

# Individualpaedagogic at high risk

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## INPUT

## OUTPUT

Milieu, Social Class  
Far from education  
Homelessness  
Poverty

System of Origin

Psychological  
Symptoms

Diagnoses ICD-10  
(Neuro) Developmental disorder  
Impulse control disorder  
Attachment disorder



Violence in the family  
parenting style  
Addiction  
Mental illness

Family Factors

Social behavior  
Problems

Violence, threatening  
Absences from care  
Antisocial behavior  
Radicalism



Dysfunctional bonding  
Trauma  
Neglect  
Abuse

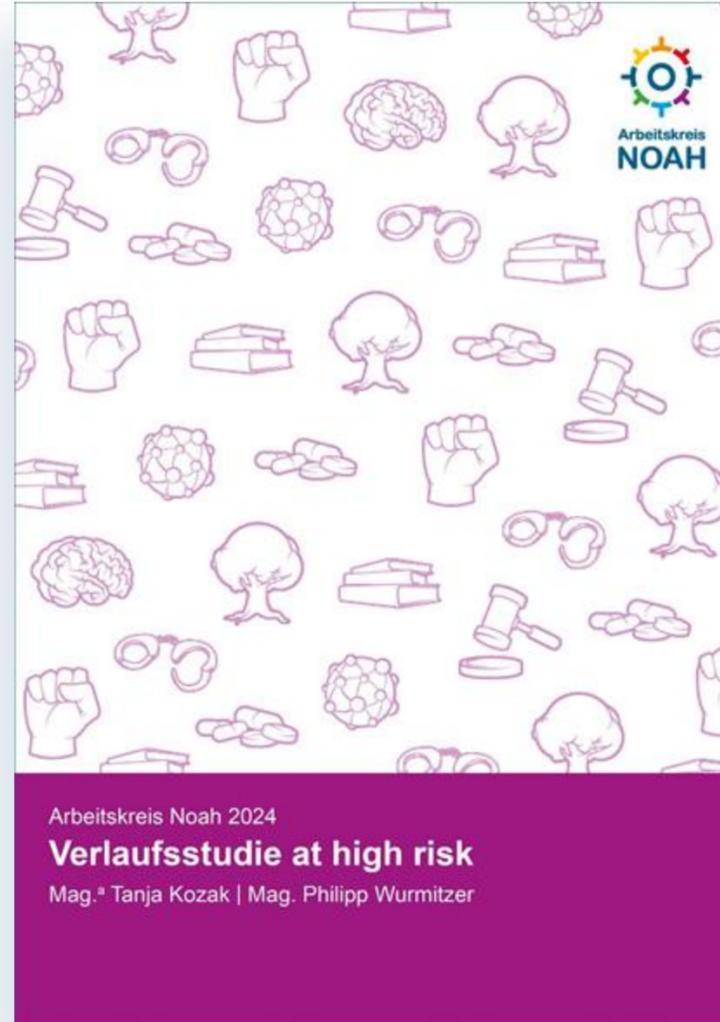
Early  
childhood stress

Risk  
compensation

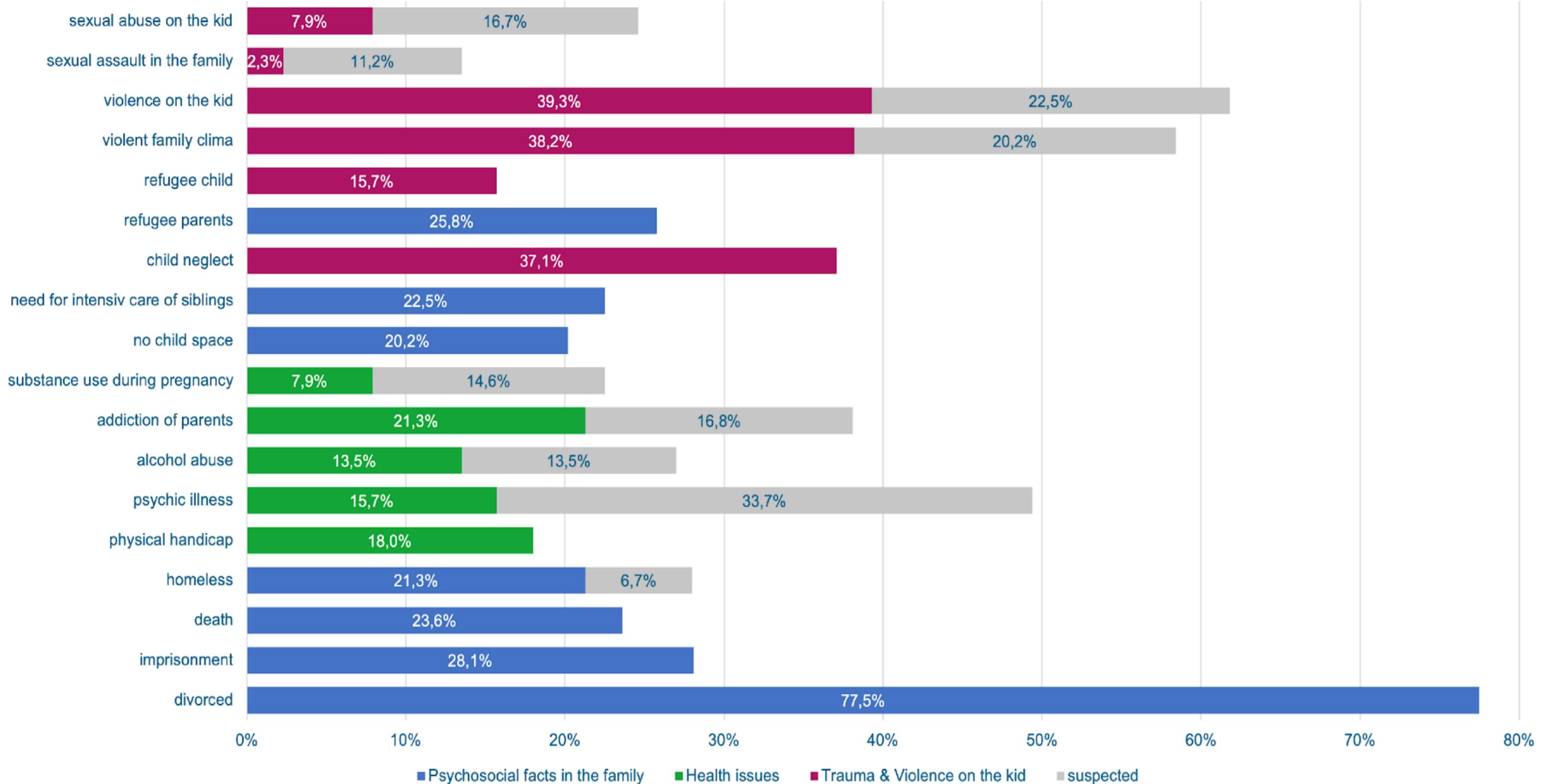
Selfinjuriis  
Suicidal tendencies  
Drug addiction  
Delinquent habits



