

THE BASE PROJECT Intellectual Output 4 - Policy Recommendations.

Who is this document for?

This document is aimed at all who are interested in improving the emotional life and learning climates within schools, both in terms of pupil behaviour and their emotional well-being. This will include the policy and decision-makers, school principals, educational professionals, psychologist, teachers, teaching assistants and of course parents.

All of these people need to be involved in the development of the school and in helping transform it into a happy environment where prosocial attitudes and behaviours can be established and take root and the problematic or antisocial behaviours can move towards elimination.

The creation of an “educational ecosystem orientated to the pupils' well-being ” will flourish with the organised growth of accurately informed people and the integration of all students, independent of their ethnic, physical, cognitive, social or economics diversities.

Why is the topic of this document relevant to them?

The introduction of new practices and interventions based on Positive Behaviour approaches can help to improve the internal school processes. We found the relationships with the school and parents, the exchange of useful information between schools while promoting a sharing of our common values within the community all improved.

The creation of a specialised team for managing the challenging behavioural issues promotes an increased view of the school being experienced as a place of safety for pupils, where a central goal is the improvement of the well-being of all.

For the teachers and educators, this is an excellent opportunity for their own professional growth and development. They will gain confidence while using the evidence-based strategies and from using the technological tools that are aimed at supporting the management of behaviour in classrooms and their individual challenging behaviour.

For policymakers, the progress in the schools' ability to manage challenging behaviour is an interesting time to share our innovative approach in the education journey. We need to identify when the appropriate need for a change of direction of the scholastic policies is required, especially for schools in at-risk circumstances and for challenging the educational poverty that exists currently.

This document is inspired by the intention to deliver two messages that we consider to be of particular importance. The first is that

every child has a right to a broad, balanced and relevant curriculum.

In fact, special education and special integrated education have to be an integral part of all national education systems so as to deliver appropriate educational programmes to all children/pupils/youth, adapted to their degree of disability and development needs.

The second message is that

understanding the behaviour at a deeper level is crucial for developing an effective capability of managing challenging behaviour in schools.

In this respect, the use of a monitoring application such as the BASE system brings a more scientific understanding of positive approaches.

The topic

The following information has been collected from the individual policy recommendations from each of the five countries involved in the project. There are three key areas we focused on.

Area 1. Please identify any laws governing the management of problem behaviour in your schools at both your local and European level.

Area 2. Choose the evidence-based cases from the BASE application that could have a greater influence on the educational systems, if applied to a larger group of schools.

Area 3. Summarise the experience that you have gained during the project, producing a range of key aspects that are proven (through the evidence-based approach that were applied during the project activities) to produce positive results in the school's environment.

As you will see, there were many differences in the Laws of the countries involved in the project, and in the different school's thoughts and ideas prior to the introduction to the BASE PBS project. However, a common thread emerged from both the meetings and this current information, which was that all of the countries remarked that the training, in Positive Behaviour Strategies, was very helpful and supportive. For some countries, this involved a radicle shift in how they now understood children's behaviour and how they are now managing the pupils challenging behaviour. Staff reported that they are generally feeling more skilled in dealing with difficult behaviour and more able to be a little more creative in their individual professional approaches and responses. They were also able to create and introduce pioneering positive behaviour changes through the use of the BASE PBS approach. Teachers also spoke of having a better understanding of the possible reasons behind children's negative behaviour 'choices.' Teachers were now more aware of the possibility of the existence of an unknown reason, that could be hidden from them by the child, that could be a significant trigger for their difficult behaviour.

This project was further complicated by the start of the international Corona19 virus Pandemic which began as we approached the ending of the project. It meant that there were some parts of the project that needed a significant radical and creative rethink to bring about a satisfactory conclusion. The schools found it difficult to complete the final part of their individual research, of the five cases, into action in the classroom environment due to Corona19 regulations in each country. However, we are sure this will happen later when the lockdown is over and when both children and staff are able to return to school. All schools in the BASE project spoke about how understanding behaviour at a deeper level was crucial to them developing an effective understanding of the different ways of managing challenging behaviour in their schools.

