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ARTIFICIAL INTELLIGENCE APPLICATIONS IN SOCIAL PEDAGOGY: PREDICTIVE ANALYTICS FOR EARLY INTERVENTION ENHANCEMENT

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Summary

Early identification of children and families in need of support is a critical task in social pedagogy. This paper examines how Artificial Intelligence (AI) systems can augment the social pedagogue's work by predicting risk factors and detecting the need for early interventions. We present a study using a predictive analytics approach to flag at-risk students, applying a regression model to educational and socio-demographic data. The model's results indicate that AI-driven analytics can successfully identify a significant portion of at-risk youths, allowing interventions before issues escalate. We discuss these findings in the context of existing literature, highlighting the benefits of AI—improved accuracy, efficiency, and resource allocation—alongside the challenges, such as ethical considerations and the need for human oversight. The study concludes that AI systems, when used responsibly, have the potential to greatly enhance early intervention strategies in social pedagogy, supporting social pedagogues in making informed, timely decisions to improve outcomes for vulnerable populations.

Keywords: *Artificial Intelligence (AI), Predictive Analytics, School Dropout Risk, Early Intervention, Social Pedagogy, Machine Learning Models, Bias and Fairness in AI, Data Privacy, Decision Curve Analysis (DCA), Educational Data Mining*.

Introduction

Social pedagogy is a field at the intersection of social work and education, focused on the holistic well-being and development of children and young people. Social pedagogues often work in schools, community centers, and child welfare settings, striving to **identify issues early** – such as academic difficulties, behavioral problems, or family risks – and intervene before challenges become crises. Early intervention has long been recognized as crucial for mitigating long-term harm: for example, preventing school dropout can avert lifelong socioeconomic disadvantages, and timely support in abusive family situations can protect a child's development. However, identifying which individuals are **at risk** and in need of early intervention is complex. Social pedagogues traditionally rely on observations, questionnaires, and their professional judgment to detect early warning signs. This process can be time-consuming and prone to human bias or oversight, especially when dealing with large caseloads or subtle risk factors.

Advances in **Artificial Intelligence (AI)** and data analytics offer new tools to address these challenges. AI and Machine Learning (ML) technologies are increasingly being integrated into social services, transforming decision-making and service delivery [5]. These technologies excel at analyzing large datasets to find patterns that might not be evident to humans. In contexts like child welfare, education, and mental health, AI-based systems can assist by *predicting* which individuals are likely to encounter serious issues and by *detecting* early signs of trouble that warrant preventive action. For instance, AI-driven predictive analytics have been used to identify at-risk populations and facilitate early interventions. Likewise, AI-powered tools such as natural language processing or pattern recognition algorithms can scan through case records, school data, or even social media posts to flag concerns that require a social pedagogue's attention. By rapidly processing complex information, AI systems can alert practitioners to high-risk cases sooner, enabling more timely and targeted support.

The potential of AI in this domain is illustrated by emerging applications globally. In child welfare services, agencies have begun deploying predictive risk modeling tools to assess the likelihood of child maltreatment or neglect, helping caseworkers prioritize early responses [8]. In educational settings, machine learning models have been developed to forecast student outcomes such as dropout risk well in advance, even years before traditional warning signs become obvious [6]. These innovations suggest that AI can play a supportive role in enhancing early intervention strategies. At the same time, they raise important questions: How effective are AI systems in the social pedagogue's work? What are the outcomes of using AI for early intervention prediction, and how do they compare to traditional methods? What ethical and practical considerations arise from this integration?

Aim and Structure: This paper aims to explore the role of AI systems in aiding social pedagogues with early intervention prediction and detection. After this introduction, we present a methodology for a quantitative study that uses an AI-driven predictive model in a social pedagogical context. We then report the results of this study, followed by a discussion that relates our findings to the broader literature, addressing benefits, limitations, and ethical considerations. We conclude with implications for practice and future research.

Research Objective and Hypotheses

The primary objective of this study is to evaluate the potential of Artificial Intelligence (AI)–driven predictive analytics to enhance early intervention processes within social pedagogy. The study investigates whether machine learning models can reliably identify at-risk students before traditional school mechanisms detect such risks.

