



NATIONAL REPORT ON SWPBS SUSTAINABILITY AND SCALABILITY

GREECE

Contents

| | |
|---|----|
| Contents | 2 |
| Introduction..... | 3 |
| Country’s Project Results..... | 3 |
| Policy and education stakeholders’ views on the SWPBS scalability and sustainability within the national policy contexts..... | 6 |
| Policy stakeholders’ views on the SWPBS scalability and sustainability | 6 |
| Educators’ views on scalability and sustainability..... | 11 |
| Conclusions and Recommendations for Sustainability and Scalability | 16 |
| a) Quantitative findings | 16 |
| b) Qualitative findings | 19 |
| c) Activities to support the sustainability of SWPBS | 22 |

Introduction

The current country report constitutes the Greek team's report on the SWPBS project sustainability and scalability. This report in combination with the country reports from the other country partners 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.

The Greek research team collected the information presented in this report with strenuous effort and continuous evaluations regarding the feedback processes. The Greek research team focused on gathering feedback, analysing the collected data and forming (initial) conclusions that allowed the development of the proposals and the recommendations recorded in this report. The Greek research team, as a WP leader, also monitored and evaluated the overall process (for all countries), based on the initial internal plans, incorporating targets, resource allocations, deliverables, achieved milestones and quantitative (and qualitative) indicators of success.

The overall rationale behind the national reports and the overall policy recommendations is that they should be supported with research evidence to reinforce the multiplication of the SWPBS approach in the school environments. Following the WP guidelines, the Greek 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 Greek 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
- D2.1 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
- D6.3 Dissemination materials, activities (and impact)
- D6.4 Dissemination workshops
- D6.5 European Conference
- D9.2 Development of guidelines for policy and practice scalability and sustainability

Table 1: Greece’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 |
|---------------------|---|---|--|---------------------------------|
| Greece/ AUTH | D1.1 State of the art literature review on school-wide discipline prevention and student socio-emotional supports | Review and refer to the existing contemporary research findings for future reports in the field as well as the forthcoming preparation of scientific articles | Academic community (academic staff, educational researchers, undergraduate and postgraduate students) | No. of reports and publications |
| Greece/ AUTH | D2.1 SWPBS Tier 1 training manual | Open access provision to participants in training seminars: Dissemination of links to the project’s website location during training seminars (and forthcoming ones) for teachers who would like to get more information about the SWPBS approach | Primary and secondary school principals, school teachers, school counselors, and future external coaches | No. of downloads |
| Greece/ AUTH | D2.3 Coaching and professional development manual | Open access provision to those interested to acquire expertise on SWPBS: Dissemination of links to the project’s website location during | Stakeholders from the educational community (e.g. principals, | No. of downloads |

| | | | | |
|----------------------------------|--|--|--|--|
| | | training seminars (and forthcoming ones) for stakeholders who are interested on becoming SWPBS coaches | researchers, counselors) | |
| Greece/ AUTH | 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 |
| Greece/ AUTH | D6.3 Dissemination materials, and activities | A wide range of materials, newsletters, newitems, conference presentations and scientific articles used to present the results and the 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 newsletters and newitems No. of conference presentations No. of scientific publications |
| Greece/ AUTH | D6.4 Dissemination workshops | A series of eight dissemination workshops used to promote the SWPBS intervention's positive impact and to promote its scalability | Primary and secondary education school principals, teachers and counselors, educational researchers and academic staff | No. of workshops |
| Greece/ AUTH | D6.5 European conference | Use the participation in this conference to disseminate the SWPBS project's impact and to promote its sustainability | School principals, teachers, counselors, parents, researchers and policy makers | Online recording of the AUTH presentation and round table discussion (no. of views) |
| Greece/ AUTH and KMAKEDPDE | D9.2 Development of guidelines for policy and practice | Forward the guidelines to local educational authority and policy makers throughout an | | No. of official communications |

| | | | | |
|--|--------------------------------|---|--|--|
| | scalability and sustainability | official plan of recommendations for integrating SWPBS into school policies for discipline and violence prevention. Submission and approval (from the Ministry of Education) of a scalability proposal and the commencement of applying the SWPBS approach into 30 new primary schools! | | No. of new schools adopting the SWPBS approach |
|--|--------------------------------|---|--|--|

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

Policy stakeholders' views on the SWPBS scalability and sustainability

Based on the specific template that has been provided by the Greek research team (WP leader), we recorded the sustainability and scalability activities. Therefore, the Greek research team used the following questions 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 Greek 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, the end-users committed to a Sustainability Declaration and activities to improve the sustainability in the Greek educational setting.

I. Mainstreaming

The Greek partners, AUTH and KMAKEDPDE have used all available means (traditional means, media, digital means) to exploit both the theoretical and practical application of the SWPBS project in the Greek educational context. The SWPBS project's website is used to disseminate the research findings, results and outputs of the project (e.g., all the produced educational materials from the 30 participating

primary schools are offered to the educational community). 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 (in cooperation with the coordinator CARDET) 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. AUTH, a research partner who is involved in other international and EU funded projects will expand the relevant thematic areas to the evidence-based framework and content. Moreover, KMAKEDPDE organized a large scale sustainability regional event to promote the project's positive impact to all stakeholders. In addition, both Greek partners, AUTH and KMAKEDPDE have addressed the national policy maker who is the Ministry of Education and have already accomplished -even before the project's lifetime completion- the sustainability and scalability of the SWPBS approach to 30 new additional primary schools for the school year 2021-2022. AUTH in cooperation with KMAKEDPDE, have already included the project's research findings and open access resources on available workshops and trainings for future requests.

II. Multiplication

AUTH has organized -as chair- the 29th EECERA conference and distributed an informative flyer about the SWPBS project to the 870 international academic delegates and practitioners from all over the world. AUTH has completed a series of eight dissemination workshops and additional invited events and presentations to primary schools and teachers that did not participate in the project and is already providing further guidance, training, and assistance to those already implementing (30 new additional primary schools) and to those interested to implement relevant practices to their contexts. For the provision of additional resources and support, all the produced materials by both the research partners and the Greek schools who participated in the project will be available in the project's platform. This way the existing materials will be promoted as best practices for future trainings to attract further interest and to convince the end-users to adopt and apply them. AUTH has already presented some and will continue to present the scientific findings that were revealed from the analysis of the longitudinal data to national and international conferences and to peer-reviewed academic journals. In addition, AUTH 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 (teachers, principals, parents, counselors). KMAKEDPDE and AUTH have already hosted an initial briefing sustainability event for secondary education school principals, teachers and school counselors and is planning the commencement of training secondary high school who are interested in applying the SWPBS project on September 2022. Finally, AUTH in cooperation with the coordinator CARDET, have already submitted and are accepted to present a symposium -after the project's completion- in the 18th National Psychological Association Conference in Athens (5th-9th October, 2022).

