

Kako opisati sistem za rano otkrivanje?

Sistem za rano otkrivanje je širok pojam koji obuhvata sve sisteme, akcije i programme sa ciljem identifikacije ranih signala osipanja i omogućivanjem pravovremene intervencije kako bi se uticalo na smanjenje broja učenika koji prerano napuštaju školovanje.

Tematska radna grupa koja se bavila Ranim napuštanjem školovanja u okviru Evropske komisije bila je odgovorna za unapređenje obrazovnih politika zasnovanom na iskustvima zemalja članica na tom polju u period između 2011-2013 godine. Ova radna grupa se sastojala od vladinih i nevladinih eksperata koji su sprovodili istraživanja o aktuelnim praksama i prikupljali informacije o državama članicama. Zaključeno je da nijedna od analiziranih država nema savršen sistem za rano otkrivanje već da postoje veoma značajne razlike u tome šta se smatra jako važnim među članicama. Ovi sistemi su različiti i u pogledu organizacije: sistem je nekada deo ključne/vodeće sveobuhvatne obrazovne politike, a nekada odvojen deo ili politika specifično fokusirana na jedan problem. Za većinu zemalja sistem za rano otkrivanje je deo vodeće sveobuhvatne obrazovne politike.

Odabir izvora koji govore o ovoj temi:

European Commission (2013a): *Early warning systems in Europe: practice, methods and lessons*. Thematic Working Group on Early School Leaving (TWG on ESL), Brussels.
http://ec.europa.eu/education/policy/strategic-framework/doc/europe-warning-systems_en.pdf

RESL.EU project, (ongoing) web: <https://www.uantwerpen.be/en/projects/resl-eu/>

RESLEA Project, 2012-2014 www.reslea.eu

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

Ključne reči: analiza situacije

Zašto je važno izgraditi takav sistem?

Najpre, sistem zasnovan na protokolu ostavlja manje prostora za subjektivne i nasumične akcije u slučajevima problema koji možda nisu sasvim precizno definisani. Slične primere imamo u evropskim sistemima obrazovanja, primer jednog problema vezanog za osipanje je odsustvovanje sa nastave/absentizam i svuda je naglašena važnost strogog praćenja ove pojave. Takav pristup daje okvir u kom učenik koji je u određenom problemu ne može ostati neprimećen i bez podrške.

Ljudi koji svakodnevno rade na terenu mogu na osnovu nekoliko sedmica posmatranja jako jasno predvideti kom je učeniku potrebna koja vrsta podrške. Rizik od preranog napuštanja škole pokriva paletu signala oko kojih postoji izvesno slaganje među različitim ekspertima i zemljama. Na primer tu je već pomenuto odsustvovanje sa nastave/absentizam, posebno neopravdani izostanci predstavljaju najvažniji signal upozorenja koji se jasno prati u sistemu. Ipak, postoje i neki signali za koje ne postoje školski protokoli. Takav primer je dosada ili smanjena motivacija. Određeni specijalizovani program se bave ovim problemom u zemljama koje se uspešnije bave smanjenjem stope osipanja.

Odabir izvora koji govore o ovoj temi:

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

Preventing early school leaving, SALAR, 2013 <http://webbutik.skl.se/bilder/artiklar/pdf/7164-925-6.pdf>

Rumberger, R., Ah Lim, S., (2008): *Why Students Drop Out of School: A Review of 25 Years of Research*, Flyer, California Dropout research Project, University of California Linguistic Minority research institute. <http://www.slocounty.ca.gov/Assets/CSN/PDF/Flyer+-+Why+students+drop+out.pdf>

Uekawa, K. (2010): *Creating an Early Warning System: Predictors of Dropout in Delaware*. Regional Educational Laboratory Mid-Atlantic, Regional Educational Laboratory Mid-Mac. <http://www.doe.k12.de.us/site/handlers/filedownload.ashx?moduleinstanceid=2801&dataid=9385&FileName=MA1275TAFINAL508.pdf>

Još jedan razlog za izgradnju sistema za rano osipanje je dobro definisanje uloga nastavnika i drugih aktera van škole. To znači da nastavnik ne bi trebalo da bude sam u brobi protiv osipanja već da ima mogućnost saradnje sa drugim profesionalcima u polju obrazovanja.