POLICY RECOMMENDATIONS FOR IMPLEMENTING PBS PRACTICES IN SCHOOL.

Recommendation 1

Implementing a clearly defined positive approach in which the behavioural expectations, the minor and major behaviours, the monitoring of strategies and the effective use of rewards is a key to building successful relationships with children.

Benefits of applying the recommendation

School management and teachers are able to develop rules and describe the expected behaviour they are looking for, according to their disciplinary regulations. Parents and students also know and understand that these rules are created from these disciplinary regulations and that students are expected to follow these school rules.

When schools identify behaviour problems accurately, they can begin to identify and develop reasonable practical solutions to many behaviour challenges and can develop and introduce appropriate planned expectations from pupils. There is a clarity that then enables the understanding and the targeted monitoring and support of their pupils.

Recommendation 2

As the PBS approach implies it is important to modify the environmental conditions that can be a trigger and that will tend to maintain the challenging behaviour and to try to introduce creative, proactive strategies to work successfully with the student that is at risk.

Benefits of applying the recommendation

To manage the problematic behaviour of challenging students, we need to set a positive climate in school where the students are treated with fairness, respect, equality and empathy, whatever problems or needs they may have. This attitude improves their self-esteem and reduces their negative behaviour and it helps to inform the professionals of the pupils' additional

needs

Recommendation 3

To promote the use of monitoring applications such as the BASE system. Evidence-based processes such as FBA forms, Behaviour Support Plans, Expectation matrixes and identifying Major/Minor problems, can all be used in different educational environments to help improve children's behaviours

Benefits of applying the recommendation

Our recommendation is that there should be a European initiative-based understanding of effective approaches for managing challenging behaviour which is created through the proven evidence-based approaches that have been systemically gathered and the information from their research has been applied.

For this purpose, it is important to emphasise the need to train teachers with sufficient scientific and methodological competencies about a) the importance of evidence-based education in the monitoring of problem behaviours related to the most common SENs b) the use of evidence-based practices in education, via single-subject research, exploiting the opportunities that Information and Communication Technologies (ICTs) offers.

In order to achieve this, we need to train teachers, using current scientific research to inform the training and create changes that can be used jointly. These changes can then be integrated into the current successful working practices. This would be especially useful if it was directly linked to tackling the most common SENs using the information and Communication Technologies (ICTs) that are currently available.

Recommendation 4

Increased participation of parents and children at all stages of the assessment, planning, provision and evaluation is needed to effectively manage and create change in their behavioural difficulties.

Benefits of applying the recommendation

The management of challenging behaviour needs to involve all the key people that are part of the child's life. It is particularly important to support the families and to encourage the adjustment of the child within their own environment. Parents will need to be gently guided to consider their own child as a possible resource, learning the benefits of increasing positive feedback and positive reinforcement, to reducing expectations, and crucially to managing all monitoring in a positive, supporting and caring way.

Recommendation 5

Applying the PBIS approach as an alternative to punishment orientated interventions that are used with students with SEN or significant disabilities, who engaged in extreme forms of self-injury and aggression.

Benefits of applying the recommendation

PBIS is not a new theory of behaviour, but it is a behaviourally based systematic approach to enhancing the schools' ability to devise effective environments that are both beneficial to the quality of teaching and to children's learning. Supporting the family with SEN children is crucial to enable them to create a comfortable and peaceful environment in which the child can express themselves and which positively models the desired behaviour we would like to see more of from the child.

It's not unusual for parents to resort to using punitive actions against their own children, as the parents are often constantly frustrated by the children's problematic and unchanging behaviours. These strategies tend to be rooted and driven by the use of fear and are generally ineffective, as they tend to act in a negatively reinforcing way and actually encourage the child to repeat the poor behaviour choices.

By offering parents the opportunity to understand and become confident with the PBIS approach it helps parents to begin to understand the nature of the actual problem and in devising appropriate timescales and creating supportive ways and spaces that will allow and encourage the child to solve their problems. It is also important to build and establish a positive and proactive environment which supports and encourages the development of self-regulation and self-reflection within the individual.

