School Completion Programme Strategy *before* Structures: What is the Strategic Vision for SCP ?

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EU2020 Headline Target – Early School Leaving Prevention a Key Goal of Tusla ?? Tusla: Unified framework for service provision -integrating services for children and youth at risk

* Downes, P., Nairz-Wirth, E., Rusinaite, V. (2017). *Structural Indicators for Inclusive Systems in and around Schools.* Luxembourg: Publications Office of the European Union

* Downes, P. & Cefai, C. (2016*) How to tackle bullying and prevent school violence in Europe: Evidence and practices for strategies for inclusive and safe schools*. Luxembourg: Publications Office of the European Union.

* Downes, P. (2014). *Towards a Differentiated, Holistic and Systemic Approach to Parental Involvement in Europe for Early School Leaving Prevention.* European Union, European Regional Development Fund, Urbact Secretariat, Paris.

* Edwards, A. & Downes, P. (2013) *Alliances for Inclusion: Developing Cross-sector Synergies and Inter-Professional Collaboration in and around Education.* Brussels: EU Commission, Directorate General, Education and Culture

1. **Strategy to Recognise Appropriate Supports for Different Levels of Need**

2. **Multidisciplinary Teams for Chronic Need – not a Proliferation of Agencies and Prepackaged Programmes**

3. **The Emotional-Relational Turn for ESL and Inclusive Systems: Emotional Supports, Mental Health, Bullying**

4. **Limits to Prepackaged Programmes**

5. **A National Framework for Strategy and Local Context Adaptability: Building on Strengths of SCP**

6. **Hunger in School and Child Poverty – Not Take from Poor to Give to Poorer**

1. Differentiated Strategies in Place (Downes et al. 2017):
Universal – *All,*   **Selected Prevention–** *Some, Groups, Moderate Risk*
Indicated – *Individual, Intensive, Chronic Need*
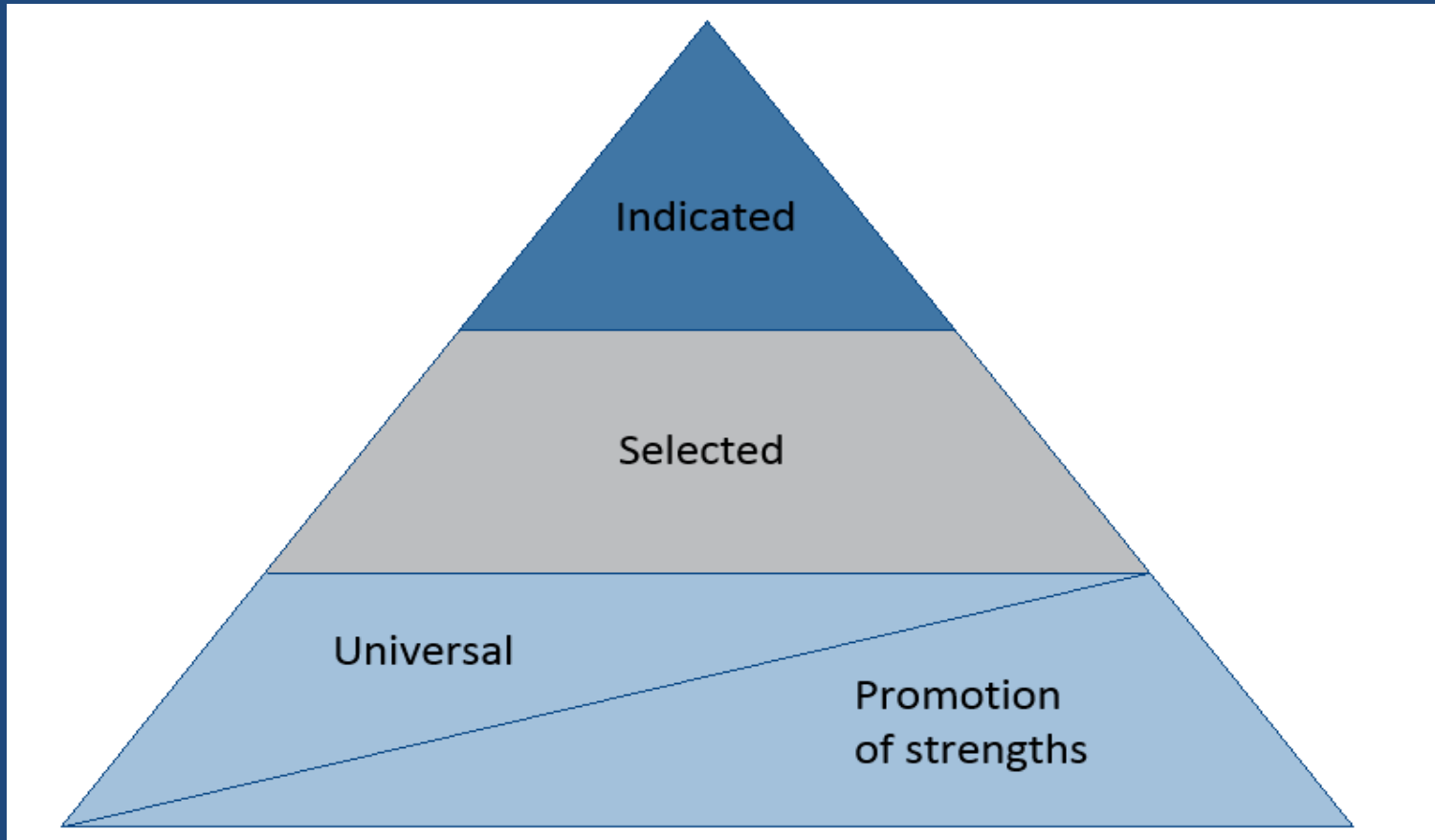
Pre-packaged programmes suitable for moderate risk not chronic
need - not antipoverty or tailored to individual needs –:
Pre-packaged programmes - A Strategic Mismatch for Indicated
Prevention Level