Based on this objective, the following hypotheses are proposed:

- **H1:** AI-based predictive models demonstrate statistically significant accuracy in forecasting school dropout risk compared to baseline human assessment methods.
- **H2:** Attendance rate and academic performance emerge as the strongest predictors of dropout risk in the developed model.
- **H3:** The integration of AI-supported analytics contributes to more timely and targeted early interventions by social pedagogues.

These hypotheses guide the methodological and analytical framework of the study.

Literature Review

The integration of Artificial Intelligence (AI) into social pedagogy and early intervention has created new opportunities for improving the prediction and detection of at-risk children and youth. These technologies support timely responses to issues such as educational dropout, child maltreatment, and mental health challenges—areas where traditional approaches often fall short.

In the field of child welfare, AI-based tools are being used to support decision-making and prioritize cases more efficiently. The Academy for Professional Excellence highlights how AI can improve outcomes in child welfare services by identifying high-risk situations early, streamlining social workers' caseloads, and optimizing resource allocation [8].

Mental health interventions have also benefited from AI integration. Inkster et al. studied engagement with mental health chatbots and found that digital tools can support therapy adherence and offer accessible, stigma-free support to youth experiencing distress [3].

Educational environments have adopted early warning systems to identify students at risk of dropping out. Bañeres et al. proposed a real-time system to detect disengaged online learners, which facilitates timely and targeted interventions [2]. Supporting this, Schwartz et al. described how computational intelligence can enhance risk assessment and decision-making in social services by detecting patterns not easily visible through human observation alone [7].

A broader application of AI in child protection was reviewed by Lupariello et al., who found that AI can assist in the detection of child abuse and neglect by uncovering hidden risk indicators within complex data sets—significantly improving early intervention outcomes [4].

On the systemic level, Arishi et al. conducted a comprehensive review of machine learning applications in education and concluded that while predictive accuracy is improving, successful implementation requires ethical considerations, transparency, and professional training [1].

In terms of early education, Psyridou et al. demonstrated that machine learning models can predict the likelihood of upper secondary school dropout as early as the end of primary school. This predictive ability allows for timely support strategies that may prevent long-term disengagement [6].

Finally, ethical and practical implications are emphasized by Nuwasiima et al., who argued that while AI and machine learning hold promise for enhancing social work practice, they must be integrated in a way that respects human agency, avoids bias, and maintains client trust [5].

Methods and Methodology

This study aimed to develop and validate a predictive model for school dropout risk, using a binary outcome framework.

Setting and data source

Data were collected from 50 public schools in Armenia during the last 3 years. Sources included electronic gradebooks, attendance records, disciplinary logs, demographic information, and social pedagogue case notes. All data were anonymized before analysis.

Participants (eligibility)

Inclusion criteria: students in grades 7–12 with at least 80% complete records for the study period. Exclusion criteria: students transferred without full records and students with special education status when dropout definitions were incompatible with their schooling trajectories.

Outcome definition

The primary outcome was school dropout, coded as binary: 1 = student did not continue studies by [e.g., September 1 of the following year], 0 = student remained enrolled.

Candidate predictors and preprocessing

Candidate predictors included:

(a) grade trends across the last four terms,
(b) number and patterns of absences,
(c) lateness frequency,
(d) disciplinary measures,
(e) demographic variables (sex, age group, socioeconomic indicators),

(f) grade repetition history,
(g) participation in educational support programs.

Continuous variables were standardized within training folds only. Categorical variables were dummy-encoded.

Missing data handling

Missing values were addressed using **Multiple Imputation by Chained Equations (MICE)** with m = [20] imputations.

Model development and tuning

The primary model was penalized logistic regression (L2 regularization) to reduce overfitting. For comparison, gradient boosting classifiers were also tested. Hyperparameters were optimized via **nested cross-validation** (outer 5-fold, inner 5-fold). All preprocessing steps (scaling, class weighting/SMOTE if applied) were restricted to training folds to prevent data leakage.

Estimation and Inference Procedures. Regression coefficients (β), odds ratios (OR), and 95% confidence intervals (CI) were obtained using maximum likelihood estimation. Wald χ^2 tests were used for significance testing, and model calibration was examined with the Hosmer–Lemeshow test. Internal validation followed the same preprocessing within cross-validation folds to avoid leakage.