# AKs Noah Study at high risk 2024

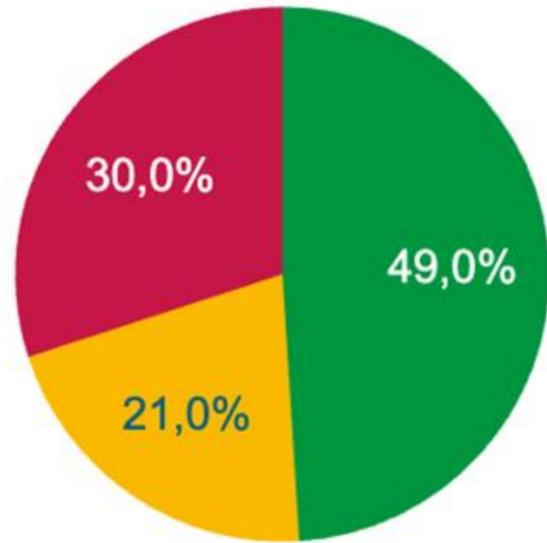


# Family Background with suspected numbers



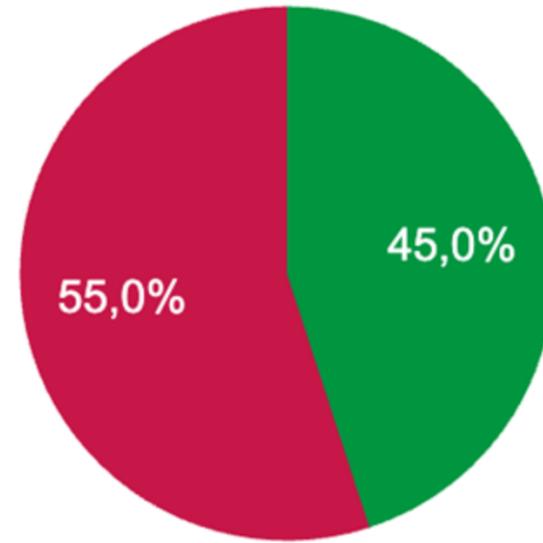
# Education

school (n=47)



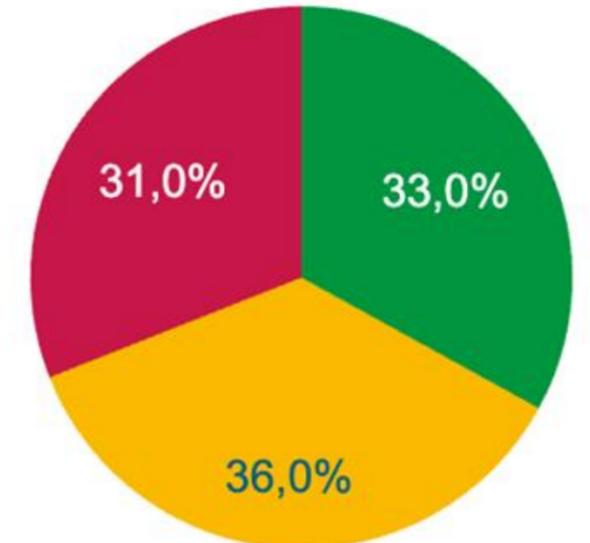
● regular ● sometimes ● refusing

primary school certification (n=42)



