

# Il progetto BASE Intellectual Output 4 – Suggerimenti sulle politiche educative.

## A chi è indirizzato questo documento

Questo documento si rivolge a tutti coloro che sono interessati a migliorare l'atmosfera all'interno delle scuole, sia in termini di comportamenti che di benessere generale.

Tra quelli a cui si rivolge questo documento vanno annoverati i legislatori e i decisori politici, i dirigenti scolastici, i professionisti che lavorano nel settore educativo, gli psicologi, gli insegnanti e i genitori.

Tutti questi soggetti devono essere coinvolti se si vuole provocare un processo di sviluppo della scuola e trasformarla in un ambiente gradevole, all'interno del quale possano attecchire e fiorire atteggiamenti e comportamenti tesi alla prosocialità, mentre tutti i comportamenti problematici e gli atteggiamenti antisociali siano progressivamente portati ad estinguersi.

La creazione di un "ecosistema educativo orientato al benessere" può favorire la crescita armonica di cittadini consapevoli e aiutare l'integrazione di tutti gli studenti, indipendentemente dalle loro origini, etniche e sociali, dalle differenze fisiche, cognitive, economiche o di qualsiasi altro tipo.

## Perché è importante l'argomento di questo documento?

L'implementazione di nuove pratiche e di interventi basati su un approccio ispirato al Positive Behaviour può migliorare la gestione di molti dei processi interni alle scuole, oltre che le relazioni sociali negli ambienti scolastici, gli scambi di informazioni tra le scuole e le comunità in cui esse operano, e contribuire a creare un senso di condivisione di valori comuni. La creazione di un team specializzato nella gestione degli aspetti legati al comportamento contribuisce a formare un sentimento della scuola quale "luogo sicuro", dove il primo obiettivo dell'istituzione è il benessere di tutti i soggetti che partecipano alla vita scolastica.

Per gli insegnanti è, inoltre, una opportunità di crescita professionale. Grazie a queste pratiche essi acquisiranno la padronanza di strategie per la gestione dei comportamenti che sono supportate dalla ricerca scientifica, e inoltre prenderanno confidenza con strumenti tecnologici innovativi che li supporteranno nella gestione dei comportamenti in classe e dei soggetti particolarmente problematici.

Per i decisori politici lavorare per migliorare la gestione dei comportamenti in ambito scolastico è senza dubbio un argomento importante. Lavorare su questi aspetti consente di trasmettere una visione innovativa della missione educativa e afferma la necessità di una decisiva svolta nelle politiche scolastiche, soprattutto nel caso di scuole a rischio, che vivono all'interno di contesti sociali problematici, e per mettere in campo politiche di contrasto alla povertà educativa.

Questo documento intende veicolare due importanti messaggi. Il primo è che

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*ogni bambino ha diritto ad una formazione che sia quanto più ampia possibile, bilanciata ai suoi desideri e bisogni e rilevante per lui e per la società*

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*Questo aspetto è importante soprattutto quando si consideri l'educazione speciale e l'educazione speciale integrata. Questo tipo di educazione deve far parte integrale del sistema educativo di una nazione in modo che si possano offrire a tutti i bambini/adolescenti/giovani programmi formativi che siano adattati per il loro livello di disabilità e appropriati per le loro esigenze di sviluppo e di crescita.*

Il secondo messaggio che si vuole dare è che

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*Comprendere il comportamento ad un livello più profondo è cruciale per sviluppare la capacità di gestire efficacemente i comportamenti sfidanti a scuola*

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*In questo campo l'uso dell'applicazione per il monitoraggio comportamentale BASE può contribuire ad aggiungere "scientificità" al modo in cui l'approccio positivo viene implementato.*

## L'argomento

Le informazioni contenute in questo documento sono state raccolte da cinque diverse nazioni e ponendo alcune domande sulle rispettive politiche riguardo alcune specifiche aree, di seguito sono elencate le domande e in appendice si possono trovare le risposte ricevute.

**Area 1. Indica ogni legge o norma connessa alla gestione dei problemi di comportamento a scuola, sia a livello locale che Europeo.**

**Area 2. Scegli alcuni casi trattati utilizzando il sistema BASE che potrebbero dare indicazioni rilevanti su come organizzare il sistema scolastico se venissero applicati ad un gruppo di scuole più esteso.**

**Area 3. Riassumi la tua esperienza durante il progetto, cercando di evidenziare alcuni interventi chiave che hanno dimostrato (in base a prove ricavate grazie all'approccio del progetto) di produrre risultati positivi nell'ambiente scolastico.**

Come si può notare leggendo le risposte in appendice vi sono molte differenze tra i diversi paesi, rispetto ai riferimenti legislativi, ad esempio, ed anche nelle idee e metodologie praticate nelle scuole prima dell'introduzione dell'approccio PBS (Positive Behaviour Support) perorata dal progetto BASE.

