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Student Support: A K-6 At-risk Program Model

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STUDENT SUPPORT:
A K-6 AT-RISK PROGRAM MODEL

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
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Master of Education

By
Patricia Arthaud
July, 1990

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A K-6 AT-RISK PROGRAM MODEL

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The purpose of this study was to identify priority components and measurement standards of an effective K-6 At-Risk Program, then develop a resource guide for At-Risk program managers. A survey was sent to the Washington school districts with at-risk programs in place, as identified by the "Student Retention and Retrieval Program" handbook issued by the Office of the Superintendent of Public Instruction. The survey was successful in helping identify the most effective program components: individual and small group counseling, classroom presentations with published materials, parent education, attendance monitoring, and peer/adult tutors. Evaluation standards vary according to program components and generally rely on feedback from staff, parents, and students. The result of the study was a handbook titled, Student Support: A K-6 At-Risk Program Model.

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To my mother, Myrtie Ryan, in loving memory. Her skills as an at-risk teacher were present long before the term was in vogue. She truly made a difference in the lives she touched.

To my husband, Steve, and children, Jonnel and Jack Ryan, for their love and support.

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CHAPTER I

Background of the Study

Introduction

The educators of today are seeing more and more at-risk children in our public schools. "We live in a time of transition, a demographic revolution that is altering the American work force as well as the American Family" (Magid and McKelvey, 1988). Many of the victims of this revolution are children who are learning dysfunctional ways of living. A large population of these children exhibit developmental delays both morally and academically. Many have difficulty demonstrating the life skills necessary to cope with today's society. When these children fail to achieve academically or establish healthy social or personal relationships, they are at-risk of dropping out of school.

As educators, we face the grave responsibility of finding ways to help the at-risk population succeed in school. In order to do this, educators must look at the societal factors affecting student behavior. Perhaps the most dramatic societal factor is the increased isolation of the nuclear family. Nearly 50% of the children born in the 1980's experienced divorce or death of a parent (Magid and McKelvey, 1988). The large number of single parent families,

combined with a high rate of inflation, has caused many mothers to seek employment. Also, because of our mobility, there is less extended family support to help parents meet the demands of balancing work and family.

There is little question that family instability has placed emotional demands upon children. These demands often result in emotional turmoil which frequently affect children's ability to adjust to the academic and social demands of the school experience.

There has been much emphasis placed on the at-risk student in the past few years. Many programs have been initiated. Some programs have been based on pre-packaged programs and others originated with individual teachers or counselors.

It is essential that we evaluate the effectiveness of the programs being used. Components that are valuable need to be kept in place, and ineffective components need to be either adapted or replaced with more effective components.

This study should be valuable to those interested in establishing an at-risk program, as well as those who wish to update a program already in place. This study should also provide information about ways at-risk programs are measured. Programs that have been in effect for several years could provide valuable information for the development of an evaluation tool to be used in measuring the effectiveness of at-risk program components.

Purpose of the Study

The purpose of the study was to identify at-risk programs that work in order to find effective ways to help the high risk student become a productive, mentally healthy adult. In addition to identifying priority components, this study provided information on methods of evaluation of at-risk programs.

Procedures

An assumption was made that it is difficult to rescue the high risk student after he/she reaches the secondary school level, so this study focused on K-6 at-risk programs. The study was limited to 75 at-risk programs in Washington state.

A survey was sent to districts with at-risk programs in place. Using the data gathered, the next step was the actual publication of a handbook for at-risk program coordinators.

Definition of Terms

Students at-risk.

- I. Academic Problems
 - a. Not performing to level of capacity
 - b. Has a consistent pattern of academic failure
 - c. Exhibits stress related to academic functioning
- II. Has a consistent pattern of tardiness and/or absences

- III. Exhibits behaviors related to stress or possible emotional problems such as:
 - a. Fearfulness
 - b. Hostility/Aggression
 - c. Withdrawal/Excessive shyness
 - d. Depression
- IV. Has a consistent pattern of behavior problems such as:
 - a. Fighting
 - b. Stealing
 - c. Disruption
 - d. Disobedience of teacher/rules
- V. Exhibits consistent problems related to:
 - a. Maturity level
 - b. Honesty
 - c. Relationships at home/school
 - d. Motivation

To be considered "at-risk" a student must fit in two or more of the above categories.

Components. Various parts of the at-risk program that comprise the total program.

Drop Outs. A student who leaves school for any reason, except death, before graduation or completion of a program of study, and does not transfer to another school. An individual is considered a drop out whether dropping out occurs during or between regular school terms.

Self-Esteem. A person's overall judgment of himself. It is the accumulation of all the beliefs, attitudes, and opinions which a person holds true about himself. It is a combination of all the thoughts and self-talk a person says to himself. These thoughts or images of one's self may be positive or negative, accurate or inaccurate. Nevertheless, they are what a person believes to be true and real.

Attendance Monitoring. Checking patterns of student attendance and noting changes.

CHAPTER II

Review of Related Literature

Introduction

Educators have seen many changes in the composition of local school and community populations. Perhaps the most profound change has occurred in the family structure which has resulted in a diverse student population at all grade levels. This change is characterized by the traditional family home being replaced with the single parent home, the foster parent home, the drug involved home, the welfare home, the abusive/neglectful home, and the working parents home. For any number of reasons, parents have become less and less involved in the educational process of their children. This decreased involvement has placed a great deal of pressure and stress on today's youth and dramatically increased the number of at-risk students in the last five years.

At-risk is a relatively new term used to describe a major portion of our student population. Marie Winn in her book Children Without Childhood states that "the stage of life called 'childhood' seems to be disappearing. Instead of students filled with the specialness of innocence, educators are confronted with many students who seem to have an almost obsessive need for immediate gratification coupled with a lack of concern for consequences for inappropriate behavior.

There is a large body of students going through our schools who fail to achieve academically, fail to establish healthy social or personal relationships, use drugs, get pregnant, commit crimes, drop out of school, or commit suicide" (Cooper and Martinez, 1988). These are certainly students at-risk.

Drop Out Dilemma

"Our nation is faced with a school drop out problem of immense proportion" (Nenortas, 1987). School officials in large cities around the nation are seeing between 35% and 50% of their students fail to complete school (Nenortas, 1987).

As educators we have a profound responsibility to provide drop out prevention strategies. Before we can find ways to provide our students with an appropriate educational experience, we must look closely at the motivation and methods for doing so.

According to Ascher and Flaxman (1987) there are four basic problems to consider in drop out prevention:

...disparities in funding between poor and affluent communities, the achievement gap between white and minority students, the inadequacy of current programs that prepare students for work, and the large numbers of students who drop out or fail to progress (Edleman, 1986).

Drop out rates appear to be affected by societal, familial, and community factors. The societal issues include poverty, unemployment, discrimination, and language barriers.

These societal factors make some youngsters particularly susceptible to antisocial peer pressure (Ascher and Flaxman, 1987).

The changing family structure, more single parent and dysfunctional homes, has allowed for less monitoring of children's activities. In addition, many children have fewer opportunities for non-schooling related learning. Drop outs frequently come from homes in economic distress and the inability to provide study aids (Ascher and Flaxman, 1987).

In a rapidly changing and mobile society, such as ours, the community influences impact today's children far less than in previous times. There is less influence of religion and less regard for education. Peer group influences are much higher than that of parents and teachers. The strong desire for material goods is overwhelming to some and many at-risk youngsters don't see the connection between education and a way of earning life's necessities and pleasures. Our communities promote the fast paced, materialistic ethic and the result is a stressful lifestyle for many of today's children (Ascher and Flaxman, 1987).

According to Bleuer and Schreiber (1989):

"A certain amount of stress is inevitable and even valuable in our lives. It aids us in protecting ourselves and enables us to accept and complete challenges. Long periods of stress or grave amounts of stress can be harmful."

High stress levels continue to be a growing concern for many at-risk youngsters.

Although all of the problem areas addressed have existed for many years, more of today's children are experiencing them and their experiences are more devastating given the fast paced competitive society in which they are expected to grow and develop (Bleuer and Schreiber, 1989).

The high numbers of drop outs will eventually create an "economic burden on society, will swell the ranks of the poor as well as undermine the basis of our democratic society" (Ascher and Flaxman, 1987).

According to Ascher and Flaxman (1987):

"A poor uneducated and unemployable population in the nation's cities undermine the basis of our democratic society. Cities deprived of a substantial middle class of educated and concerned citizens are as great a threat to our national well-being as the threat of mediocrity recognized by the many who called for educational reform in the early 80's. Now just as then, there is a need for a new agenda, for increasing the power of the schools to hold students and award them useful diplomas."

The problem of high school drop outs has long been a concern of families, educators, school administrators, business leaders, and government officials. One study, the

Hartford Community Plan for Drop Out Reduction, 1987, estimated that for each drop out \$200,000 will be lost in tax revenues and welfare expenditures during the drop out's lifetime. Consequently, drop outs have an effect on the national economy and the quality of the labor market.

The drop out statistics are rising at an alarming rate (See Appendices A and B for the 1988-1989 drop out rates for Washington State School Districts). The National Committee for Citizens in Education, 1986, "estimated 27% of the nation's ninth graders entering school will leave before graduation. This percentage represents one million drop outs per year." Compared to high school graduates, students who drop out and stay out of school suffer. Drop outs experience lower earnings and higher unemployment rates than high school graduates (Rumberger, 1981). The unemployment rate for drop outs soon after they leave ^{ch} school is more than twice that of high school graduates of the same age. Drop outs are also more likely to require public assistance than graduates (Levin, 1972) and are more likely to engage in criminal activity (Erllich, 1975).