● ended school ● no groundschool

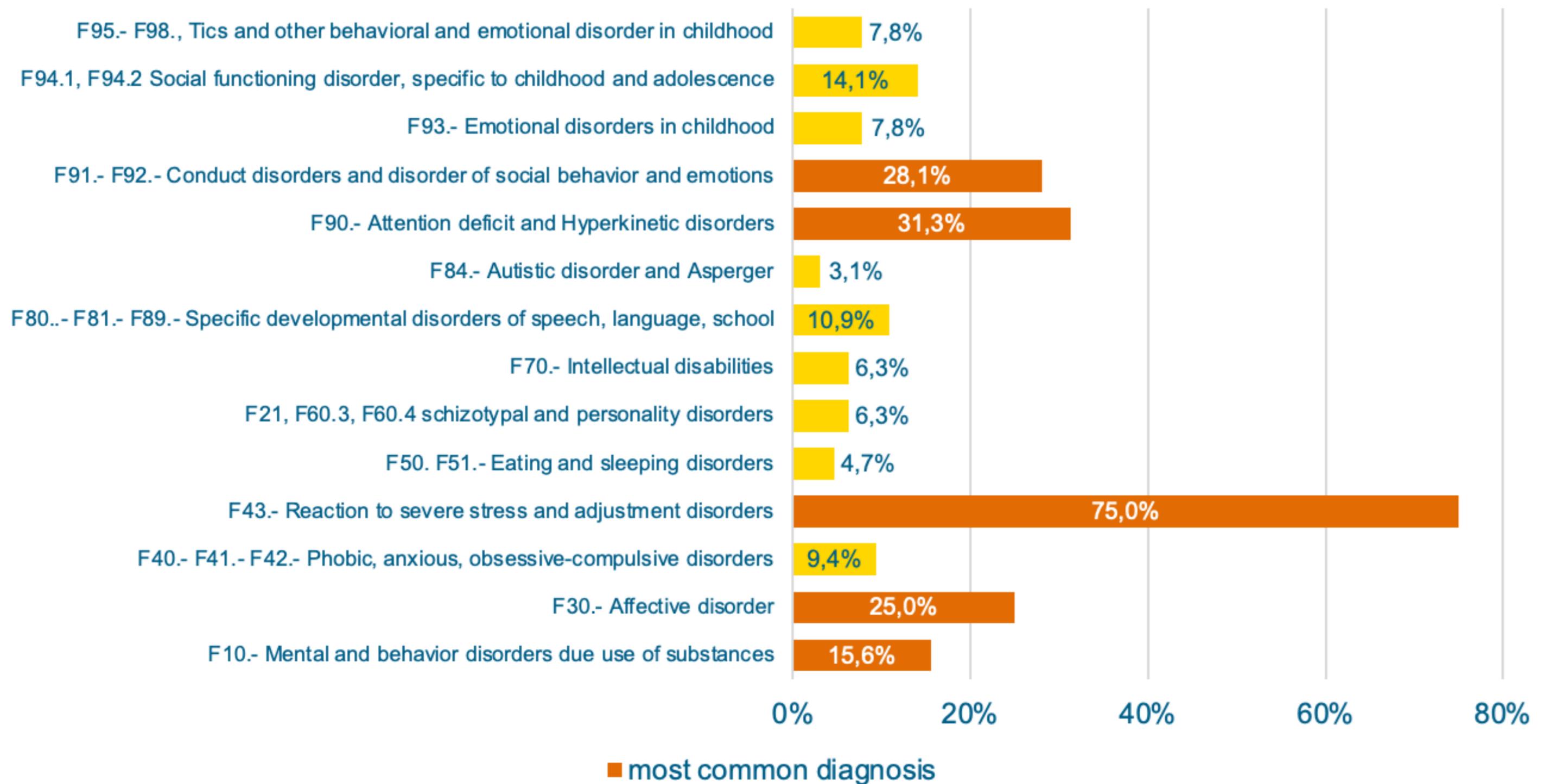
training measure, job (n=42)



