

A large group of graduates in black gowns and caps are celebrating, with many caps thrown into the air against a clear blue sky. The graduates are looking upwards with joyful expressions, and their arms are raised in the air.

Early School Leaving

**Identification and coping with students at risk
Communication strategies for conflict prevention**

Andrea Šíchová, 16. 10. 2018

Introduction



My name is...



Comparison

How does your educational system work?

What do you like about it?

What would you change?



A classroom setting with a green chalkboard in the center. The chalkboard has the text "Risk identification" written on it in a dark blue font. Above the chalkboard is a round analog clock. To the left of the chalkboard is a white door with a green frame and a small square window. In the foreground, there are several rows of light-colored wooden desks and chairs. The walls are white, and there is a small metal object on the wall to the right of the chalkboard.

Risk identification



**Individual
Characteristics**




Family



**Attitude
towards school**



**School
performance**



**School
environment**

Individual Characteristics



Individual Characteristics

- Sex (more prevalent by males)
- Ethnicity (minorities)
- Place of origin
- Socioeconomic background
- Psychological problems
- Emotional instability
- Low cognitive ability



Family



Family

- Family conflicts
- Unstable home situation
- Low level of family support
- Stressful life events (financial difficulties, health problems, early parenthood)
- Family capital (economic, human, social, cultural)



School performance



School performance

- Learning difficulties
- Poor grades
- Disruptive behavior
- Absenteeism
- Suspension
- Frequent changes of school
- School failures



- Passivity
- Offending, vandalism
- Criminal activities
- Poor self-image
- Low self-esteem
- Poor organizational skills

Attitude towards the school

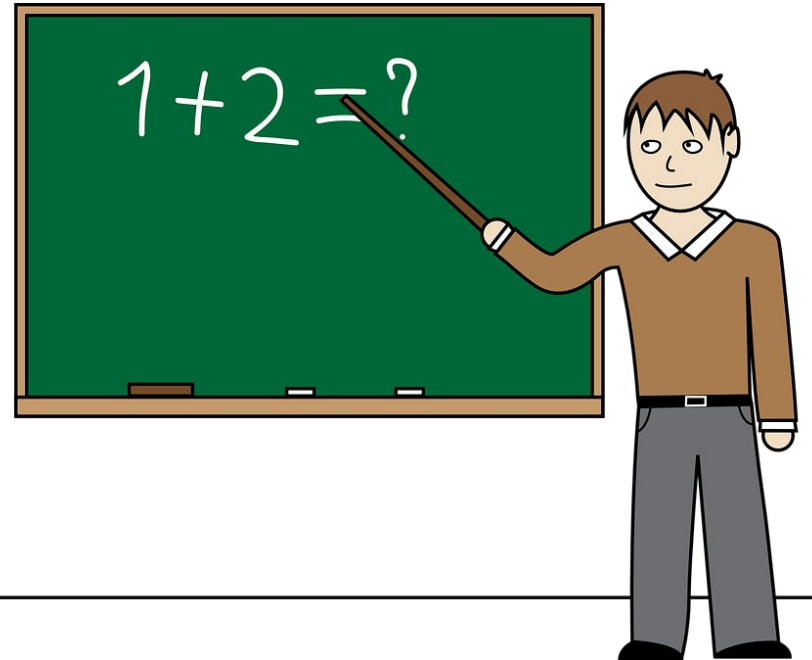


Attitude towards the school

- Low level of concentration
- Low satisfaction with school
- Alienation from school
- Low commitment to complete an education