Recommendation 6

To define shared models and approaches at European level for the treatment of challenging behaviour in schools, based on solid and scientifically validated theoretical frameworks which overcomes the differences in the different school system organisations in all of the countries of our community

Benefits of applying the recommendation

Despite the fact that the education and training sector is the sole responsibility of each of the Member States and is therefore not a matter for the common European policy, much work has been done at a supranational level to strengthen cooperation in this particular area. We considered that it essential to cooperate and deal effectively with the common challenges now facing Europe. For example, the ability to manage the growing violence in schools has been central many of the actions promoted by different EU bodies: “Schools cannot fulfil their role as places of learning and socialisation if children and young people are not in an environment that is free of bullying, intimidation and repression. One of the major aims of the action program “Children and violence” is to help decision-makers determine and implement consistent prevention policies to eliminate violence in schools”. The present policy recommendation is seen as an invitation to line up the national scholastic policies with the principles of the children’s human rights, they are, equal opportunities for all children, the participation of all children, a life free from violence for all children, child-friendly justice for all children and the rights of the child in the digital environment.

A scientifically-based approach to the management of challenging behaviours in schools can help to establish the school as a place of safety, where children can and do learn to practice active citizenship.

Annexe

Countries' Answers

UK

Area 1

Please identify any laws governing the management of problem behaviour in your school at both your local and European level.

1. Every child including those with SEN has a right to a broad, balanced and relevant curriculum
2. 1993 Act and 1st SEN Code of Practice (1994), advisory. LEAS (Local Education Authorities) make the best endeavour to 'have regard' to the code. 1996 Consolidated practice.
3. New CoP (Code of Practice) (2001). Included pupil participation and broad categories of need were introduced. The graduated response was introduced.
4. SEN and Disability Act (2001b) amended part 4 of DDA and brought an obligation on schools to publish accessibility plans for the environment and the curriculum. Schools were required to make 'reasonable adjustments' to increase access to provision. Schools must not discriminate in admissions, exclusions or provision
5. Equality Act (2010) Consolidated all of the previous disability legislation into one place

2014 Children's' Act. – has extended the guidance from 0 to 25 years.

6. Increased participation of parents and children at all stages of the assessment, planning, provision and evaluation
7. Guidance on the joint planning between services
8. Guidance on graduated response.
9. Replacing statements with EHIC (Education, Health, and Care Plan)
10. Increased responsibility for the class or subject teachers to meet the needs of pupils with SENDS (Special Educational Needs and Disabilities)
11. Special Educational Needs Coordinator (SENCo) to become a strategic leader and advisor.

Discipline in School Teachers Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (section 90 and 91 of the Education and Inspections Act 2006.)
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibilities for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of the school.
- Teachers have the power to impose detention outside of school hours.
- Teachers can confiscate a pupil's property

Area 2

Choose the evidence-based cases from the BASE application that could have a stronger influence on the educational systems if applied to a larger group of schools.

Not Applicable to UK project

AREA 3

Summarise the experience that you have gained during the project, producing an array of key aspects that are proven (through the evidence-based approach applied during the project activities) to produce positive results on the school environments.

Not Applicable to UK project

ROMANIA

Area 1

Please identify any laws governing the management of problem behaviour in your school at both your local and European level.

Order no. 5574/ 7th of October 2011 regarding the methodology of organization services of educational support for children, students and young people with special educational needs included in public education, Law no. 448 from 6th December 2006 regarding the protection and promotion of the disabled persons, Order no. 5555/ 7th October 2011 regarding the organization and functioning of the centres for resources and educational assistance issued by the Ministry of Education.