● regular ● sometimes ● refusing



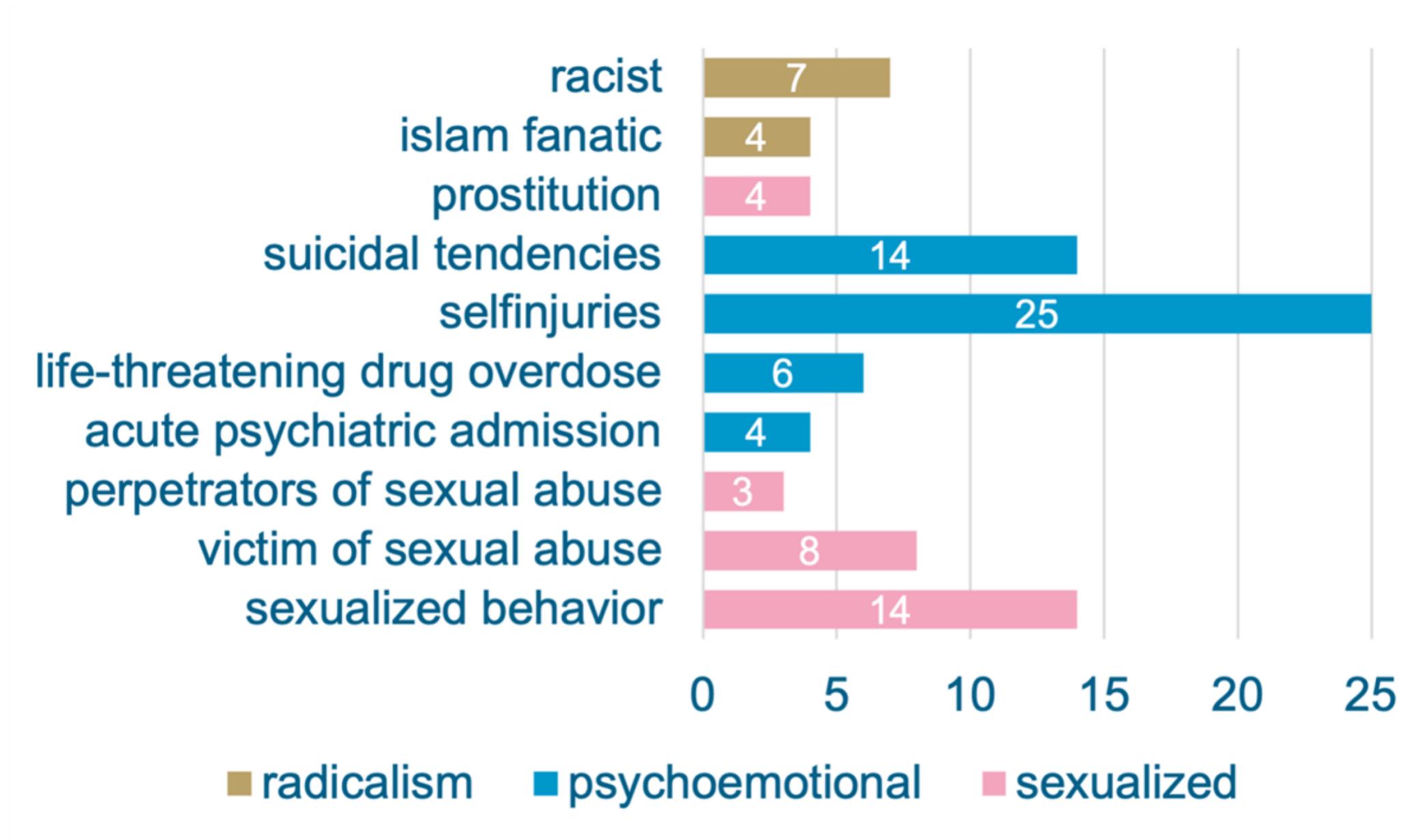
# ICD-10 Diagnosis





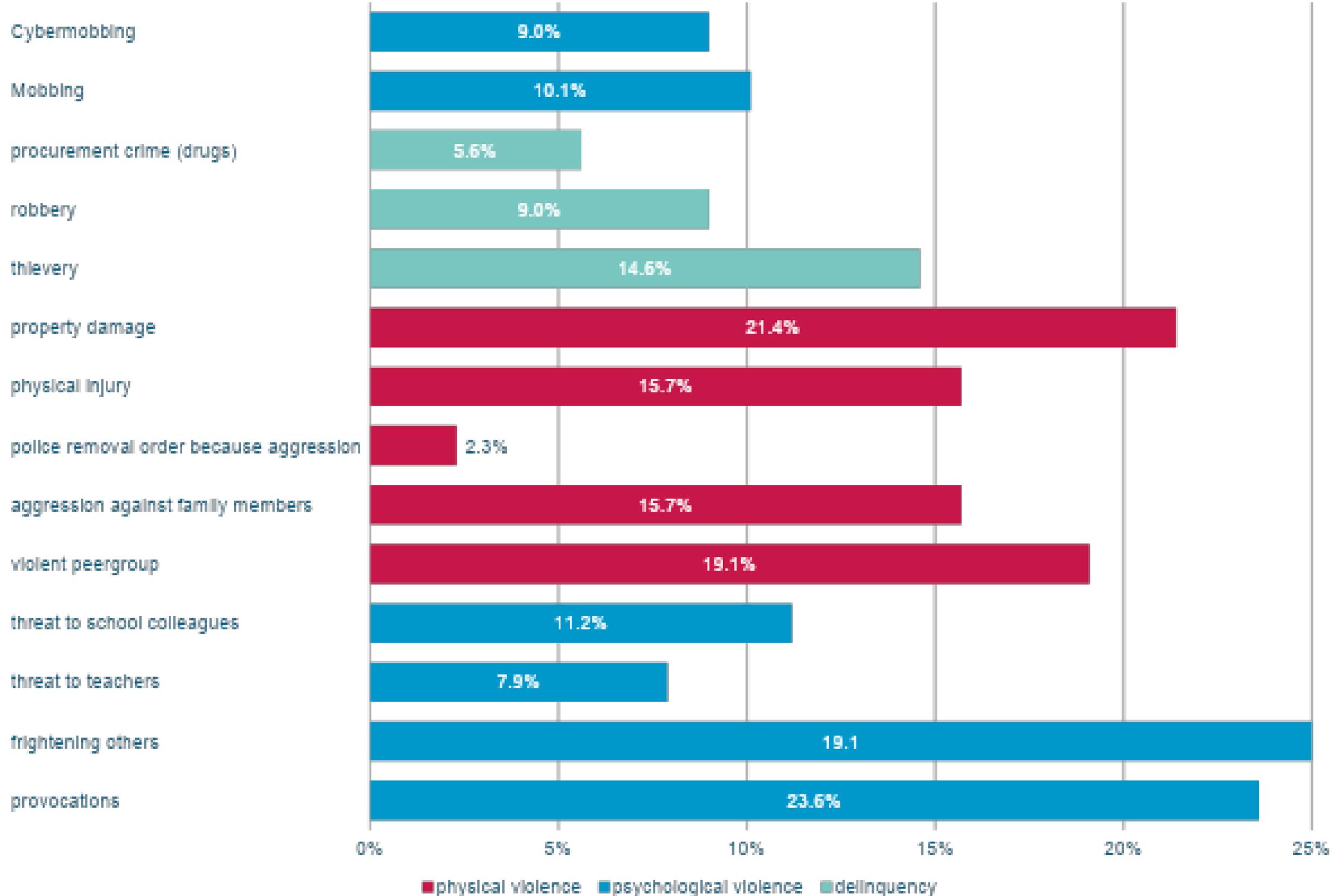
