# Towards a holistic, integrated approach to motivation in working with socio-economically excluded groups

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**<u>Different kinds of approaches</u>**
**as a multifaceted approach to**
**motivation and engagement:**
**-Humanistic**
**-Constructivist**
**-Existential**
**-Beyond an individualist**
**approach**
**-Behavioural**
**-Psychoanalytical**
**-Cognitive**

**Integrated with humanistic as**
**starting point**

# **Different levels of need**:  Universal, selected, indicated prevention

The three widely recognized prevention approaches in public health are:

**UNIVERSAL, SELECTED** and **INDICATED** prevention (Burkhart 2004; Reinke et al., 2009).

‘Beyond a patchwork’ (EUNEC 2013) approach of System Fragmentation: Clarity on which Prevention Levels the Service is Targeting

- Clarity on which levels the education service is targeting: Three widely recognized prevention approaches in public health.

* *Universal* prevention (ALL) applies to school, classroom and community-wide systems for all students – reform mainstream schools

- *Selective* prevention (SOME –GROUPS) targets specialized group systems for students at risk of early school leaving/early school leavers with strong potential for reentry to education
(Microlycee, France: Ecorys 2013 – colocation, common management structure/headship, specialist teachers but interaction with mainstream staff, same progression routes)

- *Indicated* prevention (FEW – INDIVIDUAL) engages in specialized, individualized systems for students with high risk of early school leaving/chronic need/multiple risk factors  (Fairbridge, Middlesborough, Ecorys 2013 – learn by doing, fishing, canoeing, cooking, outdoor activities for learning – expensive)

– **ALL 3 levels need to be focused on in a national strategic approach**

**INDICATED** prevention – chronic need – Requires more than 'mentors' to more complex emotional and academic supports
**INDICATED** prevention engages in specialized, individualized systems for students with high risk of early school leaving and their families – Chronic need

The VaSkooli project in theTurku and Salo regions of South-West Finland acknowledges the difficulties in reaching  youth and their families, who do not participate in any of the special services provided by the sub-projects (Ahola & Kivela 2007).

**ALL 3 levels need to be focused on in a national and regional strategy**

# Humanistic approaches as a starting point- to recognise alienation of people from education and social system

Unconditional positive regard (Rogers 1980 )

Relational approach given experiences of alienation

Beyond categorisation/labelling as a dehumanisation

Listening

Holistic needs and skills check/initial assessment

# Humanistic approaches as a starting point

A school principal from the Estonian national report:
*"schools can create circumstances where unwanted students feel that they have to leave… and they do..."* (Tamm & Saar 2010, in Downes 2011).
The secondary education system in Lithuania according to a school management representative:*"The attitudes towards students have to change and then they will feel better at schools. [...] at the moment students are selected under the criteria „good" and „bad" and those who get the „bad" label do not want to stay at such school – they leave it"* (Taljunaite et al 2010, in Downes 2011)

A positive school climate can be created at classroom and school levels. In the classroom, teachers must be adequately prepared and motivated to meet students' needs through sensitive and responsive pedagogical interactions (Danielsen et al 2010).

Strategies and approaches to achieve a positive developmental atmosphere in schools are recommended for pre- and in-service teacher training  (Jourdan et al. 2008).

# No sunlight ! (Downes & Maunsell 2007)



"I can't wait to leave, I would leave tomorrow if I had the choice because I get picked on by a teacher"

"No some[teachers] think they own the school"

Downes' (2004) student centered research in Ballyfermot, Dublin, 12 focus groups and 173 questionnaire responses from secondary students:

"Have anger management courses for teachers" (female, focus group):

"The teachers shouting at you. That makes me really, really down" (Age 13, F)

"If the teachers didn't roar at you" (Age 13, F)

"Have an equal teaching system and sack ignorant snobby teachers...very harsh teachers usually make me stay out of school" (Age 16, M)

cf. Cederberg & Hartsmar (2013), Scandinavia: Those who were considering dropping out, but changed their mind, reported that they did so after advice from a teacher or a social worker)

**Multiple domains intervention needed for bullying prevention success – a risk factor for ESL**

Pervasive teasing and bullying in a school may lead to disengagement and avoidance of school, distraction and inattentiveness in the classroom, and, ultimately, poorer academic performance (Juvonen, Wang, & Espinoza, 2011; Lacey & Cornell, 2011; Mehta et al., in press).