In Romania, children with special needs have access to various types of education and can enrol, according to the type and degree of their disability, in special schools or can be integrated into mainstream schooling in groups/classrooms or individually. Special education and special integrated education are organised across all levels of pre-university education, according to the type and degree of impairment, thus: mental, hearing, seeing, locomotive, associated. Special education and special integrated education are an integral part of the Romanian national education system and it offers educational programmes to all children/pupils/youth, adapted to their degree of disability and development needs. Normative documents in the field of education, in general, and in special education, in particular, observe the stipulations of the Convention on the Rights of Persons with Disabilities, adopted in New York by United Nations General Assembly on December 13th, 2006 and signed by Romania on September 26th, 2007. The Constitution and laws that govern Romania do not limit access to education for children/pupils/youth with impairment. In every county, there is a centre for resources and educational assistance, under the protection of the School Inspectorate. This institution issues a special certificate for each child who has a disability or disorder.

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Area 2

Choose the evidence-based cases from the BASE application that could have a stronger influence on the educational systems if applied to a larger group of schools.

In my opinion, all the five cases are important, and it is probably hard to say that one of them could be more important than the others. It was an experience to gather data, as these students do things that others did before, but now it was time to monitor all those behaviours as if it was their first time. It took time to do that and sometimes, we forgot to write down the data into the Base application, although we have discussed it at the leadership team meetings. Sometimes it was difficult to make a decision, on the spot, regarding what to do and how to solve the problem in the classroom. When speaking about primary school students, I think rewards are a great method of trying to make them behave better. During the interview with the Dutch team, I have told them about one of the students who was always disturbing his peers and also the teachers (his primary school teacher and me- I am his English teacher). As a reward I let him be "teacher for one day", which was actually one hour. And then the others disturbed him, and he seemed overwhelmed and he did not know how to handle the situation. So, letting them walk in other people's shoes can be a way to solve certain situations.

Another experience with one of the students was when he talked too much and he was constantly interrupting the teacher and then he was asked to raise his hand before speaking.

AREA 3

Summarise the experience that you have gained during the project, producing an array of key aspects that are proven (through the evidence-based approach applied during the project activities) to produce positive results on the school environments.

We have learnt that:

- We are part of a team and only by understanding other members of the team can we make things work effectively. - in Rumania, the team is made up of students, teachers and parents.
- It's not easy to convince a parent that their child needs professional help. Parents often question this idea with comments like: " Really, did he do that? He is such a good boy at home..."
- It is useful to explain the rules and expectations at the beginning of each school year, sometimes the rules are repeated weekly so that the students are exposed to the rules frequently and can begin to understand them.

- It is difficult for staff to maintain their patience and to constantly make the effort to thoroughly understand the child's behaviour. In part, this is because there can be hidden reasons that we don't understand yet, that are triggering the behaviour. if you don't go deeper into the problem you do not understand this.
- We need more psychologists. In Romania, it is difficult as we only have one psychologist, two support teachers and one speech therapist in a school with 1880 students.
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I believe that the greatest accomplishment is that we were able to be part of a great international team, to meet new people and to learn from them. We have the BASE application that will help and will support our understanding of behaviour considerably and we can continue to use it in the future. We have learnt from other international schools' experiences and we have understood that positive approaches, hope and encouragement are key to a successful relationship with the children.

TURKEY

Area 1

Please identify any laws governing the management of problem behaviour in your school at both your local and European level.

In Turkey, schools have disciplinary regulations prepared by the Ministry of National Education. The disciplinary regulations are divided into two parts. One part is for primary and secondary and the second one is for high schools. Disciplinary regulations guide the school management, teachers, and school staff to decide which rules should be applied at schools. School management and teachers set rules and expected behaviour according to the disciplinary regulations. Parents and students also know that rules are introduced from these disciplinary regulations and students should behave according to these rules at school. According to these regulations, administrators form disciplinary commissions at each school at the beginning of each year. Four teachers are chosen to become active members of the commission.

At schools, teachers initially try to solve problems using their professional skill and by using established intervention strategies. Teachers generally try their strategies first, even if it means that they try many different strategies. If they can't manage the problem behaviour with their approaches, they refer the student to the school counsellor and inform the school management. The school counsellor listens to their concerns about the student and has an individual meeting with the student where they aim to discover the reasons for the student's behaviour. The school counsellor informs the parents about the problem and meets with the parents to discuss the student's behaviour. If the student's problem behaviour continues a behaviour contract is drawn up with the student. If the problem behaviours continue despite all of these approaches the school disciplinary commission use the disciplinary regulations and will apply disciplinary sanctions.

