

Spring 1996

A Resource Manual for Facilitating Effective Instructional Strategies for At-Risk Junior High Students

Steven D. Meeker

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects



Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Educational Methods Commons](#)

80697

**A RESOURCE MANUAL FOR FACILITATING
EFFECTIVE INSTRUCTIONAL STRATEGIES
FOR AT-RISK JUNIOR HIGH STUDENTS**

**A Project Report
Presented to
The Graduate Faculty
Central Washington University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Education**

**by
Steven D. Meeker**

May, 1996

A RESOURCE MANUAL FOR FACILITATING
EFFECTIVE INSTRUCTIONAL STRATEGIES
FOR AT-RISK JUNIOR HIGH STUDENTS

by

Steven D. Meeker

May, 1996

The purpose of this project was to develop a resource manual to facilitate effective instructional strategies for at-risk junior high school students. To accomplish this purpose, current research and literature related to at-risk student characteristics, their special needs, and programs and strategies developed to assist them was reviewed. Additionally, on site visits to selected programs and interviews with teachers and administrators were conducted.

At-risk students are young people who lack motivation to do well in school or work. They live marginally outside the socially accepted code for children and youth. School systems which have large numbers of at-risk students need to be flexible and creative in developing programs to meet the needs of these students. Parents and community members need to become knowledgeable and more involved with supporting programs for at-risk students.

ACKNOWLEDGMENTS

The time and energy put forth on this work has been extremely taxing on my family. My wife, Sheri has been wonderfully supportive in picking up the slack while I was at the library, visiting other schools, or banging on the computer keyboard. Thank you, Sheri, for all the help you have been to me. My children, Randy and Holly, have had to do without their "card playing, ball playing, and wrestling on the floor Dad". Instead, they have endured a fellow who monopolizes the computer, yells, "Turn that TV down!," and in general walks around with a glazed over look on his face. Thank you both for being patient during this process.

Thank you to my friend, Ron Miller, who weekly would ask, "Are you working on your project like you're suppose to?"

I must also acknowledge my co-workers, the most talented staff of Good Samaritan School in Puyallup, Washington. Without their help, this project would not have been possible. This staff has taught me what teamwork truly means. I have never worked with a group of people who support each other the way these people do.

Credit also must be directed toward Sue Lobland and Sandra Jacobson and the fine staff at Ballou Junior High in Puyallup. They have been very helpful to me during my internship there, and while working on this project. I always felt welcomed by the school staff.

I would also like to thank Dr. Jack McPherson for his excellent help and guidance on this project. He was able to help me take a concept and put it into words and action. I greatly appreciate the personal treatment I have received from Dr. McPherson and from all of the faculty at Central. I never felt like just a number.

Finally I wish to dedicate this work to all those teachers and schools who are trying to help their problem students. I hope that this project will prove helpful to you as you endeavor to meet the difficult needs of your challenging students.

TABLE OF CONTENTS

Chapter		Page
1	BACKGROUND OF THE STUDY	1
	Introduction	1
	Purpose of the Project	2
	Limitations of the Project	3
	Definition of Terms	4
2	REVIEW OF RELATED LITERATURE	6
	Characteristics of At-risk Students	7
	Characteristics of Successful At-risk Programs	8
	New York City	9
	Los Angeles	12
	Chicago	15
	Sioux Reservation, South Dakota	17
	Selected Rural Programs	19
	In School Alternatives For At-Risk Students	21
	Summary	23
3	PROCEDURES OF THE PROJECT	25
	Need for the Project	26
	Development of Support for the Project	27
	Procedures	27
	Planned Implementation of the Project	28
4.	THE PROJECT	29
	Title Page	1
	Project Table of Contents	2
	Unit 1: Exploring Self Control and Emotions	3
	Unit 2: Successful Student Skills and Goal Setting	16
	Unit 3: Structured Behavior	28

5	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	30
	Summary	30
	Conclusions	30
	Recommendations	31
	References	32

CHAPTER 1

BACKGROUND OF THE STUDY

Introduction

Our nation is faced with a great educational challenge. Growing numbers of students are coming to our schools unprepared for the learning activities we have planned. As a result, this segment of our student population is not receiving the basic skills in literacy and citizenship that are needed to participate in our society. Our school system has been too inflexible to respond to the educational needs of these students. The resulting waste of human potential is extremely costly. (Swanson, 1991)

As illustrated by Swanson in the statement above, one of the greatest challenges facing educators in the United States today has been that of reaching students who are at risk of failure in our schools. While many different types of programs have targeted these students with varying degrees of success, the problem is growing at an alarming rate. Swanson further substantiates his claim by stating that the dropout rates of the past are unacceptable because our future holds few job opportunities for those who lack skills and do not learn.

Many young people today have become at risk of failure in America's schools for the same reasons that their parents and grandparents became at risk: limited educational opportunities and incentives, poor nutrition, inadequate health care, dangerous neighborhoods, abuse and neglect. While the problems are wide-spread they appear to be especially acute in the inner cities. (Rossi, 1994)

Problems faced by at-risk students have included lack of employment opportunities, stressful life experiences, poor health care, and highly fragmented patterns of services. The widespread academic failure in the schools that could cripple the next generation is sometimes overshadowed by the preceding litany of troubles. (Wang and Reynolds, 1995) For the educator these at-risk students can pose many problems. Helping these students become successful in school is a great challenge, but well worth the time and effort required. Even from an economic standpoint, it is a greater bargain to spend what it takes to help turn these at-risk students into productive citizens than to warehouse them in prisons and detention facilities. Our society can no longer hold as acceptable the old notion that we can just push these students away and pretend they don't exist. It is too costly.