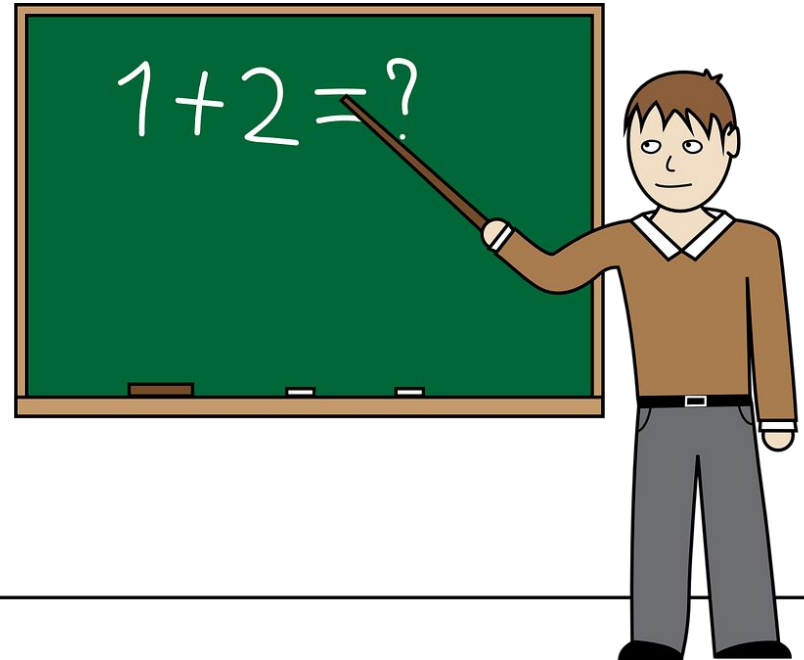


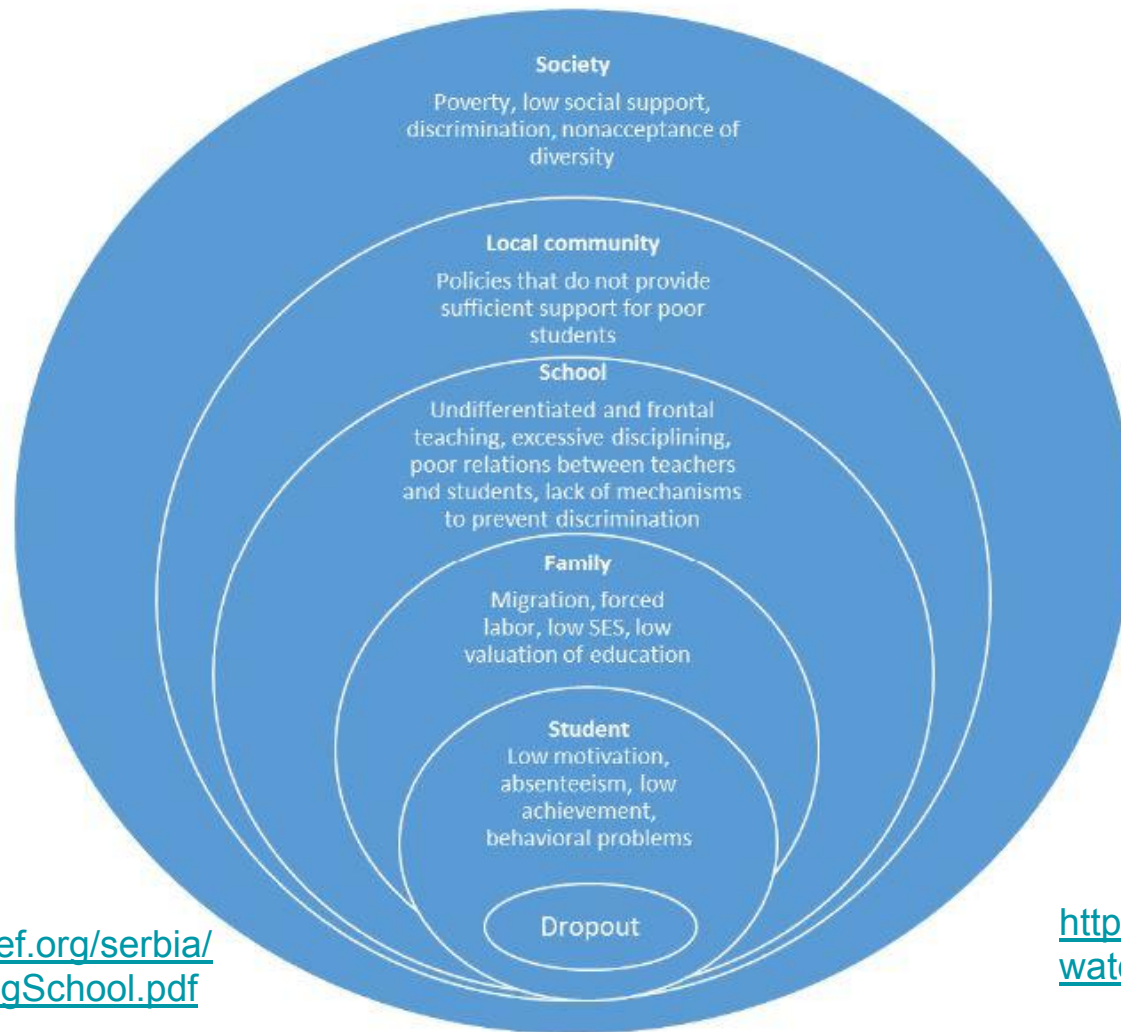
School environment



School environment

- Victims of bullying
- High proportion of ethnic minorities
- Negative school climate
- School heterogeneity
- Student attachment
- Larger schools
- Student - teacher relationship

