

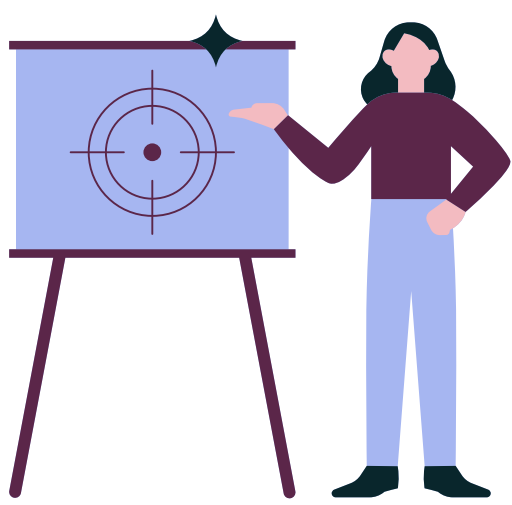
# Implementing Positive Behaviour Support in Early Childhood Education and Care (PBS-ECEC)

Impact assessment study and practice recommendations

Timeline of the activity and report on the effectiveness of PW-PBS training and implementation in preschool settings across Ireland, Portugal, Greece and Cyprus

## 1 Coaches' webinar and accelerated programme

This project activity began with a coaches' webinar in January 2023. The purpose of the webinar was to introduce 2 coaches from each partner country to the project and their role in the impact assessment study. The coaches were chosen among professionals associated with each PBS-ECEC partner organisation and had the responsibility of training preschool professionals (i.e., trainers) in the use of Programme-Wide Positive Behaviour Support (PW-PBS). In the webinar, the content of the online learning platform was presented, and a detailed timeline of activities to be undertaken was discussed. Then, a coaches' accelerated programme took place in each participating country at the beginning of February 2023. Researchers on the PBS-ECEC project worked with the coaches to further plan the training activities.



## 2 Coaches train the trainers

The PBS-ECEC consortium were responsible for recruiting early childhood education and care (ECEC) settings to take part. Each ECEC setting was asked to nominate 2 trainers who would engage in online meetings with the coaches and receive training to subsequently support the rest of the preschool team in PW-PBS implementation. The coaches provided 54 early years trainers from all partner countries with the necessary knowledge and skills to train ECEC teams in implementing PW-PBS. The training sessions were held online and face-to-face and included a detailed exploration of the online learning content of Result 2 ([Link](#)), the planning of the training of the ECEC practitioners and the preparation for the implementation phase.

## 3 Trainers train the ECEC teams

The trainers were then responsible for training their respective ECEC teams in the use of PW-PBS. 154 ECEC professionals were trained across all partner countries using the material of the online learning platform. In the majority of the ECEC settings, the trainers introduced the learning modules and asked the team to explore them independently before coming back for follow-up sessions to discuss the content and to explore the online learning activities. Following the training sessions, the teacher teams were expected to have a clear idea of the importance of socioemotional learning in early years, what PBS is and how it can be implemented and assessed. Throughout the training, the trainers were asked to discuss with their colleagues the needs of their ECEC settings and the aspects of PBS which they wish to implement.



## 4 Trainers and ECEC teams implement PW-PBS in their settings

The trainers and ECEC teams implemented PW-PBS in their settings for approximately 8-9 weeks. Throughout the process, coaches provided support and addressed any concerns. Trainers had an opportunity to meet with the project coaches after the first four weeks of implementation and at the end of the implementation. These sessions gave the trainers an opportunity to ask questions and raise any concerns they had in relation to the implementation of PW-PBS in their settings, as well as provide informal feedback about the training and implementation phase. Trainers were encouraged to send regular updates on their progress.

## 5 Implementation report and practice recommendations

A set of three questionnaires were utilised to gather data for evaluation. By analysing the collected data, valuable insights and findings regarding the effectiveness and impact of the training programme and implementation phase in Ireland, Portugal, Greece and Cyprus are provided in a transnational report ([link](#)). The findings highlight the need for continued training opportunities in evidence-based approaches like PW-PBS, addressing specific challenges faced by educators and promoting inclusive environments. The study also emphasises the importance of comprehensive training programmes that enhance educators' professional development and prepare them with the skills to effectively support children's learning and wellbeing.

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