Swearer et al (2010) conclude from their international review that:
*'Bullying will be reduced and/or stopped when prevention and intervention programs target the complexity of individual, peer, school, family, and community contexts in which bullying unfolds'

**School Climate, Teasing, Bullying**
Cornell et al. (2013) A one standard deviation increase in school-level poverty was associated with a 16.7% increase in dropout rates, holding all other variables constant.

Notably, one standard deviation increases in student and teacher-reported Prevalence of Teasing and Bullying were associated with 16.5% and 10.8% increases in dropout counts, respectively, holding all other variables constant.

A basic conclusion from our study is that the Prevalence of Teasing and Bullying in high schools deserves serious consideration by educators in addressing the problem of dropout. In a sample of 276 high schools, the level of teasing and bullying reported by both ninth-grade students and teachers was predictive of cumulative dropout counts over 4 years after the cohort reached 12th grade.

Cornell et al. (2013) note that dropout programs often focus too narrowly on changes in individual students, without considering broader peer and school influences.

Cornell et al. (2013) " teasing and bullying may be a neglected source of decay to the social capital of schools that generates an atmosphere of mistrust and alienation, animosity and fear that ultimately pushes students to abandon their educational aspirations".

# Humanistic approaches: Avoiding Undifferentiated Categorizing

Beyond simple categorizing of students: Not '1 early school leaving problem' – a behaviour with a vast range of underlying motivations and factors

Not '1 size fits all' solutions for generic categories but there can be better models than others for key aspects

Beyond simple categorizing of 'NEET's': Reengagement for involves a range of strategic approaches and models rather than a single intervention approach

Humans not deindividualised objects

-Different developmental needs and interests of parents with younger (e.g., language development, attachment, nonverbal emotional therapy) compared with older children

-Different developmental needs and interests of youth based on *their* own age differences

-Gender differences for reengagement and lifelong learning classes
- Youth as parents

-Parents with chronic needs such as intergenerational drug abuse

-Single parents
Recognise sharing of good practice involves analysis of strategic gaps

Carrigan & Downes (2010) international review - Recommendation of four dimensions for initial assessment of adult learners regarding basic literacy skills  *(Holistic initial assessment)*

| 1. | An initial semi-structured interview involving self-assessment. |
|---|---|
| 2. | A piece of writing on a theme of relevance and interest chosen by the learner to be examined according to simple and transparent standardised criteria |
| 3. | A short tool with a menu of options for examining literacy with thematic content which can be chosen by the learner from a range of possibilities and which have been proofed for cultural sensitivity and social class bias |
| 4. | Development of an individual education plan in dialogue with the learner, where the learner retains ownership over all of the needs and skills check information and is assured from the outset that the results are not being used in an exclusionary way. |

# Constructivist approaches

**Beyond information based outreach approaches**

**Construction of meaning (Bruner 1990) and active learning**

**Identity change through public ceremony**

**Cultural relevance**

**Emotional bridge to relevance (Glasser 1969)**

# The need for more proactive outreach strategies to marginalized groups than simply information based ones (Downes 2014)

Outreach to marginalised groups is a strong feature of Citizienne, Flanders:

- **Within communities**

According to the staff interviewees, it is critical to ensure various learning opportunities as close as possible to the adults. Both interviewees accentuate that one can not expect all participants to come into a classroom. The educational activities should be 'home delivered'. Therefore the organisation makes efforts in providing education within the communities, decentralised all over Brussels (in mosques, sports clubs, pubs, etc.) (Vermeersch & Vandenbroucke 2010).

# Beyond Intergenerational Splits in Policy
# to Lifewide Community Lifelong Centres
# to Engage Ethnic Minorities such as
# Roma

Balkan Sunflowers NGO in Fushë Kosova, early school leaving rates over the two years of the Learning Centre operation decreased dramatically, from 120 in 2007-2008 to 14 in 2009-2010. Primary school enrolment has more than tripled in Gracanica since the Centre's opening in 2004 from 25 to 85 children.

