

Unidade Técnico-Científica de Educação Especial e Inclusão

AULA ABERTA - CONFERÊNCIA FINAL DO PROJECTO BEHAVE



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



Project number: 2017-1-IT02-KA201-036540

P.PORTO

ESCOLA
SUPERIOR
DE EDUCAÇÃO



UNIDADE DE APOIO À ESCOLA INCLUSIVA

Os problemas de comportamento em sala de aula e o uso das tecnologias A App BEHAVE na avaliação dos comportamentos

Behavior problems in classroom and the use of technologies
The BEHAVE App in the assessment of behaviors

10:40 - 11:20 (30min + 10 min questões/questions)

APRESENTAÇÃO DA APLICAÇÃO BEHAVE (INGLÊS) / PRESENTATION OF THE BEHAVE APP

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Consiglio Nazionale delle Ricerche - coordenador do projecto BEHAVE

The logo for the BEHAVE project features the word "BEHAVE" in a stylized font. The letters "Be" are green, and "HAVE" are purple. A purple arrow curves above the word from right to left, and a green arrow curves below it from left to right, creating a circular flow around the text.

BEHAVE

The **BEHAVE** project aims to promote a **transnational culture** about some of the most effective strategies to approach **SEBD** in classroom among **primary school teachers**.

- Specific activities were designed to:
- ASSESS behaviour according an evidence-based approach
 - SUPPORT parenting strategies
 - EMPOWER family and environmental factors
 - RESPOND effectively to the child's developmental special needs.



Teachers are often **unprepared** to manage children with **Social, Emotional, and Behavioral Difficulties (SEBD)**

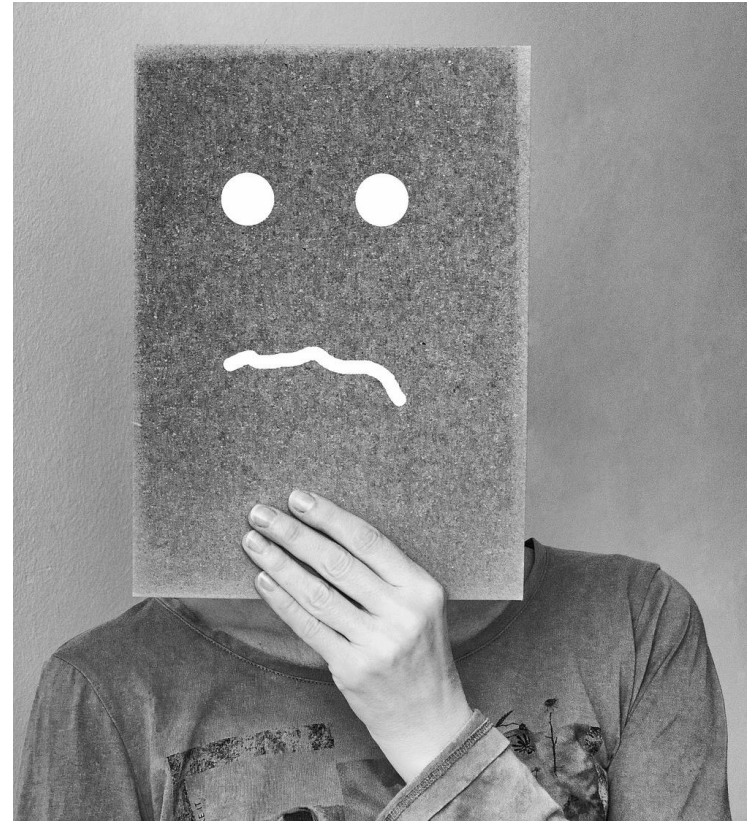
About 25% - 35% of them show symptoms of burnout and stress (Quattrin, Ciano, 2010).



Students who present with disturbing and/or difficulties in sustaining attention, serious and persistent impulsiveness, difficulties regulating physical movement, verbal and/or physical aggression [...], withdrawn behavior, feelings of low self-worth and hopelessness (Cooper, Cefai, 2013).

