

INTERVENTION WITH ONE AT-RISK STUDENT

A CASE STUDY

(Application of Known Research)

MASTER'S PROJECT

Submitted to the School of Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

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I would like to thank my wife for her patience and longsuffering with regard to my education endeavors. I would also like to thank her editing and typing and organizing my thoughts into literate communication.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	v
Chapter	
I. INTRODUCTION TO THE PROBLEM	1
Statement of the Problem	
Hypothesis	
Premise 1	
Premise 2	
Subject	
II. DESIGN OF INTERVENTION	9
Procedures	
Goal	
III. RESULTS	18
Statement	
Observation	
Anecdotes	
Newspaper Article	
School Transcripts	
IV. CONCLUSION	38
BIBLIOGRAPHY	40

CHAPTER I

INTRODUCTION TO PROBLEM

Bowlby (1900) talks of how important the mother-child relationship is in developing responsible adults. Yet we encourage the opposite; women seek fulfillment outside the home, leaving the raising of their children to someone else. We teach few parenting skills, yet research tells us that parental expectations have more to do with success in school than any other factor.

We know that if a child does not have a majority of successful experiences in the first few grades, he will give up. Yet negative, failing experiences continue for up to 20% of our children (Bloom 1976a). Bloom (1976b) suggests that if we spend an extra 15% of our time with these "Slow-Learners" they can learn as well as the "Fast-Learners". Yet this program is not implemented. Children that we as a society lose, for lack of understanding, may be justified, but those lost for lack of effort is criminal. Until a child or person reaches critical mass, i.e., producing more than they consume, giving more to society than he is taking, our task of helping these people learn and produce will continue. This is magnified in the criminal population where it costs \$20,000 per year to incarcerate an individual (Abell 1988). This could be prevented by a mother who knew the significance of

her position in that child's life and a society that supported both in teaching and parenting skills. A few dollars spent early might save thousands later and greatly lessen human suffering both of the criminal and of his victims.

Problem Statement:

Research in the last twenty years has shown that we are failing 20% of our children that might otherwise pass if the proper learning environment was provided (Bloom, 1978). The schools have attempted to address this problem, through various programs, but these programs often add to the problems rather than helping. Through the ages one-on-one learning has been recognized as probably the best way to transfer knowledge. Thus if a teacher or other significant adult can identify an at-risk kid and spend some extra time in a learning-caring environment many of these lost kids will be found. Research has given us several ways to approach these problems and all that needs to be done is to pick a method or methods we are comfortable with and see if a relationship can develop. This individual one-to-one learning relationship could make a difference in the child's life.

This leads us to a hypothesis. If each of us as individuals would take the time and effort to seek out one other human being who may be having difficulty in his/her learning environment and apply our expertise in helping him/her, then a significant change could be made, not only for the individu-

individual, but for society in general. This is not to suggest that we need to be all things to all people, but we should be able to identify one individual who is at-risk and put forth a little extra effort to help.

Premise 1. Motivation:

The student needs to want to learn, this is the major problem to overcome. We cannot force the child to learn, we need to make the student thirsty for learning.

How is this achieved?

Extrinsic Motivation:

It is important to know the student in order to understand his/her goals and dreams. By doing this, a knowledge can be gained as to ways to motivate. Without motive, our effort will be moot. Pavlov (1941) and Skinner (1976) have shown us that behavior can be changed through conditioning to a certain extent. Skinner (1976) even proposes that there is a direct link between stimulus and response and if we had a full understanding of this we could program people as we wished. Though I do not agree with this conclusion, the use of some of these methods do prove helpful. It helps to set goals mutually with the student. We have an obligation to express what we feel to be important but it must be the student's decision and therefore his responsibility. The student needs to know that he/she is responsible for what happens educationally and otherwise. Thus we need to go from

the extrinsic motivation as Skinner would suggest to an intrinsic motivation.

Premise 2. Attention:

Through mostly our experience, all of us come to a world view. Since we do not all experience the same things or when we do, we interpret the experience differently. Thus, we all have different world view. Freud's (1959) experience led him to psychoanalytic theory of ego, the id and the super ego; others look at the same things and come up with different answers, hence Rogers' (1969) kinder view, Skinner's responsive view, etc. So it seems as our experiences differ widely and unless we can understand others' experiences, we cannot relate to them. The more common the experience, the better the relationship. As we build these relationships, we can more fully understand motives in others, because we have experienced the same or in another way we have learned the same.

This brings us to the ludicrous situation of a female college graduate trying to relate to a six year old boy whose experience and motivations she cannot possibly understand without special training. There is not much written information, from personal accounts of "at-risk" kids, about their motivation, because most are not literate or have not become literate enough to relate such things.

So what needs to be done? These situations feed upon

themselves. These "at-risk" children are often disruptive and unruly, creating difficulties and not ingratiating themselves to their teachers. Often the way they are dealt with is by punishment -- forcing the child to do the teacher's beckoning. Gorden (1972,1974) has suggested there might be a better way. That punishment may not work as we have expected, but perhaps does just the opposite. Sometimes it seems that these kids do learn though in spite of and not because of our efforts.

I believe Gorden has identified the most important thing in a child's learning experience - parents. In his P.E.T. book ("Parent Effectiveness Training" 1972), Gorden gives ideas for democratic organization in the family. Other evidence of parental influence in education is the Vietnamese boat refugees who have taken advantage of the opportunities presented to them. They are more disadvantaged than most of the other minorities yet they excel. The only conclusion, all other things being equal, is that parental influence has made the difference. Many of their children have excelled in school. It seems that we could learn from their example. It is my opinion that the decline in scholastic achievement is not due to a decline in the educational system but a decline in parenting skill and parental expectation, parental concern and parental attention.

We have many tools to work with at our disposal. If we

are not the parent, then we can become a significant adult, which is almost as good. If we can work in the home in discussing the problem with the parents, we can teach parenting skills so not only can the particular student be helped, but also his siblings. In so doing, the end is what is important much more so than the means. We want to help the individual. So as long as we are ethical, we can use many of the good things that have biased statistical research like the "Hawthorne Effect" of the Westinghouse research. Since most learning situations are competitive, the "at-risk" student can be given an advantage by teaching them study and strategic learning techniques. The beauty of involving others like the student's teachers and parents, is that they will begin to address the problems together. With a few strategic articles as handouts, understanding will be enhanced and future students will benefit. Again, the "Hawthorne Effect"; people respond well to attention.

