

Strategy 9 | Response services or Responsive crisis resolution services for young VET Education students

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TYPES OF STRATEGY

- ☐ Prevention ☐ Intervention ☐ Compensation

ADDRESSED TO THE RISK FACTORS

- ☐ Personal challenges
 - ☐ Low educational achievement
 - ☐ Disengagement
 - ☐ Irregular transitions
- ☐ Social relations
 - ☐ Difficult relationship at the VET educational centre (with tutors, teachers, colleagues, etc.)
- ☐ Institutional factors
 - ☐ The educational management of student behaviour
 - ☐ Lack of educational identification mechanisms for the risk of dropping out
 - ☐ The educational environment

STRATEGY LEVEL

- ☐ Individual level (psycho pedagogical actions)
- ☐ Institutional level (institutional actions)
- ☐ Education system level (actions of the education system)

AIM

The purpose of the response services is to deal with abandonment and to focus on the management of students' disruptive behaviour while focusing on its causes and consequences.

DESCRIPTION OF THE STRATEGY

The care services represent short-term advisory interventions to solve immediate problems and conflicts, respond to crisis situations, and intervene in specific cases in the educational centre that make it difficult for students to learn. School staff, families, community members and students can start a response service.

Suspension within the educational centre is always preferable to this or expulsion outside the same. It is necessary to make this compatible with measures to encourage behavioural change, and to allow students to continue their education with the right support. The procedures applied must be linked to the improvement of behaviour and the return to the classroom with guarantees for personal, educational and social well-being.

BENEFICIARIES

- ☐ Young people ☐ Teachers ☐ Families ☐ Community ☐ Others.....

WHO IS IN CHARGE OF THE STRATEGY

- ☐ Tutor
 ☐ Teacher/Trainer
 ☐ Support staff (e.g. counsellor)
 ☐ Families
 ☐ Other professionals (internal or external to the institution):

IMPLEMENTATION CHRONOLOGY *(When will the strategy be implemented)*

- ☐ At the beginning
 ☐ During the academic year
 ☐ At the end of the academic year
 ☐ Transition between compulsory secondary education and post-compulsory studies (CFG/Baccalaureate)
 ☐ Other (specify):

COST OF THE STRATEGY

- ☐ Low
 ☐ Medium
 ☐ High

DEVELOPMENT OF THE STRATEGY *(How will the strategy be achieved?):*

The VET educational centre and the Educational System must promote preventive measures to reduce the suspension and expulsion of students as a resource. This includes the incorporation of warning systems that identify students at risk (for example: low attendance, low academic performance, etc.), and exploring these facts with students before they can become serious disciplinary problems. It is also important to promote positive educational environments.

Some tips to consider when developing response services actions:

- Analyse the causes of disruptive behaviour.
- Classroom management (clear rules, relationships, flexible teaching styles, democratic management styles, establishment of positive teacher-student, student-student relationships, etc.).
- Create welcoming and inclusive learning environments: offer cultural activities to help create a positive climate and sense of belonging; create common spaces to encourage diversity; promote the use of shared spaces to build relationships between teachers, students and families; ensure that the student has access to teachers and other professionals who can support their personal and training development needs; celebrate learning success; ensure that there are anti-harassment and conflict resolution strategies; and incorporate evaluation and monitoring systems for all these services and devices.

Develop alternatives for suspension or expulsion from the educational centre: on-site advice and support with multidisciplinary teams; short courses to promote the development of social skills, conflict resolution and behaviour change; involvement of families, including better communication between the educational centre and them, with a coordinated approach to behavioural change; the behavioural contracts that specify the expected behaviour, the consequences of bad behaviour and the incentives for appropriate behaviour and that should be negotiated with the students; behavioural monitoring which may involve the use of checklists for students, families and teachers, and sessions to make positive behaviour visible when it occurs; and restitution, such as an oral or written apology, or participation in community service activities.

RESOURCES *(What is needed?)*

- ☐ Internal agents (tutor, counsellor, teaching staff, etc.)
 ☐ External agents
 ☐ Safe spaces
 ☐ Schedule
 ☐ Materials/One:
 - ☐ Interview guide
 - ☐ Tracking sheets
 - ☐ Contract
 - ☐ Case study sheet
 - ☐ Evaluation tools (self-evaluation)

- ☐ Websites with information
- ☐
- ☐ Others (specify):

OTHER CONSIDERATIONS

- Related protective factors:
 - ☐ Positive self-perception linked to training and learning capacity.
 - ☐ Educational achievement and assistance.
 - ☐ Inclusive environment.
 - ☐ Positive relationships.
 - ☐ Health and wellness.

Support from the educational and family environment.

REFERENCES *(Related resources)*

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Community involvement*.
<https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/community-involvement>

CEDEFOP. Toolkits. VET toolkit for tackling early leaving. *Flexible education and training*.
<https://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/intervention-approaches/flexible-education-and-training-systems>

GOVERNMENT OF CATALONIA. *Child and youth mental health crisis care program in Catalonia*.
<https://salutweb.gencat.cat/web/.content/departament/ambits-estrategics/salut-mental-addiccions/programa-atencio-crisi-infantil-i-juvenil-salut-mental.pdf>

Management and positive resolution of conflicts. XTEC resource.
<https://xtec.gencat.cat/ca/centres/projeducatiu/convivencia/recursos/resconflictes/conflicteslleus/>

Conflict resolution. XTEC resource.
<https://xtec.gencat.cat/ca/centres/projeducatiu/convivencia/recursos/resconflictes/>



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