Reasons for Drop Outs

Research has indicated that there may be several reasons for students to drop out of school. Pallas (1986) groups these reasons into three categories: academic performance, social adjustment, and early transition into adulthood.

"Poor academic performance (i.e., grades in school and scores on standardized tests) is one of the best predictors of who will drop out. Students social adjustment to school can also be used to predict which students will drop out. A student who is rebellious, delinquent, and frequently truant is more likely to drop out than a well behaved student. Finally, students who must assume adult family and work roles (e.g., due to pregnancy or low income of one's family) during high school are often likely to leave school before graduating."

Rumberger (1981) suggests similar categories of factors associated with dropping out: family background (e.g., socioeconomic status, family size, education level of parents, etc.), experience in school (e.g., academic performance, relationship with faculty and other students, etc.), and other non-school factors (e.g., early pregnancy).

Nenortas (1987) suggests that while the economic middle class is growing larger, an equally large impoverished class is developing. This economic reality is alarming to educators, as we will have a larger population of "have nots" to educate.

Why do students drop out? Nenortas lists thirteen causes. They are:

- 1) dislike of school

- 2) learning difficulty and low grades
- 3) emotional neglect
- 4) inaccurate self-concept
- 5) history of failure
- 6) pregnancy/marriage
- 7) burned out/trying too hard to succeed
- 8) pushed out/raised standards could not be met
- 9) migrant lifestyle
- 10) language/cultural barriers
- 11) poor home support for education
- 12) lack of supportive relationships
- 13) poor relationship with teachers/peers.

Wehlage and Rutler (1985) suggest that today's schools are contributing to the drop out problem. They list eight school related causes of drop outs. They include:

- 1) academic ability but poor performance
- 2) low self perception of worth
- 3) less conforming personality
- 4) grade failure - retention
- 5) class issued grades
- 6) negative feelings toward school
- 7) status of aspired occupation
- 8) in-school delinquency

Profile of a Student At-Risk

Several potential indicators of students at-risk of dropping out of school were identified throughout the literature. Students exhibiting two or more of the following characteristics can be identified as being at-risk:

- * poor attendance (e.g., absent 3 consecutive days or 5 non-consecutive days in one grading period)
- * discipline problems (e.g., 2 or more discipline referrals)
- * poor achievement (i.e., performing one or more years below one's grade level)
- * not realizing potential (has ability but not using it)
- * age inappropriate (over age of grade level)
- * multiple grade retentions
- * family history (e.g., the student's parents or siblings did not complete high school)
- * financial need
- * student indication of intention to leave school
- * language problems (i.e., lack of facility in English)
- * pregnancy or early parenthood
- * negative self image
- * family dysfunction
- * family crisis (e.g., death or divorce)

(Hartford Community Plan for Drop Out Reduction, 1987).

Self Esteem and Academic Success

It seems reasonable to assume that unsuccessful students, whether under-achievers or non-achievers, are likely to hold attitudes about themselves and their abilities which are pervasively negative (Nenortas, 1987).

Students with negative self images rarely perform well in school (Brookover, 1967). "The basic question is whether children see themselves negatively because of these performances or whether they perform poorly because they see themselves negatively? The best evidence now available suggests that it is a two way street, that there is a continuous interaction between the self and academic achievement and one influences the other" (Nenortas, 1987).

Morse (1964) found that the reported self concept of ability was a better predictor of classroom achievement than I.Q. A student's attitude is a crucial variable in predicting whether the student will continue in school or whether he will drop out.

Mann and Gold (1981) observed "that although academic failure is a primary precursor to both disruptive school behavior and dropping out, only 32% of the students who drop out are educationally handicapped." Many of these students have an inaccurate perception of their abilities and exhibit characteristics of low self-esteem.

Intervention Strategies

What strategies and interventions can be put in place to help turn the at-risk student into a productive, mentally healthy adult? How can we change the patterns the at-risk student seems to follow? There are a variety of program options available to support the at-risk student population. The one constant in all the research on this subject is that intervention programs are needed in our elementary schools.

Intervention at or before the middle school level is crucial for preventing students from dropping out from or before high school (Driscoll and Berle, 1985). At-risk students need to be identified as early as possible and regularly monitored.

Ascher and Flaxman (1981) outlined a plan for drop out prevention or at-risk intervention strategies. It includes a wide variety of components to be used at different academic levels. The components target all aspects of the drop out dilemma with specific measures indicated to deal with each concern. See Appendix D for a complete list.

Edward and Amuleree Marshall of Atlanta Public Schools Drop Out Initiative listed thirteen drop out prevention components as suggested methods for dealing with this problem. They include:

1. Consistant behavior management program
2. Self-esteem program
3. Tutorials provided

4. Homework center
5. Saturday school
6. Parental involvement/education
7. Counseling and supplemental services provided
8. Certificate of merit awarded
9. Support services for families
10. Alcohol and drug abuse prevention program
11. Health care provided for basic needs
12. Vocational training
13. Staff development training

Boschee and Mehrer (1988) believe that school districts need to develop an encouraging philosophy for the at-risk population. Encouraging the at-risk will "promote strengthened abilities, self worth, and the possibility of giving discouraged students a foundation on which to build."

To be an effective encourager, one must hold the following attitudes:

- * Complete acceptance and an unconditional positive regard for the discouraged student.
- * A non-judgmental attitude to ensure the feeling of acceptance within the student.
- * Empathy, the most valuable asset of an encourager, to accurately target the intertwined feelings of the student.
- * An ability to communicate confidence in the student to enhance the building of self worth.

- * A sincere enthusiasm and value for the discouraged student's purpose; and

- * Non-evaluative listening to promote the student's free expression without censorship.

(Boschee and Mehrer, 1988).

"Interrupting the failure cycle and replacing it with successful patterns of thinking" is essential in the approach to dealing with this monumental problem (Nenortas, 1987).

Drop out prevention programs that work share a number of important common elements. Programs designed to keep students in school need to incorporate these core principals. According to the Texas State Council on Vocational Education (1988), successful programs have the following elements:

1. Parental involvement and support. This most crucial element is critical to keeping students in school, helping students reach their potential, and recognizing the importance of education.

2. Strong administrators and teachers. Students must feel emotionally and physically secure in order to learn. A successful administrator sets clear standards, rules and regulations and good teachers involve and motivate students while stressing order, respect, and achievement for all.

3. Focus on the individual. Build self-esteem and provide a sense of caring. Children at-risk suffer from feelings of neglect and abandonment, leaving them without ambition to remain in school. Programs designed to help

students build positive bonds are crucial to a sense of belonging and success. Attention and caring provide the essential encouragement needed for the at-risk student.

4. Build expectations. High expectations for all students provide incentive for success.

5. Provide an array of support services. At-risk students often need additional support centered around health, nutrition, and day care.

The job of conquering the drop out problem is simply too big for schools to do alone. Educators, businesses, parents, social agencies, and communities must join together to build successful drop out prevention and recovery initiatives (Texas State Council on Vocational Education, 1988).

We need to promote changes in school structure to enhance the likelihood that America's youngsters will stay in school and earn a diploma. This means that our school system needs to be more flexible in addressing the needs of individual students (Earle, 1987).

"Our goal is 'schools that fit students,' instead of requiring an increasingly diverse set of students to fit an antiquated structure" (Earle, 1987).

CHAPTER III

Procedures

This study was developed to determine the most effective components of an elementary school at-risk program. The sources of information included a review of current literature on at-risk programs across the nation and a survey sent to the districts in Washington state with at-risk programs in place. After gathering the information from the survey, the data were examined in order to seek out relationships between the priority components of at-risk programs in Washington state and current trends across the nation. This information made it possible to determine under what conditions specific program components help promote drop out prevention in elementary schools and then develop a handbook for at-risk program managers to implement a program.

The sampling population was 75 school districts in both urban and rural areas with at-risk programs in place. A sampling was determined by selecting districts listed in the "Student Retention and Retrieval Program" handbook issued by the Office of Superintendent of Public Instruction (OSPI) in the state of Washington. This approach allowed for all samples to have a common definition of drop outs as defined

by the OSPI (See Appendix C). The survey was addressed to the at-risk program manager. Sixty-three percent of the surveys were returned. See Appendix E for cover letter and Appendix F for survey results.

Each individual at-risk program has unique qualities. They include:

1. Teaching service model.
2. Counselor, social worker, administrator, or teacher as coordinator.
3. Materials used.
4. Years program has been in existence.
5. Qualifications and teaching style of program manager.
6. Number of components.
7. Type of components.
8. Measurement tool used for evaluation of program.

The demographics and constraints under which the individual programs operate are as follows:

1. Size of school, community.
2. Age and sex of students.
3. Socioeconomic status.
4. Demographics of community and school.
5. Environmental background (single parent home, foster home, step-parent home, drug involved home, etc.).
6. Educational levels of students in the program.
7. Motivational levels of students in the program.

The elements which are dependent on the outcomes of an at-risk program include:

1. Number of students who exit the program.
2. Comparison of drop out rates - reduction occurring?
3. Attendance pattern changes.
4. Positive behavior changes.
5. Fewer emotional problems.

When developing a handbook based on research and a questionnaire, it is important to consider the limitations of the study results. They include:

1. Lack of control over the individual program variables.
2. The inability to predict a single factor as the cause of the outcome, i.e., reduced drop out rates.
3. The bias of the respondent.
4. Determining a true cause and effect of individual program components.

Steps in Data Collection

1. Define the problem.
2. Survey the literature.
3. Develop the survey.
4. Select the subjects (school districts).
5. Mail the letters of transmittal and survey.
6. Record and analyze the data.

7. Send follow up letters:
 - a. reminder
 - b. thank you.
8. Describe, analyze, and interpret the findings.
9. Make recommendations and complete the handbook.