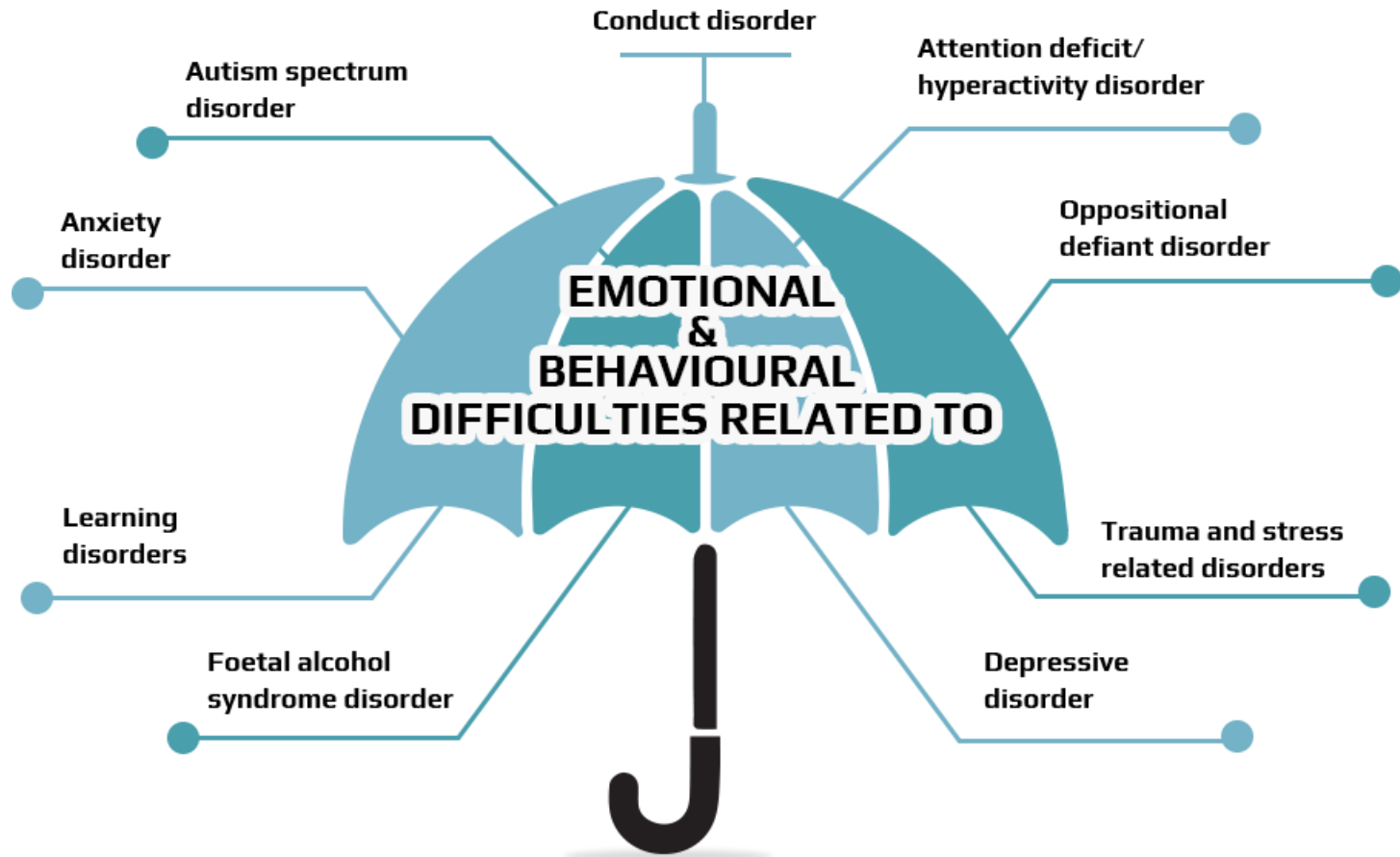
Emotional and behavioural difficulties range from **social maladaptation** to **abnormal emotional stresses**. They are **persistent** (if not necessarily permanent) and constitute **learning difficulties**. They may be **multiple** and may manifest themselves in many different forms and severities. They may become apparent through **withdrawn, passive, aggressive** or **self-injurious** tendencies (DfEE, 1994)


Behaviours and expressions of emotion among students which are **experienced** by **adults** and **students** as **disruptive** and/or **disturbing**, and which **interfere** with the **students' learning, social functioning** and **development** and/or that of their peers (Cefai, 2010, p.117)



SEBDs

- Children with SEBD amount about 2-16% of the school population.
- They likely to live in social isolation, to receive a poor education, and they risk becoming deviant teenagers, or unemployed adults, such as peer rejection, academic underachievement, high rates of school drop-out, internalizing problems as anxiety, withdrawal (Wu, Lo & Lo, 2010; Riney & Bullock, 2012).



A man in a grey checkered suit jacket, white shirt, and dark trousers is walking outdoors. He is carrying a brown leather messenger bag over his right shoulder. The background is a blurred outdoor setting with trees and a path.

