



# **Disruptive behaviour interventions for children with socio, emotional and behavioural difficulties: A systematic review**

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# Introduction

Significant impact on:

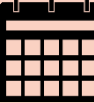
Review the common elements of successful interventions to deal with problem behaviors of students with social, emotional and behavioral difficulties (SEBD) in the classroom.


Systematic Literature Review

# Method

P. PORTO

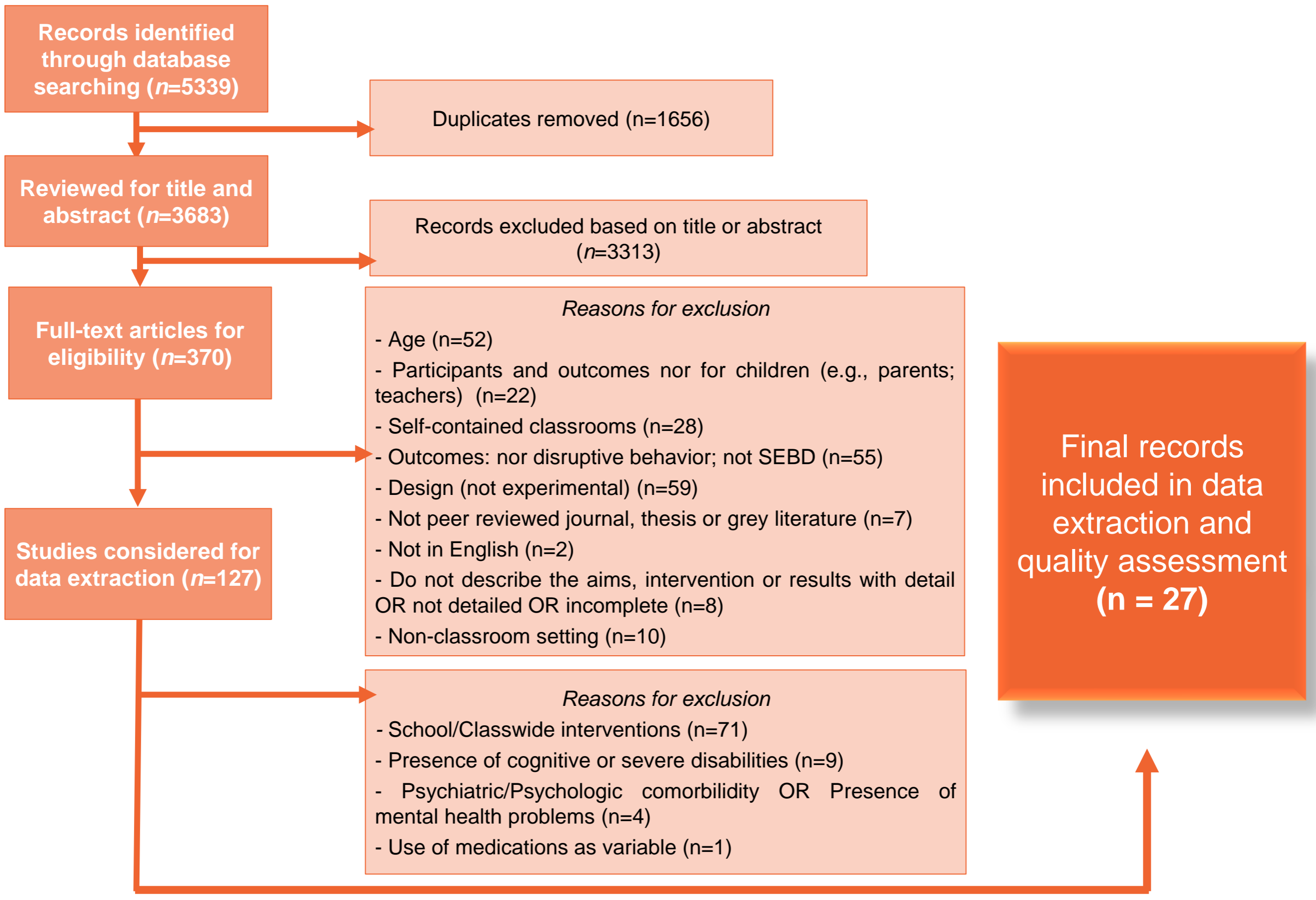
 Search in multiple databases: ERIC, Web of Science, FRANCIS e MEDLINE