CHAPTER IV

Chapter IV is the actual "Student Support: A K-6 At-Risk Program Model Handbook." The Handbook is a separate document.

CHAPTER V

Summary, Conclusions, and Recommendations

Summary

A survey was sent to 75 Washington school district with at-risk programs in place, as identified by the "Student Retention and Retrieval Program" handbook issued by the Office of the Superintendent of Public Instruction.

The questionnaire, with an explanation letter on the cover sheet (see Appendix E), was produced and copies were mailed in April of 1990. Within a two week period forty-eight replies (63%) had been received.

A review of the responses to the question of how long their at-risk program has been in existence revealed that no district (returning the survey) has had a designated at-risk program for the elementary level longer than six years. Forty-five percent have had a program in place 1 to 2 years and an additional forty-five percent have had their program in place 3 to 4 years. For this reason, the majority of the respondents indicated that evaluation practices have not been formalized. When seeking evaluation tools, program managers rely on various methods of obtaining feedback. The most effective tools used are:

- 1) Parent/teacher input through questionnaires and personal contact.

- 2) Attendance monitoring of pattern changes.
- 3) Observing behavior/attitude changes in at-risk students.
- 4) Checking for academic growth through test data.
- 5) Number of discipline referrals.

The survey was successful in identifying the at-risk program components thought to be most effective at the elementary school level. They were, in rank order, with one being most effective:

- 1) Individual/small group counseling/intervention.
- 2) Classroom presentations on social skills.
- 3) Peer/adult tutors (i.e., homework club).
- 4) Parent education (e.g., home visits, phone contacts, parenting classes).

When asked to indicate on a scale of one to five (one being extremely effective, five being ineffective) how effective their district's program was at changing at-risk behaviors, 65% rated themselves at two, 25% at three, 5% at 3.5. All respondents felt their program was essential but it is difficult to rate it's effectiveness in these early stages. Some respondents indicated they were not able to make a judgment at this time.

The respondents indicated a possibility of program component additions or changes. They were:

- 1) Expand to all grades.
- 2) Expand parent involvement through support groups for parents, home visits, parenting classes.

- 3) Provide more individual and small group counseling.
- 4) Provide tutoring.
- 5) Open up interagency communications.

When students drop out, their lives are forever diminished. Intervention at every level is essential to reverse the alarming rise of drop outs. The key to the future is to rescue the very youngest at-risk child before he or she is in trouble, preventing tomorrow's drop out today. Providing early help for kids at-risk is "our nation's best investment" (Butler, 1989).

Systematic approaches to preventing at-risk situations are essential. Early identification of at-risk children can help target children with special support needs and make services available to them as soon as possible. Early exposure to learning experiences will provide social and intellectual growth opportunities as well as give the at-risk a strong chance to enter the classroom with confidence.

Flexible curriculum tailored to the learning and emotional needs of the individual students is needed. Effective programs involve providing special services to help at-risk students improve their low self-esteem. By providing a supportive system the at-risk can have more positive learning experiences.

Classroom presentations of a comprehensive program systematically taught to improve social skills, coping skills, and interpersonal relationships are recommended. Through this activity, students will be provided with opportunities to develop and improve their self concept through positive actions.

Individual and small group counseling can provide opportunities for at-risk students to increase self awareness, self control, and self acceptance. A hidden agenda of every counseling intervention is to encourage group members to believe in themselves, to rely on their own strengths and worthiness, rather than on others. Self-esteem and self confidence are by-products of counseling. Poor self-esteem is a common denominator for low achieving students. By promoting the student's worthiness, they begin to realize that they, not the teacher, are responsible for learning and that positive self control will enhance their learning.

Parental involvement is essential and can be achieved through active home-school communication in order to provide mutual support for the at-risk student. Building a relationship of trust between parent and school is essential. It allows for the setting of common goals and expectations. The increased bonding between school and home can only be a benefit to the children's education.

An at-risk program is only as effective as its personnel. The key to a successful at-risk program are caring, empathetic individuals acting as advocates for the at-risk child.

Although the problem of dealing with the drop out issue seems unsurmountable, the positives outweigh the negatives. The basic ingredients for a successful program include: commitment, ongoing training for teachers, staff communicating with parents, and a variety of support options, carefully chosen. Both teachers and parents need to see meaning in their involvement so that their joint efforts make a difference in the lives of students.

Ascher and Flaxman (1987) state:

Clearly no one strategy will solve the drop out problem as no student drops out for just one reason. Yet, it is imperative for the further economic and ethical development of our nation that we, as a nation, solve the problem. The nature of specific reasons for dropping out vary from area to area and from person to person and the most effective strategies will be tailored to local needs as well as the personal needs of each student. Although the choices are many for developing effective drop out programs, one choice is not available to us...we cannot select to ignore the problem.

Conclusions

The results of the survey and the review of the literature lead to several conclusions. Effective at-risk programs contain the following elements:

1. Early identification and intervention strategies for at-risk youth.
2. Systematic approaches to teaching social skills through classroom presentations.
3. Flexible curriculum tailored to meet individual educational needs of students.
4. Individual and small group counseling opportunities available to meet emotional needs of at-risk populations.
5. Parental involvement in all aspects of the at-risk youth's education.
6. Provide tutors and/or mentors to act as support personnel for at-risk students.

Recommendations

On the basis of the above conclusions, the following recommendations are made:

1. School districts should provide a support program for at-risk students at the elementary school level in order to provide intervention strategies as soon as possible.
2. Support programs should contain the following program components:
 - a. Individual and small group counseling services.

- b. Classroom presentations on social skills.
 - c. Peer/adult tutors available.
 - d. Parent education and involvement opportunities.
3. Develop educational tools for determining program component effectiveness. Suggested tools include:
 - a. Questionnaires and/or verbal feedback from staff, parents, and students.
 - b. Monitoring behavior, academics, and attendance changes.
4. Provide staff in-service and training in methods of dealing with the at-risk population.
5. School districts should appoint a program manager who is a caring, empathetic individual to act as a child advocate. In addition, administrators must recognize this is a highly stressful position and provide support to the staff member in charge.
6. Implement a tracking system to monitor the at-risk student to provide for a continuity of program.
7. Continue to read research and conduct further studies in the area of at-risk.

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APPENDICES A, B, AND C
Washington State Drop Out Statistics

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
INFORMATION SERVICES

RUN JUN 19, 1989

PAGE 1

REPORT 1257

ANNUAL DROPOUT RATES FOR SCHOOL YEAR 1987-88
(ENROLLMENT = END OF YEAR ENROLLMENT PLUS NUMBER OF DROPOUTS)

COUNTY	GRADE 9			GRADE 10			GRADE 11			GRADE 12			TOTAL		
	ENROLL	DROP OUTS	%	ENROLL	DROP OUTS	%	ENROLL	DROP OUTS	%	ENROLL	DROP OUTS	%	ENROLL	DROP OUTS	%
ADAMS	241	10	4.14	221	7	3.16	200	13	6.50	191	4	2.09	853	34	3.98
ASOTIN	229	21	9.17	224	15	6.69	250	19	7.20	232	13	5.60	935	67	7.16
BENTON	1715	87	5.07	1632	81	4.96	1564	73	4.66	1832	82	4.47	6743	323	4.79
CHELAN	621	16	2.57	671	41	6.11	707	22	3.11	654	29	4.43	2653	108	4.07
CLALLAM	779	19	2.43	700	36	5.14	660	37	5.60	651	41	6.29	2790	133	4.76
CLARK	3068	56	1.82	3217	134	4.16	3369	183	5.43	3586	394	10.98	13240	767	5.79
COLUMBIA	72	4	5.55	43	6	13.95	53	3	5.66	45	4	8.88	213	17	7.98
COMLITZ	1142	61	5.34	1346	108	8.02	1363	113	8.29	1080	57	5.27	4931	339	6.87
DOUGLAS	311	16	5.14	332	24	7.22	339	19	5.60	328	25	7.62	1310	84	6.41
FERRY	72	2	2.77	73	7	9.58	69	2	2.89	71	5	7.04	285	16	5.61
FRANKLIN	710	61	8.59	674	77	11.42	629	86	13.67	510	42	8.23	2523	266	10.54
GARFIELD	31	3	9.67	28	1	3.57	26	0	0.00	39	2	5.12	124	6	4.83
GRANT	910	54	5.93	872	46	5.27	831	52	6.25	809	46	5.68	3422	198	5.79
GRAYS HARBOR	973	62	6.37	863	59	6.83	932	56	6.00	845	75	8.87	2613	252	6.57
ISLAND	516	6	1.16	561	14	2.49	548	42	7.66	558	51	9.13	2183	113	5.17
JEFFERSON	225	3	1.33	208	12	5.76	207	8	3.86	195	7	3.58	835	30	3.59
KING	16121	886	5.49	16061	1050	6.53	17019	1078	6.33	16839	1254	7.44	66040	4268	6.46
KITSAP	2445	98	4.00	2438	140	5.74	2639	149	5.64	2563	167	6.51	10085	554	5.49
KITTITAS	294	6	2.04	308	20	6.49	321	13	4.04	280	8	2.85	1203	47	3.90
KLICKITAT	279	12	4.30	287	12	4.18	252	13	5.15	244	21	8.60	1062	58	5.46
LEWIS	868	24	2.76	872	33	3.78	910	51	5.60	810	58	7.16	3460	166	4.79
LINCOLN	151	4	2.64	162	6	3.70	166	1	0.60	146	5	3.42	625	16	2.56
MASON	477	26	5.45	507	27	5.32	443	42	9.48	489	60	12.26	1916	155	8.08
OKANOGAN	446	36	8.07	474	34	7.17	444	25	5.63	425	24	5.64	1785	119	6.65
PACIFIC	211	14	6.63	230	19	8.26	236	20	8.47	247	24	9.71	924	77	8.33
PEND OREILLE	172	2	1.16	144	4	2.77	152	5	3.28	144	7	4.86	612	18	2.94
PIERCE	6758	364	5.38	7212	679	9.41	7373	613	8.31	7077	707	9.99	28420	2363	8.31
SAN JUAN	95	0	0.00	96	3	3.12	89	4	4.49	114	3	2.63	394	10	2.53
SKAGIT	964	75	7.78	1005	81	8.05	983	90	9.15	987	71	7.19	3939	317	8.04
SKAMANIA	93	6	6.45	93	6	6.45	84	6	7.14	86	11	12.79	356	29	8.14
SNOMONISH	5128	197	3.84	5164	303	5.86	5773	312	5.40	5692	418	7.34	21757	1230	5.65
SPOKANE	4715	251	5.32	4753	253	5.32	4794	247	5.15	4940	217	4.39	19202	968	5.04
STEVENS	410	5	1.21	438	13	2.96	429	19	4.42	366	16	4.37	1643	53	3.22
THURSTON	2242	76	3.38	2235	72	3.22	2306	91	3.94	2342	112	4.78	9125	351	3.84
WAHKIAKUM	50	3	6.00	38	2	5.26	35	3	8.57	42	5	11.90	165	13	7.87
WALLA WALLA	521	26	4.99	573	57	9.94	518	54	10.42	558	60	10.75	2170	197	9.07
WHATCOM	1434	74	5.16	1477	85	5.75	1471	97	6.59	1309	65	4.96	5691	321	5.64
WHITMAN	334	1	0.29	343	7	2.04	334	5	1.49	377	12	3.18	1388	25	1.80
YAKIMA	2820	206	7.30	2752	189	6.86	2950	191	6.47	2614	190	7.26	11136	776	6.96
STATE TOTAL	58643	2873	4.89	59327	3763	6.34	61468	3856	6.27	60317	4392	7.28	239755	14884	6.20