Teachers and staff with responsibility for behavioural matters in school are often **alone** in the **management** of these **difficulties**, and **poorly prepared** for dealing **complicated** educational **challenges**.



**Identify the
Challenging Behaviour**



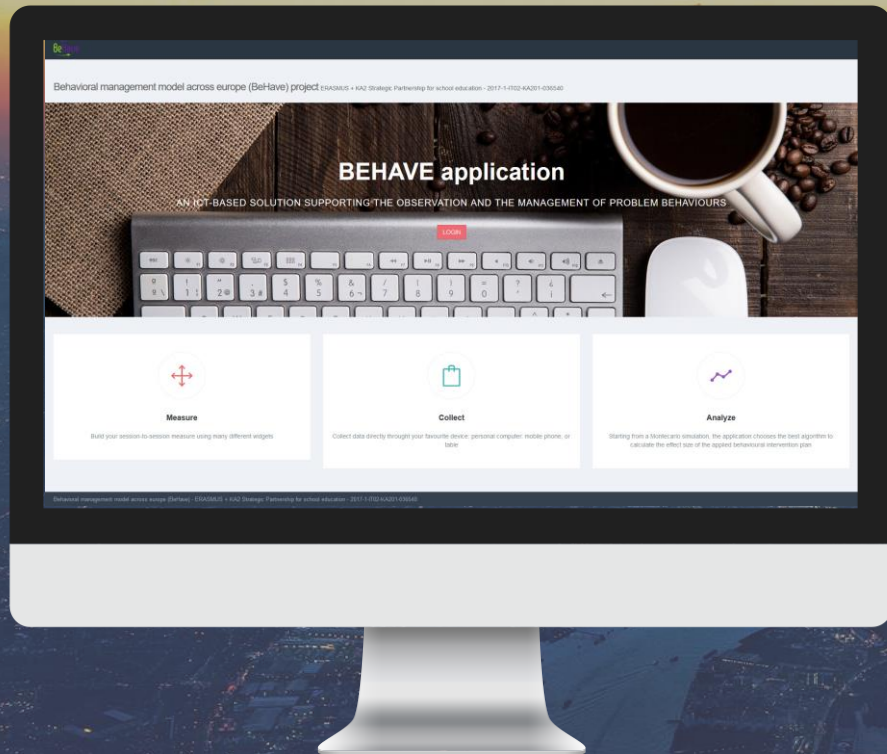
Collect Baseline Data



**Analyze information to
form a hypothesis**



**Plan interventions and
collect again data**



The BEHAVE application is a web application available at the URL:
<https://app.behaveproject.eu>