According to figures from Balkan Sunflowers NGO in Fushë Kosova, early school leaving rates over the two years of the Learning Centre operation decreased dramatically, from 120 in 2007-2008 to 14 in 2009-2010. Primary school enrolment has more than tripled in Gracanica since the Centre's opening in 2004 from 25 to 85 children.

None of the children attending Gracanica Learning Centre dropped out of primary school in 2010, while only one child in Plemetina dropped out of school that year. 75% of all registered Roma children in Plemetina attend the Learning Centre, while girls' school attendance has increased and there are currently 58 girls in primary school

- **Local community lifelong learning centre**

- **Life-wide**

- **School as site of community education**

- Beyond information processing to construction of meaning (Bruner 1990)

- Public ceremonies to recognise achievement and create new stories about people's lives (Hegarty 2007; Ecorys 2013)

*Outreach work to reach most marginalised families

• Each family has one 'lead professional' to link them with others (Edwards & Downes 2013a)

 *Continuum of interventions – all, some, intensive individual
The weaknesses of informational type approaches have already been recognised in psychology internationally with regard to drug prevention strategies (Morgan 2001)

The Sociale School Heverlee Centrum voor Volwassenenonderwijs vzw (SSH-CVO) also uses printed press (programme brochure, local newspaper, flyers, adverts, documents, etc.) and online tools (such as a website) to increase the access to their educational provision. Although this type of advertisement reaches the most people, a recent evaluation research by the SSH-CVO has shown the effects of this strategy are rather minimal (Vermeersch & Vandenbroucke 2010).

**Cultural competence and staff from stakeholder groups (Downes 2014)**

Lieberman et al (2011) note that, 'The shortage of infant mental health providers from minority groups has a particularly negative impact on immigrant and minority children and families, who need interventions that are provided in their native language by practitioners who understand their cultural values and childrearing practices'

# Key Principles for Engaging Marginalised Groups

Assumed Connection: Start where the person is at

Meaning and Control: Beyond Information based approaches to Active Outreach

'The emotional bridge to relevance' (Glasser 1969)

Build on strengths of the learner

Developing mediating spaces for engagement: Attention to location

Cultural competence and communication skills of teaching staff

Holistic view of needs

Student voices being central

Embedded learning through doing – Fairbridge, Middlesborough; Youthreach, Dublin,

Gardening – kinaesthetic learning



Embedded learning through emotional engagement - 'The emotional bridge to relevance' (Glasser 1969)

# Existential approaches

**Fear of freedom**

**Fatalism: Pathway for hope**

**Challenging Fatalism and Substance Abuse**

Need for strategies to challenge fatalism which is a risk factor for drug use and other self-harming behaviour, including a fatalism associated with early school leaving (Kalichman et al. 2000, Downes 2003; Ivers, McLoughlin & Downes 2010)

O'Connell & Sheikh (2009) explored non-academic (non-cognitive) factors in early school leaving and found strong correlations with smoking and with lack of daily school preparation for early school leaving in a sample of over 25,000 8th grade US students from over 1,000 schools

Cornell et al. (2013) note that dropout programs often focus too narrowly on changes in individual students, without considering broader peer and school influences.

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# Beyond an individualist approach

Cohort Effects

Peer support

Interpersonal social aspect

Word of mouth to 'catch fire' among a group

Lifelong learning as community development (Freire 1972) and as recognition of prior learning for community leaders

**4 'Quick Wins' - Inexpensive**

- Build in a social aspect – meet new friends (LLL2010 sp3)
- Staff and students eat together/drink tea together (Ecorys 2013, Youth School Lithuania; Youthreach, Harmonstown, Dublin 2013) – nonfunctional social communication
- Staff exchange between education sites – more than isolated individuals (Ecorys 2013)
- Festivals, Slovenia (Downes, 2011a)

## Co-location of non-formal and formal education
## An Cosán, Dublin (Downes 2011a)

It caters for wide variety of courses and people. There is the option of progression through levels of courses for participants. The starting point is courses on Personal Development and Communication Skills, Basic Literacy and Numeracy. An Cosán caters for ethnic minorities who need to improve their English language skills, confidence or parenting skills. A second series of courses reflect the needs of the local community for training in leadership e.g. training for community drug workers and community development.

