Whose problem is it anyway? How schools and school-based social services in Switzerland deal with children's problems and deviant behavior.

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In our contribution, we will highlight findings concerning the questions of how children's problems and behavior are perceived in public schools, how and why children become 'cases' and who deals with these cases in which ways and for what purposes. We refer to three of our own research projects conducted in Switzerland: 1. A study about the effectiveness of school social work (2010-2013). In this study we used videography, interviews, observation methods and a semi-standardized questionnaire to find out how effects are created in professional practice. 2. A secondary analysis of data (questionnaires, interviews and time logs) gathered in five different evaluations of school social work (Baier/Heeg 2011). 3. An evaluation of the school program "Time-Out" (2012): In this program, children were separated from school for a couple of weeks, worked in local businesses and attended a special Time-Out-School. Based on quantitative data we asked why children were sent into a Time-Out, what they were doing during a Time-Out and what happened afterwards. Findings: Schools and school-based social services do not consistently deal with children who are getting in trouble. We present and discuss this heterogeneity and show how different intentions and further factors influence practice and outcomes. Our contribution refers to key questions “Knowledge production and public accountability in social work” and “Standing up to complexity – specific and universal issues in social work”

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