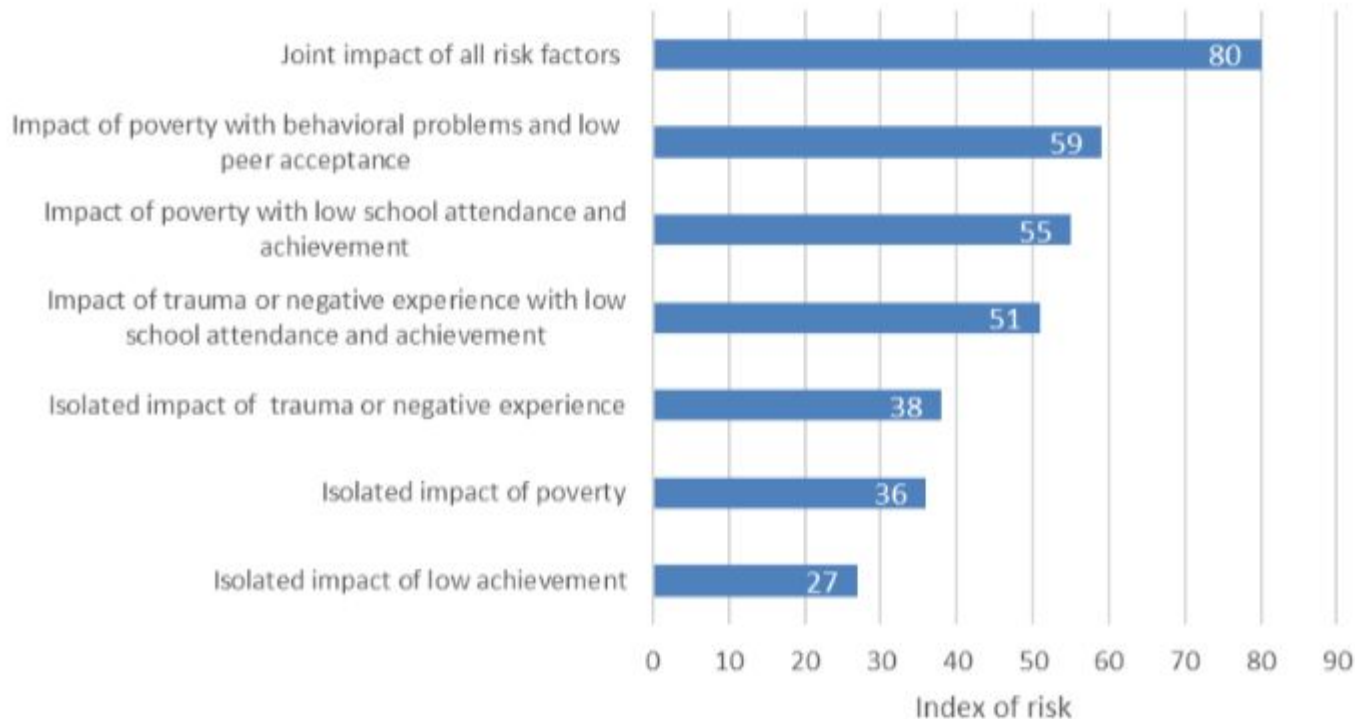




<https://www.unicef.org/serbia/HowToBeACaringSchool.pdf>

<https://www.youtube.com/watch?v=aDf8-Wvjk5M>

Dropout risk index for different groups of risk factors



Journalists

A silver ballpoint pen is positioned diagonally across the cover of a dark grey, textured notebook. The notebook is the central focus of the image, with the pen resting on its surface. The background is a plain, light-colored surface.

- Make pairs
- Find out as much as you can about your colleague
- What are their hobbies, favourite book, movie, biggest dream, where and how they live, family, what was their favourite subject at school...

My hand is your hand



- Take a paper
- Put your hand on the paper and draw a line around it