III. Sustainability & Scalability

One major accomplishment of the Greek partners (AUTH and KMAKEDPDE) is that they have already achieved the continuation of using the SWPBS framework in 30 new additional primary schools (school year 2021-2022) with the official approval of the Greek Ministry of Education and under the guidance of the local educational authority, that is KMAKEDPDE. This scalability success is planned to function as a step towards pursuing the scalability of the SWPBS approach at a national level in the school year 2023-2024. In addition, KMAKEDPDE and AUTH are working into expanding the SWPBS approach into the level

of secondary education as well. As mentioned earlier, KMAKEDPDE and AUTH have already hosted an initial briefing sustainability event for secondary education school principals, teachers and school counselors and is planning the commencement of training secondary high school who are interested in applying the SWPBS project in September 2022. With the consistent dissemination and use of the produced resources and materials offered open access in the project's website platform, AUTH is planning to offer the existing materials as best practices for future trainings to attract further interest and to engage the end-users to adopt them.

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

The Greek partners (AUTH and KMAKEDPDE) have identified and already started expanding the SWPBS approach (and its outcomes) at three levels: a) additional educational regions and primary schools, b) secondary education schools and teaches, c) undergraduate and postgraduate teacher-students.

As it is described earlier, both Greek partners, AUTH and KMAKEDPDE have addressed the national policy maker who is the Ministry of Education and have already accomplished -even before the project's lifetime completion- the sustainability and scalability of the SWPBS approach to 30 new additional primary schools for the school year 2021-2022. Therefore, schools from additional regions and municipalities are already trained and have started the implementation of Tier 1, resulting in an already happening large scale sustainability and scalability. In addition, KMAKEDPDE and AUTH are already planning the expansion of the SWPBS approach into the secondary education. KMAKEDPDE and AUTH have already hosted an initial briefing sustainability event for secondary education school principals, teachers and school counselors and is planning the commencement of training secondary high school who are interested in applying the SWPBS project in September 2022. Finally, AUTH has already incorporated 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. For all the aforementioned initiatives, AUTH will provide access to the resources the participating schools, teachers and researchers have already developed, via the project's open access platform.

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 Greek partners AUTH and KMAKEDPDE have cooperated closely and consistently for the smooth implementation and also 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. AUTH has organized a series of eight dissemination workshops and additional invited events and presentations to primary schools and teachers that did not participate in the project to attract new participants in the forthcoming school year. Another action is that AUTH and KMAKEDPDE have already achieved the continuation of using the SWPBS framework in 30 new additional primary schools (school year 2021-2022) with the official approval of the Greek Ministry of Education and under the guidance of the local educational authority, that is KMAKEDPDE. Both partners are also planning to continue supporting these additional 30 primary schools for the next school year (2022-2023). Moreover, KMAKEDPDE and AUTH have already hosted an initial briefing sustainability event for secondary education school principals, teachers and school counselors and is planning the commencement of training secondary high school who are interested in applying the SWPBS project in September 2022. In addition, AUTH 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.

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

Yes, as it is already mentioned earlier, AUTH and KMAKEDPDE have already achieved the continuation of using the SWPBS framework in 30 new additional primary schools (school year 2021-2022) with the official approval of the Greek Ministry of Education and under the guidance of the local educational authority, that is KMAKEDPDE. Approximately 1000 teachers and 3500 students are participating in the scaled up implementation of Tier 1 in the new 30 primary schools, which is being implemented under the supervision of the local authority KMAKEDPDE and are intending to continue the Tier 1 intervention for the 2022-2023 school year as well. Both partners are also planning to continue supporting these additional 30 primary schools for the next school year (2022-2023).

In addition, approximately 70 secondary education school principals and teachers have declared their intention to adopt and implement the SWPBS approach in the forthcoming school year (2022-2023), based on the briefing sustainability event that KMAKEDPDE and AUTH hosted for secondary education school principals, teachers and school counselors, in June 2022.

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

A wide range of activities have been undertaken and are being planned to improve the sustainability in the Greek educational context:

- Invited dissemination events for schools from different regions in order to disseminate the project's outcomes and scale up its applicability
- Eight dissemination workshops to in-service school principals, teachers and school counselors that are under the KMAKEDPDE jurisdiction and who are interested in adopting the SWPBS approach in the forthcoming school year (2022-2023)
- Accomplishment of a large-scale scalability and sustainability, even before the project's lifetime completion. AUTH and KMAKEDPDE have already achieved the continuation of using the SWPBS framework in 30 new additional primary schools (school year 2021-2022) with the official approval of the Greek Ministry of Education and under the guidance of the local educational authority, that is KMAKEDPDE.
- AUTH has incorporated in undergraduate courses and post graduate courses relevant lectures about the SWPBS project, its research findings, outcomes and impact. This way AUTH can ensure that future practitioners and administrators will be informed about the SWPBS project's activities and its potential.
- KMAKEDPDE and AUTH have already hosted an initial briefing sustainability event for secondary education school principals, teachers and school counselors and is planning the commencement of training secondary high school who are interested in applying the SWPBS project in September 2022.
- AUTH in collaboration with the other partners as well, is planning to develop the Transnational sustainability and scalability guidelines in order to facilitate the applicability of the SWPBS in the Greek educational system.

