

Early identification in order to facilitate early intervention
of vulnerable students at-risk of early school leaving



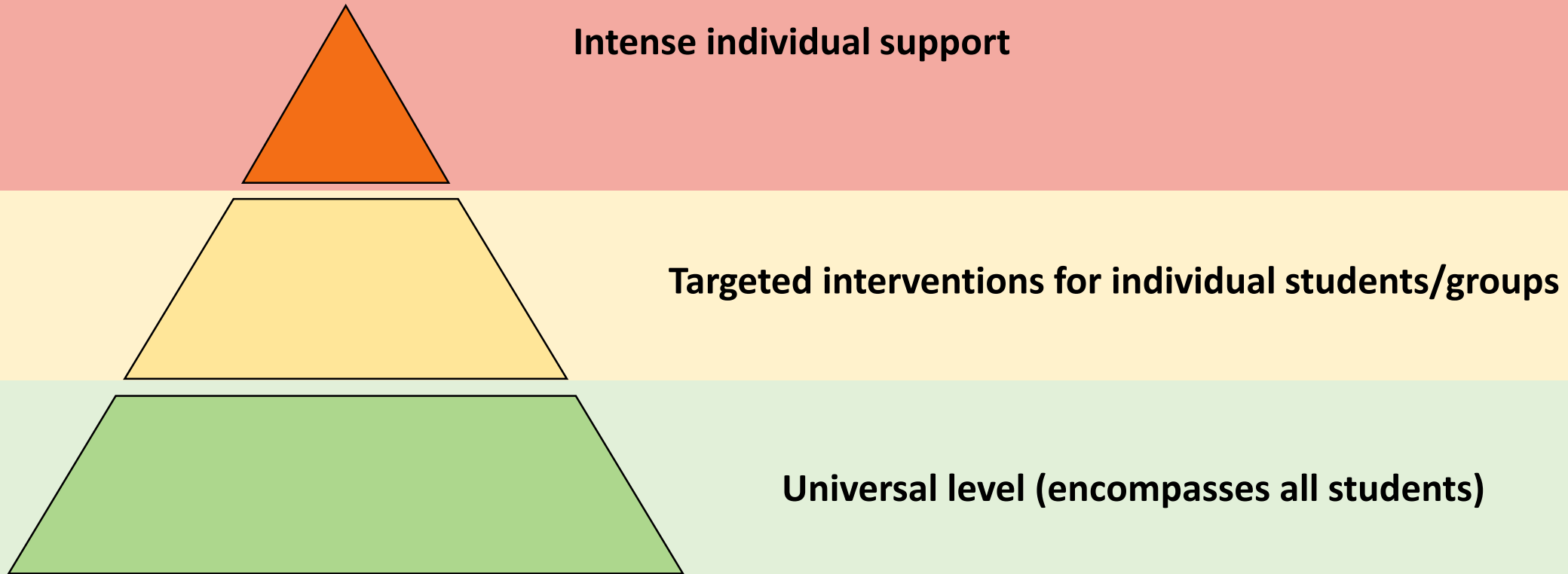
Stockholm, 7-8 november

“ESL is the result of a long-term process of academic and social disengagement from school, which is influenced by the intersection of a variety of academic, personal, and family experiences and resources.”