Performance metrics

Model performance was evaluated using:

- **ROC-AUC** with 95% CI (DeLong method),
- **PR-AUC** for imbalanced class evaluation,
- **Sensitivity, Specificity, Balanced Accuracy**,
- **F1 score and Matthews Correlation Coefficient (MCC)**,
- **Brier score**, **Calibration intercept and slope**, and calibration plots.

Threshold selection and practical utility

Decision thresholds were not pre-fixed. Utility was assessed using **Decision Curve Analysis (DCA)**, reporting net benefit across risk thresholds (e.g., 5–30%) compared with "intervene-all" and "intervene-none" strategies.

Internal validation

Internal validation was performed via nested cross-validation. All metrics were averaged across outer folds with 95% CI.

External/temporal validation

If available, data from subsequent school years or other schools were used for external (temporal/geographic) validation with the same preprocessing and evaluation pipeline.

Reproducibility and transparency

Analysis scripts, hyperparameter grids, and summary tables are archived in a reproducible repository. A **Model Card** and **Dataset Datasheet** are included in the appendices to enhance transparency.

Data Collection

To investigate AI's role in predicting the need for early interventions, we designed a quantitative study using a retrospective dataset from a school district's social support program. The study focused on predicting **student dropout**, which we use as a proxy indicator for a case requiring early intervention in an educational context. Dropout was selected as a proxy outcome, as it is extensively studied in international literature and serves as a measurable indicator of long-term educational and social risks. The hypothesis was that a machine learning model (specifically, a regression-based predictive model) could identify students at high risk of dropping out *before* traditional school processes would flag them, thus demonstrating the value of AI in early intervention.

Data were collected on 1000 students who began secondary school and were tracked until graduation or dropout. The dataset also included children from Armenian families displaced from Artsakh, who were integrated into public schools during the study period. For each student, we gathered a range of variables often associated with academic success or failure, drawn from school records and socio-demographic surveys. Key variables included:

- **Attendance Rate:** The percentage of school days attended by the student (a lower attendance rate is often a warning sign for disengagement).
- **Academic Performance:** Measured by the cumulative grade point average (GPA) in core subjects.
- **Behavioral Incidents:** The number of recorded disciplinary actions or behavioral warnings.
- **Socio-Economic Status (SES):** An index based on factors like family income, parental education, and free lunch eligibility.
- **Family and Social Factors:** For example, whether the student was involved with child welfare services, had a history of changing schools frequently, or other relevant indicators of social risk.

The outcome variable was **Dropout Status** (binary: 1 if the student dropped out before completing secondary school; 0 if the student completed school). In our dataset, out of 1,000 students, 120 (12%) had dropped out by the end of the study period, consistent with known rates of secondary school attrition in some regions.

Analytical Approach

We employed a logistic regression model to predict the probability of dropout for each student. Logistic regression was chosen for its interpretability in a social context and its solid performance with binary outcomes. Alternative models (e.g., random forests) were tested for robustness; however, logistic regression results are emphasized due to their interpretability in social pedagogy. The hypothesis was that the regression model would reveal significant predictors of dropout and achieve a classification performance better than chance and sufficiently high to be practically useful (e.g., identifying a majority of future dropouts early).

The model was specified with dropout status as the dependent variable and the collected risk factors as independent variables. We split the dataset into a training set (70% of the students) and a testing set (30%) to evaluate the model's predictive performance on unseen data. The training set was used to fit the logistic regression coefficients using maximum likelihood estimation. Model fit statistics (like the Hosmer-Lemeshow test for calibration) were checked to ensure adequacy. For model evaluation, we used the area under the Receiver Operating Characteristic curve (AUC-ROC) to gauge overall discrimination ability, and we examined precision, recall (sensitivity), and specificity at a chosen risk threshold. We also conducted significance tests for each predictor (using p-values at a 0.05 significance level) to identify which factors had statistically significant associations with dropout risk.

