

Implementing School-Wide Positive Behavior Interventions and Supports (SWPBIS) for Early Identification and Prevention of Problem Behaviors in Turkey

 Meral Melekođlu ¹

 Aydin Bal ²

 İbrahim H. Diken ³

Abstract

Teachers are trying to cope with many problem behaviors of children in school. Children show different problem in different level of school. For instance, some high school students tend to abandon the school but some middle school students do absenteeism the school and some early childhood students reluctant about going to school. In addition to these, especially children who are between three and eight usually don't want to share toys, follow the rules and don't want to do their own responsibilities. This situation pushes the researchers, educators, specialists and politicians seek for evidence-based, socially and developmentally appropriate, and sustainable interventions to prevent the problem behaviors through the changes in school contexts. Positive behavior interventions and supports is one of the effective evidence-based and reliable intervention in terms of dealing with problem behaviors.

The purpose of this study is to discuss the implementation of SWPBIS in early childhood education in Turkey. We sought to answer the following questions: "What is SWPBIS? and what are the key features of early childhood education system and settings in Turkey"?

Keywords: School-wide positive behavior interventions and supports, early identification and prevention, problem behaviors

Introduction

Early childhood education is defined as the education of children from birth to eight years old (The United Nations Children's Fund [UNICEF], 2001). In terms of human development, this period is critically important because children learn essential motor, cognitive, and social skills. Caregivers, educators, and child specialists should follow development of children to provide rich learning experiences to scaffold their skills in a safe and positive environment. If developmental delays were observed, various support and intervention strategies should be implemented as

early and developmentally and socially appropriate as possible.

The term developmental delay is defined as a delay in one or more of the following areas: Physical, cognitive, communication, social/emotional or adaptive behavioral development (The Individuals with Disabilities Education Act [IDEA], 2004). Developmental delays in intellectual, motor, speech, and language areas may be observed relatively easily and in early ages. However, the identification of social/emotional delays is more complicated. Literature shows that there is a significant need for effective and appropriate early identification and interventions in order

¹ Ph.D., Lecturer, Eskişehir Osmangazi University, Department of Special Education, Eskişehir, TURKEY.
e-mail: meralmelekoglu@gmail.com

² Ph. D., Asist. Prof., University of Wisconsin-Madison, Department of Rehabilitation Psychology and Special, Wisconsin-Madison, U.S..
e-mail: abal@wisc.edu

³ Ph.D., Prof., Anadolu University, Research Institute for Individuals with Disabilities, Eskişehir, TURKEY.
e-mail: ibrahimhalidiken@gmail.com

to prevent and manage problem behaviors (Anderson, 2007; Bullis, Walker, & Sprague, 2001; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2005). Since 1990s, school-wide positive behavior interventions and supports (SWPBIS) has become the primary means of providing behavioral support and prevention in schools. Indeed, PBIS is the only schoolwide identification and early intervention model for behavioral problems specifically mentioned in IDEA (2004). PBIS has been implemented in more than 20% of all schools (approximately 20,000) in the United States (U.S.; Horner, 2015). PBIS has been increasingly used in education systems around the world including but not limited to Australia, Canada, Norway, Japan, and Taiwan.

The purpose of this study is to discuss the implementation of SWPBIS in early childhood education in Turkey. We sought to answer the following questions:

1. What is SWPBIS?
2. What are the key features of early childhood education system and settings in Turkey?

What are the key considerations and steps to implement SWPBIS for early childhood education in Turkey? In what follows, we first review the identification and prevention of behavioral problems in early childhood in Turkey. Then, we review the key features of SWPBIS and its implications for early childhood education. Finally, we present the implementation of SWPBIS in the context of Turkish early childhood education system.

Identification and Prevention of Behavioral Problems in Early Childhood in Turkey

Caregivers and early childhood teachers are usually the first to recognize problem behaviors and social/emotional delays in children. A child is often referred to a specialist (e.g., pediatrician). Medical professionals diagnose the children with problem behaviors based on Diagnostic and Statistical Manual of Mental Disorders (DSM-V; 2013) in Turkey. After a child receive a medical diagnosis, Guidance and Research Centers (GRC) are responsible for assessing the development of the child in

terms of that child's education needs and to place the child in inclusive classrooms with the requirements of the Individual Education Plan (IEP) (Republic of Turkey Ministry of National Education, 2012a). GRC also conducts educational assessments to identify child's general educational goals and prepare an individualized education program (IEP).