Ključne reči: signali upozorenja, identifikacija učenika u riziku, međusektorska saradnja, mapiranje spoljnih partnera

Kako izgraditi sistem za rano otkrivanje?

Tradicionalno postoje tri nivoa na kojima se različiti program mogu razviti: prevencija, intervencija i korekcija. Sistem za rano otkrivanje inicijalno više pripada prevenciji odnosno posvećen je uticaju na problem koji je u nastajanju. Pravovremena intervencija je veoma važna u svakom pogledu, od finansijskog do pitanja efikasnosti: učenici ostaju u školi sa većom mogućnošću da dobiju podršku u samom početku, ranije završavaju i izlaze na tržište rada, dok nastavnici i ostali profesionalci u obrazovanju imaju lakši posao kada se problem rano otkrije.

Lista ispod pokazuje najvažnije politike i mere na svakom od nivoa procesa smanjenja osipanja prepoznatih u različitim zemljama u Evropi:

Na nivou prevencije

- Unapređivanje dostupnosti ranog obrazovanja i vaspitanja (predškolsko)
- Smanjenje stope ponavljanja razreda
- Politike desegregacije
- Mere pozitivne diskriminacije
- Razvijanje vannastavnih aktivnosti
- Povećanje fleksibilnosti i propustljivosti obrazovnih stupnjeva i vrsta
- Uključivanje pitanja o ranom napuštanju školovanja i treninga u obrazovanje nastavnika
- Karijerno vođenje

Na nivou intervencije

- Pružanje individualne podrške
- Pružanje podrške učenicima sa niskim postignućem
- Pružanje podrške učenicima čiji je maternji jezik, jezik manjine
- Specijalizovano osoblje koje pruža pomoć nastavnom osoblju
- Identifikacija grupa koje su u riziku od ranog napuštanja
- Razvoj sistema za rano otkrivanje osipanja
- Upravljanje odsustvovanjem/absentizmom
- Povezivanje sa roditeljima i drugim partnerima van škole

Na nivou kompenzacije

- Reforma obrazovnog sistema za drugu šansu
- Identifikacija učenika koji su rano napustili školovanje i mere koje im pomažu da ponovo uđu u sistem obrazovanja i treninga (Eurydice-CEDEFOP 2014 57.)

Odabir izvora koji govore o ovoj temi:

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_57.oldal

European Commission (2013a): *Early warning systems in Europe: practice, methods and lessons*. Thematic Working Group on Early School Leaving (TWG on ESL), Brussels.
http://ec.europa.eu/education/policy/strategic-framework/doc/europe-warning-systems_en.pdf

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

Ključne reči: analiza resursa, intervencija u školi, intervencija EWS tima, intervencija usmerena na učenika, signali upozorenja, identifikacija učenika u riziku

Institucionalni nivo sistema za rano otkrivanje (EWS)

EWS koji je dobro strukturisan i funkcionalan ima svoje prikupljanje podataka, merenje i elemente za monitoring i evaluaciju. Potrebno je da škola prikupi neke početne informacije o učeniku, kao što je to socio-ekonomski status, znanje učenika, interesovanja, veštine i neke ličnosne karakteristike koje dolaze do izražaja van porodičnog okruženja. Svi ovi podaci se koriste u cilju pružanja individualne podrške učeniku i u cilju sprovođenja što efikasnijeg nastavnog procesa. Prikupljanje ove vrste učeničkih podataka uvek je provokativno i pitanje koje izaziva razne debate, ali postoji slaganje oko toga da su ovi podaci potrebni i važni u proceni rizika od osipanja. Pored takozvanih ulaznih podataka, praćenje i rad na svakodnevnim problemima i signalima najvažniji su delovi sistema. Pored očitih signala kao što je odsustvovanje/absentizam, smanjeno postignuće ili ponavljanje razreda postoji još nekoliko drugih signala koji su vredni nastavničke pažnje. Najčešći od te vrste signala je dosada i niska motivacija, vršnjačko nasilje i nagle promene u ponašanju. (Ovi signali su opisani u preostalim materijalima u kojima možete pronaći i dodatne izvore literature vezane za njih.) Efikasan EWS daje potpune povratne informacije informacije tako da profesionalci koji rade u sistemu mogu da budu informisani o svim indikatorima na vreme kako bi imali priliku da ih unaprede i nauče na tim iskustvima.

