**Counselling work with students whom educators perceive as socially neglected**

**Theoretical framework and study goal:** School counselors are responsible for the socio-emotional aspects of their students’ lives. Little research has been devoted to socially neglected students, i.e. those who tend to be ignored by their peer group. Over time, social neglect may have a negative impact on students’ socio-emotional development. This study focusses on educators’ approaches towards socially neglected students and draws implications for school counselling work.

**Methodology**: We analyzed ten case studies in which educators reported success in supporting a socially neglected student. Our qualitative structured analysis comprised three parts: 1. identifying the educators’ description of the student prior to the supportive process; 2. classifying the educators’ supportive strategies; and 3. identifying the educators’ description of the student following the supportive process (in order to understand how educators perceived success).

**Findings**: Prior to intervention, educators tended to describe socially neglected students by an absence of characteristics. This may imply some degree of neglect on their own part.’ We identified three distinct objectives regarding the educators’ supportive strategies: 1. strengthening the student’s intrapersonal skills; 2. teaching the student social skills; and 3. increasing the student’s involvement with the peer group. However, educators perceived success in the supportive process as being linked only to the third objective of social integration.

**Conclusions**: The educators in the ten case studies analyzed tended to focus on the normative-functional aspect of socially neglected students, and therefore perceived social integration as the center of any intervention process. In light of these findings, in our presentation we will emphasize school counselling work with socially neglected students, and make recommendations for consulting the educational staff who support such students.