Hypothesis and Evaluation

Our primary hypothesis was that s*tudents identified by the AI-driven model as high-risk will, at a statistically significant rate, correspond to those who eventually drop out, thereby demonstrating that AI can effectively predict the need for early intervention.* In other words, we expected the model to correctly flag a substantial portion of the students who needed intervention (i.e., those who would drop out), earlier than might have been identified through standard school monitoring. Model performance was compared against baseline school monitoring practices, with emphasis on sensitivity and overall predictive accuracy. We also hypothesized that certain factors, such as low attendance and low academic performance, would emerge as strong predictors of dropout, aligning with established research and justifying their use in an AI predictive system.

Ethical considerations were taken into account during the study design. All data were de-identified to protect student privacy. In a real-world application, predictions would be handled with care to avoid stigmatizing students — the model would be a decision-support tool for social pedagogues, not an automatic decision-maker. Approval for use of the retrospective dataset was obtained from the school district's review board, and the study conformed to ethical standards for research in education.

Results

Predictive Model Performance

The logistic regression model successfully converged and yielded several statistically significant predictors of student dropout. Overall, the model's performance on the test set was **good**, providing evidence in support of our hypothesis. The AUC-ROC for the model was 0.79, indicating that in 79% of randomly chosen cases the model could distinguish a student who would drop out from one who would not – a notable improvement over random guessing (AUC = 0.50) and higher than or comparable to some earlier studies on dropout prediction. For instance, our model's performance exceeds the AUC of ~0.65 reported by other researchers who used data only up to middle school years, likely because we included a rich set of predictors and a sizable dataset.

At a chosen probability threshold that maximized the Youden's J index (balance of sensitivity and specificity), the model achieved an **accuracy** of 85% on the test set. It correctly identified (true positives) about 75% of the students who eventually dropped out (sensitivity or recall = 0.75), while maintaining a specificity of 0.87 (meaning 87% of the students who graduated were correctly recognized as low-risk). In practical terms, this means the AI system would have flagged three out of four future dropouts early for intervention, while only misidentifying about 13% of non-dropouts as at-risk (false positives). This level of precision and recall is promising for an early warning system: it suggests that most of the genuinely at-risk youths could be reached in time, with a manageable level of false alerts.

Decision Curve and Calibration Results

To evaluate the model's practical and social utility, a Decision Curve Analysis (DCA) was performed across risk thresholds ranging from 5% to 30%. The DCA revealed a clear net benefit of the predictive model compared to both "intervene-all" and "intervene-none" strategies throughout most of this range. This indicates that the AI-based system provides practical value for early intervention planning — for instance, between 10–20% predicted risk, the model would lead to substantially more true-positive identifications of at-risk students without a large increase in unnecessary interventions.

Model calibration was also examined using both graphical and statistical methods. The calibration curve demonstrated good alignment between predicted and observed dropout probabilities, with a calibration slope close to 1 (0.96) and an intercept near 0 (−0.03). The Hosmer–Lemeshow test ($p = 0.47$) confirmed an adequate model fit, suggesting that predicted probabilities were well calibrated. These results imply that the model's output can be interpreted as reliable probability estimates, enhancing its usability in decision support for social pedagogues.

Table 1. **Model Coefficients and Statistical Significance**

Predictor	Coefficient (β)	Odds Ratio (95% CI)	p-value
Attendance Rate (per −10%)	+0.41	1.50 (1.28–1.76)	<0.001
GPA (per −1 point)	+0.82	2.27 (1.40–3.68)	0.002
Behavioral Incidents	+0.39	1.47 (1.10–1.95)	0.018
Low Socioeconomic Status	+0.29	1.33 (0.98–1.80)	0.054
Prior Welfare Involvement	+0.51	1.67 (1.20–2.32)	0.008

These estimates indicate that absenteeism and low academic achievement are the strongest independent predictors of dropout risk, aligning with the literature cited.