2. Multidisciplinary Teams – Chronic Need – Indicated Prevention
Alliances for Inclusion report (Edwards & Downes 2013) 16 examples from 10 European countries.
-A policy focus is needed to go beyond multiple agencies
-the multi-faceted nature of risk requires a multi-faceted response
 -Need to minimise fragmentation across diverse services 'passing on bits of the child' and family (Edwards & Downes 2013)

EU Commission School Policy WG Report on ESL (2015):
A 'whole school approach' also implies... stronger cooperation with a wide range of stakeholders (social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists...
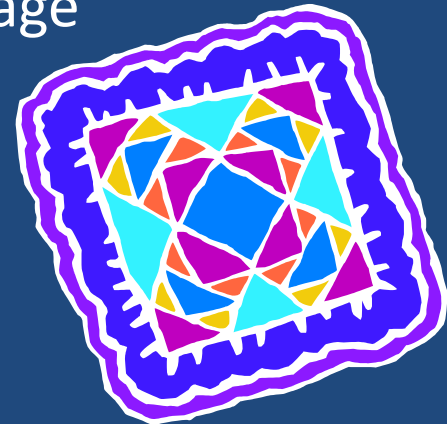
3. The Emotional-Relational Turn for ESL : Internalising Issues

The downward spiral of mental disorders and educational attainment: a systematic review on early school leaving Esch et al. BMC Psychiatry 2014 14:237

When adjusted for socio-demographic factors, mood disorders (e.g. depression) were significantly related to school dropout

Among anxiety disorders, after controlling for potentially confounding factors, social phobia was a strong predictor of poor educational outcome

...as indicated by early school leavers themselves, were feeling too nervous in class and being anxious to speak in public, both representing symptoms of social phobia

Even apart from poverty related depression, emotional distress contributes to early school leaving: LONELINESS: Frostad et al. 2015 – intention to drop out   TRAUMA: Joint Oireachtas Cttee Report 2010

Common system supports needed for bullying and early school leaving prevention (Downes & Cefai 2016): Early warning systems

- school absence,

- negative interpersonal relations with peers and conflict with teachers, low concentration in school, decreased academic performance, negative school climate influences, lower school belonging, satisfaction

School Climate, Teasing, Bullying
In a sample of 276 high schools,
Cornell et al. (2013) " Notably, the increased dropout count that was associated with Prevalence of Teasing and Bullying was quite similar to the increases that were associated with FRPM [i.e., poverty] and academic failure".

- **Strategic Issues: Emotional Relational**

*School refusal as a cocktail of social anxiety, loneliness, failure, bullying, depression, negative school climate – SCP needs to address these !

* Whole school approach – includes teams in and around schools

*Need School Completion Coordinators sufficiently close to schools, children and families to form relationships with them and to champion children's needs to schools – universal setting to enable early identification of risk

* SCP offers long term supports over time

*Address universal school climate issues and poverty related needs

* Focus not only on individual but on system change in schools

*Concern that referral criteria locating deficits in individuals and not in systems – where is the promotion of strengths focus ?

*Delay in referrals to hinder rapid support response ?

