Recommendations for teachers, headmasters and parents for the successful prevention of school absenteeism and school drop-out for the formation of a new school culture

Extracted and translated into English from:

Nairz-Wirth, Erna/Feldmann, Klaus/Diexer, Barbara (2012): Handlungsempfehlungen für Lehrende, Schulleitung und Eltern zur erfolgreichen Prävention von Schulabsentismus und Schulabbruch. Aufbruch zu einer neuen Schul-kultur. Wien: Wirtschaftsuniversität Wien

1. From practice

It is undeniable that medical, psychological, social, educational and legal interventions are required in a number of cases of truancy and early school leaving, but research also shows clearly that in all cases, school and teaching staff can have a decisive influence. The suggested recommendations are based on these research findings and provide support for you as teachers and principals. Some recommendations are directed explicitly to parents or legal guardians, without whose involvement effective dropout prevention is difficult to initiate.

2. Introduction

The study was content-aware, with the recommended measures primarily directed at the target group of teachers, principals and parents. The authors and commissioners of the study (the city of Vienna) are aware that structural changes to the school system would be necessary for the successful implementation of some of the 59 recommendations. Therefore, the proposed measures are also addressed to the appropriate Austrian school authorities.

3. First self-assessment by school administration

The following actions will be implemented at my school:	Yes	Partially	No
Recognize problem, main indicators			
3.1. We collect information in order to identify the risk of ESL at an early stage.			
3.2. All of our teachers record absenteeism uniformly and consistently.			
3.3. We analyze absenteeism, in order to gain further insights.			
3.4. We diagnose the behavior of the affected students to be able to comprehend absences and to react to it appropriately.			
Regulations, actions and responsibilities			

3.5. We have developed standardized procedures in the case of absences that are used by all.			
3.6. We conclude written agreements of behavior with all students.			
3.7. We create incentives for school attendance.			
3.8. We establish a "responsible dropout contact", who acts as an expert in dropout prevention for young people while also initiating and coordinating the staff council.			
3.9. Our teachers strive to reintegrate students who are often absent and refrain from negative reactions.			
Lesson planning and performance standards			
3.10. Our lesson planning is adapted to the outside life and experience of students.			
3.11. We pay attention to the professional focus of the curriculum and to continually improve this.			
3.12. We have introduced a clearly communicated school-based model, a plan to improve performance, which we can implement continuously.			
3.13. Our performance and educational standards are formulated in an understandable and motivated way for students.			
School environment and school climate			
3.14. We have created a safe school environment and work with pupils to create a positive school climate.			
3.15. We strengthen the symbol system of the school or individual classes.			
Assistance measures at the school level			
3.16. We offer and ensure the implementation of learning support programs to pupils vulnerable to school-leaving.			
3.17. To reintegrate the affected person into the school, we offer them additional programs and ensure their implementation.			
3.18. We offer mentoring programs and ensure their implementation.			
3.19. We offer tutoring programs and ensure their implementation.			
3.20. We regularly offer pupils high quality advice regarding school career, changing schools, curricular choices and career opportunities.			
Teaching and learning design			
3.21. Our teachers are using varied and stimulating teaching methods.			
3.22. We implement actions for individualized and personalized learning.			
3.23. We create a stimulating learning environment.			
3.24. We use appropriate tools to discover, analyze and reflect upon the skills of students.			
3.25. We promote the independence and autonomy of students.			
3.26. Our teachers apply suitable methods for dealing with pupils who learn more slowly or irregularly.			
3.27. Our teachers provide students and their parents appropriate learning techniques and provide information on the optimal design of learning environments.			
3.28. Our teachers give students a positive attitude and high expectations.			
3.29. We present teaching and schools as an experience space.			

3.30. We institutionalise and teach students the values of cooperation and supportive behavior.			
3.31. We intitiate sustainable learning motivation for students and institutionalize common learning.			
3.32. We promote teaching and learning behavior that promotes a safe learning environment.			
3.33. We consider truancy with respect to gender.			
3.34. We support socially disadvantaged children, including those from different cultures, so that they recognize and appreciate the positive value of school and teaching.			
Classroom climate, classroom management, relationships and social behavior			
3.35. Our teachers establish good classroom management and ensure a positive classroom climate.			
3.36. Our teachers are working to build up a positive relationship with students.			
3.37. Our teachers train the students' social behavior.			
3.38. Our teachers are working to break down prejudices and negative expectations.			
3.39. Our teachers act openly towards students, being friendly and appreciative to ensure positive communication, community orientation and integration of all students.			
3.40. Our teachers encourage students' self-confidence.			
Teachers			
3.41. We prevent or reduce the distancing from school teachers.			
3.42. We increase the knowhow of teachers through information, exchange and training.			
3.43. We promote the self-confidence and resilience of teachers.			
Organization			
3.44. We reinforce learning in small groups and try to find a beneficial group size for pupils at risk of ESL.			
3.45. We create and use an appropriate infrastructure for rapid support of vulnerable students.			
3.46. We provide time and space in school to support ESL-risk students.			
3:47. We divide a large school into autonomous, small, well-organized units.			
Networking			
3.48. We provide a good network involving the school, the district and the community.			
3.49. We support students' changing schools.			
Parents			
3.50. We communicate early with the parents of ESL-risk students.			
3.51. We work together with parents to improve the school and learning conditions.			

4. Recommendations for school administration and teaching staff

4.1. Leading indicators
To recognize the risk of early leaving, it is essential
- to be aware of the central issues concerning truancy and school leaving, namely to manage the frequency of absences from teaching;
- to take steps to ensure that early detection data is logged by the entire teaching staff, where the following aspects should be borne in mind: repetition of school grades, poor school performance, misconduct, suspension from school;
- to communicate with schools;
- to ask students who previously visited the school about master data lists of students or to leave the master data lists of your students at the secondary school.

4.2. Uniform and complete record of absenteeism
- Capture both the frequency of absences and their structure as exactly as possible with respect to variables lessons, subject, teacher and weekday.
- Record also lateness to class consistently - if possible together with the students, who should always give a reason.
- Record both unexcused and excused days of absence carefully and record frequent delays or excused absence with doctors' certificates.
- Closely check questionable signatures. Contact the legal guardians if in doubt.
- Use uniform codes for reasons of absences so that they can be evaluated and compared later on.
- Discuss frequent absences / lateness with the pupils and give them an overview, as they often do not realise the severity of their absenteeism.

