

O'Flynn, Teresa, 1997, *Alternative Schooling at second level for disadvantaged students. A Case Study*

ABSTRACT OF DISSERTATION

This study examines the approach to in-school support which has been adopted by a particular girls' school in a disadvantaged area. It emphasises the importance of support teaching as an evolving form of interaction with students who are considered to be at risk. It seeks means by which current supports can be extended to enhance mainstream provision for students who are considered to be at risk of dropping out before they reach the official school leaving age.

In chapter 1, a working definition of the term educational disadvantage is put forward and some indicators are outlined. Selected characteristics of the school's catchment are examined with reference to their indicators. A profile of the school and its operation within the area contextualises this study.

Chapter 2 broadens the focus with an examination of the literature from a number of countries and their responses to the issue of early school leavers. In chapter 3 the theoretical basis of questionnaire and interview research methods are explained as both forms are used in the course of the study. Participants include students, parents, staff and management of the school. Chapter 4 consists of a detailed analysis of responses received and the main findings form the basis of the concluding chapter.

In chapter 5 some general recommendations are made to schools, Department of Education and the community. These are followed by specific recommendations for the introduction of education support services which are considered appropriate interventions in the particular situation where the study is set. In conclusion, the importance of resourcing, restructuring and research into the problem is highlighted.