Once the child is diagnosed with a disability goes to schools in general education classrooms or early childhood special education classrooms based on GRC's report. Early childhood teachers and the IEP team oversee child's IEP. The IEP team makes a detail evaluation in order to achieve the child's education goals. Children who are between 0-8 years old have not been diagnosed with Emotional Behavioral Disorder (EBD) but GRC supports parents about how to manage problem behaviors of children (Er-Sabuncuoğlu & Diken, 2010).

Prevention Approaches of Problem Behaviors

Numbers of the children in any grades as well as young children with problem behaviors have been increasing since 1990s (Diken & Rutherford, 2005; Melekoğlu et al., 2014; Safran & Oswald, 2003; Sprague & Perkins, 2009). This pushes the researchers, educators, specialists and politicians seek for evidence-based, socially and developmentally appropriate, and sustainable interventions to prevent the problem behaviors through the changes in school contexts. It has been recommended that the interventions should include positive approaches and aim positive behavioral outcomes and school climate for all students as well as adults (The Office of Special Education Programs, 2010; Walker et al. 1998). Moreover, the interventions also should be evidence-based and include reliable assessments for progress-monitoring. The other features of an effective intervention are including positive reward system for all children's appropriate behaviors, having technological supports, and including all stakeholders (e.g., education leaders, parents, teachers and students) in problem solving and decision-making activities (Bal, 2016). In fact, collaboration and collective agency among local stakeholders are considered as the key components of culturally responsive interventions (Bal & Trainor, 2016).

Fox, Dunlap and Lisa (2002) has stressed the importance of family involvement in the effective early intervention programs. Researchers should take into account the values of the family and establish strong collaboration between professionals in the implementation process of the intervention. In the literature, there are some effective early intervention programs such as First Step to Success (Walker et al., 1998), Head Start's Early Family Support Program (Bulotsky-Shearer et al., 2010). SWPBIS was found to decrease office discipline referrals in elementary schools (Horner et al., 2009). The evidence-based techniques were used in the prevention of problem behaviors include establishing a family outreach program, improving academic skills of children, creating individual behavior support programs, providing intellectual behavioral supports and teaching and modeling social skills (Blackbourn et al., 2004; Lewis & Sugai, 1999). Below we present the key tenets of SWPBIS.

Positive Behavior Intervention and Supports

Sugai and Horner (2006) concisely summed up, "the SWPBIS approach is about redesigning learning and teaching environments so that the best and most appropriate evidence-based practices can be adopted and implemented at the classroom and schoolwide levels" (p. 256). PBIS was grounded in applied behaviorism and followed the method of applied behavior analysis (ABA; Baer, Wolf, & Risley, 1968; Sugai & Horner, 2002b). PBIS is a framework consisted built on over three studies of ABA and tiered, prevention models from public health (Carr, 1997; Carr et al., 2002). Since mid-1980s, researcher have emphasized the effectiveness of PBIS strategies in order to prevent problem behaviors (Lewis & Sugai, 1999). PBIS emerged as an alternative approach to traditional discipline and behavioral management practices (e.g., punishment). Most commonly, adults in schools and at home have been focusing on children's negative or undesired behaviors (e.g., yelling, hitting, disobeying, tantrum, biting) rather than teaching, modeling, and reinforcing positive behaviors that often go without acknowledgement, praise, or reward. PBIS is a research-based approach that consider learning opportunities for behaviors, social values, and happiness of

children. PBIS aims to improve children's appropriate behaviors by focusing on their positive behaviors (e.g., teaching, reminding, rewarding, and modeling desired behaviors; Carr et al., 2002). In the 1997 reauthorization of the IDEA (1997), it was emphasized that each school's disciplinary regulations and behavior management programs should include "positive behavioral interventions and supports" strategies and approaches in the U.S. with this law, "functional assessment" and "positive behavior support" concepts become central considerations in schoolwide interventions.