4.3. Analysis of absenteeism
- Summarize the collected data, evaluate and present it in such a way that the attendance rate and their development at the school, age group and class level are interpreted and discussed. The data for the affected pupils and their parents should be available as soon as possible.
- Analyze the absences e.g. according to the following criteria: the number and length, reasoning, simultaneous absence of certain students, accumulations on certain days, at certain times, in certain periods of time, accumulations in certain subjects, accumulations of certain teachers, accumulations of certain classes or accumulations in certain ages groups.
- Compare the attendance rates with other schools and analyze notable differences.
- Find out about the cause of absences on the basis of the available data together with colleagues, parents and students.

4.4. Diagnosis of the behavior of students
- Exchange with colleagues any perceptible changes to behavior.
- Encourage a conversation between the affected person and an internal school confidant, where the following questions are in the main concern: What are the reasons for absenteeism? What can be done to prevent such absences occurring again? What support is needed to ensure that in the future the student regularly at and on time for school?

- Have a conversation with parents where the causes of absenteeism are raised.
- If extracurricular problems are the reason for absence, direct the student to an appropriate support resource.

4.5. Development of uniform procedures
- Agree on written regulations with the school community on how to react to truancy so that students can receive a successful education. In this agreement the context of regular school attendance and successful graduation should be highlighted clearly and unambiguously.
- Fixed deadlines, responsibilities and type of documentation.
- Set aside strict disciplinary punishments, as these can promote school aversion.
- Take advantage of the beginning of school life to introduction regulations, disclose disciplinary procedures and build the confidence of legal guardians. Create information on school law, school attendance and the function of the school administration and teachers about absenteeism in the native languages of their students and ask the parents for their approval.
- Define a low absentee rate as a quality of your school.
- Develop a guide and integrate these recommendations into step-by-step guidance.

4.6. Written agreement behavior with students
- Work out behavior agreements with all students.
- Confirm this in written form with students and parents.
- Be sure that everyone is aware of these written agreements.
- Encourage the relevant person while keeping in mind that the form of motivation is suitable and reasonable, is perceived by the majority of students and teachers as fair, offers insight into the misconduct, and encourages further schooling.

4.7. Incentives for attendance
- Recognize good school attendance and successful learning.
- Define as a criteria for success not only full attendance rate but also improvements in school attendance behavior and school performance.

4.8. Establishment of a "responsible person concerning to dropout"
- Establish a specific person or team to address the issue of dropout through encouragement, special initiatives and by pursuing problem cases and making interventions. This responsible person or team is permanent, i.e. a well-established part of the school. This person acquires knowledge and works closely with the entire team of professionals and parents together.
- Define the responsible person's range of tasks concerning dropout, including helping students through personal counseling and support, being the contact person for teachers, contact point for mentors, tutors and external social services as well as cooperation partners.
- Furthermore, define the dropout representative's responsibility to hold parent meetings, assist in creating and analyzing the absence statistics, training and passing on knowledge to other teachers in the school, surveying the need for preventive measures and programs, creating, monitoring and evaluating an action plan with measurable goals, collecting data to assess the measures, evaluating and making necessary adjustments to measures, preparing reports on the development of the school and offering courses to promote social competence.

4.9. Reintegration of frequently absent students
- To positively shape conditions for the return of students, it is helpful to encourage the presence and participation of those affected. Consultation should also be offered when necessary or desirable.
- Clarify on an individual basis who takes the lead in conflict resolution and in assisting with return to school.
- Allow affected persons to take action and to manage the cause of conflicts.
- Optionally, provide the person who returns to school with an action plan to improve behaviour on their return.
- Describe the fears and desires of affected people and offer them support.
- Prepare the class for the return and work together on reception and integration strategies on individual cases.

4.10. Adaptation of planning lessons towards the outside life and experience of students
- Install some realistic flexibility within the curriculum, ie for more choice between and within subjects.
- Design the learning and teaching content of classes so that it corresponds with the present and future life of the students.
- Select alternative options within the curriculum that are tailored to the interests of the students without lowering standards.
- Address the cultural and personal situation of students.
- Explain together with students the choice of priority themes and content.
- Improve in various real life fields the abilities of students, to recognize problems and propose solutions.
- Encourage students to reflect individually and in groups on why they are interested in specific subjects and not others.
- Encourage students to establish links between seemingly separate subjects and content.

4.11. Embed professional orientation within the curriculum
- Check the potential for establishing new school priorities in the context of school autonomy options.
- Place greater emphasis on the transition to working life.
- Cooperate with external partners.
- Integrate the vocational guidance more strongly in the classroom.
- Provide additional discussions relating to further education and training decisions.
- Offer project-based lessons and excursions.
- Invite people from other organizations to present their work in school.
- Tell students about internships where they can carry out observations and work.

4.12. Introduction and implementation of a plan to improve performance by a clearly communicated school vision
- Define a school-based model detailing high standards and performance achievements in consultation with all school partners.
- Create a plan for the implementation of the school's mission statement, with the aim of improving the performance of all students and to pay special attention to the support of socially-disadvantaged students.

- Discuss with school administration and management from other schools about the possibility of creating a common plan for implementation.
- Discuss among colleagues basic plans for the implementation of the school's mission statement.
- Implement the developed plan step by step with periodic feedback collected from those affected.
- Focus on learning expectations for all students, especially for those in danger to leave school.
- Offer those pupils who are in danger of leaving school various forms of support and care.
- For pupils who are in danger of leaving school create organizational conditions to deal with schoolwork in both the morning and afternoon without getting overwhelmed or stressed.

4.13. Provide clear and encouraging preparation of performance and education standards for students

- Prepare to present performance and educational objectives or standards so that they are clear, understandable and motivating for all students.
- Have the students discuss these performance targets in small groups.
- Require all students, especially those who are in danger of school leaving, to support teachers, mentors and tutors themselves so they benefit from the plans themselves.
- Establish a safety net for all students. This may include arrangements for coaching, summer courses, tutoring or special classes.
- Establish a database system, to record student data including demographic information, test points, reviews, notes, etc. over the school years. Thereof reports should be generated, which serve as feedback for teachers, students and parents.

4.14. Design of a safe school environment and a positive school climate

- Motivate your colleagues and engage students in creating a pleasant atmosphere in school and positively develop the school culture to make school attendance more attractive and increase school success.
- Promote the participation of students in the design of a safe school environment and a positive school climate.
- A positive and non-violent school environment that is conductive to learning is characterized by respectful interaction, through the reliability, care and justice teachers towards each individual and the learning organization.
- Develop and implement standards of conduct with pupils.
- Discuss with students which rules, actions and decisions promote justice and fairness and which are hindering them.
- Take actions to detect and consequently reduce or prevent bullying, discrimination and violence.
- Increase the safety of students on the campus and in the classroom.
- Discuss with pupils in the classroom what should be done so that less competition and more cooperation takes place in the class and school.
- Organize together with colleagues and students festivals, websites, performance events, etc. in order to provide parents and community members ideas about how school culture and school climate might be designed and improved.

