



SWPBS

NATIONAL REPORT ON SWPBS SUSTAINABILITY AND SCALABILITY

FINLAND REPORT

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Introduction

This country report constitutes the Finnish team's report on the SWPBS project's sustainability and scalability. This report in combination with other countries' reports will lead to the synthesis of the Transnational Report of guidelines for policy and practice scalability and sustainability. The Transnational Report will reflect and present the guidelines for the most cost effective and efficient practices to increase the chances for SWPBS sustainability and scalability based on the project's impact, and its outcomes in the four countries (i.e., Cyprus, Greece, Finland and Romania).

The overall objectives for both the Transnational report and for the country specific reports are the following:

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

Following the WP guidelines, the Finnish national report on SWPBS sustainability and scalability includes the following sections:

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.

The current Finnish national report will constitute a part of the transnational report that will be offered publicly available on the project's website and will be disseminated by all partners.

Country's Project Results

List of potentially sustainable/scalable project results (please describe which of them you are able to sustain and with what activities):

- 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
- D2.2 SWPBS Tiers 2 and 3 training manuals
- D3.1 Implementation report for SWPBS Tier 1
- D3.2 Implementation report for SWPBS Tiers 2 and 3
- D5.5 Final Evaluation report
- D6.2 Project website
- D6.4 Dissemination workshops
- 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
Finland / University of Jyväskylä	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
Finland / University of Jyväskylä, together with the partnering municipalities	D1.3 Needs- assessment and action-planning report per partner country	Needs-assessment and action-planning for Finland to identify further local context needs on school-wide discipline prevention and student socio-emotional supports based on survey and focus group interview data. New projects and collaboration.	Educational researchers, academic staff, higher education students, local and national educational community	No. of reports, publications and projects addressing the local and national needs.
Finland / University of Jyväskylä, together with the partnering municipalities	D2.2 SWPBS Tiers 2 and 3 training manuals	Disseminating the manuals.	Local and national educational community.	Number of schools implementing CICO and CICO Plus and using manuals.
Finland / University of Jyväskylä	D3.1 Implementation report for SWPBS Tier 1	Use to extract information for research publications, reports and conferences regarding the intervention details and process	Educational researchers, academics, schools, teachers	No. of reports, research papers, conference papers, other publications

Finland / University of Jyväskylä	D3.2 Implementation report for SWPBS Tiers 2 and 3	Use to extract information for research publications, reports and conferences regarding the intervention details and process	Educational researchers, academics, schools, teachers	No. of reports, research papers, conference papers, other publications
Finland / University of Jyväskylä	D5.5 Final Evaluation report	The project's results are presented in conferences and seminars regarding the effectiveness and positive impact of the SWPBS intervention implementation at schools	Primary and secondary education school principals, teachers and counselors, educational researchers and academic staff	No. of conference presentations / seminars
Finland / University of Jyväskylä, together with the partnering municipalities	D6.2 Project website	Create links in press releases, newsletters, and other publications for users to get informed about the project and access the resources	Schools, teachers, parents	No. of website visits after the project duration
Finland / University of Jyväskylä	D6.4 Dissemination workshops	Encourage after workshop engagement by visiting projects digital means and use of resources	Schools, teachers, administrative and auxiliary staff, parents	No. of participants in workshops
Finland / University of Jyväskylä, together with the partnering municipalities	D9.2 Development of guidelines for policy and practice scalability and sustainability	Influencing teacher education and members of public authorities towards the wider use of the SWPBS framework.	Policy makers, authority officials, researchers, teacher trainers	No of communications

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

Policy stakeholders' views on scalability and sustainability

Based on the specific template that has been provided by the Greek research team (WP leader), the Finnish team recorded the sustainability and scalability activities. Following questions were used to highlight the most efficient and cost-effective practices to increase the SWPBS approach's sustainability and scalability based on the produced results and available resources. The possibilities for additional implementation and exploitation of the project's outcomes and for assessing the stakeholders' views on ways that the SWPBS can be scaled up in the Finnish educational context. The current report, in order to present the planned and the already accomplished steps for sustainability and scalability, will describe three subsections: a) Mainstreaming, b) Multiplication, and c) Sustainability and scalability.

Mainstreaming refers to addressing the stakeholders who are policymakers to invite them into considering adopting the project's results and practices. Multiplication refers to the structured process of informing and persuading individual end-users to adopt and apply the practices and activities of the project. Sustainability and Scalability refers to activities beyond the project's lifetime, potential new markets to expand into, plans to spread the produced outcomes and the acquired expertise.

I. Mainstreaming

The Finnish partners the University of Jyväskylä and municipalities of Kontiolahti, Lappeenranta and Varkaus have used wide variety of means (traditional means, media, digital means) to exploit both the theoretical and practical application of the SWPBS project in the Finnish educational context.

The SWPBS project's website is used to disseminate the research findings, results and outputs of the project. In addition, the project's website will continue to disseminate the results that will be revealed from the sustainability activities and the further implementation of the SWPBS in new schools, after the project's completion. In addition, the SWPBS project's social media account (English account in cooperation with the coordinator CARDET + there is a Finnish Facebook account as well) will continue to raise awareness and disseminate the scientific framework that was applied in the SWPBS project and the scientific publications that are published and that are under publication.

There has already been co-operation on teacher education and school curriculum development locally in communities – this work will also be continued and possibly scaled up nationally. In all the partner municipalities SWPBS is part of the local curriculums. The Finnish research team has worked on developing teacher education on behavior management. SWPBS is part of the teacher education in university of Jyväskylä and university of Eastern Finland. Work has been done before the project but now the project findings and materials can be used in further developing and scaling up.

