

Behaviour and school dropout

International studies proved the connection between being at risk of dropping out and showing a certain behaviour that means a burden for the school environment. It can mean for instance aggression towards teachers or peers, a too intense or a too shy temper, but anyhow it has to be considered as a distress signal that hides deeper conflicts inside the person or his or her circumstances.

One of the main consequences is the notion that obvious behaviour issues are very often just symptoms. Frustration derived from a long time failure in school, lack of success and negative feedbacks can all lead to a specifically provocative attitude. A continuous punishment or strengthened control itself cannot help the situation, but putting the student in the role in which success and joy in connection with school can be experienced.

Further literature in English:

Jelena Joksimovic, Juhász Judit, Mihályi Krisztina, Tomcsik Dóra (2014): *Early warning systems in six European countries*. Desk research report on study visit countries in the framework of CROCOOS– Cross-sectoral cooperation focused solutions for the prevention of early school leaving project. Interim report. Tempus Public Foundation, Budapest

http://oktataskepzes.tka.hu/content/documents/CroCooS/Early%20warning%20systems%20in%20six%20European%20countries_interim%20report.pdf

Network of experts in social sciences of education and training (NESSE) (2010): *Early school leaving. Lessons from research for policy makers*. An independent expert report submitted to the European Commission. <http://www.nesetweb.eu/sites/default/files/early-school-leaving-report.pdf>

Department for education (2014): *Behaviour and discipline in schools, advice for headteachers and school staff*. UK.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_080115.pdf

Pirchio Sapienza, S., Passiatore, Y., Tritrini, Ch., Taeschner, T. (2013): The Role of the Relationship between Parents and Educators for Child Behaviour and Wellbeing. *International Journal about Parents in Education*, Copyright 2013 by European Research Network about Parents in Education, Vol. 7, No. 2, 145-155. <http://www.ernape.net/ejournal/index.php/IJPE/article/viewFile/275/199>

Taylor, C. (2012): *Getting the simple things done. Charlie Taylor's behaviour checklists*. Department for education, UK.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283997/charlie_taylor_checklist.pdf

Difficulties with fitting in or behaviour issue?

Many times students with difficulties in fitting to a community are simply judged by their problematic behaviour instead of a proper support that probably would help them through this tough situation. Even more worrying when a student with special needs or some disability is not timely recognised and stigmatized as a bad person. To avoid these kinds of misjudgements a professional aware of these symptoms has to be there and a school protocol is needed to find a proper resolution.

Further literature in English:

Judit Juhasz (2015): *Final report on Crocoos – Cross-sectoral cooperation focused solutions for the prevention of early school leaving project background research*. Tempus Public Foundation, Budapest. Ch. VIII.

http://oktataskepzes.tka.hu/content/documents/CroCooS/Final%20research%20report_Early%20school%20leaving%20policies_Crocoos.pdf

Depression

When the student suddenly becomes calm, shy and reserved it usually causes no problems in school, and teachers stay unobservant. They do not actually disturb the teacher's work, however have to face serious difficulties. For this reason depression and other mental illnesses are important risk factors that have to be more highlighted in professional education and discourse.

According to the research of Canadian experts teachers have different attitudes towards each groups of students. One of the main conclusions is that these students are very often not in the centre of teachers' attention and stay lonely with their problems. This can alienate them from school, what's more, can have dangerous consequences on their lives.

Further literature in English:

Judit Juhasz (2015): *Final report on Crocoos – Cross-sectoral cooperation focused solutions for the prevention of early school leaving project background research*. Tempus Public Foundation, Budapest. Ch. III.

http://oktataskepzes.tka.hu/content/documents/CroCooS/Final%20research%20report_Early%20school%20leaving%20policies_Crocoos.pdf

Fortin, L., Marcotte, D., Potvin, P., Royer, E., & Joly, J. (2005): Typology of Students at Risk of Dropping out of School: Description by personal, family and school factors. *European Journal of Psychology of Education*. XXI. 4. 363-383.

<http://link.springer.com/article/10.1007%2FBF03173508#page-1>

Potvin, P., Fortin L., Marcotte, D., Royer, É., Doré-Côté, A. (2001): *Teachers' attitude toward students at risk of school dropout: a longitudinal study*. Presentation, International Association of Special Education Seventh Biennial International Conference Making a World of Difference Warsaw, Poland. <http://www.pierrepotvin.com/6.%20Publications/pologne.pdf>

Non-typical dropouts

Thinking about school dropout the first stereotypical group of students that we picture are disadvantaged ones, living in difficult and unpleasant social and economic environments which means a burden for them to fulfil school requirements and do their best. The picture is however much more colourful than that and many other things can be responsible for the alienation of the student. Considering certain non-typical dropouts in this sense the change in their behaviour can be a highly indicative distress signal. They might have an intellectual or wealthy background that theoretically supports their school career and provides more favourable living conditions, however have to face family issues, violence or loneliness, or are involved in gangs with deviant activities such as drug usage. In this case an attendant professional is as well important and a trusty relationship is essential for a proper help.

Further literature in English:

Judit Juhasz (2015): *Final report on Crocoos – Cross-sectoral cooperation focused solutions for the prevention of early school leaving project background research*. Tempus Public Foundation, Budapest. Ch. V.

http://oktataskepzes.tka.hu/content/documents/CroCooS/Final%20research%20report_Early%20school%20leaving%20policies_Crocoos.pdf

European Commission/EACEA/Eurydice/CEDEFOP (2014): *Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures*. Eurydice and CEDEFOP Report. Publications Office of the European Union, Luxembourg.

http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/175EN.pdf

tags: distress signals, support at risk student, getting to know the student, reasons behind dropout, harassment, teacher-student relationship, observing behaviour, developing trusting relationship, behaviour, depression

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This material was made in the framework of CroCooS – Prevent dropout! project. For more information visit this site: <http://crocoos.tka.hu>.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. This material can be found on the project website: <http://crocoos.tka.hu>.

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