

Inclusion by early intervention

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Two different groups not included

- Children and young people with disabilities, diversities or disadvantages.
- Children and young people who are initially part of the mainstream and are subsequently excluded (usually for behavioural reasons).

This presentation is about the latter.

Starting point:

Exclusion, expulsion, imprisonment, transportation, removal, incarceration, internment, exiling, time out, expatriation, ostracism, banishment, ethnic cleansing, genocide, apartheid and ultimately, execution or capital punishment have been used as methods of social control since records began. Whatever the term, they share *separation* as a social tool.

Nature of excluded children

- Instability and often multiple sources of instability.

Sources of instability in children's behaviour

- Death of parent.
- Separation of parents.
- Illness or injury.
- Change in health of member of family.
- New family members (reconstituted families)
- Birth of sibling.
- Arguments between parents.

31 Permanently excluded children

(Pitchford,M 2006 personal communication)

Cf other tables..

Method

- Analyse local picture of risk.
- Screen new entrants to courses.
- Allocated into bands of High/ Medium/ Low risk.
- Create graduated interventions to reflect levels of risk.

Why a *local* tool?

- Situation is complex.
- Tremendous variation in incidence.
- Local conditions vary eg access to transport.

6 NECESSARY AND SUFFICIENT CONDITIONS FOR SCREENING

- There are measurable factors
- The factors are sufficiently discrete to discriminate effectively
- These factors are robust across time
- It is economically viable and socially acceptable to collect data
- There exist interventions which, if executed early, promote better outcomes
- There is a political will, reflecting public opinion that such exercises are legitimate

Stages of development (1)

1. List all the possible contextual risk factors.
2. Look at economics of collecting data.
3. Decide feasibility of data collection.
4. Decide on sampling method (possibly use a pilot)
5. Collect data.

Discussion point..

- Consider your context. What might be the factors contributing to the risk of children being excluded?
- 5 minutes and put your comments in the chat function.

Stages of development (2)

6. Analyse data – build model.
7. Test model in friendly environment.
8. Build interventions.
9. Evaluate.

Hypotheses in Czech Republic

- Low qualification of parents
- Unemployment in family
- One-parent family
- Divorce of parents during the student's studies
- Socially disadvantaged family
- Student with special needs
- Bad school results
- Long-term health problems
- Behavioural problems
- Inaccessibility of school
- Wrong choice of school
- Bad school climate

Differences in:

- Bad school results
- Behavioural problems
- Bad school climate

Outcome

- Previous drop out rate 8.3%
- New rate 3.3%

Hypotheses in Spain:

- Drugs consumption
- Having friends who smoke drugs
- Bullying
- Ability to make friends
- Working or studying another things during
- Studying a non-wanted course
- Having offspring
- Living on your own
- Ability to come punctual to school
- Find work
- Family matters: separated parents
- Family matters: parents ill or retired
- Lack of money to pay courses
- Lack of brainpower
- Problems with teachers or another students
- Alcohol
- Return home too late
- Stay long time with your boyfriend/girlfriend
- Too long nap (siesta)
- Technology addiction

Differences found in:

- Problems with teachers or other students.
- Drug consumption.
- Alcohol.
- Stay long time with your boyfriend/ girlfriend (negative).
- Too long a nap (siesta).

Outcomes

- Previous drop out rates 32%
- New drop out rate 17.9%

The commercials..

- Arnold, C. and Baker, T. (2016) *Preventing drop out: Lessons from Europe* London: IOE/ Trentham Books
- Arnold, C and Baker, T. (2013) *Becoming NEET: risks, rewards and realities* London: IOE/Trentham Books



Questions?