Research team will be publishing research publications and publications in other media and making presentations in national and international seminars and conferences, reaching policy makers and the national and international research community. There's another ongoing project in Lappeenranta

“Oikeus oppia” (“Right to learn”). Part of the project a municipal model on socioemotional learning and teaching has been made, based on 3-tiered support. CICO and CICO Plus interventios are part of this model. Kontiolahti is a partner in a new EU funded project, with researcher from university of Jyväskylä and university of Eastern Finland – where the idea is to develop student well-being. University of Jyväskylä is also part of the center of excellence of learning and well-being where more research of SWPBS based support methods of behavior management will be made – research of center of excellence has wide reach nationally and internationally.

Partner municipalities have shared their expertise, for example City of Varkaus has presented their SWPBS approach to other municipalities authorities from Eastern Finland: SWPBS and support methods presented to Northern Savonia municipalities (Kuopio, Iisalmi and Siilinjärvi) 2.2.2022. Meeting had local heads of local education and culture department, heads of school development, principals, and teachers. During the project the municipalities have also worked together with local social and health services authorities.

II. Multiplication

During the project the Finnish researchers have provided several in-service trainings for the school staff in the three municipalities. Trainings have had participants from almost every primary school in the municipalities – overall personnel from 25 schools have participated in the trainings. Work on developing SWPBS and disseminating CICO and CICO Plus support in schools continues with municipal recourses and measures. Municipalities now have a wide range of trained professional so development and dissemination has a good base.

Development of Teacher education locally and nationally: Finnish SWPBS based school wide ProKoulu-model and individual support CICO- and CICO Plus -models are included in two special education courses in the University of Jyväskylä. In the near future the goal is to include these support principles in a new teacher education study module, where the implementation of behaviour support can be learned by class teacher and special education students in a real environment along a theory course. The study module also provides a learning opportunity for teachers already in the working life. Through teacher education development research-based methods and information on behaviour and teaching will spread in schools and become part of school culture. The goal is that in the future all teachers have readiness to face behaviour challenges in schools and support behaviour in an inclusive school for everyone.

Researcher will continue to present the SWPBS project’s results and positive impact for the upcoming research projects that participates or will participate during meetings, when possible and relevant, and especially when in contact with members of the educational community.

III. Sustainability & Scalability

How does your partner organization view the capacity for the project to continue beyond its end date?

For the Finnish partners the project was a continuum of long collaboration – the capacity for the project to continue beyond its original end date is seen very positive from all the partners.

Co-operation with the municipalities will continue and there are other partners in Finland like Niilo Mäki institute who also have ongoing research on the SWPBS based behavior support. There are already new

projects at works where the Finnish research team members and some of the municipalities are working together further developing behavior management and other inclusive practices.

In the municipality of Kontiolahti, SWPBS is maintained with regular school team coaching and yearly community meeting. These are continuing with municipal recourses. Tier 2 and 3 sustainability and availability will be supported by the CICO teams. In the future, CICO teams will need external professional support in the schools. In addition, a SWPBS support annual clock is in place in the municipality, which should include a review of the need for support including tier 2 and 3.

In the municipality of Varkaus SWPBS and behaviour support methods are well established. The SWPBS Municipal Coordinator consults with schools on a regular basis and she is always available to schools in support of the introduction of operational models. Support for coordinating and consulting special education is seen as an ongoing activity in the municipality of the Varkaus and combining the activities of the project into this is a good way to support sustainability.

In the municipality of Lappeenranta schools have annual clocks to guide the construction and maintenance of universal level support for schools along the lines of the SWPBS project. This is a strong way to support sustainability and ensure the spread of action in Lappeenranta city schools. To further develop tier 2 and 3 support methods universal tier 1 (Prokoulu) maintenance has to be concentrated on. The CICO and CICO Plus support has already been mentioned in the city's own curriculum. There are 10 trained SWPBS coaches in Lappeenranta. It is important that school recognize the importance of external coaching. Coaches support school team development and remind of the theoretical background of SWPBS if needed. Principals have info of who are the trained coaches and who to contact on SWPBS support questions. Municipality has gained many more trained professionals on tier 2 and 3 support during the project.

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

The Finnish Partners have identified and already started expanding the SWPBS approach (and its outcomes) at three levels: a) additional educational regions and primary schools, b) early childhood education, c) undergraduate and postgraduate teacher-students.

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

From the beginning of the project, the Finnish partners cooperated closely and consistently for the smooth implementation and the expansion of the SWPBS approach beyond the project end date. Towards this end, several activities and successes have been achieved for the sustainability and the scalability of the project, after its lifetime.

Research team has already incorporated into academic teaching -and will continue to do so- at an undergraduate and a post-graduate level, lectures and presentations about the SWPBS project and its impact to inform future practitioners about its activities and its potential.

In the Municipality of Kontiolahti through special education teachers experiences and knowledge on effective practises will be shared to all schools. SWPBS year plans have been made in schools to make

work clearer and ensure continuation. The municipality is undergoing a major school network reform, which will see the traditional middle school primary school model abandoned and the place of big comprehensive schools. In this context, a review of behavioural support structures will also be carried out.

