


**INTEGRATION OF YOUTH CARE IN THE CLASSROOM:
MORE WELL-BEING AMONG STUDENT**





Drs Mariette Haasen
Fontys Educational Needs



Dr Karin Diemel
Fontys Educational Needs



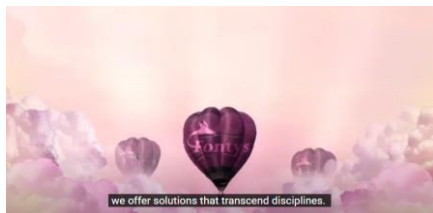
Dr Hélène Leenders
Fontys Pedagogy



**Fontys University
of Applied Sciences**

Video clip

[Fontys for society](#)



Boundary crossing

ISF



Introduction - Mariette

Program

Well-being of Dutch youth

- Too many students in Special Education and JHV
- Appropriate Education and Youth Act
- What's not working

Our research

- Overview
- The evaluation line
- The design line
- The training line

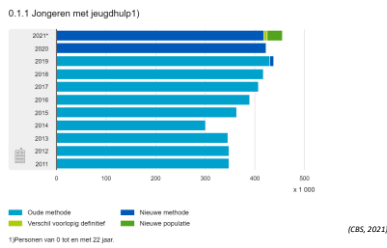


Externalizing Problems

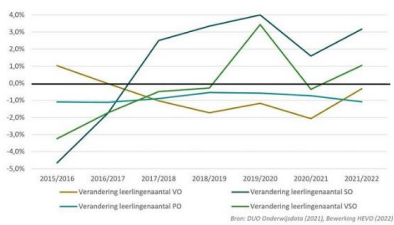
- A large proportion of teachers indicate that it is not easy to work with pupils with behavioral problems – especially externalizing problems – in the regular classroom (Van Grinsven & Van der Woud, 2016; Hofstetter & Bijstra, 2014).
- Although teachers generally feel competent in teaching Social- en Emotional learning, dealing with problem behavior evokes inability to provide adequate educational support (De Boer, 2020).
- Teachers who often have to deal with externalizing problem behavior, suffers more on emotional exhaustion (Van den Brink & Tick, 2020).



- In 2021, 15 – 19 percent of all young people in the Netherlands were offered individual youth assistance



Special Education



Dutch policy



Both laws are formulated as so-called mirror laws. The aim of both laws is to offer more effective preventive help and reduce referrals to special facilities



The results of an evaluation study

- There are many coordination problems (Ledoux and Waslander, 2020) and that the goals for reducing referrals do not be achieved.
- There are still questions about **how** can be cooperated.



ISF as inspiration

- An international example
- SWPBS→ISF
- Characteristics of the Interconnected System Framework
- Education and youth care work from one organization
- Promoting well-being is for every student of importance → preventive interventions
- Use of short-term effective interventions
- A layered structure is essential



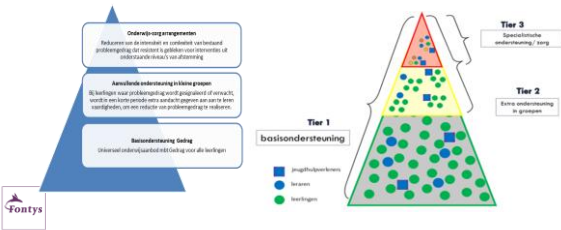
SWPBS in the Netherlands



- not so many PBS-Schools in the Netherlands
- but most of the schools do use a layered system of interventions based on the three-tier model



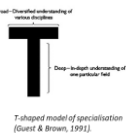
Images 'passend onderwijs' and ISF



Skills and competencies needed

Cooperation is working with others to do things that you cannot do by yourself (Sennett, 2012)

A professional capable of cooperation can be described as a T-shaped professional: Someone who has the knowledge of his own profession and expertise on what her discipline adds to collaborate.



Research question

How can professionals in education and youth services work together on group-oriented, preventive interventions that improve the social- and emotional learning of students?