# Psychosocial and emotional facts

psychosocial habits in the last 6 months (raw data, n=89)

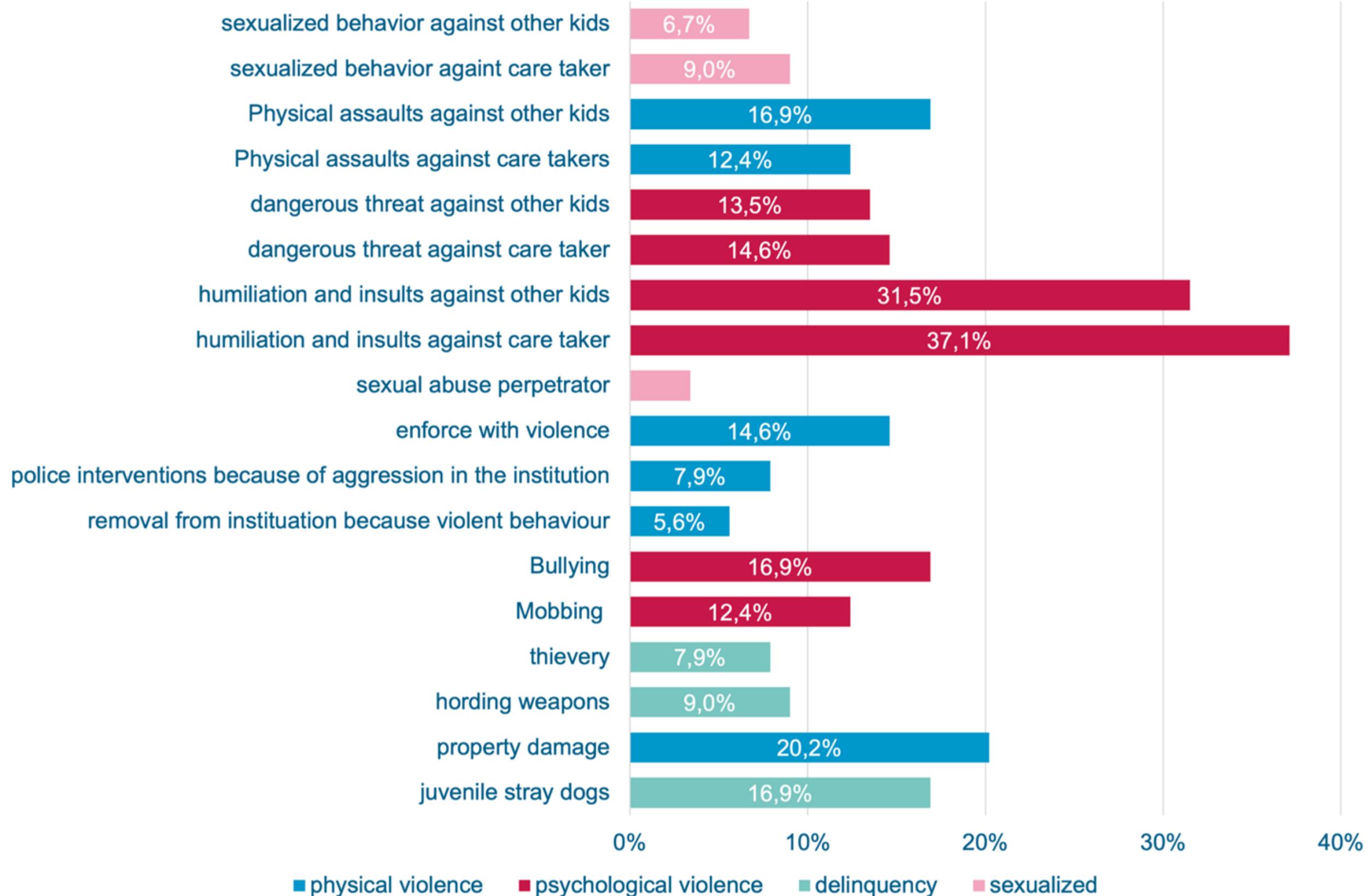


# problem behavior outside the care facility

(n=89)

