Effects of Tier 1 Implementation of SWPBS in a Japanese Elementary School

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Background

- Since most studies on SWPBS have been conducted in the US and other Western countries, we don’t have enough evidence on how it could be applied to the Japanese education system.
- Survey of the Ministry of Education in Japan demonstrated that about 6.5% of students have learning and behavioral difficulties and need some kind of special support in the classroom.
- SWPBS has started implementing in several schools in Japan recently, but sufficient number of research has not been conducted to examine its effectiveness.
- Since ODR is not a common measure we can use in Japan, other indices were required as outcome measures. Therefore, we measured students’ academic engagement, and subjective evaluation of school adaptation as outcomes.

We also observed teachers’ BSP and verbal reprimands to examine if the number of BSP and verbal reprimands would change in the course of SWPBS implementation.

Research Questions

Question 1: Is SWPBS effective for Japanese students to improve students’ academic engagement and subjective evaluation of school adaptation?

Question 2: Does the number of classroom teachers’ BSP and reprimands change after SWPBS implementation?

Method

Participants

A Tier 1 intervention was implemented in a public elementary school in Japan for two years. Although all students and teachers in the school underwent SWPBS intervention, only 3rd grade students were eligible to answer the questionnaire.

Year 1: 278 students and 8 teachers
Year 2: 255 students and 8 teachers

Procedures

- Campaign #1: Tier 1 implementation of SWPBS in a public elementary school in Japan for two years.

- Level 1: Change in Students Behavior
- Level 2: Teacher praise and reprimands
- Level 3: Change in Students Subjective Evaluation of School Adaptation

Results

- Level 1: Change in Students Behavior
- Level 2: Change in Teachers Praise and Reprimands
- Level 3: Change in Students Subjective Evaluation of School Adaptation

Discussion

Since target behavior is clearly defined for both students and teachers during campaign, it seemed to promote students’ positive behavior and also teachers’ BSP. Students’ on-task behavior increased and maintained at high level after two years SWPBS implementation. Any of target behaviors during campaign were not academic related behavior. Therefore, this could be result of the generalization of teachers praise to the other situation such as classroom.

When we looked at the result of BSP in classroom, however, the frequencies of both BSP and reprimand decreased as SWPBS progressed. We also realized that there were more BSP than reprimand during intervention phase. Therefore, not the frequency itself but the ratio of BSP might have some impact on the effect of SWPBS.

As for students subjective evaluation of school adaptation, the result showed that the scores in three subscales increased. Only the score of “not being victimized” demonstrated that statistically significant change between Year 1 and Year 2. Although we could not find significant change in the scores of teachers support and peer support, the score of Year 2 raised compared to the score of Year 1. These results suggested that SWPBS might have some positive effect on improvement of social relationships.

We could conclude that tier 1 implementation of SWPBS is effective for Japanese students to promote their school adaptation Behaviorally and subjectively. Also, it seems sufficiently applicable to Japanese education system. Since this study is only a pilot examination of the implementation of SWPBS in Japan, in future research we need to have more numbers of schools and control groups to confirm that these outcomes are the result of SWPBS.

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