In the Municipality of Varkaus, in the future, CICO coaches still need support for continuous improvement in content competencies. CICO manual is widely used and CICO Plus manual is used by consulting special education teacher. At the beginning of the school year, the SWPBS general support model and the principles of more intensive support need to be presented with the new staff of the schools. Where appropriate, cooperation will be enhanced with support teams and supporting entities. For CICO Plus, operations are just being started and not much can be said about the sustainability of this activity. Additionally there is an ongoing development of student self-assessment tools, that would fit well in the daily schoolwork and that would provide information easily, rapidly and accessibly.

In the municipality of Lappeenranta CICO and CICO Plus are part of the municipal curriculum and city's personnel has been trained during the project. It's still important to maintain this expertise, eg. with recap trainings and training of new personnel.

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

As mentioned earlier the University of Jyväskylä researchers have incorporated SWPBS and CICO into teacher education and are part of new research projects eg. in early childhood education and other new areas of education and with new partners across Finland. Researchers have implemented wide trainings of school staff and different dissemination events. Research findings have been and will be presented in different research seminars.

In the municipality of Kontiolahti documentation of behavioural support has been made part of the curriculum at the municipal level and in the annual operating plans that guides the annual work of the schools. In addition to this, the development of the SWPBS Actions Annual Clocking, which will contribute to the annual development and inspection of school support activities.

In the municipality of Varkaus a commitment to progressively strengthening multitiered behavioural support under the SWPBS model has been made in the City of Varkaus for a long time. The commitment to the operating model is up to a decision taken in the City Council and as part of this decision there has also been a commitment to stronger support measures, namely Tier 2 and 3. Operating models and support structures (in particular CICO support) are also recorded in the municipal curriculum.

Health and social services have been informed on school support methods. School social workers, school psychologist and other health and social services personnel work together with school CICO coaches and special education teachers

A SWPBS direction group is working in Varkaus. Director of health and education branch of Varkaus leads the group. The goal of the group is to standardize SWPBS practises and guide and develop the work of SWPBS schools. Also, every school has a SWPBS coach. School SWPBS meetings couple times a year. Consulting special education teacher oversees tier 2 and 3 support development. All school SWPBS teams have meetings 2-4 times a year. During the pandemic these meetings have been online.

In the municipality of Lappeenranta the annual clocks have been built around the universal level support of the SWPBS project, in order to ensure a proper base for Tier 2 and 3 support models. CICO and CICO Plus are mentioned in the curriculum of the city of Lappeenranta. Lappeenranta is working on a new project on inclusive school environment.

IV. Activities List (Partner Name)

Project Output/Result	ACTIVITIES for SUSTAINABILITY & EXPLOITATION	INDICATORS
WP2.2: SWPBS Tier 2 and 3 training manual	Research team continues the development and dissemination of the CICO and CICO Plus manuals. In the municipalities manuals are disseminated when new schools and new personnel are trained.	Schools implementing the manuals
WP3.2 Implementation report for SWPBS Tiers 2 and 3	In-service trainings of teachers, principals and other school staff and education and health services personnel and authorities.	Number of trainings, number of participants
WP6.2 Project website	Newsletters and other website postings.	Number of postings
WP6.3 Materials from dissemination activities	Research team members have participated already in several international conferences to present the results, the activities, and the impact of the SWPBS project.	No. of conference presentations
WP6.3 Materials from dissemination activities	A national seminar on SWPBS is being planned by the research team and local partners for late 2022/early 2023	Number of participants
WP6.3 Material from dissemination activities	Finnish researchers have one published article and several planned about the research findings and the impact of the SWPBS project.	No. of scientific articles published (or under publication)
WP6.3 Materials from dissemination activities	JYU has already incorporated SWPBS into academic teaching at an undergraduate and a post-graduate level, lectures, and presentations about the SWPBS project and its impact to inform future practitioners about its activities and its potential.	No. of undergraduate and post-graduate students attending the lectures

WP6.4 dissemination workshop	Project results have been disseminated in a SWPBS team meeting in Varkaus and principal meeting in Lappeenranta. Dissemination event in Kontiolahti is still planned. In the future dissemination will be done in different meetings and events.	No. of dissemination workshops No. of participants
WP9.2 Sustainability and Scalability guidelines	SWPBS themes as part of teacher education in the University of Jyväskylä and University of Eastern Finland.	Number of courses, lectures given.

Educators' views on scalability and sustainability

The participating educators' experiences and perceptions towards the SWPBS approach contain valuable information and offer insights for the partnership to select the most effective practices for sustainability and scalability.

During the project's lifetime, data were collected regarding the educators' perceptions about the effectiveness of the tier 2 CICO and tier 3 CICO Plus intervention, and the impact teachers experienced in their students and in themselves. Moreover, for the WP9, data were collected (D9.1a tool) to examine the educators' views about the possibility of scaling up the SWPBS approach and to offer recommendations and suggestions for both policy making and teaching practices. In Finland a different tool was used because a survey on the sustainability of the intervention was already part of the intervention data collection, so the Finnish team used the already existing data on the sustainability of the interventions. The Finnish team used modified version of *Hawken&Horner 2003 Behaviour Education Program (BEB) Acceptability Questionnaire*. All items were being answered on a 1–6-point Likert scale (1=strongly disagree to 6=strongly agree). The items can be seen in table 2.

For the completion of the D9.1a report, answers from principals from schools implementing the interventions and teachers and CICO coaches implementing CICO and CICO Plus were used. Data was collected during school years 2020-2021 and 2021-2022, between September 2020 and May 2022.