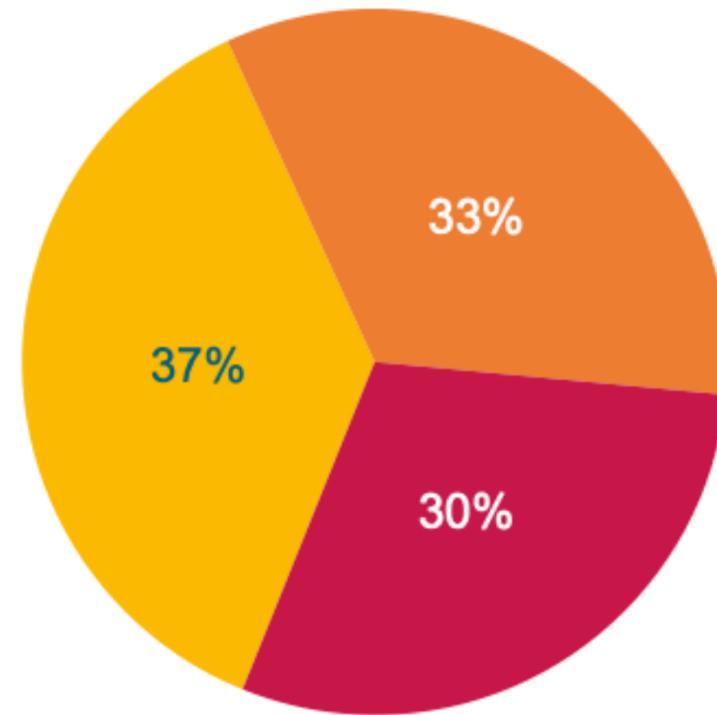


# problem behavior inside the care facility



# "Drugs can give me silence" 60% do drugs

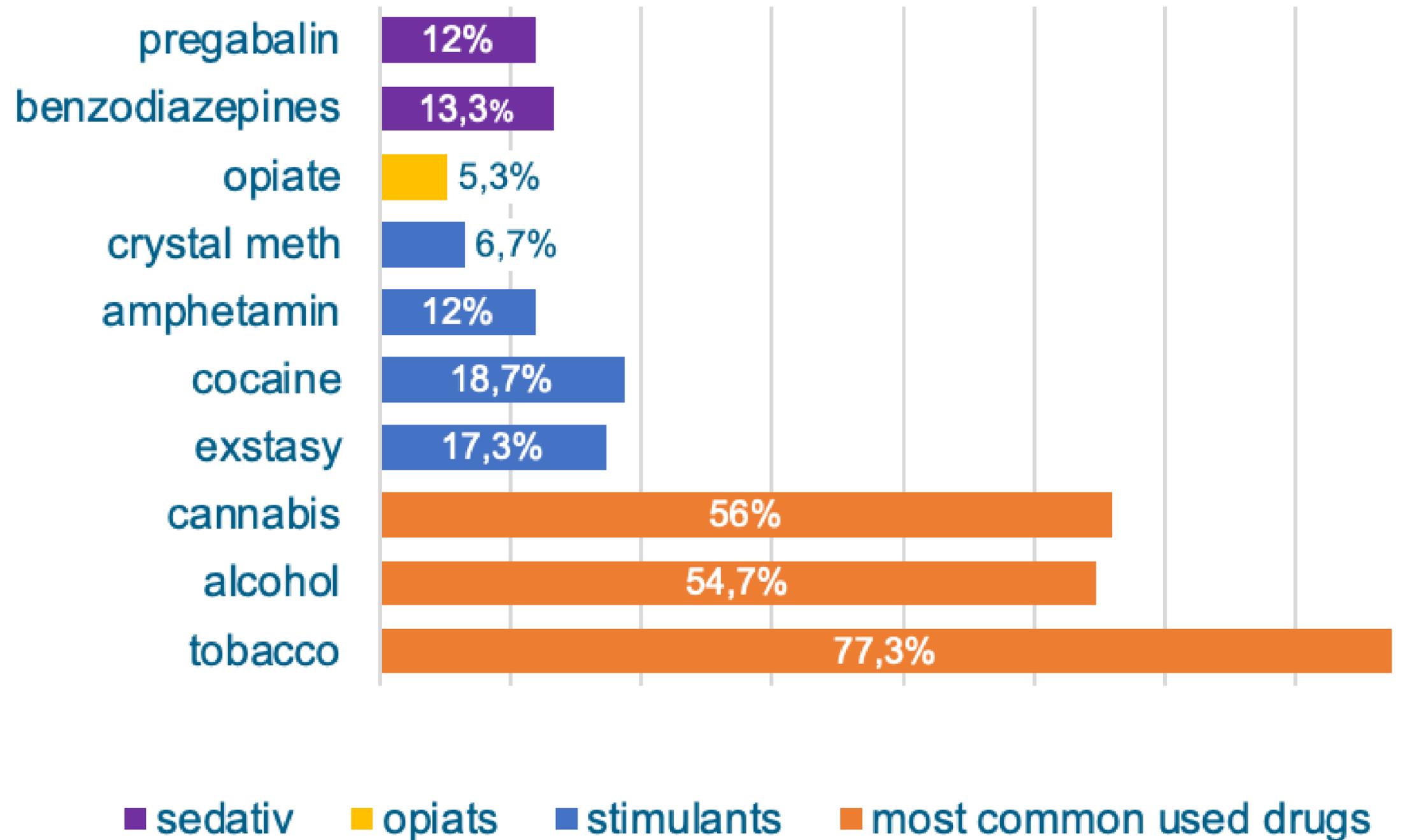
drug consumption among 13-18 years clients, without tobacco (n=54)



