Together is better, *A collaboration toolbox to build a school for all.*

A Qualitative Research on 'Care' for Pupils in Mainstream Secondary Education.
How 'Special' Needs Schools can strengthen the Care Policy in Mainstream Education: a Pilot project in the School Community of Boom-Bornem-Puurs (B).

BACKGROUND
•This pilot study started from the needs of secondary mainstream education in the school community of Boom-Bornem-Puurs (bottom-up!).
•To give answers on:
– Increased amounts of Type 1 mental disability/ Type 3 behavioral problems / Type 7 ASD in normal schools
– M-decree on a political level in Flanders and the
 road to inclusion (UN treaty – art. 24).
•The council of headmasters decided to investigate a possible cooperation between Mainstream Education and Special Needs Education (by a research in 2012-2013).
•Psychologist / ASD-coach on the special needs school becomes care-coordinator of the School Community and starts this research.

THEORETICAL BACKGROUND
•The **Care continuum**
        Stage 0: preventive care
        Stage 1: raised care
        Stage 2: extensive care
        Stage 3: switch to school with more possibilities, f.e. Special Education.

•**Targeted action** ('HGW' in Dutch, Pameijer, 2007)
7 principles:
1. Pupil's education needs: !
2. Teacher's support needs: !
3. Systematic and transparent procedure
4. Functional and realistic recommendation
5. Transactional framework
6. Teachers, care team, parents, pupil, centre for pupil guidance, or other external caretakers work together
7. Focus on positive aspects

PARTICIPANTS

The school community Boom-Bornem-Puurs consists of 9 secondary schools for mainstream education and 1 secondary school for special education. Together they provide education for about 4000 pupils. The schools offer a wide variety of education as there are different ASO (General), TSO(Technical), BSO(Vocational) trainings offered.

RESEARCH QUESTIONS

1.Which initiatives exist and what are the 'raised and extensive' care needs (stage 1 en 2) in the secondary schools of the SC Boom-Bornem-Puurs?

2.Can the school for special education answer or support their wishes?

3.Are there any further 'care' needs for these schools?

APPROACH

A. To screen and investigate the needs (9 focus group interviews).

B. To summarize the expertise of the school for special needs education (1 school).

C. To analyze the data (qualitative).

RESULTS

A. SCREENING

1. Rating data stage 1 and 2 by the carecontinuüm

Stage 0: 4 074   Stage 1: 1 464   Stage 2: 950

About 1/3 of the pupils and/or their parents can count on raised care in stage 1.

About ¼ of the pupils and/or their parents can count on intensive care in stage 2.

- A lot of pupils do need care.

- Most schools: faze 1 > faze 2

Rating data can be different between schools depending on their different vision on care policies or support at school.

2. Do these pupils have a diagnosis?

Depending on their vision:

-stage 1: YES (means that support will be offered for sure when there is a diagnosis, otherwise there are not many efforts spent to do some adjustments).

- stage 2: NO (exception: GOn = integrated education).

If yes, which one?

0   learning disabilities (dyslexia, dyscalculia, dyspraxia...)

0   concentration problems (ADD)

0   concentration- and hyperactivity problems (ADHD)

0   behavioral problems (ODD - CD)

0   development disorders (ASD, ...)

0   social-emotional problems (depression, psychosis, anxiety, ...)

0   problems due to intelligence (mental retardation, giftedness, ...)

0   personality disorder (borderline, anti-social, ...)
0   Other:………………………………………………………………..

There's a prevalence of all diagnoses, but less behavioral problems or personality disorders.

As told, schools all need:
- A vision on care on 3 levels (learn to learn, learn to choose, learn to live).
- An approach from specific educational needs rather than diagnosis.

3. List of initiatives in the School Community (stage 1)
See appendix: measures to offer general care, stimulation, remediation, differentiation, compensation or dispensation (STICORDI-measures).

4. List of initiatives in the School Community (stage 2)
See appendix: measures to offer general care, stimulation, remediation, differentiation, compensation or dispensation (STICORDI-measures).

5. Which are the disciplines responsible for "care"?
All schools have amplified their care teams during the last years (teachers, headmaster, pupil guidance and Centre for pupil guidance).
For example by: confidant teachers (counselors), pedagogic coordinator, learning guidance, secretary pupil guidance, buddies, ...

6. Are there disciplines lacking in the care policy?
Yes:
•Extra GOn-guidance by specific education needs (e.g. behavioral problems, giftedness, …)
•Coaching (helpdesk, recommendation, professional framework stage 0, 1, 2)
•OKAN for non-native speakers
• Learning guidance
•Speech therapist
•Physiotherapist
•Co-teachers
•Psychologist / Educationalist

7. What do schools expect from the School Community with regards to this theme?
•Colleagues visits (aiming at intervision workgroups for pupil guidance and/or headmasters).
•'Coaching' process by the care-coordinator.