There are many studies that could be mentioned, those of Kolberg, Erickson, Piaget, etc., which are important and could be expounded upon, but I think one gets the idea.

Subject:

Subject: Sam

Age: 15

Grade: 8

Third child in family of seven

Large for age; 6 ft. 250 lbs.

Sam was retained in 6th grade

Last grading period (June 1991), all F's

School was going to retain again.

Sam said he would quit school if retained.

Meeting was scheduled with school principal and guidance counselor.

Meeting: At school

Setting: Principal's office

Date: 14 June 91

Time: 10:30 a.m.

Those Present: Sam, his mother, myself, guidance counselor and principal.

To prepare for the meeting, Sam, his mother and I reviewed Doyle's (1989) article "The Resistance of Conventional Wisdom to Research Evidence: The Case of Retention in Grade". Hoping to use this information to show the futility of failing students in the hope the student would learn the material the next year.

Meeting: Greetings and introductions

Guidance counselor. "If Sam goes to summer school and is successful he would be promoted. What is your interest in Sam?"

Myself. " I am a friend of the family and I am using this opportunity for a dual purpose, First to help Sam, both scholastically and personally ,i.e. self-image and second to fulfill the requirements of a master's project."

The rest of the meeting was a philosophical discussion on education and the individual -- a synopsis of my master's project.

Myself. " Are you aware of Doyle's article on retention?"

Others. " No."

Myself. " In the article, Doyle explains there is little research evidence that retention is helpful and in fact the research suggests the opposite."

I gave them each a copy of the article.

Myself. " There will be a need for positive things in Sam's life. Betty are you and your family going to be able to be this positive influence."

Mom. " I think so."

Mom and I. " Thanks for your time."

CHAPTER II

DESIGN OF INTERVENTION

There were three thrusts to my intervention strategy.

1. Paying personal attention to the at-risk student.
2. Involving parents in the education of the student to include having them take over some responsibility for teaching.
3. Involving selective school faculty members as advocates for the at-risk student.

A brief outline of each strategy follows with anecdotes illustrating how each strategy was carried out.

It was my design not to tutor, but gradually to shift more responsibility to the student. To do this weekly meetings were scheduled. The first portion of each weekly meeting was devoted to Sam and myself going over any returned homework and tests that he had gotten back during the previous five days of school.

The two of us then analyzed each test in terms of concepts he had mastered and those he needed to master. An example of this practice in action is included in the anecdote listed below.

T stands for tutor.

S stands for Sam.

Oct. 9, Tues. evening - kitchen in Sam' house, 7:45 p.m.

- T. "Sam, you did pretty well on that multiplication exercise."
- S. "Yeah, not too bad."
- T. "It appears that you have got the hang of how to do most multiplication problems when you have to multiply by three digits."
- S. "Yeah, that's right."
- T. "Do you notice anything about the problem you missed?"
- S. "Yeah, two of them have a zero in the multiplier."
- T. After almost a minute passed as he was looking at the problem. "You are right. Both problem five and problem nine do contain zero's in the multiplier."
- S. "Do you suppose that I don't know how to multiply by zero?"
- T. "Well let's check that out. How much 0×9 ."
- S. "0"
- T. " 6×0 "
- S. "0"
- T. "It looks to me that you know how to multiply by zero when it is in the place of one digit. Let's look at some other problems where zero is part of the multiplier."
- S. "Problem 2. I multiply by 520 and got it right."

- T. "Yeah, you did."
- S. "And I got problem 8 right also. I multiplied by 800 in that one."
- T. "So when 0 is the last digit in a multiplier you get it right and when you have 2 consecutive 0's ending a multiplier , you get that right."
- S. "Yeah"
- T. "So maybe if you would see the math teacher and point out what you and I have discussed, maybe he can help you find out what problem you have multiply zero's."

The student agreed to this plan, and we looked at problem one, which Sam had also missed.

As indicated above, my second goal was to involve the parents in a constructive way. Let us look at how things were before my intervention with family.

Below find two anecdotes that represent the before and after the initiation of my intervention.

31 August 1992

Setting: 7:3p.m. at the Adams home. It had been agreed to by both parents and Sam, that from 7:30 to 9:00 p.m., tutoring would take place in their kitchen.

When I arrived at 7:30 p.m. for the tutoring session, I found the whole family in the farm yard looking after the

pigs. The youngest son Willie, had raised the pig selected as the grand champion of the county fair that weekend.

Sept 14, 1992

Place: The front porch of the Adams home. I had asked that Mr. Adams meet with me at 7:00 p.m. prior to tutoring Sam.

T. "Mr. Adams, I asked to meet with you before my tutoring because I wanted to talk at length with you about how you and Mrs. Adams could help Sam and the other kids to do better in school."

Mr. A. "I know. And some of the stuff you asked us to do really seems to help. For instance now Monday through Thursday, our three kids have to be in the kitchen working on their homework. And either Mrs. A or I are in there with them."

T. "Yes, I'm glad. Had any problems with it yet?"

Mr. A. "Well sometimes those three high school kids get uppity. The other night they had started working when Sam turned on the radio and it blared so loud, that I thought they couldn't concentrate."

T. "Well, what happened then?"

Mr. A. "I told Sam to turn that damn thing off or I was going to get upset."

- T. "Did he do as you asked?"
- Mr. A. "Not the first time, but I yelled at him pretty good."
- T. "Did that do it."
- Mr. A. "Hell, no. I had to threaten him before he finally turned it off."
- T. "And did that do the trick."
- Mr. A. "No. Instead of doing their homework they complained about what a dictator I was and how the rest of their friends didn't have to put up with that."
- T. "So they did what you asked them, but you're still not too happy."
- Mr. A. "Yeah. They didn't get much done."
- T. "I brought along a little book that talks about parents and kids getting along. (Parent Effectiveness Training) And I wonder if you would look at it before I come over again."
- Mr. A. "Sure, I'd like to get along better with the kids. I don't like the hassle any better than they do."
- T. "Well why don't you start by looking at the chapter on Parental Power then maybe we can talk about it the next time I come to tutor Sam."

