



## NATIONAL REPORT ON SWPBS SUSTAINABILITY AND SCALABILITY

### ROMANIA

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## Introduction

This report presents the results recorded by the Romanian project team in what SWPBS project sustainability and scalability are concerned. Along with the project partners' reports, this national report will lead to the synthesis of the transnational report of guidelines for policy and practice scalability and sustainability. As a general remark, the purpose of both the present report and of the transnational report is to 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). To attain the above-mentioned purpose several objectives were proposed:

- 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 consider project results, stakeholders' views and findings from implementation science.

The Romanian research team along with the Arges County Inspectorate representatives collected the information presented in this report, focusing on getting feedback and analyzing the data to reach relevant conclusions. The overall process was monitored and evaluated by the WP leader, the Greek research team, based on the initial internal plans, incorporating targets, resource allocations, deliverables, milestones, and indicators of success.

Each national report is expected to identify overall policy recommendations, evidence-based, to reinforce the multiplication of the SWPBS approach in the school environments. Following the WP guidelines, the Romanian 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.

This national report will be part of the transnational report that will be publicly available on the project's website and will be disseminated by all partners.

## 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**

*Romanian's project sustainability and scalability results and activities*

Country/ Partner	Project Result	Sustainability / Scalability activity (description and type of activity)	Target group	Key performa nce indicator
Romania/ UPIT	D1.1 State of the art of literature on school-wide discipline prevention and student socio-emotional supports	Scanning, identifying, analyzing and summarizing the existing recent research findings for future reports in the field as well as the forthcoming preparation of scientific articles	Educational researchers, academic staff, higher education students	No. of reports and publications
Romania/ ISJ Arges	D1.1 State of the art literature review on school-wide discipline prevention and student socio-emotional supports	Analyzing and consulting the results of existing contemporary research by participating in training sessions and conferences organized with teachers. Organizing a monthly meeting in schools for the presentation of specialized literature.	School community (teachers, parents, school inspectors)	No. of reports and minutes

Romania/ UPIT	D2.1 SWPBS Tier 1 training manual	Access to educational materials and training seminars. Create links to the project's website during training seminars (and forthcoming ones) for teachers who would like to get insights from the SWPBS framework	Primary and secondary school principals, teachers, school counselors, and future external coaches	No. of downloads
Romania/ ISJ Arges	D2.1 SWPBS Tier 1 training manual	Organizing presentation sessions with teachers of the SWPBS Tier 1 training manual. Teachers who want more information are directed to the SWPBS project website.	Schools, teachers Primary and secondary school principals, school teachers, school counselors.	No. of downloads
Romania/ UPIT	D2.3 Coaching and professional development manual	Access to educational materials and training seminars. Create links to the project's website during training seminars (and forthcoming ones) for teachers who would like to get insights from the SWPBS framework	Stakeholders from the educational community (e.g., principals, school psychologist, educational researchers)	No. of downloads
Romania/ ISJ Arges	D2.3 Coaching and professional development manual	Organizing training sessions with teachers through which the "Coaching and professional development manual" will be presented. Teachers who want more information are directed to the SWPBS project website.	Primary and secondary school principals, school teachers, school counselors	No. of downloads
Romania/ ISJ Arges	D4.1 Collaboration space and online platform	Open access in order to view materials on the platform that represent good practices. Potential users can register and use the digital resources in future seminars, presentations, workshops.	Schools, teachers, students.	No. of registrations and visits

			researchers, counselors)	
Romania/ UPIT	D5.5 Final evaluation report	Use to present the results during conferences and seminars about the effectiveness and benefit of the SWPBS framework implementation at schools	School principals, teachers, educators, counselors, school psychologists, educational researchers and academic staff	No. of presentations / seminars / conferences
Romania/ UPIT	D6.3 Dissemination materials, and activities	A wide range of materials, newsletters, conference presentations and scientific articles were used to disseminate projects positive impact on school climate and reducing behavioral problems	School principals, teachers and psychologists, educational researchers and academic staff	No. of newsletters No. of conference presentations No. of scientific publications
Romania/ ISJ Arges	D6.3 Dissemination materials, and activities	Creating out some activities in school workshops. Creating school magazines through which materials will be promoted.	Schools, teachers, coaches,	No. of workshops, No. of articles.
Romania/ UPIT	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