Un tratto comune è che in tutti paesi la formazione sulle strategie del PBS, fatta nel corso del Progetto BASE, si è rilevata utile e capace di supportare i docenti.

In alcuni paesi la partecipazione al Progetto ha portato ad un cambiamento radicale nel modo in cui i comportamenti venivano analizzati e nel modo in cui ci si rapportava ai comportamenti sfidanti.

Lo staff scolastico riporta che la partecipazione al Progetto BASE li ha fatti sentire più capaci di gestire le difficoltà legate al comportamento degli studenti a scuola e più creativi nel loro approccio individuale, in grado quindi di indurre un cambiamento nella direzione di comportamenti positivi. Inoltre, essi parlano di essere ora capaci di capire le ragioni che ci stanno dietro ad alcuni comportamenti inaspettati dei loro allievi e anche le ragioni spesso nascoste dai bambini all'insegnante, e che potrebbero essere l'innescò del comportamento problematico.

Dobbiamo purtroppo sottolineare come la pandemia di Covid 19, sopravvenuta nella fase in cui si stava andando verso la conclusione del progetto, abbia complicato la fase di raccolta e analisi delle risposte. Alcune parti del progetto si sono dovute completamente ripensare per riuscire a completarle in modo soddisfacente. Le scuole, in quel momento alle prese con la fase di intervento con l'uso dell'applicazione BASE, hanno dovuto sospendere la raccolta dei dati, che dovevano riguardare cinque alunni della loro classe. Comunque siamo sicuri che gli effetti del Progetto BASE potranno mantenersi quando finalmente si rientrerà nelle classi. La partecipazione a questa esperienza ha permesso di capire il comportamento dei loro allievi ad un livello più profondo, è questo sarà cruciale per lo sviluppo di pratiche di gestione più efficaci dei comportamenti a scuola.

## SUGGERIMENTI PER L'IMPLEMENTAZIONE DELLE PRATICHE DEL PBS A SCUOLA.

### Suggerimento 1

**L'implementazione di un approccio positivo in cui sono chiaramente definite le aspettative comportamentali, i comportamenti sfidanti di minore e maggiore impatto, le strategie di monitoraggio, le ricompense, sono aspetti chiave per avere un rapporto efficace con gli allievi.**

#### Benefici nell'applicare il suggerimento

La dirigenza scolastica e gli insegnanti stabiliscono le regole e il comportamento atteso seguendo un regolamento disciplinare. I genitori e gli studenti conoscono le regole introdotte da questi regolamenti disciplinari e gli studenti sanno che a scuola devono comportarsi seguendo queste regole.

Spiegare chiaramente i problemi comportamentali aiuta a trovare soluzioni ragionevoli e pratiche. Le scuole devono anche chiaramente definire i loro valori e sulla base di questi mettere a punto una chiara matrice delle aspettative. Se si stabiliscono le aspettative e le regole in modo chiaro ed esplicito, si possono più facilmente determinare i comportamenti problematici su cui si dovrà intervenire.

### Suggerimento 2

**Come suggerito dall'approccio PBS, per cambiare le condizioni ambientali che innescano e mantengono il comportamento sfidante è importante cercare di stabilire strategie proattive in modo di essere capaci di lavorare con successo con gli studenti a rischio.**

#### Benefici nell'applicare il suggerimento

Per gestire i comportamenti problematici degli studenti, il modo più efficace è creare un clima positivo a scuola. Un ambiente in cui gli studenti siano trattati con equità, rispetto, uguaglianza ed empatia, qualunque siano i loro problemi o le loro esigenze. Questo atteggiamento migliora la loro autostima e riduce il loro atteggiamento negativo.

### Suggerimento 3

**Incoraggiare l'uso di applicazioni di monitoraggio come il sistema BASE. Strumenti quali interventi fondati su evidenze scientifiche, moduli FBA, piani di supporto al comportamento, matrici delle aspettative, identificazione dei problemi maggiori/minori, dovrebbero essere utilizzati in tutti gli ambienti educativi.**

#### Benefici nell'applicare il suggerimento

Sarebbe auspicabile che a livello europeo si definissero nuovi profili professionali in grado di adottare approcci basati sull'evidenza per raccogliere, in modo sistematico, e secondo una prospettiva sistemica, una grande quantità di dati che facilitino i processi decisionali. A tal fine, è importante sottolineare la necessità di formare insegnanti con sufficienti competenze scientifiche e metodologiche in merito a) all'importanza dell'educazione basata sull'evidenza nel monitoraggio dei comportamenti problematici relativi ai più comuni SEN b) all'uso di pratiche basate sull'evidenza nell'educazione, attraverso la ricerca su soggetto singolo, sfruttando le opportunità che offrono oggi le tecnologie dell'informazione e della comunicazione (ICT).