Third, I wanted to involve Sam's teachers. Tact must be used so the intervener is not perceived as a threat. I want to enlist their aid, not alienate them. By suggesting or giving them a few pertinent educational articles, the teacher may also learn intervention strategies. Below is an anecdote of a conference with Sam's math teacher.

T. stands for tutor.

MT. stands for math teacher.

6 Sept 1992

Setting - 3:30 p.m. at high school in math teacher's room. I already knew the teacher because she had taught my children in school.

T. "Hi, I am a friend of the Adams family and I am doing a Master's Project on one at-risk student. I have chosen Sam to be that student."

MT. "That sounds interesting. It sure should be a challenge. I had Sam last year and couldn't get him to do much."

T. "That seems to be a problem with certain at-risk kids. I'm here to enlist your help in changing this attitude."

MT. "How can I help."

T. "I have a few research articles that seem to fit Sam's case. One is about the level of success of 1st and 2nd graders. It seems, by this research,

that about 20% of these students, who do not have positive experiences, seem to give up on school and are often labeled slow learners. Bloom in this other article suggests that with as little as 10% extra time with a so-called slow learners that they learn as well as the faster learners. Is it okay if I leave these with you."

MT. "Yeah, it sounds interesting."

T. "What I want to do is to try to provide successful experiences with Sam. To do this, I'm meeting with Sam once a week. In these meetings we are going to go over his success the previous week and then address the problems. So, if you think something needs additional work could you either call or send a note home with Sam."

MT. "I could do that."

T. "It like Dan Quayle says, a mind is a terrible thing to lose."

Both. "Laugh."

We spend the next ten minutes talking about my children and what they are doing.

Before starting it is necessary to determine the measured achievement level of the at-risk student. Also, the past academic performance by school records. I used the WRAT Achievement Test.

Last grading period: March to June 1992- 8th grade- All Failures.

Grade Level School Test

Begin 8th grade 5.7

End 8th grade 5.2

The above was supplied by the school.

Jastak Wide Range Achievement Test Results (for 15 year olds):

	Raw	Standard Score	Percentile
Reading	55	103	58
Spelling	21	86	18
Arithmetic	27	96	39

The test results indicate Sam is learning although his grades do not show it. He even scores above average in reading, near average in math but poor in spelling. The disparity between the reading and spelling seems to show lack of application on Sam's part, because of the rote nature of learning to spell.

GOALS:

1. 9th Grade - C average with some A's
2. Achievement - Raise two grade levels in one year
3. Parental Involvement -
 - A. Parental input will move from negative to positive.
 - B. They will assist in the tutoring and be able to recognize and commend real achievement.

4. 10th Grade - Become self-learner

- A. Sam will be able to know where and how to find information.
- B. He will be able to use various methods for problem solving.
- C. He will be more self-reliant.

CHAPTER III

RESULTS

Sam was in the eighth grade; He was not being successful at school, failing in all subjects. He was a large boy, 6'2", 240 pounds. With his lack of success and/or trying and his apparent retention in 8th grade Sam wanted to quit school.

This is where the individual intervention started. First it was important that Sam, especially as big as he was, was not retained in eighth grade. This was accomplished through summer school. He took two courses math and English and received B's in both.

Then he needed to be successful in his freshman year. Weekly sessions were scheduled to help and motivate. The parents were enlisted to encourage, not discourage. Positive encouragement techniques and ways to implement them were discussed. Some role playing was involved. Sam's father, a close friend of the author and someone who respected my opinion, was treated (for one visit) critically about his parenting skills. After this he felt very bad about himself. Though many of his parenting skills were poor, i.e., being critical and threatening, many were good, i.e., doing family projects and things together as a family. The father's feelings at this time were discussed. I explained to the father that I had purposely been critical of him to show him

how Sam feels when he is critical of Sam. It was a point well taken.

Positive encouragement was needed. To do this, parents, teacher, and friends were enlisted, some with more success than others. We talked to each other and explained what we are trying to do made a significant change in attitudes toward Sam. This also affected Sam's attitude. He began to enjoy school.

Sam's freshman year was successful. He passed all subjects except Spanish (which I had recommended that he not take). Even in Spanish, when there was motive, he would get "As", even "100s", on tests and quizzes. Sam's progress academically was interrupted with family projects and activities, i.e., hog raising and newspaper routes. As the novelty of these things wore off, he would again devote more time to his school work. His sophomore year is even more encouraging, playing football and his biology project have provided motivation for his school.

Some other interesting things have happened to the family. The youngest boy, age nine, would bolt from the family car on the way to school and run away so he would not have to go to school, missing forty days last year, is now on the honor roll. The next oldest boy missed 58 days last year. This year he has only missed six days and has made the honor

roll once. Sam almost made the honor roll for the last nine weeks.

INTERESTING OBSERVATIONS

1. The problems of focus in a diverse surrounding.
2. The problems of consistency in the multi-demanding complexity of living.

In working with Sam, it seemed as long as he was focused on his school learning, he would do exceptionally well. Some evidence of this is shown in the teacher's grade book.

His success can also be correlated with his adherence to his study schedule and the parents' encouragement.

In the second grading period the family got involved in raising hogs. This was of mixed benefit. Sam's focus went from school work to working with pigs. Then in February, the family got involved in a paper route, further moving the focus away from school work. On the weekend, Sam would help deliver papers through the night, then could not study through the day because he was too tired.

For myself, it is also difficult to run a business and go to school. When orders need to be filled, equipment needs to be repaired or papers were due simultaneously, the continuity of some weekly meetings was lost.

If this type of variable is recognized, efforts can be taken to control them and try to neutralize their effect. To

the extent this was not accomplished accounts for most of the negatives involved in this study.

The positive results: Though the goals were not reached, significant improvement was had in several areas.

First, grades: By the transcripts we see a disturbing pattern, Sam starts school as a little boy who was eager to learn and getting average or above grades. At age fifteen, he is in the eighth grade failing all subjects, saying that if he were retained, he would quit school. Sam then successfully completed his freshman year.

His attendance improved from 29 days absent to 18. He also played varsity football and earned a letter.

ANECDOTE

3 June 1991

Visit to home.

'As I entered, Sam and Willie were arguing, a little pushing and shoving even.

Father indicated kids are always fighting and they won't listen. He threatens to send them to Fox Run (local crisis hospital) to settle them. He repeats this five times in the next half hour.

When I'm asking a question to Sam, the parents would answer, another sibling would answer and Sam would answer all at once. Each trying to be heard over the other.

