



Co-funded by the
Erasmus+ Programme
of the European Union

BEHAViour management models across Europe

**Output 04: Behave survey about European
behaviour management models at school**



UCLL
HOGESCHOOL

**RESEARCH &
EXPERTISE**



UC Leuven
Limburg
MOVING MINDS

dima.boumousleh@ucll.be



Erasmus+ KA2 Project#
2017-1-IT02-KA201-036540





Output 04: Behave survey about European behaviour management models at school

The aim of the intellectual output is to produce a survey aimed to answer the following questions:

1. How the government of the nations involved in the project address behaviour management at school?
2. Which theoretical models and techniques are used by national educational systems and teachers to manage problem behaviors at school?
3. What is the role of technologies in the management of behaviours (if any)?





Output 04: Behave survey about European behaviour management models at school

Methodology of work: Two surveys are created for this intellectual output.

- **Partner Desk research:** Desk research conducted by the partners. Each country filled one survey.
- **Teacher Survey:** Filled by primary school teachers taking part in the training courses.





Output 04: Behave survey about European behaviour management models at school

I. Partner Desk research: Desk research conducted by the partners. Each country filled one survey.

Goal:

- To gather statistical data and information about national policies in relation to behaviour management.
- To gather data on techniques and methods that are offered by the government and other organizations for behaviour management at schools





Output 04: Behave survey about European behaviour management models at school

Data collection criteria:

- Specific policies and programmes that address behaviour management in the partner countries
- Legislations and laws that regulate how the schools address the issue of behaviour management
- Public and private institutions that work around behaviour management
- Theoretical models suggested by the government to be used in the national education system
- Techniques and methods offered by organizations to be used in schools.





Output 04: Behave survey about European behaviour management models at school


Google form used: <https://goo.gl/forms/Y2ltAkiQn287QbPO2>

QUESTIONS RESPONSES 7

BEHAVE - BEHAViour Management Models across Europe for Teachers

Erasmus+ KA2 Project # 2017-1-IT02-KA201-036540

Output 04: BEHAVE survey: a study about European behaviour management models at school.



Partner Desk research

Desk research on:

- Policies related to behaviour management in the partner countries.
- Techniques and methods offered by the government and other organizations for behaviour management at schools.

One survey per country to avoid double information.

Country (one survey per country) *

☐ Belgium

☐ Italy





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

Laws and Legislations:

- All 5 partner countries have governmental laws and legislation that address behaviour management problems in the classroom, but most of these are limited to the establishment of rules, advice and general guidance given to schools and school directors to interpret as they see fit. They are also meant to direct parents towards the proper authorities for their concerns and complaints.
- Most of the policies and legislation are considered to be a part of a general commitment to inclusive education going back to UNESCO's *Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action*, otherwise known as the *Salamanca Statement*, in 1994.





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

Laws and Legislations:

- Although originally this document was intended for the better inclusion of children with physical and intellectual disabilities, the understanding of inclusive education and its acceptance has been broadened (broadened approach) in all partner countries to mean children with SEBDs or other socio-emotional learning difficulties like ADD, ADHD, Conduct Disorders, Oppositional Defiant Disorders, neurosis including some form of trauma (PTSDs), etc... Although it is clear that some partner countries are farther along than others in this process. Most of the policies and legislation are considered to be a part of a general commitment to inclusive education going back to UNESCOs *Salamanca Statement on Principles, Policy and Practice in Special Needs Education and a Framework for Action*, otherwise known as the *Salamanca Statement*, in 1994.





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

Laws and Legislations:

- Generally, each partner country laws affirm that every child has the right to an education (see e.g. Article 26 of the UN Declaration of Human Rights) and that the national school systems will ensure this. For the most part, exactly how the national school systems accommodate children with SEBDs is left up to the individual schools and their (headmasters/mistresses) themselves. National governments through their departments of education provide general guidelines, but leave freedom for schools to develop their own specific policies and rules (within these guidelines) for dealing with children with SEBDs and disciplining children with, for example, behavioural and attendance issues.





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

Laws and Legislations:

Detailed information concerning the laws & legislations that are effective and functioning in Italy, Portugal, the UK, Belgium, and Romania can be found in the data analysis report pages 2 & 3.





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

Programmes and Policies:

- All partner countries promote specific policies and programmes that address SEBDs.
- The laws and legislations that govern inclusion in schools generally began with a concern for children with physical and intellectual disabilities, but have grown to also cover wider issues, like children with SEBDs.
- Country policies and programmes can include the centralization of services for teachers, parents and students.