4.15. Strengthen the symbol system of the school and the school class
- Motivate school management, colleagues and pupils to deal with with symbols that have a positive effect in school. Examples of positive, effective symbols: greeting rituals that represent a culture of welcome, inviting design of the entrance area, colors of walls, wall decoration, achievements by students or teachers, laughing or smiling people, open doors, secret rooms, clothes, parties.
- Give students working groups monitoring tasks that relate to individual types or wearers of symbols.
- Encourage students to collect observations and present them in a school exhibition.
- Work together with colleagues and students on the basis of the documentation and on the improvement of the symbol system.
- Motivate students and parents to get feedback and new proposals through exhibitions and presentations.
- Instruct tutors and students who are new to the school about the symbol system.

4.16. Programmes to promote learning
- Offer special courses and learning facilities to affected persons.
- Try together with school management and colleagues to organize block courses in the afternoons.
- In addition to special courses for weak students also offer advanced courses for gifted students to prevent boredom.
- Focus mainly on basic language and maths skills for all students. For students who show deficits in these areas, organise free tutoring outside school time within or outside school.
- Complete learning and education plans if necessary by a care plan.
- Create funding through binding target agreements. In that case aims are broken down into small steps so that young people can reach their milestones and their development can be discussed.
- Offer courses on stress and conflict management or programs to promote motivation and communication. These courses must be directed not only to affected persons, but can also include all classes to improve classroom climate.
- Assist students in catching up with missed subject matter, especially through the use of tutors.
- Together with colleagues, and in accordance with the teaching and education plans, develop an individual approach to absenteeism for each student. The implementation of the support is carried out with selected teachers or peers. The programs can either be held in the afternoon during school hours or in the form of summer courses.
- Holiday support courses are offered and will be used because studies show that students in danger have the risk "to lose knowledge" during the holidays.
- Tutors, such as other students, should be appointed for such teaching.

4.17. Additional programs to strengthen the ties of affected students to their school
- Create special courses or other extracurricular activities.
- Offer pupils increased engagement in interesting activities, optional subjects, sports teams or small learning groups.
- Offer leisure time activities at school offered by charity groups or clubs.

- Programmes can be supervised by teachers, peers or external persons. The activities can be organized autonomously by each school, other schools or be district-based.
- Initiate charitable projects together with your students.

4.18. Mentoring programs
- Establish mentors from the following groups of people: appropriate care teachers, selected parents, other members of the community /school district or other specially trained persons. To attain mentors, cooperate with other schools and institutions in the tertiary education sector, especially if teaching or study programs in social work, social pedagogy, early childhood education, etc, will be offered.
- Try to install suitable persons from the school environment as mentors.
- Entrust a mentor to students who are in danger of leaving school because of the lower school achievement and behavioral issues. This person may supervise several students.
- Consider with colleagues and school management at mentoring meetings if additional mentor training should be offered.
- Define roles and responsibilities of mentors: They are responsible for the regular attendance of young people and for the connection between school, pupils and parents.

4.19. Tutoring programmes
- Define the role, subject range and period of work with the tutors.
- Use suitable students as tutors.
- Establish appropriate teaching staff or external support staff as trainers and points of contact for the tutors.
- Organize tutor training and arrange regular meetings to supervise students continuously.
- Acknowledge and reward tutors for their achievements.

4.20. Advice for students
- Ensure that the various forms of consultation are shared among teachers and other professional staff.
- Inform your students about the different types of schools, training activities and training opportunities. Regularly invite practitioners from different professional fields to the school and organize excursions.
- Ensure that external consultants appear regularly and not after large time intervals.
- Provide simple, manageable references for parents and students from the results if a student needs additional advice. If possible, assign each student with a mentor if there is a need for advice and undertake consultations in certain cases.

4.21. Versatile and inspiring teaching methods
- Involve students in the education planning and design.
- Allow students to contribute their own ideas to the class, although significant learning goals should always be emphasized.
- Consider the learning requirements together with students and connect them to the education plan so that best results are expected.
- Connect cognitive learning with emotional and social learning.

- Design the class so that the needs of the students and the desired performance are equally considered.
- Design the class to be cooperative, action-oriented, project-oriented, relevant to everyday life, in an interdisciplinary and practical way.
- Break down the instructional processes so they are clear, transparent and manageable.
- Provide students with opportunities for active, progressive and self-determined participation in class.
- Offer a wide range of learning materials and research on available online platforms.
- Think about the areas in which students and parents can actively participate in the creation or acquisition of the learning material itself.
- Differentiate students by offering individualized learning opportunities and actions.
- Promote reading skills.
- Arrange clear objectives.
- Avoid overload and too little work.
- Integrate enhanced vocational elements.
- Promote students' independent work.
- Cooperate within the school to achieve high quality training.
- Cooperate with external partners in project organization to offer young people an insight into working life.

4.22. Individual and personal learning
- Find out about opportunities for individual learning in class.
- Make an effort to get to know your students as well as possible.
- Assess the cognitive, psychological, social and linguistic development of students, if necessary consult other professionals for advice.
- Determine the learning and social skills and needs of students.
- Develop strategies to individualize the current learning environment.
- Together with parents and students develop an individual learning program, for example, for a week or for a month.
- Provide those involved with an additional consultation programme. Perform regular interviews with tutors or mentors about the learning progress and difficulties of students.
- Measure students' learning progress with regard to previous achievements and let the measurement of achievement remain the responsibility of the student. This creates a sense of success for low achievers who would otherwise be considered the losers in group comparisons.
- Organize small learning groups or encourage students to take care of tasks on their own, as learning in small groups facilitates individual and personal learning.
- If you work in a large school, work together with other colleagues in small autonomous subunits to encourage individualized and personalized learning.
- Be flexible to provide space and time for individualized learning.
- Draw as much as possible on proven models of individualization in the same or neighboring schools.

4.23. Design a stimulating learning environment
- Try to work together with other teachers, school management, parents and pupils, to make the learning environment richer.
- Make use of sponsors to enable additional purchases
- Let the students work in project groups and allow the use of a rich learning materials.
- Let students create their own portfolio in which they document their experiments and results.

4.24. Discover, analyze and reflect on skills
- Take care that social disadvantaged and low-performing students gain some specific skills.
- Basic skills should be regarded as central, but students be empowered to achieve the highest possible level of competencies.
- Skills for the future should be developed for pupils who lack basic skills.
- At the beginning of the school year, the diverse skills and strengths of all students should be assessed.
- Work with parents and pupils by distributing a questionnaire on pupils' skills to analyze the data.
- Give all students the opportunity to present their skills and strengths in the course of the school year.
- Allow teachers to work with pupils and parents so that these skills and strengths are in line with the curriculum.
- Let students choose tasks that activate spatial, visual, mathematical, verbal, non-verbal, musical, motoric, inter- and intrapersonal skills.