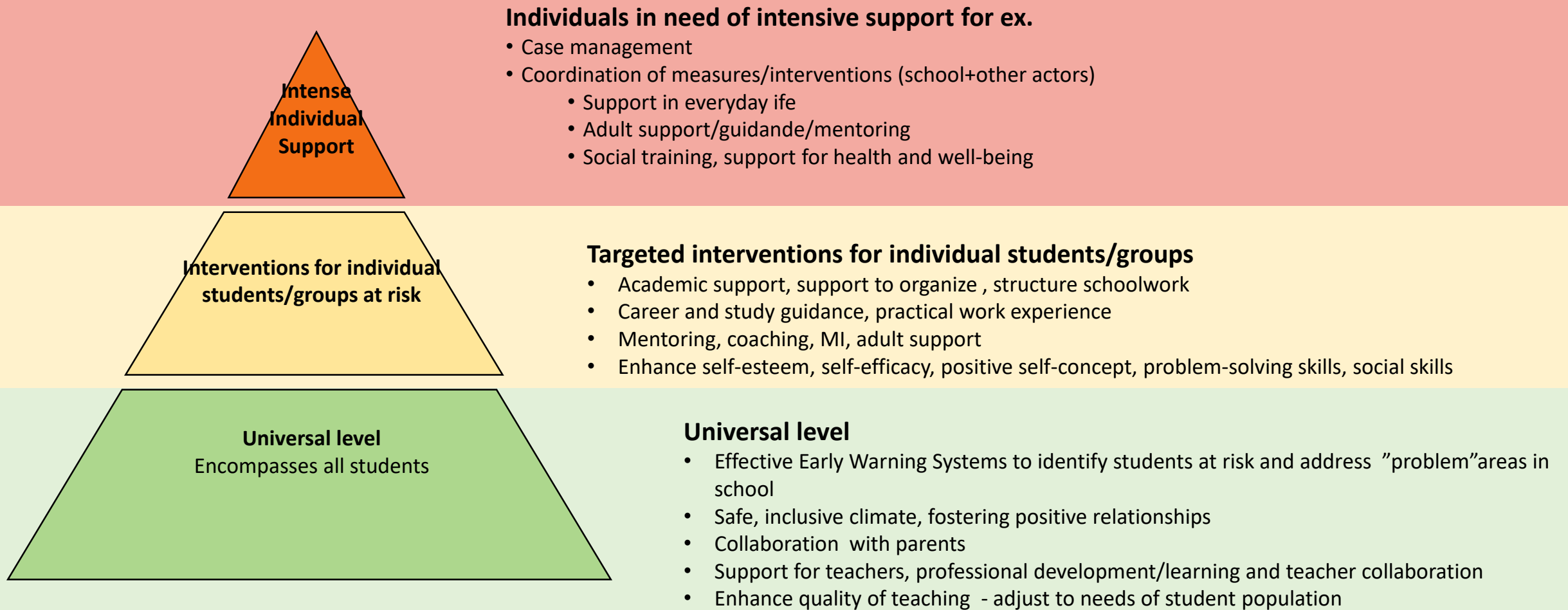
(Alexander et. al , 2001)

- A coherent strategy/whole school approach efficient
- Important first step is early identification of students “at-risk”
 - Early warning systems to identify students at risk
 - Early warning systems to identify needs in the organization
 - Cross-sectorial collaboration important in identification and early intervention to prevent “escalation of problems”

A comprehensive strategy is effective: (whole school approach)



A comprehensive strategy of prevention efficient: ex. from research and Swedish Plug In-project



Adapted from work by MacIver & MacIver (2009)

A comprehensive strategy:

Need to increase holistic support and cross-sectorial cooperation for students at all levels

Intense individual support

- Case management
- Coordination of measures/interventions
- One-stop-shops (Navigator-center)
- Programmes run by multi-skilled teams
 - Holistic support: everyday life, social training, health and well-being
 - Adult support/guidance/mentoring

Targeted interventions for individual students/groups

- Academic support, support to organize , structure schoolwork
- Career and study guidance, practical work experience
- Mentoring, coaching, MI, adult support
- Enhance self-esteem, self-efficacy, positive self-concept, problem-solving & social skills



Universal level (encompasses all students)

A comprehensive strategy of prevention:

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Universal level (compasses all students)

Early warning system – to adjust instruction/pedagogy/support for all students
Career and study guidance integrated in curriculum
Life-skills integrated in curriculum, pastoral time
Coaching/mentoring on schedule for groups/classes
Home-school liasons – collaboration with guardians
Co-location/cooperation with social services, division of culture and leisure, NGOs

Early warning systems: For early identification of students "at-risk" and for identification of "problems" in the organization