Romania/ ISJ Arges	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	No. of workshops. No. of participants.
Romania/ UPIT	D6.5 European conference	Use the participation in this conference to disseminate the SWPBS project's results and impact and to ensure its sustainability	School principals, teachers, counselors, parents, researchers and policy makers	No. of press releases after the conference presentation and round table discussion
Romania/UPIT and Arges County School Inspectorate	D9.2 Development of guidelines for policy and practice scalability and sustainability	Forward the guidelines to local educational authority and policy makers throughout an official plan of recommendations for integrating SWPBS into school policies for discipline and violence prevention.	Policy makers	No. of official communications No. of new schools adopting the SWPBS approach
Romania/ ISJ Arges	D4.3 Development of the digital collection tool/Desktop App	Creation of new materials and open educational resources, digital tools to contribute to the implementation of project results.	Schools, School principals	No. of schools using the desktop application

## 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), the Romanian research team identified several sustainability and scalability activities. For this purpose, the team used several 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 Romanian educational

context. To present all the accomplished and planned steps for sustainability and scalability, this report will focus on three subsections:

- Mainstreaming, which 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 refer 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 Romanian educational setting.

## I. Mainstreaming

The Romanian partners - UPIT and Arges County School Inspectorate - have used all available means (traditional means, media, digital means) to present both the theoretical and practical application of the SWPBS project in the Romanian educational context. The SWPBS project's website is used to disseminate the research findings, results and outputs of the project (e.g., all the educational materials produced from the 30 participating 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. UPIT, a research partner who is involved in other international and EU funded projects, i.e., ProW - *Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education*, will expand the relevant thematic areas to the evidence-based framework and content. Moreover, Arges County School Inspectorate organized a regional event to ensure project sustainability and to promote the project's positive impact to all stakeholders. In addition, UPIT in cooperation with Arges County School Inspectorate have already included the project's research findings and open access resources on available workshops and trainings for future requests.

## II. Multiplication

UPIT and Arges County School Inspectorate planned to conduct events and presentations to schools and teachers that did not participate in the project and provide further assistance to those interested to implement relevant practices to their contexts. Specifically, all resources will be freely available on the project website and platform to reach out, convince and facilitate the utilization by the end-users to adopt and apply the results. In addition, the organization will integrate large-scale projects, such as SWPBS, into its communication strategy creating links to the project resources from other online means and social networks to encourage further visits. UPIT will present the scientific results that occurred through the analysis of the longitudinal data to national and international conference, and through peer-reviewed academic papers. Arges County School Inspectorate will attend relevant events and present the results – when possible, disseminate printed material (flyers) in upcoming events and conferences organized by Arges County School Inspectorate for the next two years, informing other schools from the county about the project resources available, and present the results during meetings when possible and relevant, especially during meetings with teachers, school leaders, educators, and researchers in education. Arges County School Inspectorate and UPIT have already hosted an initial briefing sustainability event for school principals, teachers and school counselors and is planning the commencement of optional afternoon seminars and in school-based seminars.

## III. Sustainability & Scalability

UPIT is involved in the development and implementation of European and national projects; therefore, it will potentially expand from relevant thematic areas to the evidenced-based framework and content in future projects. One example close to SWPBS project objectives is *ProW - Promoting Teachers Well-being*

*through Positive Behavior Support in Early Childhood Education.* Potentially, Arges County Inspectorate will support a continuation of using the SWPBS framework in more schools around the country through the existing capacity and experience in relevant activities. The project is expected to continue to be disseminated through relevant teacher training seminars and schools are expected to continue to implement the positive behavior system regardless of the end of the project. UPIT and Arges County School Inspectorate will act as resources centers for schools wanting to implement the SWPBS approach. With the consistent dissemination and use of the produced resources and materials with open access on the project's website platform, UPIT 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 Romanian partners (UPIT and Arges County School Inspectorate) plan to conduct an informative presentation to school psychologists about the SWPBS framework. Interested schools will benefit from extensive training to increase their capacity to become coaches and potentially support their schools to implement elements of the framework. Arges County School Inspectorate will give access to the resources to all schools from Arges county and to other counties from Romania, teachers, educators as tools they can use in formal, informal, and non-formal training. Finally, UPIT has already organized some lectures and presentations at an undergraduate level about the SWPBS project and its impact to inform future practitioners about its activities and its potential. For all the initiatives, UPIT 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 Romanian partners UPIT and Arges County School Inspectorate have cooperated closely to ensure an efficient implementation and the extension of the SWPBS approach beyond the end of project. After the project ending, several activities will be carried out to ensure the sustainability and the scalability of the project. UPIT has organized a series of four dissemination workshops and additional invited events and presentations to schools and teachers that did not participate in the project to disseminate project results to other schools. Arges County School Inspectorate has organized in its turn other four dissemination workshops with schools from the whole county. In addition, UPIT is planning to organize in the coming academic year lectures and presentations at an undergraduate and a post-graduate level about the SWPBS project and its impact to inform future practitioners about its activities and its potential. For all the initiatives, UPIT will provide access to the resources the participating schools, teachers and researchers have already developed, via the project's open access platform.