The third series of courses are most important as they allow people to access further education. These courses include those run under the Young Women's Programmes. Some of their past students have gone on to third level colleges and universities, gaining certificates, diplomas and degrees.
The fourth series of courses have, as their immediate goal, retraining or formalising skills for employment
An Cosán supports participants 'to plot out a career path' and to access the programmes that they need to achieve this (Dooley et al., 2010).

AnCoSán

This community centre adopts both a lifelong and life-wide focus.

# Behavioural approaches

**Systematic desensitisation – Walk before run:**

**Routinised day, sleep patterns**

**Behavioural contract: Individual education plan**

**Sleep aspects linked to academic achievement, mental health**

Taras & Potts-Datema (2005) note that most children need at least 9 hours of restful sleep each night and conclude that:

'The preponderance of literature that recognises the detrimental effects of sleep disorders is astounding and perhaps not fully appreciated among many primary care providers, school health professionals and educators'.

Other research has shown that adolescents require at least 8.5 hours of sleep per night and more appropriately 9.25 hours of sleep (Carskadon et al., 1980). A review by Blunden et al (2001) of 13 articles demonstrated that reduced attention, memory, intelligence and increased problematic behaviour resulted from sleep-related obstructive breathing. Other international studies have shown a relationship between insufficient sleep and lowered academic performance (Allen, 1992; Kowalski & Allen, 1995; Schuller, 1994; Wolfson & Carskadon, 1996, 1998).

| "At what time do you usually go to sleep on a weekday?" (Downes & Maunsell, 2007) | Before Midnight | Midnight | After midnight | Varies/NA |
| --- | --- | --- | --- | --- |
| Primary School A % | 42% | 16% | --- | 42% |
| School B % | 54% | 16% | 15% | 15% |
| School C % | 78% | 9% | 6% | 7% |
| School D % | 83% | 6% | --- | 11% |
| School E % | 40% | 26% | --- | 34% |
| School F % | 60% | 8% | --- | 32% |
| School G % | 81% | 15% | --- | 4% |

Not one early school leaving problem


Not one motivation or set of motivation strategies: a differentiated approach needed

# Psychoanalytical approaches (Indicated prevention: Chronic need level)

## Trauma

## Depression, mental health

## Defence mechanism of system inertia

**Emotional trauma (bereavement, rape, sexual abuse, bullying, family break up, sleep related problems) – supports needed to prevent early school leaving**

Irish Parliament and Senate Report on early school leaving (2010): Case studies of those who left school early due to trauma factors of rape, bereavement, sexual abuse

Wider referral processes – reach withdrawn kids
-Evidence suggests that the emotional support needs of withdrawn students, who are at risk of early school leaving, may be missed by teachers compared with those students displaying and externalising problems through aggression (Doll 1996; Downes 2004).

**Downes & Maunsell (2007):**
*"Why do you think some people are dying ? Because there is no one to talk to"*
*- "we should do more personal development"*
*- "girls slit their wrists"*
*- "girls take tablets and slice their wrists"*
*- "girls sleeping around to hurt themselves, other ways instead of slitting wrists"*

**A mental health/emotional support and early intervention focus for national ESL strategies – depression, trauma, bullying, school climate, family support outreach, substance abuse prevention, fear of failure/success**

**Poverty impacts on mental health, mental health impacts on early school leaving**

- Mental health issues, including depression, anxiety, disruptive behaviour disorders, eating disorders, or post-traumatic stress disorder, can negatively impact on a child's school success, as well as general well-being (Kessler 2009; World Health Organization 2003)

- Children living in low-income families are especially vulnerable to mental health difficulties (Annie E. Casey Foundation 2009; US Department of Health and Human Services 2001).

