

Open Educational Resources about Behavior Management Models: final thoughts and related dissemination activities

Unidade de Apoio à Escola Inclusiva

October, 2nd September 2019

OUTPUT 2 “Open Educational Resources about Behavior Management Models”

1 Sep. 2017

31 March 2019

*“Collection of original **materials produced by the partnership** as educational materials to be spread during the specialization course”...*

“definition of the topics, methods, (...) of the most effective approaches in Europe to face the behaviors of concern at school”

Project knowledge base

Background necessary to teachers training.

Provided as an **Open Educational Resource**

OUTPUT 2 “Open Educational Resources about Behavior Management Models”



What do we have to deliver as an Open Educational Resource?

1. Teacher training course design

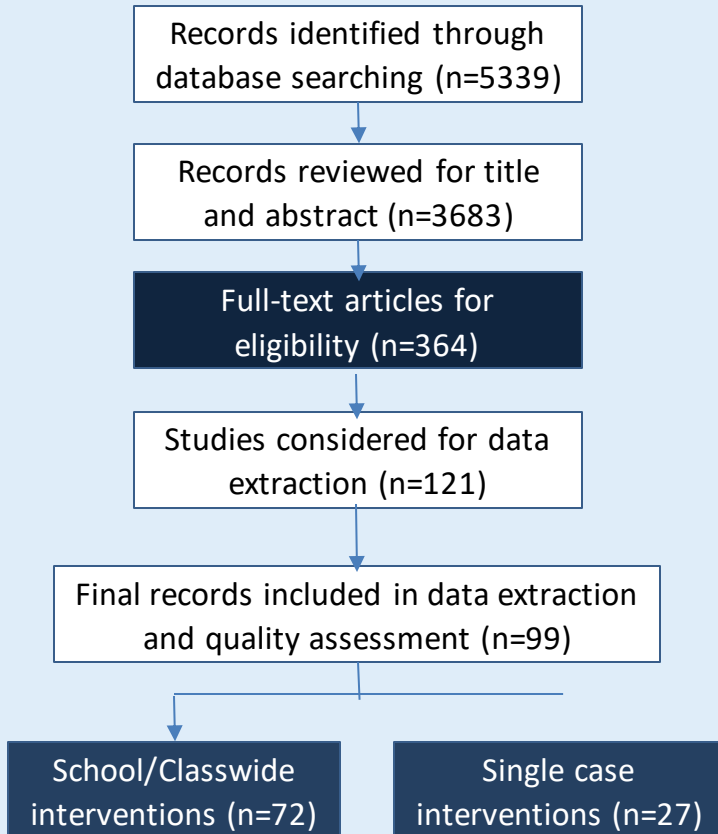


2. Systematic Review



3. Scientific production

2. Systematic Review



- **Keywords search in the following databases:** ERIC, Web of Science, FRANCIS and MEDLINE
- Study characteristics introduced in a grid of analysis

1. Teacher Training Overview

... about models of behavior management across Europe for the benefit of primary schools' teachers that can be replicated.

	Contents
Module 1 (SEBD and Functional Behaviour Assessment)	<ul style="list-style-type: none">• Understand concepts and terminology related to Social, Emotional and Behavioural Difficulties (SEBD) and the impact on education• Understand definition, characteristics principles and processes of Applied Behavioural Analysis (ABA)• Conduct functionally-based assessments of behaviours of concern and define the targeted behavior
Module 2 (Behavioral Intervention)	<ul style="list-style-type: none">• Understand that behaviours of concern can be modified through the implementation of: (1) antecedent-based approach; (2) consequence-based approach; (3) or by teaching replacement behaviours;• Understand specific behavioural techniques used to modify challenging behaviours.• Develop, monitor and revise behavioral intervention plan for targeted behaviours of concern
Module 3 (BEHAVE app and Classroom Intervention)	<ul style="list-style-type: none">• Understand the BEHAVE Application as support tool for monitoring behavioural assessment and intervention.• Use the BEHAVE Application to register the target behaviour• Create and maintain a positive classroom environment which will build positive attitudes towards learning and proactively reduce children's problem behaviours• Use effective management models to face behaviours of concern at school
Module 4 & 5 (BEHAVE app and working with cases)	<ul style="list-style-type: none">• Describe characteristics and implement schoolwide positive behavior support (SW-PBS) practices• Effectively use the BEHAVE app for the assessment and intervention with students with behaviours of concern

1. Teacher Training Course



Includes:

- Theoretical contents;
- Methodology (from theoretical presentation to independent practice);
- Exercises (workbooks used C1 and C2);
- Questionnaires for evaluating participants' learning (applied in C1 and C2) – and also for monitoring the teacher training course
- Pre-post-test comparisons of descriptions of FBA for the case brought by teachers; descriptions of FBA for Peter

1. Teacher Training – Evaluation data

- Questionnaires application in C1 and C2
- Pre-post test:
 - description of FBA for the case brought by teachers
 - Description of FBA for Peter

Entry questionnaire: assessment of participant knowledge

Open Educational Resources about Behavior Management Models
Teachers Training Course - Italy

*Campo obbligatorio



1. The acronym SEBD stands for: *

Contrassegna solo un ovale.

- ☐ special education for behavioral difficulties
- ☐ special education for behavioral disorders
- ☐ social, emotive and behavioral disorders
- ☐ social, emotional and behavioural difficulties

3. Scientific Production



Products of Dissemination Activities:

➤ Three papers presented at International conferences

Sanches-Ferreira, M., Alves, S., Silveira-Maia, M., Tosto, C., Chifari, A., Bilanin, S., Lo Salvio, N., McGee, C., Loureiro, A., & Merlo, G. (2019, January). *Intervenções sobre a gestão de comportamentos problemáticos de crianças e jovens com dificuldades sociais, emocionais e comportamentais na sala de aula: revisão sistemática*. Paper presented at the International Conference on Childhood and Adolescence - ICCA2019, Porto.

Alves, S., Sanches-Ferreira, M., Silveira-Maia, M., Tosto, C., Chifari, A., Bilanin, S., Lo Salvio, N., McGee, C., van Oort-Hall, M., Loureiro, A., & Merlo, G. (2019, June). *Disruptive behaviour interventions for children with socio, emotional and behavioural difficulties: a systematic review*. Paper presented at the International Congress of Education and Learning, Porto.

Sanches-Ferreira, M., Alves, S., Silveira-Maia, M., Tosto, C., Chifari, A., Bilanin, S., Compagno, F., McGee, C., Loureiro, A., van Oort-Hall, M., & Merlo, G. (2019, July). O efeito de intervenções baseadas na escola/turma na gestão de comportamentos problemáticos de crianças e jovens com dificuldades sociais, emocionais e comportamentais: revisão sistemática. Paper presented at the International Conference on Research in Education, Porto.

➤ One manuscript submitted to *Educational Psychology*

➤ One manuscript under preparation