* Internalising needs and not just externalizing needs at risk of ESL

4. Limits to Prepackaged Programmes

Smith, Salmivalli et al. (2012) appeal for a more differentiated contextual approach, 'We think it is time for researchers to move beyond investigating whether program A works or not (i.e., main effects studies) to testing what works, for whom, and under what circumstances'.

Weare and Nind's (2011) review of mental health promotion and problem prevention in schools found:

'the use of holistic, educative and empowering theories and interactive pedagogical methods was endorsed by many of the reviews which found that behavioural and information-based approaches and didactic methodologies were not nearly as effective...European theory tends to be holistic, emphasizing not just behaviour change and knowledge acquisition, but also changes in attitudes, beliefs and values..'. (p.65)

Limits to Discrete Prepackaged Programmes

Weare and Nind (2011) 'The European and Australian style and the type of whole-school approaches it generates tend to promote "bottom up" principles such as empowerment, autonomy, democracy and local adaptability and ownership (WHO, 1997). All the agency-led whole-school programs named above have produced a wealth of well-planned materials, guidelines and advice, but are also deliberatively non-prescriptive and principles based' (p.66).

- emphasise the need for end-user involvement, the lay voice: empowered communities for sustainable well-rooted long lasting changes.

Behaviourist Rachlin (1984) No one to one correspondence between input and output for complex systems

Developmental cascades (Masten et al. 2005)

5. Need National Framework for SCP Combined with Local Frontline Services Sensitive to Local Needs

National Framework for SCP:
Clarify levels SCP actions and HSCL are focused on
-HSCL outreach ill equipped for indicated prevention (chronic needs)
– needs to be part of multidisciplinary family support teams

- **Chronic needs Multidisciplinary Teams – Links with Social Care Workers in Tusla, Speech and Language Therapists in Schools**

- **Emotional Supports and Mental Health Focus – including Whole School Approach for School Climate**

- **Strengths Based – Arts, Afterschool Clubs (support loneliness, social skills)**
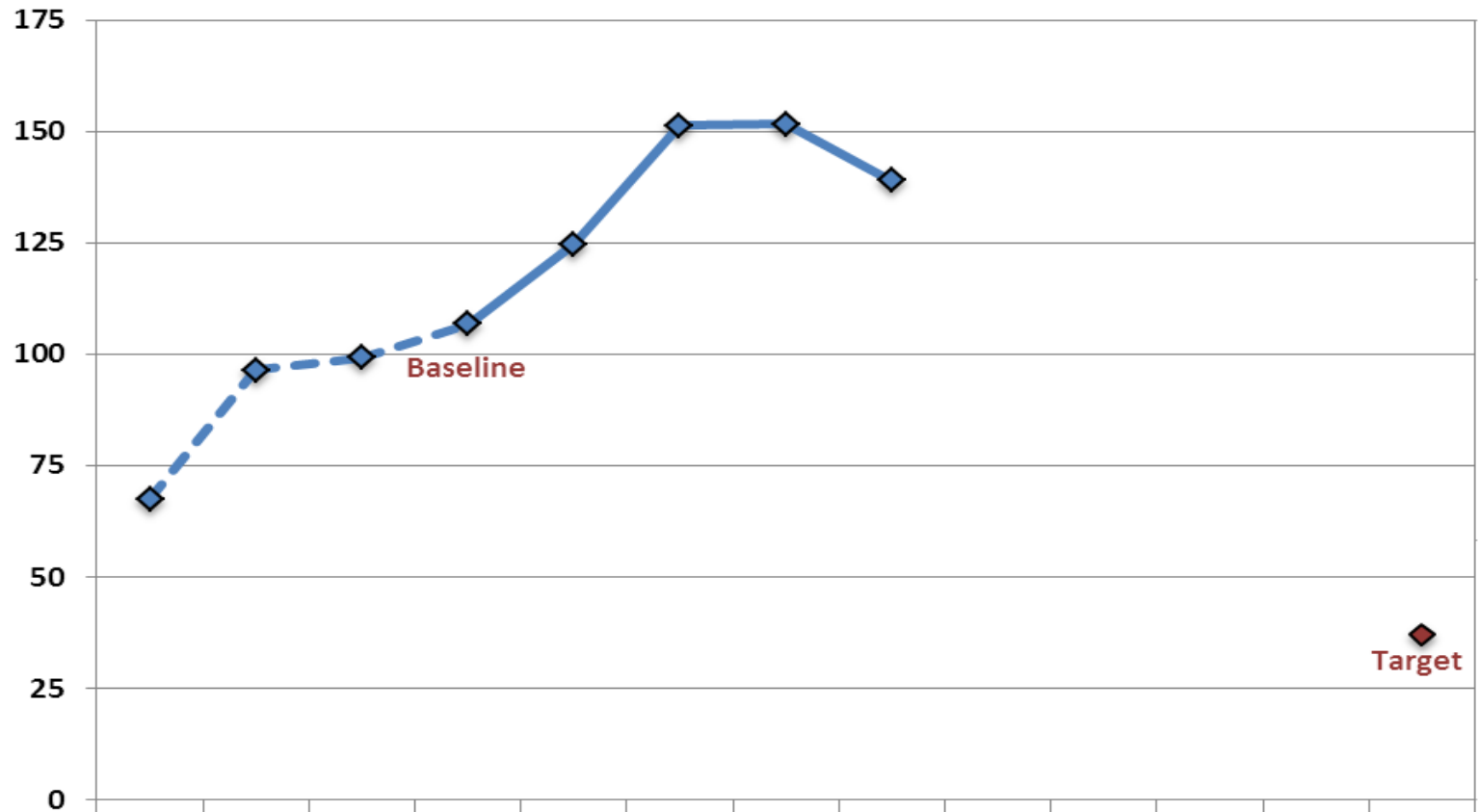
6. Hunger In School