4.25. Promote independence and autonomy of students
- Give students the chance to select learning objectives and learning materials on their own, thus motivating the students
- Keep in mind that strengthened external control often does not lead to success.
- Gradually transfer autonomy and responsibility of learning situations to those affected so that they can make necessary choices in diagnosing attitudes, behavior and environmental conditions.
- Help pupils to set their own performance targets and evaluate their own performance. Make software available and ask them to assess tools, for example.
- Within the teaching team, discuss how autonomy and the motivation of students and teachers can be strengthened. Teachers should take more decisions themselves. This can be practiced in open professional groups in which the individual is given a freedom to maneuver and an enhanced degree of trust.
- Within classes try to offer students decision-making choices and so that inefficient solutions can be recognized.

4.26. Dealing with students who learn more slowly or irregularly
- Give pupils who learn more slowly or irregularly further opportunities to succeed by allowing them to set individual achievable targets.
- Help students and their parents by positively recognising that small progress and perseverance is more important than speed.
- Avoid making comparisons with the performance of other pupils and stress in class that only the learning progress of an individual is significant
- Make an efficient, heterogeneous learning group, where a competition between groups can be done to the benefit of individual performance and overall behaviour.
- Encourage parents of slower learning students to take a course in which they receive advice on how to deal with their children.

4.27. Provide students and parents with learning techniques and provide information on the design of the learning environment

- Check which learning techniques are actually useful by interviewing your students and testing the suggestions.
- Take care that students have a range of learning techniques available in order to test them in a target-orientated manner.
- Make sure that different learning techniques such as repetition, structure of information, categorization and group questions, are known to all students and used by them regularly.
- Inform parents about learning techniques that can help children with learning difficulties.
- Embed the mediation of preferred and useful learning techniques into the subject matter.
- Outline how learning is an important source of fun, pride and satisfaction within the learning experience.
- Encourage parents to consider their home learning environment and to seek advice when necessary.
- Talk to students about emotions and how they feel while learning at school and at home, and then how to deal with these feelings.
- Encourage students to keep a personal learning diary that they should submit at regular intervals.
- Encourage students to guide the production of portfolios. These can be a combination of workbooks and an electronic collection of documents, images, etc.
- Frequently let students learn in pairs or threes and discuss in the group with them how problems or obstacles can be overcome.

4.28. Provide students with a positive attitude and high expectations

- Communicate a positive attitude towards school to the class as well as an appreciation for professional performance and advanced training.
- Assign each student with a motto: "You can do it!", "You want it!" and "You are part of it" in connection with the message "We can do it together!"
- Convey high but realistic expectations to the class.
- Communicate to the class that each student can achieve high performance, and that this should be a common goal.
- Using examples, explain that stereotypes about intelligence, talent, laziness etc. hinder learning and success.
- Avoid activities that promote the solidification of negative expectations, for example, the permanent division of pupils into groups with low requirements (tracking).
- Work together as a staff, so expectations are consistent and that working imbalances can be avoided.
- Individually and in groups let students set goals and allow them to evaluate themselves. Motivate students to make improvements.
- Give all students the opportunity to assess their own performance progress.
- If the developmental progress of individual students is not met, please arrange additional support.
- Address students emotionally and socially on an individual basis, i.e. contact specific individuals to create and work out plans with them for development and performance improvement.
- Consult students individually so that apathy, reaction to failure, refusal to learn and similar attitudes and emotions can be addressed immediately.
- As far as possible involve parents in this aspect of control, especially when students are distanced and refusing to engage with the school and teachers.

4.29. Make teaching and school an experience space
- Discuss with colleagues and students the concept of the school as an 'experience space' and how it may be necessary to transform this. Come up with a project to redesign the work environment in several small groups consisting of teachers, students and parents.
- Engage a group of teachers, parents and students in planning theater performances and concerts. In particular, suggest short plays and simple musical performances, which are regularly practiced and performed. The performances should not be limited to their own school.
- Provide parents with the opportunity to present their professional, sports' and other skills in school. Make sure that low-threshold offers should be made.
- Allow student groups to have experiences in other organizations and to document and present them, possibly with the help of various media forms.
- Ensure that the school is equipped with a modern, first-class computer and media equipment, which makes it easier to bring the outside world into school, to communicate with other domestic and foreign schools and to perform in a variety of specialized and interdisciplinary projects.
- Provide pupils with the opportunity to develop their skills, for example, by demonstrating technical skills in front of the class.
- Discuss project options with colleagues and students, i.e. small consultations on shopping, in the handling of electronic devices or cooking. Students can thus acquire counseling skills in the context of a project.
- Prepare internships or holiday work experiences for the class.

4.30. Learn about and institutionalize support and helpful attitudes
- Practice helping behavior, let students work in pairs where a competent person helps a less knowledgeable person.
- Ensure that each student adopts a helping role and that, where possible, other groups and classes are included.
- Develop programmes in the teaching staff to institutionalize the aid to learning.
- To give space to parents, take care that the support is primarily related to school-relevant learning.
- Together with colleagues and students, develop an evaluation program that ensures high quality support.
- Make sure that the support programmes are institutionalized in such a way that they are always available.
- Design the programme in such a way that the help offered during class is also available at the end of class and afterwards.

4.31. Make sustainable learning motivation and institutionalize joint learning
- Design the learning process so that all students can participate actively while stabilizing their motivation to learn.
- Pay attention to students who lack an interest in learning and show weak motivation, and together with them and their parent create individual learning plans.
- Ensure that teachers and students work together in learning communities in which curricular, spatial, temporal and other teaching-related decisions can be made.
- Improve the motivation to learn, especially for socially disadvantaged and low-achieving students through lively and professional class organization.
- Attempt to steer the learning process so that students gradually learn to control more and more decisions themselves though cases of underachieving and school-distanced behavior should be taken account.
- Increase the motivation to learn, often organizing group learning and working together on tasks.
- Together with colleagues develop actions which make development and learning more easily possible by distributing tasks appropriately.