8. How is the cooperation with the Centre for Pupil Guidance?
All schools mention a positive cooperation.

9. Is there cooperation with external organizations?
All schools mention a network of external care organizations in cooperation with the CPG.

The quality of cooperation depends on each organization.
Different care organizations are not known.
There is a problem with 'waiting lists'.

10. Which are the criteria for a school switch (stage 3)?
- advice from the teachers council
- behavioral problems or maladjusted attitude
- advice from the Centre for pupils guidance (potentially based on testing)

•Only a few advices for pupils to go to 'special needs' schools (10 last year).
Schools don't need a permanent switch, but a flexible TIME-OUT project within their
own School Community.

B. SPECIAL NEEDS SCHOOL OFFER
 •To strengthen the know-how about approaches for all pupils with special needs
(stage 0 en 1)!!!
•Guidance for pupils based on specific educational needs (e.g. Behavioral problems,
internal class support, refer to GOn -guidance…).
•Coaching for teachers/teachers council/pupil guidance/ headmasters…
•Intervision helpdesk: structural cooperation.
•Time-out project in the future?
•Know-how about special needs, educational support, GOK-themes (equal rights).
•Implementation HGW (Targeted Action) en vision on care.
•Individual approach.
…

C. WHAT MORE DO SCHOOLS NEED?
•This research proves there's already an open road to inclusion in our SC.
•This research gives bottom-up also some national 'policy recommendations'.
•This research aims at a structural cooperation between the Mainstream Education
and Special Needs Education in order to obtain a more inclusive system.

SUGGESTIONS TO THE COUNCIL OF HEADMASTERS:
Start a PILOTPROJECT in 2013-2014 on :
A. SCHOOL and TEACHER LEVEL
-To create a coaching plan per school together with headmaster, pupil guidance and
school team (psychologist).
-To create a helpdesk/intervision plan for headmaster and pupil guidance
(educationalist).
- To extend a broad network (within the School Community and outside).
B. PUPIL LEVEL
- To start up with a flexible 'GOn' ASD + 'GOn' (=integrated education) by specific
educational needs guidance.

POLICY RECOMMENDATIONS

•More inclusive education is possible!

•**The Special Education can assist the Mainstream Education** by different ways: e.g.

-Reorganization of GOn guidance, depending on specific educational needs)

-Internal coaching to professionalize the school framework (stage 0, 1 and 2).

- Structural organization of intervision.

•A clear **vision** and **structure** for educational care is necessary (large numbers of pupils who need care)! From 3 starting points: learn to learn, learn to live and learn to choose.

•A good **network** is also necessary! for multidisciplinary cooperation. Referring f.e. to the health policy.

•It's a suggestion to reorganize teacher trainings!

•Job 'pupil guidance' doesn't exist. Make sure this becomes an appropriate job with a specific profile (and appropriate working hours)!

APPENDIX

SCREENING RESULTS

3. List of initiatives in the School Community (stage 1)

PUPIL
•- Sticordi-measures for pupils with a diagnosis/individual remedial plan
•- Sticordi-measures integrated in BSO (Vocational education)
•- Additional lessons during break or after school time
•- Guided Autonomous Learning (during break at noon on PC in attendance of a teacher)
•- Self evaluation
•- Pupil coach when someone arrives in a period after Christmas (buddy system)
•- Brochure/film referring to the care team at school
•- Guided classroom during examination period
•- Screening dyslexia/spelling defect
•- Spelling bundle
•- Language support by reading classroom or task class (8th hour)
•- Task class 8th hour (extra support to study or learn to study)
•- Computer class or library
•- Learning guidance
•- Positive follow-up for pupils (e.g. follow-up card)
•- Assistance to taking notes
•- Buddy system
•- Plus class
•- Individual care in classrooms in general
•- Additional lessons for little groups in class by the teacher
•- Rescue Brigade additional lessons by pupils
•- Guided tour for pupils
•- Pictures of the teachers at the start of the form
•- Specific actions at the pupil council, e.g. interpretation of free time by pupils
•
CLASSROOM
•- Lessons on social development and learning (Keys for Living)
•- Lessons on 'Learn to learn'
•- Survey on well-being by class
•- AADP survey (Assembly Alcohol and Drug Prevention)
•- Digital Pupil follow-up system
•- Pupil council
•- Educational fair
•- Coaching on choice of study
•- Class Council on specific needs at the end of august (sometimes together with parents/GOn)
•- Extra Class Council
•- Circles to mediate in conflicts (HERGO)
•- Classroom conversation
•- Targeted action during Class Council
•- To reorganize together settings in classrooms every form
•- Anti-bullying contract