Intense individual support

Targeted interventions for individual students/groups

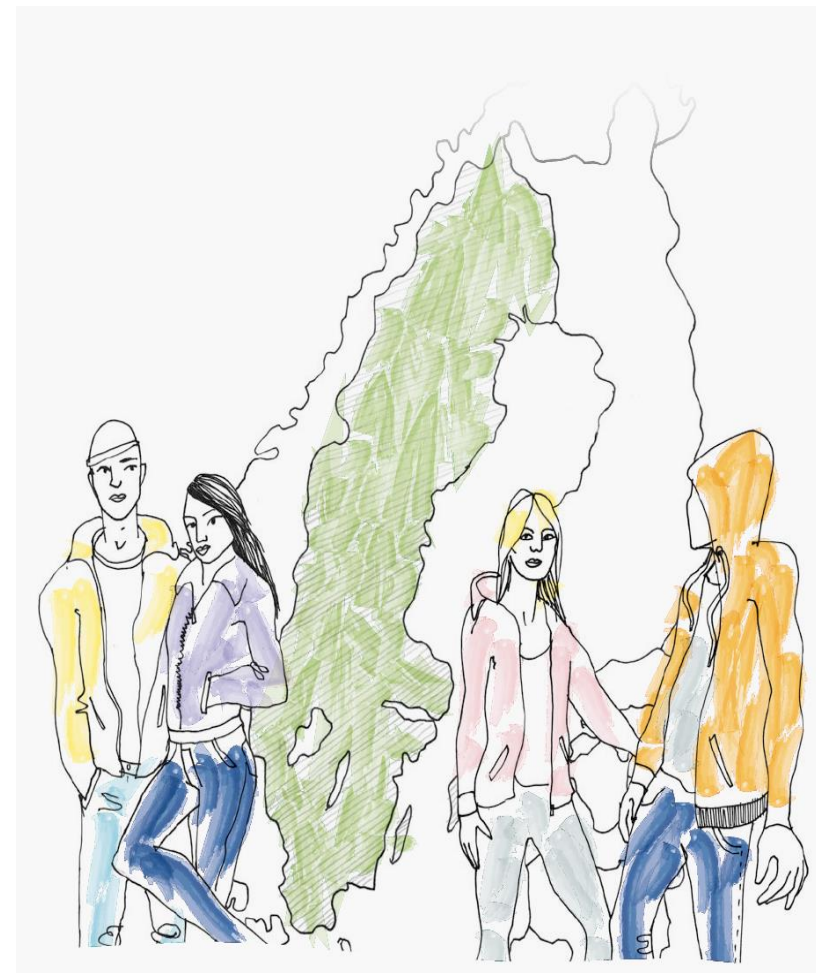
Universal level (all students)

**Early warning systems to identify needs of students
and need for changes in organization**

“Early warning system” — to identify, monitor and act on early warning signals and risk factors

Common components/steps

- Identification of relevant distress signals (based on mapping in local context)
- Systems/activities/programmes to monitor distress signals
- Systems/routines to alert school staff (staff in other sectors/local authorities) of pending risk
- Taking practical action with relevant measure



Mapping of risk factors

Individual and structural background factors (inter)national level

- SES (poverty, unemployment, parents' educational level)
- Community/neighbourhood characteristics
- Gender (boys)
- Mobility (frequent moves)
- Language
- Low achievement
- History of disengagement (absence etc)
- Learning disabilities
- Health (mental/physical)
- Special education needs
- Low self-efficacy, self-esteem
- Low resilience
- Low social skills

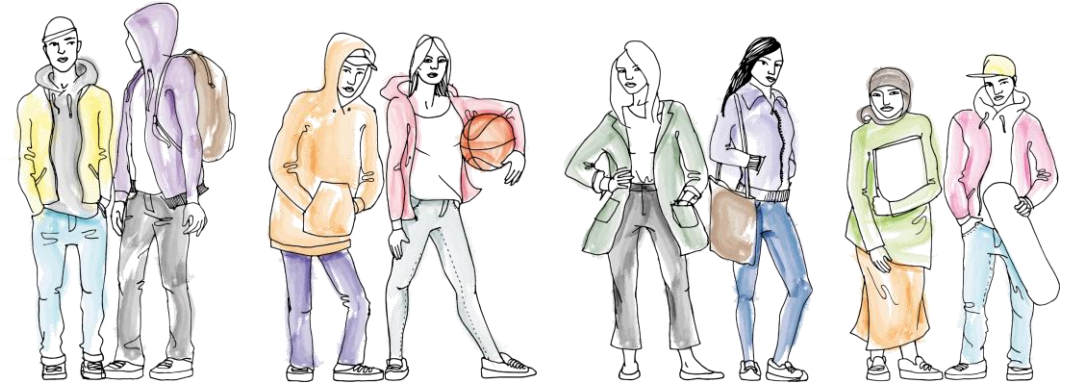


(adapted from Dale, 2010; NDPC, 2007 m.fl.)

Identifying risk signals

ABC-data strong predictors of drop-out

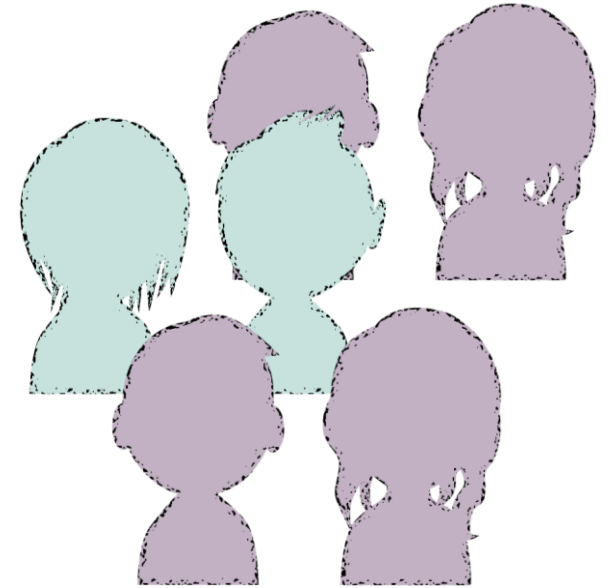
- Attendance
- Behavior (disciplinary referrals)
- Course completion (grades, test results)



