



Integration of Youth Care in Schools: WiSH project

Background

Research shows that parental involvement, both direct and indirect, has a positive influence on children's academic development (Desforges & Abouchaar, 2003; Lusse, 2011; Menheere & Hooge, 2010).

WiSH is a program which is developed to increase students' resilience in 43 Dutch primary schools. In this program schools, youth care and the municipality work together with a well elaborated design (the resilience training for all students in 4th grade). However, the transfer of these results outside the training does not occur automatically. In the current study, three of these elementary schools seek ways to better embed the program in the school and home context of their students. Teachers and youth care professionals seek for effective and appreciated ways to enlarge the involvement of parents.

Research question

How can WiSH be better embedded within the school *and* home context, so that the elements of the program are implemented in the whole approach aimed at students' social-emotional learning and well-being?

Methology

- A design oriented research
- Interventions are developed by teachers and youth care professionals collaboratively.
- Participants: Students WiSH program and their parents.

Intervention

Parents were actively involved in the WiSH program at eight times.

- The introduction meeting was aimed at clarifying the expectations parents had of the school and vice versa in an equal dialogue.
- During the program, six video clips were sent to the parents, in which children explained what they had learned. A concrete question to practice the skill at home was posed at the end of each video clip.
- In the final meeting children showed parents what they had learned and there was much opportunity to ask questions to the teacher and/or youth care professional

Data

- Data were gathered from students, parents and teachers using focus group interviews, questionnaires and logbooks.
- Data were analysed by content analyses

Data collection was disturbed by the coronavirus, But continued when school were open again

Results

Log Notes, Focusgroup Interviews and Questionnaires :

- Parents are highly involved
- Learning efficiency increases by learning at home and at school
- Youth care professionals meet parents in situations without family problems, if there are problems with the development of children, the youth worker and the parents already know each other

Discussion

Collaboration between youth care professionals and teachers on parental involvement in social emotional learning is of great value for academic development of students.

The collaboration can only develop in small steps