Final Communication Strategy

Preventing Violence Against Children

in Albanian Schools

Developed for UNICEF Albania

& Ministry of Education Sport and Youth

Submitted by

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Summary of the Strategy

This short introductory section summarizes the main points of each section of the strategy for an easy overview. The full strategy, which follows, spells out each section in detail.

Background and Problem Statement:

Progress, slow but steady, is being made in reducing violence against children (VAC) in Albanian schools under the Communication for Behavioral Impact (COMBI) Programme. Teachers have applied New Ways of Discipline (NWD) and violence against children has been reduced.[1] In spite of this progress, a 2017 study[2] found that "violence of all forms, verbal, emotional, and physical, is still perceived and used as a means of education and discipline in Albanian education institutions, from pre-school to upper secondary education." Children also said violence of all types comes from their parents.

Goal:

The goal of this strategy is to **create a positive school culture,** replacing discipline based on punishment and control with a positive classroom management approach based on cooperation and support for learning.

Target Audiences:

The strategy calls for communication activities by and for: 1) MoESY, 2) School Staff and Teachers, 3) Students, and 4) Parents and the General Public

Audience Research:

Audience research was done by a desk review; individual meetings with officials and key partners; focus groups with teachers, parents and students; and a workshop with educators. Research shows a system-wide school culture of conflicting interests and disrespect. Students say that violence of all forms, physical, emotional, and verbal (including threats and favoritism) is used by teachers as a means of discipline and control, from pre-school to upper secondary. Teachers are often frustrated by the challenges of controlling classrooms and feel students are disrespectful and rude. Parents' relationship to teachers is often challenging or disengaged. Parental violent discipline is considered normal and acceptable.

Audience Analysis:

Audience analysis was done using two models: The Social Ecological Model, and the Steps of Change Model which is based on Diffusion of Innovations research. (See the full strategy for details and diagrams.)

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[1] Final report to Sweden National Committee for UNICEF submitted by UNICEF Albania Country Office - June 2017

[2] *"Ethics in the Albanian Education System" https://ec.europa.eu/epale/sites/epale/files/raport-studimin-etika-ne-sistemin-arsimor-ne-shqiperi.pdf*

Concept:

The concept of this strategy is to replace the present animosity and VAC with a positive school culture where students, teachers and parents recognize they are partners in educating the young generation. This will be achieved in three main ways:

- **Establishment of Universal Behavioral Guidelines (UBGs) for all school situations.** It is recommended to adapt the "three B's" widely used in North American schools: Be Safe, Be Responsible, Be Respectful. These guidelines are taught at all levels and applied school-wide in all settings.
- **Training for teachers in a positive classroom management approach adapted from the Positive Behavioral Interventions and Supports (PBIS) model.** PBIS is a successful classroom management approach widely used in north American schools.
- **Communication:** Led by MoESY, materials and methods will be developed, expert support teams will be established, and teachers at all participating schools will be trained and supported in the UGBs and PBIS. Communication campaigns will be conducted with:
  - School Staff and Teachers
  - Students
  - Parents/General Public

Communication Objectives:

(For detailed communication objectives, see the full strategy)

Action Plan:

1. **Develop Universal Behavioral Guidelines (UBGs) for all Albanian schools and disseminate them to schools and the public (MoESY)**

   1.1. Develop a culturally and linguistically appropriate equivalent of the 3 B's for Albania. For example, a literal translation of the 3 B's might be:
   - Ji i sigurt,
   - ji i respektueshëm,
   - ji përgjegjës.

   1.2. Engage a creative agency to develop posters of the UBGs for schools and classrooms at all levels and brochures for teachers, students and parents on UBG principles and examples.

   1.3. Establish a social media platform for the positive school culture approach, for example an administered Facebook page or website, updated regularly.

   1.4. Disseminate the UBGs to schools and train schools in how to use them.

   1.5. Announce the positive school culture approach to the public via mass media, for example TV talk shows, press releases or lectures / discussions with selected audiences.

1.6. Invite schools to produce their own media about the positive school culture and the UBGs, for example using song, video, posters or other media, and share them via the social media platform.

2. **Develop a positive classroom management protocol, training curriculum and tools for teachers, adapted from the PBIS methodology. (MoESY)** (See full strategy and Appendix B for details and resources for PBIS).

    2.1. Designate a team at central MoESY level to study PBIS methodology in depth and decide if and how it needs to be adapted to Albanian schools.

    2.2. Develop a compendium of classroom management techniques suitable for handling behavior problems. These may be drawn from the New Ways of Discipline (NWDs), PBIS literature or other sources. For the whole class setting, positive reinforcement only is used. Minor disruptions are handled privately, with small groups or individuals ways, separate from the class. Serious behavior issues are referred to school administration.

    2.3. Develop a monitoring methodology and form for teachers to use to keep track of both the positive and the corrective interventions they use.

    2.4. Develop training curricula on PBIS for two levels: the expert level for Central and Regional Support and Resource Teams, and the general level for classroom teachers.

    2.5. Develop Regional or District-level PBIS Support Teams, and give them training in in PBIS methods and training techniques.

    2.6. Develop a PBIS handbook for teachers to be given out during trainings and kept for reference in teachers' desks and teachers' resource rooms.

    2.7. Using sister schools and other networking systems, foster networking and sharing among teachers, both nationally and internationally u.

    2.8. Institute a certification program for schools who successfully implement the positive classroom management approach, e.g. "Safe, Responsible and Respectful Schools."

3. **Communication Campaign for School Staff and Teachers in Each Participating School**

    3.1. Hold a school-wide orientation and training in the Universal Behavioral Guidelines.

    3.2. Train all teachers in the positive classroom management approach.

    3.3. Establish PBIS Leadership Teams in each school to support and guide teachers in implementing the Universal Behavioral Guidelines and PBIS approach.

3.4. Set up a Positive Classroom Corner to store teachers' resources for the new approach.

3.5. Individual teachers plan how they will implement PBIS in their classrooms, work individually or as a group to choose a recognition system and select interventions for targeted and intensive behavior problems.

3.6. Hold regular teachers' meetings to discuss progress under the new approach, share tips and solve problems.

3.7. Recognize teachers' successes and innovations with in-school acknowledgement and rewards.

4. **Communication Campaign for Students**

4.1. Hold a whole school assembly to inform students about the UBGs.

4.2. Students and teachers decorate classrooms and hallways with posters and student-made displays to inform and remind class about the UBGs.

4.3. Teachers in each class lead students in discussing how to apply the UBGs in that class and other school settings.

4.4. Teachers in each class discuss with students PBIS records for that class.

4.5. Students fill out School Climate forms at the start of the year and every 2 months to monitor positive school culture.

4.6. Student Council is upgraded and given a more active role in school decision-making and affairs.

5. **Communication Campaign for Parents and the Community**

5.1. Continue and expand the School as Community Center (SACC) program. Use this program as a venue for positive parenting classes or discussion groups, if parents are interested.

5.2. Hold a parents' meeting at the start of school to introduce the positive school culture concept, the UBGs and PBIS and its system of rewards. Follow up with progress reports at successive meetings.

5.3. Develop a brochure and a presentation on the negative consequences of VAC and the benefits of positive parenting to stimulate parents' interest.

5.4. Look for affordable mass and social media options to communicate the positive parenting principles to the community.

5.5. (optional) Give parents a school calendar with embedded messages about the new positive school culture approach: the UBGs, PBIS and positive parenting.

IX. Monitoring and Evaluation

The strategy will be evaluated through regular teacher self-assessments (an integral feature of the PBIS approach, through students monthly School Climate forms and through a final qualitative assessment of students' reports of VAC in participating schools.

X. Theory of Change
(For the Theory of Change diagram, see the complete strategy)

XI. Risks, Assumptions and Mitigations
(See complete strategy)

XII. Implementation Plan
(See complete strategy)

Appendix A: Positive School Culture – Media Examples and Resources

Appendix B: Information on PBIS

Appendix C: Other Resources for Positive Classroom Management

Appendix D: A Case Study in Positive Classroom Management – High School

Appendix E: The Steps of Change Diagram

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ACRONYMS

ACE	Adverse Childhood Experiences
COMBI	Communication for Behavioral Impact
MoESY	Ministry of Education Sport and Youth
NWD	New Ways of Disciplining
IDE	Institute for Education Development
PBIS	Positive Behavioral Interventions and Supports
SACC	School as Community Center Initiative
SWPBIS	School-Wide Positive Behavioral Interventions and Supports
SEM	Social Ecological Model
TOT	Training of Trainers
UBG	Universal Behavioral Guidelines
UNICEF	United Nations Children's Fund
US	United States of America
VAC	Violence against Children

Communication Strategy:

Preventing Violence Against Children in Albanian Schools

I. Background and Problem Statement

Progress, slow but steady, has been made in reducing violence against children (VAC) in Albanian schools. Starting in 2011, the COMBI program, developed by UNICEF and MoESY, was implemented in selected pilot public schools, targeting school administrations', teachers' and parents' knowledge, attitudes and practices. COMBI has begun to make a difference in the frequency of VAC in schools. For example, a comparison of in-school violence measurements conducted from 2015 to 2016 with a 12-month gap during the COMBI programme, showed that threats by teachers decreased from 22% to 14%, and name-calling decreased from 16% to 10%. Overall, various types of physical and psychological violence used by teachers to discipline students decreased between 2% and 8%. [3]

In spite of the good progress made under COMBI, the relationship between teachers and students in Albanian schools is still too often characterized by animosity, a situation that is not optimal either for teaching or for learning. A 2017 study[4] found that 83% of students in compulsory education reported that they received various types of violence from teachers, including insults, sarcastic language and derogatory, labels and nicknames. They also face violence at home, from their parents.