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

- Centralized services provide specific guidelines for discipline and support as well as specialized training initiatives.
- All of the partners, except for Romania, are members of *Euroguidance*, a European network that supports the competent development of the guidance community by providing online resources and information centres for guidance in schools. More information about each country's behaviour management practices can be found here. See <https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems> and on page 4 of the data analysis report.





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

Other Organizations and Institutions:

- With respect to other publically or privately funded organizations or institutions, who address or offer support for behaviour management issues, the response of the partner countries was mixed. In Italy and Portugal, there appears to be no separate private organizations outside of the public educational systems that seek to support teachers or parents in addressing SEBDs. In Romania this is not clear.
- In the UK: There are private organizations that offer help, but these services are not for free and require fees. There are also non-profit charities like the partner ADDISS (Attention Deficit Disorder Information and Support Services) that offer advice and suggestions, alongside in-depth training which can require a fee.





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

- In Belgium: Belgium is relatively open to new methods and techniques that support behaviour management. Teachers are regularly offered training from outside trainers in cooperative learning, Appreciative Inquiry, Non-Violent Communication, Mindfulness, etc... which can be helpful in providing teachers with specific techniques to deal with problem behaviour, but also to help students learn how to self-regulate their behaviour. For example, The Nieuwe Autoriteit Network (New Authority Network), which was developed by the Israeli psychologist Haim Omer, offers support methods and techniques for dealing with problem behaviour both at home and in the classroom. The support programme for parents “STOP 4-7” is another initiative that helps parents, who have trouble disciplining and controlling their children. This programme offers small group trainings.





Output 04: Behave survey about European behaviour management models at school

Desk research data analysis (Summary)

Although originally intended to reduce and prevent bullying behaviour in schools, whole school approaches like KiVa are being used to not only reduce bullying, but also improve behaviour by improving school climate. KiVa means 'nice' or 'swell' in Finnish. The idea is that if children are happy in school, their behaviour will be good and they will adapt to and follow the school rules. KiVa is a research-based anti-bullying programme that was developed in the University of Turku in Finland, with funding from the Finnish Ministry of Education and Culture. KiVa is also used in many Flemish schools, although the costs to implement can be prohibitive for smaller under-funded schools. Whole school adaptations are common.





Output 04: Behave survey about European behaviour management models at school

II. Teacher Survey: To be filled by primary teachers taking part in the training courses.

Goal:

- To map the policies and programmes addressing behaviour management at school
- To map the theoretical models and techniques that are used by national educational systems and teachers to manage behavioural problems at school
- To map the technological tools that are used for behaviour management at school.





Output 04: Behave survey about European behaviour management models at school

Data collection criteria:

- Specific approaches to behaviour management in schools
- National and local support that the schools receive
- Organizations that support schools in behaviour management
- Policies and programmes for behaviour management in schools
- Approaches for social emotional learning in schools
- Cognitive Behavioural approaches for social problem and anger management in schools





Output 04: Behave survey about European behaviour management models at school

Data collection criteria:

- Approaches/techniques that are used by the teachers
- Shortages and needs with respect to behaviour management
- Technological and digital applications and resources that are used in the classroom
- Application of technology in teaching and learning strategies
- Challenges while using technology in teaching





Output 04: Behave survey about European behaviour management models at school

Google form used: <https://goo.gl/forms/CjIUSpaA1UC0dfzG2>

The screenshot shows a Google Form interface. At the top, there are tabs for 'QUESTIONS' and 'RESPONSES' with a count of '34'. The form title is 'BEHAVE - BEHAViour Management Models across Europe for Teachers'. Below the title, it says 'Erasmus+ KA2 Project # 2017-1-IT02-KA201-036540'. There is a required field for 'Email address' with a red asterisk and a 'Valid email address' error message. Below this, it says 'This form is collecting email addresses. Change settings'. The main content of the form is 'Output 04: BEHAVE survey: a study about European behaviour management models at school.' followed by the 'BeHave' logo, which consists of the word 'BeHave' in green and purple with a curved arrow above it. Below the logo, it says 'Teacher Survey'. At the bottom, it says 'This survey will map:' followed by a list: 'a) the policies and programmes addressing behaviour management', 'b) the models, techniques and pedagogies that are used to manage behaviour problems', and 'c) the technological tools that are used for behaviour management at schools across the partner countries'. There is a required field for 'Country' at the bottom.

The teacher survey has been compiled through Google forms. The survey has been divided into three parts:

1. National and local support
2. Classroom interventions used to manage behaviour problems
3. Technological tools used for behaviour management at school

The teacher survey was filled by 59 primary school teachers who took part in the training courses.