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

No, but Romanian partners are determined to continue providing support to the schools that participated in the project and are willing to keep us implementing the SWPBS framework for a fourth year as well as for other schools that would like to implement SWPBS framework.

***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 ensure the sustainability of the project:

- Organization of events for schools from different regions to disseminate the project's results.
- Eight dissemination workshops to school principals, teachers and school counselors and who are interested in adopting the SWPBS approach in the forthcoming school year (2022-2023).

- UPIT will draft an official document of consolidating recommendations on the scalability and expansion of this approach throughout the educational system of Romania. The plan is to create a core group of researchers, coaches, schools, and teachers that will transfer their knowledge in more contexts around their country, considering rural areas and other education levels (e.g., pre-primary education).
- Provide access and maintain the digital resources and channels of the project, including the website, e-learning platform, online modules, and any material produced in a digital form.

#### IV. Activities List

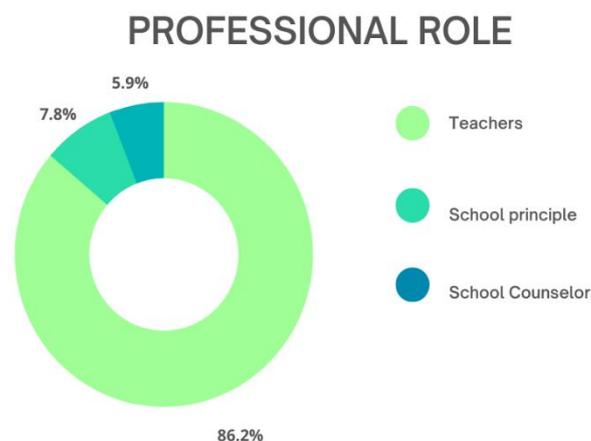
Below you can find some of the most important activities for sustainability and exploitation implemented from the Romanian partners.

Project Output/Result	ACTIVITIES for SUSTAINABILITY & EXPLOITATION (After the completion of the SWPBS project)	INDICATORS (Be as specific as possible with targets and indicators)
WP2.1: SWPBS Tier 1 training manual	SWPBS Tier 1 training manual will be promoted during all presentations and trainings, as a basic educational material for someone that wants to build a good knowledge basis for the implementation of the framework.	No. of downloads each year after the project's completion (at least 100 schools)
WP6.3 Materials from dissemination activities	UPIT has already published one scientific article and is preparing new ones about the research findings and the impact of the SWPBS project.	No. of scientific articles published (or under publication)
WP6.4 Dissemination workshops	UPIT and Arges County School Inspectorate have implemented eight dissemination workshops for schools and teachers that did not participate in the project and are interested to implement relevant practices to their contexts.	No. of dissemination workshops No. of participants
WP4.1 Collaboration space & online platform	Continuing to other support and coaching for all schools via online (whatsapp groups, ZOOM conferences, telephone)	At least one meeting every two months
WP4.2: Development of e-learning course with online modules for teacher professional development	Organising seminars and workshops for teachers working at pre-university level (through the Inspectorate)	1 per year
WP6.2 Project website	Publication of project newsletters	1 per semester
WP2.1: SWPBS Tier 1 training manual	The SWPBS Tier 1 training manual is promoted at meetings of school inspectors with school teachers.	No. of downloads each year after the project's completion
WP6.3 Materials from dissemination activities	ISJ Arges organized a conference to promote the results of European projects and a Powerpoint presentation was promoted	No. of delegates (140) attending the conference
WP6.3 Materials from dissemination activities	ISJ Arges has already participated in several national and international conferences to present the results, the activities and the impact of the SWPBS project	No. of conference presentations
WP6.3 Materials	ISJ Arges has already published scientific articles about	No. of scientific articles

from dissemination activities	the research findings and the impact of the SWPBS project.	published
WP6.3 Materials from dissemination activities	ISJ Arges will promote at the level of all schools, lectures and presentations about the SWPBS project and its impact in order to inform beginning teachers about its activities and its potential.	No. of teachers participating in the workshops; No. of novice teachers participating in the workshops.
WP6.4 Dissemination workshops	ISJ Arges has already implemented a series of four dissemination workshops to primary schools.	No. of dissemination workshops No. of participants

## Educators' views on scalability and sustainability

This report contains a very important part, that is presenting the views of teachers and educators that took an active part in the project implementation. Their feedback constitutes an essential part of sustainability and scalability, since they are the key target group and the actual participants who implemented the SWPBS approach in their schools. Their perception and attitudes towards the SWPBS approach are crucial information for the partnership to select the appropriate strategies for sustainability and scalability. 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. For the completion of the D9.1a tool, a total of 52 Romanian school principals and teachers participated in the data collection. The data were collected during May-June 2021 (end of Tear 1) which gives a more comprehensive picture about the SWPBS implementation and possible results/benefits in the school units. Figure 1 presents the categories and the Romanian survey's participants' professional role.