Interviews with both teachers and students during the preparation of this strategy reveal the stresses caused by the present school relationships. Teachers still strive to exert control over students using threats, labels, harsh language, and sometimes physical violence (thought by some to be more common in younger grades and rural areas). When students receive threats, insults, and labels, they are likely to respond with detachment and disengagement, silent resentment, defiance or even mockery. Students say they feel they have no voice in school affairs, and that their real needs and interests are not met in the school environment. Teachers feel the strain of having to police and control students, while students feel disempowered.

Better disciplinary methods are not enough; a shift in the school environment itself is called for, and better more positive classroom management techniques are needed to allow for creative, passionate teaching and engaged, empowered learning.

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[3] Final report to Sweden National Committee for UNICEF submitted by UNICEF Albania Country Office - June 2017

[4] *Ethics in the Albanian Education System*. Albanian Centre for Economic Research with the support of Mary Ward Loreto Foundation. Tirana: Mirgeeralb, 2017.

II. Goal

The overall goal of this strategy is to develop a **positive school culture** which will be conducive to inspired teaching and engaged learning, preventing most of the discipline problems where various forms of VAC may formerly have occurred. In such a positive school culture, there is broad-based agreement on certain **core principles** that govern all interactions. Teachers have initial and ongoing training in a **positive classroom management approach**, emphasizing positive reinforcement, preventing most discipline problems and dealing efficiently with the rest. In this setting, students and teachers feel safe and comfortable in their respective roles; expectations are clear, respect is mutual, and effective teaching and learning takes place.

III. Target Audiences

Changing a school's culture is not a quick fix. It requires initiatives at national level starting with **MoESY,** as well as initial and ongoing training with **school staff and teachers,** and clear, consistent communication with **students** and **parents.** Because school culture also links to social norms in the society at large, the **general public** is also a target audience.

Target audiences:

- **MoESY**
- **School staff and teachers**
- **Students**
- **Parents and community**

IV. Audience Research

Before developing a communication strategy for any audience, it is essential to understand the audience members and their present knowledge, attitudes, beliefs and practices concerning schooling, child rearing and education. This strategy development began with a desk review of quantitative and qualitative research and assessment, and continued with a field visit involving individual interviews with key stakeholders from the MoESY and partner NGOs, focus groups with teachers, parents and students, and a workshop with active participation of key officials, teachers, other education experts and NGOs. Here are some of the important research findings underlying this strategy:

A System-Wide Norm of Violence and Disrespect

The 2017 study *Ethics in the Albanian Education System*[5] paints a disquieting picture of violence and disrespect from all sides: schools and teacher, students and parents. Rather than

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[5] *Ethics in the Albanian Education System*. Albanian Centre for Economic Research with the support of Mary Ward Loreto Foundation. Tirana: Mirgeeralb, 2017

places of learning and positive values, it appears from the *Ethics* study assessment that Albanian schools are too often places where strong-arm tactics, manipulation, bullying and violence prevail. Students and parents' focus groups reiterated the common experience of violence from teachers, with many examples.

The ethics study found these attitudes among all the players:

Teachers

The study found that "violence of all forms, verbal, emotional, and physical, is still perceived and used as a means of education and discipline in Albanian education institutions, from pre-school to upper secondary education."

In addition to physical violence, the study concluded that teachers practice less obvious but no less powerful forms of VAC, including:

- using authority as a means of punishment by excluding students from classrooms or threatening them with low marks, or failing in an examination;
- using inappropriate communication, such as insulting, sarcastic language, or derogatory nicknames.

A form of violence-in-reverse was found in the favoritism and privileges teachers gave to particular students, based on their personal relationships with them, their preferences or their prejudices due to students' gender, ethnicity, religion, or social, economic or special needs status. When preferential treatment is given to some, the lack of equal treatment to others can be experienced as neglect, recognized as a form of VAC, no less damaging to a child than physical violence.

Students

The *Ethics* study reported that students respond to the school norms of violence and favoritism by being physically and verbally violent towards their peers, rude and disrespectful toward teachers and staff, and by cheating or attempting to manipulate teachers, pressuring them to give undeserved good marks or favored treatment. In other words, students mimic and replicate the behavior they perceive around them.

Parents

The *Ethics* study also found that the behaviors they saw in teachers and students had their roots in the family and the larger community. There is still a traditional belief that "whoever spanks you, loves you," leading to a social norm of acceptance of physical and other forms of VAC. There is reportedly a strong link between violent punishment and the notion of education.

In addition, research suggests there may also be animosity between parents' and teachers. "Many parents do not care about the rules of the school," said participants in one focus group. The Ethics study found that "parents… violate ethical principles mainly by indulging teachers to favoritism, exerting pressure on teachers, making public, critical remarks to their children, and avoiding regular meetings and collaboration with teachers. By doing so, parents position

themselves as outsiders in the school based education process, and become role models for the unethical behavior of their children."

V.   Audience Analysis

To address these audiences effectively, we must begin with what we know about them. We will use two models: The Social Ecological Model, and the Steps of Change Model which is developed from Diffusion of Innovations research.

Social Ecological Analysis:

Social Ecological Model
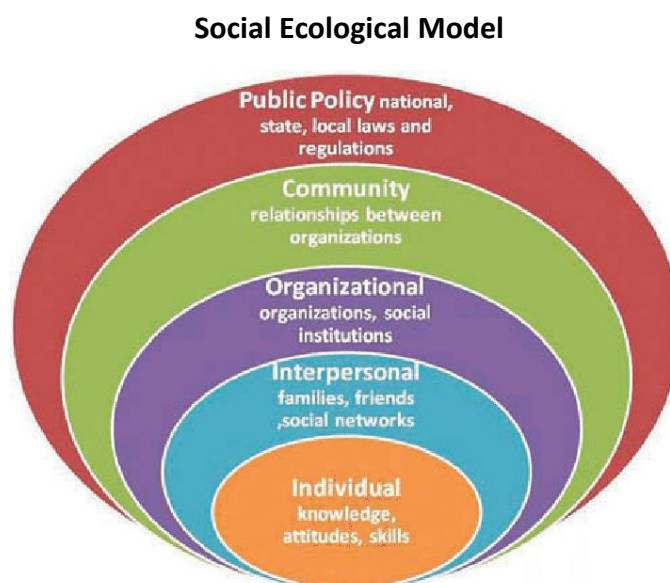
The Social Ecological Model[6] (SEM) is a **theory**-based framework for understanding the different levels in a social system that play a role in determining behaviors, in order to identify the leverage points for promoting positive change. The SEM looks at 5 levels of society that can influence behavior: individual, interpersonal, organizational, community, and public policy, as diagrammed above. [7]

A SEM analysis shows that public policy and law in Albania support an end to VAC. Albania was an early signatory to the Convention on the Rights of the Child (CRC) and law and policy on Pre-University Education support non-violent discipline in the schools. The problem does not lie at the policy level.

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[6] The SEM is based on the ecological systems theory authored by developmental psychologist Urie Bronfenbrenner. It is widely recognized as a useful starting point for change campaigns and is included in all UNICEF communication strategies.

[7] Diagram from the Centers for Disease Control, US

At the community level, the norm of violent discipline still prevails in most families. Unless this social norm is addressed, any change toward non-violent discipline in the schools will have less than a full effect. This level of the SEM must be addressed for change to take place.

The organization level, the level of schools, is the main level where this strategy is addressed. Changes in the school can have a ripple effect both on the community, and on the family.

The Interpersonal level, the level of the families will also be targeted by this campaign, as parents are informed and educated in the principles of behavior management through positive reinforcement.

Finally, the campaign will have a strong effect at the individual level. Individual teachers desire and enjoy much autonomy. That fact is recognized in this strategy by proposing a flexible collection of intervention tools from which teachers can choose, as they apply the positive behavior management principles to their classes.

Thus we see a communication strategy that focuses primarily on the levels of institution (schools) and individuals (teachers, student and parents) but which has strong links to the interpersonal and community levels.

Steps of Change Analysis:

The Steps of Change is a conceptual tool that diagrams the process individuals and communities go through as they change their behavior. Based on Diffusion of Innovations[8] research, the steps model shows how individuals and communities go from a lack of awareness to **awareness** of a possible new behavior, idea or approach, followed by better **knowledge**, then the formation of an **attitude**, which (if it is positive) leads to a **decision to try**, followed by **trial** and (again, if the trial is successful) to a **confirmed behavior change**. Because communication needs vary from step to step, using a Steps of Change analysis helps us to know what kind of communication is most useful for an audience at a given moment: what messages will be most effective and what channel will be best to carry them.

For example, the MoESY is already aware of and persuaded of the value of non-violent discipline in the schools and has been supporting NWDs for the past 8 years. For the MoESY, what is lacking is the specific tools proposed in this strategy. Teachers who know COMBI will also likely be convinced that non-violent discipline is better; their difficulties are likely to fall at the levels of decision to try and trial. Decision to try is highly influenced by the environment and the opinions of others, while trial is affected by success or failure. The awkwardness some teachers reported feeling in using the PEET process would be a barrier to their continued use of that particular method.

Some teachers who had knew the COMBI approach and had tried the PEET cards had difficulties at the level of attitudes. Some trials were not successful. While most teachers liked the COMBI philosophy, and some said it worked well especially in grades 1 to 5, others disliked

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[8] The Steps of Change is a diagram developed by All One Communication, based on the Innovation Adoption Process conceptualized by Everett M Rogers and explained in Diffusion of Innovations, Fifth Edition 2003, Free Press, New York.

the feeling that children were laughing at them. "It does not come naturally to our culture", one educator said. "It is difficult to find a positive way of disciplining children", another said.

Teachers new to the COMBI program may not be aware of the possibility of alternative forms of classroom management and may not have knowledge of the rationale, the negative effects of VAC as well as favorable attitudes and skills for positive classroom management. Then will need a fuller range of communication interventions, from awareness to basic knowledge and the chance to express their doubts, ask questions, and explore the group's norms in discussion.

