

Sium
SOTE

PSYCHOLOGICAL AND SOCIAL SUPPORT IN SCHOOLS

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About SIUN SOTE

- Siun sote is a consortium of 13 municipalities: Joensuu, Kitee, Kontiolahti, Lieksa, Nurmes, Outokumpu, Ilomantsi, Polvijärvi, Liperi, Juuka, Rääkkylä, Tohmajärvi and Heinävesi.
- Siun sote organizes social and health care services in North Karelia.
- The area has about 166 400 inhabitants.
- Siun sote was established on 1 of January 2017.
- There are a total of about 7800 employees in Siun sote.

My presentation

- Introduction: a little bit about dropouts in Finland
- The law of pupil and student welfare in Finland
- Communal and individual student welfare
- School psychologists and social workers in Joensuu
- The work of a school psychologist
- The work of a school social worker
- (If we have time: "EMO"-classes: the support to children who have significant socioemotional, behaviour and attention problems)

Introduction: the amount of dropouts in Finland?

- It is rare for a pupil to be retained in basic education. The number of pupils who are retained has also decreased throughout the 2010s (in 2010: 0,42% of the pupils in 1.-9. classes retained).
- Pupils are most likely to be retained in the first and second grades, while it is very uncommon in grades 3–6, and begins to increase again from the eighth grade onwards.
- In general in upper secondary education the completion rate was approximately 72% three years after commencing studies and approximately 88% five years after commencing studies.
- In vocational education and training the completion rate was approximately 62% three years after commencing studies and approximately 76% five years after commencing studies
- In terms of international comparison, the share of those retained in basic education and those who do not earn a basic education certificate is very small.
- The completion rates for upper secondary education are equivalent to the average.

<https://www.oph.fi/fi/tilastot-ja-julkaisut/julkaisut/koulutuksen-lapaisy-suomessa>

Dropouts

- There are a number of factors that affect passing or retaining and they are not always only negative.
- "**Negative**" reasons such as poor school performance, incomplete learning skills, personal reasons (health, family etc.) and integration into school community
- Or **positive** reasons such as another, more interesting education, economic factors and employment
- In Finland the pupils and students are supported in different ways to achieve the aims rather than they are left retained.

Preventing dropouts

- Studies can be advanced by many ways in schools:
 - teaching methods
 - encouragement and study support by teacher
 - study guidance
 - affecting study motivation
 - by making schedules flexible and so reducing stress
 - preventing and recognising mental health problems and school exhaustion
 - affecting school environment: for example no bullying or discriminating

Dropouts from student welfare perspective

Important to:

- intervene early, if a student doesn't come to school and find out what is it all about
- recognise and reduce learning problems
- prevent, recognise and treat mental and physical health problems
- search financial help to students and if needed, guide to different services

Student welfare services in Finland in general

THE LAW OF PUPIL AND STUDENT WELFARE

- The law of student welfare came 1.8.2014
- Student welfare includes:
 - Advancing and maintaining of good learning, good mental and physical health and good social welfare
 - Action which increases aforesaid things in schools

STUDENT WELFARE

Student welfare is carried out:

- Primarily so that it prevents and supports the whole school community: "Communal student welfare"
- In addition "individual student welfare"

COMMUNAL STUDENT WELFARE

- Means the action which advances students' learning, welfare, health, social accountability, interaction and participation and in addition environment's health, safety and accessibility.
 - A communal student welfare team plans the action which is done in school.
- > The aim is a healthy studying community.

COMMUNAL STUDENT WELFARE

- The communal student welfare team meets a few times during the school year
- To team belong usually the headmaster of the school, special education teacher, school counselor, school psychologist, school social worker and school health nurse
- Based on law in this team should also be the representation of pupils, parents, municipality (for example youth leader) and different associations

COMMUNAL STUDENT WELFARE

- Examples of action of communal student welfare: different theme days, preventing school bullying, making yard nicer, safety walks etc.
 - This team takes advantage of different enquiries, especially national school health enquiry, which is done every second year in every finnish school
 - To classes 4., 5., 8. and 9. in basic education
 - To classes 1. and 2. in second grade
 - Enquiry includes questions about family, mental and physical health, leisure time, studying...
 - Every school can get their results (chargeable)
 - Results for one municipality (for example whole Joensuu) are free
- > Communal student welfare team can plan the action in school based on this enquiry

INDIVIDUAL STUDENT SERVICE

Includes:

- Services which are given to a single student:
 - Health care services
 - School psychologist and social worker services
 - Multiprofessional meetings
 - Social and health services which are given in special schools for the most mentally retarded children

Health care services in schools

- During basic education health examinations to all pupils are carried out annually by a school health nurse.
- Health examinations carried out by a school doctor are in 1., 5. and 8. class.
- In second grade health examinations are carried out only during the first studying year.
- Besides basic education and second grade studies health care services are offered also in "high grade":
 - University of applied sciences: 4000 students
 - University of eastern Finland: 15 500 students

THE RIGHT TO GET SCHOOL PSYCHOLOGIST AND SOCIAL WORKER SERVICES (Law 1.8.2014)

- Conversation with school psychologist OR social worker must be arranged at the latest of 7 days after request
- In urgent situations a meeting or a telephone conversation must be arranged at the same day or at the latest of next day
- The urgency is estimated by a psychologist or a social worker case-by-case.
- Before this law, municipal school psychologist and social worker services were arranged only in municipal comprehensive schools
=> Now they are offered in private, upper secondary and vocational schools too.