Institucionalni EWS funkcioniše na različitim nivoima: strategija predstavlja celokupan pristup na nivou institucije; prikupljanje podataka i alatke za merenje relevantnih pokazatelja su takođe podrška sistemu, ali se sprovode na grupnom nivou (na primer nastavnici i učenici koriste recimo različite tehnike za karijernu orijentaciju), i naravno EWS ima ulogu na sasvim pojedinačnom, individualnom nivou rada sa pojedinačnim učenicima. U školi je potrebno formirati tim koji će sprovesti proces planiranja aktivnosti i to predstavlja najvažniji deo uspostavljanja EWS. Na individualnom nivou sprovodi se lični razvojni plan ili se uključuju određeni eksterni partneri. Iza svake uspešne institucionalne prakse mora stajati angažovan lider.

Sama baza EWS uvek predstavlja pažnju posvećenu svakom pojedinačnom učeniku. Nastavnici su oni koji mogu najpre primetiti signale upozorenja i reagovati na njih. Stoga je važno da se u toku obrazovanja nastavnici pripreme za rad sa decom koja su u riziku od napuštanja školovanja, ali i sa partnerima koji su unutar i van škole jer osipanje predstavlja višedimenzionalan problem.

Odabir izvora koji govore o ovoj temi:

European Commission (2013a): *Early warning systems in Europe: practice, methods and lessons*. Thematic Working Group on Early School Leaving (TWG on ESL), Brussels. http://ec.europa.eu/education/policy/strategic-framework/doc/europe-warning-systems_en.pdf

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

Adaptive Technologies Inc. (2008): *Using Predictive Modeling to Improve High School Dropout Prevention*. White paper, USA. http://adaptiveinc.com/pdf/ATi_Using%20Predictive%20Modeling%20to%20Improve%20High%20School%20Dropout%20Prevention.pdf

Happen, J. B., Bowles Therriault, S., (2008): *Developing Early Warning Systems to Identify Potential High School Dropouts*. American Institutes for Research. http://www.earlywarningsystems.org/wp-content/uploads/documents/IssueBrief_EarlyWarningSystemsGuide.pdf

Ključne reči: analiza resursa, signali upozorenja, identifikacija učenika u riziku, međusektorska saradnja, mapiranje spoljnih partnera, podrška koja je usmerena na učenika, odsustvovanje sa nastave, uznemiravanje, posmatranje ponašanja, izgradnja tima.

Uloga škole i nastavnika

„Pohađanje škole u kojoj su učenici većinom niskog socio-ekonomskog ststusa u vezi je sa niskim postignućem učenika dok je trend obrnut u školi u kojoj je većina učenika višeg SES, tada i postignuće raste. Efekti toga su da ista mlada osoba u zavisnosti od toga u kojoj školi se školuje ima veću ili manju tendenciju da napusti školovanje. Ovaj efekat je široko poznat i potvrđen u brojnim analizama među više zemalja koje su učestvovalo u PISA testiranju.“

Odabir izvora koji govore o ovoj temi:

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> p. 23.

Brojne američke studije potvrđuju važnost uloge škole, školskog okruženja i odnosa nastavnik-učenik. Rezultati Čikaških državnih škola pokazuju da su postignuća učenika u različitim predmetima u vezi sa tri faktora: odnos sa nastavnicima; relevantnost nastave za to kako učenik percipira svoju budućnost; i međusobna saradnja nastavnika. Podaci čak pokazuju i da visok nivo poverenja i lične podrške povećavaju postignuće. Kao i u porodici i u školi su očekivanja i zahtevi koji se postavljaju pred učenikom od ogromne važnosti za postignuće.

Odabir izvora koji govore o ovoj temi:

Iver, M. A., Mac Iver, D. J. (2009): *Beyond the indicators: An integrated school-level approach to dropout prevention.* Arlington, VA: The Mid-Atlantic Equity Center, The George Washington University Center for Equity and Excellence in Education.
<http://diplomasnow.org/wp-content/uploads/2013/06/dropout-report-8-11-09.pdf> p. 6.