Some teachers expressed annoyance at being asked to take on additional responsibilities outside of teaching their subject, seeing this as extra work they resent having to do. "We are educators," one teacher said. "We should not be asked to play other roles." Others may fear they will lose control, or be viewed as weak and ineffective teachers if they are not harsh, as before.

Those teachers need attitude change communication. Research shows that attitudes are not formed by the opinions of experts but by those of peers, so the trainings for teachers must include many opportunities to discuss among each other. This is also true for students and parents.

A Steps of Change analysis has been used in the development of the communication objectives for each target audience, as well as in the choice of channels and design of the messages of the campaign. (For a diagram of the Steps of Change, see Appendix E.)

VI. Concept

This communication strategy has 3 essential elements:

1. **Universal Behavioral Guidelines for All School-related Settings**

   A set of simple behavioral norms will be developed and communicated consistently across all school-related settings, to guide all behavioral interventions. These should be formulated to match Albanian culture, but they may take inspiration from the formula widely used in US schools: "3 B's:"

   - o   Be Safe,
   - o   Be Respectful,
   - o   Be Responsible.

   A possible Albanian equivalent of the "3 B's" could be the "3 Ji's":

   - o   Ji i sigurt,
   - o   ji i respektueshëm,
   - o   ji përgjegjës.

2. A Positive Classroom Management Approach for Teachers, Modeled on PBIS

Positive Behavioral Interventions and Supports (PBIS) is a preventive system for school and classroom behavior management developed and widely used successfully in the US. Once PBIS is established school-wide, a PBIS classroom management plan encourages teachers to recognize and reward positive student behaviors, as opposed to punishing students for undesired behaviors. This establishes a predictable and safe classroom, as well as a positive relationship between teacher and students, which can lead to lower rates of suspension.

PBIS is often diagrammed like this:

Intensive   Few

Targeted   Some

Universal   All
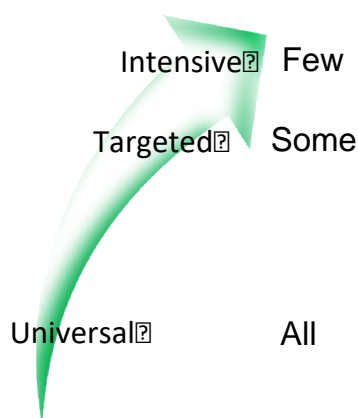
Dec 7, 2007

All teachers will be trained in this 3-tiered classroom management approach focused on preventing problems through rewards for positive behavior. In this approach, the most attention is given to reinforcement of positive behavior of the class as a whole, with a system of rewards which can be designated by the individual teacher, chosen with class participation. According to the 3-tiered approach, when behavioral problems arise, they are resolved rapidly with small-group interventions involving only the students concerned in the problem, while the rest of the class continues with the reinforcement of positive behavior and earned rewards. Resistant or complex behavioral problems are resolved with intensive, individual interventions, with support from the school administration.

While this strategy uses the acronym PBIS for convenience, it is understood that the Positive Classroom Management Approach will be adapted to suit the Albanian situation and may be given a different name.

(For more detailed explanation, examples and links to resources for PBIS, see Appendix B.)

3. **A Communication Campaign with 4 Target Audiences**

The new approach will be developed and communicated through multiple channels among the four main target audiences:

MoESY:
Initial meetings and the establishment of a planning team to make crucial decisions to direct the campaign

School Staff and Teachers:
School staff and teachers will receive initial and ongoing training, interpersonal communication (staff meetings, professional discussions live and online, and access to mentoring as needed) and targeted media (training materials, PowerPoints, handbook, posters, website or Facebook page.) Certificates will be given to schools with high success rates.

Students:
Students will receive interpersonal communication (school meetings, classroom discussions, student council events) and targeted media (posters, brochures). Student council will be upgraded.

Parents and Community:
Parents and community members will receive interpersonal communication (parent-teacher meetings) and targeted media (brochures, PowerPoints)

VII.   Communication Objectives

The following communication objectives were formulated according to the Steps analysis.

After this program has been successfully implemented,

➢ Schools taking part in the program will:
  o Adopt and implement school-wide behavioral norms.
  o Provide needed training, support and backup to teachers in positive classroom management.
  o **Have an improved learning and social environment based on the widespread and consistent application of new school-wide behavioral norms.**
  o Experience a reduced rate of behavioral disturbances in classrooms and school premises.

➢ Teachers will:
  o Know the basic principles of classroom management based on positive reinforcement of behavioral norms.
  o Believe they are capable of managing a classroom without VAC of any kind – physical, emotional, psychological or verbal.

- o Believe that they are making an essential contribution to the development of healthy future generation through modeling non-violent behavior management to students and parents.
- o Learn and try at least one new positive classroom management technique.

➢ Students will:
- o Know the new school behavioral norms.
- o Be able to explain how the school behavioral norms are expressed in the classroom, halls, bathroom and playground.
- o Follow the school behavioral norms both in class and outside of class.
- o Believe that they have a voice in the school through a student government that represents their needs and preferences.

➢ Parents will:
- o Be aware of the school-wide behavioral norms and classroom management approach of their children's teachers.
- o Support their children in following the school-wide behavioral norms in and out of the classroom.
- o Know the negative effects of all forms of VAC.
- o Believe that VAC, in school or at home, is harmful to their children's development and present and future health and wellbeing.
- o Believe that non-violent discipline is possible at home.
- o Express interest in learning non-violent discipline techniques to use at home.

VIII. Action Plan

Note that 1 and 2 are action steps to be taken by MoESY at the central level to plan and support communication to the other levels.

A team within MoESY should be formed to carry out the following planning steps to implement the strategy:

1. Develop Universal Behavioral Guidelines (UBGs) for all Albanian schools and disseminate them to school and the public.

The 3B's formula (Be Safe, Be Respectful, Be Responsible) is widely used in U.S. schools. Some schools also add Be There and Be Ready. The UBGs are the basis for a positive school culture and positive classroom management.

1.1 Develop a culturally and linguistically appropriate equivalent for Albania.

A team from MoESY should decide on appropriate UBGs and appropriate wording for Albania.   A literal translation of the 3 B's might be:

- o Ji i sigurt,
- o ji i respektueshëm,
- o ji përgjegjës

However, a different formulation might work better for Albania. The essential is to agree on a limited number of principles of behavior that work equally well for adults and for children and can be applied in all situations and are stated in simple, easy-to-remember words.

1.2 Engage a creative agency to develop posters of the UBGs for teachers and students at all levels.

Posters should be attractive, colorful, simple and clear representations of the UBGs. Different posters should be developed for the different school levels (pre-primary, primary and low secondary) and for teachers. All drafts of posters should be pre-tested with a sample of the target audience before being accepted by MoESY and produced. (For a collection of posters for the 3 B's, see Appendix A.)

1.3 Develop a social media platform for the UBGs, for example an administered Facebook page or website, updated regularly.

A social media or online platform for the new program is essential to give the public and the media, as well as teachers and school administrators, a source of correct, consistent and accessible information on the UBGs and their importance in establishing a positive school culture approach. This can be done via a website, a Facebook administered page, or by posting regularly on the Facebook page of a partner, such as UNICEF Albania. This

platform, which can be used by parents as well as teachers, will be important for the reach and continued momentum of this program.

Note that a Facebook page is easier to maintain and update than a website and needs less technical expertise. It also offers the possibility of a managed viewer response, including questions and audience feedback. There are also no hosting costs for Facebook. Updating it can be included in the job description of a MoESY staff. (Examples of Facebook pages are included in Appendix A)

1.4. Disseminate the UBGs to schools and train schools in how to use them.

The dissemination of the Guidelines should be done through the usual MoESY channels and an effective training plan developed. Hold meetings with school administration, starting with heads of administration. Their support is essential for the UBGs to be accepted.

1.5 Publicize the UBGs and the campaign for a Positive School Culture to the public via mass media.

Use mass and social media to sensitize parents to the positive school culture approach and begin to link it to positive discipline in the family. This could include an initial press release, articles in newspaper, coverage on TV and radio, talk shows with the participation of MoESY, etc.

1.6 Invite schools to produce their own media about the UBGs, for example using song, video, posters or other media, and share them via the social media platform.

Invite schools to produce original media about the UBGs and share entries via the social media platform (website or Facebook page). This should be an ongoing invitation with no deadline, not a contest. It is better not to make this a contest with a winner as this may be discouraging to others and lead to a negative reaction, but especially good creations can be adopted by the campaign. (Examples of a song and a student-produced video about the 3B's are included in Appendix A.)

2   Develop a positive classroom management protocol, training curriculum and tools for teachers, adapted from the Positive Behavioral Interventions and Supports (PBIS) methodology.

PBIS is well recognized as an effective approach for school and classroom management, focusing on establishing and reinforcing norms of positive behavior, rather than on pointing out and punishing negative behaviors. Positive classroom management approaches are key to the elimination of VAC in the schools.

Because PBIS is a management tool, not a discipline tool, it covers all students, and is implemented across the entire student body. This is sometimes called School-Wide

Positive Behavioral Interventions and Supports (SWPBIS). (See Appendix B for a more detailed description PBIS and numerous resources for this approach.)

2.1 Designate a team at central MoESY level to study PBIS methodology in depth and decide which elements are most suitable to Albanian schools.

PBIS has become a technical specialty in the US, with volumes of written materials, trainings, websites, etc. It is not necessary to master all of these to begin to implement the PBIS principles; instead, a small team at the central MoESY should study the PBIS approach and determine which elements are most appropriate and essential for beginning to implement it in Albania. A good starting point for designing a version of PBIS suitable for Albania would be https://www.pbis.org/school/swpbis-for-beginners. (See description, diagrams and examples for PBIS, as well as other resources in Appendix B.**)**

2.2 Develop a collection of techniques for handling behavior problems for targeted and intensive situations (levels 2 and 3 of the PBIS pyramid) for teachers to choose from.

