



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

## Impact assessment study and practice recommendations

**54 trainers** and **154 early years educators and professionals** from Ireland, Portugal, Greece and Cyprus took part in training and implemented Programme-Wide Positive Behaviour Support (PW-PBS) in their settings. They provided feedback on their experience. Here are some recommendations for sustainable PBS implementation emerging from the study findings:

### It is essential to provide training opportunities for ECEC professionals on the promotion of children's socioemotional development

Participants of the study expressed high levels of satisfaction with the training, which contributed to changes in their pedagogical perspectives and enhanced their knowledge of socioemotional learning and PBS. This highlights the need for continuous training in evidence-based frameworks such as PW-PBS in ECEC, empowering professionals to build positive inclusive environments and support children's socioemotional learning and development.

### A continuous assessment of implementation and data-driven decision-making is essential

The participants reported positive experiences with recording data to assess the effects of PW-PBS implementation. In the implementation of PW-PBS, there should be a comprehensive planning of the work to be developed, and constant evaluation and monitoring. Taking baseline data can be valuable in assessing children's socioemotional skills and, if necessary, their challenging behaviors, aiding in more effective intervention planning.

### Educators should recognise implementation barriers and work towards mitigating them

It is important to recognise and address implementation challenges. The participants of this study encountered many challenges when implementing PBS, including time constraints, staff shortages or a lack of a collaborative approach. They worked towards mitigating these barriers, for example, by providing flexibility and support to colleagues in managing busy schedules.

To read the full implementation report, visit <https://pbs-ecec.eu/about/>

### It is important to foster a collaborative approach

The study findings revealed that a collaborative approach to PBS promotes the effectiveness of the process by cultivating shared expertise and a collective commitment among all stakeholders.

Encouraging open and frequent communication and collaboration among all stakeholders, including teachers, staff, parents, and therapists, is vital for maintaining a consistent approach across settings. Regularly sharing information, strategies, and progress updates contributes to this essential consistency.

### PBS should be promoted within an inclusive education framework, which follows a multi-tier approach

PW-PBS is a three-tiered system of support, with the universal tier benefiting all children, the selective tier targeting specific needs, and the additional tier providing intensive interventions for complex challenges. Comprehensive supports at all tiers should be implemented.

This has been considered as a good practice in the participating preschools where appropriate support systems for all children with varying needs were already present and robust, and a problem area where they didn't exist or were not functioning properly.

### A supportive learning environment is fundamental for successful PBS implementation

Throughout the implementation, the participants were encouraged to give emphasis to building quality interactions with children through more individualised attention, more respect for their pace of growth, by creating more possibilities for children's choices and, importantly, by respecting their emotions and taking them into account. Further strategies encompassed: providing positive feedback to children and recognising their efforts and appropriate behaviours and establishing clear and consistent rules and expectations with the participation of children.



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