**Figure 1.** Distribution of Romanian 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, most of the educators who completed the questionnaire

(86.2%) were teachers, with the other categories being the school principal (5.9%), other staff (7.8%).

**Table 2**

*Questionnaire D9.1a items*

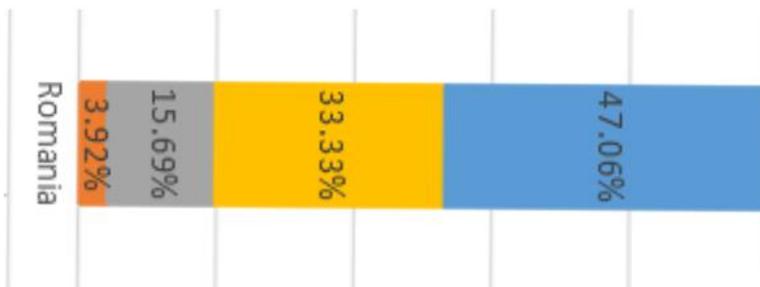
Item 1	To which extent do you think that the implementation of the SWPBS approach <b>improved your students' behavior?</b>
Item 2	To which extent do you think that the implementation of the SWPBS approach <b>contributed to your classroom management?</b>
Item 3	To which extent do you think that the implementation of the SWPBS approach in your school <b>improved the cooperation among the teaching staff?</b>
Item 4	To which extent are you planning to <b>continue the implementation</b> of the SWPBS approach to your class in the next school year?
Item 5	To which extent do you think the implementation of the SWPBS approach to your school in the next school year <b>will contribute to the whole school climate?</b>
Item 6	To which extent do you think the implementation of the SWPBS approach to your school in the next school year <b>will contribute to the cooperation among the teaching staff?</b>
Item 7	To which extent would you <b>propose to a school principal or a teacher from another school</b> to implement the SWPBS approach?
Item 8	To which extent would you <b>propose the implementation</b> of the SWPBS approach to <b>every elementary school</b>
* <i>Note: All items were being answered on a 1–5-point Likert scale (1=strongly disagree and 5=strongly agree)</i>	

As 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, most teachers (80.39%, respectively 84.31%) expressed a very positive view on the impact of the SWPBS approach on students' behavior and classroom management. In addition, in item 3 teachers (78.43%) 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 (80.39%). Similarly, most teachers (86.27%) also described that the implementation of the SWPBS approach the next school year would contribute positively to the whole school climate. Results from item 6 also show that teachers (84.31%) 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 (88.21%) described a positive view regarding their intention to propose to a school principal or a teacher from another school the implementation of the SWPBS approach. Similarly for item 8, most teachers (84.32%) 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 Romanian educational system.

**Figure 2**

Romanian survey results for all 8 items of the questionnaire

*Item 1* To which extent do you think that the implementation of the SWPBS approach improved your students' behavior?



Item 2 To which extent do you think that the implementation of the SWPBS approach contributed to your classroom management?



Item 3 To which extent do you think that the implementation of the SWPBS approach in your school improved the cooperation among the teaching staff?



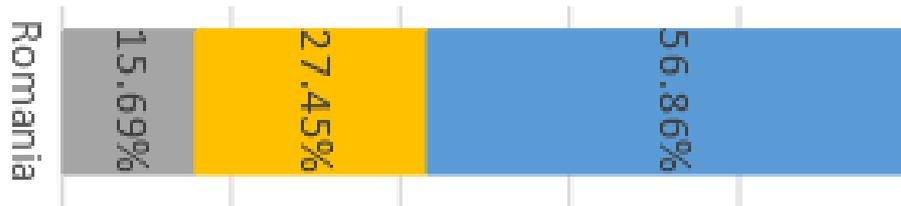
Item 4 To which extent are you planning to continue the implementation of the SWPBS approach to your class in the next school year?



