Introduction

In Japan, the concepts “ABA” and “PBS” have not been widely recognized among school personnel. Most teachers at all levels, including special needs schools, have tried to manage problem behaviors demonstrated by students based on their own past experiences. The purpose of this study was to show how to build a student guidance system based on PBS at a special needs school, particularly for students who are hospitalized, and how the students’ behavior changed after implementing the School-Wide PBS (SWPBS) system.

Challenges

In 2015, a new special needs school opened as a branch school of the main school. It is located in a medical center because it is for students with medical needs. In 2016, nineteen students (9 of elementary, and 10 of junior high) attended the school. The number of teachers was six including one administrator. At this time, the following challenges were recognized by the educational affair teacher (the second author):
1) Each student has different needs and characteristics, so teachers need to adjust their teaching styles and/or speeds to students’ learning level.
2) Since this school is attached to the medical center, students attend and leave the school at any time based on their medical needs.
3) These factors seemed to trigger some students’ problem behaviors because their learning environment has not been stable.

Solution

To solve these issues, the educational affair teacher selected the following policies:
1) to build a student guidance system which has a consistency for all students (by applying SWPBS)
2) to facilitate students to demonstrate expected behaviors and recognize once they perform those expected behaviors.

Method

The educational affair teacher (T) followed the steps introduced by Ishiguro and Mitachi (2015) to build a student guidance system based on SWPBS.

**STEP 1:** All teachers discussed students’ challenges and shared them each other.

**STEP 2:** Teachers discussed problem behavior and set school rules.

**STEP 3:** Based on the school rules from Step2, teachers discussed more concrete teaching strategies which had different levels of teaching (easy, moderate, and advance).

**STEP 4:** The school rules were introduced to all students.

**STEP 5:** The second author provided ABA training to other teachers by using an ABA video clip (Mitachi et al. 2017).

**STEP 6:** All teachers guided and supervised students by following the school rules.

**Result 1 School Rule Set Up**

The followings are the school rules which were set up during Step 1 and Step 2. All teachers and students were encouraged to follow them.

- “Take care of others and their feelings”
- “Learn for yourself”
- “Be on time”
- “Take care of your and others’ stuff”

**Result 2 Student Behavior Changes**

**CASE 1**

- Student A (St A): Fourth grade elementary school male student with ASD, and ADHD. He was absent from class frequently.
- Intervention period: 20xx April - 20xx Dec.
- Intervention: T had a discussion with the St A about a “promise of the learning.” according to rules above.

**CASE 2**

- Student B (St B): Third grade junior high school male student with ASD. He demonstrated problem behaviors (talking and standing up) in class.
- Intervention: Implementing the school rules at a whole class, let him know about the rules.

**RESULT:** The number of problem behaviors demonstrated by St A was decreased (Figure 1). Also, St A attended the class without getting angry.

**RESULT:** The number of problem behaviors demonstrated by St B was decreased after the intervention was implemented (Figure 2).

Conclusion and Limitations

The results showed that building a student guidance system based on SWPBS had some effect on two students’ problem behaviors at special support school in Japan. Before implementing the system, each teacher had different styles of teaching as well as approaching students’ problem behaviors. Once school rules were set up, teachers paid more attention to expected behaviors. However, a limitation of this study is use of an AB only design with two participants. Future research is needed with more participants and a stronger design to document a functional relationship between the intervention and its effects on student behavior.