- Take pencils and draw in the hand, what you have learned about your colleague

Conflict prevention



Conflict prevention

- Positive communication
- “I” language
- Friendly atmosphere
- Sharing
- Interest in each other
- Positive relationships
- Creative classroom
- Involved parents



Nonviolent communication NVC

Marshall B. Rosenberg

https://en.wikipedia.org/wiki/Nonviolent_Communication

http://www.cnvc.org/sites/cnvc.org/files/NVCInstructionGuide_Jiva_.pdf

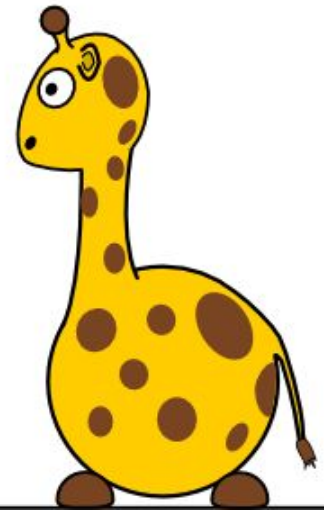
https://www.nonviolentcommunication.com/pdf_files/4part_nvc_process.pdf

HOW NVC LIBERATES

I have to make my husband happy!

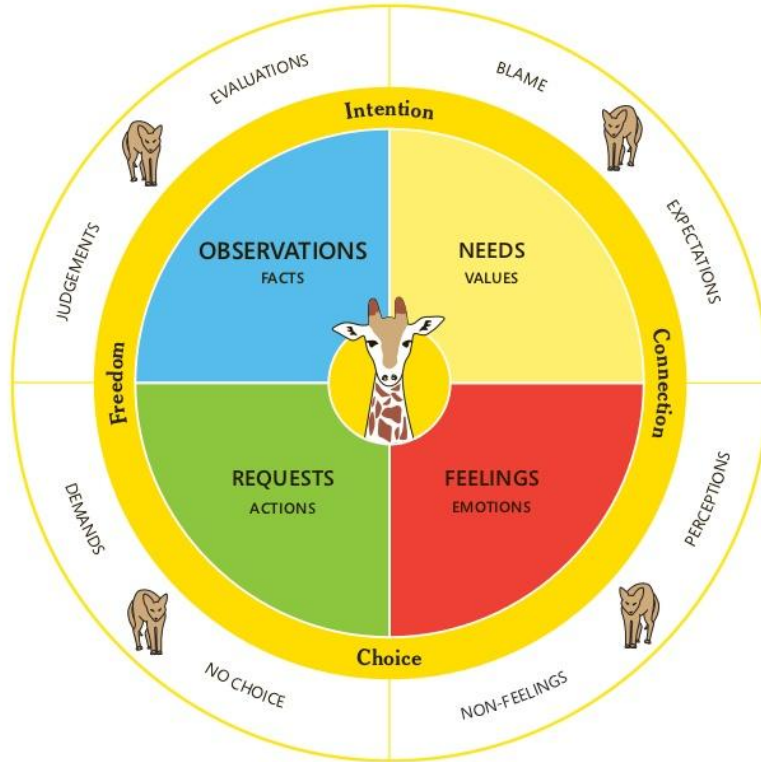
You know, learning NVC it became clear to me that I am not responsible for the needs of others. I am only responsible for my own needs.