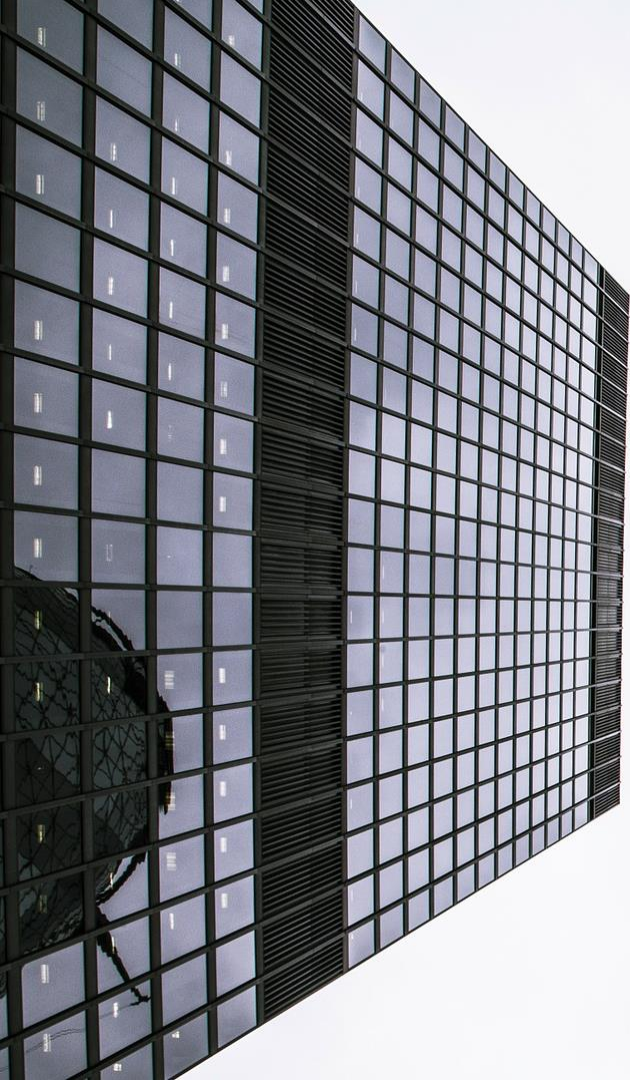
OPEN SOURCE

FREE

RESPONSIVE

5 LANGUAGES





FEATURES



MANAGE STUDENTS



BUILD/USE MEASURES



PLAN OBSERVATIONS



GATHER DATA



ANALYZE DATA

THE BEHAVE APPLICATION



Loki is a **nine-year-old** child who attends elementary school in Palermo.

The child lived for several years in **family home**, then he was given to two different families but, in both cases, he was brought back to the family home.

Finally, the child has been **adopted** by a **third family** on a permanent basis.

The **school required urgent intervention** because the child is **very aggressive** both **physically** and **verbally**, often **hitting** his **classmates** with **sharp objects** such as pencils or pens, throwing objects or hurting someone.

In general, the situation appears more complicated during the **transitions** from one subject to another. During the lessons, however, these behaviours, although present, are less frequent.

choice test

What is your favourite color?*

- yellow
- blue
- red

Submit

Cancel

choice test

What is your favourite color?*

- yellow*
- blue*
- red*

Submit

Cancel

choice test

What is your favourite color?*

yellow

Submit

Cancel

choice test

What is your favourite color?*


yellow
blue
red

Submit

Cancel

Frequency


Interruption of conversation 0*



A horizontal progress bar with a blue segment on the left and a grey segment on the right.

Duration

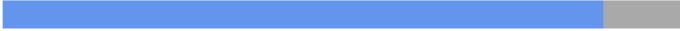
Interruption of conversation ⌚*



A horizontal progress bar with a blue segment on the left and a grey segment on the right.

Direct observation

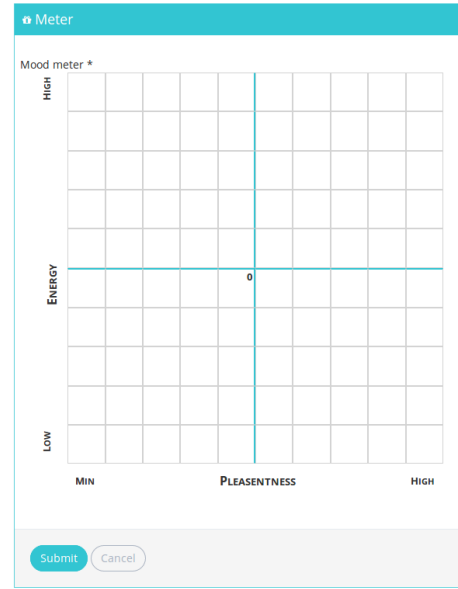
Interruption of conversation*



A horizontal progress bar with a blue segment on the left and a grey segment on the right.

Integer

How many spelling errors he made?*

Text abc

What happens next, or as a result of the child's behavior?*

Range test

How many times he calls out in classroom?*

0 10



The **Behavioral Intervention Plan** (BIP) for Loki consists of:

- **behavioural contract** in which are specified the use of tokens, the methods of exchange with the back-up reinforcers, the target behaviours, and the response cost.
- **instructional tips and strategies** for skill development, both at school and home.
- **time-out** as a non-hurtful punishment, a short period of time in which the child calm down, staying a few minutes away from the negative behaviour.



A top-down view of a desk with a laptop, two pens, a smartphone, and sticky notes. The laptop is at the top, with its keyboard visible. Two pens, one silver and one black, are lying horizontally in the middle. A black smartphone is at the bottom right. There are two sticky notes, one pink and one purple, on the left side. Five colored boxes with white text are overlaid on the image, each containing a key benefit of the Behave application.

INTRODUCTION OF
SCIENTIFICALLY APPROACH
IN DATA COLLECTION AND
ANALYSIS

HELP STUDENTS TO
DEVELOP THEIR STRENGTHS

SUPPORT TEACHERS IN THE
DAILY MONITORING OF THE
STUDENTS' BEHAVIOR

TEACH ALTERNATIVE
BEHAVIORS INSTEAD OF
PUNISHING

ENCOURAGE THE
DEFINITION OF EFFECTIVE
TAILORED INTERVENTIONS

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