Some examples of behaviours that the disciplinary system, teachers and school management apply these rules too are if a student is -

- is late to class,
- tells lies,
- throws rubbish away in school,
- uses a mobile phone during class,
- uses disrespectful behaviours to the teachers or other students,
- exhibits bullying behaviours at school,
- smokes at school,
- copies during exams,
- does not attend school regularly, etc.

Area 2

Choose the evidence-based cases from the BASE application that could have a stronger

influence on the educational systems if applied to a larger group of schools.

During the BASE project, we discovered that the evidence-based cases and processes provide educators with a rich source of objective data to understand behaviour. Teachers analyse the results and data more objectively. We have used the evidence-based cases we collected from the BASE application and we applied the FBA forms, Behaviour forms and drew up a Behaviour Support Plan. The FBA forms are evidence-based documents that help us to observe students' behaviours through ABC's systematic approach. Thanks to these forms, we were able to recognise the possible reasons behind the behaviour, the outcome of the behaviour and to describe the behaviour more clearly. Furthermore, schools can establish effective strategies more efficiently based on these forms. When schools explain the behaviour problems clearly, they can find reasonable and practical solutions. Schools defined their values and prepared a clear expectation matrix accordingly. If we establish expectations and rules clearly and specifically, we can determine the problem behaviours clearly.

The BASE application helped us to see the result from using the FBA forms, expectations and interventions through their application on the web. It helped us to see clearly that the overall process and outcomes that have been achieved during the BASE Project. We defined major and minor problems in our school, and we decided which problems we should focus on first, and we were able to produce and develop more appropriate strategies to challenge the selected behaviour. We think that FBA forms, Behaviour Support Plan, Expectation matrix, Major/Minor problems, should be used in all educational environments. They will ease educators' job in creating understanding and managing problems behaviours at school.

AREA 3

Summarise the experience that you have gained during the project, producing an array of key aspects that are proven (through the evidence-based approach applied during the project activities) to produce positive results on the school environments.

During this project, the Barbaros Secondary School teachers changed our understanding and way we view the students' behaviour problems. Prior to this project, we saw the behaviours as simply a problem that we have to solve, but now we can see that there is usually a reason behind every problem and additionally that there is a consequence for every 'problem behaviour' of the student.

Now the school focuses on how to understand the problem behaviour first, then we try to solve it by using intervention strategies. We apply a process-orientated procedure rather than result-oriented procedures. We are able to set the expectations and rules and define the problem clearly. Then, we sometimes encourage the student to solve the problem himself/herself by using low-intensity strategies.

We formed the PBS team at school and have increased the teachers' and the school staff's awareness about behaviour problems and intervention strategies. We used FBA forms, ABCs of Behaviour, three-tiered interventions during the BASE project. We experienced the effectiveness of evidence-based applications and saw their positive results. In our education system, we apply values education, we mainly use student-centred applications, and coaching systems as well as humanistic strategies to solve problems. PBS supported us to

continue this humanistic approach systematically with its procedures. So, we observe problems and create more effective strategies.

PORTUGAL

Area 1

Please identify any laws governing the management of problem behaviour in your school at both your local and European level.

In Portugal, there are no laws governing the management of problem behaviour. There is the Student Statute, decree-law issued by the Education Ministry. Each school, according to its autonomy, adapts the law to meet its educational needs.

Area 2

Choose the evidence-based cases from the BASE application that could have a stronger influence on the educational systems if applied to a larger group of schools.

Regarding the BASE application, we have inserted the data from the 5 students. However, case assessments cannot be completed fully as the schools are all closed due to the Corona19 virus pandemic.

AREA 3

Summarise the experience that you have gained during the project, producing an array of key aspects that are proven (through the evidence-based approach applied during the project activities) to produce positive results on the school environments.