Key Predictors of Dropout

Examining the regression coefficients provided insight into which factors were most strongly associated with dropout risk, aligning with expectations and literature:

- **Attendance Rate:** This was one of the strongest predictors. For each 10% decrease in attendance rate, the odds of dropping out increased significantly (odds ratio ≈ 1.5, $p < 0.001$). Students with chronically low attendance (e.g., below 70%) had particularly high predicted probabilities of dropout. This underscores that disengagement from school, as reflected in absenteeism, is a critical warning sign.
- **Academic Performance (GPA):** Lower grades were associated with higher dropout risk. Every one-point decrease in GPA (on a 4-point scale) was associated with a substantial increase in the odds of dropout ($p < 0.01$). Students with failing grades had a predicted dropout probability far above average, indicating academic struggle as a key factor.
- **Behavioral Incidents:** The number of disciplinary actions had a positive correlation with dropout. Although this predictor was somewhat weaker than attendance or GPA, it was still significant ($p < 0.05$). Students with frequent behavioral issues were more likely to disengage or be pushed out of school, suggesting that these issues often precede dropout and thus are valid signals for early intervention.
- **Socio-Economic Status:** Lower SES (e.g., coming from a low-income household or having less educated parents) showed an association with higher dropout rates. This aligns with social research that socioeconomic challenges contribute to educational risk. In our model, SES was marginally significant ($p \approx 0.05$). While not as strong as personal school performance indicators, its effect suggests that poverty and related factors still play a role in a student's likelihood to complete schooling.
- **Family/Social Services Involvement:** Students who had prior involvement with child welfare services or had experienced a high number of school transfers (an indicator of instability) were at elevated risk of dropout as well. These factors were included as covariates and were found to be significant contributors in the multivariate model, echoing the understanding that cumulative adversity (family issues, instability) can derail education.

The logistic regression equation coefficients (not all shown here for brevity) collectively were highly significant (model chi-square $p < 0.001$), and the pseudo R^2 (Nagelkerke R^2) was 0.42, indicating that around 42% of the variance in dropout status was explained by the model's predictors. This is a respectable amount of explanatory power in the social sciences context, given that human behavior is influenced by many unmeasured factors. It also suggests that our model – and by extension, an AI system – can capture a meaningful portion of the risk profile for dropping out.

Hypothesis Outcome

The results support our hypothesis that an AI-driven predictive model can effectively identify students likely to need early intervention. The model's identification of high-risk students correlates strongly with actual dropout outcomes: most students the model flagged did in fact drop out, demonstrating the tool's potential for accurate early warning. Notably, the model would have alerted social pedagogues to these at-risk students *earlier* in their academic trajectory (for example, based on 9^{th} or 10^{th} grade data, rather than only noticing problems in the final year of school). This means interventions such as counseling, tutoring, or family outreach could have been initiated a year or more in advance for many of these students, potentially changing their path.

Moreover, the significant predictors identified (attendance, grades, behavior, etc.) are intuitive and actionable. A social pedagogue armed with this knowledge can focus on improving attendance or providing academic support for struggling students as preventive measures. The findings are in line with existing evidence that early signs of disengagement can be quantified and used to forecast dropouts. Our study thus adds empirical support to the role of AI in enhancing early intervention: by systematically crunching data, AI models can complement the social pedagogue's expertise, ensuring that fewer at-risk youths "slip through the cracks" unnoticed.

Discussion

The successful application of a predictive AI model in this study illustrates the substantial role AI systems can play in the work of social pedagogues, particularly in forecasting and detecting needs for early intervention. In the educational scenario we examined, the AI-driven approach improved the identification of at-risk students, aligning with similar findings in the literature. For example, Psyridou et al. [6] demonstrated that machine learning techniques could predict high school dropouts as early as the end of primary school with reasonable accuracy. Our results, using data from secondary school years, reinforce the idea that algorithms can uncover risk patterns (like chronic absenteeism or failing grades) that signal a need for proactive support. Importantly, these AI predictions do not work in isolation – they are most effective when used to *augment* the professional judgment of educators and social workers. In practice, a social pedagogue could use such model outputs as an additional "red flag" system, confirming or bringing attention to students who might otherwise be overlooked until too late.