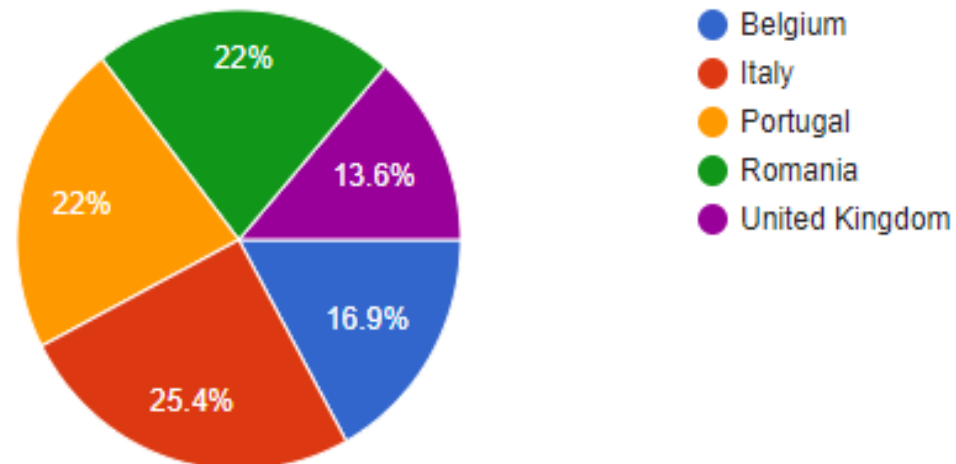
Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

Teacher Survey

Country

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

Almost 95% of the teachers who filled the survey believe that behaviour management is an issue of concern at their schools. They explained briefly their concerns.

Some believe that there is a lack in the right methodology of approaching the problem. A big chunk of time is being invested in managing behaviour. Some teachers receive formation in working with positive behaviour models. On the other hand, there is a big group of children with ADHD, autism, etc, where teachers provide tailoured plans for in order to help with their problems. Keeping in mind that a variety of serious behavioural problems are being managed inconsistently. Furthermore, the issue of achievement and formative success plays a role among the students. The aim of schools is to achieve success for all pupils and some use transversal activities for the valorisation of all the diversities available in the class. In addition, for some teachers, their schools wants the integration of all pupils with behavioural problems within the school timetable. On the other hand, the absence of good classroom management creates a problem when dealing with profound psychological problems.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

Furthermore, the teachers assert that they want to provide the pupils with a safe environment where everyone can be themselves and where they can reduce conflicts to a minimum. However, some pupils who have behavioural problems do not follow rules and often induce conflicts with other pupils. A teacher reported that at her school some pupils like to challenge each other, the teacher and even the school principal. Some of these challenging pupils have emotional needs which can impact the day to day learning in the classroom. In higher grades, cases of bullying are present. Aggressive behaviour towards the pupils and the teachers equally. Episodes of bad temper during the classes and on the playground are happening. According to one teacher, her/his school is in a very socially deprived and diverse community.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

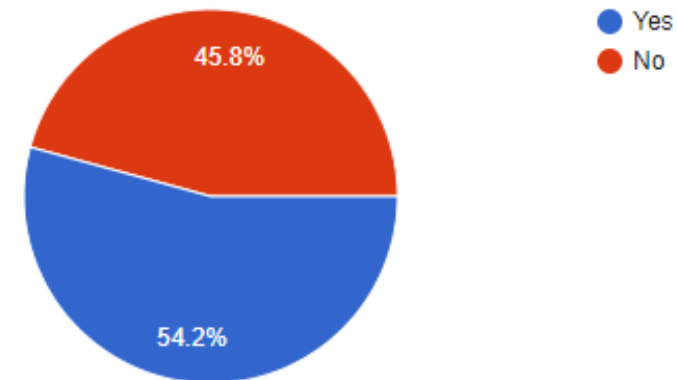
1) National and local support

Does your school have a specific approach to behaviour management in the classroom and playground?

54.2% of the teachers answered that their schools have a specific approach to behaviour management in the classroom and playground.

Does your school have a specific approach to behaviour management in the classroom and playground?

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

Teachers explained briefly:

One teacher mentioned that in most of their classes they work with the reward system in order to stimulate good behaviour. They work with few ground rules on what is good and what is wrong. On the playground they are recently introducing a system where bad behaviour is being divided into 4 categories, based on frequency and severity/intensity. In another school, they collect data on the different behaviours and they punish according to the school rules; they also implement the 'base project'. Other teachers use the positive approach. Some teachers talk about the situations either in class or separately with the pupils who are involved. They try to include the parents or significant others. Some pupils are on a special contract that if violated can lead to their expulsion from school. In some schools, systematic observation of the pupils is being regularly practiced and in other schools plans are being made in cooperation with the school director, specialist and teachers.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