STATE OF WASHINGTON
SUPERINTENDENT OF PUBLIC INSTRUCTION
INFORMATION SERVICES

8-JUN-1989
PA
RE 1257-2

MINORITY ENROLLMENT SUMMARY
1987-88 SCHOOL YEAR

	---BLACK---		---ASIAN---		---INDIAN---		---HISPANIC---		---WHITE---		---TOTAL---	
	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%	TOTAL	%
STATE TOTAL (K-12)	31057	4.00	39114	5.04	10587	2.40	34672	4.47	652520	84.09	775952	
OCT ENROLL (9-12)	8543	3.64	12637	5.38	5233	2.23	7726	3.29	200964	85.45	234703	
OCT ENROLL (12TH)	1815	3.10	3000	5.13	1083	1.85	1742	2.98	50974	86.94	58514	
GRADUATES (12TH)	1431	78.84	2673	89.10	822	75.90	1290	74.05	43962	86.41	50178	85.75
DROPOUTS (9-12)	1185	13.87	436	1.12	687	13.13	813	10.52	11763	5.87	14884	6.34

MINORITY
DROPOUTS FOR SCHOOL YEAR 1987-88

	REASONS																	
	E	G	N	D	N	T	M	P	F	F	S	H	W	M	T	T	O	
	K	R	O	N	O	C	R	R	A	R	T	O	O	I	O	R	T	
	P	A	T	T	P	M	R	E	M	N	D	M	R	L	O	A	M	
	E	D	F	G	R	R	I	G	I	O	N	E	K	T	F	V	E	
	L	E	O	R	G	S	E	N	L	S	T			R	A	E	R	
	D	S	R	D	M		D	T	Y	S				Y	R	L		
ASIAN	436	32	13	32	24	2	4	4	12	3	4	3	30	27	3	17	1	238
BLACK	1185	30	11	39	37		1		19	4	4	1	19	16		18		998
HISPANIC	813	67	28	155	16	1		8	40	33	4	1	64	88	2	36	1	293
INDIAN	687	53	31	87	18	6	7	15	56	4	15	9	81	34	1	5	3	296
WHITE	11763	800	474	1649	581	36	86	108	379	68	127	67	1089	855	61	293	31	5383
** TOTAL **	14884	982	557	1962	676	45	98	215	506	112	154	81	1283	1020	67	369	36	7208

DROPOUT

-----HISTORY-----

SCHOOL YEAR	---- GRADE 9 ----			--- GRADE 10 ---			--- GRADE 11 ---			--- GRADE 12 ---			--- T O T A L ---		
	ENROLL	DROP OUTS	%	ENROLL	DROP OUTS	%	ENROLL	DROP OUTS	%	ENROLL	DROP OUTS	%	ENROLL	DROP OUTS	%
1987-88	58,643	2,873	4.83	59,327	3,763	6.34	61,468	3,856	6.27	60,317	4,392	7.28	239,755	14,884	6.20
1986-87	60,934	3,416	5.61	65,089	4,446	6.83	62,508	4,095	6.55	57,864	3,917	6.77	246,395	15,874	6.44
1985-86	66,330	3,498	5.27	65,590	4,329	6.60	60,298	3,987	6.61	54,710	3,429	6.27	246,928	15,243	6.17
1984-85	67,179	3,346	4.98	63,522	4,241	6.68	57,465	4,034	7.02	54,581	3,649	6.69	242,747	15,270	6.29
1983-84	62,191	2,896	4.66	57,991	3,658	6.31	54,423	3,516	6.46	51,381	3,132	6.10	225,976	13,202	5.84
1982-83	58,140	2,971	5.11	60,760	3,958	6.51	56,970	3,992	7.01	56,518	3,635	6.43	232,388	14,556	6.26
** SUMMARY **	373,407	19,000	5.09	372,279	24,395	6.55	353,132	23,480	6.65	335,371	22,154	6.61	1,434,189	89,029	6.21

1987-88	AGE-15	AGE-16	AGE-17	AGE-18	AGE-19	AGE-20	AGE-21	ALL-OTHER	*TOTAL*
G E D CERTIFICATES ISSUED	13	144	396	247	1508	704	477	6035	9524

Dropout Collection (Form SPI P-210D)

37

For the purposes of collecting student dropout data, a dropout is defined as a student who leaves school for any reason, except death, before graduation or completion of a program of studies and does not transfer to another school. An individual is considered a dropout whether dropping out occurs during or between regular school terms. An individual should be counted as a dropout only once during any one school year. The report period is September 1 to August 31.

Do not include students who left school for the following reasons:

1. Enrolled in another public or private school
2. Deceased
3. Supervision by public or private agency
4. Completion of or enrolled in a General Education Development (GED) Certificate Program
5. Suspension or expulsion with pupil returning or transferring during period being reported
6. Physically unable to attend
7. Left for other reason, but currently enrolled

The reasons on the current Form P-210D were taken from "High School and Beyond Study, A National Longitudinal Study for the 1980's," published by National Center for Education Statistics. The reasons were separated into four major areas as follows:

School-related

1. Expelled or suspended without returning or transferring to another school during period being reported
2. Had poor grades
3. School was not for me
4. School grounds are too dangerous
5. Did not get into desired programs
6. Could not get along with teachers

Family-related

1. Married or planning to marry
2. Pregnant or had a baby
3. Had to support family

Peer-related

1. Friends were dropping out
2. Could not get along with other students
3. Chose to stay home

Other

1. Offered training or chose to work
2. Wanted to enter military
3. Moved too far from school
4. Wanted to travel
5. Other or unknown

APPENDIX D

Steps to Drop Out Prevention (At-Risk Intervention)

Steps to Drop Out Prevention

1. Identify and track:

Keep records with computerized system.

2. Create good school climate: Created by staff.

3. Teaching:

Teachers must be given the necessary autonomy, encouragement, and resources as well as be sensitive to the individual needs of their students.

4. Staff Development:

Teachers need assistance in empowering themselves and students through inservice training in community relations, drop out prevention, and drug/gang problems.

5. School and classroom:

Large class size is hazardous to at-risk students who feel anonymous, unimportant, and disassociated from activities and goals of school.

- With smaller class size, teachers are able to give more personal attention and students become more motivated.

- Better discipline and classroom management results.

6. Personal attention:

Strong, positive relationships are needed between teachers and students as well as providing student support groups and lower pupil/teacher ratio.

7. Early intervention:

Provided at preschool, K-3 levels.

8. Monitoring of academic and social progress.

9. Preschool and early childhood programs.

10. Attendance monitoring through:

- Home visits
- Home calling during day
- Recorded message in evening
- Incentives for good attendance (theatre passes, etc.).

11. Raise student academic performance standards by providing:

Remediation, tutors, and summer school.

12. Promotion/Retention:

1 retention - 40-50% chance of drop out

2 retention - 60-70% chance of drop out.

- If retention:

1. Keep peer group together in remedial class

2. Make sure the work is taught differently the second time around.

Retention is not the first choice, instead provide a continuous educational plan, individualized instruction and transition classes.

13. Placement/tracking is inflexible and puts students at-risk:

Eliminate tracking and ability grouping.

14. Discipline policies:

The best discipline policy is a preventive one.

15. Alternatives to suspension because suspension can contribute to:

- a. reducing students' class time
- b. further distancing the at-risk from school
- c. depriving students of instruction
- d. often pushes the student out completely.

16. Provide a multiplicity of instructional programs.

17. Provide longer school hours, increase school year, and offer summer school opportunities.

18. Transition strategies for students going to high school is a particular obstacle for the at-risk:

- a. shifting required subjects for later years
- b. block programming more than 3 periods a day for at-risk students
- c. most experienced teachers (9th grade)
- d. parent support groups
- e. remediation/alternative classes to catch up
- f. counseling/mentoring
- g. community members used as tutors, student advocates.