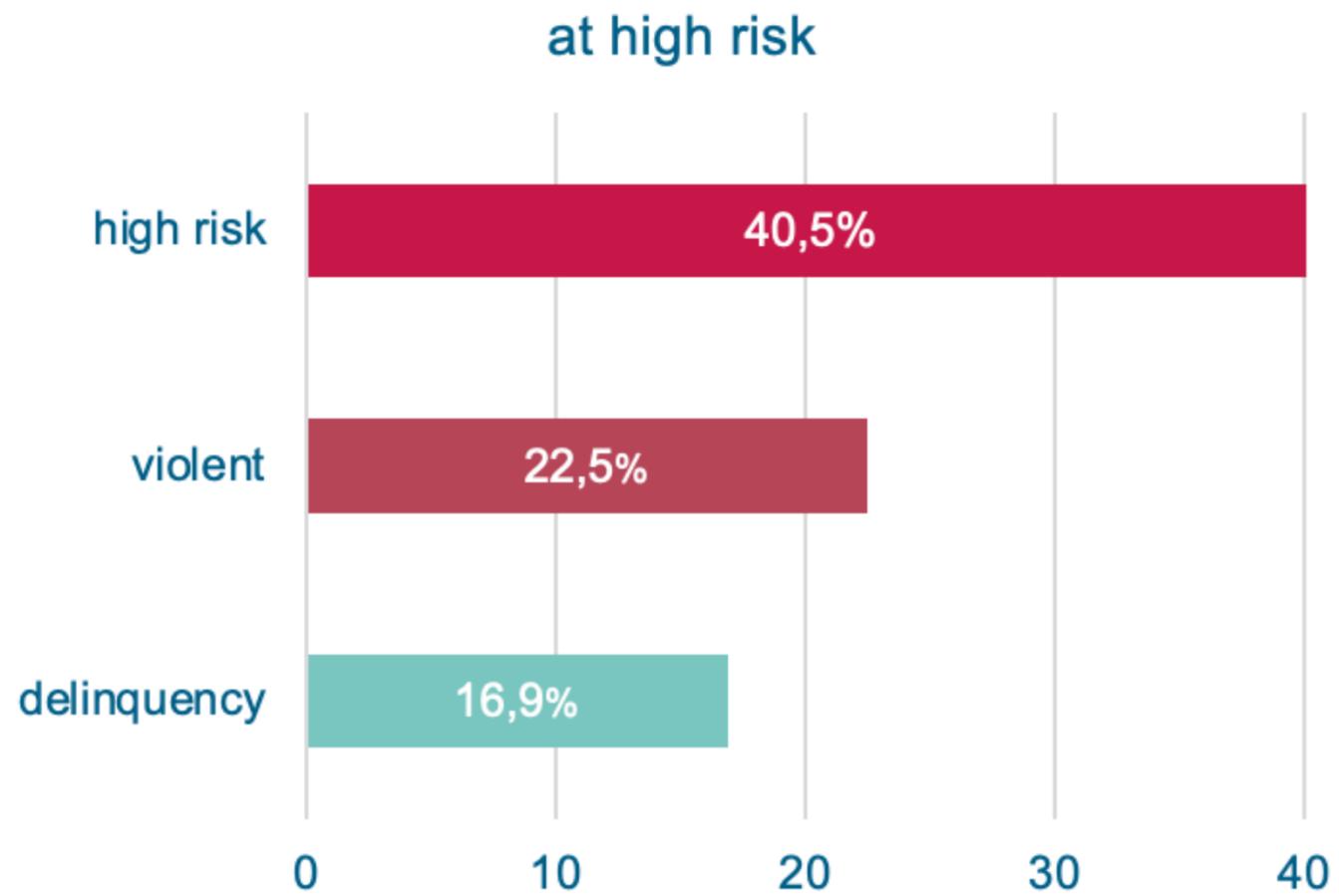
■ only alcohol + cannabis ■ alcohol + cannabis + chemicals ■ high risk mixed consumers