Some teachers mentioned the availability of a team of support teachers who follows up with these pupils. Another teacher mentioned the availability of a class where they try to calm down the pupils. In another school they use the PEI Individualized Education, this document is jointly drawn with due regard for the many measures taken by the pupil to achieve certain goals such as autonomy, skills, mobility and cognitive skills, achievements in operational skills, using custom methodologies and tools. Other approaches that were mentioned by the teachers include:

- No blame method
- Kelko circle
- 4drawers model
- 123 magic
- Success charts
- Behaviour room
- Rewards and sanctions
- Dialogue
- Johan Declercq's prevention pyramid
- New Authority
- Individual plans
- Green yellow and blue cards





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

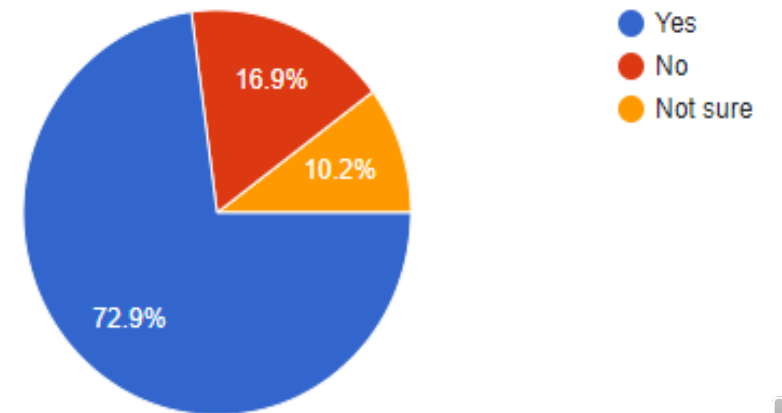
1) National and local support

Does your school receive any national or local support?

Almost 73% of the teachers who filled this survey answered that their schools receive national/local support. 10.2% of the teachers are not sure and almost 17% do not receive support.

Does your school receive any national or local support?

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

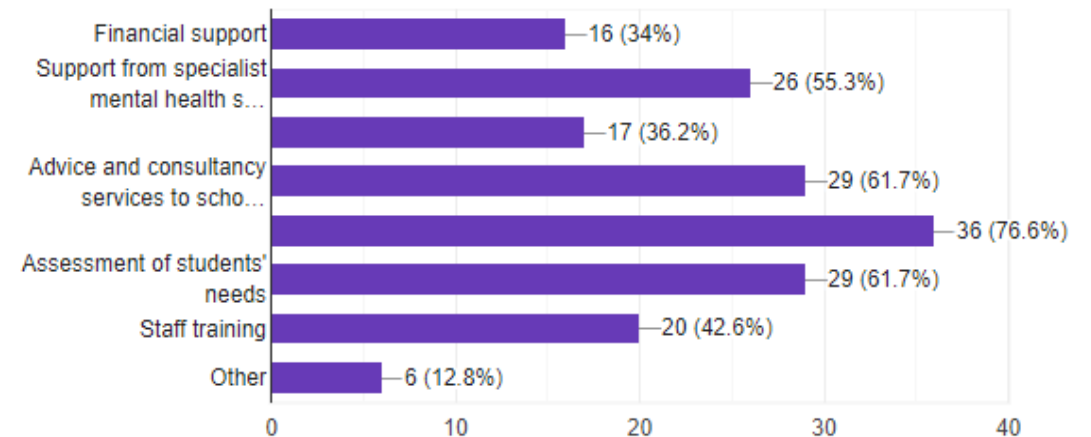
1) National and local support

If yes, does it receive support in the following services?

According to the responses, 76.6% receive direct intervention support for students and/ or their families. 61.7% receive assessment of students' needs and receive advice and consultancy services to school staff. 55.3% receive support from specialist mental health services and 42.6% receive staff training. In addition 36.2% receive support from social work departments and 34% receive financial support and 12.8% receive other types of support.

If yes, does it receive support in the following services (you can tick more than one box)

47 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

Examples of other types of support included the following:

- Indirect intervention support for pupils and/or their families such as a psychologist
- Support from universities
- In Belgium: the support of the Centre for Student Coaching (CLB)
- Education projects
- The support network: the specialized help for schools in addition to the school itself





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

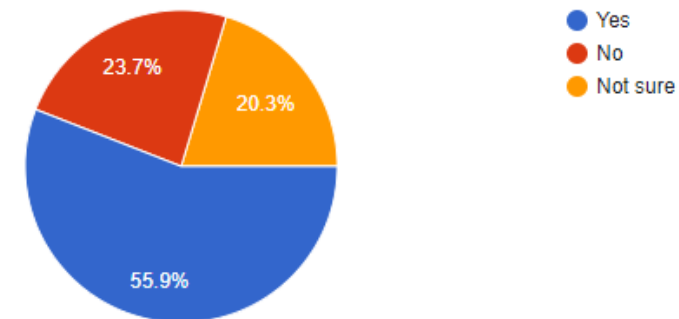
1) National and local support

Are there organizations/institutions that address behaviour management in your country or lend support to individual schools? (privately or public funded)

Almost 56% of the teachers who took part in filling this survey believe that there are certain organizations/institutions in their countries that address behaviour management and lend support to individual schools. 20.3% were not sure if this exists and 23.7% believe that they do not receive this support in their schools.