Early interventions that aim at enhancing student mental health and sense of mastery could be instrumental in preventing premature school exit, as they are likely to increase educational engagement (Appleton, Christenson, Kim, & Reschly, 2006; Christenson & Thurlow, 2004).

Quiroga  et al. (2013) based on a high-risk longitudinal sample (2000– 2006) of French-speaking adolescents living in Montreal
*   recruited from two suburban secondary schools ranked by the Ministry of Education of Quebec (MEQ) in the three lowest deciles of socioeconomic status (SES) according to mother's education and parental employment.

* 493 participants (228 girls and 265 boys).

Quiroga et al. (2013) Results show that depression scores were negatively correlated with self-perceived academic competence but not with self-reported academic achievement –

*depression symptoms at the beginning of secondary school are related to higher dropout mainly by being associated with pessimistic views about the likelihood to reach desired school outcomes; student negative self-beliefs are in turn related to lower self-reported academic performance and predict a higher risk of dropping out. These findings emphasize that the connection between early depression and leaving school without qualifications is mostly indirect, as it is accounted for by achievement-related self-perceptions.

Quiroga et al. (2013) "interventions that target student mental health and negative self-perceptions are likely to improve dropout prevention".

**Even apart from poverty related depression, emotional distress contributes to early school leaving:**

A troubling number of adolescents showing serious emotional distress and depression symptoms are at risk for school failure and dropout (Quiroga, Janosz, Lyons, & Morin, 2012; Thompson, Moody, & Eggert, 1994; Wagner, Kutash, Duchnowski, Epstein, & Sumi, 2005).

A meta-analysis of 28 longitudinal studies found that bullying doubled the risk for depression an average of 7 years later, even after controlling for numerous other risk factors (Ttofi, Farringon, Lösel,& Loeber, 2011).

# Early school leaving is a mental health issue !

Kaplan et al's (1994) North American study of 4,141 young people tested in 7th grade and once again as young adults which found a significant damaging effect of dropping out of high school on mental health functioning as measured by a 10-item self-derogation scale, a 9-item anxiety scale, a 6-item depression scale and a 6-item scale designed to measure coping.

This effect was also evident when controls were applied for psychological mental health as measured at 7th grade. The significant damaging effect of dropping out of school was also evident even when controls were applied for gender, father's occupational status, and ethnicity

# Cognitive approaches

**Fear of failure**

**Fear of success**

*Fear of failure – Internalising a failure identity* – Need emotional supports and public ceremonies to recognise achievement (Hegarty 2007; Ecorys 2013)

## *Fear of failure – Internalising a failure identity*

A wide range of educational theorists and educational psychologists recognise the danger of labelling students as failures (e.g. Merrett 1986; Glasser 1969; Warnock 1977; Handy & Aitken 1990; Jimerson 1997; Kellaghan et al 1995; MacDevitt 1998; Kelly 1999; Downes 2003)
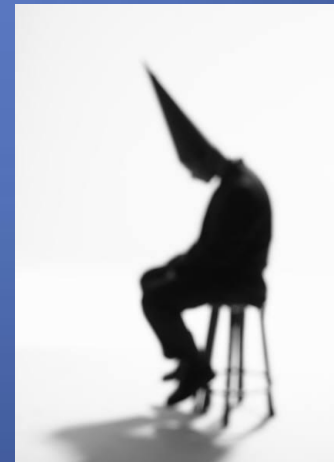
## *Fear of success* (Ivers & Downes 2012)

Ivers, J. & Downes, P (2012). A phenomenological reinterpretation of Horner's fear of success in terms of social class. *European Journal of Psychology of Education*, Vol 27, Number 3, 369-388

# Common People – Pulp (1995)

She came from Greece she had a
thirst for knowledge
She studied sculpture at St Martin's
college
That's where I....
Caught her eye

She told me that her Dad was
loaded
I said "In that case I'll have rum
and coca-cola."
She said "Fine,".....
And then in thirty seconds time she
said

"I want to live like common
people
I want to do whatever
common people do
I want to sleep with common
people
I want to sleep with common
people like you."