As things quieted down, I started to work with Sam. We worked through some math problems he was having difficulty with.

Willie has a question. As I pause to answer, Sam interrupts. This happens four times. There is a lot of competition for attention.

ANECDOTE

31 August 1992

Visit to home.

Family has started raising pigs. Youngest boy won grand champion at the county fair.

Whole family has responsibilities for the pigs. Every time I visit, the first activity is to view the progress of the pigs.

In the next 15 minutes, the father made several requests, from feeding certain groups of pigs to not doing certain things. Depending on the importance of the task it was usually preformed on the fourth request. If the request was not pursued by the father, it was ignored. Fighting and arguments were minimal. Just two verbal disputes in that 15 minutes between the children.

We went back to the house where Sam and I went over areas of polygons. In the next half hour there were no interruptions, just a discussion on polygons.

WRAT RESULTS

	Aug. 1991			Jan. 1993			
	R.S.	%ile	G.E.	R.S.	%ile	G.E.	Change
Reading	55	58	9E	64	75	12E	+3
Spelling	21	18	6B	28	42	9B	+3
Arithmetic	27	42	7B	28	50	7B	0

According to this test, in a year and half, Sam has gained, in two subjects, 3 grade equivalences. And even though he did not raise the G.E. in math, he did do better.

They've a 'quail' to tell

Coturnix quail have taken up residence at ██████ High School. In one of the science labs that is.

And biology teacher ██████ and student ██████ are "parents" to the flock of game birds. ██████ approached me one day and asked if I had any incubators," ██████ said. "He knew where we could get hold of a few quail eggs and I did have two incubators that hadn't been used in about seven years."

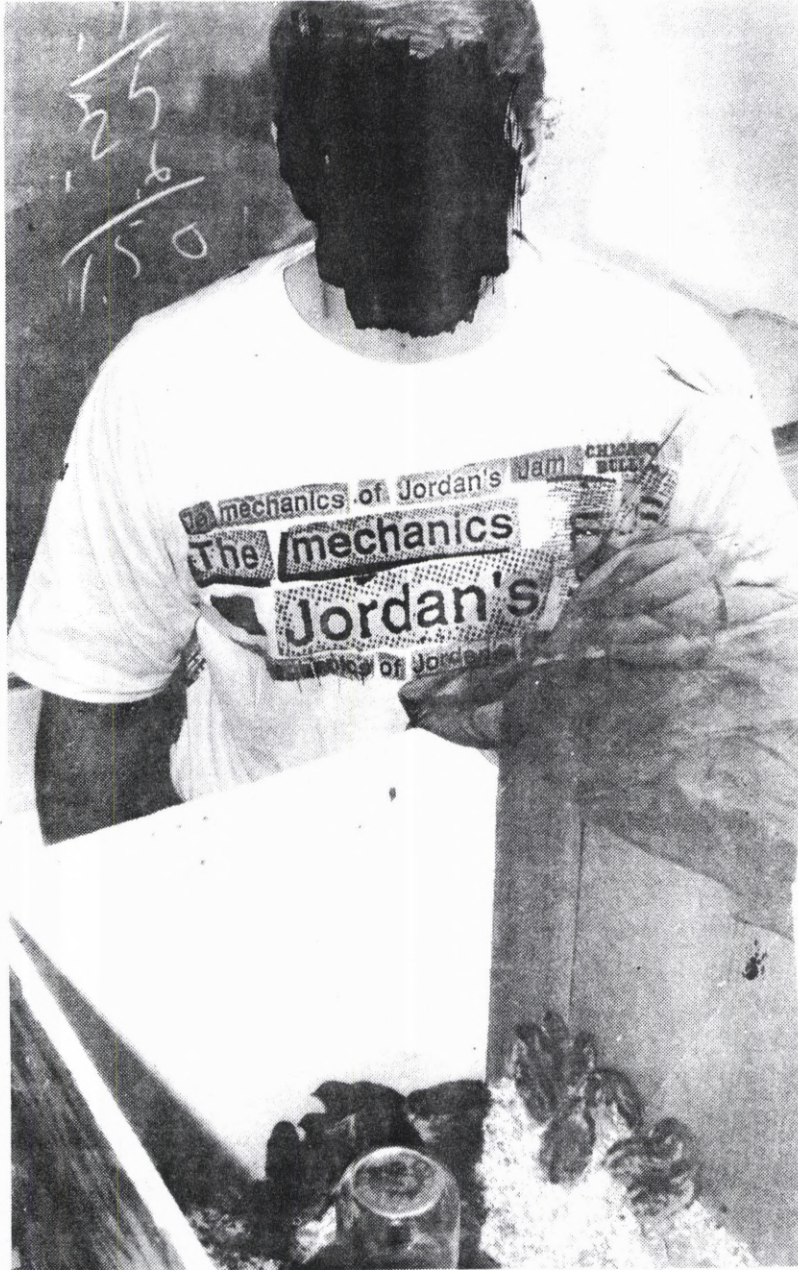
The eggs were purchased and were placed in the incubators. After hatching two batches of purchased eggs, they no longer need to do so. "After our first group began laying, we just used their eggs."

This type of quail reaches maturity at seven weeks and with five mature birds they obtain on the average of 1-2 eggs per day. The eggs are kept at room temperature until enough (usually 12-14) have been gathered for incubation.

After approximately 17 days of incubation, the young quail begin to emerge from their shells. "We had to experiment with the first few batches to find the right conditions for incubation," ██████ said. "But we believe we have found the right conditions now."

Four different age groups of the game birds have been hatched thus far with another in the incubator. A fairly decent success rate of hatchings has also come about due to careful documentation by ██████ and ██████. They now have birds ranging in ages from one week, four weeks, six weeks, and 10 weeks.

The two plan to release the birds into the wild, but also plan to keep a few of the birds for breeding purposes. "We also are planning to get some bobwhite and pheasant eggs to hatch," ██████ stated. Although they will be back to the drawing board with finding the best conditions for incubation for the larger eggs, the



██████████, a biology student at ██████ High School, shows some the Coturnix quail that he and biology teacher ██████ have hatched through incubation. The birds are a week old and are the offspring of the first quails that were hatched by the two about 11 weeks ago.

work and study that has gone into the past 11 weeks with the

coturnix quail should be of help to the two.