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 Classroom strategies; Classroom methods; Classroom interventions; Behaviour problems; Classroom management; Disruptive behaviours; Teaching strategies; Behaviour management; Teaching methods; Social, emotional and behavioural difficulties (SEBD); Social problems; Emotional problems

## - Inclusion Criteria-

- (i) Individual interventions aimed at improving the behavior of students with SEBD/problem behaviors;
- (ii) Elementary school children with the majority of the sample or average age between 6-11 years;
- (iii) At least one dependent variable related to problematic classroom performance such as poor **social interactions, low academic engagement, or disruptive behaviors**;
- (iv) Single case **experimental designs**



# Main Results

## Selection criteria

Problem behaviors ( $n=7$ )	Teachers' nominations ( $n=$ )
Disruptive behaviors ( $n=11$ )	Specific screening tools ( $n=8$ )
At risk for EBD ( $n=6$ )	Performance of a FBA ( $n=3$ )
Off-task behaviors ( $n=3$ )	Discipline referrals to the principal and/or psychologists ( $n=5$ )
Disagnosis of SEBD ( $n=1$ )	

## Target behaviors

### Broad behaviors

- Problem behaviours ( $n=24$ )
- Off-task behaviours ( $n=16$ )
  - Academic engagement/achievement/productivity

### Discrete behaviors

- Non-compliance, disruption, negative verbal or physical interactions, out of the seat ( $n=...$ )

## Target behavior - teachers

Classroom management strategies ( $n=5$ )  
(*e.g., estabelecimento de regras da sala de aula, monitorização de comportamentos e das aprendizagens, instrução académica, feedback, transições entre atividades,...*)

# Main Results

## Interventions

### Function-based level

- Function-based intervention ( $n=14$ )
- Non-function-based interventions ( $n=13$ )

### Type of intervention

- Structured existing programs ( $n=13$ )
- Interventions purposely developed ( $n=14$ )

## Behavioral techniques

### Antecedent-based ( $n=23$ )

- Antecedent adjustments – reminding of classrooms rules ( $n=5$ )
- Provision of instruction , modelling or role-play for appropriate behaviors ( $n=8$ )
  - Setting goals ( $n=8$ )
  - Self-monitoring ( $n=8$ )
- Reduction in task duration & provision of opportunities to ask/take breaks ( $n=3$ )

### Consequent-based ( $n=24$ )

- Praise ( $n=12$ )
- Rewards – including token system ( $n=14$ )
- Corrective statements and prompts to improve behavior ( $n=7$ )
- Extinction procedures, such as ignoring disruptive behaviors ( $n=3$ )

# Main Results

## Outcome measures

- Observation technique ( $n=27$ )
- More than one measurement instrument ( $n=20$ ) – rating scales related to problem behaviours filled by teachers

## Intervention effects

- Favourable results with regard to the reduction of problem behaviours in the classroom;
  - Slightly positive, differential effect between non-function-based interventions and additive function-based intervention ( $n=5$ )

## Fidelity

- Measured in twenty studies

## Social validity

- Measured in fifteen studies

## Limitations

- Sample Size ( $n=15$ )
  - Absence of a maintenance phase ( $n=16$ )
- Failure to control the isolated effects of intervention components ( $n=5$ )
  - Author's role as trainer or as primary data collector ( $n=6$ )

# Discussion

- Variety of terms connoted to students at risk for emotional and behavioral problems
- Problem behaviors exhibited by students are particularly alarming given the number of students who receive special education services
- The number of effective non-function-based interventions supports using preventive and general interventions first and then proceeding to a more individual intervention, based on the function of the problem behaviour of the student
- Importance of evaluating the fidelity of implementation and the social validity of interventions in the perspective of teachers and students

**THANK YOU**

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