Oh what else could I do?
I said "I'll see what I can do."

I took her to a supermarket
I don't know why, but I had to
start it somewhere
So it started .... there
I said "Pretend you've got no
money."
But she just laughed 'n said
"Oh you're so funny."
I said "Yeah?
Well I can't see anyone else
smiling in here

Are you sure you want to live like
common people
You want to see whatever common
people see
You want to sleep with common
people
You want to sleep with common
people like me?"


But she didn't ... understand
She just smiled and held my hand

Rent a flat above a shop
Cut your hair and get a job
Smoke some fags and play some
pool
Pretend you never went to school
But still you'll never get it right
`cos when you're laid in bed at
night
Watching roaches climb the wall
If you called your dad he could
stop it all yeah

You'll never live like common
people
You'll never do what ever common
people do
You'll never fail like common
people
You'll never watch your life slide
out of view


And then dance, and drink, and
screw
Because there's nothing else to do

Sing along with the common
people
Sing along and it might just get you
through
Laugh along with the common
people
Laugh along even though they're
laughing at you
And the stupid things that you do
Because you think that poor is cool.

Like a dog lying in a corner
They will bite you and never warn
you
Look out.

They'll tear your insides out

`cos everybody hates a tourist
Especially one who thinks it's all
such a laugh
Yeah and the chip stain and grease
will come out in the bath

You will never understand
How it feels to live your life
With no meaning or control
And with nowhere left to go
You are amazed that they exist
And they burn so bright whilst you
can only wonder why.

Rent a flat above a shop
Cut your hair and get a job
Smoke some fags and play some
pool
Pretend you never went to school
But still you'll never get it right
`cos when you're laid in bed at
night
Watching .... roaches climb the wall
If you called your Dad he could
stop it all, Yeah.

Never live like common people
Never do what common people do
Never fail like common people
Never watch your life .... slide out
of view

And then dance, and drink, .... and
screw
Because there's nothing else to do

I want to live with common people
like you…
I want to live with common people
like you…

# Cognitive approaches

**Active control**

**Build on strengths**

**Language dimension to disruptive behaviour/suspension needs to be addressed**
Rates of language impairment reach 24% to 65% in samples of children identified as exhibiting disruptive behaviours (Benasich, Curtiss, & Tallal, 1993),and 59% to 80% of preschool- and school-age children identified as exhibiting disruptive behaviours also exhibit language delays (Beitchman, Nair, Clegg, Ferguson, & Patel, 1996; Brinton & Fujiki, 1993; Stevenson, Richman, & Graham, 1985).

# Starting point Humanistic…

## … Humanistic AGAIN!

# 'Beyond a patchwork' (EUNEC 2013) approach of System Fragmentation: Alternatives to Suspension/Expulsion to Stop Diametrically Opposing Strategic Approaches

**Alternatives to Suspension**

Suspension rates themselves are predictive of dropout rates (T. Lee, Cornell, Gregory & Fan, 2011).

An English study by Rennison *et al*., (2005) found that young people in the NEET [Not in Education, Employment or Training] group were over three times more likely previously to have been excluded from school than young people overall.

In Polish national research (CBOS 2006), being put outside the classroom was a sanction experienced by 15% of students, with 53% observing this as occurring for others.