3276
PUPIL'S YEARLY RECORD
KINDERGARTEN
1981-1982

Name _____ Sex M Grade K
Last _____ First _____ Middle _____

Date of Birth Aug. 29 1975 Age September 1 Place _____
Month _____ Day _____ Year _____

Date Entered 8/25/81 School Last Attended _____ Where _____

Date Withdrawn _____ Withdrawn to _____ Where _____

Home Address Route 1, _____, Ohio 43976 Telephone 937-2823

Pupil Transported Yes No _____ Transported More than 1 mile Yes _____ No _____ Bus No. _____

Parent-Guardian _____

Address — Parent or Guardian Route 1, _____, Ohio 43976

Occupation — Mother Housewife Father Steel Mill

ACADEMIC PROGRESS

EMOTIONAL DEVELOPMENT

<input checked="" type="checkbox"/> VG	Participates in Discussion
<input checked="" type="checkbox"/> VG	Enjoys Listening To Stories And Poems
<input checked="" type="checkbox"/> VG	Shows an Interest In The World About Him
<input checked="" type="checkbox"/> G	Shows an Interest In Learning New Facts and Concepts
<input checked="" type="checkbox"/> G	Can Tell Stories From Pictures
<input checked="" type="checkbox"/> G	Can Tell Stories In Proper Sequence
<input checked="" type="checkbox"/> VG	Expresses Ideas And Experiences Well
<input checked="" type="checkbox"/> G	Expresses Ideas In Complete Sentences
<input checked="" type="checkbox"/> G	Shows Interest In Words, Numbers And Colors
<input checked="" type="checkbox"/> G	Can See Likenesses And Differences In Objects, Pictures, And Letters
<input checked="" type="checkbox"/> VG	Can Hear Likenesses And Differences In Sounds
<input checked="" type="checkbox"/> VG	Can See Likenesses And Differences In Size, Shape, And Color
<input checked="" type="checkbox"/> VG	Is Alert To The Uses Of Numbers;
<input checked="" type="checkbox"/> VG	Speaks Clearly And Accurately

<input checked="" type="checkbox"/> G	Shows Self Confidence
<input checked="" type="checkbox"/> PG	Adjusts To New Situations
<input checked="" type="checkbox"/> G	Can Accept Small Disappointments
<input checked="" type="checkbox"/> G	Demands No More Than Normal Share Of Attention

SOCIAL DEVELOPMENT

<input checked="" type="checkbox"/> VG	Works And Plays Well With Others
<input checked="" type="checkbox"/> VG	Is Willing To Share
<input checked="" type="checkbox"/> G	Respects The Rights And Properties Of Others
<input checked="" type="checkbox"/> G	Is Developing Good Manners
<input checked="" type="checkbox"/> PG	Is Reasonably Quiet In Room And Halls
<input checked="" type="checkbox"/> G	Listens Without Interrupting

WORK HABITS

<input checked="" type="checkbox"/> PG	Follows Directions
<input checked="" type="checkbox"/> G	Completes Work
<input checked="" type="checkbox"/> VG	Cleans Up Properly
<input checked="" type="checkbox"/> VG	Takes Care Of Material And Equipment
<input checked="" type="checkbox"/> G	Works Independently
<input checked="" type="checkbox"/> G	Uses Time Wisely

CREATIVE ACTIVITIES

<input checked="" type="checkbox"/> G	Is Creative With Art Materials
<input checked="" type="checkbox"/> G	Shows Growth In Creative Ideas
<input checked="" type="checkbox"/> G	Enjoys Singing With Group
<input checked="" type="checkbox"/> G	Enjoys Listening To Music
<input checked="" type="checkbox"/> G	Enjoys Doing Simple Dramatizations

COMMENTS

_____ is very eager to learn. He enjoys capturing new ideas. He tends to be silly sometimes but it takes little to settle him.

HEALTH AND SAFETY

<input checked="" type="checkbox"/> G	Relaxes And Rests Quietly
<input checked="" type="checkbox"/> VG	Obeys Safety Rules
<input checked="" type="checkbox"/> VG	Uses Good Health Habits
<input checked="" type="checkbox"/> VG	Is Careful Not To Hurt Others

ATTENDANCE

Period	1	2	Total
Days Present			
Days Absent			
Times Tardy			

1st Assignment

Assigned to the _____
grade for the 19 82-19 83
school term _____
Teacher _____ signed _____
Principal _____ signed _____

Name _____ Sex M Grade 2nd
 Last First Middle
 Date of Birth August 29 1975 Age September 1 Place _____
 Month Day Year
 Date Entered 8/29/83 School Last Attended _____ Where _____
 Date Withdrawn _____ Withdrawn to _____ Where _____
 Home Address Co. Road 51, _____, Ohio Telephone _____
 Pupil Transported Yes X No _____ Transported More than 1 mile Yes _____ No _____ Bus No. _____
 Parent-Guardian _____
 Address — Parent or Guardian Co. Road 51, _____, Ohio 43976
 Occupation — Mother Housewife Father Weirton Steel

PROGRESS REPORT

SUBJECT	MARKING PERIOD				YEARLY AVERAGE	Percent	Grad Point
	1st Sem.		2nd Sem.				
	1	2	3	4			
Reading	D	D	D	C	1.0	94-100	4
Arithmetic	C	C	F	D	1.1	87-93	3
Spelling	F	F	F	D	1.2		
English	C	C	C	C	1.8	77-86	2
Writing	C	C	C	B	2.4	70-76	1
Social Studies	S	S	S	S	S		
Science	S	S	S	S	S		
Music	S	S	S				
Art	S	S	S	S	S		
Health & Phy. Ed.							