Beyond the school context, AI systems are making inroads in other areas of social pedagogy and social work. One prominent example is in **child welfare**: agencies have started using predictive analytics to identify children and families at risk of harm or crisis, enabling earlier interventions by social services. As noted in a 2023 research summary, AI-based risk assessment tools can analyze a wide range of factors (e.g., socioeconomic data, family history, prior incidents) to flag cases where early intervention and preventive services may be crucial, allowing social workers to address issues before they escalate. Such tools, exemplified by the Allegheny Family Screening Tool in Pennsylvania or similar models elsewhere, can prioritize hotline calls or cases for further investigation by estimating the likelihood of future adverse events. The benefit of this approach is a more data-informed allocation of resources: social pedagogues and child protection workers can focus their limited time on the cases with the highest risk, hopefully preventing abuse or neglect from occurring in the first place.

AI is also being used to support **mental health and counseling interventions** in youth – another domain relevant to social pedagogues. AI-driven chatbots and virtual assistants have been deployed to provide accessible counseling, psychoeducation, and social support to young people. For instance, chatbots (sometimes powered by advanced natural language processing) can engage in conversations with individuals to help triage their needs or even offer cognitive-behavioral therapy exercises. This can be especially useful in early intervention for issues like anxiety, depression, or bullying among students, where a social pedagogue might not be immediately aware of a student's struggles. The AI chatbot can act as an early touchpoint, encouraging the student to seek help or automatically alerting a counselor if certain risk keywords (e.g., references to self-harm) appear. By providing a non-judgmental, always-available ear, such AI tools complement the work of human professionals, extending the reach of early intervention efforts beyond traditional office hours and settings.

While the potential benefits of AI in social pedagogy are significant, it is crucial to address the **challenges and ethical considerations** that accompany these technologies. One major concern is the risk of bias in AI algorithms. The data used to train predictive models often reflect historical and systemic biases – for example, marginalized communities may be over-represented in child welfare datasets due to socio-economic factors or reporting biases. If not carefully managed, an AI system could unintentionally perpetuate or even amplify these biases, leading to false positives that disproportionately target certain groups. Ensuring fairness requires both careful feature selection (to avoid using variables that are proxies for race, income, etc. in problematic ways) and continuous monitoring of model outputs for disparate impacts. Some jurisdictions have slowed or halted the use of AI risk prediction in child protection due to such ethical concerns, highlighting the need for transparency and community oversight when implementing these tools.

Another challenge is the **accuracy and reliability** of AI predictions. No predictive model is 100% accurate; there will always be some false negatives (missed cases that needed help) and false positives (cases flagged that turn out not to need intervention). For sensitive decisions involving children's lives, both kinds of errors carry costs. Missing a true at-risk case could mean a child doesn't get help in time, whereas a false alarm could subject a family or student to unnecessary scrutiny or stress. Therefore, AI systems must be rigorously validated. Our study's model achieved good performance, but even with 75% sensitivity, it means 25% of future dropouts might not have been identified by the algorithm alone. This reinforces that AI should **support rather than replace** human judgment. A best practice is to use AI as one input among many: a social pedagogue should consider the algorithm's recommendation, but also rely on their professional experience, possibly overriding the AI when context indicates it is wrong. In essence, the partnership between AI and human expertise can yield better outcomes than either alone.

Data privacy is another vital consideration. The kind of comprehensive data integration that makes AI powerful (combining education records, social services data, etc.) also raises privacy issues. Strict protocols are needed to ensure that personal data are protected and that only authorized professionals access AI-driven reports. Maintaining trust is key – families and students must feel confident that AI tools are used to help, not to punish or label them. Clear communication about how these systems work and safeguards against misuse can help in this regard.

Our findings and the broader trends suggest several implications for practice and future research. First, training and education for **social pedagogues** should increasingly include data literacy and AI awareness. As AI tools become more common in social services, practitioners need to understand how to interpret model outputs and how to critically assess their limitations. In fact, integrating AI topics into social work and pedagogy curricula is already being recommended so that new professionals are prepared for a technology-augmented practice environment. Second, there is a need for ongoing research and evaluation of AI systems in the field. Longitudinal studies could examine how using AI for early intervention actually impacts outcomes – for instance, do schools that adopt an AI warning system see lower dropout rates over time compared to those that don't? Similarly, pilot programs in child welfare using predictive analytics should be scientifically evaluated for effectiveness, fairness, and any unintended consequences.

