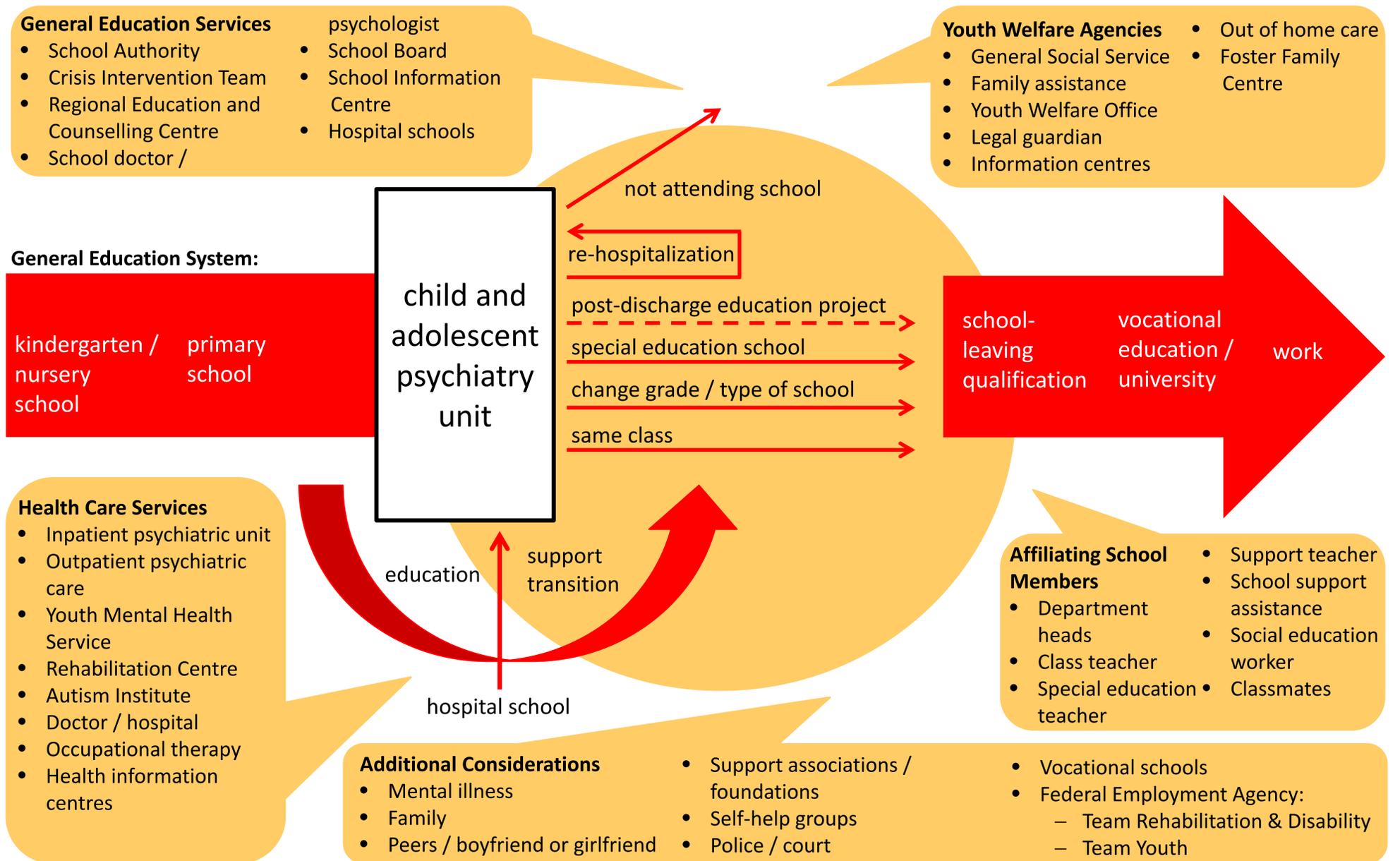


Educational Pathways of pupils with mental illness

Transitions from child and adolescent psychiatric units to the general education system

The dissertation project examines transitions from child and adolescent psychiatry units (CAP) to the general education system and focuses on a discontinuity of educational pathways, structural framework conditions, and subjective experiences of pupils. Therefore, the questions of what barriers pupils face during transition and whether the educational system meets the needs of this disadvantaged group of pupils are considered.



Exploratory pre-study

Methodology:

- Document analysis of 103 pupils' files from hospital school
- 4 exploratory interviews with hospital school staff
- Unstructured participatory observation at 2 hospital schools

Results:

- Psychiatric disorders have negative impacts on learning and can cause discontinuities in educational pathways
- After onset of mental illness, many pupils experience short or extended periods of school absence (extreme cases: up to two years of absence)

- Transition from CAP to the general education system is the central issue of this research field
 - Transitions can proceed differently with various individual outcomes
 - In transition, the people involved are from many different institutions. Hence, the need for cooperation and networking emerges between
 1. different institutions within the education system
 2. different systems i.e. health care, education, and youth welfare
- Reintegration from CAP to the general education system needs a collaborative approach

Ongoing main study

Methodology:

- 27 Problem-centered interviews (Witzel 2000) with
 - pupils who have passed through transition (10)
 - educational staff involved in transition from different institutions (hospital and affiliating schools, school psychologist etc.) (17)
- Qualitative content analysis (Kuckartz 2012)

Theoretical Framework:

Transition theory that changes consciously between perspectives of institutional structure level and subjective action level, will be applied (i.a. Stauber et al. 2007). This includes theoretical considerations about the implementation of inclusive education (Katzenbach & Schnelle 2012) and about life situation concepts (Beck & Greving 2012) of pupils with mental illness.

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