- Create a learning environment which is efficient for you and student, where thinking and feeling can be strengthened.
- Encourage students to make teaching links with other organizations (schools, universities, businesses, etc.) so that learning can related to wider society.
- Spend regular class time with pupils and colleagues outside the school grounds

4.32. Support teaching and learning behavior that contributes to the reduction fears
- Create a learning environment which is open and allows students to share their everyday feelings.
- Communicate with parents of underachieving and social disadvantaged pupils and determine their state of mind.
- Individualize the class in order to build trust, especially for anxious students.
- Perform small and frequent tests in a friendly atmosphere, where only the correct answers of each student are counted
- Practice learning techniques with the pupils.
- Stimulate parents of anxious students to attend parent training.
- Avoid public discussion of poor grades or failures.
- Test alternative, non-threatening service evaluations.
- Convey simple techniques for relaxation.

4.33. Take account of gender-specific aspects of truancy
- Talk to girls and boys about their how they interact and note possible differences.
- Teach in such a way that girls and boys both know that no gender group will be favoured.
- Together with school administration and colleagues plan gender-oriented measures for dealing with truancy and school absence.
- In the classroom foster gender within the class education as homogeneous and heterogeneous.
- React against problems in learning and behavior to start skilled group building.
- If students have self-esteem or gender problems that will be reinforced by the behavior of the opposite sex, allow them to work in groups of the same sex inside or outside school in order to provide them with stability.
- Initiate projects with students in which the experiences of girls and boys will be discussed with relation to familial roles.

4.34. Social disadvantaged students, including those from different cultures, should comply with acceptable attitudes and behaviors in school and class
- Ensure that basic needs of students are satisfied and offer immediate help in the case of deficits.
- Create a performance evaluation, especially on social disadvantaged students so that individual progress is rewarded and praised, therefore avoiding experiences of failure.
- Align tutoring programmes with cultural groups, i.e. have older students from a migrant background mentor younger or new students who have come from the same or similar cultural field.
- Ensure that the main cultural groups are represented in school, institutionalized separately to school communities, where space and time offer the same opportunity for regular meetings.
- Organize regular meetings for cultural groups in school in which the parent participation is organized.

- Allow students with a migrant background to contribute their cultural knowledge, i.e. through projects and presentations in the classroom.
- If you teach a class that is characterized by high cultural diversity, reinforce learning in groups and make sure that everyone appreciates learning from each other.
- Ensure that a cross-cultural mentoring program is set up in school or in the community, and used to support socially disadvantaged pupils.
- Ensure that the school regularly works in cooperation with associations on intercultural events and festivals, where students are actively involved. Emphasize intercultural similarities.

4.35. Successful class management and positive class climate
- Convey clear values and standards of behavior within the school and the class, where you pay particular attention to cultural diversity and appreciate different customs by discussing courtesy, clothing, health and nutrition.
- Establish classroom rules with students, especially rules concerning conflict.
- Take into account both positive reinforcers for abiding by the rules and consequences for violations.
- Minimize learning refusal and truancy as well as violent behavior through open discussions and promote mutual help and consideration. Older tutors can be drawn on to provide further support.
- Realise that the integration of students will only succeed if the majority of students recognize this as an important goal.
- Let students take care of class positions.
- Promote the building of social ties through group work, parties and leisure activities.
- Promote students' ability to self-manage and problem-solve.
- Create common and individual achievement. In addition to the assessment of individual performance, the performance of the group should be also be institutionalized.
- Promote co-operative working and learning.
- Allow student participation.
- Together with pupils, plan, organize and arrange activities and get regular feedback from them.

4.36. Create positive cooperation
- Build confidential relationships with students by working in small groups, in tutoring programs and small autonomous school units as people are more comfortable in a manageable community
- Pay attention to emotional openness with a friendly, optimistic manner
- Set a good example in terms of reliability and punctuality
- Make the students feel "welcome" and "valued" and cultivate these feelings through group project work and independent learning.
- Maintain an appreciative and respectful communication style.
- Frequently give positive feedback.
- Strengthen the self-esteem of students by using performance measurements that depend on individual progress and not collective standards.
- Communicate clearly and in a structured manner your expectations regarding education, behavior and attitude.

- Offer regular talks and learning aids to students at risk of ESL to make up for lost time and work out the root of problems.

4.37. Train the students' social behavior
- Use specific learning materials and teaching methodologies to promote positive social behavior.
- Regularly work in small groups with the support of tutors as it helps to improve school performance and social behavior.
- Organize training for students with the focus on problem-solving behavior, dealing with reactions to personal feelings and the reaction of others to expressions of emotion.
- Within the teaching team develop proposals for actions so that students can develop self-regulatory competences and positive self-esteem and also learn how to deal with the negative thoughts and feelings of themselves and others.
- Implement projects in class, in which prosocial behavior will be practiced, i.e. a selected person helps another for a limited time. Give the parties the opportunity to present their project experience.

4.38. Reduce prejudices and negative expectations
- Within the teaching team discuss how the prejudices and negative expectations may be reduced.
- Use training and workshops to reduce prejudices, and to build up positive attitudes and expectations that encourage appropriate behavior and teaching techniques.
- Discuss prejudices about intelligence, talent, achievement, effort, etc. with students, and explain how difficult these concepts can be to eliminate, but that they must be dealt with for better or worse.
- Organize special consultation and focused training for students who display negative self-assessment and consider themselves to be failures.

4.39. Focus on appreciation, pro-social behavior, community orientation and integration
- Think about confidence-building actions for students who display a non-appreciative or aggressive behavior.
- Provide assistance and counselling to these students.
- Show students a model for cooperation, friendly verbal and nonverbal affection and integrate isolated students.
- Speak again with students on the following topics: trust, integration in the classroom and school, support of community behavior.
- Stimulate colleagues and school management to carry out actions that enhance the community behavior at school and contribute to confidence-building (outdoor events).
- Get in touch with pedagogical colleges, universities or similar organizations and suggest that a scientific study on trust, integration and exclusion processes in classrooms be carried out for your school.
- Consider in a professional team how the results of such an investigation could be included in the framework program of your school.

4.40. Promote self-confidence and resilience of students
- Provide students with the ability to identify problems, assess them realistically and to develop and seek possible solutions.
- Convey to them that school problems can absolutely be solved and that parents, teachers and classmates will help them.

- Tell students that they do not have to deal with their problems alone and that a professional team in school can help if asked.
- Convey to students that they can rely on and develop their existing skills. Consult within a professional team, how different skills can be practiced and developed together with fellow students and legal guardians.
- Encourage school management and colleagues to offer courses for the training of self-confidence, resilience, self-motivation, self-management, etc. and to provide this for students and parents, while also cooperating with outside vendors.