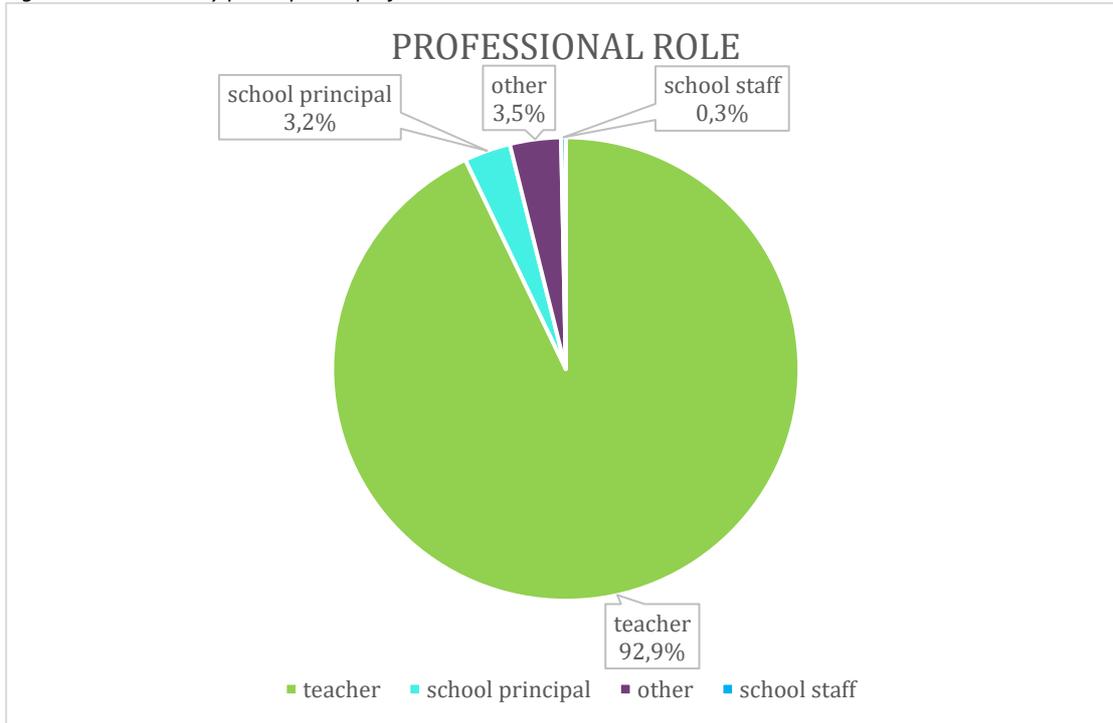
| | | |
|---|--|---|
| | approach, even before its lifetime completion, has been scaled up and is being implemented in 30 additional new primary schools in various regions of Northern Greece. | No. of new schools who adopted the SWPBS approach for the school year 2021-2022. |
| WP9.2 Sustainability and Scalability guidelines (and accomplishments) | The KMAKEDPDE partner in cooperation with the AUTH partner have already organized a sustainability event for Secondary education school principals, teachers and counselors in order to prepare the scalability of the SWPBS application in the secondary education for the forthcoming school year (2022-2023). | No. of participants in the secondary education scalability event. Official invitation for the event. Future no. of secondary schools that will participate in the forthcoming trainings for the year 2022-2023. |
| WP9.2 Sustainability and Scalability guidelines (and accomplishments) | AUTH in cooperation with the coordinator CARDET have already submitted and are accepted to present a symposium -after the project's completion- in the 18 th National Psychological Association Conference in Athens (5 th - 9 th October, 2022). | No. of delegates attending the conference No. of presentation in the symposium |

Educators' views on scalability and sustainability

The current national report of the Greek research team and also the overall Transnational Report about the scalability and sustainability of the SWPBS project, would not be valid if they would not take under consideration the views of participating educators. They constitute an essential part of the sustainability and scalability, since they are the key target group and the actual participants who implemented the SWPBS approach in their schools. The participating educators' (teachers, principals, school counselors, etc.) 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 SWPBS framework, and the impact teachers experienced in their schools 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. For the completion of the D9.1a tool, a total of 311 Greek educators participated in the data collection. The data were collected during May-June 2021 (end of Tier 1 main implementation for experimental and control group schools) which provides a more holistic picture about the SWPBS approach implementation and impact on the participating schools. Figure 1 presents the categories and the Greek survey's participants professional role.

Figure 1: Greek survey participants' professional role in their schools



The D9.1a questionnaire consists of 8 items regarding the effectiveness of the SWPBS Tier 1 intervention, the possible benefits produced in the school units during its overall implementation (items 1, 2, 3), the intention to continue the intervention after the project's completion (i.e., items 4, 5, 6) and the intention to propose the SWPBS to other colleagues and schools (items 7, 8). The questionnaire was administered, together with the T3 measures in the educators of the 30 participating schools that implemented the SWPBS framework. As displayed in figure 1, the majority of the educators who completed the questionnaire (92,9%) were teachers, with the other categories being the school principal (3,2%), other staff (3,5%) and auxiliary school staff (0,3%).

