

Six Steps to Promote Inclusive Systems for Early School Leaving Prevention: The Emotional-Relational Turn Bridging Health and Education

“A Resilient Danube Region through Digitalization, Inclusion and Education” ,

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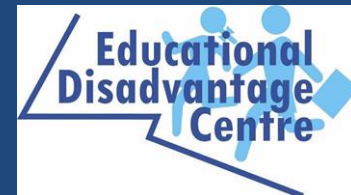
Dr Paul Downes

Director, Educational Disadvantage Centre
Associate Professor of Psychology of Education
Institute of Education

Dublin City University, Ireland

Affiliate Professor, University of Malta

paul.downes@dcu.ie



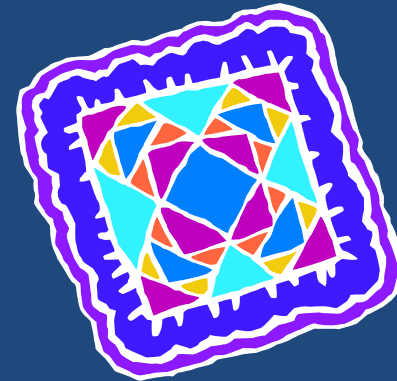
Based on our reports published by the EU Commission:

Donlevy, V., Day, L., Andriescu, M & Downes, P. (2019). *Assessment of the Implementation of the 2011 Council Recommendation on Policies to Reduce Early School Leaving* EUROPEAN COMMISSION Directorate-General for Education, Youth, Sport and Culture Schools and Multilingualism

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

Cefai, C., Bartolo P. A., Cavioni. V., Downes, P. (2018). *Strengthening Social and Emotional Education as a core curricular area across the EU: A review of the international evidence*. Luxembourg: Publications Office of the European Union/EU bookshop.

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.



Step 1. Promote Positive School and Class Climate: Beyond Authoritarian Teaching (Fear and Anger)

Step 2: Bridging Health and Education: Addressing Trauma and Complex Mental Health Needs

Step 3. School Bullying as an Early School Leaving Issue

***Step 4* Alternatives to Strategies of Suspension/Expulsion through Multidisciplinary Teams— Beyond diametric structures of exclusion**

Step 5. Public Health Model of Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk

Step 6. A Holistic Curricular Focus on Social and Emotional Education : Emotional Awareness and Students' Voices

The Emotional-Relational Turn for Early School Leaving and Inclusive Systems

The OECD's *10 Steps to Equity in Education* (2007, 2010) omitted a key range of dimensions with regard to prevention of early school leaving, namely, emotional-relational aspects (Downes 2010, 2011, 2017).

Step 1. Promote Positive School and Class Climate: Beyond Authoritarian Teaching (Fear and Anger)

WHO Student Wellbeing (2012) Modifications that appear to have merit include:

- establishing a caring atmosphere that promotes autonomy;
- providing positive feedback;
- **not publicly humiliating students who perform poorly**



**Step 1. Promote Positive School and Class Climate:
Beyond Authoritarian Teaching(Fear and Anger)
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”

Emotions for Inclusion

Step 2: Bridging Health and Education: Addressing Trauma and Complex Mental Health Needs

Range of international studies in past decade on mental health, trauma links with leaving education early (Esch et al. 2014; Quiroga et al. 2013), including bullying impact (Cornell et al. 2013; Downes & Cefai 2016)

Quiroga et al. (2013) 493 high-risk French-speaking adolescents living in Montreal

*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.

TRAUMA FOCUS Donlevy Day Andriescu & Downes(2019)

‘Emotional counselling and support is provided in a range of countries in order to help those suffering from serious emotional distress, including the Czech Republic, Belgium and Germany’ (2019, 63)



‘In some countries, emotional counselling is expressly backed by legislation. In Poland, legislation mandates for the existence of a system of support to students who are having significant difficulties at school, in the form of one-to-one academic tutoring and psychological support where required’ (2019, 64)

‘Croatia and Bulgaria also have legislation in place that provides for emotional counselling and psychological support’ (2019, 64).



Step 3. School Bullying as an Early School Leaving Issue

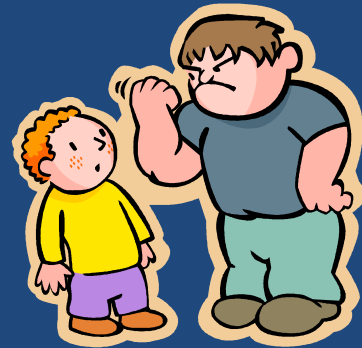
Reframing the problem through a focus on solutions:

- Issues previously treated separately, such as early school leaving and bullying prevention, can be addressed through common system responses for inclusive systems. (Downes & Cefai 2016)

School Climate, Teasing, Bullying

In a sample of 276 high schools, Cornell et al. (2013) found that risk of early school leaving increases if a student experiences an atmosphere of teasing and bullying even if s/he is not personally bullied.

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”.

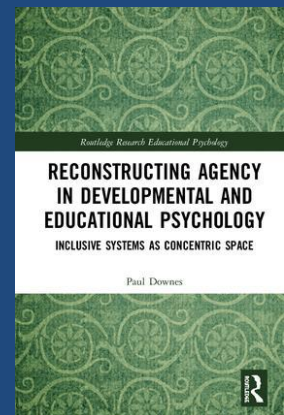


Step 4 Alternatives to Strategies of Suspension/Expulsion through Multidisciplinary Teams— Beyond diametric structures of exclusion (Downes 2020)

American Academy of Pediatrics Policy Statement (2013):

‘The adverse effects of out-of-school suspension and expulsion can be profound’ (2013, e1001).