We found that being able to share cases of behavioural interventions that have been carried out, in the different BASE team's countries, can better help us to model our educational engagement with students in our schools. Behaviour observation training helps us to understand and analyse behaviours in order to select which behaviour to prioritise initially and to be more objective in identifying what the nature of the problem is that we want to solve. Behavioural analysis and PBA allow us to properly manage daily student behaviour problems in schools. By sharing evidence and knowledge it leads us to know how to outline an intervention plan based on the actual behaviour of the student we want to prioritise.

NETHERLANDS

AREA 1

Please identify any laws governing the management of problem behaviour in your school at both your local and European level.

We have a school safety law that states that all schools have to have a safety policy. Also, there needs to be a named point of contact for parents and students when they feel other students are bullying or endangering safety in any other way.

In their safety plan, all schools need to include the prohibition of drugs and carrying of weapons, and how they control this. This policy also needs to include how schools prevent incidents from happening and how they cooperate with police and social services.

Schools need to provide a questionnaire about school safety annually for students to check the social climate.

Schools need to file for a complaint at the police if aggression is used against staff (with the children the school can't file, this has to be done by parent and/or students themselves).

Area 2

Choose the evidence-based cases from the BASE application that could have a stronger influence on the educational systems if applied to a larger group of schools.

The visualization of expected behaviours and consequences

Check-in check-out

Reflective support when a student is removed from class (instead of punishment)

The switch-form where students reflect on their behaviour and teachers reflect as well.

Reflection and focus on expected behaviour and making plans to make this expected behaviour happen, instead of punishment

AREA 3

Summarise the experience that you have gained during the project, producing an array of key aspects that are proven (through the evidence-based approach applied during the project activities) to produce positive results on the school environments.

We actually have had PBS running successfully in our schools for a longer period of time compared to the other schools in the project. Because of this previous experience, we think that we didn't learn a lot of new techniques and strategies about PBS. We learned more about different ways to visualize PBS in our school, and how this aids the students in understanding how they are expected to behave and what principles lay under these expectations. We've seen that a 'check-in and check-out' can have a good improvement on the behaviour of students. With a 'check-in and check-out', we check the goals of the students at the start of the day and evaluate at the end of the day. Parents receive the

evaluation of the day. We've seen that the help of Pedagogical/social workers in classrooms can aid the one-on-one support some students need.

ITALY

AREA 1

Please identify any laws governing the management of problem behaviour in your school at both your local and European level.

Our school “Silvio Boccone” of Palermo includes kindergarten, primary and secondary school and, like all Italian state schools, it is autonomous with regard to didactic, organisational and research activities. We refer to rules established by the Ministry of Education, Universities and Research (MIUR) as to general educational goals, specific learning goals according to pupils’ skills, the minimum national curriculum, standard related to the quality of educational services, and general criteria for student assessment. Being a school with a moderate number of students at risk for problem behaviour, inclusive education is the sector where our school has been mostly focusing its efforts.

Our school faces the management of problem behaviour adapting didactics to less favoured students and also providing extra-curricular education and activities. We offer, for example, through networks and agreements with other schools, universities and local association, the possibility to practice sport, going to laboratories or attending dance or drama classes at school.

To avoid inequality among students and grant the same opportunities to everybody and thus preventing challenging behaviour, our school makes reference to the Ministerial Directive of 27 December 2012, on “Measures for pupils with special needs and local organisations for school inclusion”, that recognises three categories of a student with special learning need and that could be at risk:

- pupils with assessed disabilities,
- pupils with specific developmental disorders
- pupils with socio-economic and cultural disadvantages
- foreign pupils with linguistic and cultural disadvantages.

As to students with disabilities, Law 517/1977 closed separated classes and since then, there are no special schools or classes in the Italian school system. These students are followed by a special teacher together with the curricular teacher and are part of the class.

As to SLD students, Law 170/2010 recognises dyslexia, dysgraphia, dysorthographia and dyscalculia as specific learning disorders (SLD) but they do not have a special teacher. In the case of SLDs, teachers put in place the pedagogic and didactic measures necessary to guarantee their educational goals. Teachers can use personalised education plans and compensatory tools to implement individualised and personalised educational processes, following the national guidelines of 2011.