4.41. The prevention or reduction of teachers feeling distanced from schools
- Promote an open and solution-oriented school culture.
- Take charges seriously and support teachers in their coping strategies. Teachers should work in "professional communities". If this is still not completely done, professional learning communities should be initiated.
- Avoid pressure through innovative arrangements and bureaucratic actions.
- Promote continuous personal development.
- Establish dropout managers.
- Organize regular staff meetings with all colleagues and address distancing strategies.
- Analyze the absence of affected persons.
- Promote the creation of successful experiences.
- Utilise the teacher according to their individual qualifications.
- Communicate strategies to promote work motivation.
- Promote co-operation through increased teamwork among the working staff.
- Ensure clear, transparent roles and responsibilities for staff
- Promote social connections foe teachers at school to provide them with space and time for professional learning communities.
- Make clear, reliable, pedagogical consensus-based agreements.
- Facilitate training on stress management, coping strategies, burnout and role definition.
- Take care to promote a pleasant and constructive school climate in which professional commitment is made worthwhile.

4.42. Increase teacher competency concerning school absenteeism and early school leaving
- Put the topic of absenteeism regularly on the agenda at conferences, team meetings, etc.
- Promote teachers' knowledge concerning dropout risk factors and the first signs of disliking school so that warning signals are recognized early enough and that teachers can react appropriately.
- Establish an expert in absenteeism and truancy for the working staff who deals intensively with this topic.
- Promote communication among the staff and improve the professional learning communities by flexibly designing space and time planning for team-building.
- Ensure that you create timetables so that subject teachers have time to plan and discuss parallel classes and school lessons. Support teachers through training opportunities.

- Create a climate of cooperation for the exchange of knowledge and understanding.
- Facilitate training on "professional approach to over-burdened families, young people and children." Initiate shared training with youth workers.
- Promote a culture of recognition as an incentive for the entire teaching staff to further address the problem of truancy and school refusal.
- Explain the limits to the actions that teachers and the school community can set.

4.43. Promote self-confidence and resilience among teachers
- Engage within training programmes which promote the self-confidence and resilience of teachers.
- Regularly work in school teams and discuss concrete examples with regards truancy.
- Support newly joined teachers and involve them within experienced teams.

4.44. Small group and project work
- Increase the proportion of teaching in small groups and projects concerning total teaching time.
- Organize work into small groups so that the control always passes over more to students so that teachers have more time for other important tasks, like to take care of pupils who are likely to leave school early.

4.45. Creation and use of rapid support in case of infrastructure problems
- Together with colleagues, school management and with the contribution of students, create a team and an infrastructure that enables immediate and efficient action against learning and behavior problems, truancy, domestic problems, illness, etc.
- Incorporate curricular and methodological support concepts into the learning process: tutors and mentors; curricular offerings that focus on health and social professions; work together on projects in day care centers, retirement homes and similar institutions.
- Create, a school-wide "team of helpers" or a network of contact persons.
- Provide many opportunities for cooperation between the team of volunteers and teachers.
- Work together with teachers from cross-school actions to raise public and parental awareness of school absenteeism.
- Cooperate with professionals to support the educational work of parents. In particularly difficult cases of truancy, refer them to relevent institutions.

4.46. Provide school spaces and times for the development of students at risk of ESL
- Together with school management and your colleagues consider how spatial and temporal resources could be used more flexibly than in the past.
- Discuss the opportunities that arise from additional uses of space and time, eg could mentors and tutors use these spaces.
- Determine which temporal and spatial conditions need to be created to more frequently and effectively carry out work in small groups.
- Discuss with colleagues and school management what projects can be planned, i.e. theater or music events, if such flexibility is possible.

4.47. Small, well-run school units are better for the educational success of disadvantaged students than large schools
- If a large school is not divided into smaller autonomous units, then work out a plan with other school members for such an organization.
- Get in contact with schools and school administrations where such autonomous school units have been created.

- Obtain information about the topic and work together with colleagues on an information booklet for your school.
- In the information brochure explain the following proven facts in relation to the advantage of smaller school units:
    - More safety and stronger well-being for students,
    - Improved learning environment that looks to motivate achievement,
    - Improve long-term school performance,
    - Higher proportion of successful qualifications,
    - Less behavioral problems, and
    - Better cooperation between teachers, students and parents.

4.48. Linking the school with the district
- Cooperate with the social facilities in the school district to provide students with social competencies and responsibilities.
- Build partnerships with selected youth organizations and present them to the pupils as options for leisure activities.
- Use people from the area and from non-profit organizations to provide additional resources for school projects.
- Connect school and teaching staff with organizations in the school district to expand services offered to students and their families.

4.49. Increased support for school transitions
- Cooperate with the schools for younger and older pupils. Offer appointments to students and teachers.
- When starting school offer more support and funding to facilitate the transition.
- For each student in the transition phase create a diagnosis that primarily concerns knowledge of core subjects, social behavior and school difficulties in order to set specific and individualized support actions.
- Avoid over- and under-extension, especially in the orientation phase, i.e. for new students individualization, tutoring and mentoring is very important.
- Activate the intrinsic motivation of new students, i.e. offer learning content and forms of work that are stimulating, interesting and compatible for students. However: naturally motivated students learn of their own initiative or interest, curiosity or pleasure!
- If you see that new students have adjustment problems, offer them special support such as working with tutors and ensure that class tasks are appropriate.
- Promote the self-control of students, i.e. allow them to independently select tasks and literature to evaluate their individual and group performance.
- Make sure that new students make positive connections in class and the school community. Look out for small signs of rejection and bullying by classmates as an opportunity to intervene without punishment.
- Promote increased, regular educational exchanges between teachers about the development of students.
- Maintain a good and continuous exchange with parents.

4.50. Improve communication with parents of ESL students
- Use all possible communication channels to facilitate communication.
- Contact parents if students demonstrate good performances or surprising behavior.

- Always share teaching themes and styles which are on the agenda in the upcoming weeks with parents
- Establish regular performance feedback for parents.
- Inform parents about forms of participation in class and school, like on excursions, parties, internships, etc.
- If parents cannot speak and write well in German, adapt to the communication skills of parents.
- Engage in a common strategy among school management and teachers to improve communication with parents.
- Engage with the establishment of regular parent training at the school, especially in elementary school.

4.51. Together with colleagues, school management and parents improve the school and learning conditions
- Create various modes of cooperation that are forwarded to all parents.
- Go to the parents directly and offer them specific suggestions for cooperation.
- Remind parents that their commitment is in the interest of their child because when students realize that their parents are involved in the class or school, they will recognize this as a role model for their own commitment.
- Inform parents in detail and ahead of time which events and projects are planned for the class or school and make low-threshold services for parents to actively participate in an event or project.
- Organize regular parent-teacher conferences to advise them about higher education and financial aid opportunities.
- Take advantage of the school website to stay in contact with parents to inform them regularly about school activities.
- Make an effort to get to know the cultural background of students and their parents and to link it to the classroom.
- Encourage parents to participate in the learning process and progress of their children
- Invite parents to information events.
- Let students record video presentations of their work and portfolios to show to their parents. Please make the necessary technical equipment available.