The workshop in July 2018 revealed a rich supply of national expertise for the development of intervention options for levels 2 and 3 of the PBIS pyramid (targeted and intensive responses.) Interviews and focus groups with teachers also showed that teachers like to have flexibility in how they handle their classrooms. For this reason, this collection intervention techniques should stress flexibility and the teacher's right to choose the technique s/he finds best. Workshop participants also had expertise in positive discipline to share. MoESY should assemble a team of national education experts to develop a collection of intervention options for behavior problems.

This team should begin by examining the New Ways of Discipline (NWD) and PEET protocol and choose those that are consistent with the PBIS model, as well as adding ideas from their own and other educators' experience and research. The PEET (Pause, Enquire, Engage, Take Action) model got mixed reviews from teachers. Some liked it, especially as it helped them moderate their a method for moderating their own reactions to a classroom crisis.[9] A useful resource is http://www.pbisworld.com, a collection of intervention responses specific for different behavior problems, tiered for mild, moderate and severe behavior.

The collection should be updated often with new techniques, including ideas submitted from teachers in the field. It should be stored in an on-line cache available to teachers

Schools should also be encouraged to print out a copy for the teacher's resource center.

2.3 Develop a monitoring and measurement tool for teachers to use to keep track of classroom behavior.

[9] See "Story Two: UNICEF introduces preventive programmes to reduce violence in schools" from Final report to Sweden National Committee for UNICEF. UNICEF Albania Country Office: June 2017.

PBIS is data-driven, so schools need a standardized self-assessment monitoring tool teachers can use to record the frequency of positive reinforcement vs. corrective discipline. This data is gathered and analyzed by the school administration to see where additional support or changes in the school are needed.

Many such tools are available, or they can be developed by the MoESY. A tool often used in US schools is Kickboard, computer software that standardizes teachers monitoring and allows the school to make whole-school adjustments as needed in their implementation of PBIS. (see https://go.kickboardforschools.com)

2.4 Develop training curricula for PBIS at two levels.

The MoESY should develop two training curricula: first, a master training in PBIS, including training of trainers (TOT), suitable for those who will train and mentor others in the PBIS approach, and second, a target training for all teachers who will use the PBIS approach in the classroom. For help in developing these curricula, training materials are available on line and can easily be adapted to the Albanian situation. A good starting place is: www.pbis.org/training. Both curricula should be as participatory as possible, not relying on PowerPoint presentation only, but giving ample opportunities for small group work, discussion, problem solving and questions**.**

Both trainings should include information on VAC and its negative effects (the ACE studies), stress that violence is equally harmful to children, whether at home or at school, and explain how this is the basis of this positive classroom management protocol.

2.5 Develop District-level PBIS Support Teams, and give them training in in PBIS methods and training techniques.

The Support Teams should be composed of teachers, staff members and school psychologists from different schools. They should receive initial training in PBIS in depth as well as TOT. They will be responsible for disseminating the PBIS approach, training and teachers throughout their districts, and supporting them with upgrade trainings or mentoring as needed.

2.6 **Develop a handbook for teachers to accompany the trainings**.

The handbook should cover the Universal Behavioral Guidelines, PBIS classroom management guidelines, examples of problems solved through targeted or intensive interventions (levels 2 and 3 of the PBIS pyramid), answers to frequently asked questions, and links to online resources.

The handbook should be pre-tested with a sample of teachers prior to the trainings. Ideally it will be printed and copies will be distributed to all teachers during the trainings. If this is not possible, it may be accessible to teachers online.

2.7 Foster networking and sharing among teachers in PBIS, both nationally and internationally.

Workshop participants and teachers interviewed expressed a desire for more networking opportunities both within Albania and other countries, particularly the Balkans, Scandinavia, US, and Australia. Workshop participants noted that law provides for teachers' networks and these were set up under the Regional Education Directors' aegis, but that they needed to be supported with additional training. MoESY should develop a means by which good classroom management strategies and techniques could be shared by teachers (a "positive deviant" approach).

For networking internationally about PBIS, a system of "sister-schools" could be set up with US schools where PBIS is widely used. Sister schools form connections between administrators and teachers to share information and ideas. Once a sister school relationship is set up, regular Networking meetings could be held by video conferencing, via email, or on a designated Facebook page. There is apparently already at least one sister city relationship in Albania, according to Sister Cities International (See Appendix C for links.) In addition, several Facebook networking groups already exist for sharing of PBIS ideas, and Albanian teachers could join them. (See Appendix A)

2.8. Institute a certification program for schools who successfully implement the positive classroom management approach.

Develop criteria for Safe, Respectful and Responsible Schools (positive wording is suggested instead of Violence-Free Schools.) Reward schools that meet the criteria with certificates or trophies in an annual recognition ceremony. Awards should be made and renewed on a regular basis.

3 Communication Campaign for School Staff and Teachers

The following communication activities are proposed for school staff and teachers in each participating school.

3.1 Hold a school-wide orientation and training in the Universal Behavioral Guidelines (UBGs)

The UBGs are the essential anchor for the positive school culture. A meeting should be held with all teachers, ideally at the end of the previous school year, to present the UBGs and explore how teachers can apply them personally and with their classes. The UBGs become a fundamental part of the class for every subject.[10]

It should be made clear to all that the UBGs apply to teachers and school staff as well as students. Teachers should go through the same exercise they will lead their classes in,

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[10] For example, in teaching a work of literature, the teacher may ask if the characters in the story reflect those qualities.

answering questions such as "How can I take care of safety in the school?" "How can I be responsible as a teacher?" "How can I show respect to my students and colleagues? Respect for students' learning, development and differences, is an important hallmark of a positive school culture. Students who do not feel respected will not respect their teachers or each other. All VAC is ultimately a sign of lack of respect for the child. (For an example, see the Case Study in Appendix B.)

3.2 **Train all teachers in the positive classroom management approach.**

Teachers in all schools should be trained directly by the Regional or District PBIS Support Teams in the Guidelines and PBIS protocol, if possible. Even if this means trainings are large, more direct training will help maintain the quality of training and make sure the new approach is consistently taught across all schools. If this is not possible, District support teams may train the PBIS Leadership Teams, who may the be responsible for teacher trainings at each school.

Trainings may be held with all the teachers in a school, or even with two or more schools together, to foster future networking. Even if they are very large, these trainings should not rely on PowerPoint presentation alone. They should always include small group work, discussion, problem solving and plenty of opportunities for questions, to allow teachers to form positive attitudes both about the new approach and about their ability to implement it. Upgrade trainings, discussion and mentoring should take place as needed throughout the semester.

3.3 **Establish PBIS Leadership Teams in each school to support and guide teachers in implementing the Universal Behavioral Guidelines and PBIS approach.**

Following teacher training, a PBIS Leadership Team should be formed from among the staff and the teachers in each school. The team should have strong administrative support and school-wide representation, including teachers from different grades and subjects, the school psychologists, and administrative and support staff. The team may also include a parent representative. At the high school level, there should be at least 1 student representative on the Team.

The PBIS Leadership Team will remain in close contact with the Regional or District Support Team trainers throughout the school year for ongoing mentoring. They are primarily responsible for following up on initial training, and for providing support and guidance in implementing PBIS to all teachers in the school. Teachers can call on the PBIS Leadership Team during regular teachers' meetings or make appointments with them for mentoring. PBIS Leadership Team will need some compensatory time to cover these extra duties.

3.4 **Set up a Positive Classroom Corner to store teachers' resources for the new approach.**

Borrowing from the COMBI corner, each school should set up an area in the teachers' resource area dedicated to the positive school culture and positive classroom

management approach. Posters with the UBGs, spare copies of the teacher's handbook and other training materials, behavior monitoring forms, and a printed copy of the collection of interventions for targeted and intensive behavioral problems should be located there, as well as a desktop computer and list of online resources. The corner should double as a resource center and a venue for conversations about positive school culture and the positive classroom management approach.

3.5 Teachers plan how they will implement PBIS in their classrooms, choose a recognition system and select interventions for targeted and intensive behavior problems.

PBIS is designed to allow teachers freedom to design their classroom management system themselves, as long as it follows the positive classroom management approach. Teachers should review the handbook, look at resources and examples, then design a matrix of expectations and choose a recognition/rewards system as well as interventions they intend to use for targeted and intensive behavior problems. (See Appendix B for more information, examples and links to resources.)

3.6 Conduct regular teachers' meetings to discuss progress under the new approach, share tips and solve problems.

Building on the "coffee chats" conducted under COMBI, teachers should meet frequently to discuss the new classroom management approach, share experiences and problem solve together. One of the methods teachers could use during these coffee chats might be the WANDA method, a method that aims to support professional group self-reflection. It can be organized within a team of practitioners/teachers that work together, or by creating a group from different institutions, that want to reflect on their practices. The goals of using this method are: to create professional development regarding the positive discipline methods; to increase and rediscover appreciation towards the work (motivation) and towards the people involved (children, colleagues, parents, yourself, community); and to build positive practices that can deal with the increasing diversity in society through appreciation and critical self-analysis. The WANDA method is well suited to the creative of a positive school culture as it emphasizes self reflection and appreciative inquiry, rather than criticism and competition.

Most US schools using PBIS hold weekly teachers' meetings, bringing together the teachers by school level. Teachers are given time off classes for these weekly meetings. It is suggested that meetings be weekly at the outset, perhaps changing to every two weeks as the new program becomes familiar. They should never be less than monthly.

In many US schools, PBIS meetings follow strict guidelines. Although problems with classroom management are freely discussed (as well as successes shared) individual students are not named during these discussion, to avoid labeling and possible future discrimination (known as the "Pygmalion Effect.") The goal of these meetings in to help teachers strengthen their management techniques through sharing experience in a climate of mutual support, sharing and solving problems and recognizing and celebrating successes.