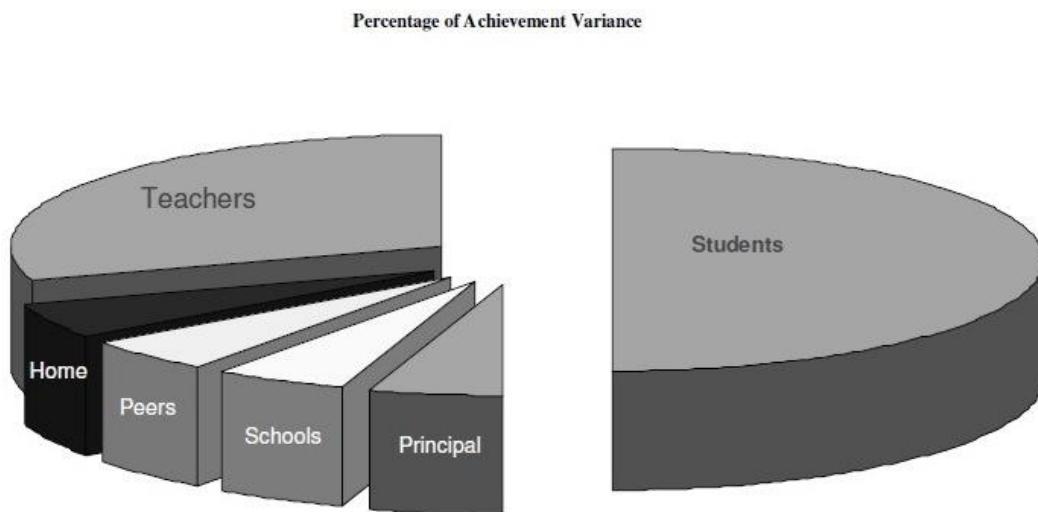
Još jedna američka studija o školama koje su bile neuspešne u zadržavanju učenika uključuje sledeće faktore: „niska očekivanja, nedosledno sprovođenje discipline, nizak nivo uključivanja nastavnika, i nepouzdani nastavnici, nepridavanje pažnje pojedinačnim učenicima i njihovim potrebama, i nizak nivo angažovanja u produktivnim aktivnostima učenja.” Nasuprot ovome, karakteristike programa koji su supešni u smanjenju osipanja su: snažna posvećenost nastavnog osoblja, kvalitetno vođenje škole, mala odeljenja, pravedno i dosledno sprovođenje discipline koje je jasno iskomunicirano. Štaviše, ove škole imaju i kurikulum koji uključuje lične i karijerne komponente, nastavnike koji veruju da učenici mogu da postignu uspehe, učenike koji su dobrovoljno uključeni u programe, visok nivo personalizovanih interakcija, adekvatno finansiranje za mala odeljenja i više opreme i resursa.

Odabir izvora koji govore o ovoj temi:

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

Crain-Dorough, M. L., (2003): *A study of dropout characteristics and school-level effects on dropout prevention,* Dissertation, USA. http://etd.lsu.edu/docs/available/etd-0710103-021510/unrestricted/Crain-Dorough_dis.pdf p. 13.

O samoj ulozi nastavnika postoje brojne studije u SAD, Australiji i Kvebeku. Hatijeva (Hattie) istraživanja su imala za cilj da otkriju osobine izuzetnih nastavnika, on tvrdi da su nastavnici drugi najvažniji faktor postignuća posle samih učenika.



Prikaz: Hattie, J. 2003 3.

Pored izuzetnosti nastavnika, stav prema učenicima je jednako važan u procesu učenja/nastave. Prema istraživanju iz Kvebeka, što su učenici više u riziku, stavovi prema njima su manje pozitivni. Interesantno je da nastavnici imaju različite stavove prema učenicima koji su neuspeli iz različitih razloga kako pokazuje još jedno istraživanje u SAD. Oni učenici koji ne uspevaju zbog nedovoljno zalaganja ili truda su u boljoj poziciji od onih koji ne uspevaju zbog nedostatka sposobnosti ili drugih sličnih okolnosti. Istraživači iz Kvebeka su naglasili jedan veoma važan zaključak u kom se navodi da učenici koji pate od depresije retko bivaju u centru pažnje nastavnika zato što ne izazivaju problem u učionici i lako ih je "prevideti".