What a horrible idea to be responsible even for my own needs.

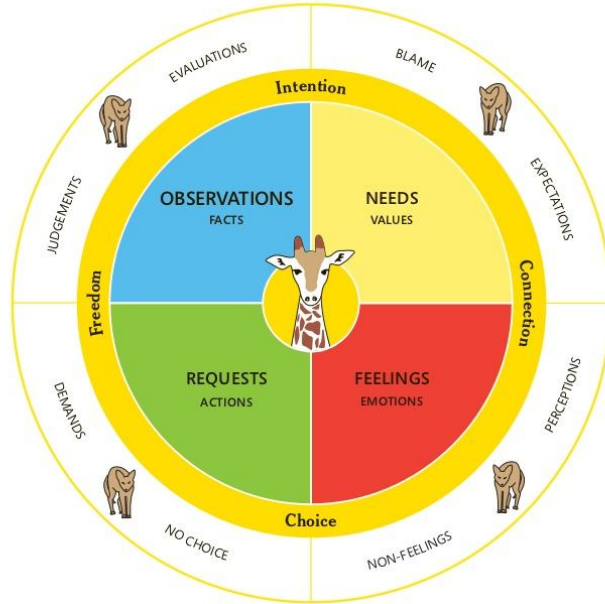


NONVIOLENT COMMUNICATION

Circle of Life

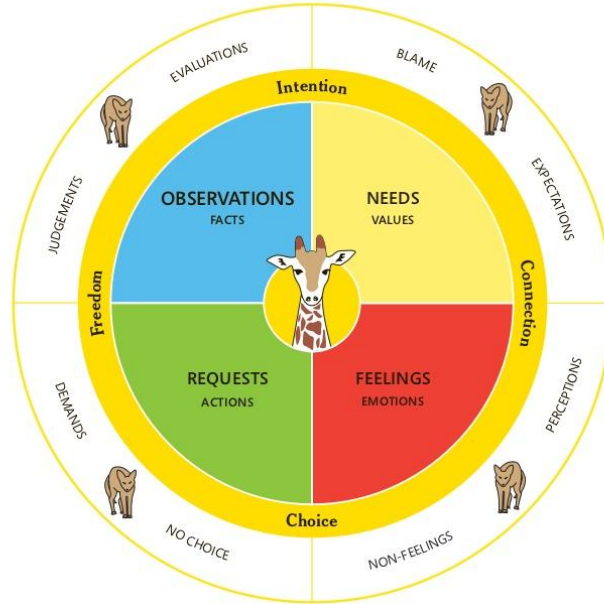


NONVIOLENT COMMUNICATION
Circle of Life



NONVIOLENT COMMUNICATION
Circle of Life

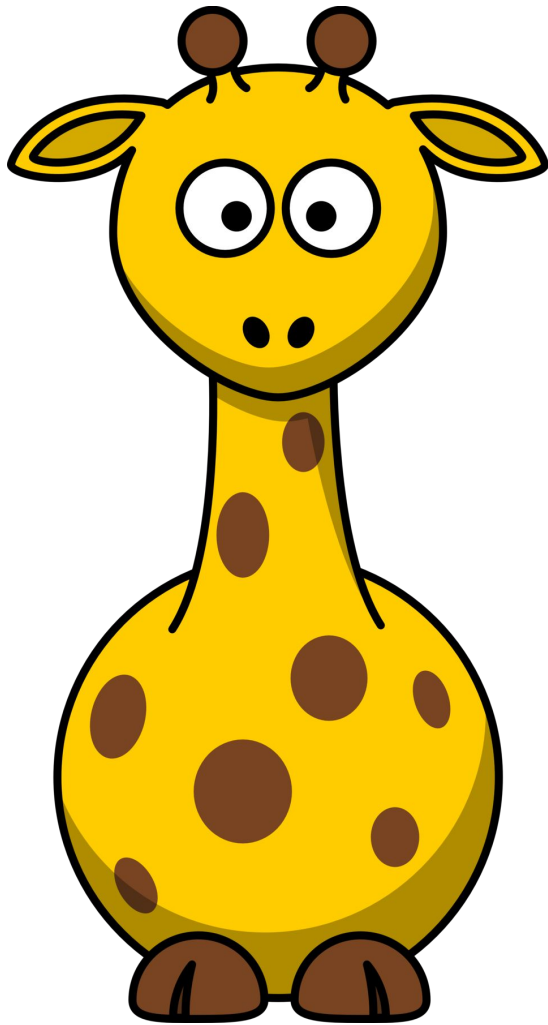
1. Observations
2. Feelings
3. Needs
4. Requests



Diagnosis
Denial of Responsibility
Demand
Deserve

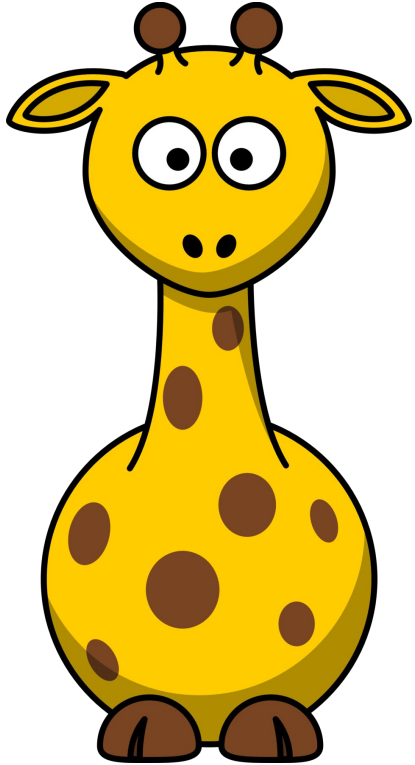
- Empathy
- Honesty





**When....
I feel....
because I need....
Would you....?**

4 Responses Exercise



How to promote creativity

- Create room for mistakes
- Create a space for ideas - post-its, wall of ideas..
- Encourage curiosity
- Keep the classroom layout flexible
- Try new materials for learning
- Encourage discussion
- Work in collaborative setting
- Give more space for hands on education
- Don't limit assignments for one format



<https://www.youtube.com/watch?v=zDZFcD GpL4U>

https://www.ted.com/talks/ken_robinson_say_s_schools_kill_creativity#t

Good Practice

What do you like best about yourself?

What do you like doing best?

What do you find difficult to do?

What things might you need some help with?

What don't you like people doing to you?