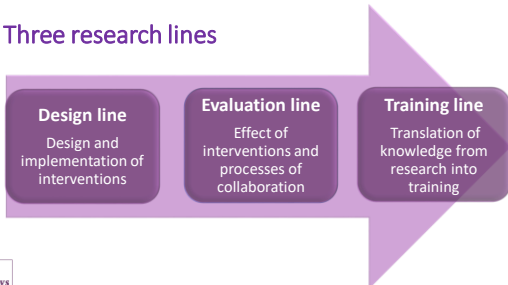


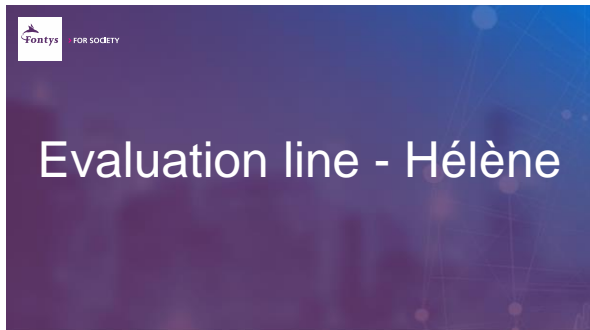
Keywords for the research

- Collaboration between education and youth services
- Focused on SEL (not on problem behavior)
- For all students
- Basic Support → Tier 1
- Common implementation in the school/class/group
- Involving the ecology of the students (including parents)



Three research lines





Video clip

- [Outcomes Evaluation Line](#)



Research Methods and Instruments

Questionnaire survey

- May-June 2019 first measurement (0 measurement)
- June-July 2020 second measurement
- Nov-Dec 2021 third measurement
- Students: *COOL questionnaire*
- Teachers and Youth Workers: *Interprofessional Team Collaboration in Expanded School Mental Health scale* (Mellin & Bronstein, 2011)
- Teachers: *Teacher Competence Questionnaire*

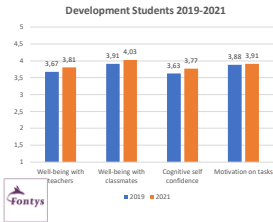
Interview study

- Nov 2019 teachers and youth workers (N=15)
- Nov 2021 students (N=19)



RESULTS

Development Students overall



- Students report more well-being as teachers and youth workers collaborate in the classroom
- Remarkable: striking difference with well-being Dutch youth during corona. The Dutch youth reported less well-being and more internalizing complaints (fears and gloom) (Luijten et al., 2020)

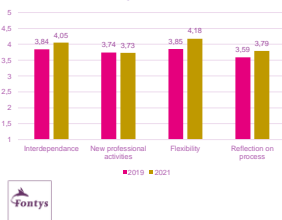
Development students with lowest scores

Scales	N=42		ES	ES percent positive relative to population
	2019	2021		
Well-being with teachers	2,85	3,68*	1,86	0,52
Well-being with classmates	3,05	3,75*	1,25	0,16
Cognitive self confidence	2,52	3,43*	1,51	0,25
Motivation on task	2,93	3,66*	1,08	0,20

- The most vulnerable students seem to have improved, also corrected for regression to mean. Most on well-being with teacher
- Not attributable to intervention alone
- Schools have a picture of the vulnerable students
- Which students are concerned?

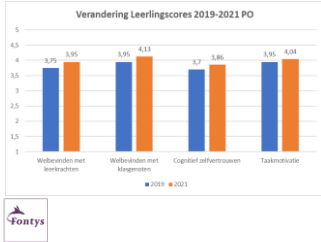
Development Cooperation overall

Development Cooperation Teachers 2019-2021



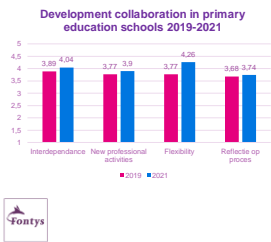
- Teachers and youth workers have become better at working together [differences scores on interdependence and flexibility are significant]
- Our research shows that teachers achieve their goals better when they work together and that they become more flexible.