As to students with learning difficulties due to personal, family and social environmental disadvantages, schools put in place a personalized individual plan, which has the function to provide the families with a document with the planned strategies for the intervention.

As to foreign students, the process of inclusion consists of two aspects: ‘integration’ and ‘inter-culture’. As a school, we often make reference to The University of Palermo for cultural and linguistic mediators to help teachers

For all these kinds of students with SEN, teachers draft tailored individual or personalised educational plans, which allow them to improve their abilities and knowledge, based on their own skills. Parents are called to share the content of this plan and they can also participate in the school's Work Group for Inclusion (GLI) to issue an Annual Plan for Inclusion (PAI) and they are also represented in the Local and Regional Inter-Institutional Work-Group (GLIP-GLIR). Territorial Support Centres (CTSs) and Local Observatory (which is a net of schools of the territory) are our constant point of reference to prevent drop-out and effectively face the occurrence of problem behaviours. An Educationalist (a specialist in education and training processes with a specific degree) is at our disposal every 15 days to talk to students with problem behaviour.

Students are often involved in projects, conference, meetings, laboratories focused on bullying and cyberbullying and a specific contact teacher is appointed to perform this task. In July 2015 The Italian government adopted the Good School reform (Law 107 the Good School Reform Act) of the national education and training system. This reform sets out changes in education and training provision management and in the curricula. This Act aims to affirm the school's central role in society and raise all learners' levels of education and skills, based on individual learning times and styles. This should counteract inequalities, prevent school drop-out and create open schools as permanent labs for research, experimentation, educational innovation, participation and education for active citizenship. At a European level, we refer to the European agency for special needs and inclusive education.

Area 2

Choose the evidence-based cases from the BASE application that could have a stronger influence on the educational systems if applied to a larger group of schools.

As a school, in the context of the BASE project, we have chosen 5 cases of students who show challenging and disruptive behaviour. At first, we have only observed them "in action" and have registered the frequency of the occurrence of challenging behaviours. We have elaborated the ABC chart for each of them and we have noticed that certain attitudes are more frequent in specific situations. By consequence, as the PBS approach suggests, we have tried to change the environmental conditions that trigger and maintain the challenging behaviour and we have tried to establish proactive strategies to work successfully with the student at risk. For example, we moved the school group from one classroom to a larger one; we have involved the entire class in painting walls and making the classroom more welcoming,

We have tried to create opportunities for all students to develop trusting relationships offering extracurricular activities, such as sport and dance. We have kept parents regularly informed of difficult behaviour and strategies for behaviour management, by telephone or face-to-face contact.

The help of the Educationalist appointed for our school by the Observatory (a net of schools of the same territory who take common decisions about the management of drop-out and challenging behaviour students), is very important in the management of challenging behaviour. She offers a help desk to help students in difficulties.

AREA 3

Summarise the experience that you have gained during the project, producing an array of key aspects that are proven (through the evidence-based approach applied during the project activities) to produce positive results on the school environments.

The impact of BASE Project (Behavioral Assessment to improve School Environment) on school community has been very strong. School is full of panels advising students on how to behave. We feel confident that, little by little, this new approach will be going to produce a direct changing in the educational perspective. School seems to go towards a more proactive approach and this, in the end, could increase the quality of life in all of the community.

The path towards this new positive approach has started about 6 years ago when a group of teachers attended a course on the development of meta-intelligence with a significant focus on emotion. The course was intended to develop an empathic approach towards students with problem behaviour. If we want to change problematic behaviour of challenging students, the only way is to set a positive climate at school in which students are treated with fairness, respect, equality and empathy whatever problems or needs they may have. This attitude improves their self-esteem and reduces their negative behaviour. This was the first step. The BASE system is another important step. It adds something more: “scientificity” to the positive approach. In fact, it permits to gather, in a systematic way and according to a systemic perspective, a great amount of data that facilitate the decision making and the problem-solving processes.