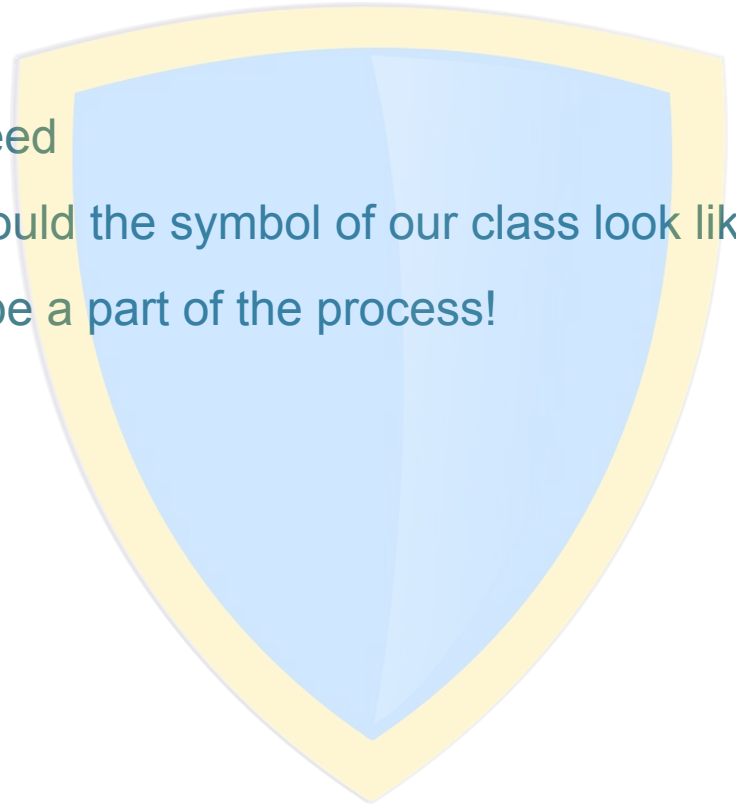


Meaningful Conversations

- I agree with ___ because...
- I disagree with ___ because...
- I'd like to go back to what ___ said about...
- I'd like to add...
- I noticed that...
- Another example is...
- So, what you're saying is...
- Do you think that...?
- Couldn't it also be that...?
- Why do you think that?
- Where can I find that in the book?
- Can you explain what you mean?
- Can you tell me more?
- Can you give an example of that?

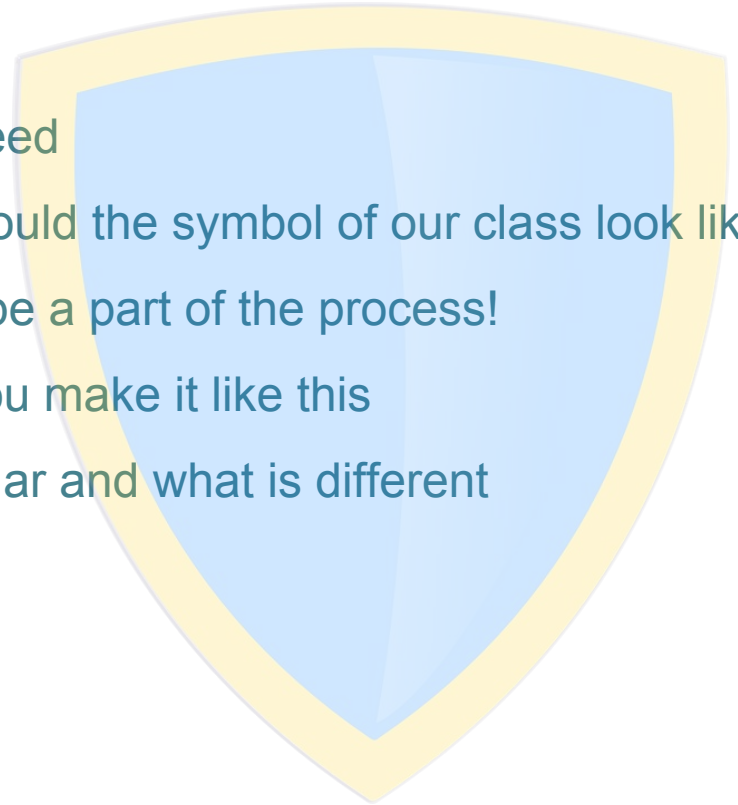
Symbol of the class

1. Make four groups
2. Take a paper, pencils or whatever you need
3. Decide and discuss in the group, how should the symbol of our class look like
4. Make it real, draw, create. Let everyone be a part of the process!



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5. Show us your symbol and explain why you make it like this
6. Discuss with the other group what is similar and what is different
7. How would you make one of these two?



Communication strategies for conflict prevention



- School - kid - parents relationship
- Peer support
- Buddy system
- Student evaluations
- Sociometrics

Parents involvement

- Make two groups
- Think about the ways, how to get parents to be a part of the school
- Write as many ideas as you can
- Share it!



Storytelling

- Roll the dice and start a story!

<https://www.storycubes.com/>



**Thank you and see you after
the lunch!**