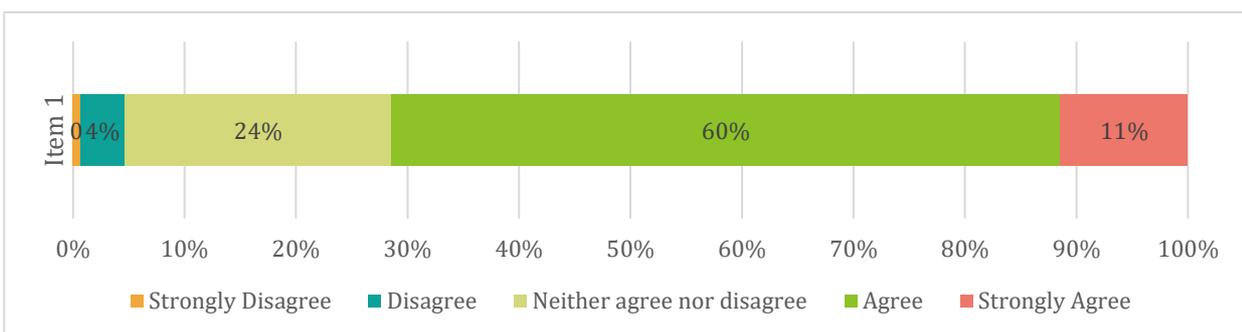
Table 2: Questionnaire D9.1a items

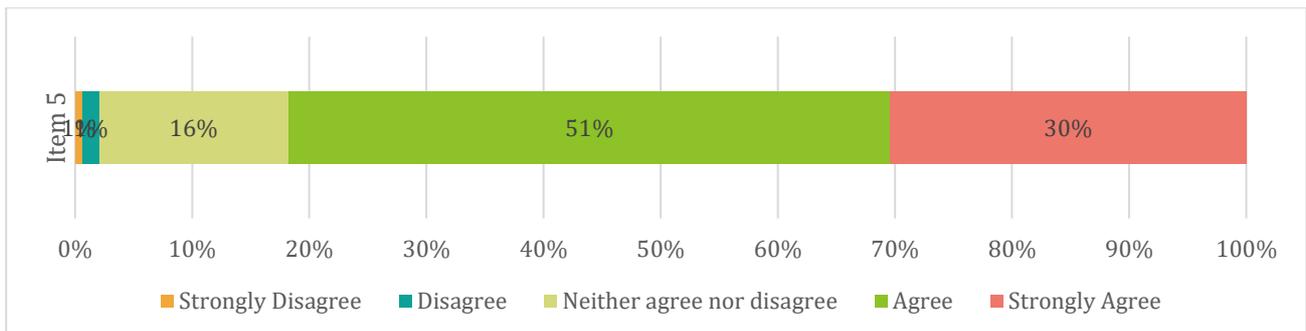
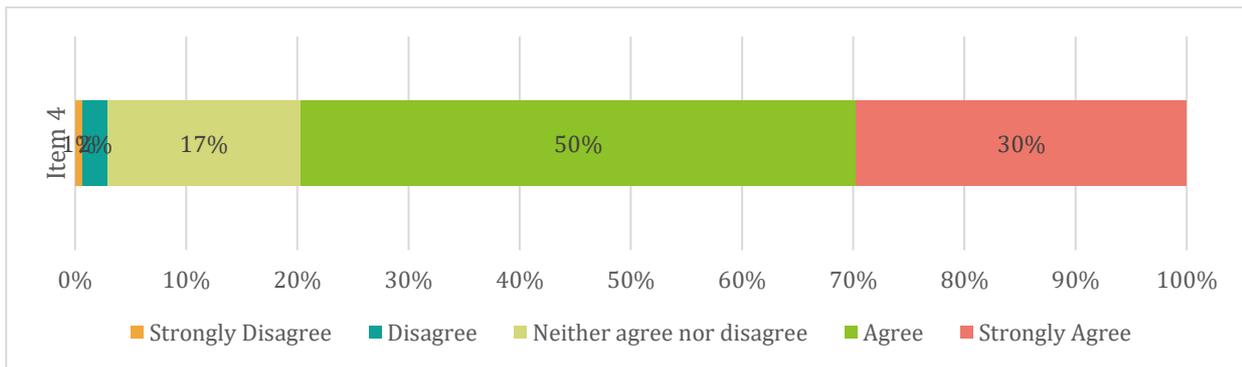
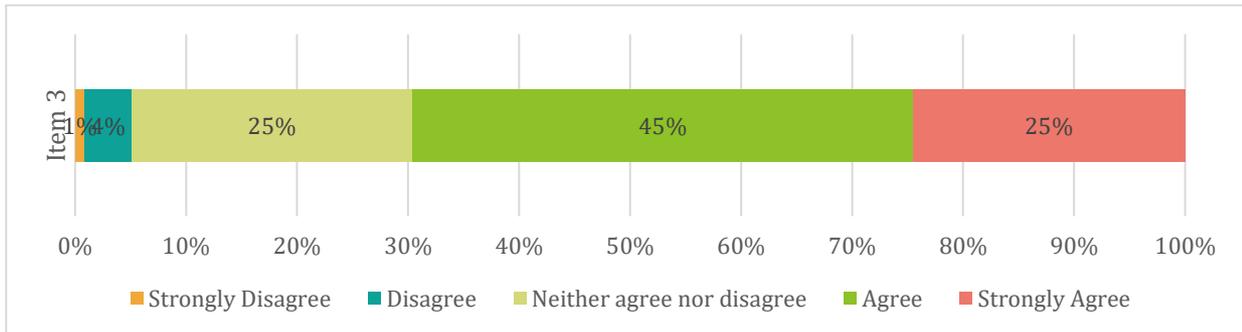
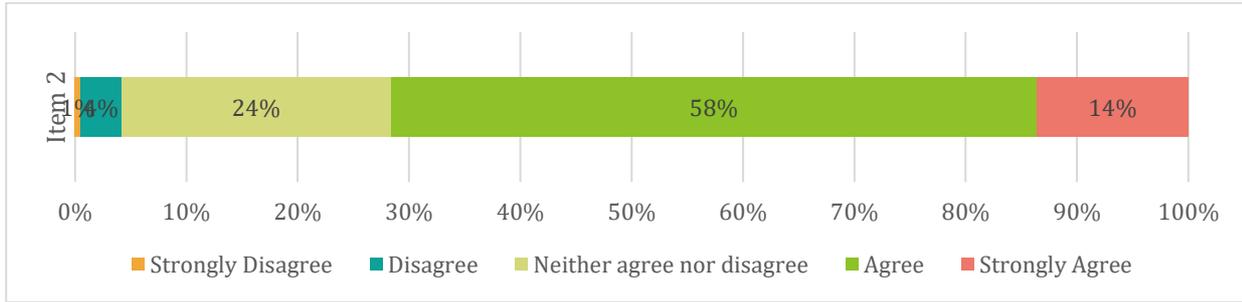
| | |
|--------|--|
| Item 1 | To which extend do you think that the implementation of the SWPBS approach improved your students' behavior? |
| Item 2 | To which extend do you think that the implementation of the SWPBS approach contributed to your classroom management? |
| Item 3 | To which extend do 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? |