5. Recommendations for parents and legal guardians

5.1. Complete record of absenteeism
- Request that teachers immediately provide you with accurate information concerning truancy. Discuss this information with your child to explore the reasons.
- Discuss the importance of punctual arrival at class with your child.
- Together with teachers, make use of detailed records and data about possible reasons for absenteeism.

5.2. Development of uniform procedures for parents and teachers
- When starting school, obtain written regulations concerning absence from school.
- Immediately and completely report justified absenteeism to teachers to avoid unnecessary work.
- Talk with your child, even if they attend school regularly, and tell them that even some absences may impede successful graduation.

- Schedule appointments with the doctor, with administrative authorities etc. in your leisure time to make your child aware that school takes priority.
- Avoid using holidays as acceptable reason for absences.
- When informed by the school of incidents of truancy, do not make excuses to protect your child.
- Even after the first incident of truancy you should discuss with the child the clear rules and actions that you have been provided with and will continue to implement.
- Avoid any kind of punishment and mental or emotional injury to your child.
- Talk regularly with the class teacher about your child's behaviour in class.
- Keep in contact with parents of classmates or the parent representation.

5.3. Take seriously negative statements from your child about the school, class or teacher
- If your child says they do not want to go to school, you should take this seriously.
- If your child has a negative opinion about the school, class, teachers, etc. you should not insult or punish them but talk about it in a friendly yet serious manner.
- Talk with the class teacher and arrange a common action to improve the situation.
- Ask the teacher if and when you can attend classes and observe your child, the behavior of other students and the teacher.
- Try to gain more information when discussing reasons why you child is reluctant to go to school, but at the same time be aware that there could be other, more important reasons.
- If reasons for a negative attitude are school or class-based, exchange the information with parents of classmates and parent representation in order to find a common approach with the school or teachers.
- If the situation does not improve, you should consult other people, such as an educational psychologist. Do not resign your or react indifferently!

5.4. Maintain educational and teaching continuity in cases of temporary illness for the child
- If your child cannot go to school, organize school work and homework with classmates, so the child stays up to date.
- If your child cannot go to school for more than a few days due to illness, try to institute a school-like part of the day. A family member can act as a teacher, but stress and quarrelling should be avoided.
- If no family member wants to act in the role of teacher or mentor, you should definitely try to find someone else to help, such as a classmate.
- If your child is ill, please contact the teachers to get information of the subject matter and possibly provide help through a tutor or mentor.
- If your child is on longtime sick leave, ask the teachers to create of a learning plan with deadlines, including how and when your child can catch up missing parts of the subject matter.

5.5. Set up a permanent learning environment for the child at home
- Even when your child goes to kindergarten, at the beginning of the school year try to set up a place at home where your child can paint, write, read, and undertake other activities in peace.
- If possible, guide your child to work at a fixed time at this place every day.
- Make sure that the activities for the child are encouraging, especially in the first grade.

- Don't punish your child if they are not at the work space at the given time, but talk to them and explain why this regular activity is important to succeeding in school.
- Motivate your child to organize the working place well and to prepare their school bag with all the necessary materials early enough, while tidying up material which are not needed.

5.6. Promote the learning and achievement motivation of the child
- Make sure that your child is gradually more independent and less reliant on commands or instructions.
- Regularly give your child tasks appropriate to their development at home. They should tidy their room, set the table, but also paint, draw, etc.
- Encourage your child's interest in animals, books, storytelling, etc.
- Read to your child from children's books and other sources.
- Talk to your child about school or topics that are discussed in class.
- Make sure that the child has a well-equipped, quiet work place at home.
- Offer rewards to good learning and school performance.
- Take seriously behaviors and feelings that may indicate a lack of interest in learning and school and try immediately to provide positive incentives for learning: Arrange with the teacher that they give your child small tasks, like to bring something to class from home, talk with your child about how to complete tasks together, what would be good to do in class and what they would like to see more often. Tell your teacher about these preferences.

5.7. Together improve education and learning conditions
- Accept offers to cooperate with teachers and school management.
- Offer means of contribution to teachers and school management.
- Consider that your commitment is also in the interest of your child. If your child sees that you are engaging with the class or school, you act as a positive role model.
- Find out what events and projects are planned in class or school and try to participate in at least one event or project.

5.8. Taking care of your child so that they are successful in school
- For important tasks create a schedule that begins in the morning and ends in the evening: get up, have a shower, have breakfast, go to school, come back from school, do homework, watch TV, play, dinner, go to bed.
- Note which skills and activities your child likes to do. Create opportunities to develop these skills.
- Talk with your child about their school experiences.
- Ask your child questions about their friends, break-time activities and fun events in school.
- If your child does not want to talk about their experiences at school, then talk to the teachers and ask them for a description of their behavior in class.
- Talk with your child about the importance of school, about career aspirations and the requirements for certain professions.
- Recognize that school-enhancing behavior can include homework, and preparation for exams.
- If your child performs poorly, talk to teachers about how the situation can be improved.

- If you notice that your child alone at home during afternoons and has no activities to improve schoolwork you should look for alternatives: afternoon care at school, sports club and other constructive activities.
- Find out if homework can be done under supervision after school. If this is not the case, try to organize together with teachers and parents for homework to be done under supervision.
- Make sure that your child also attends working groups in the afternoon or makes suggestions in school.
- Find out what forms of parental participation or parenting courses are offered or recommended at school.
- Encourage your child to have contact with classmates.
- Talk to classmates' parents and arrange joint activities.
- If you discover that your child has behavioral problems that persist over a period of time, look for an advice centre.

