The study is a qualitative study based on the “Learning from Success“ method. A success study is an approach that focusses on examining strategies perceived as successful in a professional field, in order to reveal the processes that led to them. We chose this method since it encourages educators to undertake reflective thinking about the support strategies about which they are reporting, and thus allows for a reduction in their use of defenses when reporting on cases that are connected with their work.

**Data collection**

The study is based on in-depth interviews, where the question posed by the researcher to the educators taking part in the study was: “Can you describe a situation where you succeeded in supporting a student on a social level?” The interview was conducted so that the study participant led the conversation, while the researcher asked questions in order to clarify (e.g. “what do you mean?”) or expand (e.g. “could you give me an example?”). The interviews were conducted in quiet, pleasant environments. Each interview lasted between one and two hours.

23 educators with various roles (11 home room teachers, 6 educational advisors, 3 vocational training teachers, and 3 educators in managerial positions) took part in the study. All the educators work in regular education. The aim was to find senior educators, so that they would be able to describe cases with different characteristics (the range of years of experience among the participants was 10-43 years, with a mean of 29.17 years of experience). The initial study participants were recruited through prior acquaintance, and others through the “snowball” method, that is, they themselves referred other educators to take part in the study. Further, some of the participants were recruited through an invitation to participate in a study, that was disseminated widely among teachers studying for a master's degree at a teacher training college.

Each interview yielded an average of around two case studies (the range was from 0 to 4) and a total of 43 case studies were collected. Ten of the case studies from 10 participants described students who were left out by their peer group. This description is consistent with the description that appears in the literature regarding socially neglected children. Below are some examples of how educators described these students: X (this is in contrast to those case studies where the educators described children whose peer groups had rejected or harassed them, for example: “When he had to do homework, no one wanted to bring it to him” or “he was subjected to bullying.”)

**Data analysis**

The researcher read the ten case studies and examined whether they were suitable for analysis using the “Learning from Success” method. All ten were found to be suitable, for the following reasons: (a) they described results that were desired, from the educator's point of view, (b) the results were described as being related to the educator's actions.

First, we will summarize the findings in relation to the research questions, and then...