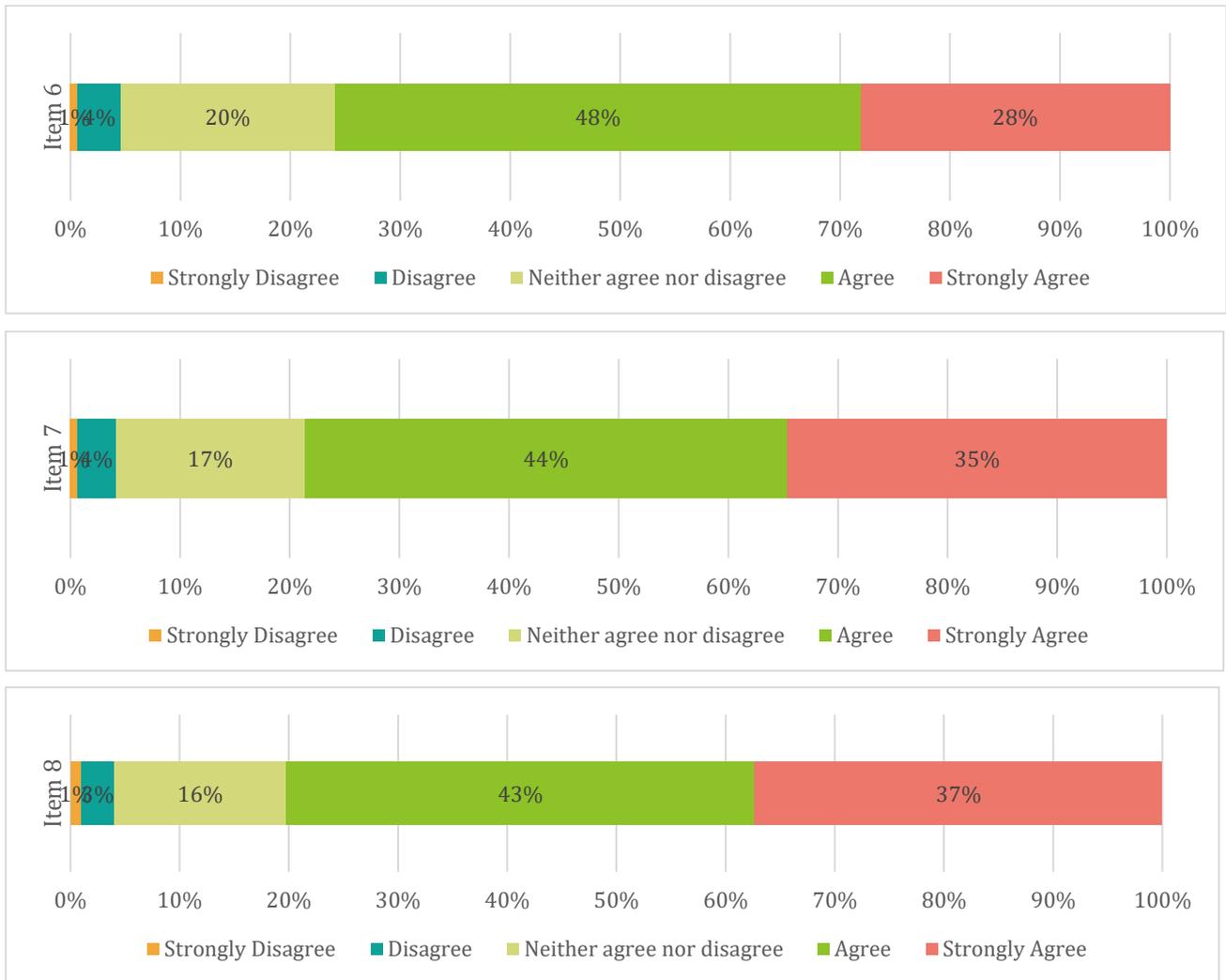
| | |
|--|--|
| Item 6 | To which extend do you think the implementation of the SWPBS approach to your school in the next school year will contribute to the cooperation among the teaching staff? |
| Item 7 | To which extend would you propose to a school principal or a teacher from another school to implement the SWPBS approach? |
| Item 8 | To which extend would you propose the implementation of the SWPBS approach to every elementary school |
| Note: All items were being answered on a 1-5 point Likert scale (1=strongly disagree and 5=strongly agree) | |

As it can be seen in figure 2, the results show that teachers in their majority report significant improvement in their schools, especially referring to the student behaviors and the classroom management. In both items 1 and 2, the majority of teachers (1%) expressed a very positive view on the impact of the SWPBS approach on students' behavior and classroom management. In addition, in item 3 teachers (70%) report a significant improvement in their cooperation with the rest of the teaching staff at a school level. Results in item 4 show that most teachers are describing very positive attitudes regarding the continuation of the implementation of the SWPBS approach to their classroom the next school year. Similarly, the majority of teachers (81%) also described that the implementation of the SWPBS approach the next school year would definitely contribute positively o the whole school climate. Results from item 6 also show that teachers (74%) strongly think that the continuation of the SWPBS approach in their school will positively influence the cooperation among the school staff. Finally, teachers' responses in item 7 (81%) described a very positive view regarding their intention to propose to a school principal or a school teacher from another school the implementation of the SWPBS approach. Similarly for item 8, most teachers (82%) described their strong intention to propose the implementation of the SWPBS approach to every elementary school. Hence, based on these results, additional valuable insights are offered about the participating educators' very positive views regarding the future of the SWPBS framework and its application in the Greek educational system.

Figure 2: Greek survey items analytic results







The very positive picture of the participating educators in Greece 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 Greek survey (mean, median, standard deviation of the 8 items)

| | Item 1 | Item 2 | Item 3 | Item 4 | Item 5 | Item 6 | Item 7 | Item 8 |
|---------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Mean | 3.58 | 3.62 | 3.62 | 3.84 | 3.89 | 3.74 | 3.84 | 3.86 |
| Median | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| SD | 0.83 | 0.83 | 0.97 | 0.92 | 0.88 | 0.96 | 0.97 | 1.02 |

Conclusions and Recommendations for Sustainability and Scalability

The SWPBS Erasmus+ KA3 project created the opportunity to implement the SWPBS approach and intervention for the first time in the Greek educational system. The SWPBS was presented in primary schools in regions of Northern Greece that are under the administrative jurisdiction of the KMAKEDPDE local authority as a positive behavior intervention program with a simple and effective rationale, terminology, and strategies. Engaging the educational community into such a large-scale intervention requires some time and convincing. In the case of Greece, it required some effort to ensure that all stakeholders and teaching staff would accept a new approach and implement it in their schools. Anyhow, the transition was relatively smooth since the SWPBS was introduced to the educational community with informative meetings, systematic trainings, consistent support and feedback from the external coaches, that met specific criteria regarding their background skills and knowledge. Throughout the three years of the SWPBS implementation, teachers, school principals, external coaches and researchers were faced with various adversities regarding the implementation of the SWPBS approach, with the covid-19 pandemic being the most apparent and most important one. Despite these adversities and the global turmoil, the teachers, the school principals, the students and the external coaches displayed a tremendous devotion, and effort to continue the smooth implementation of the intervention with high fidelity, pursuing the positive impact and the benefits that were reported in the existing literature review from the application of SWPBS in other countries and other educational systems.

The three-year implementation of the SWPBS created very positive results and research findings regarding its impact to the schools and the promotion of positive behaviors in students. The biggest benefit of the project's implementation is the fact that the Greek educational community now holds the knowledge and the necessary skills to continue implementing the SWPBS approach and to apply all the necessary steps and strategies for the SWPBS intervention the following years. A plethora of recorded perspectives from the teachers, the principals and the parents who participated in the project, reveal a very positive experience from the implementation of the project and the impact the SWPBS generated to the schools and to the teachers and the students. Participating teachers describe significant improvement regarding the classroom management and the students' difficult behaviors while the teaching staff adopted and followed the SWPBS universal -positive reinforcement- strategies to promote positive behaviors. In combination with the qualitative data that reveal that most participants show very encouraging and positive attitudes towards the SWPBS approach and its future continuation, the SWPBS project also provides solid quantitative data to support the SWPBS intervention's effectiveness and successful implementation.

a) Quantitative findings

Based on the project's proposal, the SWPBS project followed an experimental research design that allows the examination of the intervention and the changes over time, if existing. The complete and detailed presentation of the quantitative findings can be found in the D5.5 Final Evaluation Report. In the current section, preliminary findings are presented to show the positive effects of the Tier 1-intervention on both the students' and teachers' outcomes across three time periods for the 30 participating primary schools. These outcomes provide strong support for the positive impact and the effectiveness of the intervention.