A — Superior (distinctly outstanding in quality and/or quantity of work)
 B — Excellent (above normal in quality and/or quantity of work)
 C — Good (normal, expected work for grade)
 D — Poor (below normal standard but passing)
 F — Failure (too poor to provide basis for work which follows)
 Below 70

Reading Level Completed 8
 This School Year _____

ATTENDANCE RECORD

Nine Weeks Period

Nine Weeks Period	1	2	3	4	Total
Days Present	42	34	33	40	148
Days Absent	2	12	7	5	27
Times Tardy	2	1			2

COMMENTS:

CERTIFICATE OF ASSIGNMENT

This is to certify that _____
 retained in the _____
 has been promoted to third grade
 placed in the _____

Teacher _____
 Principal _____

PRIMARY GRADES
19 84 19 85

Name [REDACTED] Last [REDACTED] First [REDACTED] Middle [REDACTED] Sex M Grade 3rd

Date of Birth August 29 1975 Age-September 1 8yrs Place [REDACTED]

Date Entered 8/28/84 School Last Attended _____ Where _____

Date Withdrawn _____ Withdrawn to _____ Where _____

Home Address Co. Rd. 51, [REDACTED], OH Telephone [REDACTED]

Pupil Transported Yes No _____ Transported More than 1 mile Yes No _____ Bus No. 77

Parent-Guardian [REDACTED]

Address — Parent or Guardian Co. Rd. 51, [REDACTED], OH

Occupation — Mother Housewife Father Steel worker

PROGRESS REPORT

SUBJECT	MARKING PERIOD				YEARLY AVERAGE
	1st Sem.		2nd Sem.		
	1	2	3	4	
Reading	A	C	B	D	1.75
Arithmetic	B	C	D	F	1.50
Spelling	C	C	C	B	2.25
English	C	C	B	B	2.50
Writing	B	B	B	C	2.75
Social Studies	B	C	C	C	2.25
Science	B	B	B	B	3.00
Music	S	S	S	S	S
Art	S	S	S	S	S
Health & Phy. Ed.	S	S	S	S	S

Grade Points

Percent

A — Superior (distinctly outstanding in quality and/or quantity of work) 94-100 4

B — Excellent (above normal in quality and/or quantity of work) 87-93 3

C — Good (normal, expected work for grade) 77-86 2

D — Poor (below normal standard but passing) 70-76 1

F — Failure (too poor to provide basis for work which follows) Below 70 0

Reading Level Completed vis Pudding
This School Year and Nick Laurel

ATTENDANCE RECORD

Nine Weeks Period	Nine Weeks Period				
	1	2	3	4	Total
Days Present	44	31	17	39	131
Days Absent	1	13	21	9	44 *
Times Tardy	2	1	1	1	5

COMMENTS:

[REDACTED] cannot retain the 3 types of sentences. Poor student.

CERTIFICATE OF ASSIGNMENT

This is to certify that [REDACTED] has been promoted to 4th grade placed in the _____

Teacher [REDACTED]
Principal [REDACTED] signed

PUPIL IN _____ 30 _____ C O R D

19-85-19-86

Name _____ Sex M Grade 4th
 Last First Middle
 Date of Birth Aug. 29, 1975 Age-September 1 _____ Place _____
 Month Day Year
 Date Entered 8-27-85 School Last Attended _____ Where _____
 Date Withdrawn _____ Withdrawn to _____ Where _____
 Home Address 87439 Sinfield Road, Hopedale, Ohio Telephone _____
 Pupil Transported Yes X No _____ Transported More than 1 mile Yes _____ No _____ Bus No. _____
 Parent-Guardian _____
 Address — Parent or Guardian 87439 _____, Ohio 43976
 Occupation — Mother Housewife Father Steel worker

SUBJECT GRADES

Subject	Period						Final
	1	2	3	4	5	6	
Reading	A	C-	C-	A-	F	F	D
Spelling	C	C+	B	D	D	F	D
Arithmetic	A	F	F	C+	B	D	D
English	C	C	B-	C	F	D	C
Social Studies	A	B+	B+	B	D	D	D
Science	C+	C	C	B+	F	D	D
Art	S	S	S	S	S	U	S
Vocal music	A	A	A	B	S	S	S
Instrumental music							
Health	D	D	D	D	D	D	D
Phy. Ed.	S	S	S	S	S	S	S
Writing	C	C	C	C	C	C	C
Effort						F	F
Conduct						D	D

KEY TO ACADEMIC PROGRESS

	Percent	Grade Points
A — Superior (distinctly outstanding in quality and-or quantity of work)	94-100	4
B — Excellent (above normal in quality and-or quantity of work)	87-93	3
C — Good (normal, expected work for grade)	77-86	2
D — Poor (below normal standard but passing)	70-76	1
F — Failure (too poor to provide basis for work which follows)	Below 70	0
I — Incomplete		To be made up

Reading Level Completed - Level 11
 This School Year Silver Twist

Comments: Form sent in in May to be tested

ATTENDANCE RECORD

Period	1	2	3	4	5	6	Total
Days Present	31	26	23 1/2	23	20	28 1/2	153
Days Absent	2	3	1 1/2	3	10	3 1/2	23
Times Tardy	0	0	0	0	0	3	3

175

CERTIFICATE OF ASSIGNMENT

This is to certify that _____
 retained in the _____
 has been promoted to 5th grade
 placed in the _____
 Teacher _____ signed _____
 Principal _____ signed _____

PUPIL RECORD
INTER-SCHOOL GRADES
1930 - 1931

Name [REDACTED] Sex M Grade 2
Last First Middle

Date of Birth Aug 23 1931 Age-September 1 11 Place [REDACTED]
Month Day Year

Date Entered 8-26-35 School Last Attended Cadiz Where Cadiz, Oh.

Date Withdrawn _____ Withdrawn to _____ Where _____

Home Address 81040 Stab Camp Road, Cadiz Telephone 942-3883

Pupil Transported Yes X No _____ Transported More than 1 mile Yes X No _____ Bus No. 73

Parent-Guardian [REDACTED]

Address - Parent or Guardian 81040 [REDACTED]

Occupation - Mother Housewife Father Winton Steel

SUBJECT GRADES

Subject	Period						Final
	1	2	3	4	5	6	
Reading	C-	A+	D	D	A-	D	D
Spelling	D	F	F	C-	F	F	F
Arithmetic	F	C	F	F	D-	F	F
English	C	D+	D	C	C-	F	D
Social Studies	D	F	D	D	F	F	F
Science	D	D	C	F	A+	C	D
Art	S	S	S	B	U	U	U
Vocal music	S	S	S	S	S	S	S
Instrumental music							
Health	F	D	F	F	F	F	F
Phy. Ed.	S	S	S	S	S	S	S
Writing	C	C	C-	C	D	D	C-
EFFORT	C-	D+	D+	C-	D	D-	D
CONDUCT	C-	C	C-	C+	D+	C-	C