- HBSC 2014 study (Gavin et al. 2015) Going to school/bed hungry Overall, 22% of children report ever going to school or to bed hungry because there was not enough food at home.

- Unlike countries providing hot school meals such as Britain, France, Lithuania, Slovakia, Finland, Poland, Italy - Irish schools have poor infrastructure for meals in schools, with little investment historically in kitchen facilities in schools

- Fragmentation at national and local levels for hunger prevention – 5 Departments involved, no clear person in the school with responsibility

- DSP- funding for Schools Meals; DES-school infrastructure and links with curriculum; DAFM -EU School Milk Scheme & Food Dudes; DCYA – SCP; DH – Healthy Eating Guidelines

- IPPN presentation to Joint Oireachtas Committee 2015:

"The current system has resulted in ad-hoc provision whereby there are different models of provision, different levels of funding, inequities, lack of clear guidelines and confusion. 100 DEIS schools are still not availing of School Meals."

Principals have to apply for School Meals Scheme

- American Psychological Association (2017) hungry children exhibited 7 to 12 times as many symptoms of conduct disorder than their at-risk or not-hungry peers.
- S.31 Basic Education Act of Finland 'pupils attending school must be provided with a properly organised nutritionally balanced meal free of charge' (FNBOE 2008)
- Italy: 92% of school meals are made on site + curricular links to classroom (Harper et al 2008)
- GUI ignores hunger in school

Child Poverty Target (Department of Social Protection figures 2017)

Diagram 1: Progress on the child-specific social target

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Children ('000s)	68	97	99	107	125	151	152	139	0	0	0	0	37
Children (%)	6.2%	8.7%	8.8%	9.3%	10.7%	12.8%	12.7%	11.5%					

Source: SILC, various years

Backdrop of increased poverty rates for children

- The AROPE indicator is defined as the share of the population in at least one of the following three conditions: 1) at risk of poverty, meaning below the poverty threshold, 2) in a situation of severe material deprivation, 3) living in a household with a very low work intensity. From 2008 to 2011, the AROPE for children rose in 21 EU Member States

- Eurostat: The largest increases in the AROPE since 2008 were in Ireland (+11.0 percentage points (pp) up to 2010) and Latvia (+10.4pp). They were closely followed by Bulgaria (+7.6pp), Hungary (+6.2pp) and Estonia (+5.4pp).

- Strategically not a tenable public policy to 'take from the poor to give to the poorer'

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Appendix A

OUTREACH FAMILY SUPPORT FOR CHILD'S SCHOOL ATTENDANCE AS PART OF MULTIDISCIPLINARY TEAM
Familibase / Familiscope

OUTREACH FAMILY SUPPORT FOR CHILD'S SCHOOL ATTENDANCE AS PART OF MULTIDISCIPLINARY TEAM

The Child Welfare Worker i.e., social care worker will regularly call to the child's home to

- support the parent implement morning time routines,
- enable the breakfast, uniform and schoolbag preparation,
- ensure the child gets to school on time
- support the parent to be firm and follow through when a child is school refusing.

Work is also carried out with the parents to support them with night-time routines i.e. homework and bedtimes. The Child Welfare Worker will often transport the child to school or arrange for the child to take the school bus when available.