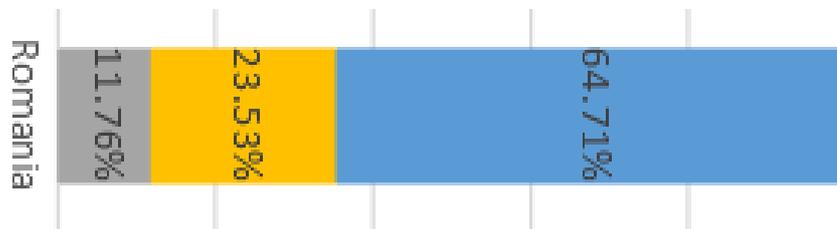
*Item 5* To which extent do you think the implementation of the SWPBS approach to your school in the next school year will contribute to the whole school climate?



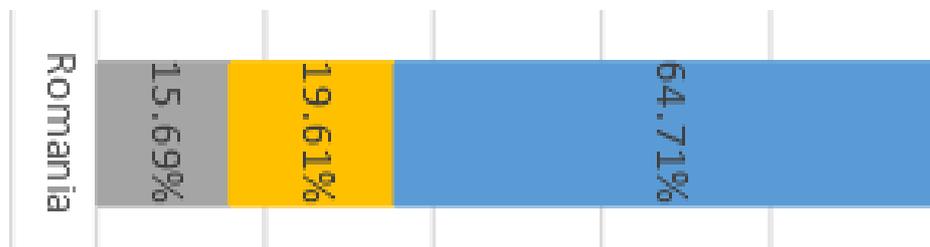
*Item 6* To which extent do you think the implementation of the SWPBS approach to your school in the next school year will contribute to the cooperation among the teaching staff?



*Item 7* To which extent would you propose to a school principal or a teacher from another school to implement the SWPBS approach?



*Item 8* To which extent would you propose the implementation of the SWPBS approach to every elementary school



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

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
<b>Mean</b>	4.23	4.35	4.27	4.37	4.41	4.41	4.52	4.49
<b>Median</b>	4	5	4	5	5	5	5	5
<b>SD</b>	0.86	0.79	0.80	0.84	0.77	0.75	0.70	0.75

## Conclusions and Recommendations for Sustainability and Scalability

Within SWPBS Erasmus+ KA3 program, the SWPBS framework was implemented for the first time in the Romanian educational system. The approach was presented in schools in regions of Arges county that are managed by the Arges County School Inspectorate. It was introduced in local teams and schools as a new system with a new philosophy, terminology, and practices. It took some time for the participants and stakeholders to get convinced and adopt and implement them in the local schools. Engaging the educational community into such a large-scale intervention requires some time and persuasion. In the case of Romania, it required some effort to ensure that all stakeholders and teaching staff would accept a new approach and implement it in their schools. The three-year implementation of the SWPBS generated positive results and research findings regarding its impact to the schools and the promotion of positive behaviors in students. Testimonies from teachers and parents are encouraging about the benefits the system brought to their school and individuals. 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

During the implementation of the SWPBS project, an experimental research design was followed to assess SWPBS efficiency, impact and the changes over time. The complete and detailed presentation of the quantitative findings can be found in the D5.5 Final Evaluation Report. Below, preliminary findings are presented to reveal the effects of Tier 1 intervention on student and teacher outcomes across three time periods for the 30 participating schools, which advocate on the effectiveness of the intervention. These outcomes provide evidence-based 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. We have used the tests of within-subjects' contrasts (pairwise comparisons) to determine between which time periods there were statistically significant differences.

The pairwise comparisons indicated statistically significant changes in the mean scores of Problem behaviors in school ( $F [1, 25] = 105.10^{***}$ ;  $\eta^2 = .81$ ), Classroom behavioral climate ( $F [1, 25] = 48.68^{***}$ ;  $\eta^2 = .66$ ), and Student well-being ( $F [1, 25] = 18.75^{***}$ ;  $\eta^2 = .43$ ) from Time 1 to Time 2. From Time 2 to Time 3, there was a statistically significant difference for two student outcomes, Classroom behavioral climate ( $F [1, 25] = 262.64^{***}$ ;  $\eta^2 = .91$ ) and Student well-being ( $F [1, 25] = 99.35^{***}$ ;  $\eta^2 = .80$ ), and not for Problem behaviors in school ( $F [1, 25] = 3.98$ ;  $\eta^2 = .14$ ).

The test for within-subjects contrast interaction effects between time and intervention implementation

fidelity groups (time x group) revealed, for none of the student measures, no significant differences (with effect size coefficients ranging from .00 to .04).

The results for interaction effects between time and intervention implementation (time x group) did not reveal any statistically significant effects for student outcomes; also, the effect size coefficients were very small. There were no within-subjects contrast interaction effects between time and intervention implementation (time x group) (for none of the student measures).