Are there organisations/institutions that address behaviour management in your country or lend support to individual schools? (privately or public funded)

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

Some teachers provided examples or brief descriptions of these organizations and what they do:

In Flanders:

- The “CLB” (Centrum voor leerlingenbegeleiding) ‘centre for student coaching’. They provide advice and referrals to other organizations and institutions.
- CKG De Schommel: organization that helps behavioural and parental problems. They have 2 programs for children: o STOP 4-7 program for children from 4 till 7 years with behavioural problems. <http://www.stop4-7.be> This is a 10 day course for the children and their parents (separately), not in school. The teachers can also follow a 3 day course. o TROS 4-12: assistance for children of 4-12 years with behavioural problems in the school.
- UPC KU Leuven: University Psychiatric Centre KU Leuven. They provide high-quality care for emotional, psychological or psychiatric problems. (<https://www.upckuleuven.be/nl/zorgaanbod/gedragsproblemen>)





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

- Arktos: is a Flemish centre of expertise for children and young people from 6 to 25 years of age for whom connection to school, work and society appears less evident. Arktos works on connecting them with themselves and their environment in order to strengthen their talents and skills, in all possible domains. They also support parents, schools, partners and governments in supporting these children and young people.
- ONWC (Support Network Centre): organization of people who are specialized in different disorders (one of them is behaviour). They help children and their teachers.

Other teachers from other partner countries mentioned 'Save the Children', and mental hospitals and universities. In addition to non-governmental institutions that provide specialized support for parents and teachers. Advisory and counselling teams, in addition to school psychologists.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

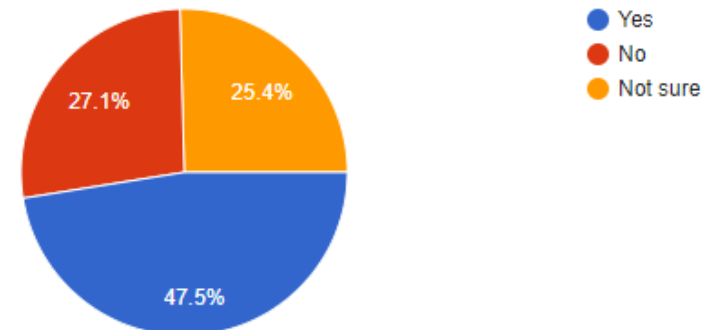
1) National and local support

Are there any other policies/programmes/activities that address behaviour management at your school?

47.5% of the teachers who took part in this survey answered that they do have other policies, programmes and activities that address behaviour management at their schools. 27.1% answered with not having this in their schools and 25.4% are not sure if this exists in their schools.

Are there any other policies/programmes/activities that address behaviour management at your school?

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

Few teachers provided an explanation about the policies and programmes at their schools.

The legislation that guides the practice of education in schools (curricula/evaluation) determines that in the teaching-learning process there is an intentional and formal action, valuing the techniques and strategies of behaviour management in the classroom. This legislation is based on universal design for learning through the implementation of universal measures (e.g. pedagogical differentiation, curricular accommodations, promotion of pro-social behaviour, intervention with academic or behavioural focus in small groups), recognizing the diversity of students, adapting the teaching processes to their characteristics and individual conditions.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

1) National and local support

In some schools they teach social skills and some have playground rules and whole school behaviour policy. Some make use of interventions that support social development and social skills such as '123 magic'. Class based systems such as rewards. In some schools they have a psychologist and speech therapist to support the teachers. In another school, they receive visits from the police who provides talks concerning the theme to the students.

