



**Integration of youth care in schools.  
 Collaboration on attachment issues**

**Background**

The majority of teachers experience problems coping with students who have behavioral problems in their classroom. Youth care professionals indicate that schools only seek their support when critical problems occur, rather than taking a preventive approach.

This study is part of a larger research project focused on this issue. In three educational contexts, teachers and youth professionals work together in order to develop a preventive approach for enhancing students' social-emotional development.

**Researchquestion**

*How can teachers and youth professionals collaborate in the school practice and develop approaches that help students to develop relational skills more adequately.*

**Onderzoeksmethodologie**

Design oriented research

**Intervention**

- The complexity of working with students with attachment problems was discussed at school and with youth care workers
- Design criteria were established for the development of a common intervention
- The design for the training was discussed
- The intervention was performed and data were collected via logbook and questionnaire
- The prototype of the intervention was adjusted
- At the moment the second intervention is running

**Data-analyse**

- **design criteria for intervention:**
  - Promoting bonding in the classroom
  - Trust
  - Matching with SEL
- **Log notes:**
  - What is the role of each professional
  - Stress signals during the lessons
  - Consultation is difficult to plan
  - Organization of the intervention
  - Deploying professionals is difficult
- **Questionnaire feedback intervention:**
  - Evaluation by eMail
  - Teacher takes the lead
  - Students benefit from a lot of positive support.

**Discussion**

Can you work with external helpers on a theme such as bonding, where trust is so important.

The organization of special education and Youth care is too different to work well together