19. Schools of choice:

Open transfer program

20. Magnet schools:

Extensive support programs.

21. Alternative schools:
Flexible, small size, personal attention and student choice.
22. Programs for non-English speaking students.
23. Compensatory education and other remedial programs, e.g., Chapter I.
24. Vocational education.
25. Pregnancy and parenting programs.
26. Drug abuse programs such as DARE.
27. Parent involvement is crucial. Improve communication through:
 - a. telephone contacts
 - b. counselor contact
 - c. guide books explaining parent and student responsibilities
 - d. home-school coordinated programs
 - e. home visits
 - f. parent inservice training
 - g. parenting classes
28. Community/business relations:
On the job training in form of apprenticeship.
29. Promotional campaigns to promote school holding power.
Possible ideas include:
 - a. Radio spots - "You're no fool, stay in school."
 - b. Paying \$50 for each at-risk to graduate.
 - c. Personal note from principal/mayor.

d. Developing advertising campaigns.

e. One hour documentary on high school.

(Ascher and Flaxman, 1987).

APPENDICES E AND F
Cover Letter and Questionnaire

HOQUIAM SCHOOL DISTRICT NO. 28

312 Simpson Avenue
Hoquiam, Washington 98550
(206)532-6543

45

DIRECTORS

Steven T. Barry
Alvin J. Dick
JoAnn H. Stritmatter
Dr. Edward J. Wayman
Betty L. Wynn

ADMINISTRATION

Stanley G. Pinnick
Superintendent

Larry R. Jones
Assistant Superintendent

March 30, 1990

Dear Principal / At-Risk Coordinator,

I am the Student Support teacher in the Hoquiam School District working with At-Risk youth, in grades K-6. As part of my Master's Degree in Administration from Central Washington University, I am doing a study on At-Risk programs in elementary schools. This project is supported by the Hoquiam School District's Management Team.

My goals are to determine the At-Risk program components which are most effective and then develop a process to evaluate that effectiveness. With this information, I will put together an At-Risk Resource Guidebook for program coordinators to use.

I am asking your district for assistance in this project. Please fill out the attached survey and return it to me. I would also appreciate a copy of any At-Risk program evaluation materials you may have.

Please indicate on the survey form if you are interested in receiving the results of my study.

Thank you for your cooperation.

Sincerely,

Patti Arthaud
Hoquiam Student Support

Stan Pinnick
Superintendent of Hoquiam Schools

Your public schools...There's no better place to learn.

Please note: Signatures on this page were redacted due to security concerns.

SURVEY OF AT-RISK PROGRAMS - RESULTS

1. How long has your at-risk program been in existence?

45% - 2 years 45% - 3-4 years 10% - 5-6 years 0% more

2. Circle all grade levels you are presently serving.

Preschool K 1 2 3 4 5 6

K-6 = 56%; the other 44% had varied combinations (e.g., K-3, K-4, K-5, 3-6, etc.).

K = 14; K-3 = 1; K-2 = 1; K-5 = 2; K-4 = 1; 6 = 1; 3 = 1; 5-6 = 1; 3-6 = 3.

3. Which of the following regularly provide a service in your program? Please check all that apply.

Counselor - 17	Other, please specify 12
Social Worker - 6	(Attendance Officer, DSHS Liaison,
Aide - 8	Support Team, Core Team, Natural
Teacher - 13	Helpers, Case Manager, Mental
Volunteer - 6	Health Professional, Educational
	Specialist - Psychologist,
	Intervention Specialist).

4. What is your job title in relation to this program?

Program Director/Coordinator, Case Manager, Action Team Leader, Special Services Coordinator, Interventionist, School Psychologist, Social Worker, Counselor, Facilitator.

5. Please indicate how students are selected for your district's at-risk program. Check all that apply.

Teacher Referral - 23	Other, please specify - 8
Student Refers Self - 12	(support Staff - Sec., MDT
Parent Referral - 19	Referrals, Principal, Nurse,
Screening/Testing - 13	Discipline Data, Counselors,
If so, what screening	Child Study Intervention
materials do you use?	Team, School Achievement).
(MAT Test, Severely Behavior	
Disturbed Documentation,	
C-STARS Case Manager, EPSF,	
Grades, Attendance, Dis.	
Referrals, Student Assistance	
Team).	

6. There are many at-risk programs across the nation with a variety of program components. Please check all of the components presently in place in your district's program.

Attendance Monitoring - 13
 Parenting Classes - 16
 Classroom Presentations, Self-Esteem - 20
 Individual Counseling - 11
 Small Group Counseling - 22
 Peer Tutors - 6
 Home Visits - 20
 Published Programs, e.g., ASSIST, POSITIVE ACTION, DARE, etc. - 21

Please specify: Impact Teams - 2, Social Work - 1

Any other component not listed - Quest.

7. With regard to question number 6, please rank order the components checked or listed above. List your district's most effective component as number one.

1. Individual/Small Group Counseling
2. Classroom Presentations w/Published Materials
3. Peer/Adult Tutors - Homework Club
4. Home Visits/Parent Education

8. Is your District currently planning to make any changes in your at-risk program?

Yes _____ No _____

If yes, what components will your district:

ADD: Expand to all grades; Parenting classes; Counselor, Quest; Expand parent involvement/Home visits; Support groups for parents; Tutoring; Individual Counseling w/private agencies; Interagency cooperation.

DISCONTINUE:

WHY?

9. Circle the number that comes closest to describing how effective your district's at-risk program is at changing at-risk behavior.

Extremely Effective						Ineffective
1	2	2.5	3	3.5	5	

	13	1	5	1	
--	----	---	---	---	--

- depends on student.

10. Please check the factors used to identify your district's at-risk population. Check all that apply.

Behavior Problems - 20	Emotional Problems - 19
Attendance Problems 17	Academic Deficiencies - 18
Other, please specify: Abuse, Neglect, Dysfunctional Families, Economic Needs.	

11. How does your district evaluate the program's effectiveness?

1. Parent/teacher input, survey, questionnaires
2. Attendance monitoring
3. Behavior/attitude changes
4. Student achievement
5. Detention referrals

12. Please add comments concerning your district's program that have not been addressed in this survey.

Strategic Planning	Teacher Inservice
Big Brother/Big Sister	Outcome Based Education
Parenting Classes	Conflict Mediators

Please indicate if you are interested in receiving the results of this survey.

Yes _____ No _____

SINCERE THANKS FOR YOUR TIME AND EFFORT IN FILLING OUT THIS QUESTIONNAIRE!

STUDENT SUPPORT

**A K-6 AT RISK
PROGRAM MODEL**

AN ADMINISTRATIVE HANDBOOK

**A Program Model for K-6
At-Risk Support Personnel**

**This handbook was developed as partial
fulfillment of the requirements for the
Degree of Master of Education.**

**by
Patricia Arthaud
Date: July 1990**

STUDENT SUPPORT

A

PROGRAM MODEL

It would seem like a good idea for schools to follow the precept I saw printed on an automobile drag strip racing program: "Every effort is made to ensure that each entry has a reasonable chance of victory."

William W. Purkey
Self-Concept and School Achievement

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INTRODUCTION

The educators of today are seeing more and more high risk children in our public schools. When children fail to achieve academically or establish healthy social or personal relationships, they are at-risk of dropping out of school. At-risk students include those who have been truant, who exhibit signs of physical or sexual abuse, who come to school hungry, or who are disruptive in the classroom.

As educators, we face the grave responsibility of finding innovative ways to help the at-risk population succeed in school. Teachers can no longer solely depend on the traditional teaching methods to effectively impact a vast portion of the student body. Although the function of the school is not to treat emotional and mental problems, it has a role in understanding these problems. The school staff must consider methods of teaching, styles of relating to students, discipline alternatives and expectancies for youngsters in order to deal effectively with the at-risk population.

This handbook is a guide to a program model titled Student Support. The focus of this program is to bring family, youth counselors, social workers and relevant service providers together with teachers in an effort to help troubled children. The handbook contains effective components of an At-Risk Program including ways to identify high risk students, referral procedures, case management tools, evaluation options and parent education information.

This Student Support Handbook is designed to aid an At-Risk Program Manager in implementing a K-6 At-Risk Program. This guidebook will also assist school personnel in expanding its response to the needs of at-risk pupils and their parents. In addition it will help staff members develop a collaborative plan to gain insight into normal problems of maturation and development of the children in their care, then take positive steps to remediate the problem.

STUDENT SUPPORT GOALS

1. To develop and implement a coordinated program in kindergarten through grade six to help students resolve such emotional, social and academic problems that interfere with their school program.
2. To improve attendance patterns.
3. To increase academic achievement.
4. To help teachers understand and cope with the factors that are negatively impacting student achievement and adjustment.
5. To provide support and education to families.
6. To coordinate with other support services and personnel in the delivery of services to students.
7. To help create a positive school climate.

**Identifying
Students At-Risk**

IDENTIFYING AT-RISK STUDENTS

Each at-risk student is a unique “case” to be dealt with on an individual basis. There is no one programming panacea for drop out prevention and retrieval. When identifying at-risk students it is essential to consider the student’s individual characteristics and needs. It is also important to avoid labeling the child or trying to predict future overt problems as this practice can lead to a self-fulfilling prophesy.

The following section contains Elementary At-Risk indicators, Student At-Risk criteria and a check list for targeting specific needs.

ELEMENTARY AT-RISK INDICATORS

An at-risk student may exhibit or possess all or part of the indicators listed below.