3.7 Recognize teachers' successes and innovations with acknowledgement and rewards.

Teachers also benefit from positive reinforcement. In many schools, teachers' innovations, extra work and successes are celebrated in by small rewards and signs of recognition, ranging from flowers, cookies or balloons, or a chance to relax or take a walk during a class while someone from administration substitutes. Some rewards are for the class as a whole – for example, a movie and popcorn for the class -- making students and teachers allies in earning recognition for their good work.
(For a list of possible teacher rewards and incentives used in US schools, see https://www.pbisrewards.com/teacher-incentives/ . For an example of a teacher's reward, see https://twitter.com/KateAshmore/status/864625148854509568

4 Communication Campaign for Students

The following communication activities are proposed for students

4.1 Hold a whole school assembly to inform students about the UBGs in an assembly at the start of the year.

A whole-school or whole-grade assembly should be held, led by the Principal, to present the positive school culture approach and the UBGs. Ideally this would be done both at the end of the school year, to prepare students emotionally for the coming school year, and then again in the fall, when the new school year open. The announcement should be made with enthusiasm and involve the highest levels of leadership. It should be clear that the UBG are school-wide goals for students, staff, and teachers alike. Students should be given some ideas of how the positive school culture will affect them, in the different school settings. Students should also know they will be discussing the UBGs in their classrooms as well.

4.2 Decorate school halls and classrooms with UBG posters.

Teachers and students prepare their classrooms with posters and other decorations, representing the UBGs before the start of school.

4.3 Students discuss how to apply the UBGs in different classes and school settings.

Teachers lead discussions in each class, asking students for their ideas for how the UBGs can be applied in that class. There are no right and wrong answers for this questions as long as the answers are thoughtful and sincere. If students are resistant to the idea, teachers need to persuade them that life will be much pleasanter for everyone. For younger grades, students may do an art project illustrating the UBGs, to decorate the class or the hallways. This discussion should be repeated as often as it can naturally be brought up.

4.4 Students learn about PBIS rewards and collaborate on choosing them.

It is not necessary to explain to students how the PBIS classroom management system will work; they will notice. However, PBIS' focus on positive reinforcement means that students will get rewards for good behavior. The teacher may offer a short list of possible rewards and let them choose, either individually, or as a class. Rewards can be tokens such as stars of stickers, privileges such as leading the class out to recess or having a special chair for a day. They can also be tangible, treats or token gifts. Experience shows that children may particularly like rewards involving attention (hot chocolate with the principal). Some rewards are for the whole class – a special outing or snack. Grades are never used as rewards. The PBIS system is focused on behavior.

Rewards are never given competitively under the PBIS system – it is not a matter of choosing the "best student" to reward. Instead, students are rewarded for their own growth. For example, a first grade boy who has a hard time staying in his chair may get a reward when he does. A shy high school girl may be rewarded for speaking up. Teachers set these goals for students individually and discuss them with the students individually

4.5 Students fill out monthly School Climate forms to monitor the effects on the school social environment.

Monthly School Climate surveys assess the students' sense of the present school climate by asking students "How much did you like coming to school this week?" The form uses a Likert scale (0 to 10) and may specify different aspects of school life. For example: classroom, school yard, overall. Students rank their answers from 1 to 10 and fill out the answer to "Why?" in their own words. The forms are anonymous and are collected schoolwide to give an overall assessment of the school climate. They should not be collected on the class level or used to judge the success of individual teachers in implementing the PBIS approach.

The first School Climate form will ideally be given out to students before the start of the program, ideally at the end of the previous school year, or, if this is not possible, at the very beginning of the school year in which this program is implemented, to serve as a baseline. In that case, students will be asked "How much did you like coming to school last year."

4.6 The student council is upgraded and given an active role in school affairs.

Students in focus groups complained that student council did not really represent them, and that teachers chose the representatives from among their favorites. At the same time, they complained about the lack of interesting activities in the school. This shows that student councils are not doing all they can for the schools.

The student council is meant to bridge the gap between students and the school administration in three important ways. First, it helps those students who are on the council to develop leadership skills and an increased sense of responsibility through contributing to whole school decisions. Second the student council should work closely

with the administration in implementing the UBGs and monitoring the school climate. For example, the student council can function as key informants to assess students' level of satisfaction with the school. Finally, the student councils can enrich school life for students by organizing a variety of opportunities, ranging from service and meaningful involvement in the greater community to pure fun.

There is no reason to limit council representatives (sometimes called Senators or Governors) to one per grade level. In a large school, there can be several for each grade, and they should meet frequently enough to have a meaningful role in the school. Elections should be fair; student council representatives should never be selected by teachers or be chosen for their good grades. They should be chosen by students as fellow students who can speak for them all.

School councils should have a regular mechanism for reporting to the student body, and one by which other students can contribute ideas and feedback to the school. Student councils can have an important role in enriching the school experience and reinforcing the UBGs and positive school culture. For example, councils can write and produce student-to-student brochures, conduct student opinion surveys, and support and monitor a student "suggestion box."

Student councils also can organize and sponsor special interest clubs, lunchtime or after-school music, performances or special "dress up" days that make the school environment more friendly and fun, improving student morale, while not interfering with classroom learning goals. All student council sponsored activities should be planned by students, with approval by the administration and support from the student council's faculty advisor(s) who should provide friendly oversight, while letting the students take the lead in planning what would enjoy. (See Appendix C for student council resources and ideas from students.) [11]

5   Communication Campaign for Parents and the Community

5.1 Continue and expand the School as Community Center (SACC) program

The School as Community Center program has proven to be very well received where it has been implemented, in spite of some challenges, and it should be continued and expanded. The difficulties and recommendations are spelled out well in a 2015 assessment. [12]

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[11] Experience shows that a student-council events and increase students' enthusiasm for school. Some schools hold a monthly "dress up" day allowing students to express their creativity in their dress, for prizes or just for fun. Examples from the consultant's son's California high school are: Hawaiian day, Wear a Tie Day, Everything Backwards Day, Pirate Day, Vampire Day, and Wear Your Pajamas to School Day. Students meet at lunch for a costume parade, sometimes with refreshments and prizes for creativity.

[12] Albanian Social Services Association. Report on Assessment of Implementation Process of the Initiative "School as Community Center. UNICEF, 2015.

The chief benefit of this program to this strategy is in the opportunity it offers to bring parents together for information, discussions or classes on non-violent parenting, based on parents' interest. In addition, the School as Community Center allows continued opportunity to showcase the positive school culture and students' work, build ties between parents and school, and hold activities that link to the school's mission.

SACC work should continue based on insights from the 2015 assessment. The start of year meeting with parents is a good opportunity to review the SACC, gather parents' needs and wishes, and explore the interest in positive parenting information and training.

5.2 Hold a parents' meeting at the start of school to introduce the positive school culture and positive classroom management system. Follow up with progress reports at successive meetings.

The Ethics study found that many parents do not attend school meetings but treat them disdainfully, modeling lack of respect for the school to their children. This initial meeting is an important first step in rebuilding communication with parents on a new and better basis. Because it is so important to get parents on board to reinforce the positive school culture, it is worth it to make some special efforts to get them there. Refreshments, an interesting speaker, a lucky draw or some other tactic may be used to induce the parents to come.

At this meeting, a presentation should spell out what will be expected of students, and how the parents can support them and contribute to the school. Respect and appreciation for the parents should be modeled during the meeting by the school administration.

Ideally this meeting will be held at the beginning of a school year, allowing a fresh start. Time should be given to questions, allowing parents to explore their attitudes toward the new approach. Parents should also be surveyed about what they need from the school and what they would like to see included in future parents' meetings.

5.3 Give parents a school calendar with embedded reminders of the new positive school culture approach, UBGs and new positive classroom management system, as an aide memoire.

Experience suggests that an attractive school calendar, featuring the school schedule and important school events is more than worth its cost to the school in terms of parent involvement. The calendar should be attractive, visually enticing, illustrated and easy to read so that families will post it and look at it often. It should have embedded messages about the positive school culture, the UBGs, and the negative consequences of VAC, as well as practical hints about non-violent discipline. It should

be prepared at the time of scheduling, perhaps around March or April, and given to parents at the first school meeting, in September.

5.4 Develop a brochure and a presentation on the negative consequences of VAC and the benefits of positive parenting to stimulate parents' interest.

Parents are strongly motivated by the desire to see their children succeed in school and in life. Experience shows that most parents are not familiar with the research on the negative consequences of VAC on the child, from harm to the developing brain and lower academic achievement to a lifelong increased risk of most "lifestyle" diseases, substance abuse, relationship problems, and even a greater risk of suicide. Parents who hear this information often react very strongly, with guilt and self-recrimination, or with denial. For this reason, it is important to combine information When parents hear about the Adverse Childhood Experience (ACE) research, they often react with guilt or denial. For this reason, it is important always to combine this information with an offer of training in positive parenting, or at least a link to parenting resources online.

The School as Community Center initiative presents an opportunity to offer positive parenting inputs to the community, through talks, an ongoing class, or counseling. One formula that has been found to work well elsewhere is a regular parenting discussion group, facilitated perhaps by the school counselor.

5.5 Look for affordable mass and social media to begin media positive parenting campaign.

A full-scale mass media positive parenting campaign for the general public needs a communication strategy of its own, however, there are some ways of "piggybacking" on the activities in this strategy to introduce the subject of positive parenting to the public. It is important to be careful about stimulating a demand you cannot fill. It is important to be prepared with links and resources to satisfy the desire to learn more about positive parenting.

One possibility is to revisit the media channels used by the MoESY to introduce the positive school culture effort (see 1.5). TV and radio talk shows may be interested in updated reports on the positive school culture innovations, and this is an opportunity to open the subject of positive parenting.