Student welfare staff in Joensuu

Pupils and students in Joensuu

- Population of Joensuu: 76 000

To whom school psychologist and social worker services are offered?

- Amount of students 10 780:
 - Preschool pupils in schools 140 and in kindergartens 540
 - Comprehensive school pupils 5600
 - Upper secondary school students 1500
 - Vocational school students 3000

STUDENT WELFARE STAFF IN JOENSUU

- In schools:
 - Leading school psychologist
 - 10 other school psychologists
 - 13 school social workers
- In daycare:
 - 3 psychologists
 - 4 family advisers

SCHOOL PSYCHOLOGISTS IN JOENSUU

- Leading school psychologist
 - manager of school psychologists and school social workers
 - administrative work and developing of supporting services
- 5 school psychologists in comprehensive schools
 - 5-6 schools for 1 psychologist (usually 1 day / week / each school)
 - amount of pupils for 1 psychologist: 1300 (recommendation: 600-800)
- 1 school psychologist works in EMO-class with children who have significant socioemotional and behaviour problems, classes 1-6
- 1 psychologist in upper secondary school
 - 3 schools
 - amount of students 1500
- 3 psychologists in vocational school and music conservatory
 - 1-4 schools for 1 psychologist
 - amount of students 1000

SCHOOL SOCIAL WORKERS IN JOENSUU

- 7 school social workers in comprehensive schools
 - 3-6 schools for 1 social worker (usually 1-2 days / week / each school)
 - amount of pupils for 1 social worker: 950 (recommendation 600-800)
- 1 social worker works in class with children who have significant socioemotional and behaviour problems, classes 1-6
- 1 social worker in upper secondary school and music conservatory
 - 5 schools
 - amount of students 1700
- 4 social workers in vocational school
 - 1-2 campuses
 - amount of students 800 for 1 social worker

The work of a school psychologist and social worker

AIM OF THE WORK OF SCHOOL PSYCHOLOGIST AND SOCIAL WORKER

- To advance the welfare of school and student environments
- To advance the cooperation with students' families
- To support students' learning, skills, welfare and health

PROCESS OF CHILD'S SUPPORTING IN SCHOOL

- When a class teacher or special education teacher has a concern of child's learning, behavior or mood, they
 - => Contact to parents
 - => When needed, special education teacher estimates child's learning skills
 - => Teachers can consult school psychologist or social worker anytime
 - => Multiprofessional planning of supporting things to school (remedial teaching, special needs education, differentiation, small class, support of a school assistant)
 - => "Three steps support- system"
 - => Guidance to a school psychologist or a social worker, if already given support isn't enough

THREE STEPS SUPPORT FOR EDUCATION (LAW 1.1.2011)

- Level 1, "General support", in which all students are at first and everybody has the same aim
- Level 2, "Intensified support", when a student needs regularly more help to studying
- Level 3, "Special support", when a student needs a lot of help to his/her studying and the need of support is assumed to be continuing long time

THREE STEPS SUPPORT

- In level 2 and 3 a plan how a school supports the pupil is compulsory.
- In level 1 the plan is done only if needed.
- A child is moved from level to another based on multiprofessional appraisal. A school psychologist and social worker participate in this appraisal besides the teachers.

THE WORK OF A SCHOOL PSYCHOLOGIST

- Psychological assessments for 6-20 years old children and young (in vocational school also for adults)
- Supporting conversations
- Supporting of teachers and parents related to child's development, education and training
- Working with classes and special small groups
- Being a psychological expert in different teams
- Crisis work

THE MOST GENERAL REASONS WHY CHILDREN COME TO MEET A SCHOOL PSYCHOLOGIST

- Different learning difficulties (reading, writing, mathematics, attention, spatial perceiving, linguistic / motoric / memory)
- Emotional or mood difficulties
- Behavior problems
- Fears
- Difficult life situations
- Psychosomatic symptoms

PSYCHOLOGICAL ASSESSMENT

- Assessment of learning difficulties or mood, not wide personality assessments
- Assessment includes parent's interview of child's development
- Teacher's interview of child's studying and already existing support
- Meetings with child (5-7 hours): testtasks, interview and observation of child while the assessment
- When needed, observation in class