Principals gave answers on their views on how well CICO had worked in their school and how acceptable the intervention was to them. Data from teachers and CICO coaches are student-based. Teachers answered the survey twice during the time their student received CICO support if the student and teacher were participating in the research – two weeks after the start of the intervention and after the intervention ended. In the D9.1a only answers after the intervention were used. Teacher data consists of 49 answers from 31 teachers. CICO coaches answered to the questionnaire once, after the end of the student's intervention. CICO coach data consists of 44 answers from 28 coaches.

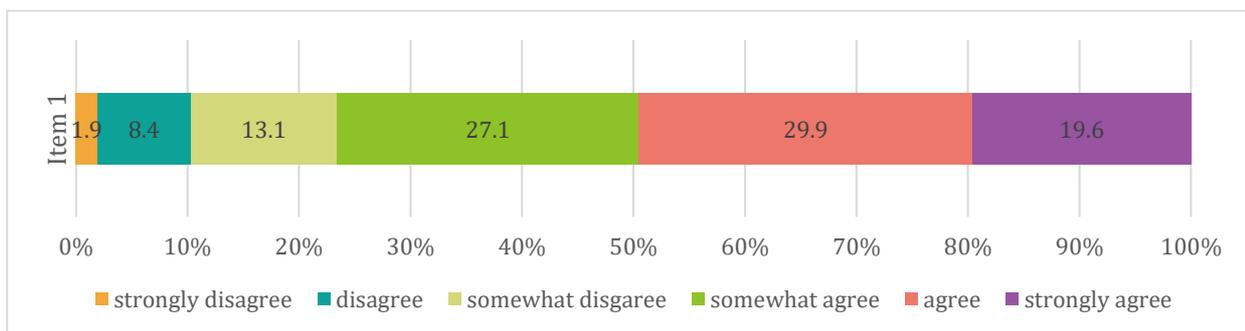
Table 2 Behaviour Education Program (BEB) Acceptability Questionnaire (Hawken&Horner 2003, modified version)

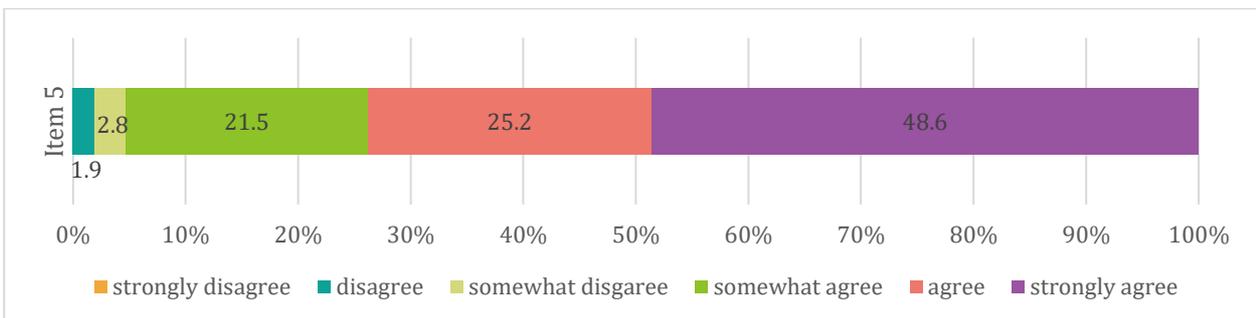
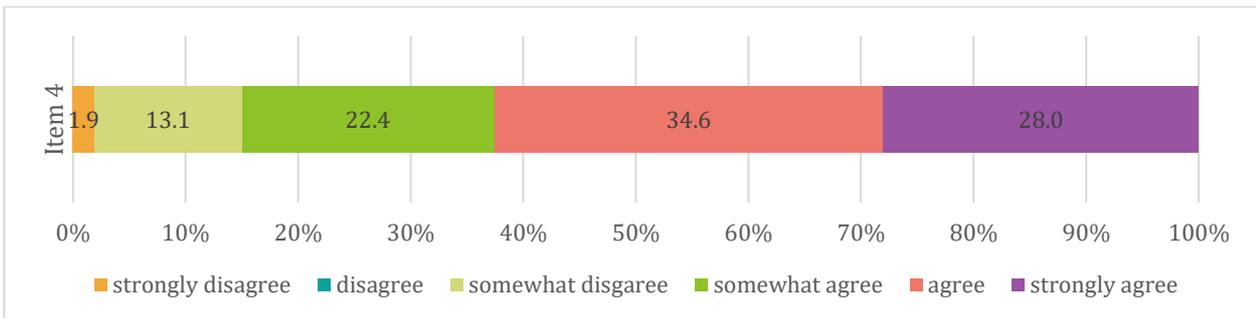
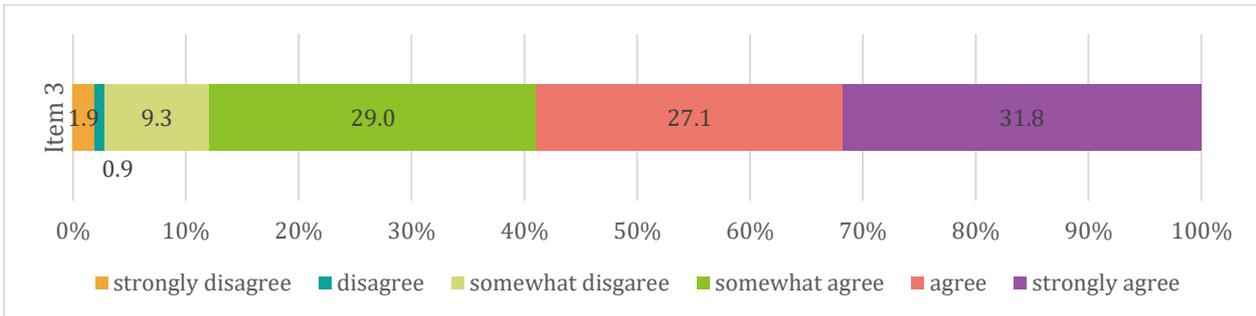
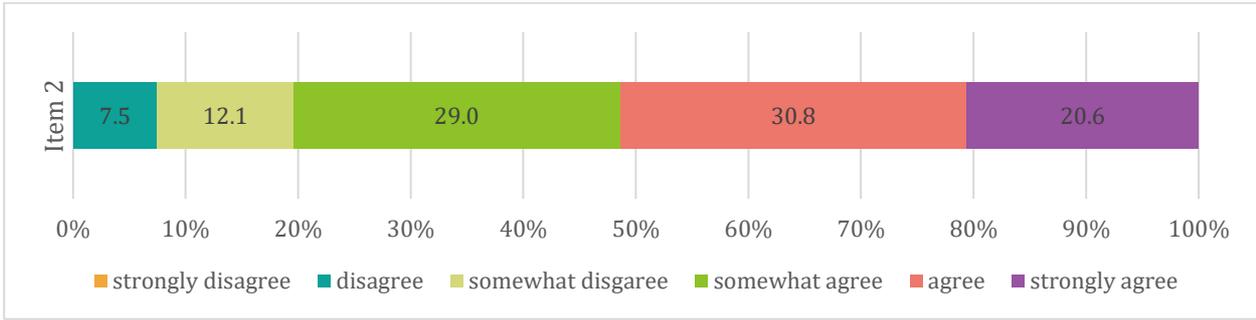
	Teachers / CICO coaches	Principals
Item 1	Problematic behavior of the student receiving CICO support has decreased	Problematic behavior of the students receiving CICO support at my school has decreased
Item 2	Appropriate behavior of the student receiving CICO support has increased	Appropriate behavior of the students receiving CICO support has increased
Item 3	CICO support is easy to implement	Organizing CICO support in our school is easy.
Item 4	CICO support is worth the time and effort	Organizing CICO support in our school is worth the time and effort
Item 5	CICO support is worth recommending to others	CICO support is worth recommending to others