Primary Education: Wellbeing Students



- In 2019, the students at the three primary schools (where there was already collaboration) scored significantly higher than the other schools on well-being with the teacher.
- In 2021, primary school pupils score significantly better than in 2019 on all aspects of well-being: well-being with teachers, well-being with pupils, cognitive self-confidence and task motivation

Primary Education: Cooperation



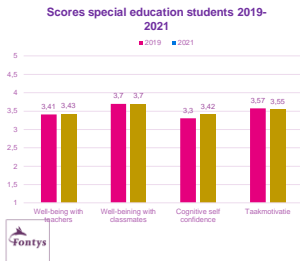
- In primary education, teachers report that they experience more flexibility through more collaboration. They dare to let go of their own role more.
- Interviews: trust, common goals, take each other seriously, time together; insights from youth care workers: use of 'short lines', like Whatsapp

Primary Education: Teachers' Competencies



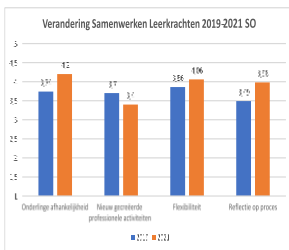
- Teachers feel more competent in their pedagogical actions in 2021 (after three years of collaboration) than in 2019.
- Teachers indicate that they experience less inability to provide adequate educational support (in case of behavior problems)
- Supported by interviews

Special Education. Well-being students



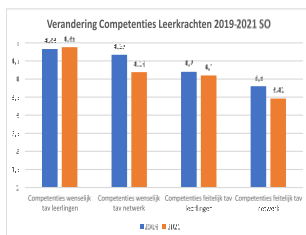
- The student scores on social-emotional development and well-being remain stable
- The fact that no deterioration can be seen after the corona time is positive
- Student interviews: lessons helped a bit [more calm, more positive, more daring to talk]

Special education: Cooperation



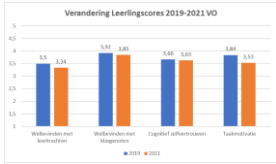
- Collaboration: Among teachers, interdependence increases and so does reflection on the process. There was a lot of reflection together, and that seems to work
- Interdependence and reflection important aspects of cooperation: teachers who score high on this also feel more competent in dealing with family and network [= bridge to next slide]

Special Education: Teachers' Competencies



- 2019 special education teachers highest scores of all schools on desired and actual competencies with regard to students and dealing with the network
- 2021 Competencies of teachers seem to be deteriorating, but the estimates are actually becoming more realistic, e.g. the lower estimate of how well it succeeds in connecting with family and network
- Attention is more focused on the primary process (dealing with students)

Secondary education: Students' Wellbeing



- Not reduced: Well-being with teachers and students
Cognitive confidence
- Slightly reduced: Motivation on task



Secondary Education: Cooperation



- In the secondary education and vocational education schools there is a positive trend with regard to the competencies of cooperation
- This is confirmed in interviews with teachers and students



Secondary Education: Teachers' Competencies



- the desired competencies of teachers in pedagogical action remain the same



Conclusions

- Collaboration by teachers and youth workers in the classroom on joint interventions to promote social and emotional learning has a positive influence on the well-being of pupils.
- In some cases it also promotes the competences of teachers with regard to pedagogical action.
- Professionals become better at working together during the project.





Video clip [Designline - Working together on bonding](#)



Design line in three educational practices



Primary education:
Social learning



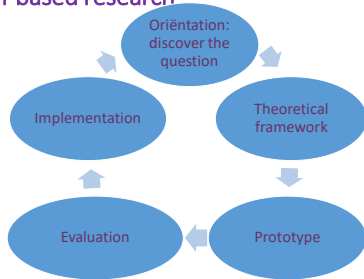
Secondary education:
Respect



Special Education:
Attachment



Design-based research



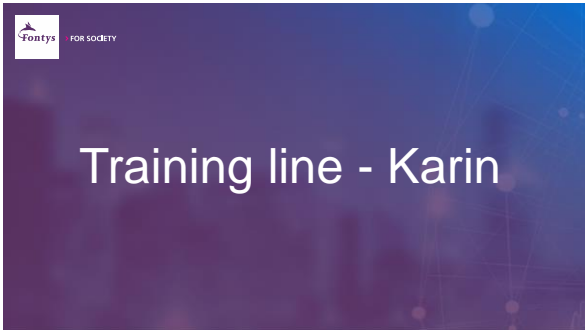
Results

- 1) Performance:
 - professional click,
 - to continue working in the same composition history of collaboration
 - time available for consultation