For the examination of the Tier 1-intervention's effectiveness, the 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. This method is appropriate for the identification of trends over time for two groups of subjects. 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.

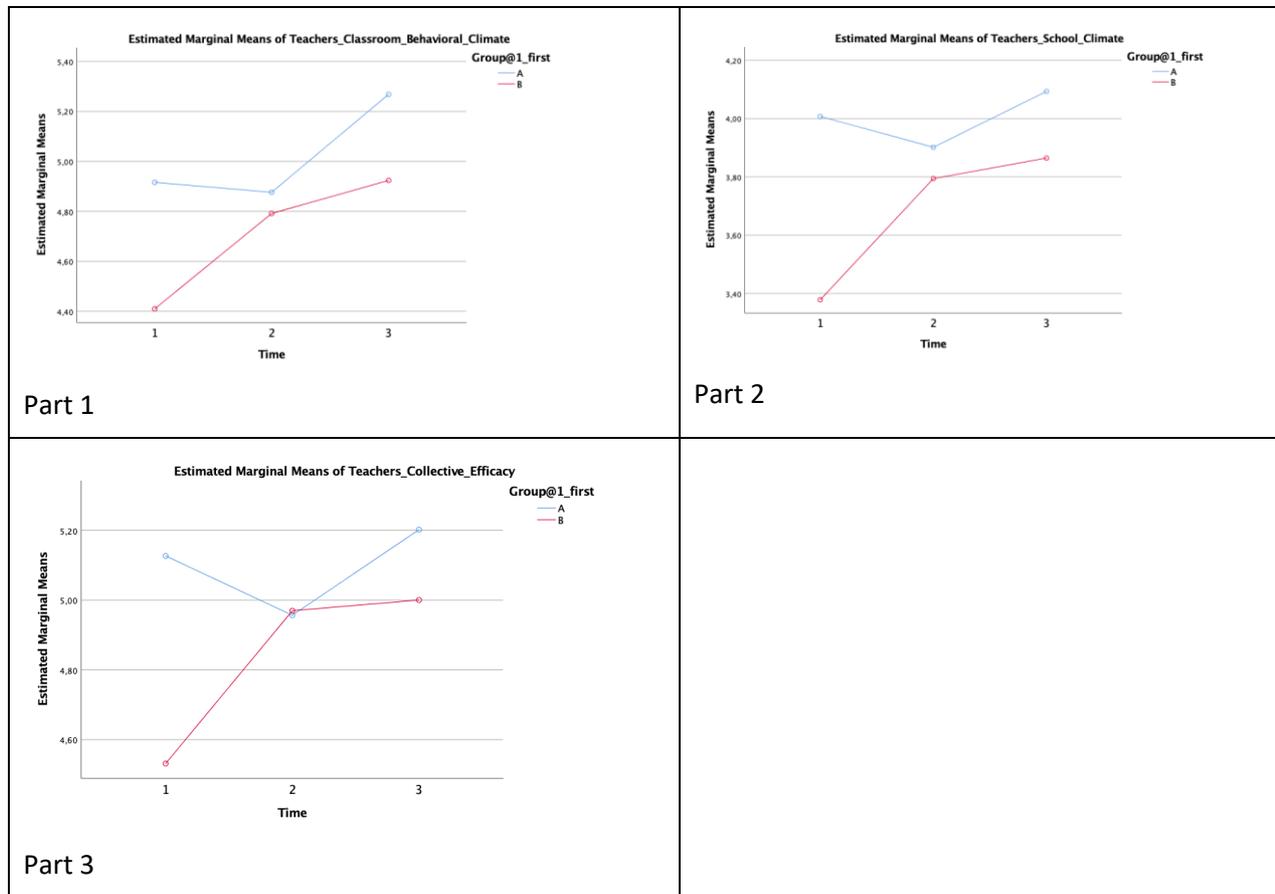
Results concerning *Problem behaviors in school* yielded two significant main effects, for "Time" and "Group". Mean values for the "Time" factor showed that the reported behavior problems in T3 were significantly lower than in T1 ($p = .008$). Moreover, students in Group B reported significantly higher mean values of behaviors problems in comparison to Group A. A similar picture revealed for the *Classroom behavior climate*. In particular, mean values for the "Time" factor showed that in mean values in T3 were significantly higher than in T2 ($p = .044$) and T1 ($p = .021$), suggesting gradually decrease of the behavior problems as reported by the students. Moreover, students in Group A reported significantly higher mean values of classroom behavior climate in comparison to Group B.

Results concerning *Problem behaviors in school* reported by teachers, showed one significant main effect for "Time". Mean values for "Time" revealed a gradual decrease in behavior problems (T1-T2 $p = .030$, T2-T3 $p < .001$). With regard to the *Classroom behavioral climate* reported by teachers a significant interaction was revealed $F(2, 56) = 3.741, p = .030, \eta^2_p = .118$ (Figure G.1). Using repeated contrasts showed that the interaction was evident for T1 and T2 ($F(1, 28) = 11.698, p = .002, \eta^2_p = .295$) and not between T2 and T3 ($F(1, 28) = 2.867, p = .101, \eta^2_p = .093$). Interpretation of the interaction using contrasts showed that mean values in T3 were significantly higher values than in T1 ($p = .034$) and T2 ($p = .003$) for Group A. For Group B there was a gradually increase across all measures ($p < .05$). These findings clearly suggest the effectiveness of the SWPBIS in relation to the classroom behavioral climate.

An interaction effect between "Time" and "Group" was also revealed for the *School Climate* for teachers, $F(2, 56) = 6.43, p = .003, \eta^2_p = .187$ (Figure G.2). Using repeated contrasts showed that the interaction was evident for T1 and T2 ($F(1, 28) = 9.987, p = .004, \eta^2_p = .263$) and not between T2 and T3 ($F(1, 28) = 1.025, p = .320, \eta^2_p = .035$). Interpretation of the interaction using contrasts showed that mean values in T3 yielded marginally nonsignificant higher values than in T2 ($p = .095$) for Group A. On the other hand, for Group B, mean values in T3 showed higher values in comparison with T1 ($p = .004$), but not with T2. These results indicate the different patterns of improvement in relation to the school climate as reported by the teachers.