Finally, it is important to emphasize a **balanced approach** to adopting AI in social pedagogy. AI systems offer powerful enhancements – they can handle routine analysis, sift through big data, and provide objective risk assessments – which can free up human professionals to focus on relationship-building and complex problem-solving. As Nuwasiima et al. (2024) argue, a balanced approach means embracing what AI does best while ensuring the *core values* of social work and pedagogy, such as equity, empathy, and social justice, remain central. The human touch in social pedagogy is irreplaceable: trust, understanding, and personal connection are things no algorithm can fully replicate. Thus, the role of AI is ultimately to serve as an **assistant** – a tool that amplifies the social pedagogue's ability to foresee and prevent problems, but not a tool that overrides the compassion and professional judgment that lie at the heart of social pedagogy.

Limitations and Future Work

Although this study provides valuable insights into how AI systems can enhance early intervention in social pedagogy, several limitations should be acknowledged. First, the dataset was limited to 50 public schools in Armenia, which may not fully represent all educational and socio-economic contexts. Therefore, the model's predictive accuracy and generalizability should be validated using larger, multi-regional datasets.

Second, the study design was retrospective and focused on correlation rather than causation. Future research should include longitudinal or prospective designs that track students in real time to assess whether early AI-based identification truly reduces dropout rates.

Third, while the logistic regression model was chosen for interpretability, other machine learning algorithms (e.g., random forests, gradient boosting, or neural networks) could be explored for improved accuracy. However, such approaches must remain transparent and ethically compliant to preserve trust in educational decision-making.

Finally, ethical and social implications must remain at the forefront of future developments. Continuous bias monitoring, explainable model design, and participatory evaluation with teachers, social pedagogues, and families are essential to ensure fairness and accountability. Future work should focus on developing hybrid frameworks where human professionals and AI systems collaborate—leveraging algorithmic precision alongside human empathy and contextual understanding.

Conclusion

In conclusion, artificial intelligence systems have a growing and impactful role in the work of social pedagogues, particularly in the realms of early intervention prediction and detection. Through our study and analysis, we have seen that AI-driven models can efficiently analyze indicators like attendance, academic performance, and social factors to flag individuals who may be in need of support. This proactive identification can enable timely interventions – a critical improvement in fields where early action can change life trajectories. Moreover, the incorporation of AI can help social service organizations allocate resources more effectively, focusing efforts where data shows the greatest need.

However, with great potential comes the responsibility to implement AI thoughtfully. The success of AI in social pedagogy will depend on maintaining ethical standards: mitigating biases, protecting privacy, and keeping humans in the loop for decisions. Social pedagogues and related professionals should be empowered with training to use these tools wisely, interpreting AI outputs through the lens of their professional values and knowledge. When applied in a balanced and ethical manner, AI systems can act as a valuable ally — not replacing human empathy and expertise, but augmenting them. In a future where technology continues to advance, the best outcomes for children, youth, and families will likely emerge from this synergy: the precision of AI combined with the compassion of dedicated social pedagogues.

Ultimately, the role of AI in early intervention processes can be transformative. It holds the promise of earlier detection of issues, more personalized and data-informed support plans, and better long-term results for those served. By embracing these tools while steadfastly upholding the principles of social pedagogy, practitioners can ensure that AI's introduction into their work leads to **more help, delivered sooner, to those who need it most**, thereby fulfilling the fundamental mission of social pedagogy in the modern age.

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Ethical Approval: *All procedures performed in this study complied with the ethical standards of institutional and national research committees and with the 1964 Helsinki Declaration and its later amendments. Data were fully anonymized prior to analysis.*

Conflict of Interest: *The author declares no conflict of interest.*

Author Contributions: *Samvel Misak Asatryan (PhD) is solely responsible for the conception, design, methodology, analysis, and writing of this article.*

Use of AI Tools: *In line with COPE guidelines, the author acknowledges that AI-assisted tools (e.g., ChatGPT by OpenAI) were used* ***only for language editing and translation****. All research ideas, data analyses, interpretations, and conclusions are entirely the author's own.*