Odabir izvora koji govore o ovoj temi:

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., Attachment.

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

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

Hattie, J. (2003): *Teachers make a difference*. Paper delivered at the 2003 ACER Conference 'Building Teacher Quality'.

http://www.acer.edu.au/documents/RC2003_Hattie_TeachersMakeADifference.pdf

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> p. 24.

Iver, M. A., Mac Iver, D. J. (2009): *Beyond the indicators: An integrated school-level approach to dropout prevention*. Arlington, VA: The Mid-Atlantic Equity Center, The George Washington University Center for Equity and Excellence in Education. <http://diplomasnow.org/wp-content/uploads/2013/06/dropout-report-8-11-09.pdf> p. 6.

Ključne reči: intervencija u školi, intervencija EWS tima, intervencija usmerena na učenika, signali upozorenja, identifikacija učenika u riziku, podrška koja je usmerena na učenika, sistem za rano otkrivanje

Odabir izvora koji govore o ovoj temi:

Adaptive Technologies Inc. (2008): *Using Predictive Modeling to Improve High School Dropout Prevention.* White paper, USA.

http://adaptiveinc.com/pdf/ATi_Using%20Predictive%20Modeling%20to%20Improve%20High%20School%20Dropout%20Prevention.pdf [downloaded 30. June 2015]

Country Reports by the Institute for Educational Research and Developement, TÁMOP, 2014

Crain-Dorough, M. L., (2003): *A study of dropout characteristics and school-level effects on dropout prevention,* Dissertation, USA. http://etd.lsu.edu/docs/available/etd-0710103-021510/unrestricted/Crain-Dorough_dis.pdf [downloaded 30. June 2015]

Eurofound (2012): NEETs – *Young people not in employment, education or training: Characteristics, costs and policy responses in Europe.* Publications Office of the European Union, Luxembourg. www.eurofound.europa.eu/publications/htmlfiles/ef1254.htm

European Commission (2013a): *Early warning systems in Europe: practice, methods and lessons.* Thematic Working Group on Early School Leaving (TWG on ESL), Brussels. http://ec.europa.eu/education/policy/strategic-framework/doc/europe-warning-systems_en.pdf [downloaded 30. June 2015]

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 [downloaded 30. June 2015]

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 <http://link.springer.com/article/10.1007%2FBF03173508#page-1> [downloaded 30. June 2015]

Hattie, J. (2003): *Teachers make a difference.* Paper delivered at the 2003 ACER Conference 'Building Teacher Quality'. http://www.acer.edu.au/documents/RC2003_Hattie_TeachersMakeADifference.pdf [downloaded 30. June 2015]

Happen, J. B., Bowles Therriault, S., (2008): *Developing Early Warning Systems to Identify Potential High School Dropouts.* American Institutes for Research. http://www.earlywarningsystems.org/wp-content/uploads/documents/IssueBrief_EarlyWarningSystemsGuide.pdf [downloaded 24.11.2015]

Iver, M. A., Mac Iver, D. J. (2009): *Beyond the indicators: An integrated school-level approach to dropout prevention.* Arlington, VA: The Mid-Atlantic Equity Center, The George Washington University Center for Equity and Excellence in Education. <http://diplomasnow.org/wp-content/uploads/2013/06/dropout-report-8-11-09.pdf>

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

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.
http://oktataskepzes.tka.hu/content/documents/CroCooS/Final%20research%20report_Early%20school%20leaving%20policies_Crocoos.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>
[downloaded 30. June 2015]

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> [downloaded 30. June 2015]

Preventing early school leaving, SALAR, 2013 <http://webbutik.skl.se/bilder/artiklar/pdf/7164-925-6.pdf> [downloaded 30. June 2015]

Reducing early school leaving: Key messages and policy support Final Report of the Thematic Working Group on Early School Leaving November 2013
http://ec.europa.eu/education/policy/strategic-framework/doc/esl-group-report_en.pdf
[downloaded 30. June 2015]

RESL.EU project, (ongoing) web: <https://www.uantwerpen.be/en/projects/resl-eu/>

RESLEA Project, 2012-2014 www.reslea.eu

Rumberger, R., Ah Lim, S., (2008): *Why Students Drop Out of School: A Review of 25 Years of Research*, Flyer, California Dropout research Project, University of California Linguistic Minority research institute.
<http://www.slocounty.ca.gov/Assets/CSN/PDF/Flyer+Why+students+drop+out.pdf> [downloaded 30. June 2015]