Overall, the tests of between-subjects effects revealed no statistically significant changes in student outcomes. This means that the results for groups A and B were similar.

For teacher data, the change on the calculated means for all measures across time (T1-T2-T3) was statistically significant at  $p < .001$ . The within-subjects effect sizes were  $\eta^2 = .51$  for Problem behaviours in school,  $\eta^2 = .73$  for Classroom behavioural climate,  $\eta^2 = .33$  for School climate, and  $\eta^2 = .17$  for Teacher collective efficacy, indicating medium or large differences in overall scores. Therefore, the differences for teacher outcomes in all schools (Groups A & B) across times (T1, T2, T3) were both statistically and practically significant.

We have used the tests of within-subjects' contrasts (pairwise comparisons) to determine between which time periods there were statistically significant differences.

The pairwise comparisons indicated statistically significant changes from Time 1 to Time 2 in the mean scores of Problem behaviours in school ( $F [1, 22] = 114.10^{***}$ ;  $\eta^2 = .84$ ). For the other three teacher outcomes, the change in scores was small or medium, but nonsignificant (Classroom behavioural climate  $F [1, 22] = 2.68$ ;  $\eta^2 = .11$ ; School climate  $F [1, 22] = .27$ ;  $\eta^2 = .01$ ; Teacher collective efficacy  $F [1, 22] = 2.26$ ;  $\eta^2 = .09$ ). From Time 2 to Time 3, there were statistically significant differences for three teacher outcomes (Problem behaviours in school  $F [1, 22] = 18.62^{***}$ ;  $\eta^2 = .46$ ; Classroom behavioural climate  $F [1, 22] = 103.06^{***}$ ;  $\eta^2 = .82$ ; School climate  $F [1, 22] = 11.11^*$ ;  $\eta^2 = .34$ ) – but not for Teacher collective efficacy ( $F [1, 22] = 3.85$ ;  $\eta^2 = .15$ ).

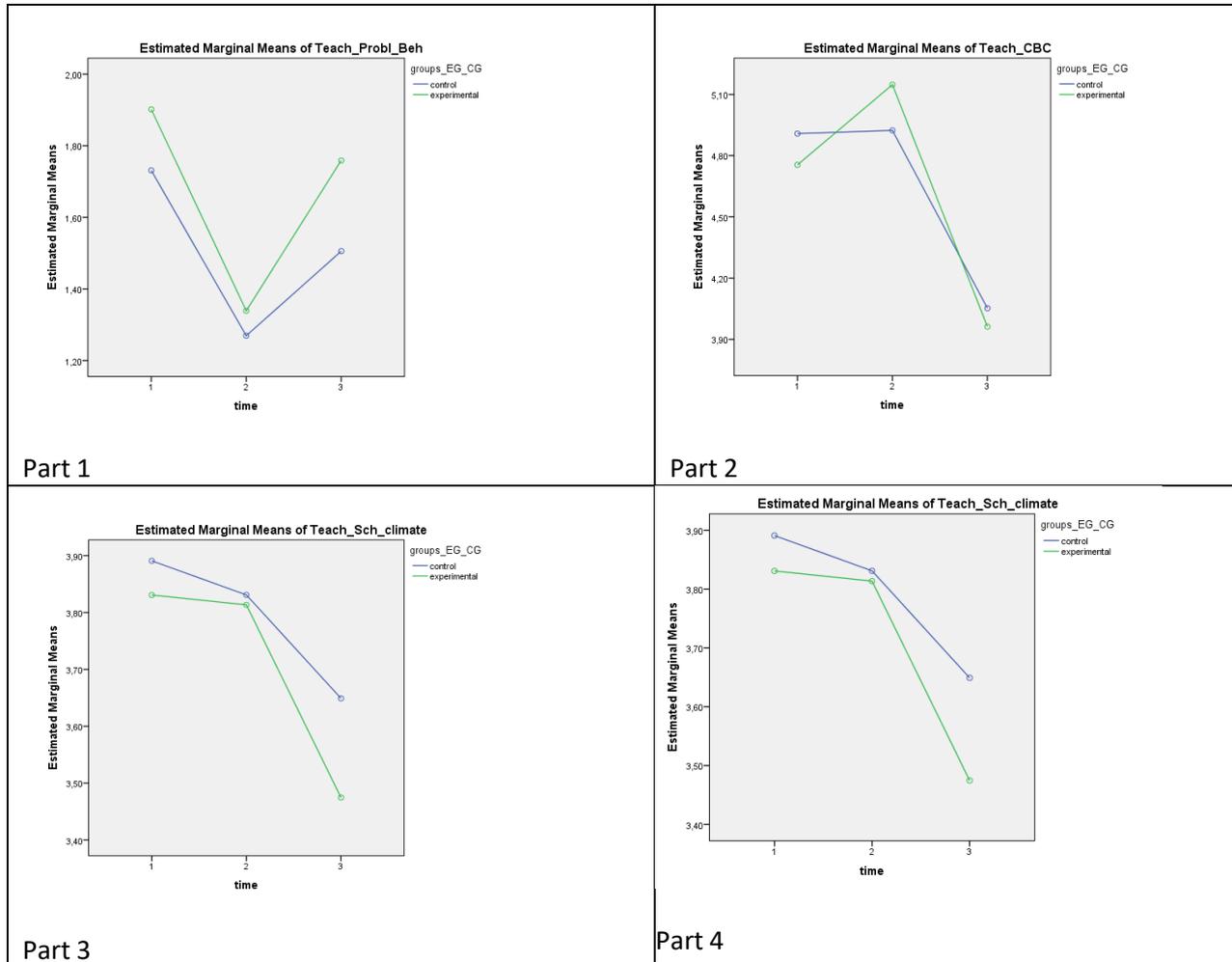
There were no within-subjects contrast interaction effects between time and intervention implementation (time x group), for none of the four teacher measures.