KEY TO ACADEMIC PROGRESS

	Percent	Grade Points
A - Superior (distinctly outstanding in quality and-or quantity of work)	94-100	4
B - Excellent (above normal in quality and-or quantity of work)	87-93	3
C - Good (normal, expected work for grade)	77-86	2
D - Poor (below normal standard but passing)	70-76	1
F - Failure (too poor to provide basis for work which follows)	Below 70	0
I - Incomplete		To be made up

Reading Level Completed _____
This School Year _____

Comments: _____

ATTENDANCE RECORD

Period	1	2	3	4	5	6	Total
Days Present	21.0	24.5	29	23	24	26.5	148
Days Absent	12.0	4.5	1	4	5	2.5	29
Times Tardy	1	0	0	0	0	0	0

CERTIFICATE OF ASSIGNMENT

This is to certify that [REDACTED]
retained in the _____
has been promoted to Sixth grade
placed in the _____
Teacher [REDACTED]
signed _____

PUPIL RECORD

32

1947 - 1948

Name [redacted] Sex M Grade 6

Date of Birth 8-29-75 Age-September 1 11 STEUBENVILLE Place

Date Entered School Last Attended Where

Date Withdrawn Withdrawn to Where

Home Address 81040 [redacted] Telephone [redacted]

Pupil Transported Yes X No Transported More than 1 mile Yes X No Bus No.

Parent-Guardian [redacted]

Address - Parent or Guardian [redacted]

Occupation - Mother HOUSE WIFE Father WEIRTON STEEL

SUBJECT GRADES

Table with columns: Subject, Period (1-6), Final. Rows include Reading, Spelling, Arithmetic, English, Social Studies, Science, Art, Vocal music, Instrumental music, Health, Phy. Ed., Writing, Effort, Conduct.

KEY TO ACADEMIC PROGRESS

Table mapping letter grades (A-F) to Percent (94-100) and Grade Points (4-0). Includes descriptions for each grade level.

Reading Level Completed This School Year

Comments:

ATTENDANCE RECORD

Table with columns: Period (1-6), Total. Rows: Days Present, Days Absent, Times Tardy.

CERTIFICATE OF ASSIGNMENT

This is to certify that [redacted] retained in the [redacted] grade has been promoted to [redacted] grade placed in the [redacted]

Teacher [redacted] signed

Principal [redacted]

33
P U P I L ' S R E C O R D
 INTERMEDIATE GRADES
 19 — — 19 — —

Name [REDACTED] Last [REDACTED] First [REDACTED] Middle [REDACTED] Sex M Grade 6

Date of Birth AUG. 29 1975 Age-September 1 13 Place [REDACTED]
 Month Day Year

Date Entered Aug. 29, 88 School Last Attended [REDACTED] Where [REDACTED] Ohio

Date Withdrawn _____ Withdrawn to _____ Where _____

Home Address 81040 [REDACTED] Telephone [REDACTED]

Pupil Transported Yes No _____ Transported More than 1 mile Yes No _____ Bus No. 85-1

Parent-Guardian [REDACTED]

Address — Parent or Guardian same as above

Occupation — Mother Homemaker Father Steelworker

SUBJECT GRADES

Subject	Period						Final
	1	2	3	4	5	6	
Reading	C	C	C	C	C	C	C
Spelling	B	C	D	D	C	F	D ⁺
Arithmetic	C	C	C	F	D	F	D
English	C	F	F	F	F	F	F
Social Studies	D	D	F	D	D	F	F
Science	D	C	C	D	F	F	D
Art	D	D	D	D	D	D	D
Vocal music	S ⁺	S	S	S ⁺	S	S	S
Instrumental music							
Health	D ⁺	D	F	F	D	D	F
Phy. Ed.	D	S	S	S	S	S	S
Writing	C	C	C	C	D	D	C
Effort	U	U	U	U	U	U	U
Conduct	D	U	D	A	A	D	D

KEY TO ACADEMIC PROGRESS

	Percent	Grade	Points
A — Superior (distinctly outstanding in quality and-or quantity of work)	94-100	4	
B — Excellent (above normal in quality and-or quantity of work)	87-93	3	
C — Good (normal, expected work for grade)	77-86	2	
D — Poor (below normal standard but passing)	70-76	1	
F — Failure (too poor to provide basis for work which follows)	Below 70	0	
I — Incomplete			To be made up

Reading Level Completed _____
 This School Year _____

Comments: Placed in seventh grade depending on summer school.

ATTENDANCE RECORD

Period	1	2	3	4	5	6	Total
Days Present	30	16 1/2	28	22 1/2	23 1/2	22 1/2	143
Days Absent	3 1/2	10 1/2	3	5 1/2	6 1/2	6 1/2	35
Times Tardy	1	2	1	2	2	3	11

CERTIFICATE OF ASSIGNMENT

This is to certify that [REDACTED]
 retained in the _____
 has been promoted to seventh grade
 placed in the _____

Teacher [REDACTED] signed _____

34
STUDENTS - - - - - R E C O R D

SECONDARY
(Grades 7 to 12)
19__-19__

Name _____ Sex M Grade 7
 Last First Middle
 Date of Birth 8 25 1975 Age-September 1 _____ Place _____
 Month Day Year
 Date Entered _____ School Last Attended _____ Where _____
 Date Withdrawn _____ Withdrawn to _____ Where _____
 Home Address _____ Telephone _____
 Pupil Transported Yes _____ No _____ Transported More than 1 Mile Yes _____ No _____ Bus No. _____
 Parent-Guardian _____
 Address — Parent or Guardian _____
 Occupation — Mother _____ Father _____

SUBJECT GRADES

Subjects	PERIOD							
	1	2	Sem Ex	3	4	Sem Ex	Final	
Reading	D	B	F	D	A	F	F	A = Outstanding Achievement - 94-- 100
P.E.	C	A	C	A	B	A	B	B = Above Average Achievement 87 - 93
Math	C	F	F	F	F	F	F	C = Average Achievement 77 - 86
English	F	F	F	F	F	F	F	D = Below Average Achievement 70 - 76
Ohio Hist./Geog.	C	D	F	D	C	F	D	F = Failure Incomplete Below 70
Science	F	F	F	F	D	D	F	
Art	B							
Keyboard	C							
Health				B				
Music				D				