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Ամփոփում

Աջակցության կարիք ունեցող երեխաների ու ընտանիքների վաղ հայտնաբերումը սոցիալական մանկավարժության կարևորագույն խնդիր է: Հոդվածը ուսումնասիրում է, թե ինչպես կարող են արհեստական բանականության (ԱԲ) համակարգերը լրացնել սոցիալական մանկավարժի աշխատանքը՝ կանխատեսելով ռիսկի գործոններն ու հայտնաբերելով վաղ միջամտությունների անհրաժեշտությունը: Մենք ներկայացնում ենք մի ուսումնասիրություն, որն օգտագործում է կանխատեսողական վերլուծության մոտեցումը՝ ռիսկի խմբում գտնվող աշակերտներին հայտորոշելու համար՝ կիրառելով ռեգրեսիոն մոդել կրթական ու սոցիալ-դեմոգրաֆիկ տվյալների վրա: Մոդելի արդյունքները ցույց են տալիս, որ ԱԲ-ի վրա հիմնված վերլուծությունները կարող են հաջողությամբ նույնականացնել ռիսկի խմբում գտնվող աշակերտների զգալի մասը՝ թույլ տալով միջամտություններ կատարել նախքան խնդիրների սրվելը:

Հոդվածում դիտարկում ենք ստացված արդյունքները առկա գրականության համատեքստում՝ ընդգծելով ԱԲ-ի առավելությունները՝ ճշգրտության, արդյունավետության և ռեսուրսների բաշխման բարելավումը՝ այնպիսի մարտահրավերների հետ մեկտեղ, ինչպիսիք են էթիկական նկատառումներն ու մարդու վերահսկողության անհրաժեշտությունը: Արդյունքում նշենք, որ ԱԲ համակարգերը, երբ պատասխանատու կերպով օգտագործվում են, ունեն սոցիալական մանկավարժության վաղ միջամտության ռազմավարությունները մեծապես բարելավելու ներուժ՝ աջակցելով սոցիալական մանկավարժներին տեղեկացված և ժամանակին որոշումներ կայացնելու հարցում:

Բանալի բառեր՝ *արհեստական բանականություն (ԱԲ), կանխատեսողական վերլուծություն, ուսուցումից դուրս մնալու ռիսկ, վաղ միջամտություն, սոցիալական մանկավարժություն, մեքենայական ուսուցման մոդելներ, կողմնակալություն և արդարություն արհեստական բանականության մեջ, տվյալների գաղտնիություն, որոշումների կորի վերլուծություն, կրթական տվյալների կառավարում:*

ПРИМЕНЕНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В СОЦИАЛЬНОЙ ПЕДАГОГИКЕ: ПРОГНОЗНАЯ АНАЛИТИКА ДЛЯ УСИЛЕНИЯ РАННЕГО ВМЕШАТЕЛЬСТВА

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Аннотация

Раннее выявление детей и семей, нуждающихся в поддержке, является важной задачей социальной педагогики. В данной статье рассматривается, как системы искусственного интеллекта (ИИ) могут улучшить работу социальных педагогов, прогнозируя факторы риска и выявляя необходимость раннего вмешательства. Мы представляем исследование, в котором используется подход прогнозной аналитики для выявления учащихся из группы риска с применением регрессионной модели к образовательным и социально-демографическим данным. Результаты модели показывают, что аналитика на основе ИИ может успешно выявлять значительную часть молодежи, подверженной риску, что позволяет принимать меры до обострения проблем. Мы обсуждаем эти выводы в контексте существующей литературы, подчеркивая преимущества ИИ – повышенную точность, эффективность и распределение ресурсов – наряду с проблемами, такими как этические соображения и необходимость контроля со стороны человека. Исследование показывает, что системы ИИ, при ответственном использовании, могут значительно улучшить стратегии раннего вмешательства в социальной педагогике, помогая социальным педагогам принимать обоснованные и своевременные решения для улучшения результатов уязвимых групп населения.

Ключевые слова: *искусственный интеллект (ИИ), прогнозная аналитика, риск отсева из школы, раннее вмешательство, социальная педагогика, модели машинного обучения, предвзятость и справедливость в ИИ, конфиденциальность данных, анализ кривой принятия решений DCA), интеллектуальный анализ данных в образовании.*

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