### Suggerimento 4

**Una maggiore partecipazione dei genitori e degli allievi a tutte le fasi della valutazione, della pianificazione, dell'intervento e del monitoraggio è necessaria per gestire efficacemente le difficoltà comportamentali.**

#### Benefici nell'applicare il suggerimento

La gestione dei comportamenti sfidanti dovrebbe coinvolgere tutte le persone che fanno parte della vita del bambino. Particolarmente importante è il sostegno alle famiglie per favorire l'adattamento del bambino nel suo ambiente. I genitori dovrebbero essere guidati a considerare il proprio figlio come una risorsa, imparando ad aumentare il feedback positivo e il rinforzo positivo, riducendo le aspettative e gestendo il monitoraggio in modo positivo, a scopo di sostegno e di cura.

## Suggerimento 5

**Applicare l'approccio PBIS come alternativa agli interventi normalmente utilizzati con studenti BES, con studenti con disabilità significative, o con studenti che hanno manifestato forme estreme di autolesionismo e di aggressione.**

### Benefici nell'applicare il suggerimento

PBIS non è una nuova teoria del comportamento, ma un approccio sistemico al comportamento volto a migliorare la capacità delle scuole di progettare ambienti efficaci che favoriscano un insegnamento e un apprendimento di qualità. Sostenere la famiglia con bambini SEN è fondamentale per creare un ambiente confortevole e tranquillo in cui il bambino possa esprimersi e modellare positivamente il suo comportamento.

Non è insolito che i genitori decidano di intraprendere azioni educative coercitive e punitive nei confronti dei propri figli, poiché sono esasperati dai comportamenti problematici dei loro bambini. Molto spesso, però, queste strategie sono inefficaci, in quanto tendono a rafforzare le cattive abitudini. Offrire l'opportunità di prendere confidenza con il PBIS diventa essenziale per aiutare i genitori a comprendere la natura del problema, a organizzare tempi, modi e spazi che possano permettere al bambino di risolvere i suoi problemi. È anche importante costruire un ambiente positivo e proattivo che incoraggi l'autoregolamentazione e la riflessione.

## Suggerimento 6

**Definire modelli e approcci condivisi a livello europeo per il trattamento di comportamenti sfidanti a scuola basati su un quadro teorico solido e scientificamente validato, superando le differenze nei diversi paesi dell'Unione nell'organizzazione del sistema scolastico**

### Benefici nell'applicare il suggerimento

Nonostante il settore dell'istruzione e della formazione sia di esclusiva competenza degli Stati membri e quindi non sia di competenza della politica comune Europea, si è lavorato a livello sovranazionale per rafforzare la cooperazione in questo settore, considerato essenziale per affrontare le sfide comuni che l'Europa si trova ad affrontare. Ad esempio, la gestione della violenza nelle scuole è stata oggetto di molte azioni promosse da diversi organismi dell'UE: "le scuole non possono svolgere il loro ruolo di luoghi di

apprendimento e di socializzazione se i bambini e i giovani non si trovano in un ambiente libero da bullismo, intimidazione e repressione. Uno degli obiettivi principali del programma d'azione "Bambini e violenza" è quello di aiutare i responsabili delle decisioni a determinare e attuare politiche di prevenzione coerenti per eliminare la violenza nelle scuole". La presente raccomandazione politica è un invito ad allineare le politiche scolastiche nazionali con i principi dei diritti umani dei bambini, cioè le pari opportunità per tutti i bambini, la partecipazione di tutti i bambini, una vita libera dalla violenza per tutti i bambini, una giustizia a misura di bambino, i diritti del bambino nell'ambiente digitale.

Un approccio scientifico nella gestione dei comportamenti nelle scuole può aiutare a creare una scuola come luogo sicuro dove i bambini possano imparare a praticare una cittadinanza attiva.

# Appendice

## Risposte ricevute dai partner

# 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 1<sup>st</sup> 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 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 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 head teacher 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 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 other 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 about 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

## 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 can 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 you don't understand yet that are triggering the behaviour. if you don't go deeper into the problem.
- 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 a 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 schools staff 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, they 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 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 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 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 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 educational and training processes with a specific degree) is at disposal every 15 days to talk to students with problem behaviour.

Students are often involved in projects, conference, meetings, laboratories focused on bullism and cyberbullism 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 European level we refer to the European agency for special need 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 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 notice 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 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 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 advertising students 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 the all 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 great work on emotion. The course 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.