Proposals for behaviour agreements to improve the school culture

	All areas	Form room	Classrooms	Outside school area	Meetings and performances	Online
Respect	We • Take account of cultural, religious and individual differences; • Don't offend anyone; • Are on time; • Don't throw something away carelessly; • Protect our own privacy and that of others; • Apologize if we have hurt others; • Repair or replace damaged things if we have broken them	We • Listen to each other and ask politely if we do not understand something; • Are attentive during class; • Turn off our mobile phone, MP3 player or other technical devices that do not belong in class.	We • Converse with good manners; • Maintain order and cleanliness for each room; • Do not paint the walls; • Behave everywhere so that we do not disturb others	We • Don't harass anyone; • Maintain a clean schoolyard and a clean environment; • Converse respectfully in casual conversation on the street, in shops and public transport.	We • Are punctual and attentive, even at events outside school; • Turn off cell phones, MP3 players or other technical devices; • Observe the rules, which includes eating and drinking, and do not disturb performances and meetings.	We • Use the Internet with sensitive language; • Only publish content on websites that does not violate our own privacy or that of others; • Do not bully others via the internet and don't encourage others to do so.
Responsibility	We • Act responsibly and consider the consequences of our actions; • Treat borrowed items	We • Arrive to class prepared, punctually and with a willingness to learn; • Do our work, also in group projects;	We • Contribute to make our classrooms conducive to learning.	We • Act outside the school area as well as is expected in our own school.	We • Behave responsibly in accordance with the applicable rules; • Ask others who do not abide by these rules to	We • Use school computers for school matters; • Stick to the applicable rules for written work; • Chat responsibly to each

	carefully and return them; • Keep agreements and arrange our time reasonably; • Meet our deadlines and keep them in the school calendar; • Regularly attend courses, etc. for which we have signed up.	• Prepare for class and do homework; • Do missed assignments and tests; • Solve our tasks as well as we can and improve it if necessary.			keep to make behavioral changes.	other and don't hurt others' feelings via internet; • Don't spend so much time on the computer that it jeopardizes our school success.
Politeness	We • Are considerate, appreciative and courteous; • Are compassionate and helpful; • Do not exclude anyone; • Encourage a positive attitude to life.	We • Wait our turn; • Cooperate to find a positive classroom climate; • Are open to new concepts and ideas; • We make learning fun through our behaviour; • Do not exclude new pupils	We • Speak at an moderate sound level; • Tidy up • Eat in appropriate places and behave in such a way that others are not disturbed; • Use the bin; • Use vending machine only during breaks.	We • Are generous, courteous and kind to others; • Speaking at an appropriate volume to each other.	We • Do not talk during presentations; • Listen carefully; • Respect the performance of others; • Support classmates in their presentations and representations; • Are sensitive to the feelings of impulsive people	We • Keep in mind that the Internet is a public area and all that we do and say leaves a mark • Use Facebook/MSN and other sites as a forum for positive exchange.
Security	We • Observe rules of the teaching staff; • Talk to adults about our problems; • Help ensure that everyone feels safe and comfortable; and we do not encourage bullying; • Avoid and report dangerous or destructive behavior; • Solve conflicts without violence.	We • Know the emergency regulations and emergency exits; • Pass things to others by hand and do not throw them across the room.	We • Pay attention to the health of ourselves and others; • Keep corridors and stairs free and avoid crowding and pushing; • Follow the applicable rules of conduct; • Use all equipment properly and carefully.	We • Pay attention to safe behavior; • Avoid and report vandalism; • Respect traffic rules and are particularly careful in the school area.	We • enter and leave spaces in an orderly manner; • Sit in the assigned areas; • Inform ourselves about emergency exits; • Do not crowd and push others while arriving and departing.	We • Keep personal and confidential information with us and use security settings; • Take care about what we download; • Allow only those we trust to view our Facebook profile; • Report bullying and dangerous acts; • Keep food and drink away from the computer; • Are aware of the dangers of Facebook.

Example of a questionnaire for teachers to record student absence

1.1. Questionnaire on student absence
- How many days has the student already been absent?
- Did the absence start suddenly?
- Is there a specific reason, a specific incident for absenteeism?
- Are there significant incidents that have caused a dissociation process for the student?
- Are there certain periods of time for absence? If yes, how long does it last and how often have such absences occurred so far?
- In which subjects, with which teachers, on which days of the week and at which times of day is the student absent?
- How do colleagues and classmates react to the absence of the student?
- What actions have been taken?
- When were the actions implemented?
- Which people were involved in the implementation of the actions?
- What was the impact of the actions?

1.2. Questions for students
- What are the reasons for the student's absence?
    - avoidance of lessons, teachers or classmates
    - reasons related to parents or siblings
    - physical condition, sickness, fatigue
    - extracurricular activities
- Speak to the student about general dislike of school, futility of school and learning?
- What fears are expressed? If any, what are the reasons?
- Where is the student if not in school?
- Who does the student spend time with when he is not in school?
- Has the student had any health problems? Has their health been checked recently?
- Does the student feel overwhelmed?
- Does the student show divergent or delinquent behavior?
- What does the student not like about the school, class, teachers, or classmates?

Example of a questionnaire for parents about school attendance

- When did you first notice or mention your child's truancy?
- Did you ask your child about reasons for truancy, and how did they respond?
- Did you talk with your child occasionally or often about it?
- What have you done to make sure that your child attends school regularly?
- Did you speak with the class teacher about it? What did they advise to you?
- Does your child have difficulty in learning and in performing the school-work or homework?
- Is your child unhappy with their marks? Do they feel fairly judged?
- What do you think displeases your child at school or in class?
- Does your child have problems getting up in the morning? If so, why?
- Does your child go to school alone or with other children or young people?
- What does your child do if they do not go to school? Do they stay at home or do they leave in the morning?
- If your child is not in school and is not at home, what is the child doing?
- Does your child ever get in trouble with the law?
- Was or is your child ill and did difficulties in school arise because of sickness?
- Do you need support to ensure that your child attends school regularly? How would you like to be supported?
- Do you have suggestions about what we should do together to ensure that your child attends school regularly?

Example of a checklist for parents to judge school-related behavior

If some of these points resonate with you and your child, please call a confidential person or a school psychology education service, youth coaching or school medical service.

My child is
- anxious
- aggressive, with a tendency to become angry
- less active
- very quiet and serious
- sad
- uncommunicative

My child sometimes or frequently has
- aches
- stomach or intestinal problems
- sickness
- other diseases

My child talks about school
- hardly ever
- rather unpleasantly
- with little positivity

My child
- complains about classmates
- complains about teachers

My child goes to school
- sometimes with little happiness
- reluctantly
- anxiously

My child complains about
- classmates
- teachers
- type of marking
- examinations, tests
- homework
- other school issues

My partner and I go
- very infrequently with the child to school in the morning
- irregularly to parent conference days
- rarely/ever to school events

My child
- does not have a fixed workplace at home
- does homework irregularly
- often has a messy schoolbag

My partner and I do not care if
- the child has good or bad marks in a subject
- the child does homework regularly
- the child feels good being at school
- teachers outline the need to improve the behavior and school performance of my child

My child
- often goes to sleep too late
- rarely gets up on time in the morning
- carries out irregular activities in the morning
- does homework irregularly or forgets homework quite often
- forgets learning materials in schools
- reads less at home

My child
- has no friends
- is sometimes an outsider in groups, isolated or rejected by others
- often quarrels with others