

When I don't know my school: Reflections about school psychologists' role as part of a SWPBIS teams

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SWPBIS: School psychologists' role

Like in many countries, in Portugal, schools are dedicated to fostering safe and welcoming learning environments. However, one ongoing challenge faced by educators is addressing issues such as student aggression, acting-out behaviors, withdrawal, and insubordination. **Schools have turned to frameworks like Schoolwide Positive Behavioral Interventions and Supports (SWPBIS)** to tackle these challenges effectively, seamlessly integrating schoolwide prevention efforts with targeted behavior support practices. In recent years, with a growing emphasis on inclusive education, Portugal has recognized the SWPBIS framework as a valuable tool for enhancing schools' safety, inclusivity, and overall welcoming atmosphere. **School psychologists are central to the successful implementation of SWPBIS within Portuguese schools.** Their pivotal role, often serving as leaders within PBIS teams, cannot be overstated. Therefore, school psychologists **need to have specific knowledge about the SWPBIS model and a deep understanding of understanding of their schools.**

When I don't know my school? Reflections and questions

What role do these school psychologists have in their school related to behavior development? Is it **evidence-based**? Is it a **data-informed base**?

What role do these school psychologists have as part of **SWPBIS team**? Are they **leaders**? What **training** do they need?

School psychologists have the potential to lever up SWPBIS practices within their schools, however they need to be more intermingled in the whole-school practices related to topics such as behavior development.

What do school psychologists know regarding SWPBIS? The study



Explore school psychologists' reported **knowledge about SWPBIS** and about their **schools regarding SWPBIS's main features.**



375 Portuguese school psychologists

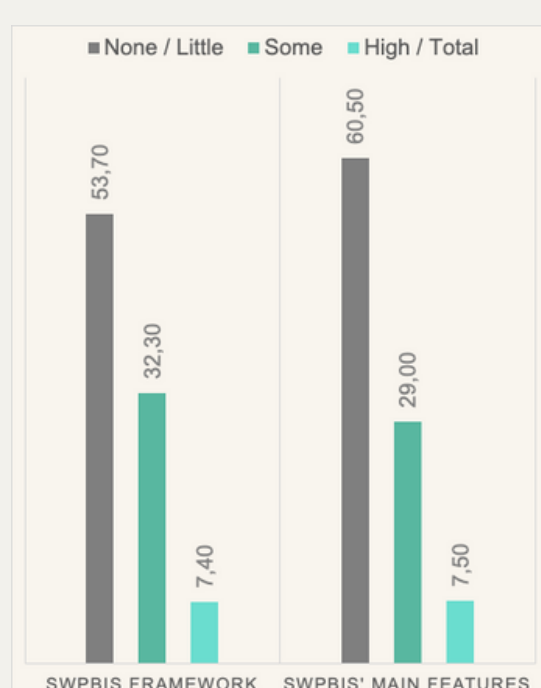


Positive Behaviors Practices Survey (PBPS): evaluates school practices to promote positive behaviors and knowledge of school psychologists regarding PBIS framework.

Preliminary results

60,5%

know nothing or little about SWPBIS's main features



9,6%

do not know if staff receive training related to SWPBIS



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