The earlier studies on PBIS generally included the applications of PBIS to individuals (e.g., Clarke et al., 2002) or class-wide (e.g., Lohrmann, & Talerico, 2004). Since 2000s, system-wide (school, district, and state) implementations of PBIS has been the most prominent forms (e.g., Barrett, Bradshaw, & Lewis-Palmer, 2008). In recent years, PBIS applications took into account the culture given the fact that PBIS has mostly worked for the students from dominant cultural groups. PBIS has not been able impact the racial disparities in behavioral outcomes (e.g., ODRs, suspension, and placement in special education for emotional or behavioral disorders; Bal, Sullivan, & Harper, 2014; Sugai et al., 2000).

Kincaid and colleagues (2016), conducted a study with members of the Association for Positive Behavior Support (APBS) in order to reach an encompassing definition of PBIS. THE APBS members defined PBIS as "an approach to behavior support that includes an ongoing process of research-based assessment, intervention and data-based decision making focused on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors" (Kincaid et al., 2016, p. 71). This study and the larger literature indicated that a PBIS implementation should have the following key features:

- PBIS should be implemented as school wide
- School staff should have buy-in
- A school-based PBIS team should lead and monitor the implementation
- All stakeholders' involvement should be maintained

- PBIS Team' first priority should be prevention the problem behaviors
- A continuum of behavior support system should be created
- Evidence-based practices should be used
- A strong school management system should be built
- Fidelity of implementation should be monitored
- The PBIS team should make data-based decisions
- Contextual fitness or culturally responsiveness should be established
- Providing a good quality of life cycle for the children

In the following section, we discuss the implementation of PBIS for early childhood education.

Implementation School Wide Positive Behavior Support in Early Childhood

Effectively preventing and addressing problem behaviors in schools are notably complex and difficult. Traditionally, teachers try to cope with children with problem behaviors by using intervention strategies targeting individual students. However, the literature showed that the effective behavioral interventions should focus on the whole school context and adult behaviors as well as individual student behaviors (Lewis & Sugai, 1999; Stormont, Lewis, & Convington Smith, 2005). Sugai and Horner (2002a) indicated four key features of PBIS: "1) Outcomes, 2) a behavioral and biomedical science of human behavior, 3) empirically validated practices for achieving identified outcomes in applied contexts, and 4) the implementation of validated practices in the context of the systems change (p. 29). The important point is that data, system and practices are strategically established for improved and sustained positive behavioral outcomes. In other words, there is a helical relationship between these elements. The best system leads evidence-based practices and evidence-based practices result in positive outcomes. These factors also consider professional development of school staff, positive attitude of the students, data-based decision making system the social

values of schools, social skills and academic achievement students.

School wide interventions are defined as implementing interventions to whole school and generating solution offers with cooperation of school administrators, parents, educators, and behavioral specialists (e.g., school psychologists, social workers; Sugai & Horner, 2002b; Sugai & Horner, 2006). The commitment and leadership of school administration and the active involvement of the whole school community are important components to establish a schoolwide system of behavioral prevention and interventions. The aim of the SWPBIS is to examine structure of schools in general (staff, environment, family, students and administration), determine schoolwide behavioral expectations (e.g., be respectful, be safe, and be responsible), operationalize those desired behaviors in various school spaces and activities (e.g., classroom, cafeteria, school bus, playground, and restrooms), teach, model, and reinforce them. PBIS teams also develop a plan for identifying and addressing problem behaviors (e.g., consequences) and examine factors causing the behavioral problems (Anderson, 2007).

Quality of teamwork and leadership were found critical in PBIS implementations (Sugai & Horner, 2002b; 2005; Steed & Webb, 2012; Stormont, Lewis, Beckner, & Johnson, 2008). Additionally, accountability, material and administrative support, the training of the team, and cooperation between all stakeholders were found effective (Sugai & Horner, 2006; Flannery, Sugai, & Anderson, 2009).