- 2) Working together in the classroom
 - evaluate the cooperation in the classroom positively
 - professional is complementary
 - facilitator or being a guest

- 3) Joint ownership of goals:
 - shared responsibility
 - enrich each other in leadership





Video clip

[Training line - Raayland College](#)



Interdisciplinary Collaboration

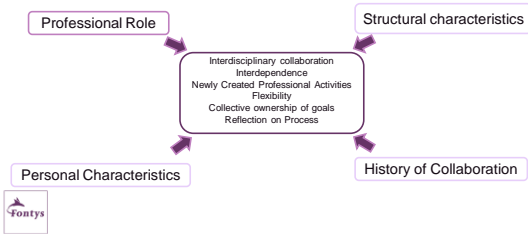


Interdisciplinary Collaboration Model Bronstein (2003)

- Interdisciplinary collaboration
- Interdependence
- Newly Created Professional Activities
- Flexibility
- Collective ownership of goals
- Reflection on Process



Influences on Collaboration



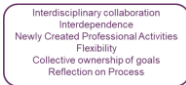
Interdisciplinary collaboration: Experiences of Participants in de Designgroup

Collective ownership of goals:

- Shared responsibility for the entire process to achieve goals
- Mutual trust

Implications for training

- Role taking
- Boundary crossing



Interdisciplinary collaboration: Experiences of Participants in de Designgroup

Interdependence:

- Collaborate with others to accomplish goals and tasks

Implications for training

- Role taking
- Collaboration



Interdisciplinary collaboration: Experiences of Participants in de Designgroup

Newly created professional activities

- Experience
- Contribution of everyone's expertise

Implications for training

- 'Real-life' training
- Open to the expertise of other professionals



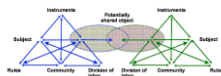
Interdisciplinary collaboration: Experiences of Participants in de Design group

Flexibility - Organisational and professional compromises

- recognize and appreciate everyone's expertise
- able to seek space for consultation

Implications for training

- Role conception
- Boundary crossing



Interdisciplinary collaboration: Experiences of Participants in de Designgroup

Reflection

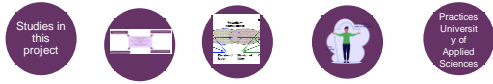
- Balance content and process

Implications for training

- Reflecting on processes, role taking and identity



Professional development



Professional Activities focus on:

- The professional knowledge, jargon and culture of other fields
- The multiple perspectives in interprofessional teams
- Joint goal setting in a holistic perspective
- Integrating scientific and practical knowledge from different fields
- Reflecting on the process of collaboration



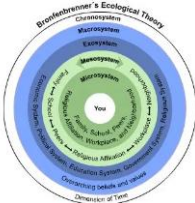
Example: Knowledge workshop

'Good practices need to be shared'



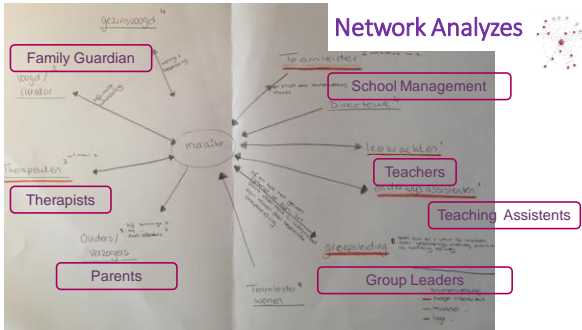
Learning in, with and from other professionals in Youth Care and Education

Perspective circle



Professionals give literal and physical give meaning to their role, responsibility and proximity

Network Analyzes



Rich picture