CREDITS EARNED - GRADES 9-12 SUMMER SCHOOL

Prior credits earned _____
 Credits earned this year _____
 Total _____

7-MATH-C

GRADE PLACEMENT

Grade Placement Next School Year 7

*Return/Place
8-age*

Attendance Record

Period	1	Sem	2	3	4	Total
Days Present	7.5		44		40	160
Days Absent	9.5		21		5	18.5
Times Tardy	5		0			5

Home room teacher _____ signed _____
 Principal _____ signed _____

STUDENTS YEARLY RECORD

SECONDARY
(Grades 7 - 12)
19 90 - 19 91

Name _____ Sex M Grade 8
 Last _____ First _____ Middle _____
 Date of Birth 8/29/75 Age-September 1 _____ Place _____
 Month _____ Day _____ Year _____
 Date Entered _____ School Last Attended _____ Where _____
 Date Withdrawn _____ Withdrawn to _____ Where _____
 Home Address _____ Telephone _____
 Pupil Transported Yes _____ No _____ Transported More than 1 Mile Yes _____ No _____ Bus No. _____
 Parent-Guardian _____
 Address — Parent or Guardian _____
 Occupation — Mother _____ Father _____

SUBJECT GRADES

Subjects	PERIOD						Final
	1	2	3	4	5	6	
History	D	F	F	F	F	F	
Music	C						
Math	F	F	F	F	F	F	
Impact Home EC	F	F	D	F	F	F	
English	F	F	F	F	F	F	
PHY EDUC.	F	A	A	A	C	B	
SCIENCE	F	F	D	F	F	F	
READING	F	F	F	F	F	F	
HEALTH	(C)						
computer Rotation				F			

A = Outstanding Achievement - 94 - 100
 B = Above Average Achievement 87 - 93
 C = Average Achievement 77 - 86
 D = Below Average Achievement 70 - 76
 F = Failure Incomplete Below 70

Act B CREDITS EARNED - GRADES 9-12
 Prior credits earned _____
 Credits earned this year _____
 Total _____

GRADE PLACEMENT

Grade Placement Next School Year 8 Retain's ^{Placed}
9 OK/OK SUMMER SCHOOL-

Attendance Record

Period	1	2	3	4	5	6	Total
Days Present							149
Days Absent							29
Times Tardy							

ENG.
MATH.

Home room teacher _____ signed _____



[REDACTED] HIGH SCHOOL

GUIDANCE COUNSELOR
440 EAST [REDACTED] OHIO

Aug. 1991

[REDACTED]

#3

PARTICIPATED IN A SUMMER SCHOOL AND/OR A TUTORIAL PROGRAM.
HE/SHE HAS TAKEN THE FOLLOWING COURSES AND RECEIVED THE GRADES
AND CREDITS INDICATED:

MATH - 8	B
English - 8	B

[REDACTED]
Counselor



STUDENTS YEARLY RECORD

SECONDARY
(Grades 7 - 12)
19-97-19-98

S.S.# _____

Name BODEN CHAD Sex M Grade 9
 Last First Middle
 Date of Birth 8 29 75 Age September 1 Place _____
 Month Day Year
 Date Entered _____ School Last Attended _____ Where _____
 Date Withdrawn _____ Withdrawn in _____ Where _____
 Home Address 81040 SLAB CAMP ROAD Telephone 942-3883
 Pupil Transported Yes _____ No _____ Transported More than 1 Mile Yes _____ No _____ Bus No. _____
 Parent-Guardian RICHARD
 Address — Parent or Guardian SAME
 Occupation — Mother _____ Father _____

SUBJECT GRADES

Subjects	PERIOD										
	1	2	3	4	5	6	7				
SPANISH I	D	F	F	A	D	F	C	F	0	A = Outstanding Achievement	94 - 100
MECH. DRAWING	B	D	C					C	Y2	B = Above Average Achievement	87 - 93
INTRO TO WOOD				C	B	F	C		Y2	C = Average Achievement	77 - 86
ART I	A	C	B	A	B	D	D	C	Y2	D = Below Average Achievement	70 - 76
GEN. SCIENCE	D	D	D	F	D	D			1	F = Failure Incomplete	Below 70
HEALTH				D	C	D	D		Y2		
P. E.	C	A	B	B	B	B	B		Y2		
ENGLISH	C	F	D	D	B	D			1		
PRE ALGEBRA	C	D	F	D	D				1		

CREDITS EARNED - GRADES 9-12

Prior credits earned _____
 Credits earned this year 5.150
 Total 5.50

GRADE PLACEMENT

Grade Placement Next School Year 10

Attendance Record

Period	1	2	3	4	Total
Days Present					159
Days Absent					18
Times Tardy					3

Home room teacher

R. M. R. Hyde

Signed

CHAPTER IV

CONCLUSION

In a young man's life, many things vie for his time. Without guidance and direction, randomness takes precedence. If each of us would identify one other individual to work with, what a difference it would make. Through some attention, a little direction and instruction, Sam has gone from a failing student to a passing student, from someone who hated school, about to drop out, to someone who enjoys school and is eager to go everyday.

What worked and what did not? The process is slow; it should not be expected to change a person's habits and behaviors overnight. The main thrust of the process was to motivate. It started from extrinsic. Pressure was applied through gentle persuasion to study, to understand, to learn and not just to memorize. Weekly reports on Sam's progress were given. Areas where he lacked understanding were discussed and reviewed. We coached Sam in strategies for learning and understanding. Our goal was to make Sam responsible. Eventually we moved the motivation to intrinsic. As illustrated by the accompanying newspaper article.

This work seems to be a dynamic process, i.e. adjustment had to be made during each visit, emphasizing one area or subject one week and another the next. Working with the

parents at times and the other children at other times. It became obvious that attention was very important. Working with the family was easier once this was explained and examples of the things they had done to get attention, fight, yell, etc. The situation at the home became more calm.

The following things did not work or caused difficulty in reaching our goals.

1. Inconsistency in study habits.
2. Focus from school to other projects.
3. Inconsistency in reporting meetings.

Individual intervention can work. It doesn't take a degree in counseling, just someone who has an interest in others and who can be taught a little about positive reinforcement.

With this and some time to give a little attention, at-risk kids can be helped and change can be had. All the costly programs that schools and the government put together to address this problem are not nearly as effective as this inexpensive one on one approach would be. But it will take personal commitment from each individual involved.

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