•
TEACHER
•- To organize additional lessons
•- To organize remedial lessons
•- Study advice or study assistance
•- To give a summary of all lessons for the coming examination period
•- Differentiation in classroom
•- Knowhow on learning disabilities
•- Individual guidance to attempt attainment goals e.g. on tempo/pace of learning
•- Teachers offer measures in classroom
•- Digital Pupil Guidance System
•- Support of educational coaching by Pupil Guidance
•- Co-teaching together with colleagues
•- Coach/advisor for new teachers
•- Buddy for new teachers
•- Schedule groups
•- Professional tuition
•- Colleague visits
•- No blame method (mediation in conflicts)
•- Written instructions on group work
•- Reporting form on bullying behaviour
•- Application form internal care
•- Teachers Charter
•- To discuss individual action plans
•- Question hour
•- Deliberation among class teachers
•- PDP (Personal Development Plan)
•
PUPIL GUIDANCE
•- Classroom observation
•- Co-teaching lessons (learn to learn, learn to choose)
•- Classroom conversation
•- Differentiation during Project Week
•- Cross curricular themes and projects in BSO (Vocational) department
•- Learn to learn lessons for groups of pupils (of different departments)
•- Educational support for teachers
•- Pedagogical support for teachers
•- Intervision with colleagues
•- Assertiveness Training
•- Anti-bullying themes
•- To work out individual measures by individual conversations with pupils
•- Digital Pupil Follow-up System
•- To evaluate follow-up card/contract/reward system.
•- Member of the pupil council
•- Structural time-out system
•- Schedule group Learning and Care
•- Playground surveillance by pupil guidance
•- Administration e.g. registration report on diagnosis
•- Information gathering on the switch from primary to secondary school
•- External tuition on learning disabilities, social-emotional themes, coaching, ...
•- Guarantee continuity for pupils transitions
•
HEADMASTER
•- Organization
•- Digital Pupil Follow-up System
•- Implementation Targeted Action
•- Appraisal conversations on functioning of teachers and Evaluations e.g. working pressure
•- Tuition on vision and policy
•- Attendance during class council and GOn evaluation
•
PARENTS
•- Information evening with regards to 'care' at school
•- Brochure referring to the care team
•- Class council on special educational needs at the end of August
•- To discuss individual action plan of their son/daughter
•- Extra form on care during intake/registration
 - Preventive contact with parents

4. List of initiatives in the School Community (stage 2)

PUPIL
- •- Extra language support by the House of the Dutch Language
- •- Individual sessions 'How to learn?'
- •- Individual conversations with classroom teacher or pupil guidance
- •- Consultation at the Centre of pupil guidance
- •- Conversation with the headmaster
- •- GOn-support
- •- To join an assertiveness training
- •- Transfer care information to external organizations
- •- Individual care measures if needed at school
- •- Contracts on behavior
- •- Circles to mediate in conflicts (HERGO)
- •

CLASSROOM
- •- A session to identify with ASD, e.g. during GOn-lesson
- •- Extra Class Council
- •- To report the class group of serious facts e.g. the health of fellow students
- •

TEACHER
- •- To get coached on handling a pupil in difficulty (by the pupil guidance).
- •- To get free of teaching during a care consultation
- •- Feedback after consultation with the Centre for Pupil Guidance in the digital system
- •- Feedback to other colleagues
- •- Tuition, e.g. ASD and GOn
- •- Reporting form
- •

PUPIL GUIDANCE
- •- Pupil Guidance council every week (together with Pupil Guidance Centre)
- •- GOn evaluation per trimester
- •- GOn follow-up every week
- •- Cooperation with GOn, if need be with class teacher
- •- To guarantee continuity in GOn-support
- •- Contact with parents by mail, phone, conversations at school, visit at home, at intake, ...
- •- Preventive parents contact
- •- Contact with external organizations: moderate to intensive action
- •- Individual conversations with pupils
- •- Short course of psychological treatment
- •- To follow up study attitude, behavior e.g. follow-up card, contract
- •- To work out individual measures by individual conversations with pupils
- •- Individual Action Plan
- •- Intervision with colleagues out of school
- •- Intervision with colleagues out of the school community
- •- To follow up sanctions
- •- Individual study guidance
- •- Individual coaching on choice of study
- •- Short time-out
- •- Follow-up pupils who often arrive late at school
- •- To follow up hospital schooling/temporary home schooling/etc
- •- To refer to external teachers who offer additional lessons
- •- To follow up truancy e.g. truancy contract
- •- Feedback/registration of care matters on the digital Pupil Guidance System
- •

HEADMASTER
- •- Conversation with parents
- •- Startup disciplinary procedure
- •- Contacts with police
- •- Crisis shelter for pupils
- •- Follow-up pupils who often arrive late at school
- •- Presence at GOn evaluations
- •- Presence at Pupil Guidance council + Pupil Guidance Centre
- •- Conversations with pupils
- •- Conversations with teachers
- •- Individual follow-up certain pupils
- •- Final decision on expulsion
- •

PARENTS
- •- In contact with Pupil Guidance
- •- In contact with Pupil Guidance Centre

•- In contact with the headmaster
•- By reference to external help organizations
•- Surveys e.g. on 'care'

KEYWORDS

Collaboration model, School Community, Special Education and Mainstream
Education, Theoretical models, Care for pupils, Pilot project, Inclusion.