rewards that they may not have had before. Most children have been positively influenced by the system and as a result have acquired social skills and an understanding of socially accepted norms. The values taught in school have become an experience and culture for every child.

Students associate a desired behaviour with a reward every time; they just need reminder and persistence to consolidate social skills that were intended to be taught.

Some teachers also mentioned how impactful the system was for the children as opportunities to develop their non-cognitive aspect. Children were much encouraged by positive rewards which were prove a good motivator in many cases. Only a few teachers mentioned that the benefits of the system were only temporary, it was boring for children, and they were doubtful about the implementation of the system in the post covid era.

-Some children feel satisfaction in seeing them get the rewards we agreed upon.

-Boosting self-confidence in some children.

Relevant to the sustainability and scalability, during the piloting reports teachers mentioned several suggestions to improve the implementation of the SWPBS framework in Cyprus. It was appealing to observe that teachers shared ideas for the institutionalization of the approach. For example, some expressed that the support (financial and scientific) from external coaches must not be stopped. The implementation of the system must continue with the support of both the Cyprus Pedagogical Institute and the scientific team. The final goal is to make the SPWBS approach a common policy for all primary schools in Cyprus, so that teacher turnover will no longer be a challenge and new teachers to smoothly adjust at a new school. Regarding the training and support, teachers mentioned the coaches could conduct sessions to parents and all school staff with emphasis to experiential workshops. Effective time management is required for attending to trainings, preparation of material, and smooth implementation of the framework principles. As one of teachers' main concern, they request to be trained on strategies for students that did not respond to the primary prevention. In a few cases, teachers recommended to make decisions based on data collected by students. Within the additional comments, teachers added to extend the programme at homes and strengthen school-family cooperation. Last, they added that the

SWPBS framework is indispensable. It should be made compulsory in all schools and audited by the inspectors as well. Its successful implementation must be a parameter for the evaluation of the school unit, the management of each teacher and the support staff.

c) Activities to support the sustainability of SWPBS

Table 2: Country's list of sustainability and scalability activities

Activity Info (date, time, type of activity)	Audience addressed	Quantity indicators & accompanying evidence (plain description here)
Preparation of official recommendations for the Ministry to sustain the provision of financial and scientific support and integrate the SPWBS approach to primary schools' policy	Schools, teachers, parents, coaches, researchers, school psychologists / counsellors	Resolution and Recommendations
Maintenance of the digital educational resources for the next 5 years and beyond if needed (website and platform)	Schools, teachers, parents, coaches	No. of years maintaining website and platform No. of visits and new accounts
Provision of large-scale universal trainings to schools for teachers and parents	Schools, teachers, parents	No. of trainings per year
Integration of the SWPBS ideas and practices into the Teachers Professional Learning Programme support	Schools, teachers	-
Submission project proposals based on the same approach and its continuation in schools of other educational levels (e.g., pre-primary, or secondary education) and the following Tier levels (Tiers 2 & 3)	Schools, teachers, parents, coaches, researchers, school psychologists / counsellors	No. of proposals and projects
Provision as open access resources the instruments for data collection (teachers & student questionnaires) for free use by schools to inform their decision-making	Schools, teachers, counsellors, researchers	No. of downloads
Promotion and continuous improvement of the digital tool (desktop app) for recording minor and major inappropriate behaviours	Schools, teachers, counsellors, researchers	No. of schools using the desktop app
Dissemination of the scientific results of the overall implementation in peer-journal journals and conferences	Researchers, policymakers	No. of publications and presentations in Conferences