The results for interaction effects between time and intervention implementation (time x group) did not reveal any statistically significant effects for teacher outcomes, although the effect size was moderate for Classroom behavioural climate ( $\eta^2 = .09$ ) and Teacher collective efficacy ( $\eta^2 = .08$ ). The results for interaction effects between time and intervention implementation (time x group) did not reveal any statistically significant effects for student outcomes, although the effect size was moderate for Classroom behavioural climate ( $\eta^2 = .09$ ) and Teacher collective efficacy ( $\eta^2 = .08$ ). There were no within-subjects contrast interaction effects between time and intervention implementation (time x group), for none of the four teacher measures.

The tests of between-subjects effects revealed two statistically and practically significant changes in teacher outcomes: for Problem behaviours in school ( $F [1, 22] = 4.93^*$ ;  $\eta^2 = .18$ ) (differences at T3) and for Teacher collective efficacy ( $F [1, 22] = 7.16^*$ ;  $\eta^2 = .25$ ) (differences at T3). For the Classroom behavioural climate and School climate, the results for groups A and B were similar.

**Figure 3**

Repeated measures ANOVA plots for T1–T3 (and within groups A and B) for teacher measures



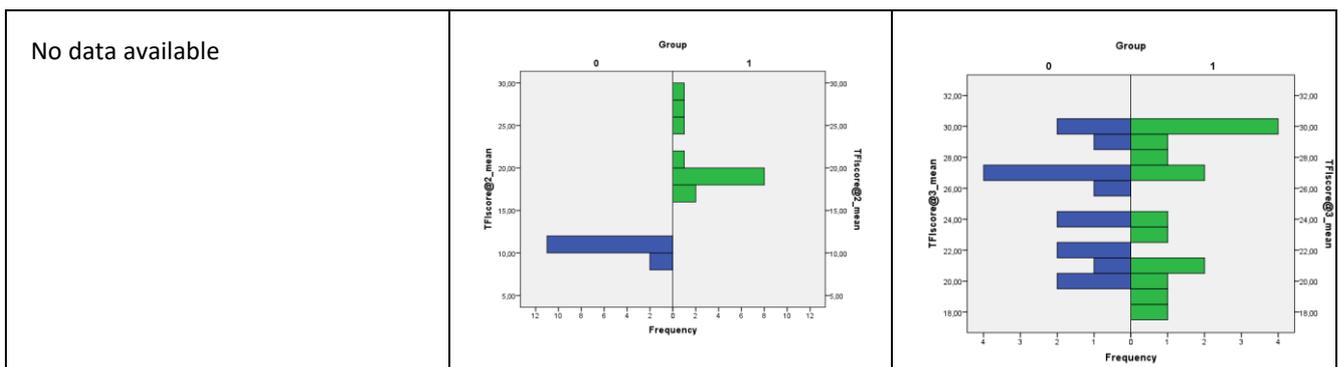
In conclusion, the two student outcomes (Problem behaviors in school, Classroom behavior climate) and one of the teacher outcomes (Problem behaviors in school) showed no significant interaction between “Time” and “Group” for the period T1-T3. On the other hand, results for the three remaining teacher 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. 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, in the Romanian schools participating in the research, the fidelity of the SWPBS Tier 1 intervention implementation was measured at two-time points Time 2 (T2) and Time 3 (T3). The instrument used was The Tiered Fidelity Inventory (TFI) (Algozzine et al., 2019). The descriptive statistics for Tier 1 intervention implementation fidelity (TFI scores) for each time are summed up for both research groups (Experimental and Control) in Table X. An examination of the mean scores indicates that the total mean scores increased each time. The TFI was not applied for the Time 1 (T1), mostly because schools in