Implementation steps of PBIS

Horner & Sugai (2000) stated that PBIS is not a pre-packed program and many of the features of PBIS implementation may vary from school to school depending on each school communities' needs, goals, and resources. It was recommended that in the PBIS implementation, a school community may follow steps: Forming a PBIS team, clearly defining responsibilities of team members, collecting data for the fidelity of implementation, and collecting follow up data. Horner & Sugai (2000) elaborated the steps that a PBIS team may take:

- Planning implementation process by the school team

- Managing and supporting SWPBIS implementation
 - Determining and operationally defining three to five specific values based on behavioral expectations (e.g., be honest, be respectful, and share)
 - Teaching the behavioral expectations to all students in a tangible and systematic way,
 - Giving feedback and rewarding systematically the children meeting behavioral expectations
 - Applying positive behavior support strategies such as teaching new skills to prevent the problem behaviors
 - Monitoring scientifically progress of students' behaviors
- 8. Providing a fair and democratic staff management
 - 9. Building a strong and effective behavior management system
 - 10. Supporting SWPBIS as a school administration

What does effect implementation procedure of PBIS

Horner & Sugai (2000) and Sugai et al., (2000) stated that school culture, social contexts training of teachers, and readiness and needs of schools impacted the implementation of SWPBIS. Therefore, contextually fit or culturally responsive implementations of PBIS were recommended in the literature (Bal, 2011; Sugai, O’Keeffe, & Fallon, 2012). SWPBIS implementers can utilize funds of knowledge (cultural practices, histories) that students and families bring to school (Moll, Amanti, Neff, & Gonzales, 1992).

Bal (2011, 2016) developed a culturally responsive PBIS (CRPBIS) framework which aimed to facilitate active participations of parents, students, and community members in schools’ decision making activities to collectively design culturally responsive school discipline systems in order to address outcome disparities in school discipline. In a statewide research project, Learning Labs were implemented at five urban preK-12 schools in the U.S. The Learning Lab methodology was found to successfully facilitate and sustain authentic partnerships among local stakeholders that renovated their schoolwide behavioral support systems to be positive, inclusive and culturally responsive (Bal, 2016; Bal et al., 2014).

The PBIS literature does not differentiate the steps for PBIS implementations for in early childhood education. Fox & Little (2001) conducted a study on PBIS in early childhood context and listed the implementation process in seven steps: Determining and defining behavioral expectations, teaching expected behaviors, giving feedback for kids’ appropriate behaviors, conducting prevention strategies, building a team program to make evaluation, supporting school directors, conducting an individual behavior support system for the kid who shows severe problem behaviors. Steed & Webb (2012) developed the Preschool-Wide Evaluation Tool (Preset) to assess the reliability of PBIS applications. Based on this assessment tool implementation steps of PBIS must contain below essential features.

1. Determining three to five behavioral expectations based on children needs
2. Teaching target behaviors to children,
3. Giving the feedback on children's behavior,
4. Creating positive learning environmental atmosphere
5. Monitoring scientifically progress of students' behaviors
6. Making data-based decision
7. Participating families in practices

Implementing PBIS in Turkey in early childhood education

Turkey has a centralized education system with a national curriculum. In Turkey, formal early childhood education begins at age 3 in early childhood schools but there are private early childhood schools for children younger than 3 years old (Ministry Education of Turkey, 2014). Early childhood education is not for free. There are three types of early childhood institutions in Turkey: (a) Pre-school: Provides education in the separated building from other schools such as elementary and high schools to children

who are between 36-66 months old; (b) kindergarten: Provides education mostly in the primary schools to children who are between 48-66 months old. (c) Training class: Provides education to children 36-66 months in vocational and technical education school as a part of child development and education field (Ministry of National Education, 2014).

Early childhood schools provide dual education system to one group of children from 7:30 a.m. to 12:45 p.m. and other group of children from 1: 45 p. m. to 5:45p.m (Ministry of National Education, Early Childhood and Primary Education Institutions Regulation, 2014). All teachers and school have to follow this regulation. There are usually early childhood education teachers, a principle, one or two vice-principle, administrative assistants, teacher assistant if hired by parents, and a guidance counselor in independent early childhood schools settings (Melekoğlu, 2017). There is not an official recess time for teachers at their work time. There are usually total six to fourteen classrooms in independent early childhood schools and four to six kindergarten classrooms in elementary or middle schools. Maximum 25 children can be enrolled in one class with one teacher. The regulation also requests that only 20 children can be enrolled if there is a child with disability in one class with one teacher. If there are two children with disabilities, only ten children can be enrolled in one class with one teacher.