1. Begins school with few or no readiness skills.
2. Has some peer problems.
3. Begins to perceive themselves as academically low.
4. Produces low academically.
5. Has increasingly more frequent absences.
6. Comes from a home where education has a low priority.
7. Comes from a home with poor parenting skills.
8. Is an avoider.
9. Lacks "skills" not smarts.
10. Is a victim of abuse (verbal, physical and/or sexual).
11. Comes from a low economic background and or total poverty.
12. Has low "self-confidence" or sense of "self-worth".

STUDENT AT-RISK

The following five categories of At-Risk criteria can be used to identify students for support services.

- I. Academic
 - A. Not performing on level of capability
 - B. Has a consistent pattern of academic failure
 - C. Exhibits stress related to academic functioning.
- II. Has a consistent pattern of tardiness and/or absences
- III. Exhibits behaviors related to stress or possible emotional problems such as:
 - A. Fearfulness
 - B. Hostility/aggression
 - C. Withdrawal/excessive shyness
 - D. Depression
- IV. Has a consistent pattern of behavior problems such as:
 - A. Fighting
 - B. Stealing
 - C. Disruption
 - D. Disobedience of teacher/rules
- V. Exhibits consistent problems related to:
 - A. Maturity level
 - b. Honesty
 - C. Relationships at home/school
 - D. Motivation

To be considered "at risk" a student must fit into two or more of the above categories.

STUDENT SUPPORT CHECKLIST

Student _____ Teacher _____

Date _____

	(Never)	(Not Often)	(Frequently)	(Always)
I. ACADEMIC				
1. Performs adequately on level of capability				
2. Makes passing grade				
3. Appears comfortable with work tasks				
II. ATTENDANCE				
1. Has an excellent attendance record				
2. Gets to school on time				
III. EMOTIONAL				
1. Is happy				
2. Appears secure at school-seems to feel "safe"				
3. Controls anger and aggression				
4. Is friendly and "fits in" with classmates				
IV. BEHAVIOR				
1. Controls impulses to fight				
2. Respects property of others				
3. Follows class/school rules				
V. GENERAL				
1. Acts appropriately for age				
2. Is honest with facts or about behavior				
3. Makes friends				
4. Gives positive view of family relationships				
5. Cares about and is motivated by school work				
6. Appears to like "self"				
VI. OTHER				
1. _____				
2. _____				
3. _____				

**Referral Procedure/
Data Gathering**

REFERRALS

Referrals to the Student Support Program may be initiated when they involve behaviors which interfere with a students' school progress and tend to be ongoing.

1. Academic — The student has difficulty staying on task, has frequent absences, does not complete his assignments.
2. Social — The student has poor peer relationships, displays disruptive behavior, is aggressive, or is withdrawn.
3. Emotional — The student shows evidence of low self-esteem, anxiety, crying, etc.

Routine discipline problems, normal developmental milestones, and medical problems should be handled by other school district services.

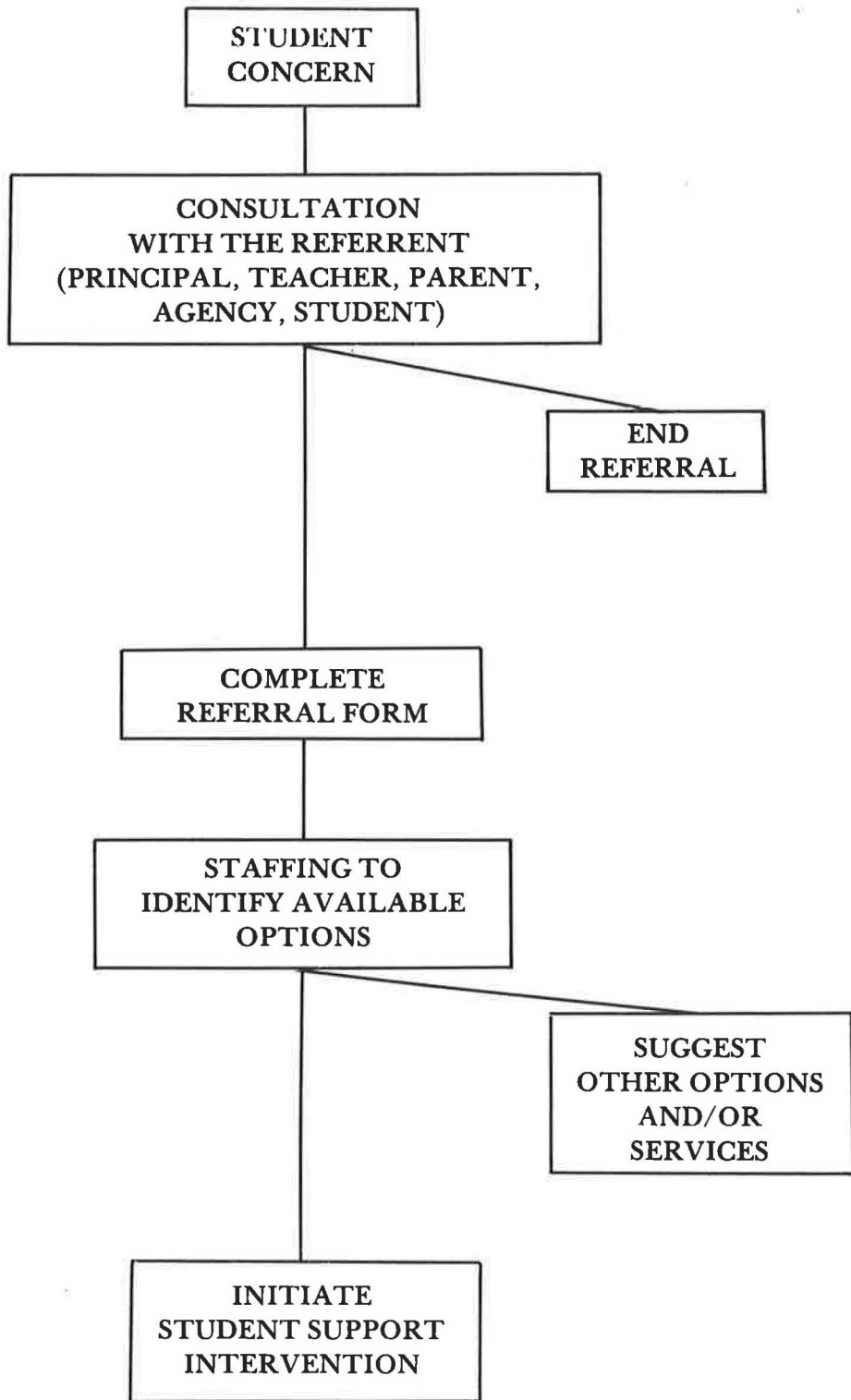
Referrals may be made by the teacher, the administrator, the parent or the student.

The classroom teacher's role in the student support program is:

1. To take the initial steps to resolve the problems: parent contact, administrative contact, exploring simpler alternatives.
2. To make referrals when appropriate.
3. To complete proper forms and to supply pertinent information to the Student Support teacher.
4. To monitor progress of goals for the students who are receiving intervention.

The administrator's role in the Student Support Program is to encourage all teachers to take advantage of this resource. Further, it is the role of the administrator to use the Student Support teacher's expertise to enhance the resources offered to the students.

REFERRAL FLOW CHART



This is a general pattern of referral.

STUDENT SUPPORT REFERRAL FORM

Child's Name _____ Sex: M _____ F _____

Address _____ Grade _____

Today's Date _____ Home Phone _____

Parents' Name _____

Birthdate _____ Teacher _____

School _____

Presenting Problems:

Student Strengths:

Steps Taken and Results:

Goals for Student:

ELEMENTARY SCHOOL PUPIL ASJUSTMENT SCALE

HOW TO USE THE ESPAS

1. If you sense that a particular pupil is not functioning well in class fill out the ESPAS on the pupil.
2. Repeat the process one to two weeks later, without looking at your first sheet.
3. If after 2 observations, your scores are fairly consistent, and 1) you have marked 10 or more items affirmatively; or 2) you have marked items 11, 12, 16, 17, 21, and/or 24 affirmatively, you have identified a pupil who has not adjusted properly.

Options for Intervention

1. Set up parent conference and work towards a solution.
2. Make an adjustment in your program to work towards a solution.
3. Consult with Student Support teacher.

**ELEMENTARY SCHOOL PUPIL ADJUSTMENT SCALE
(ESPAS)**

Yes No The Pupil: _____ The Date: _____

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Tends to blame the teacher for not providing enough help. |
| _____ | _____ | 2. Has a hostile attitude toward the teacher. |
| _____ | _____ | 3. Acts rebellious and defiant. |
| _____ | _____ | 4. Makes fun of the material being taught. |
| _____ | _____ | 5. Has to be reprimanded and/or corrected on a regular basis. |
| _____ | _____ | 6. Physically harasses (pokes, tickles, etc.) his/her classmates. |
| _____ | _____ | 7. Obstructs the work of his/her classmates. |
| _____ | _____ | 8. Tells lies regularly. |
| _____ | _____ | 9. Tends to be destructive toward classroom property. |
| _____ | _____ | 10. Does not listen; interrupts when others are talking. |
| _____ | _____ | 11. Has a short attention span. |
| _____ | _____ | 12. Gets emotionally upset easily. |
| _____ | _____ | 13. Copies from the work of others. |
| _____ | _____ | 14. Complains frequently to the teacher. |
| _____ | _____ | 15. Has trouble changing from one task to another. |
| _____ | _____ | 16. Tends to withdraw; daydream. |
| _____ | _____ | 17. Exhibits physiological symptoms (nausea, stomachache, headache) in the face of stress. |
| _____ | _____ | 18. Has difficulty following task directions. |
| _____ | _____ | 19. Is ultrasensitive to criticism. |
| _____ | _____ | 20. Does sloppy work. |
| _____ | _____ | 21. Sees schoolwork as too hard. |
| _____ | _____ | 22. Gives up quickly on a task. |
| _____ | _____ | 23. Is slow to complete a task. |
| _____ | _____ | 24. Seems to be "in his/her own world." |
| _____ | _____ | 25. Is easily led into dubious behaviors. |

STUDENT SUPPORT PARENT INTERVIEW

Child's name _____

Parent/Guardian _____

Other children in home and age _____

With what age children does your child play? _____

What type of play does your child like best? _____

Does your child have any medical problems? If so, describe _____

Does your child take any medication? If yes, what medication and what is the dosage? _____

Are there any allergies? _____

Have there been any major traumas in your child's life? Be specific. _____

What do you think are your child's strong points?