A second possibility is for students to respond to the MoESY' invitation to produce their own media about the UBGs and positive school culture (see 1.6.) There is a direct link between the UBGs and good parenting. Classes at secondary level particularly may be interested in the topic of parenting, since they will soon be parents themselves. Videos and songs can be circulated at low cost on platforms such as YouTube, Facebooks or other social media channels. Posters can be circulated via Instagram or other social media, or displayed as an art exhibit in public places. An example of a very simple, low budget but effective positive parenting video can be seen at https://www.youtube.com/watch?v=hyYZaoWOfoM

IX. Evaluation

The strategy will be evaluated in several ways:

1. **Outcome Evaluation**:
   a. Indicator 1: % of schools who adopt UBGs.
      i. Evidence: school-wide communication including initial assembly, posters in hallways and classrooms, and discussions at individual class level.
      ii. Methodology: Records kept by school administration based on observation and survey of all teachers.
      iii. Baseline: Since this approach is new, baseline is 0.

   b. Indicator 2: % of teachers who apply PBIS classroom methods.
      i. Evidence: Records of classroom interventions
      ii. Methodology: Records kept by school administration, based on observation and weekly reports by all teachers.
      iii. Baseline: Since this approach is new, baseline is 0

2. **Impact Evaluation**:
   a. Indicator 1: Change in school climate as perceived by students
      i. Evidence: Students' assessment of school climate
      ii. Methodology: School Climate Forms filled out monthly by all students; qualitative assessment by student council.
      iii. Baseline: The levels assigned by students in the initial School Climate Form (before the program or at the beginning of the program.)

   b. Indicator 2: Change in classroom management
      i. Evidence: Records of classroom interventions showing changed ratio of positive to corrective interventions.
      ii. Methodology: Records kept by school administration, based on weekly reports by all teachers.
      iii. Baseline: The ratio of positive to correction interventions shown in the first teachers' reports of the school year where PBIS is implemented.

X.   Risks, Assumptions and Mitigations

Assumption 1: Teachers want to have a friendly, stress-free classroom experience where students agree and cooperate with the goals of learning, so they will welcome the positive classroom management approach and make the effort to adapt their classrooms to it.

Risk: Some teachers may not be able to adjust easily to the new positive classroom management approach. Some may like it in theory but may dislike having to change their classroom management habits, resenting the extra work involved. Others may feel threatened by what they see as a loss of control, as they give up harsh disciplinary methods. Still others may fear that students will take advantage of them if they are "soft."

Teachers may feel that academic achievement is all that matters; they may not see the importance of teaching behavioral norms or the benefits of positive reinforcement.

Teachers with negative attitudes may talk about these innovations cynically with each other or, worse yet, with their classes, saying things like, "We know we are *supposed* to be positive, but…" Such teacher resistance could slow down the movement toward a positive culture, model nonacceptance to the students and generally and act as a brake to others' efforts.

Mitigation: Teachers must be convinced that this approach will make their jobs easier, not harder, so it is worth the effort to learn it. They must be shown that focusing on positive behavior brings classes into alignment. In a positive school culture, students and teachers are seen as partners in the effort to help the students learn.

Case studies and testimonials from teachers who use this approach in the US or other countries can be provided. For example, many teachers interviewed in the US in the preparation of this strategy say they don't have discipline problems. This is true not only because positive classroom management strategies work, but also because the teachers look at behavioral issues differently. A child who acts out in class is seen as a call for a targeted intervention, not a "discipline problem." This shift in perspective benefits everyone.

Assumption 2: Students want to learn in an enjoyable atmosphere, and they will welcome the opportunity to improve the school and classroom culture.

Risk: Students, particularly at the secondary level, may be cynical and negative and reject the positive culture approach as silly or juvenile.

Mitigation: A positive school culture may have a different feel for younger students and for older ones. After an initial whole-school meeting at the beginning of the year, students should be assembled by grade level or school level to discuss how the Universal Behavioral Guidelines (UBGs) will work at their age level. For example, "Be Responsible," for older students, means getting more responsibility for their own learning and more opportunities to influence the school. "Be Respectful" involves them getting more respect, as well as giving it. Rewards in the form of recognition may be given to students who model the UBGs. Adolescent respond positively to increased respect and personal power.

A more meaningful student council, combining responsibility with an age-appropriate amount of power to influence the school can help students feel that they have a voice in the school.

Assumption 3: Parents would like their children to have good school experiences and will welcome the shift to a positive reinforcement classroom management model.

Risk: Parents may feel the school is "going soft" and demand more traditional, authoritarian discipline for their children with harsh punishments, even physically violence ones.

Mitigation: Parents need two types of knowledge to shift their lingering traditional cultural attitudes about harsh punishment. First, they need to know that research shows that schools run under a positive culture approach show better results not only in terms of discipline but also in learning achievements. Data can be provided during the initial parents meeting and sent home in the brochures explaining the positive culture approach.

Second, parents need information about the long-term negative effects of VAC, to begin to realize that violent discipline hurts their child's life-long health prospects, as well as the development of the brain, learning capacity, and achievement. The Adverse Childhood Events (ACEs) study and many others show this. This information, part of a long-term shift away from VAC in the home, can be offered to parents through discussion groups, classes or counseling, through the School as Community Center program.

XI. Theory of Change
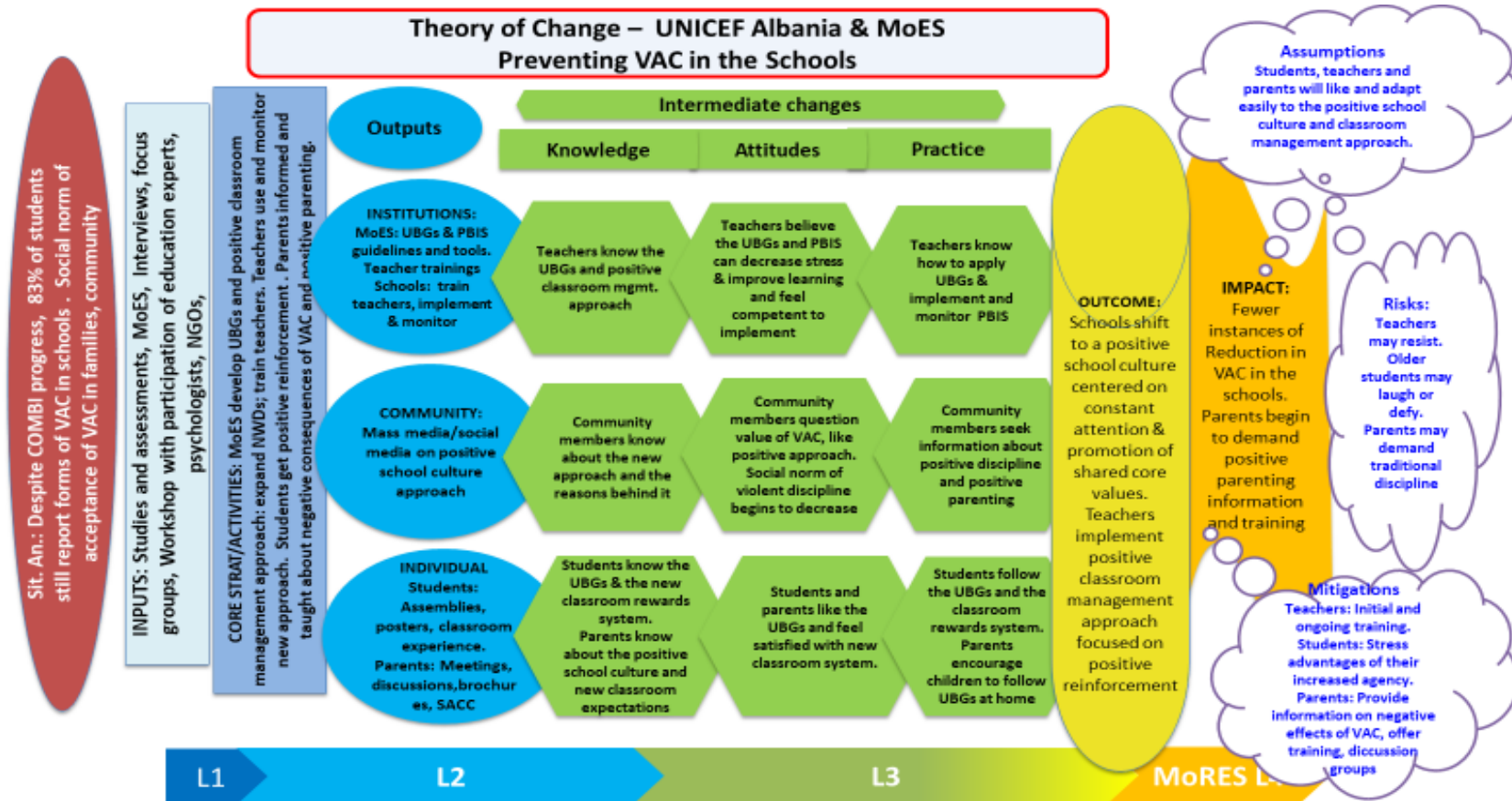
XII. **Implementation Plan** *Note: This implementation plan assumes a January start date for the project and a September start date for the school year. UBGs are designed to be introduced during the spring of 2019, along with teacher training for PBIS, however PBIS is not expected to begin to be implemented until the fall of 2019. If the project start date is delayed or advanced the implementation plan should be adjusted accordingly.*