Results concerning teachers' *Collective Efficacy* showed again a significant interaction, $F(2, 56) = 8.406, p = .001, \eta^2_p = .231$ (Figure G.3). Using repeated contrasts showed that the interaction was evident for T1 and T2 ($F(1, 28) = 11.259, p = .002, \eta^2_p = .287$) and not between T2 and T3 ($F(1, 28) = 2.703, p = .111, \eta^2_p = .088$). Results using contrasts showed that in T3 teachers reported significantly higher mean values in comparison to T2 ($p = .038$). With regard to Group B, mean scores for T3 were significantly higher in comparison to T1 ($p < .001$), but not to T2. These findings suggest the different patterns of improvement in relation to the school climate as reported by the teachers. However, the consistent improvements of mean values in T3 across the two groups reveals the effectiveness of the SWPBIS intervention.

Figure 3: Repeated measures ANOVA plots for T1-T3 (and within groups A and B) for classroom behavioral climate, school climate and collective self-efficacy as reported by teachers

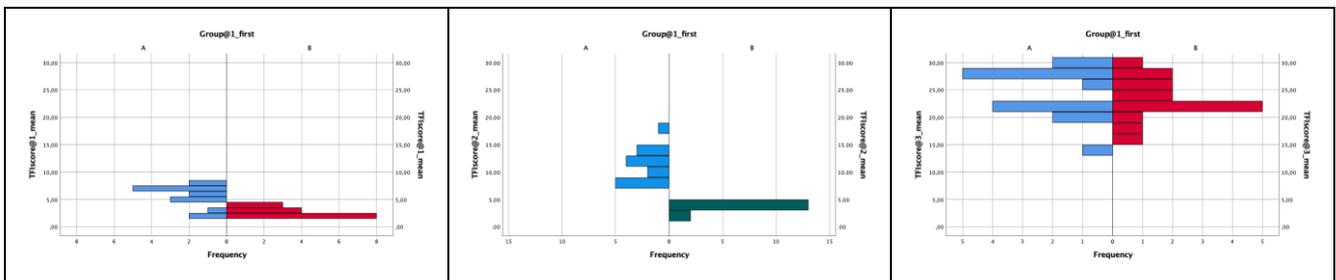


In conclusion, the two student outcomes (Problem behaviors in school, Classroom behavior climate) and one of the teacher outcomes (Problem behaviors in school) showed no significant interaction between “Time” and “Group” for the period T1-T3. On the other hand, results for the three remaining teacher outcomes (Classroom behavior climate, School climate and Teacher collective efficacy) showed a significant interaction between “Time” and “Group”, suggesting that the two groups (A and B) followed a different pattern of improvement. In particular, for the period between T1 and T2 teachers in schools of Group B (control group) reported a higher improvement in these three outcomes in comparison to the teachers of Group A (experimental group). However, for the second year of the intervention implementation (T2-T3), the picture was reversed. Results showed that teachers in Group A displayed a statistically significant improvement compared to the teachers of Group B regarding the three measures (Classroom behavior climate, School climate and Teacher collective efficacy).

Moreover, The Greek research team measured the Tier 1 intervention implementation fidelity of all participating schools in Time 1, Time 2 and Time 3, by using the Tiered Fidelity Inventory (TFI). An examination of the mean scores indicates that the total mean scores increased each time. The mean score for Time 1 indicates schools from both groups were not implementing Tier 1 intervention with low fidelity. Schools of the experimental group improved after one year of implementation (Time 2) and reached fidelity with scores $M = 10.67$ ($SD = 3.27$) which is around 36% of fidelity (TFI maximum score is

30). The schools in the control group reported substantially lower fidelity scores of about 10% ($M = 3.07$, $SD = .59$). The results at Time 3 show a substantial increase on the means of TFI scores of both groups reaching at similar levels of Tier 1 intervention implementation fidelity (approx. 80% for Group A and 76% for Group B). For the experimental group the mean score was $M = 24.13$ ($SD = 4.56$) and for the control group the mean score was $M = 22.87$ ($SD = 3.58$). However, there is greater variation of TFI scores in Time 3 in comparison with the previous time measurements. The median score of TFI in Time 3 across the two groups was 23.5, representing 78.3% of Tier 1 intervention implementation fidelity. This value was used as a threshold to divide the participating schools into two balanced and comparable groups, as Low and High intervention fidelity schools. This is an additional categorization that was used to answer the fourth research question. The division was made as follows: Group Low (0) < 23.5, Group High (1) \geq equal and above 23.5. Schools progress towards Tier 1 intervention implementation fidelity are presented graphically in Figure G4.

Figure 4: Schools progress towards Tier 1 intervention implementation fidelity by group (experimental vs control group across time)



In conclusion, as it was expected, at T1 the fidelity of implementation was very low. After the first year of implementation, the experimental group did not reach a high fidelity of Tier 1 intervention implementation ($M=10.67$, $SD=3.27$), which can be explained by the three-month general lockdown and schools' closure in Greece due to the COVID-19 pandemic. In the second year (T2) the implementation of schools of Group A was higher than the scores of Group B. Finally, at T3 both groups increased substantially the fidelity of the SWPBS intervention, reaching similar means and median values. We should mention here that schools of Group B (treated as the control group during the first year of implementation) started the intervention intensively during this year, while Group A schools were supported through meetings when needed. Based on the previous knowledge from the implementation of the SWPBS intervention in other countries and cultural contexts, the fidelity of the SWPBS intervention requires ample and efficient time for its implementation. This can be easily seen in the Greek educational context as well, since the fidelity of Group A (experimental) that implemented the intervention for a longer period of time surpassed the cutoff point of 80% (namely 83.3%).

b) Qualitative findings

Together with the collection of the quantitative data, the Greek research team received feedback and comments from the participating teachers during the initial trainings, the school leadership teams support meetings, the discussions and the monthly meetings. The external coaches were the main agents who were in close communication with both the teachers and the research team and functioned as a “bridge” for this feedback. 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 Greek 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 Greek educational context.

One of the issues the teachers were called to answer was to describe what worked well during the project's implementation in their school. The teachers provided several answers that covered a wide range of issues. For example, they describe 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.

The vast majority of students accepted in a very positive way the SWPBS approach and the positive rewards system.

The implementation of the intervention of Tier 1 offered a legacy and acquired skills and knowledge to the teachers of the schools to continue implementing it, after the project completion, and continue supporting the students' positive behaviors in a sustainable way.

The teachers also described positive gains and benefits regarding the interschool cooperation among the network of the participating primary schools, something that they experienced for the first time and that they saw it with great enthusiasm.