There is officially one teacher in the classroom but parents may hire an assistant teacher. Classroom size does not show differences based on the age group. In fact, 25 children are too many for one teacher in terms of children safety and quality of education (Melekoğlu, 2017). In practice, however, school administration sometimes does not follow those rules. For instance, there may be students more than 25 students. Also, there may be more students with disabilities more than the suggested in the law but school administration cannot decrease the classroom size due to lack of available classrooms and teachers. As a result, school administration and teachers mostly struggle with problem behaviors because of classroom size and other reasons in the schools (Melekoğlu, 2017).

In short, early childhood teachers are often left alone without any structured, sys-

temic support and guidance to address behavioral problems as well as other educational challenges such as the inclusion of students with disabilities, lack of education materials and professional learning opportunities, and the issues related to classroom management (Er-Sabuncuoğlu & Diken, 2010). On the other hand, there are only a few research-based intervention strategies to deal with behavioral problems (Diken et al., 2010). The exiting interventions are mostly about inclusive education in early childhood education yet they are rarely used in schools (Sucuoğlu & Bakkaloğlu, 2013). The research-based interventions can be utilized as implementing SWPBIS in Turkish schools.

The first project is the Project of Inclusive/Integration Education Support Model. It was developed by a partnership between Ministry of National Education, Tohum Otizm Vakfı, Sabanci University, and Education Reform Union in 2011. The aim of this project was to provide quality inclusive education to students with disabilities. The second project is the Inclusive Education in Early Childhood-Evaluation Outcomes of Teacher Training program in 2011 (Sucuoğlu & Bakkaloğlu, 2013). The first program in early childhood, especially applied for preventing and dealing with problem behaviors is First Step to Success (FSS; Diken et al., 2010). Mother and Child Education (AÇEV) have been applied as Foundation Mother Support Program (ADP) and Father Support Education (BADEP) since 1993 (<http://www.acev.org/>).

Recently, with a direction from Ministry of National Education (2010), schools are implementing value education, also known as character education, in daily activities for the request of Early Childhood and Primary Education Institutions Regulation (part 1, item 5,7; 2012b) and (part 8, item 52; 2014b). In this program, the Ministry pre-determines “values” and “desired behaviors” to teach to the children and declare them to schools. These values are usually chosen from the regulation items as communication, love, respect, patient, honest, sharing, empathy, mercy and personality and all schools try to teach same values all around the country. The aim of value education is to gain children prosocial skills and good personality (Cihan, 2014; Ministry of National Education, 2010). In the implementation of value education, the value/character

education teacher do not follow data driven decision making procedures and procedures of evidence based practices. According to Stormont and colleagues (2008) educator can teach three to five values based on school's behavioral expectations for young children between the ages of 3 and 5. In short, there is a great need for research on the existing behavioral education programs and implementing evidence-based and effective behavioral interventions in early childhood education in Turkey.

While there is a need and an increasing interest in SWPBIS in Turkey, the research base is still limited (Erbaş, 2002; 2005; Erbaş, Kırçali-İftar, & Tekin-İftar, 2010; Vuran, 2010). To our knowledge, the first SWPBIS implementation took place at high and middle school levels in one private school in Istanbul between 2008 and 2013. However, no research study published on the effectiveness of that implementation (www.europbs.com). Ünlü and colleagues (2013) and Atbaşı (2016) have studied the implementations of SWPBIS at classroom level in primary schools. In Turkey, SWPBIS has not been implemented in early childhood context, yet.

SWPBIS provides flexibility to researchers to design their own contextually fit implementation based on schools' context following SWPBIS's main implementation criteria. In the U. S., there is a strong systemic and policy level support for schools to implement PBIS. The Technical Assistance Center on Positive Behavioral Interventions and Supports was established by the U.S. Department of Education, The Office of Special Education Programs (OSEP). The mission of the center is "to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework" (PBIS.org, 2016) There are numerous web-based resources, written resources and publications for PBIS implementers. In the U.S. education system, there is an autonomy for schools and school districts to make decisions about the implementations of academic and behavioral programs in their local contexts. School districts or schools can adopt flexibly their SWPBIS implementations. On the other hand, across Turkey, all school administrations and districts have to follow the national policies. PBIS has not

been supported by the ministry yet. This may be due to the lack of research in the Turkish education literature, information among policy makers, education leaders, educators, parents, and advocacy groups regarding SWPBIS. To inform the future implementations of SWPBIS in early childhood, in what follows we present the implementation steps of SWPBIS implementation based on the study of the first author of this article (Melekoğlu, 2017).