PSYCHOLOGICAL ASSESSMENT

- Spoken feedback to parents
- A meeting in school with teachers and parents: feedback of the assessment and planning the support for studying, including the level of the three steps support
- Possible suggestions for rehabilitative special education
- A written feedback to parents and school
- Possible guidance to neuropsychological rehabilitation / different therapies / neurologist / psychiatric / school doctor / social worker of child welfare / family center etc.
 - Children and young get the rehabilitation (until age 18) or therapies (until age 16) free

THE WORK OF A SCHOOL SOCIAL WORKER

- Supporting conversations
- Supporting of teachers and parents related to child's development, education and training
- Working with classes and special small groups
- Being a social expert in different (school) teams
- In autumns participating to parents' evenings
- Crisis work

THE MOST GENERAL REASONS WHY CHILDREN COME TO MEET A SCHOOL SOCIAL WORKER

- Emotional or mood difficulties
- Lack of school motivation
- Behavior problems
- Difficult life situations
- Difficulties with friends, parents or a boy- or girlfriend
- School bullying
- Different addictions
- Fears

WORK WITH CLASSES AND SMALL GROUPS

- Has been done always, but it has increased during the last years
- The work in classes is done case by case and if a teacher asks for it
- In classes are trained for example:
 - social skills
 - emotional skills
- One aim can also be:
 - prevent bullying
 - increase team spirit
- In upper secondary education we have arranged groups concerning stressing and anxiety

DIFFERENCES BETWEEN THE WORK OF A SCHOOL PSYCHOLOGIST AND A SCHOOL SOCIAL WORKER

- Psychological assessments is done only by psychologists
- Social workers give more supporting conversations
- Social workers work more with classes and small groups than psychologists
- Social workers work more with young in grades 7-9, because psychologists do a lot of assessments and the focus of their work is in early grades

DIFFERENCES BETWEEN THE WORK OF A SCHOOL PSYCHOLOGIST AND A SCHOOL SOCIAL WORKER

- Social workers work more with cases which includes bullying and difficulties with friends and parents
- Psychologists work more with cases which includes more severe mental problems, for example fears, anxiety, etc.

Small classes in Joensuu / EMO-classes

SMALL CLASSES IN COMPREHENSIVE SCHOOLS IN JOENSUU

- In Joensuu there is only one special school: school in hospital and then one near Joensuu in Liperi: Honkalampi-school for the most mentally retarded children
- Most of our mentally retarded children go to school in normal schools in small classes which are meant for mentally retarded children (in Utra, Nepenmäki, Pataluoto, Eno and Hammaslahti schools)
- Then we have also "basic" small classes to children who have different learning (reading, maths, etc.) problems. These kind of classes we have in almost every school.
- EMO-classes: small classes to children who have socioemotional, behavior and attention problems (in Karsikko and Lyseo comprehensive schools)

”EMO-CLASSES”, THE SUPPORT TO CHILDREN WHO HAVE SOCIOEMOTIONAL, BEHAVIOUR AND ATTENTION PROBLEMS

For grades 1.-6.:

- 5 classes/groups: about 5-7 child, one special education teacher and one school assistant in one group
- 1 social worker and 1 psychologist for five groups
- To children who are for example very aggressive / who has difficult adhd / asperger’s syndrome / anxiety / depression, etc.
- These EMO-classes are in Karsikko comprehensive school
- Emphasis on early support!
- Parents must engage to work with the social worker
- The psychologist does neuropsychiatric rehabilitation with children

”EMO-CLASSES”, THE SUPPORT TO CHILDREN WHO HAVE SOCIOEMOTIONAL, BEHAVIOUR AND ATTENTION PROBLEMS

- These classes serve all schools in Joensuu
- A child can be moved to this class OR
- The staff of EMO goes to a child’s own school and give consultative help to teachers and assistants there
- The aim: A child rehabilitates and can return to his/her own school
 - Usually a child stays about 1-2 years in EMO-class
 - Before returning his/her own school, the child tries studying in a bigger class in Karsikko school

”EMO-CLASSES”, THE SUPPORT TO CHILDREN WHO HAVE SOCIOEMOTIONAL, BEHAVIOUR AND ATTENTION PROBLEMS

For grades 7.-9.:

- 2 classes, maximum 5 youngsters / group, one special education teacher and one school assistant in one group
- The class is in Joensuu lyseo comprehensive school
- The aim: Rehabilitation and returning his/her own school
- Reality: Youngsters usually stay in this class because of long-term and severe psychic difficulties
- So practically one aim is that a student finishes the comprehensive school

THE VISION OF EARLY CHILDHOOD EDUCATION AND TRAINING CENTER IN JOENSUU

”In Joensuu everybody has a joy
to grow up and learn.
Together we are more.”

THANK YOU!