Familiscope/ Familibase, Ballyfermot

School Days Absent

Pre Familibase Intervention	Pre Familibase Intervention	Pre Familibase Intervention
2015 – 2016 : 31 Sept 2016 – Feb 2017: 24	2015 - 2016 : 35 Sept 2016 – March 2017: 31	2015 – 2016: 51 Sept 2016 – March 2017: 44
Post Familibase Intervention Feb 2017 – June 2017: 1 Sept 2017 - Present : 1 *EWO CLOSED*	**Post Familibase intervention** March 2017 – June 2017 : 5 Sept 2017 – Present: 1 *EWO CLOSED*	**Post Familibase intervention** April 2017 – June 2017: 6 Sept 2017 – Present: 1

Appendix B

Familiscope Intervention – Attendance Outcomes Across Five Schools

Child A D.O.B. 2002	Child B D.O.B. 2000	**Child C D.O.B. 1998**	**Child D**
Pre *Familiscope* Intervention:	Pre *Familiscope* Intervention:	Pre *Familiscope* Intervention:	Pre *Familiscope* Intervention
2007- 2008	2006 -2007	2007 – 2008	2006-2007: Absent 72 days
Absent 89 days	Absent 121 days	Absent 42 days	
		2008 – 2009	
	*******	Absent 56 days	*******
*******		********	
Post *Familiscope* Intervention:	Post *Familiscope* Intervention:		Post *Familiscope* Intervention:
2008-2009: Absent 36 days	2007-2008: Absent 38 days	Post *Familiscope* Intervention:	2007 – 2008: Absent 35 days
	2008 – 2009: Absent 42 days		2008-2009: Absent 25 days
2009-2010 to date: Absent 10 days	***2009-2010 to date Absent 9 days***	***2009 -2010 to date: Absent 3 days***	***2009 -2010 to date: Absent 10 days***

Child E D.O.B 2001	Child F D.O.B. 2002	Child G D.O.B. 2003	Child H D.O.B.2004
Pre *Familiscope* Intervention:	Pre *Familiscope* Intervention:	Pre *Familiscope* Intervention:	Pre *Familiscope* Intervention:
Mar 2008 – Oct 2008:	2007-2008:	2008 – 2009	Sept 2008 – Nov 2009
Absent 25 days in 4 month period (only stats available)	Absent 15 days	Absent 110 days	
	2008- 2009		Absent 84 days
	Absent 28 days		
********	********	*******	
Post *Familiscope* Intervention:			********
Oct 2008 – June 2009: Absent 15 days	Post *Familiscope* Intervention:	Post *Familiscope* Intervention:	Post *Familiscope* Intervention:
			Dec 2009 - to date
2009-2010 to date:	*2009/2010 to date*	*2009 – 2010 to date*	
Absent 13 days	*Absent 1 day*		*Absent 5 days*
		Absent 16 days	

Child I D.O.B. 2004	Child J D.O.B. 2000	Child K D.O.B. 2001	Child L D.O.B. 1998
Pre *Familiscope* Intervention: 2008 – 2009 Absent 25 days	Pre *Familiscope* Intervention: 2007 to 2008 Absent 21 days	Pre *Familiscope* Intervention: 2007 – 2008 Absent 33 days 2008 – 2009 Absent 28 days	Pre *Familiscope* Intervention: Case opened with the Education Welfare Officer in another area, attendance was flagged as a problem, statistics unavailable
*******	*******	*******	*******
Post *Familiscope* intervention: *2009- 2010 to date* *Absent 2 days*	Post *Familiscope* intervention: 2008 – 2009 Absent 8 days *2009 – 2010 to date* *Absent 1 day*	Post *Familiscope* intervention: *2009 – 2010 to date* *Absent 2 days*	Post *Familiscope* Intervention: *Nov 2009- 2010 to date* *Absent 10 days*

Child M D.O.B. 2000	Child N D.O.B. 2002	Child O D.O.B. 2003	Child P D.O.B. 2000
Pre *Familiscope* Intervention:	Pre *Familiscope* Intervention:	Pre *Familiscope* Intervention:	Pre Fa*miliscope* Intervention:
2007 – 2008	2007 – 2008	2007 – 2008	2008 – 2009
Absent 50 days	Absent 55 days	Absent 66 days	Absent 26 days
*******	*******	*******	*******
Post *Familiscope* Intervention:	Post *Familiscope* Intervention	Post *Familiscope* Intervention:	Post *Familiscope* Intervention:
2008 – 2009			
Absent 11 days	*2008 – 2009* *Absent 28 days*	*2008 -2009* *Absent 25 days*	*2009-2010* *Absent 7 days*