Note: All items were being answered on a 1–6-point Likert scale (1=strongly disagree to 6=strongly agree)

As it can be seen in figure 2, the results show that educators in their majority report significant improvement in student’s behavior who received CICO support. In both items 1 and 2, the large majority of educators expressed a very positive view on the impact of the CICO intervention on students’ behavior. Almost half of the educators agreed or strongly agreed that problematic behavior of the student receiving CICO support has decreased (29,9%+19,6%=49,5). About third also somewhat agreed (27,1%). On the other hand, half of the educators agreed or strongly agreed that appropriate behavior of the student receiving CICO support has increased (30,8%+20,6%=51,4%). About third also somewhat agreed again (29%). In addition, most of the educators view CICO as very easy to implement (agree 27,1%+ strongly agree 31,8%=58,9%) and worth their time and effort (agree 34,6%+ strongly agree 28,0%=62,6%). Also, almost half of the educators recommend CICO strongly to others (48,6%).

Figure 2: Finnish survey items analytic results





The very positive picture of the participating educators in Finland is also clearly depicted in table 3, that presents the descriptive statistics of the eight items of the questionnaire D9.1a.

Table 3: Descriptive statistics of the Finnish survey (mean, median, standard deviation of the 5 items)

	Principals n=14			Teachers n=49*			CICO coaches n=44*			All n= 107		
	Mean	MD	SD	Mean	MD	SD	Mean	MD	SD	Mean	MD	SD
Item 1	4,71	5	1,07	4,16	4	1,31	4,43	5	1,28	4,35	5	1,27
Item 2	4,79	5	1,12	4,31	4	1,14	4,50	5	1,21	4,45	5	1,17
Item 3	4,36	4	1,45	4,41	4	1,15	5,23	5	0,83	4,74	5	1,14
Item 4	4,64	5	1,39	4,51	5	1,19	4,98	5	0,90	4,72	5	1,12
Item 5	5,36	6	0,93	4,92	5	1,11	5,36	6	0,78	5,16	5	0,98
Overall	4,77	5	1,22	4,40	4	1,26	4,90	5	1,08	4,68	5	1,17

* Teachers and CICO coaches answered the questionnaire about each student that received CICO support. Teacher data consists of 49 answers from 31 teachers. CICO coach data consists of 44 answers from 28 coaches.

Based on these results, additional valuable insights are offered about the participating educators’ very positive views regarding the future of the CICO intervention and its application in the Finnish educational system. It is still noted that CICO wasn’t effective to all students, based on the answers of the educators. It’s important to investigate what factors affect the effectiveness of CICO – how did the educators implement CICO, to what kind of problems it works the best and other possible factors. These are questions which the Finnish research team will look into in the future, to find solutions to better respond to different schools’ and student’s needs on behavior management and support.

Conclusions and Recommendations for Sustainability and Scalability

Please write your conclusions and recommendations about the scalability and sustainability of the SWPBS. This section includes three subsections for which you can use the following information:

a) Quantitative findings

Introduction

Overall objective for the research team of JYU was to establish how effective are CICO interventions and whether the effects can be observed also in group level longitudinal analyses. The more concrete research questions were:

1. Is CICO and intensified CICO (CICO Plus) support scalable to a large scale and how effective are the interventions on the average?
2. How well do the effects of CICO / CICO Plus intervention sustain long beyond the intervention period?
3. Is the method of ending the intervention related to the extent the effects of intervention sustain?