(a) Socially _____

(b) Academically _____

What are his/her weak points?

(a) Socially _____

(b) Academically _____

Comments _____

Check any of the following that you have observed in your child.

- 1. Behavior Problems - tantrums; is not able to accept limits, resists rules or refuses to comply with requests.
- 2. Socialization Problems - does not play well with other children; does not separate easily from parent; will not work in a group; is left out of peer activities.
- 3. Speech/Language Problems - speech is unclear or garbled; difficulty expressing wants; incomplete language structure; often needs instructions repeated.
- 4. Self-Help Problems - toileting difficulties; feeding or dressing problems.
- 5. Attention Problems - distracted easily; short attention span; darts from one task to another.
- 6. Developmental Delays - does not appear to be learning at an average rate; delays in developmental milestones.
- 7. Motor Problems - clumsy; has difficulty using tools; hand/eye coordination problems; poor control of body movement.
- 8. Hearing Problems - has trouble hearing; asks you to repeat or talk louder; favors one ear over the other; startles at sudden noise.
- 9. Vision Problems - eyes turn in; eyes turn out; squints.
- 10. Medical Health Problems - hospitalizations; serious illnesses; accidents.

**Student Support
Program Components**

STUDENT SUPPORT PROGRAM COMPONENTS

The prevention retrieval components found to be most effective by at-risk program managers are:

1. Classroom use of published programs
2. Parent Education
3. Individual and Small Group Counseling/Intervention
4. Attendance Monitoring
5. Peer/Adult Tutors and/or Mentoring

These components along with case management tools, used in consultation with staff and other support personnel, provide a solid base for meeting the needs of at-risk students.

STUDENT SUPPORT SERVICES

Consultation

1. The Student Support teacher may consult with teachers and/or staff regarding the development and use of behavior management programs and interventions that are needed within and outside the classroom.
2. The Student Support teacher may consult with administrators regarding the development and use of behavior management programs. They may collaborate on the provisions of appropriate services for staff/student needs and they may work together regarding specific interventions with students and staff.
3. The Student Support teacher will provide appropriate feedback to staff regarding a student's goals and program.
4. The Student Support teacher will participate in multi-disciplinary teams with teachers, administrators and school specialists regarding the identification and remediation of students with special needs to determine appropriate services for them.
5. The Student Support teacher may assist in any crisis intervention for students referred due to an immediate crisis such as student conflict; removal from the home, abuse, suicide identification or attempt.
6. A commitment to the best interests of the student is the cornerstone of the Student Support Program. After making an assessment and developing a relationship with the student, the Student Support teacher will advocate a positive direction, taking into account the actions of the student, logical consequences and the goal for the student's growth.

INDIVIDUAL STUDENT SERVICE PLAN CHECKLIST

Student _____

Responsible Person _____

Date _____

Service Item	Month of _____		Month of _____		Month of _____		Month of _____	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Referral confirmed?	_____	_____	_____	_____	_____	_____	_____	_____
2. Parental consent obtained?	_____	_____	_____	_____	_____	_____	_____	_____
3. Written service goals obtained?	_____	_____	_____	_____	_____	_____	_____	_____
4. Goal attainment timelines set?	_____	_____	_____	_____	_____	_____	_____	_____
5. Services to be provided are specified?	_____	_____	_____	_____	_____	_____	_____	_____
6. Responsible service providers identified?	_____	_____	_____	_____	_____	_____	_____	_____
7. Service plan meeting held (parents, student, team members)?	_____	_____	_____	_____	_____	_____	_____	_____
8. Referral appointment made?	_____	_____	_____	_____	_____	_____	_____	_____
9. Information and records shared with receiving/sending agencies?	_____	_____	_____	_____	_____	_____	_____	_____
10. Communication system established?	_____	_____	_____	_____	_____	_____	_____	_____
11. Sufficient progress toward goal attainment (on time)?	_____	_____	_____	_____	_____	_____	_____	_____
12. Plan has been reviewed and revised where necessary?	_____	_____	_____	_____	_____	_____	_____	_____

CLASSROOM SERVICES

1. Referral and Assessment:

Upon receiving a referral, the Student Support teacher will assess the kind of intervention that is needed. Student interviews, teacher interviews, parent interviews, staffings and observations may all be considered in the assessment.

2. Individual service may be provided to specific students. Reasons requiring this might be low trust level, low self-esteem, a need for individual attention or social skills inappropriate for group instruction.

3. The Student Support teacher will attempt to build an alliance with parents and the children who are involved in the program. Communication will include home visits, and/or telephone conferences. Being supportive, suggesting alternatives in parenting issues, providing information about community resources, assisting in referrals to community agencies for the student and/or family are means toward this end.

SHORT-TERM STUDENT SUPPORT INTERVENTION

Name of Student	Birthdate	Grade	School	Date
-----------------	-----------	-------	--------	------

Presented Problem:

Intervention:

Out Come:

COMMUNITY

1. The Student Support teacher will communicate and cooperate with other providers of family and child services.
2. When appropriate, the Student Support teacher will suggest and/or refer families to agencies that provide resources that are not available through the school district.
3. When appropriate, the Student Support teacher will consult with and provide liaison between the school, the family and agencies providing services to our students.

COMMUNITY SERVICES LIST GRAYS HARBOR COUNTY

This is a partial listing of agencies that provide direct services to people in need. The Grays Harbor Community Action Council maintains a listing of human service organizations within the Grays Harbor area. Call Monday through Friday, 8:00 am to 5:00 pm, for information or referral assistance.

EMERGENCY NUMBERS			
SHERIFF	533-6913 or 1-800-652-8714	FIRE (Fill in for your area)	
STATE PATROL	533-5707 or	POISON INFORMATION (Tacoma)	1-800-542-6319
POLICE (Fill in for your area)		CRISIS LINE	538-0733 or
		HARBOR SHELTER	1-800-563-6025

ALCOHOL/DRUGS			
Alano Club	532-9809	Grays Harbor Community Action Council	533-5100
Alcoholics Anonymous	532-2691	American Red Cross	533-3431
Care Unit	1-800-854-0318 or 533-8500	DSHS Aberdeen	533-9228
Family Hotline	532-3121	DSHS Elma	482-2777
Kairos Center Out Patient	533-4940	Salvation Army	533-1062
Kairos Center Detoxification	533-2529	Social Security Office	1-800-562-6350
Quinalt Tribal Affairs	276-8211	Crisis Line	532-8639
CHILDREN/FAMILY NEEDS			
Aberdeen School District Pre-school	532-7690	EMPLOYMENT INFORMATION/JOB ASSISTANCE	
Boy Scouts	532-7031	Employment Security	533-9318
Camp Fire	532-7067 or 533-1970	YES, Youth Employment Service	532-6877
Child Protective Service (CPS)	533-9219 or 532-8639	OWEN, Older Workers Employment Network	533-7546
Day Care & Foster Family Home Licensing	533-4219	Job Search Center (Employment Security)	533-9318
4-H	249-4332	JTPA (Employment Security)	
Girl Scouts	532-2520	Displace Workers (Employment Security)	
Grays Harbor College Cooperative Pre-Schools	532-9020	FOOD	
Twin Harbors Head Start	533-5100	Aberdeen Community Food Bank	533-5077
Mothering Group	533-3996	Peoples Food Bank, H & Wishkah St., Aberdeen	
Latchkey (Aberdeen YMCA)	533-3881	Salvation Army	533-1062
TAPP (Teenage Pregnancy/Parenting Program)	532-8631	Hoquiam - United Presbyterian Church (contact Salvation Army)	
Youth Help	533-7500	Ocean Shores: (North Beach area) Gallean Chapel ..	289-3313
Apple Parenting Classes	533-5100	Copalis Beach: Copalis Community Church	289-3145
COMMUNITY NEEDS			
Grays Harbor Transit	532-2770	Elma: East County Food Bank	482-2609
Libraries (Public): Aberdeen 533-2360, Amanda Park 288-2725, Hoquiam 532-1710, Montesano 249-4211, Ocean Shores 289-3919, Westport 268-0521, Oakville 273-5305, Elma 482-3737, McCleary 495-2268		Humptulips: Humptulips Grange	987-2448
PAWS	Cats 532-7152, Dogs 533-0098	McCleary: McCleary Food Bank	495-3665
Senior Information & Assistance	532-0520	Montesano: Montesano Food Bank	249-4888
United Way	532-6260	Neilton/Quinalt/Amanda Park	288-2337
YMCA	Aberdeen 533-3881, Hoquiam 532-9542	Oakville: Oakville Food Bank	273-6541
COUNSELING			
Evergreen Counseling Center	532-8629	Westport/Grayland: St. Christopher's Episcopal Church Commodity information available through local food banks.	268-9659
KAIROS	533-4940	Food Stamp information: DSHS	533-9228
Grays Harbor County Health Department/ Family Planning Clinic	532-8631	HEALTH ORGANIZATIONS/HOSPITALS	
Harbor Shelter Services	538-0733	AIDS Hotline - DSHS	1-800-272-2427
EDUCATION			
Grays Harbor College	532-9020	Cancer Information Service	1-800-422-6237
Grays Harbor Literacy Council	532-9020	Grays Harbor Community Hospital	533-0450
Grays Harbor County Extension	249-4332	Grays Harbor County Health Department:	533-8631
GED	532-9020	Immunizations	
EMERGENCY NEEDS			
Clothing Banks:		Tuberculosis Clinic	
Community Clothing Bank 205 N. G St., Aberdeen		WIC Clinic (supplemental food vouchers for eligible pregnant women and children under 5)	
Seventh Day Adventist Church 3101 Cherry, Hoquiam		Family Planning Clinic	
Salvation Army 303 S. I St., Aberdeen		Well Child Clinic	
Gallean Chapel	289-2257	Crippled Children services	
St. Christopher's Episcopal Church, Westport		Food Handler's Card	
Pregnancy Aid	532-3204 or 533-7337	St. Joseph Hospital	533-0450

**GRAYS HARBOR
COMMUNITY ACTION COUNCIL**
533-5100



P.O. BOX 1827
117 E. 3RD
ABERDEEN, WA 98520



PREVENTION

1. The Student Support teacher will offer classroom presentations for K-6 classes in coping skills and ways to improve self concept.
2. The Student Support teachers will offer parenting classes to parents of all elementary children. These classes will be designed to enhance their knowledge of skills in parent-child communication.