Uekawa, K. (2010): *Creating an Early Warning System: Predictors of Dropout in Delaware*. Regional Educational Laboratory Mid-Atlantic, Regional Educational Laboratory Mid-Mac.
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Prilog

Karakteristike koje dovode do napuštanja školovanja (osipanja)

| School Factors | Curriculum Factors | Family factors | Individual Factors |
|---|---|---|---|
| Teachers lack skills to work with disengaged students | Perceived irrelevance of curriculum | Education not valued – limited support to remain in school | Issues with self-esteem, confidence, social skills, coping skills and resilience |
| Lack of training opportunities for teachers | Prescribed academic curriculum | Absence condoned by parents | Negative experience of school including discrimination, academic failure and transfers to lower level of education |
| Lack of educational resources and support staff | Lock in to inappropriate vocational/academic courses | Household problems, processes and dynamics | Relationships with peers: <ul style="list-style-type: none">• Outsider/loner/bullying• Friends beyond school attracting out of school• Alpha female/male – high degree of autonomy, behaviour problems and actively influencing others' disengagement• Colluder/disputant – non-attendance influenced by truanting peers |
| School admission policies | Reduction in pastoral time as a result of curriculum pressure | Contradictory social, behavioural and cultural expectations | |
| Lack of supportive pastoral systems | Inappropriate pedagogy – focus on curriculum content rather than learners | Expectations of assumption of adult roles and caring responsibilities | |
| Insufficient career advice and guidance | Incompatible learner and school norms | | |
| Teacher/pupil relationships | Lack of alternative education provision with formalised accreditation | | Lack of academic ability, special educational needs and difficulties in coping with traditional assessment procedures |
| Low status of vocational education | | | Boredom, alienation, discouragement, Health problems including mental, health problems leading to absence and substance misuse |

Adapted from Ferguson et al, 2005, Kendall and Kinder, 2005 and ReStart, 2007

Izvor: NESSE 2010 26.

Sample Intervention Recording Sheet for Grade-Level Teachers

| CODE DIRECTORY | | | | | | | | | | |
|--|--|---|---------------------------------------|---|--|-----------------------|---------------------------|--|--|--|
| Presenting EWI | EWI Today | Level of Concern | Responder | Intervention-Service | | Student Strengths | | | | |
| A Attendance B Behavior Ac Academics | ATTENDANCE - A | | 1 Mild | ADMIN C C & E CA CD CIS CRL CY ELLT ESRT HRT JHU LS LT MS MT N OCT Par PLCA PLCD PM PO RDGS SA SET | Administrator | IN Investigate deeply | AC+ Attends class on time | | | |
| | AB Absent two or more days betw grade group meetings | 2 Moderate | C Counselor | O Other | | AS+ 95% attend. | | | | |
| | LATE Late two or more days betw grade group meetings | 3 Severe | CONSULTATIONS & EVALUATION | | ATTENDANCE/LATENESS | | C Cooperative | | | |
| | BEHAVIOR - B | | | CH Call home | | DH Does homework | | | | |
| | AC Annoys classmate(s) | Intervention- Tier W Wholeschool/ Classroom T Targeted I Intensive Status 1 Improved 2 Same 3 Worse | CD CADE | | DC Daily check-in | | FR Friendly | | | |
| | CO Calls out | | CIS Communities in Schools | | GBN Greet by name | | KBL Knows Basic Lit. | | | |
| | DA Disrespectful to adult | | CRL Com Rel. Liaison | | P/S/T C Contract | | KBM Knows Basic Math | | | |
| | DP Defaces property | | CY City Year | | R/CM Referral/case management | | O Other | | | |
| | F Involved in fight | | ELLT ELL Teacher | | RI Rewards/incentives | | O+ On time to class | | | |
| | LS Leaves seat/classroom | | ESRT Empow Sch Resp Team | | BEHAVIOR | | PA Poss. Attitude | | | |
| | MAC Makes inappropriate comments | | HRT Homeroom Teacher | | Start w/ Above Interventions | | SA Strong Art skills | | | |
| | RH/S Roams hallways/stairwells | | JHU JHU Content Advisors | | CCUE Clear consequences uniformly enforced | | SC Strong Computer | | | |
| | U Not in uniform | | LS Literacy Specialist | | D S De-escalate by adult | | SLS Strong Lit skills | | | |
| | ACADEMICS-LITERACY/MATH - Ac | | LT Literacy Teacher | | I/R Incentive/Rewards | | SM Strong Music skills | | | |
| BML Doesn't have basic math facts | | | MS Math Specialist | | IM I-Messages | | SMS Strong Math skills | | | |
| BRL Below reading level | | | MT Math Teacher | | PCW Pre-class Work | | SPE Strong in Phys Ed | | | |
| DPA Does not pay attention | | | N Nurse | | PF Positive feedback | | SS Strong Science | | | |
| LBL Low benchmark in literacy | | | OCT Other Content Teacher | | PR Predictable routines | | SSS Strong SS skills | | | |
| LBM Low benchmark in math | | | Parent/Caregiver Support | | ACADEMICS-L/M | | T Tries hard | | | |
| LODT Low on other diagnostic assess. | | | PLCA PLC Academic Dean | | AEH Aligned Extra Help | | WG Well groomed | | | |
| N/IH No/incomplete homework | | | PLCD PLC Discipline Dean | | ASA After-school Activity | | WH Good work habits | | | |
| NGC Does not grasp concept(s) | | | PM Peer Mediation | | DI Differentiate Instruction | | | | | |
| NP Not prepared for classwork | | | PO Parent Ombudsman | | GR Guided Reading | | | | | |
| RDA Refuses to do assignments | | | RDGS Reading Specialist | | HS Homework Support | | | | | |
| | | | SA Student Advisor | | MM Math manipulatives | | | | | |
| | | | SET Special Ed Teacher | | SGI Small group instruction in math | | | | | |