Activities by month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16				
1. MoESY develop Universal Behavioral Guidelines (UBGs) for Albanian schools. (Note: It is assumed that October 2018 through July/August 2019 will be used for preparations and training and that the program will begin in the schools in the fall of 2019)																				
1.1 Decide on UBGs	X	X																		
1.2 Hire creative agency		X																		
1.3 Develop social media		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
1.4 Train schools UBGs		X	X	X	X	X	X	X	X											
1.5 Mass media on UBGs		X																		
1.6 Invite schools to create original media on UBGs					X	X	X	X	X	X	X	X	X	X	X	X				
2. MoESY develop positive classroom management protocol (PBIS), training curricula and tools for teachers.																				
2.1 Decide on elements of PBIS	X	X																		
2.2 Collect techniques for classrooms (NWDs)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
2.3 Develop monitoring tools for PBIS		X	X																	
2.4 Develop 2 training curricula	X	X	X																	
2.5 Develop handbook		X	X	X																
2.6 Train District-level PBIS support teams			X	X	X															
2.7 Establish networks for teachers re. PBIS				X	X	X	X	X	X	X	X									
2.8 Give certificates to schools for PBIS success										X	X	X	X	X	X	X				

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Activity																		
3. Communication campaign for school staff and teachers.																		
3.1 Orient and train staff & teachers in UBGs			X	X	X	X	X	X	X									
3.2 Training for all teachers in PBIS			X	X	X	X	X	X	X	X	X	X	X	X	X	X		
3.3 Form PBIS leadership teams in each school			X	X	X	X	X	X	X	X	X							
3.4 Set up and maintain a positive school corner								X	X	X	X	X	X	X	X	X		
3.5 Teachers plan how they will implement PBIS			X	X	X	X	X	X	X	X								
3.6 Weekly teachers' meetings								X	X	X	X	X	X	X	X			
3.7 Recognize teachers' successes with rewards								X	X	X	X	X	X	X	X			
3.8 Set up and maintain teachers' resource corners							X	X	X	X	X	X	X	X	X	X		
4. Communication campaign for students.																		
4.1 UBG Posters decorate classrooms and hallways								X	X	X	X	X	X	X	X			
4.2 Whole school assembly about UBGs								X	X									
4.3 Students discuss UBGs in their classrooms								X	X	X	X	X	X	X				
4.4 Students help choose PBIS rewards								X	X	X	X	X	X	X				
4.5 Students fill school climate forms			X	X	X	X	X	X	X	X	X	X	X	X	X			
4.6 Student council revised								X	X	X	X	X	X	X				
5. Campaign for Parents and the Community.																		
5.1 School as Community Center initiative	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		

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5.2 Parents' meetings at the start of year & throughout							X		X		X		X		X		
5.3 Develop School Calendar with UBGs and VAC info			X	X	X												
5.4 Brochure and ppt presentations on VAC						X	X	X	X	X	X	X	X	X	X	X	X	
5.5 Use local broadcast media to talk about VAC, positive school culture and PBIS							X	x	x	x	x				X			
5.5 Schools develop media presentations on VAC and disseminate											X	x	X	X	X	X	X	

APPENDIX A: Positive School Culture – Examples and Media Resources

UBGs song https://www.youtube.com/watch?v=MU8OnYdVzbs
This lively video of an elementary school assembly shows a catchy song about the UBGs, Be Responsible, Be Safe, Be Respectful, and the arm and hand movements the students learn to go with it.

UBGs Video https://www.youtube.com/watch?v=HO-M_QpiG5o This short, comic video was made by elementary school students and their teacher. It contrasts positive and negative behavior in the classroom, hallways, bathroom and playground. The teacher plays the part of the "bad kid" (this means that no child ever models bad behavior, while we still see clearly what bad behavior would look like.) The constant repetition of the B's with a chant and visual cues ensures that viewers will remember them.

Sesame Street Video on Respect: Sesame Street's exploration of the word Respect**.** Note the participatory elements as children and adults are asked what the word respect means to them. https://www.youtube.com/watch?v=GOzrAK4gOSo

UBGs Poster Collection:
https://www.google.co.th/search?dcr=0&source=hp&ei=Ho2mW62BJomWsQWS8Y7ACQ&q=be+safe+be+responsible+be+respectful+poster&oq=Be+safe%2C+be+&gs_l=psy-ab.1.2.0l10.1758.13430..20318...4.0..1.336.2480.1j14j1j1......0....1..gws-wiz.......0i131j0i10.0k_vYoI-HV4
A collection of posters for all school levels from a variety of sources

Ministry Facebook Pages: https://www.facebook.com/moesingapore/ and https://www.facebook.com/MOEYIJamaica/
Some government ministries use Facebook pages to publicize events, share news, celebrate successes and communicate clear information and useful links to parents, teachers, students and the public. The Singapore and Jamaica pages are good examples.

UNICEF Albania FaceBook Page: https://www.facebook.com/unicefalbania/
Government programs in certain countries partner with UNICEF to host information about joint projects

PBIS Facebook Group: https://www.facebook.com/groups/14373730828/
This is a closed group, however it is easy to join. Members share tips and resources about how to implement PBIS.

A Regional PBIS Group: https://www.facebook.com/GaPBIS/
This open group posts articles and resources for teachers in the state of Georgia using the PBIS approach.
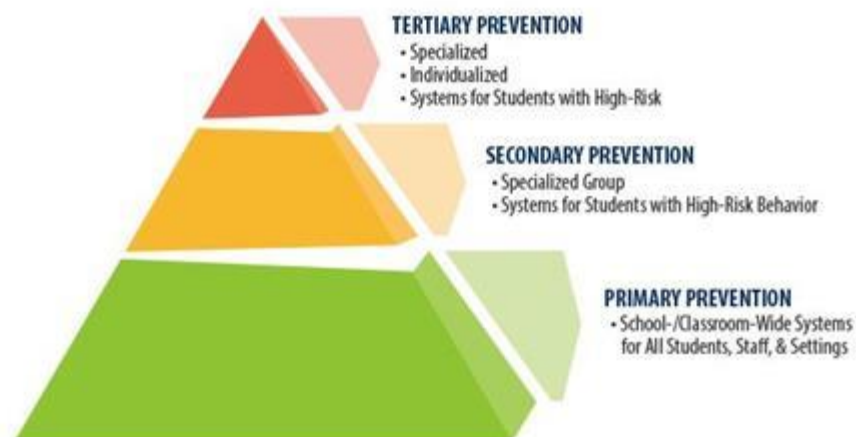
APPENDIX B: Information on PBIS

Positive Behavioral Interventions and Supports (**PBIS**) is a framework for teachers, administrators and parents used for encouraging good behavior in schools. Originally developed for students with disabilities, it was found to be so useful that it is now used will all students in schools throughout the US. With PBIS, students learn about behavior, just as they learn other subjects like math or science. The key to PBIS is prevention, not punishment. Studies show that with PBIS, school safety and positive behavior increase. Students get less formal punishment and also get better marks. The approach is highly regarded, has been praised by the National Education Association of the US and is mandated by law for special education.

> *"The most effective tool teachers have to handle problem behavior is to prevent it from occurring in the first place. Positive Behavioral Interventions and Supports (PBIS) programs help teachers recognize the significance of classroom management and preventive school discipline to maximize student success. PBIS strategies are critical to providing all young people with the best learning environment."*
>
> —Lily Eskelsen García, President of National Education Association

PBIS is usually diagrammed like this:

TERTIARY PREVENTION
- Specialized
- Individualized
- Systems for Students with High-Risk

SECONDARY PREVENTION
- Specialized Group
- Systems for Students with High-Risk Behavior

PRIMARY PREVENTION
- School-/Classroom-Wide Systems for All Students, Staff, & Settings

Note that these levels of the pyramid reflect how much of the teacher's attention and focus can be expected to go to these prevention efforts – often estimated at 80% – 15% – 5%. Note that these are descriptions of behavioral **situations**, not labels for the students themselves. PBIS avoids labeling of students.

Tier	Description of 3 Prevention / Intervention Tiers
I. **Universal –** **Primary Prevention** **80%**	Prevent the development of new cases of problem behaviors by establishing a high quality learning environment for **all** students and staff and across **all** settings (i.e., school-wide, classroom, and non classroom) through the establishment of a common set of goals (for example: Be safe; Be Respectful; Be responsible). These goals are negotiated with all the students in the classroom and shared with parents through community meetings, so that they can be reinforced at home.
II. **Targeted –** **Secondary Prevention** **15%**	Reduce the number of existing cases of problem behaviors that are not responsive to primary intervention practices by providing more focused, intensive, and frequent small group-oriented responses in situations where problem behavior occurs or is likely. These targeted interventions are generally conducted with the individual or small group of students whose behavior is inappropriate. The class as a whole is not involved and continues with the positive behavioral norm.
III. **Intensive –** **Tertiary Prevention** **5%**	Reduce the intensity and/or complexity of existing cases of problem behavior that are resistant to and/or unlikely to be addressed by primary and secondary prevention efforts by providing individualized responses to situations where problem behavior exists or is likely. Often these individual interventions happen outside of the classroom, with the support of the school administration.

There are many web-based resources on PBIS, both descriptive and instructive. A web-search using Google or another search engine will yield many. Here are a few descriptions and explanations of the PBIS approach to start with.

1. **NEA Policy Brief: PBIS is a prevention framework that works for all students.**

PBIS is a prevention framework that works for all students…. PBIS was developed as an alternative to aversive interventions used with students with significant disabilities who engaged in extreme forms of self-injury and aggression. PBIS is not a new theory of behavior, but a behaviorally based systems approach to enhancing the schools' ability to design effective environments that are conducive to quality teaching and learning. The National Education Association (NEA) views PBIS as a general education initiative, though its impetus is derived from the special education law, the Individuals with Disabilities Education Act (IDEA). PBIS improves the social culture and the behavioral climate of classrooms and schools which ultimately lead to enhanced academic performance.[13]

- NEA Policy Brief: *Positive Behavioral Interventions and Supports:*
A Multi-tiered Framework that Works for Every Student
National Education Association of the US

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[13] https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf

2. **PBIS: Why is it so important to focus on teaching positive social behaviors?**[14]

Frequently, the question is asked, "Why should we have to teach kids to be good? They already know what they are supposed to do. Why can we not just expect good behavior?" In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

> *"Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise, and power underlying PBIS…."*
>
> -Algozzine, Wang, & Violette (2011) George Sugai, Center for Behavioral Education & Research, University of Connecticut

3. **Core Principles of PBIS**[15]

- Every child can learn proper behavior.