To answer to these research questions CICO support was delivered in 11 different schools in 3 communities in Eastern Finland. Number of pupils who received CICO support until the end of year 3 of the project (February 2022) was 54 and data collection was successful for 46 pupils as at least 11 repeated measurement points were required. Length of the CICO support periods varied from 6 six to 25 weeks. Due to ongoing data management and analyses we are not yet able to answer all research question.

Results

RQ 1: Despite the fact that number of pupils receiving CICO support was quite large, it was still unexpectedly low while it is estimated that approximately 10–15% of pupils in elementary schools experience behaviour problems (Drevon et al. 2019; Mitchell et al. 2011). In participating schools the proportion of pupils receiving CICO support was really a much lower (0.03–4.18%) than could have been expected. This result may suggest that the commencement of systematic support targeted at problematic behaviour has a high threshold and is started only after the problems get worse. School personnel were also trained for tier 3 CICO Plus intervention that was intended for pupils with severe behavioural problems and who did not benefit 'basic' CICO support. However, only three pupils received CICO Plus support.

RQ 2: During the CICO support periods change in problem behaviour was examined. The aim was to estimate whether CICO support have effects that generalise different settings in school environment. Classroom teachers of the participating pupils were asked to complete School Situation Questionnaire (SSQ), three times before intervention, once a week during the intervention phase and four times after intervention period. Eleven SSQ items covered various situations and environments in schools and has a Likert-scale ranging 1 to 10, one indicating no problems and 10 severe behaviour problems. The mean value of 11 SSQ items was used as an indicator of the behavioural problems. Behaviour was measured

also with the daily report card (DRC), but results of the DRC are available later due to ongoing data management.

The successive SSQ data was arranged in four blocks: *baseline, immediate effects, middle and end-phase of the intervention*. As there was some missing information in the baseline measurements, mean of the two first measurements points was used for creating the baseline variable. Immediate effect and middle phase variables consisted of three measurement points. The end-phase was formed from the last two assessment points that were conducted after intervention and during follow-up.

Results of the aggregated data showed that intervention influenced positively on pupils behaviour, $F = 31.95, p < .001, \eta_2 = 0.42$ (see Figure 1 and Table 1). As the figure shows, CICO support had a large immediate effects during the first three week after support was started, $F = 59,67 p < .001, \eta_2 = 0.57$. In addition, between the immediate effects and middle phase statistically significant positive change in problem behaviour was found, $F = 4.88, p = .032, \eta_2 = .10$.

The results of the three pupils receiving tier 3 CICO Plus support is depicted in Figure 2. Similarly to ‘basic’ CICO support there seemed to be immediate effect of the support. However, data also revealed that change in problem behaviour continued after immediate effects (starting phase) and was trend like trough hole intervention period. The change occurred gradually which is logical as the CICO Plus intervention is a program that targets social skills and skill-building and change in skills is expected to take place progressively. Data collection is still in progress and a more detailed and complete analysis of the results will be ready later.

RQ 3: Analyses concerning RQ 3 are not done yet.

Table 1

Descriptive Statistics of the four CICO intervention phases

	Mean	SD	N
Baseline	4,8755	1,28255	46
Immediate	3,6831	1,34303	46
Middle	3,4124	1,35063	46
End_phase	3,3962	1,65840	46

Figure 1

Aggregated SSQ values in four time points and trendline, CICO.