Also some teachers mentioned projects that are funded by Europe and by the local authorities. In addition to funding courses to train teachers for example on dyslexia. Other teachers mentioned sports as an activity to address the issue of behaviour management such as table tennis and swimming.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

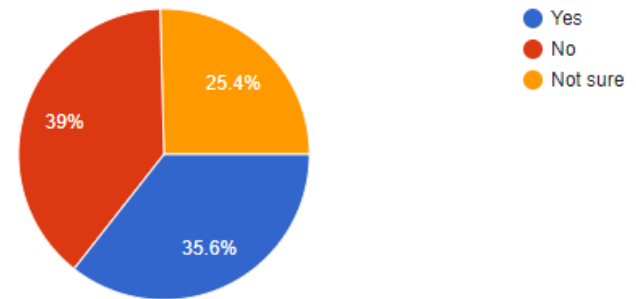
2) Classroom Interventions Used to Manage Behaviour Problems

Does your school adopt a whole-school approach for social-emotional learning? (can promote an increase in social-emotional literacy for SEBD pupils)

35.6% of the teachers do believe that their schools adopt a whole-school approach for social-emotional learning. 39% of the teachers believe that their schools do not have such approach and 25.4% of the teachers are not sure if such an approach is being adopted.

Does your school adopt a whole-school approach for social-emotional learning? (can promote an increase in social-emotional literacy for SEBD pupils)

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

2) Classroom Interventions Used to Manage Behaviour Problems

Some teachers provided a brief explanation concerning the whole-school approach that their schools adopt.

Some work with similar programs that teach social skills with distinction in teaching according to the age group of their students. In this school all teachers follow the rules on the playground. The behaviour is clearly divide into 4 categories and each category has its consequences. Furthermore, the pupils participate in deciding what behaviour is serious and what is not.

The method 'Social Behaviour Every Day' is being used in some schools. Some schools adopt projects that are related to wellbeing and some work very closely with parents.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

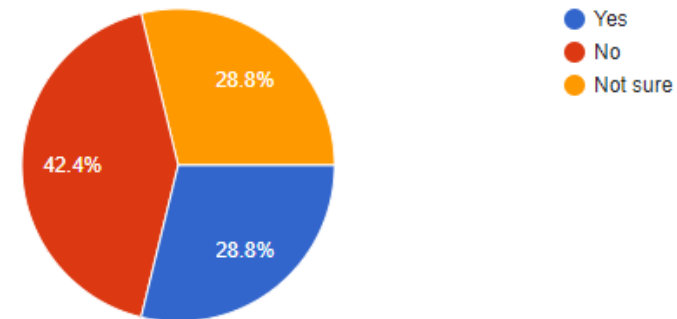
2) Classroom Interventions Used to Manage Behaviour Problems

Does your school adopt cognitive behavioural approaches for social problem solving and anger management?

28.8% of the teachers who took part in this survey believe that their schools adopt cognitive behavioural approaches for solving social problems and for anger management. A majority of 42.4% of the teachers do not have such approaches in their schools and the remaining 28.8% of the teachers are not sure if their schools do adopt such methods.

Does your school adopt cognitive behavioural approaches for social problem solving and anger management?

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

2) Classroom Interventions Used to Manage Behaviour Problems

Some of the teachers explained briefly some of the approaches that are adopted by their schools:

One of the methods is to allow the pupils to reflect on certain events, feelings, and certain behaviors and their consequences. In another school they have a 'Time Out' place for children to calm down. In Flanders (BE) the 'Care Continuum' is being used, it is mandatory in all schools of the region. This approach allows for follow-up while addressing the individual cognitive, social-emotional and physical level of all pupils. Other schools in Europe use one on one interventions and group work. Some use 'BASE' positive behaviour approach. Some use learning mentors. Collaboration between school, psychologist and parents is being adopted in some schools.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

2) Classroom Interventions Used to Manage Behaviour Problems

Can you describe at least 2 approaches or techniques that you use for behaviour management in your classroom/school

Out of the 59 responses for this question these are the methods mentioned by the teachers:

- Positive classroom strategies
- Behaviour record keeping
- Positive student reinforcement
- Reward system
- Time-out spot
- Three warnings





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

2) Classroom Interventions Used to Manage Behaviour Problems

- Paper-scissors-stone
- Count to five before you react
- Reward cards
- Adapted homework (for example with less exercises then the rest)
- Exclusion from external activities
- Naming of emotions
- Giving compliments
- 1-2-3 technique
- Parent meetings





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

2) Classroom Interventions Used to Manage Behaviour Problems

- Restorative justice
- Success charts
- Personal points
- Green and blue cards for praise and sanctions
- Systematic observation of behaviour
- Identification of causes
- The ABC model
- Positive discipline
- Emotional intelligence





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

2) Classroom Interventions Used to Manage Behaviour Problems

- Storytelling
- Peer to peer tutoring
- Dialogue.





