

Ecological field of influences

Risk factors	FACTORS	Protective factors
	<u>Child factors;</u> <ul style="list-style-type: none"> • Natural ability: tempo/ talent/ temperament • (Social) intelligence (-style) • Biography/ common daily events • Learning preferences, behavior to tasks • School perception (involvement/ motivation, well being) • Maturation of the brains/ biochemical features • Physical development: ability to cope, motor skills, preference of writing hand • Cognitive development: fase (Piaget), memory, use of symbols, development of conceptions, learning strategies • Social-emotional development: social cognition, empathy, social skills, moral consciousness, well being, dealing with conflicts, cooperation/ teamwork • Learner autonomy: self-image/ self-determination/ self-maintenance/ self-control 	
	<u>Domestic factors;</u> <ul style="list-style-type: none"> - Human resources <ul style="list-style-type: none"> • Parents/ other important adults • Brothers/ sisters/ peers - Social resources <ul style="list-style-type: none"> • Family relations • Traumatic events like divorces, accidents, loss of relatives, illness, etc. • Style of upbringing (authoritarian, democratical, laissez-faire) • Level of social support • Culture/ language/ values • Education/ work of parents - Material resources <ul style="list-style-type: none"> • Housing • Financial situation 	
	<u>School factors;</u> <ul style="list-style-type: none"> • School size, size/ composition group • Type of school • Educational view of school • Schoolactivities • Materials/ educational tools • Building/ interior • Team/ management (absence because of illness) • Members of the group; influences (group dynamics), relations, etc. 	

	<p><u>Teacher factors;</u></p> <ul style="list-style-type: none"> • Physical features, biochemical features, (social) intelligence, self-image, biography/ common daily events • Education/ experience • Satisfaction in labor/ stress • Education style (authoritarian, democratic, laissez-faire), instruction skills • Level of tuning in to children (sensitivity and responsiveness) • Reflective capacity • Relations with parents and other important educators (external), etc. <p><u>Lesson factors;</u></p> <ul style="list-style-type: none"> • Curriculum/ methods • Didactics/ differentiation/ organisation • Task: type/ length/ level 	
	<p><u>Neighbourhood factors;</u></p> <ul style="list-style-type: none"> • Social relations in neighbourhood/ family • Social support from neighbourhood/ family • Socio-economical and cultural position of neighbourhood • Available social-pedagogical infrastructure (education/ care/ welfare) • Facilities; environment, available leisure activities (clubs, playgrounds, etc.) 	
	<p><u>Government factors;</u> (Inter)national, regional level</p> <ul style="list-style-type: none"> • Integration policy/ tolerance • Economical position/ labour market • Social-political situation 	