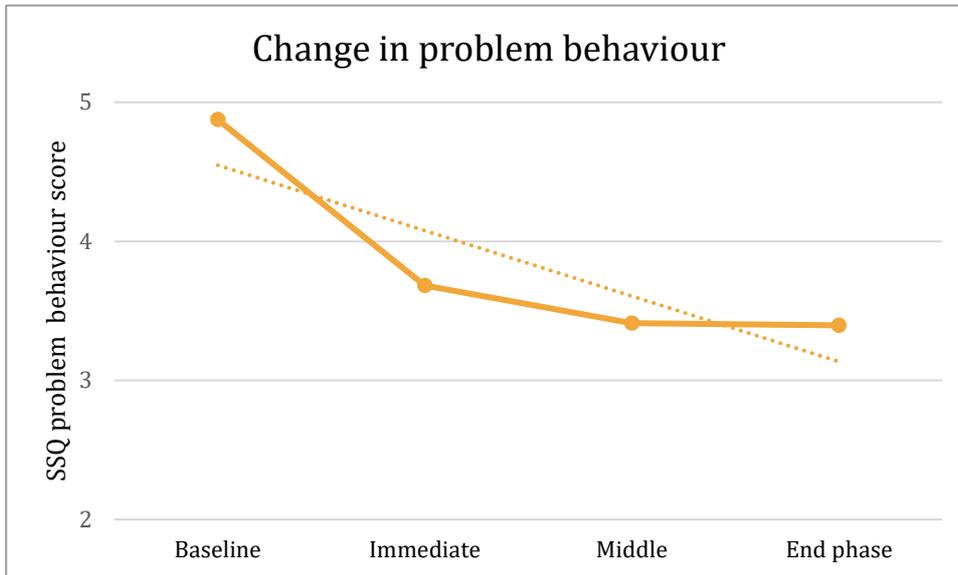


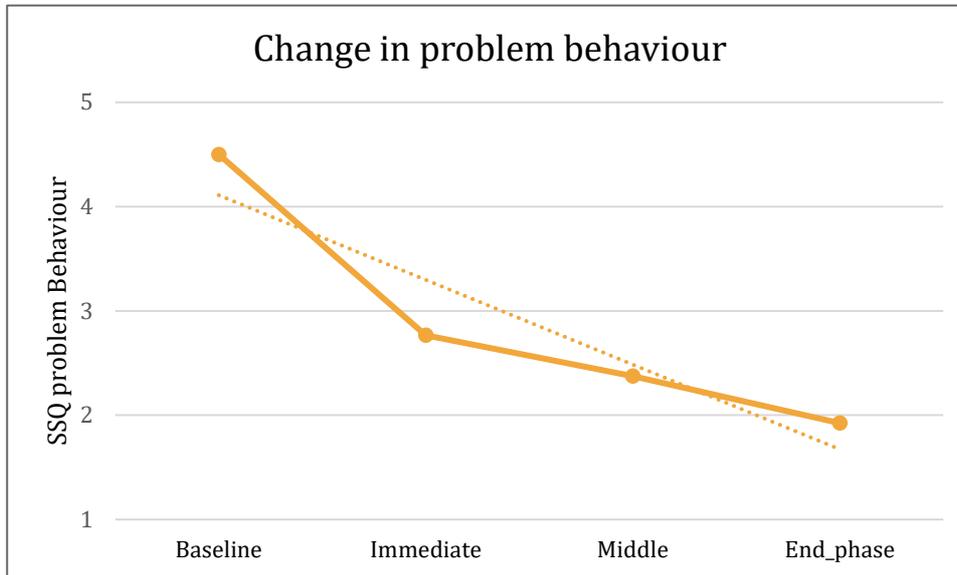
Table 2

Descriptive Statistics of the four CICO Plus intervention phases

	Mean	Std. Deviation	N
Baseline	4,5000	,98438	3
Immediate	2,7677	1,03490	3
Middle	2,3737	1,19930	3
End_phase	1,9242	1,18560	3

Figure 2

Aggregated SSQ values in four time points and trendline, CICO Plus.



Interpretation of results

RQ 1: The number of participants in CICO support and CICO Plus was lower than would be expected knowing the prevalence of behaviour problems in schools. This result may indicate, firstly, that school personnel have a high threshold for starting a systematic behaviour support; secondly, the shortage of resources, especially on multi-professional support, may have hindered starting CICO Plus support processes.

RQ 2: The results of the CICO and CICO Plus revealed that both CICO and CICO Plus interventions influenced positively on pupils' behaviour. CICO support had a large immediate effects which was the result of the effective feedback systems, whereas, in CICO Plus the change occurred gradually which follows the logic of the CICO Plus intervention as the program targets social skills and change in skills is expected to happen gradually.

Limitations

Because of the project extension, timing, and duration of some work packages and delivery of some deliverables will vary from the original plan. Final reports will be delivered on August 2022. See 2.3 Update of the work plan.

COVID19-pandemic caused school lockdown in Finland between 18.3.-14.5.2020. The lockdown halted the tier 2 and tier 3 interventions and development of the support mechanisms at schools. The trainings for tier 3 were moved to Autumn 2020 and piloting tier 3 manual was postponed. Interventions started again on Autumn 2020.

Tier 2 CICO support became well established in SWPBS schools during the school year 2020-2021 but tier 3 was implemented only in one school. The research faced some challenges due the pandemic restrictions in schools but luckily schools were not closed again. Due the pandemic visits in participating schools were not allowed and therefore planned behaviour and fidelity observations in schools could not be done.

The pandemic affected daily schoolwork during school year 2021-2022 - there was another surge of contagions in the beginning of the year 2022 and many school personnel and students have been absent, which has affected some research interventions. However, CICO Plus processes were further developed in schools - two more schools started implementing tier 3 CICO Plus.

Biggest challenge with CICO implementation has been shortage of auxiliary staff and also absence of staff and student's due corona. Corona situation has also been a challenge because staff and student contacts were held at a minimum. CICO coaches usually work with many students from several classes and grades, but this has not always been possible during the pandemic

Conclusions

In sum, the preliminary results showed that CICO and CICO Plus interventions were effective and benefited pupils with behaviour problems. Although the number of pupils receiving CICO support was quite large it was still lower than could be expected and compared to the prevalence of behaviour problems encountered in schools. This may reflect a high threshold for starting structured behaviour support. With regards to the Tier 3 implementation there was apparent reluctance of the schools to begin a more intensive intervention. One reason for faced challenges was the shortage of resources, especially on multi-professional support. At this point CICO Plus support was not scalable, despite the evidence showing its positive effects, therefore development of more intensive support is continuing after the end of the project.

b) Qualitative findings

Together with the collection of the quantitative data, the Finnish research team received feedback and comments from the participating educators during the initial trainings, the national leadership and school teams support meetings, and during the continuous communication with schools during the data collection. During the project's lifetime, a systematic collection of feedback and qualitative information was conducted several times in various deliverables activities like the D2.4 & D2.5 Piloting reports, D8.2, D8.3, D8.4, D8.5 Quality Assurance reports, the external evaluation questionnaires and during research groups and partnerships meetings.

This section presents examples of qualitative data from the teachers and the external coaches of the Finnish research team that provide additional support for the positive impact the SWPBS approach has generated on the participating stakeholders and their positive attitudes regarding the sustainability and the scalability of the SWPBS in the Finnish educational context.

In one of the questionnaires the teachers and CICO coaches implementing CICO intervention were called to answer they were asked to describe what worked well during the project's implementation in their school. The educators provided several answers that covered a wide range of issues.