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

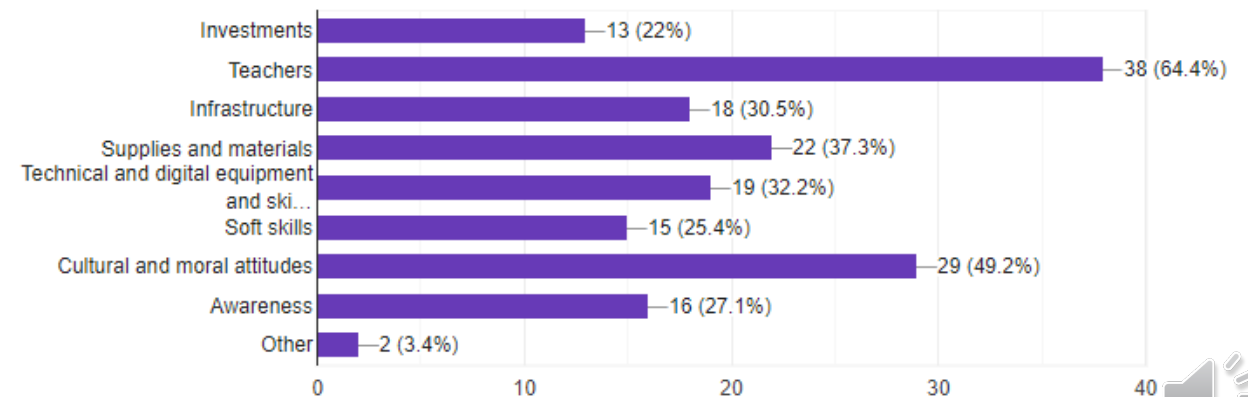
2) Classroom Interventions Used to Manage Behaviour Problems

Are there any shortages/needs with respect to behaviour management at your school?

The shortage that is most prevalent among the schools were the teachers who took part in this survey work is 'Teachers' followed by the lack of 'cultural and moral attitudes' and the lack in 'supplies and materials'. 'Lack of technical and digital equipment and skills', 'lack of infrastructure', 'lack of awareness', 'lack of soft skills', 'lack of investments', and finally 3.4% of other shortages that were not indicated in the check boxes or explained by the teachers.

Are there any shortages/needs with respect to behaviour management at your school? (You can check more than one box)

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

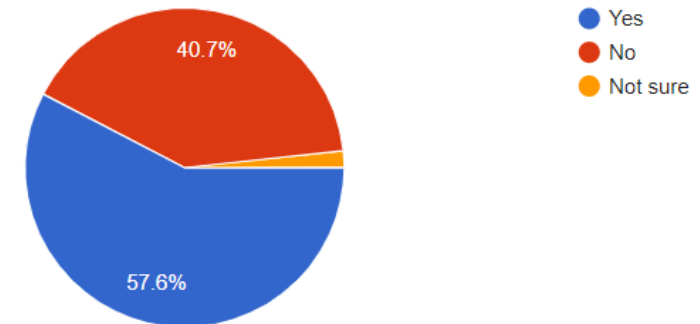
3) Technological Tools Used for Behaviour Management at School

Do you use technological or digital applications and resources in the classroom?

The majority of the teachers who took part in this survey do use technological and digital applications in their classrooms. 40.7% do not make use of these resources and 1.7% equivalent to one teacher is not sure about the usage of this.

Do you use technological or digital applications and resources in the classroom?

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

3) Technological Tools Used for Behaviour Management at School

Examples of applications, resources and tools that the teachers use in their classroom:

Animations, films, presentations, educational games

ClassDojo

Smart board, digital books, educational softwares

Interactive games

Educational apps

Beamer, PC, iPad

IWB linked to apps and Google drive, Chrome

books, flip pads cameras

Behaviour logs on Google docs.

Translator, smartphone

YouTube

Stories CD, platforms to create lessons

Timer timer

Chrome book

Tablets

CD player, DVD player, video projector

Lim

Websites: noknok, CLBchat, classdojo





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

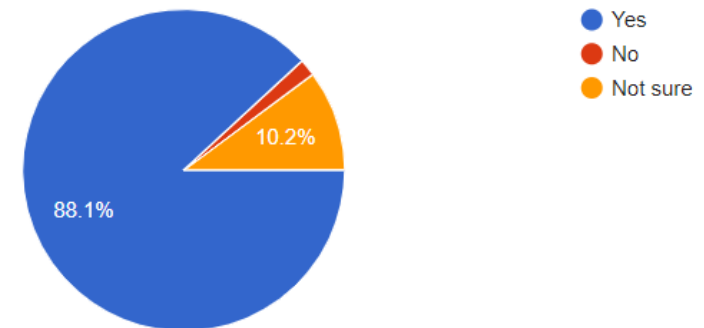
3) Technological Tools Used for Behaviour Management at School

Are you in favour of using technological or digital applications and resources in the classroom?