## regular substance use of clients over 13 years (n=75)



# I am a problem child



Who am I



**for you I am  
your job**



**for me  
this is my life**

**1**

**are you strong enough**

testing limits as a form of contact

**2**

**can i trust you**

you can rely on what i say

**3**

**will you stay**

i allow bonding

**4**

**i try**

allowing other experiences





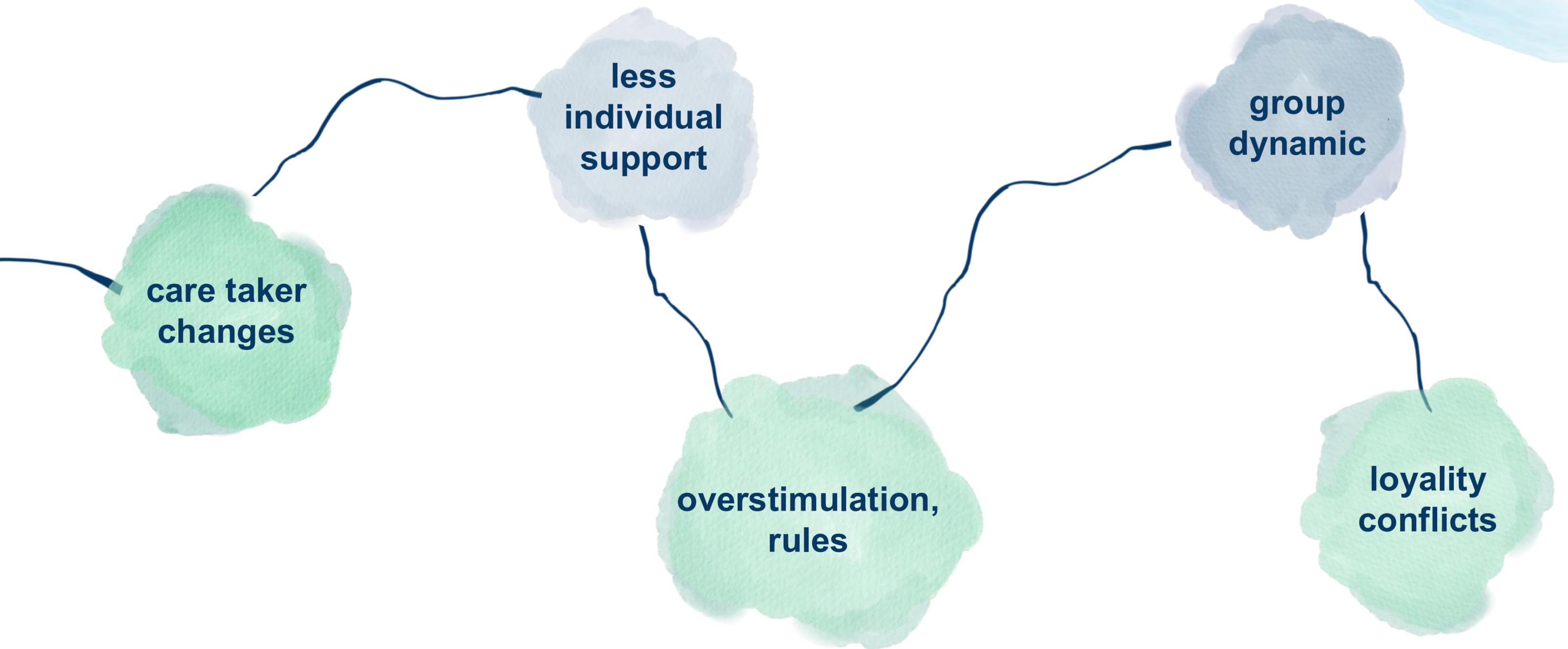
# System Crasher

Systems need to crash  
before they can change !

The limitations of the systems in handling children with complex needs and the struggles of the kids and their care taker in Austria.



# Why group care settings fail **with kids at high risk**



# Individualized pedagogy works – when relationships succeed

**Individual pedagogic isn't just a method it's a mindset and attitude, which puts struggling kids at the center by adapting the system to make it individually fit, rather than forcing the kid into a system.**



# Circle of Courage

as part of Individualpaedagogic care

## Belonging

Individualpaedagogic caretaker first offer a stable accepted relationship to gain emotional security and a trusting relationship as basis for working with the child.

## Generosity

Individualpaedagics cultivate a space of respect of the chosen life of the kid as well as showing empathy and understanding by living together or working 1:1 without any pressure.



## Mastery

The care options are tailored to the individual's abilities and encourage learning through real-life experiences and individual skill-building.  
**Small steps can be a big deal!**

## Independence

Youth are involved in decisions about their lives. The caretaker is working with them and their whole system. We do not judge even when there is high risk behavior and delinquent habits.



# I AM A ... **RISK-TAKER**



I try new ways of doing things.  
I'm not afraid to make a mistake.  
I'm not afraid of confrontations.  
A trustfull relationship needs time.  
I know that some reactions are not about me.  
I don't work in my comfort zone.  
My honest attention and stability is what matters.

**It can be that all my care is not changing enough  
– but it makes a difference !**



# Dilemma

- to late interventions
- only short financial support
- cheaper in other countries
- labeled as problem childs with very bad prognosis
- systemcrasher kids make no good media
- social labor law, working hours
- lack of multidisciplinary



**we know how but we are not able to do so**