Firstly tier 2 CICO and tier 3 CICO Plus interventions were seen as very useful and effective for their main objective – positive change in behavior. Effects on pupils’ behaviour as well as on whole classroom environment were often highlighted.

“Pupil’s behavior on target behaviours has advanced and working climate for the whole classroom has become better.”

Empowerment on behavior management were seen in many comments.

“I have gotten tools for supporting pupils with challenges. Good and partly the problematic behavior too has become visible for the teacher, child, and parents.”

Support from CICO team and colleagues was seen as important, and it was mentioned often as the main thing that worked well on implementing the interventions.

“Co-operation of the staff who implement CICO has been great. Sharing experiences with colleagues was important.”

Educators were also asked to describe other positive effects of the interventions. Educators mentioned wide variety of positive effects on the pupils receiving support.

“Self-expression and discussion skills of those pupils’ who received CICO support have developed.”

“Child that received CICO support is more confident, positive and active student now.”

“For some pupils CICO has helped to change behavior remarkably, also so that the pupil themselves has noticed, that school in more fun and other treat them better!”

Educators also described an improvement of the cooperation among the colleagues, a more in depth understanding of how the school unit should cope with classroom management and behavior problems, how to utilize the best possible way the power of the positive reinforcement and how teachers should cope with behavior problems.

“Us CICO users had a common vision on supporting the pupil”

In addition, the educators also described a professional development positive impact, regarding their mindset change from a traditional view of classroom management to a more positive and contemporary.

“CICO support helps us adults to see the good in the pupils, what they have under that unwanted behavior”

“I got lot from the support, and it was nice to notice how my own positive behavior transferred to students. The feedback from student and their development gave enough meaning to coaching.”

Improvement of staff well-being was also noticeable.

“My own well-being at work got better, when the stress caused by the inappropriate behavior of student decreased”

Another positive aspect from their experience with the implementation of tier 2 and 3 interventions was the systematic support that was offered to the staff throughout the intervention’s implementation. Support from the researchers, trainings, materials and school CICO team and coordinator all got thanks.

Finally, regarding the sustainability and scalability of the SWPBS approach, the participating educators offered various valuable suggestions on how to improve the implementation of the SWPBS approach in the Finnish educational context.

Multiprofessional cooperation is one challenge in the Finnish context. Multiprofessional cooperation is especially part of the tier 3 CICO Plus intervention, and in some municipalities, it’s been a challenge to form such a team, and build cooperation because of lack of psychologist etc. and, if the social and health professionals don’t have enough time or willingness to work with schools or knowledge about behaviour management. Multiprofessional teams are required by the Finnish primary education law, but at the moment there is huge shortage of certain professionals and recourses in schools to fully fulfil the

requirements. Support from for example consulting special education teacher or social worker is seen valuable and but unfortunately it is not always available when needed.

School recourses on behavior management were also often seen insufficient – which leads to that not all students received CICO support who could benefit from it. There should be more coaching recourses, enough staff, and allocated recourses for teachers and special education on behaviour management. Many educators noted that it has been a challenge to fit CICO, or especially CICO Plus into existing school culture and manage the support on top of other work.

c) Activities to support the sustainability of SWPBS

Table 4: Finnish list of sustainability and scalability activities

Activity Info (date, time, type of activity)	Audience addressed	Quantity indicators & accompanying evidence (plain description here)
Scientific articles about the research findings and the impact of the SWPBS project.	Academic researchers, primary school principals, teachers and external coaches and researchers	No. of scientific articles published (or under publication)
Participation in national and international conferences to present the results, the activities and the impact of the SWPBS project.	International and national academic and educators' community	No. of conference presentations
Provision of trainings to primary school teachers and principals and other school staff and educational authorities	Local educational community	No. of trainings
Tier 2 CICO and tier 3 CICO Plus training manuals are promoted and disseminated	National educational community	Number of schools implementing CICO and CICO Plus support, no. of downloads
Development of Teacher education locally and nationally: Finnish SWPBS based school wide ProKoulu-model and individual support CICO- and CICO Plus -models are included in two special education courses in the University of Jyväskylä. In the near future the goal is to include these support principles in a new teacher education study module, where the implementation of behaviour support can be learned by class teacher and special	National educational community	Number of students reached; number of lectures / courses given

<p>education students in a real environment along a theory course. The study module also provides a learning opportunity for teachers already in the working life. Through teacher education development research-based methods and information on behaviour and teaching will spread in schools and become part of school culture. The goal is that in the future all teachers have readiness to face behaviour challenges in schools and support behaviour in an inclusive school for everyone.</p>		
<p>A Finnish SWPBS seminar is being planned for late 2022 / early 2023</p>	<p>National educational community</p>	<p>Number of participants</p>
<p>Another project combining SWPBS to the support of student wellbeing: New EU funded project of is starting, with continuing co-operation of some of the partners in SWPBS project (part of the research team, municipality of Kontiolahti...) where the Finnish SWPBS approach and supporting student well-being are in focus</p>	<p>International and national academic and educators' community</p>	
<p>Regular coaching and support in the municipalities: municipalities have different methods, but all have support systems in place for schools, regular meeting of SWPBS team etc.</p>	<p>Local educational community</p>	<p>Number of events</p>
<p>Work on disseminating tier 2 CICO and tier 3 CICO Plus interventions to schools in the municipalities</p>	<p>Local educational community</p>	<p>Schools implementing CICO and CICO Plus</p>