- Stepping in early can prevent more serious behavior problems.

- Each child is different and schools need to provide many kinds of behavior support.

- How schools teach behavior should be based on research and science.

- Following a child's behavioral progress is important.

- Schools must gather and use data to make decisions about behavior problems.

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[14] Sunny Meza. Rim of the World Unified School District website, Blue Jay, California. https://www.rimsd.k12.ca.us/Page/78

[15] Andrew J.I. Lee. How Schools Can Support Positive Behavior. Understood.org. https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/pbis-how-schools-support-positive-behavior

4. How PBIS Works

In a school with a traditional approach to discipline, teachers may try to correct behavior through punishment. Here's a typical example:

A student sitting in the back of a classroom throws a spitball. The teacher reacts by scolding the student or sending her to the principal's office. After the student is punished, she'll return to class and be expected to behave. All students follow the same rules. Punishment is the same for any child who breaks the rules. If there's more bad behavior, the punishment might be increased.

By contrast, in a school using PBIS, the focus is on preventing problems. From the start, students learn about what behavior is appropriate, just like they learn math or science. Students are taught social skills, including how to act in different settings, such as the classroom, on the bus or with friends. They may learn through role-playing or through actual lessons. Staff at the school regularly praise kids for good behavior.

With PBIS, teachers look for minor issues and prevent them from becoming bigger behavior problems. Before a spitball is thrown, a teacher might notice the student who is craving attention. The teacher might address that need positively before it grows into a need to throw a spitball.

If a student acts out, the school creates a strategy to prevent the behavior from happening again. The strategy might include things like a break time to cool off or a peer mentor. The school may even provide training for parents.

The school follows the student's progress in managing behavior issues and may change strategy if something's not working. In PBIS, discipline is used, but punishment isn't the focus.

5. How to Establish and Maintain a School-Based PBIS Leadership Team[16]

The following are some steps to establish commitment and ensure that school staff supports PBIS on the school campus

- Establish a site-based PBIS leadership team with strong administrative support and school-wide representation, including grade or subject level representation, behavior professionals, and other support staff. May or may not include 1 parent. At the high school level, there should be at least 1 student representative.
- Principal agrees to be the "voice" of PBIS, leading and promoting the efforts, and allowing time for team to share ideas and get feedback from staff at staff meetings.
- Complete team, including principal, agree to be trained.

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[16] Rim of the World Unified School District website https://www.rimsd.k12.ca.us/Page/1427

- PBIS team meets twice monthly in first few years of implementation and then every 3-4 weeks thereafter to ensure fidelity of ongoing implementation and sustainability.
- PBIS team develops a healthy system of meeting including agendas, capturing and distributing meeting minutes, setting and meeting deadlines, analyzing data, and working offline between meetings to continue momentum.

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6 Web-based Resources for PBIS:

There are literally hundreds of web-based resources and examples for the various aspects of PBIS. Those listed here are only a sample. To find them, Google PBIS and whatever it is you are searching for (e.g. PBIS training high school, PBIS rewards, PBIS interventions, etc.)

Some general sites include:

https://www.pbis.org/

https://www.pbis.org/school/swpbis-for-beginners.

http://www.pbisworld.com

National Education Association website:
https://www.nea.org/assets/docs/PB41A-Positive_Behavioral_Interventions-Final.pdf

 PBIS: How Schools Can Support Positive Behavior:
https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/pbis-how-schools-support-positive-behavior

Some resources for specific issues:

https://go.kickboardforschools.com/LP_Q317-02_SLS_pbis-playbook?_ga=2.236632897.1799416059.1537675545-1793690559.1537675545
A description of steps a school needs to take to set up a monitoring system for tracking behavior for PBIS: *Free PBIS Playbook*: *6 Steps To A Positive School Culture –*

https://www.teamyou.co/pbis-data-management-system/
Overview of PBIS and introduction to data management

https://www.youtube.com/watch?v=aOZoqB_524o
Teacher training video in PBIS. Includes principles and examples.

https://www.youtube.com/watch?v=sveh2ysC2fM
Sample training in PBIS, powerpoint/video for elementary and middle school teachers.

https://www.youtube.com/watch?v=5lu61oc5Pss
Sample rewards for staff and teachers

https://www.youtube.com/watch?v=pgk-719mTxM
Week 1 Day 1 in a freshman High School English class using a PBIS approach – strict but playful

https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1247&context=ga
pbs Sample teachers handbook for PBIS in Middle School

http://www.txbehaviorsupport.org/Assets/hs-pbis-handbook-1.pdf   Sample   teachers
handbook for PBIS in High School

https://www.pbisrewards.com/pbis-incentives/
Very complete list of incentives/rewards for students at all grade levels under PBIS system

https://www.youtube.com/watch?v=5lu61oc5Pss
A simple reward system for both staff and students

APPENDIX C:

Other Resources for Positive Classroom Management

Positive Discipline:

http://unesdoc.unesco.org/images/0014/001492/149284e.pdf.
A useful resource for positive discipline in general is UNESCO's guidebook:
Positive Discipline in the Inclusive, Learning-Friendly Classroom Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments

file:///C:/Users/User/Desktop/UNICEF%20Albania/save%20the%20children%20training%20plan.pdf

Sister Schools:
http://sistercities.org/
This US based organization sets up sister-city projects linking US communities and those in other countries for networking and sharing. The program already has one project in Albania, according to their information.

https://sites.google.com/site/globalconnectednessineducation/sister-cities-sister-schools
This summary includes a link to a sister schools toolkit.

Student Councils:

https://www.blaineschools.org/Domain/10
Website of Carey School, Carey, ID

> "*Student Council is an organization conducted by students and supervised by adults. The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body. They help share student ideas, interests and concerns with the school wide community.*"

https://www.natstuco.org/about/
An association of student councils, helping student councils improve

http://www.catapultcamp.com/wp-content/uploads/2013/04/student-activity-ideas.pdf
This student-generated list of 100 things student councils can do was produced at a youth leadership camp. While some of the ideas are quite specific to US culture, this list may inspire creative thought about what would work well in Albania.

APPENDIX D

A Case Study in Positive Classroom Management – High School

An example coming from the students' focus group, conducted during the consultant's field trip, may illustrate how a positive school culture and a positive classroom management approach can subtly shift the relationship between teacher and students, benefitting both. Asked if they had experienced any violence from a teacher, one high school student told the following story:

As a teenager, one day during a class exercise, he closed his eyes to have a rest and clear his mind. His teacher approached him and said "Are you sleeping?" Taking this as a humorous question, the student answered, "Yes, I'm dreaming." The teacher angrily responded "I'm giving you an 8" (a failing grade.) The student was shocked; he felt he had been attacked and humiliated in front of his classmates. A hostile dynamic was established between them.

Telling this story some time later, the student was still upset by this memory. It struck him as extremely unfair. He felt it as a form of psychological violence, a power play, and that gave him negative feelings about that teacher and even about that school.

Under a positive classroom management approach, the teacher might have responded in several different ways. She might have shown concern: "Do you need any help with this exercise?" She might have empathized: "Looks like you need a break. Do you need to put your head down and rest for a minute or two?" Or she might have taken the student's little joke at face value, smiled and said "Well, I certainly hope you're dreaming about calculus, because we have a test tomorrow, remember?" The student would then have seen the teacher as a friendly person who was trying to understand and guide him, rather than discipline and punish him. These kinds of responses can make students feel at home and welcome in a class. The student might then has responded by asking for help, by taking a brief rest, or by smiling at the joke, and then, after a moment, returning to the task at hand.

This case study illustrates how 2 of the 3B's work in a classroom:

Be Responsible: All students, especially secondary students, are ultimately responsible for their own learning, for their physical needs (e.g. taking a brief rest if needed) and for their own grades. Rather than threatening a student with a bad grade, which is disempowering, a teacher can remind the student, in a friendly way, that he is responsible for his own learning, and encourage him to do whatever he needs to do to learn.

Be Respectful: Instead of pulling rank and threatening, attempting to understand the student shows respect both to him and to the classmates who witness the exchange. Respect is a two-way street. The student would most likely return that respect to the teacher through better cooperation with the class.

In a positive classroom management approach, everybody wins.

APPENDIX E: The Steps of Change Diagram

The Steps of Change

Who is your target audience?
What is the goal behavior?
What now prevents them?
What could motivate them?

What's Needed:
Social Support
Reinforcement
Expert skills and
knowledge
Support materials

What's Needed:
Successful
experiences
Praise/ reward
Recognition

What's Needed:
Access
Logistical support
Social support
Examples of success

Typical Barriers:
Failure
Problems,
Bad response, etc.

Advocate to others

What's Needed:
Persuasion
Evidence
Modeling

Typical Barriers:
Bad previous
experiences
Blamed by others,
etc.

Confirmed Change

Typical Barriers:
"*I'd like to, but…*"
High cost
No system in place
Lack of skills
Logistical problems
Opposition from
important others,
etc.

What is Needed:
Correct, complete
information from
any credible
source

Typical Barriers:
Low perceived risk
Negative images
Stereotypes
Beliefs
Social norms
Low self efficacy,
etc.

Trying

Decision to Try

What is Needed:
Exposure

Typical Barriers:
No facts
Incorrect facts
Incomplete facts

Attitude

Interpersonal
communication,
By trusted peers

Typical Barriers:
No awareness
No exposure

Knowledge

Barbara A. K. Franklin, PhD
All One Communication,
Based on Diffusion of
Innovations findings. 2002

Aware

Mass media,
external sources

Not Aware