Romanian are not familiar with the SWPBS framework and at the start of the implementing projects the only indicators implemented by school were related to the identification of the project teams. After one year of the SWPBS Tier 1 implementation, at the beginning of the academic year 2020 – 2021, TFI was applied in schools from the experimental group and from the control group. As shown in the Table X, schools of the EG improved after one year of implementation (T2) and reached fidelity with scores  $M=20.21$  ( $SD=3.38$ ) which is around 67% of fidelity (TFI absolute score is 30). The schools of the control group reported lower fidelity scores of approx. 33.6% ( $M=10.08$ ,  $SD=0.64$ ). 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. 83%). For the experimental group the mean score was  $M=25.13$  ( $SD=4.47$ ) and for the control group the mean score was  $M=25.07$  ( $SD=3.47$ ). The fidelity scores for the EG are slightly higher than for the schools in CG, however schools in CG recovered at a fast pace the schools in EG. However, there is greater variation of TFI scores in Time 3 in comparison with the previous time measurements.

Figure 4

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



After the first year of implementation, the experimental group did not reach a high fidelity of Tier 1 intervention implementation ( $M=20.21$ ,  $SD=3.38$ ), which can be explained by the three-month general lockdown and schools' closure in Romania due to the COVID-19 pandemic. Yet, the implementation of schools of Group A was higher than the scores of Group B ( $M=10.08$ ,  $SD=0.64$ ). 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.

### b) Qualitative findings

Along with the quantitative data, the Romanian research team received feedback and comments from teachers during the 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. 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.

Below, we have presented qualitative data from teachers and coaches which advocate on the positive

adoption of the SWPBS framework and thus, the continuation and expansion within the national education system. Teachers were asked to note any positive results they noticed in their school because of their participation in the SWPBS project. Among the most inspirational answers, teachers noted that they gained a better understanding on how the school unit shall operate regarding children socio-emotional development and behavioral management, and how teachers should cooperate during this process. The discipline philosophy, perceptions about inappropriate behaviors, and thus, practice were observed a positive shift.

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*Students were enthusiastic about SWPBS program, they were engaged and participated actively in all project activities.*

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*Teachers at our school joined for a common goal, creating a positive school climate that made our community better and stronger.*

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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.

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*The project was welcomed by teachers, students, and we worked together for implementing SWPBS framework. We met along with other schools for training and coach meeting, and we could exchange and receive feedback.*

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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.

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*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.*

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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.

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*It was beneficial to have the support of coaches and the project principle help us better deal during COVID time.*

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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.

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*Teachers appreciate that they had the chance to think about school climate and work toward creating and building a positive school climate.*

Also, we received some feedback regarding the sustainability and scalability of the SWPBS approach. Teachers provided various valuable suggestions on how to improve the implementation of the SWPBS approach in the Romanian educational context. The most common one was the need to build up activities to enhance the level of cooperation with the students' families during the project implementation, and especially for vulnerable students or student with chronic behavioral issues.

### c) Activities to support the sustainability of SWPBS

**Table 4**

*List of sustainability and scalability activities for Romanian team*

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
Preparation of official recommendations for the Ministry to sustain the provision of financial and scientific support and integrate the SWPBS approach to primary schools' policy	School principals, teachers and external coaches and researchers	Resolution and Recommendations
Making accessible and disseminating open access resources that the participating schools have developed on the project's open access platform.	National educational community	No. of downloads
UPIT have already published one scientific article, one is in the process of publishing and preparing new ones about the research findings and the impact of the SWPBS project.	Academic researchers, school principals, teachers and external coaches	No. of scientific articles published (or under publication)
UPIT and Arges County School Inspectorate will organise dissemination workshops for schools and teachers that did not participate in the project and are interested to implement relevant practices to their contexts.	Academic researchers, school principals, teachers and external coaches	No. of dissemination workshops No. of participants
Continuing to offer support and coaching for all schools via online (WhatsApp groups, ZOOM conferences, telephone)	Academic researchers, school principals, teachers and external coaches	At least one meeting every two months
Organising seminars and workshops for teachers working at pre-university level (through the Inspectorate)	Academic researchers, school principals, teachers and external coaches	1 per year
Publication of project newsletters	Academic researchers, school principals, teachers and external coaches	1 per semester