The Irish post-primary figure of 5% for suspension, applied to the total population of 332,407 students equates to well over 16,000 students suspended from post-primary schools in 2005/6 (ERC/NEWB 2010).
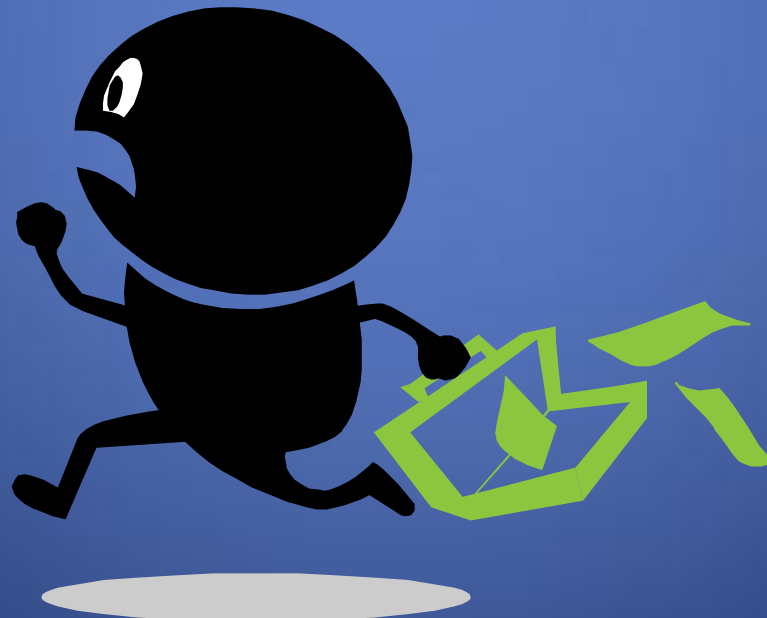
Markussen et al (2011) longitudinal study following a sample of 9,749 Norwegian students over a five-year period, out of compulsory education and through upper secondary education.

"The higher the students scored on an index measuring deviant behavior, the higher their probability of early leaving as compared to completing".

Markussen et al (2011 "Students with high scores on an index measuring seriously deviant behavior were in fact less likely to leave early than students with low scores on this index. This last finding is explained by the extra resources, support and attention these students are provided with, making it less probable for them to leave".

**Multidisciplinary Teams for Staff as part of multidisciplinary approach**

**Bridging health and education (Downes & Gilligan 2007)**

Simply reframing school dropout as a health issue has the potential to bring new players into the effort — parents, health institutions, young people, civil rights groups — and to encourage public officials to think of the dropout problem as central to community health and as a long-term solution beneficial to population health (Freudenberg and Ruglis 2007)

**More prominent role for 'multi-professional working' in second chance than in mainstream schools (Ecory's 2013, 10 EU countries)**

Teams to go beyond 'passing on bits of' the individual through referrals (Edwards & Downes 2013)

Teams linked with schools such as outreach care workers, therapists, nurses, social workers, speech and language therapists and housing officers (Edwards & Downes 2013)

Key questions for Unga In staff:

A. Which approaches ARE and which ARE NOT being used by You for engagement of those not in education, training or employment ?

-**Humanistic**
-**Constructivist**
-**Existential**
-**Beyond an individualist approach**
-**Behavioural**
-**Psychoanalytical**
-**Cognitive**

Key questions for Unga In staff:
B1. At which level(s) of prevention is your strategy working  – **UNIVERSAL, SELECTED, INDICATED**? (E.G. Stockholm ABC is general parent programme ages 3-12, is *universal* level and not *selected* or
i*ndicated* )
At which levels of prevention is your strategy NOT working?

B2. Is there collaboration with key target group  members (i.e., involvement in design, strategy, decision-making, leadership roles, employment of them) or merely information to be consumed by them?

B3. At which level of system change is your strategy working?
-Individual only
-School system
-Family system
-Community system (e.g., Gijon festivals)
-Links between some of these ? (Antwerp transition primary-postprimary ?)
 -Which of these system levels are NOT being targeted in your strategy and need to be ?

B4. Is there clear responsibility at local levels for which agency takes the lead on key issues or is there diffusion of responsibility?
- Are there integrated teams or fragmented multiple agencies ?

**UNIVERSAL** prevention applies to education and community-wide systems for all learners (e.g. Teacher conflict resolution skills, Whole school bullying prevention approaches, active learning teaching methods).

**SELECTED** prevention targets specialized groups of students at risk of early school leaving (e.g. some support programmes can work more efficiently at a group level than simply individually for those in need but not at chronic need levels).

**Indicated Prevention (Chronic need)**
- 	mental health: trauma, depression (cause   and consequence of ESL)
- 	suspension/expulsion
- 	risk behaviour (drugs use, fatalism)
- 	attachment problems with trust
- 	holistic initial assessment for literacy
- 	*iscoil* – anxiety
- 	special education needs

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