Such students are as much as 10 times more likely to leave school early, are more likely to be involved in the juvenile justice system and ‘there may be no one at home during the day to supervise the student’s activity if the parents are working (2013, e1002).

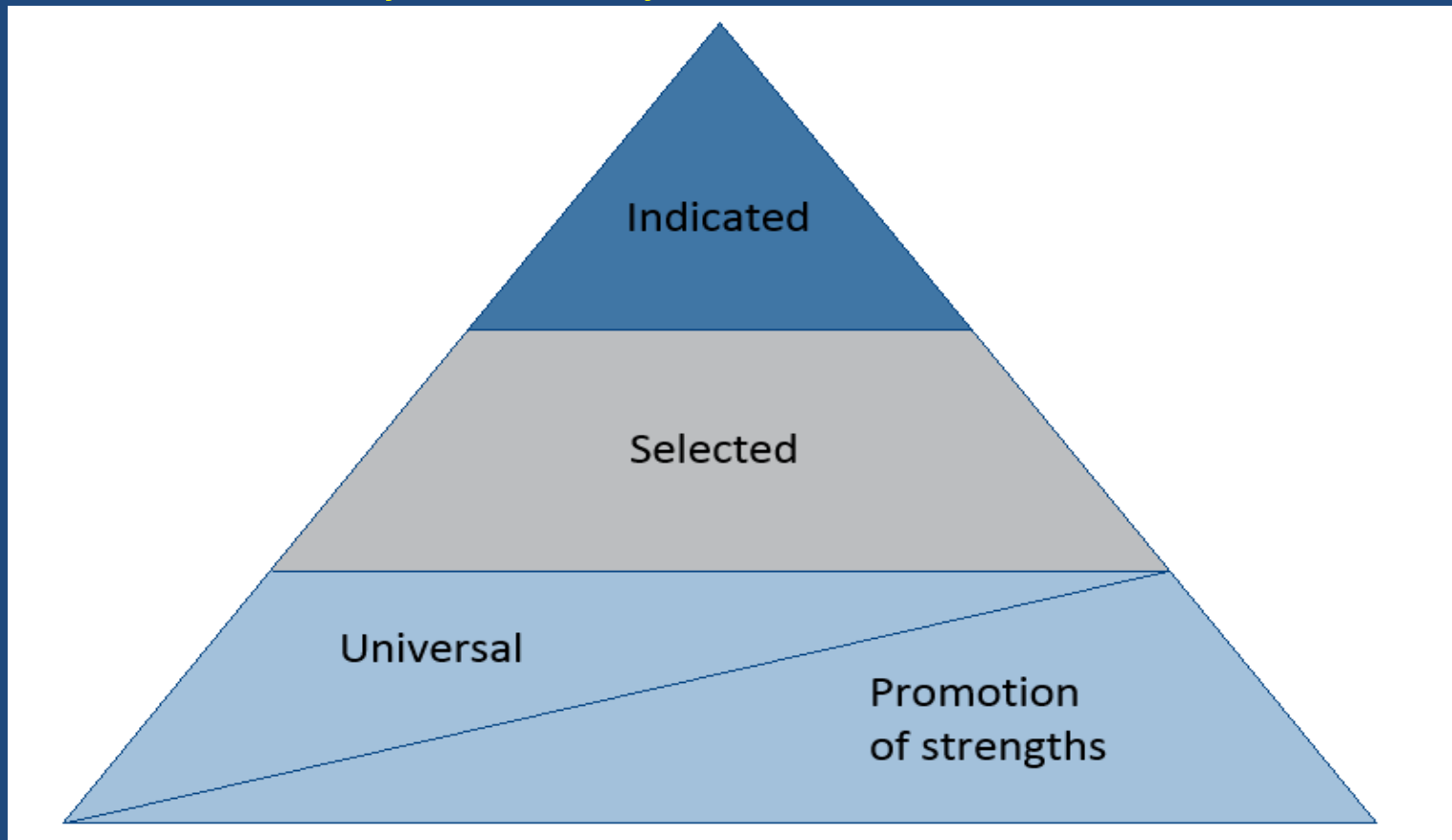


Step 5. Public Health Model of Differentiated Strategies in Place - for Meeting Individual Needs at Different Levels of Need/Risk (Downes, Nairz-Wirth & Rusinaite 2017)

Universal – All

Selected – Some, Groups, Moderate Risk

Indicated – Individual, Intensive, Chronic Need



Step 6. A Holistic Curricular Focus on Social and Emotional Education : Emotional Awareness and Students' Voices



A study of more than 213 programs found that if a school implements a quality SEL curriculum, they can expect better student behaviour and an 11 point increase in test scores (Durlak et al., 2011).

The gains that schools see in achievement come from a variety of factors—students feel safer and more connected to school and academic learning, children and teachers build strong relationships.

Durlak et al. (2011) highlight a range of SEL benefits indirectly related to bullying and school violence, for outcomes on SEL skills, Attitudes, Positive Social Behaviour, Conduct Problems, Emotional Distress and Academic Performance.

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