**PUBLISHED PROGRAMS AVAILABLE FOR
CLASSROOM USE**

1. *Positive Action* - A comprehensive K-6 program to systematically teach students to improve their self-concepts through positive actions. The units covered are:

- 1) Self Concept: Its Definition, Formation & Importance
- 2) Physical and Intellectual Positive Actions for a Healthy Self-Concept
- 3) Managing Yourself Using Emotional Positive Actions
- 4) Getting Along With Others Using Emotional Positive Actions
- 5) Telling Yourself the Truth
- 6) Improving Yourself Continually Using Emotional Positive Actions

Carol Gerber Allred, Ph.D. - Developer
Positive Action Publishing
Twin Falls, Idaho
Copyright 1983, 1981

2. The *Assist* Program: Affective Skills Sequentially Introduced and Systematically taught.

Assist is an affective education program designed to increase students' growth in three critical areas: self concept, dealing with feelings and interpersonal relationships.

Manuals Available:

Building Self Concept in the Classroom
Teaching Cooperation Skills
Teaching Friendship Skills
Helping Kids Handle Anger
Establishing a Positive Classroom Climate

Copyright 1986 Pat Huggins, Program Developer
7024 N. Mercer Way
Mercer Island, WA 98040

3. *Pumsy: in Pursuit of Excellence*

Pumsy is a cognitive approach to teaching positive thinking skills and positive self-esteem skills to children at grades 1-4.

by Jill Anderson ©1987
Timberline Press Inc.
P.O. Box 70071
Eugene, Oregon 97401

4. *Quest International - K-5, Skills for Growing: 6-8, Skills for Adolescence: 9-12, Skills for Living: Parent Component*

Quest International
537 Jones Rd. - P.O. Box 566
Granville, Ohio 43023-0566

5. *D.A.R.E. - Drug Abuse Resistance Education*

6. *Talk About Touching - A personal safety curriculum*

7. *Here's Looking At You/2000 - Self-esteem and substance abuse prevention curriculum*

PARENT EDUCATION

1. Home visits - see attached parent interview
2. Parenting classes -
 - a. STEP - Systematic Training for Effective Parenting
 - b. Active Parenting - by Michael Popking PH.D. ©1983, Atlanta, Georgia
 - c. Parenting for Yourself and Your Child
Lake Washington - Voc. Tech. Institute
11605 132nd Avenue N.E.
Kirkland, WA 98033

Sample topics:

Self Esteem
Communication
Child Development
Helping Kids Handle Anger
Effective Discipline
Stress
Winning Cooperation
Developing Responsibility

SMALL GROUP INTERVENTION

Small group intervention can provide opportunities for children to increase self-awareness, self-control and self-acceptance. The focus of each session depends on the needs of the children in the group. In most cases there are three areas that are targeted for discussion:

- (a) Helping children understand & cope with their feelings.
- (b) Helping children understand what is happening in their families.
- (c) Guiding children toward decisions about what to do & when to do it.

After establishing guidelines for discussions, it is very important to help each child feel comfortable and confident in the group. It is also essential to emphasize the need for confidentiality.

Small Group Intervention Topics:

1. Repeaters
2. Step-parents/children of divorce
3. Death and dying
4. Children of alcoholics
5. Liking yourself (self-esteem)
6. Changing disruptive behavior
7. Problem solving techniques
8. Changing chronic absenteeism

Sample

Date _____

Student Support Teacher _____

STUDENT SUPPORT INTERVENTION

I, as the parent or guardian, understand that it has been recommended that _____ receive Student Support Services at _____ school. The nature and purpose of the student support program may include weekly individual, group, and/or family contacts with the School Student Support Personnel. I also understand that I may contact the School Student Support Teacher (533-5082) at any time regarding questions or concerns about my child.

We are working on _____

.....

Parent/Guardian signature

Relationship

Date

Your public schools . . . There's no better place to learn.

**Evaluation:
Feedback Tools**

EVALUATION

It is crucial in any effective at-risk program to build in evaluation tools for a number of reasons. The program manager will need to monitor and revise their district's program, as necessary, to determine what works and expand on it, as well as discontinue ineffective components. It is also essential to have at hand information to support the effectiveness of each program component when reporting to the school board and community members.

There are several ways to accomplish this task. Each tool suggested should not be used in isolation but in conjunction with other supporting data as possible indicators of growth. Suggested feedback tools include:

1. Attendance Monitoring
2. Academic Growth (test scores)
3. Monthly Progress Reports (see sample)
4. Questionnaire from teachers/administrators/parents/students
5. Individual Pre/Post Test for Self Concept (see sample)
6. Verbal input from parents, staff and students
7. Behavioral Changes (as noted and recorded on ESPAS, or other behavior checklists).

MONTHLY PROGRESS REPORT

Date _____

Student's Name _____

Teacher's Name _____

Grade _____

1. Have you noted any improvement in the academic subjects?

_____ Yes _____ No _____ Possibly

Comments: _____

2. Have you had any problems with classroom behavior?

_____ Once _____ Twice _____ Many _____ None

Comments: _____

3. Have there been any social problems among peers?

_____ Once _____ Twice _____ Many _____ None

Comments: _____

4. How can Student Support better assist you with this student?

Date received by Student Support _____

PRE-POST TEST FOR SELF CONCEPT

- | | | | |
|------|---------------|-------|--|
| true | don't
know | false | 1. Most people talk to themselves. |
| true | don't
know | false | 2. Feeling proud makes me like myself better. |
| true | don't
know | false | 3. Everyone is good at some things and not good at other things. |
| true | don't
know | false | 4. I know something to say to myself to help when I'm afraid. |
| true | don't
know | false | 5. Everyone has some things to be proud of. |
| true | don't
know | false | 6. It's okay if I'm not good at everything in school. |
| true | don't
know | false | 7. Telling yourself you're going to be good at something can help you do well. |
| true | don't
know | false | 8. It's okay to praise yourself. |
| true | don't
know | false | 9. In some ways, you are different from everyone else in the world. |
| true | don't
know | false | 10. I know something helpful to say to myself when kids pick on me. |

- | | | | |
|------|---------------|-------|---|
| true | don't
know | false | 11. There are things I can do really well. |
| true | don't
know | false | 12. It's okay to make mistakes. |
| true | don't
know | false | 13. I'm somebody special. |
| true | don't
know | false | 14. Identical twins are alike in every way. |
| true | don't
know | false | 15. What I say to myself makes no difference in how I feel. |
| true | don't
know | false | 16. It's important to like myself. |
| true | don't
know | false | 17. Your best friend should be yourself. |
| true | don't
know | false | 18. What we say to ourselves sometimes affects how we feel. |
| true | don't
know | false | 19. Talking to yourself in a nice way is silly. |
| true | don't
know | false | 20. We cannot learn from our mistakes. |
| true | don't
know | false | 21. The only way to like yourself is to be perfect. |

CONCLUSION

We see the school setting as an opportune place to respond constructively to those students whose continued education is at-risk. Schools need to take a leadership role in ensuring that students have access to the necessary academic and support services available to finish school. Schools must now reach into the community in a variety of ways — to enlist volunteer support for mentoring programs, and to cooperate with various youth-serving agencies in providing students with extra services.

Our goal is to find ways to promote changes in the school structure so our “schools fit our students.” The at-risk program components detailed in this handbook are some of the possible options for making changes and fulfilling the needs of our at-risk population.

No one program can solve the many social problems associated with at-risk youth. It will take a national effort to reach our goals regarding our children’s future. But our children are worth the effort.

STUBBORN TEACHER

My teacher is so stubborn!
She is told that I am unmotivated.
 But she invites me anyway.
She is told that I don't want to learn.
 She invites me anyway.
She is told that I don't have the ability.
 She invites me anyway.
She is told I just want to cause trouble.
 She invites me anyway.
She invites me again, and again, and again.
 She fills my world with invitations.
One day, I'll take the greatest risk of my life,
 I'll accept one, and see what happens.

Author Unknown

“One of the greatest functions of a teacher is to give his students a ‘vision of greatness,’ which is a figurative way of saying a clear picture of their potential as human beings and of the possibility of realizing that which they can be. The individual cannot or will not see and take advantage of opportunity, however physically available it may be, unless he is brought to believe that he has possibilities for growth and that this opportunity is a door for him.” (Pullias, 1975)

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