Implementation Steps of SWPBIS in Early Childhood Education

Administrators and the whole school community should be informed about SWPBIS, implementation steps and procedures, its benefits for teachers, school and students, cost of intervention, timetable, and expectations from schools, teachers, and parents. Therefore, the first step in the implementation of SWPBIS in Turkey is to inform schools and teachers about SWPBIS. Researchers can prepare poster, presentation, booklet to inform others.

If the staff is interested, the second step is building collaboration with teachers, parents and school administration. This step is the most important step to imply SWPBIS because teachers may not want to involve in study due to heavy work responsibilities. In this case, researchers have to explain clearly their expectations from teachers and motivate them very well. Researchers' knowledge, experiences and communication style are very important to build this step (Melekoğlu, 2017).

The third step is building SWPBIS team. Researchers may serve as team leaders who coordinate the implementation and the study. Since there is limited employee in totally in early childhood education settings, all employees have to get involve in the study if they want. It is also important to participate parents in the team. Team leaders can participate in schools' parent-teacher organizations to maintain buy-in and active involvement in SWPBIS implementations.

The fourth step is establishing roles and responsibilities of team. During implementation process, team needs a database manager, communication coordinator, financial coordinator, technological supporter, counselor, organizer of activities and an organizer for meetings and events (Stor-

mont et al., 2008). At this step, team supposed to determine actions, responsibilities and division of labor among SWPBIS team members.

After determining the responsibilities of the team, baseline data about the behavioral outcomes such as office discipline referrals and school climate should be collected because teachers' attitudes usually start to change with the teacher-training program even though SWPBIS intervention strategies are not applied (Stormont et. al., 2008). At this step, researchers usually collect data from teacher, students, parents and school administrators to determine the needs, strengths, and goal of the school community. Researcher can collect data based on their research questions and research design. For instance, they can make observation in and around of the school environment, conduct teacher and parent interviews, and observations (Melekoğlu, 2017).

The sixth step is to provide SWPBIS staff and parent training sessions. Since the SWPBIS framework and multi-tier, prevention models are new in Turkey, professional development programs are crucial. Researchers may lead the professional development activities. Teacher training program may be the most difficult part of the SWPBIS implementation procedure because teachers have to attend to it out of their working hours (Melekoglu, 2017). This mean, teacher have to come to school before or after working hours with nonpaid to attend to team meetings. Researchers should inform teachers about teacher training process in the beginning of the implementation.

The seventh step is to describe behavioral outcomes and needs of students and adults in school. At this step based on SWPBIS implementation strategies, Lewis and Sugai (1999), Walker at al., (1996), Sugai and Horner (2002b; 2006) emphasized that PBIS can be applied in three-tiered continuum intervention levels for all age group of children in schools.

Primary Prevention Level. This level is also called universal tier in which the intervention program includes all students and adults in the school. Researchers assumed that about 80-85 percent of students may respond to interventions at this level (Stormont, Lewis, & Beckner, 2005; Stormont et

al., 2008). The PBIS team members collectively determine schoolwide desired behaviors (Sugai & Horner, 2002b). In this process, the team should seek active participation of parents and community members. It aims at preventing problem behaviors and bringing all students in desired academic, social, behavioral or prerequisite skills in the school by providing positive reinforcement for appropriate behaviors and establishing positive learning environment for all (Sugai & Horner, 2006). The intervention program also contains basic support strategies such as teaching appropriate behaviors, giving feedback, treating to children in positive way (Horner & Sugai, 2006; Stormont, Lewis, & Beckner, 2005; Stormont et al., 2008).

Secondary Prevention Level. The second tier behavioral support services target students who may benefit from additional, more intensive, in small group support programs to develop appropriate social skills, self-management strategies, and academic skills to cope with problem behaviors before they become permanent. Teachers or researchers can utilize functional behavioral assessments (FBA). Secondary interventions contain more intensive adult attention and monitoring child with problem behaviors (Sugai & Horner, 2006). The SWPBIS scholars suggested that approximately -15 % of students in the schools may benefit from this level of support.