| | |
|-------------|-----------------|
| Date | October 7, 2008 |
| Grade Level | 6th |

| Grade Group Team Members | K S | M. D | K C | E. Y | E T |
|-----------------------------|------|--------|-----|------|-----|
| | B. W | M. P | | T B | |
| Meeting Facilitator | A. M | , L. H | | | |

| Student | Presenting EWI from 6/08 | | EWI Today | | Level of Concern | Student Strengths | (Tier)-Responder = Intervention | Status | CSAP Tier | Notes | (Tier)-Responder = New Intervention | |
|-------------|--------------------------|-----------------|----------------------------|---------------------|------------------|-------------------|---------------------------------|--------|-----------|-------|-------------------------------------|--|
| | Code | Notes | Code | Notes | | | | | | | | |
| Student A | B | 3 neg comm in M | BML | F on 2 math quizzes | 2 | PA | (T)-MT=SGI | | | | | |
| | | BRL -3.5 | | | | C | | | | | | |
| | | D in Math | | | | T | | | | | | |
| Student B | A | 78% attendance | AB | Absent 5 days | 3 | C | (t) hrt & cy=ch | | | | | |
| | | | | | | | (t) hrt & cy=gbn | | | | | |
| | | | | | | | (t) hrt & cy=p/s/t c | | | | | |
| | | | | | | | (t) cy=ri | | | | | |
| Student C | Ac | F in M & L | DPA N/IH NP NGC | Literacy | 3 | AS+ | (t) cy=hs | | | | | |
| | | 6 neg comm 3&3 | | | | AC+ | | | | | | |
| | | | | | | KBL | | | | | | |
| | | | | | | | | | | | | |
| Student D | A | 79% attendance | LS CO AC | Behavior | 3 | FR | (t) hrt & cy=ch | | | | | |
| | | BRL -3.5 | | | | | (t) hrt & cy =p/s/t c | | | | | |
| | | D in M & L | | | | | (t) cy =dc | | | | | |
| | | | | | | | (t) cy =ri | | | | | |
| Student E | B | 12 neg comm 8&4 | LS DA AC CO LS | | | WG | | | | | | |
| | | F in M | | | | | | | | | | |
| | | BRL - 3.5 | | | | | | | | | | |
| | | | | | | | | | | | | |
| New Student | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

Izvor: Iver, M. A., Mac Iver, D. J. 2009 24.-25.

< < < Disclaimer > > >

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