*Monitoring additional "engagement/school connectedness" indicators effective for **early intervention**: cognitive, behavioral, psychological/affective dimensions. For ex. perception of relevance, personal competence, locus of control, behaviors in classroom, relationships with staff/peers, extra-curricular activities (well-being) etc..*

Monitoring of broader set of risk signals for early intervention: ex. "engagement" and school connectedness

- **France – questionnaire** during admission process
 - Attitudes to school
 - Self-efficacy, locus of control
 - Behaviors/attendance
 - Need of support
 - Family attitudes and interest in school
- **Austria (pilot project)**
 - Trained social workers at schools monitoring students for distress signals
 - Risk factors inside/outside school
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- **Plug In-project - Sweden**
 - "User-friendly" system for voicing concern over students (holistic view)
 - Trained student coaches at schools monitoring students for risk signals
 - Coaches collaborate with teachers and student health teams in identifying students in need of support



Team Agera: Cross-sectorial cooperation as a strategy to identify distress signals and make early interventions

In Grästorp, Sweden, the municipality hired a multi-professional team (social worker and pedagogue) cooperating with school and social services.

Team was placed in compulsory schools (also worked outside in evenings) to interact with students, staff and parents to identify and offer support to children at-risk and families. They offered:

- Support to students (RePulse-program) and individual counseling
- Support for parents/guardians (Komet-program)
- Facilitating contacts with social services – reporting to social services
- Support to school staff (identifying students at risk and building knowledge)



Results, experiences, and lessons learned from Team Agera

- Improved attendance
- Improved grades
- Less conflicts at school and at home
- ***Students at risk identified at an earlier stage***
- ***More complex sets of risks identified among students - led to referrals/interventions***
- More "positive view" of Social services – changes in help-seeking behaviors
- Improved work situation for teachers

Some success factors"/key mechanisms

- "Neutral" position of team important
- Co-location – daily interactions built trust among students
- Accessibility – daily interactions at school, using social media to communicate at various time of the day



EWS: sharing information for early intervention across sectors (national, regional, municipal level)

Database Estonia

- monitoring student data *continually* (ex. attendance and academic progress)
- monitoring and transferring data at transitions (schools/municipalities)

Irland: Equity in Education

- School completion programme



Early warning system to track “weaknesses” in schools - and make adjustments at all levels...



Intense individual support

Interventions for individual students/groups

Universal level (all students)

EWS for monitoring the situation at school level

- **attendance** across school (attendance in classes, subjects, types of absences etc.)
- **achievement/skills** (classes, subjects etc.)
- **students' engagement/school connectedness**
- **students' well-being** etc.

Early warning systems: some references

- EU Thematic Working Group on Early School Leaving. http://ec.europa.eu/education/policy/school/early-school-leavers_en
- European Commission, [Early warning systems in Europe: practice, methods and lessons](#). Thematic Working Group on Early School Leaving, Brussels, 2013.
- “Reducing early school leaving: toolkit for schools. How to identify and monitor students and schools in need of additional care and support”, Report from 2018 is part of the results of a European research project (RESL-project) across several EU-countries. <https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=5404>
- *European Toolkit for Schools (European Commission) monitoring students at-risk* www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools.html
- Structural indicators for schools for developing inclusive systems in and around schools. <https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/detail.cfm?n=4852>
- Bruce, M., Bridgeland, J. M., Fox, J. H., and Balfanz, R. 2011. *On Track for Success: The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation*. Washington, DC: Civic Enterprises.
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- Dropout Prevention. Practice Guide: (2008) What works clearingshouse. Institute of Education Sciences (IES). U.S: Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf.
- Frazelle, S. & Nagel, A. (2015). *A practitioner’s guide to implementing early warning systems* (REL 2015–056). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

<https://sites.ed.gov/underservedyouth/files/2017/01/MS3-A-Practitioners-Guide-to-Implementing-Early-Warning-Systems.pdf>

Kennelly, L. & Monrad, M.(2007) Approaches to Dropout Prevention: Heeding Early Warning Signs With Appropriate Interventions National High School Center at the American Institutes for Research. American Institute for Research. <https://files.eric.ed.gov/fulltext/ED499009.pdf>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/PracticeGuide/9> and the National Dropout Prevention Center <http://dropoutprevention.org> in the U.S. provide extensive resources on the topic.