Tertiary Prevention Level. Students in this group who do not respond to universal and more intensive, small group behavioral interventions mainly need for individual behavior intervention and supports. Because these students had intense chronic problem behaviors although the universal and targeted group intervention strategies (Horner & Sugai, 2006; Stormont, Lewis, & Beckner, 2005; Stormont et al., 2008). At this level, intervention strategies are built based on a comprehensive FBA, which informs teachers or researchers about nature of problem behaviors that a student experiences. In Turkey, especially teachers struggle with creating individual behavior intervention and supports intervention plan because of the lack knowledge about effective strategies and special education and specialists such as special education teacher, school guidance counselor, and averseness of parents, crowd classroom size. For tertiary

prevention, collaboration between stakeholders is core component of the intervention in order to successfully imply PBIS strategies, which aim to improve the quality of students' life (Algozzine, Daunic, & Smith, 2010).

In the eighth step in the implementation of SWPBIS in Turkish schools, the team determines behavioral expectations and three to five school values in the school environment and classrooms and prepare the SWPBIS strategies for each level of prevention or which intervention level is needed (Stormont et al., 2008). This step can be generated during teacher training program with PBIS team step by step. Schoolwide behavioral expectations are six to ten items that are age appropriate. SWPBIS team describes the mean of each expectation with positive expression and attitudes and how to assess the outcomes.

The ninth step is to prepare the materials. Since early childhood children do not read often, all expectations are needed to visually display on the hallways, in the classroom, kitchen, and restroom areas. Material preparing procedure is the second big part of the intervention because at this step, there is ultra-needs such as financial supports, and technological supporter (Mel-ekoglu, 2017). SWPBIS team can get financial, social, and academic support from school parent teacher organizations and local universities. They may also apply for grants. At this step, SWPBIS team may need to do some physical environmental change in classrooms or schools. For instance, Turkish Ministry of National Education regulation (2012) requested from school administrations to design learning centers (öğrenme merkezi) within each classroom based on the regulation but not all school follow this regulation very well because of inadequate class size, lack of materials, and difficulties with following the students' movements in the learning centers (öğrenme merkezi). According to PBIS strategies, researcher can do some physical arrangements in the schools or classrooms about what trigger off children to problem behaviors if it is necessary (Stormont et al., 2008).

At the tenth step, applications of SWPBIS strategies are prepared until this step is initiated (Melekoğlu, 2017). The planned actions, timelines, desired out-

comes (e.g., increased sense of positive social climate), changes, and decisions should be shared with all students, staffs and parents (Sugai & Horner, 2002b, 2006). Ideally, the SWPBIS implementations should be owned and led by the whole school community (Bal, 2016). The need to teach the behavioral expectation, observe student and adult behaviors and interactions, collect data in multiple school settings, create positive learning environment, encourage positively the students to behave appropriately, give feedback to the students' positive behaviors and follow the SWPBIS strategies what they decided as a team. Moreover, researchers collect data for reliability and fidelity of the SWPBIS implementation. The last step is to evaluate the impact of SWPBIS implementation against the desired outcome measures and collect data for the social validity. At this step researchers analyze data for posttest (Melekoğlu, 2017).

Conclusion

This article explores the adaptation of SWPBIS in early childhood education in Turkey.

The Ministry of National Education, school districts, education leaders, teachers and parents are in need for research-based, socially and developmentally appropriate behavioral support and intervention models to improve the behavioral outcomes of students and create safe, positive, and inclusive learning environments in Turkish schools. We argue that SWPBIS is a promising research-based approach to prevent behavioral problems and support social and academic developments of students. SWPBIS has been implemented across multiple countries and education systems struggling with behavioral problems over three decades. SWPBIS offers a flexible and culturally responsive systemic intervention model (Sugai & Horner, 2006). SWPBIS has been found effective in identifying and addressing problem behaviors in schools. This article introduces SWPBIS to education researchers, policy makers, educators, and families and provides guidelines regarding its effective and culturally responsive adaptation in Turkish education system.

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