The participation of the project opened a "window" of opportunity for cooperation among participating schools and the exchange of good practices among them. This interschool cooperation is something unique for the Greek educational context, and we, the teachers really enjoyed it.

Another important benefit, mentioned by the teachers referred to the positive feedback they received from their students' parents as well. The families also seemed to acknowledge the major change and the improvement of the classroom climate and they gave very positive feedback to the teachers.

An important benefit we experienced was the positive acceptance of the SWPBS approach and the very positive feedback provided by the parents about the improvement of the overall classroom climate, but also of their children's behavior.

Another positive aspect from their experience with the SWPBS approach was the systematic support that was offered to the teaching staff throughout the intervention's implementation and not only at the beginning. The teachers had negative experiences in the past with projects that "abandoned" them after the initial trainings and they were very hesitant at the beginning of the project. However, at the end of the SWPBS intervention they were enthusiastic about the level and quality of support they received from the project.

Another strength and positive part of the project's implementation was the constant and systematic offer that was supported to each school. The participating teachers acknowledged that the initiative of the Greek research team to assign each school to a specific external coach had beneficial results to the teachers who felt safe to address the external coach at any time and for every problem or question they had. This support helped to resolve arising problems in a very quick and easy ways, which was very comforting, especially during the adverse conditions under which the schools functioned in the covid-19 pandemic period.

From a practical point of view, the teachers also appreciated the overall policy of the Greek training team that allowed them a certain degree of freedom regarding the rhythm of the intervention's application (e.g. introducing one behavioral value at a time).

What most of my colleagues found really helpful was that the SWPBS approach and the overall policy of the Greek training team allowed a certain degree of freedom and helped us adjust the intervention of Tier 1 (e.g. what values to select, if they can introduce them one at a time, what rewards to use) based on the school's needs and discrete profile.

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

An important benefit for all the participating teachers is that through our training and the implementation of the SWPBS approach, we accomplished a shift in our teaching mindset. Most colleagues transitioned from paying attention to the negative behaviors and trying to restrict them to paying attention to the positive

ones. To not only address the problematic behavior, but to change their classroom management model and address the whole classroom and focus on reinforcing the positive behaviors.

Finally, regarding the sustainability and scalability of the SWPBS approach, the participating teachers offered various valuable suggestions on how to improve the implementation of the SWPBS approach in the Greek educational context. For example, some teachers the need to enhance the level of cooperation with the students’ families during the intervention implementation, and especially with students’ who are at risk of school failure.

The implementation of the SWPBS should be expanded in cooperation with the family of the students. Such an enhanced cooperation will allow to implement the principles of SWPBS in a similar way in the home as well in order to promote and reinforce the positive behaviors of the students more effectively.

Another important suggestion offered by the teachers, referred to the potential of applying the SWPBS approach to older students in secondary education, where probably the behavior problems become more intense.

The implementation of the SWPBS is valuable not only for the primary education, but also for the secondary education who is facing more difficult behavior problems due to adolescence. A proposal would be, with the necessary adaptations, to expand the SWPBS implementation to the secondary education as well.

Last, but not least, they highlighted the overall value of the SWPBS approach and that it should be generalized as a national prevention policy to all primary schools of the country.

A potential adoption of the SWPBS approach at an overall community or even national level could be very valuable for the in-service workforce. Such an expansion at a wider level would allow the edition of an official guide in how to prepare and implement the SWPBS Tier 1, 2, and 3 interventions. It could also be integrated in the official training program of the ministry of education.

c) Activities to support the sustainability of SWPBS

Table 4: Greece’s list of sustainability and scalability activities

| Activity Info (date, time, type of activity) | Audience addressed | Quantity indicators & accompanying evidence (plain description here) |
|--|--|--|
| SWPBS Tier 1 training manual is systematically promoted and will continue to be promoted in all future presentations and trainings, as the core educational basis for every stakeholder who is interested to acquire the knowledge and skills to implement the SWPBS approach. | National educational community | No. of downloads each year after the project's completion |
| AUTH has organized -as chair- the 29 th EECERA conference and distributed an informative flyer about the SWPBS project to the 870 international academic delegates and practitioners from all over the world. | International and national academic community | No. of delegates (870) attending the conference that received the SWPBS flyer in their conference bag. |
| 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 | Primary school principals, teachers and external coaches and researchers | Resolution and Recommendations |
| Provision of open access resources that the participating schools have developed on the project's open access platform. | National educational community | No. of downloads |
| AUTH and KMAKEDPDE have participated in at least seven 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 |
| AUTH and KMAKEDPDE have already published scientific articles (at least five) and is preparing new ones 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) |
| Provision of large-scale universal trainings to primary school teachers and principals | Local and regional educational community | No. of trainings per year |
| AUTH has already incorporated 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. | Undergraduate and postgraduate teacher education students | No. of undergraduate and post-graduate students attending the lectures |

| | | |
|--|--|---|
| <p>AUTH and KMAKEDPDE have implemented a series of eight dissemination workshops (and additional invited seminars) to primary schools and teachers that did not participate in the project and are interested to implement relevant practices to their contexts.</p> | <p>Local and regional educational community</p> | <p>No. of dissemination workshops No. of participants</p> |
| <p>The KMAKEDPDE partner in cooperation with the AUTH partner have submitted an official proposal to the Ministry of Education by June 2021 for the expansion and scalability of the SWPBS approach to new schools. This proposal was accepted (!) by the Greek Ministry of Education and the SWPBS approach, even before its lifetime completion, has been scaled up and is being implemented in 30 additional new primary schools in various regions of Northern Greece.</p> | <p>Local and regional educational community</p> | <p>Official licence-approval of the Ministry of Education and description of the 30 new schools who adopted the SWPBS approach for the school year 2021-2022.</p> <p>No. of new schools who adopted the SWPBS approach for the school year 2021-2022.</p> |
| <p>The KMAKEDPDE partner in cooperation with the AUTH partner have already organized a sustainability event for Secondary education school principals, teachers and counselors in order to prepare the scalability of the SWPBS application in the secondary education for the forthcoming school year (2022-2023).</p> | <p>Local secondary education community</p> | <p>No. of participants in the secondary education scalability event. Official invitation for the event. Future no. of secondary schools that will participate in the forthcoming trainings for the year 2022-2023</p> |
| <p>AUTH in cooperation with the coordinator CARDET have already submitted and are accepted to present a symposium -after the project's completion- in the 18th National Psychological Association Conference in Athens (5th - 9th October, 2022).</p> | <p>National educational and academic community</p> | <p>No. of delegates attending the conference No. of presentation in the symposium</p> |