The majority of the teachers who took part in this survey are in favour of using technological/digital application and resources in their classrooms. A minority of 1.7% would not (equivalent to one teacher) and 10.2% (equivalent to 6 teachers) are not sure.

Are you in favour of using technological or digital applications and resources in the classroom?

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

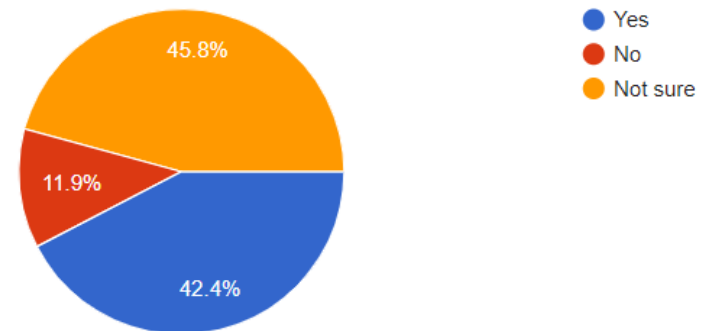
3) Technological Tools Used for Behaviour Management at School

Are you aware of how you might use or apply technology through a range of teaching and learning strategies?

45.8% of the teachers who took part in this survey are not sure if they are aware of how they might use/apply technology through their teaching and learning strategies. A minority of 11.9% (7 teachers) are totally not aware of how they can make use of this and 42.4% are well aware and can apply it through a range of teaching and learning strategies.

Are you aware of how you might use or apply technology through a range of teaching and learning strategies?

59 responses





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

3) Technological Tools Used for Behaviour Management at School

Some teachers provided an explanation on how they can apply technology through teaching and learning strategies:

- Interactive board, "Virtual School" (Education project online)
- For subjects such as Math & languages
- In extracurricular activities
- Monitoring purposes, recording data, interactive opportunities with pupils
- Teaching, revision
- Interactive educational games
- Movies and presentations
- Flipped classrooms





Output 04: Behave survey about European behaviour management models at school

Teacher Survey data analysis (Summary)

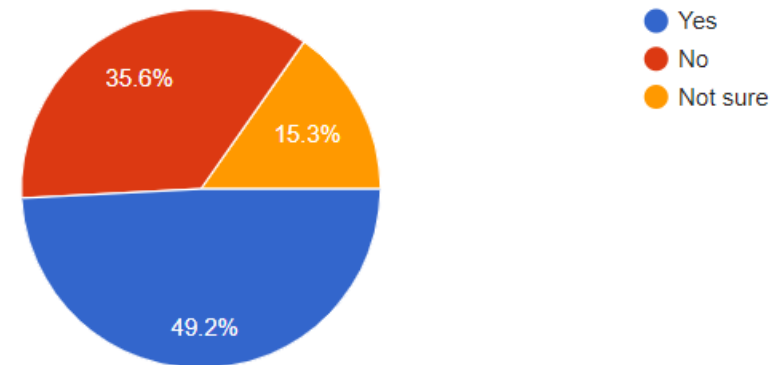
3) Technological Tools Used for Behaviour Management at School

Do you face challenges and barriers while using technology in your teaching?

49.2% of the teachers do face challenges, 35.6% of the teachers do not and 15.3% of the teachers who took part in the survey are not sure if they do face challenges.

Do you face challenges and barriers while using technology in your teaching?

59 responses





Output 04: Behave survey about European behaviour management models at school

Some teachers explained briefly the barriers they face and how they hinder them: (teacher quotes)

- | | |
|--|---|
| <ul style="list-style-type: none">• 'Lack of funds to equip schools; constraints that there is no computer/tablet for each student. In the use of digital platforms, it is difficult to have more direct teacher control in order to regulate tasks (one teacher for 20/25 students)'• 'Sometimes too difficult with the youngest kids, too fast development of technology, goals to achieve are too difficult'• 'Sometimes the technology is too complex to use with children of this age'• 'I don't have enough skills to work with technology'• 'Having enough equipment, ensuring children know how to use the equipment and solve problems with the technology. Also issues remaining on task when using technology'• 'Technological glitches. Trouble logging in. Time consuming. Lack of working equipment'• 'Not enough information' | <ul style="list-style-type: none">• 'Technology does not work effectively on a regular basis'• 'Lack of software and specific teachers formation'• 'Technology is always changing and there is always something to learn'• 'not all students are able to use technology, often for economic reasons'• 'It's not easy to use them because there is no enough time to switch on lim, not so many tablets in class'• 'the BEHAVE app is very difficult to use, especially in English'• 'Internet connection' |
|--|---|





Dima.boumosleh@ucll.be