Purpose of the Project

The purpose of this project was to develop a resource manual to facilitate effective instructional strategies for at-risk junior high school students. To accomplish this purpose, current research and literature related to at-risk student characteristics, their special needs, and programs and strategies developed to assist them was reviewed. Additionally, on site visits to selected programs and interviews with teachers and administrators were conducted.

Limitations of the Project

For the purpose of this project, it was necessary to set the following limitations:

1. Scope: The resource manual was designed for instructional use with approximately twenty at-risk junior high school students.
2. Research: The preponderance of research and literature review for this project was limited to the last ten (10) years.
3. Selected Visits: On-site visits to selected programs for at-risk students, and visits with teachers and administrators were conducted. These programs included:
 - A. The Challenge Program at Ballou Junior High, Puyallup, Washington
 - B. Good Samaritan School, Puyallup, Washington
 - C. West Side Place, Seattle, Washington
 - D. The Discovery Center, Everett, Washington

Definition of Terms

Significant terms used in the context of this project have been defined as follows:

1. A.L.A.S.: Achievement for Latinos through Academic Success. The program established by the Los Angeles Unified School Board to address the problem of Latin American student dropouts. Rumberger and Larsen (1994)
2. Alternative Methods: Grading practices which are more flexible and accountable Vandermolen and Nolan (1993)
3. At-risk: The meaning of the term at-risk is never very precise and varies in practice. One definition is that students who are at-risk are those who, on the basis of several risk factors, are unlikely to graduate from high school. (Slavin, Karweit, and Madden 1989)
4. Brain Drain: A concern in many rural areas. The brighter students leave town for urban careers while those considered at-risk drop out and stay in the community. Higbee (1991)
5. Chicago School Reform Act: Legislation passed by the Illinois General Assembly in 1988 to address massive dropout numbers in the Chicago School System. Hess (1994)
6. Coping Room: A special room set up at the Takini School on the Cheyenne River Reservation in South Dakota. The purpose of the room is to help students deal with the effects of alcohol in their homes. Higbee (1991)

7. Dropout Prevention Initiative: Program developed by the New York City Board of Education during the 1980s. Grannis (1994)
8. Hispanic: A person of Latin American descent. Rumberger and Larsen (1994)
9. In School Suspension: A place within the school where students will serve a period of time for disruptive behavior. The purpose is to prevent the student from falling behind on their school work while serving their suspension. Garibaldi (1995)
10. Local School Councils: A segment of the Chicago School Reform Act which placed each school under the supervision of a neighborhood council. Hess (1994)
11. P.M. School: A program developed in New York City high schools held in the late afternoon to help students make up courses or gain credits. Grannis (1994)
12. Peer Mediation and Conflict Resolution: One of the most successful parts of the efforts to beef up security at New York City high schools. Grannis (1994)
13. Project Achieve: The follow up program for the Dropout Prevention Initiative in New York City. Grannis (1994)
14. Time Out Rooms: A room adjacent to the principal's office where a referred student will wait for a short period of time before returning to class. Garibaldi (1995)

CHAPTER 2

REVIEW OF RELATED LITERATURE

Introduction

The review of research and literature summarized in Chapter 2 has been organized to address:

1. Characteristics of At-Risk Students
- 2.. Characteristics of Successful Intervention Programs
 - a. Dropout Prevention in New York City
 - b. The A.L.A.S. Program in Los Angeles
 - c. Chicago School Reform
 - d. Cheyenne River Lakota Sioux Reservation, South Dakota
 - e. Selected Rural Programs
3. In-School Alternatives for At-Risk Students
4. Summary

Data current primarily within the past ten (10) years were identified through an Educational Resource Information Centers (ERIC) computer search, and through a search of the University of Washington Library computer system. A hand search of various other sources was also conducted.

Characteristics of At-risk Students

In American society the term "at-risk" has been used in many different ways for a variety of reasons. Tugent in 1986 stated, "To be a youth at-risk could mean that a young person was chemically dependent, a school dropout, suicidal, either pregnant or potentially pregnant in teen years, or an alcoholic." In the ten years following Tugent, the term at-risk was still often bandied about by educators, sociologists, and the press to describe any number of problems which affected youth.

According to Richardson and Colfer, (1988) when the term at-risk has been specifically applied to students, rather than youth in general, two types of definitions were used. The first dealt with certain background, cultural, and emotional characteristics to identify students who were at-risk of becoming youths at-risk. This approach attempted to identify problems before they occur in school. The indicators could have been low socio-economic status, living with a single parent, a decaying or unstable neighborhood, or dropout models within the family. The second type identified students on the basis of problematic behaviors exhibited in school such as low grades, skipping classes, or disruptive behavior in class. This approach waited until school-related problems occurred and then identified the student as at-risk.

One might ask, "At-risk of what?" According to Vandermolen and Nolan (1993) students were considered at-risk if they are in danger of not receiving a high school

diploma. They further state that this in turn made them at-risk of winding up in unemployment lines, welfare offices, and even prisons.

At-risk students may come from any socio-economic status, may be from any cultural-ethnic group, and may be either male or female. However, the majority of students identified as being at-risk were male and from lower socio-economic families. According to Brown (1986) the high school dropout rate for disadvantaged black males was 23%, white males 39% and Hispanic males 44%. In short, Brown sums up at-risk students as being young people who lack motivation to do well in school or work. They live marginally outside the socially accepted code for children and youth.

Characteristics of Successful At-risk Programs

Communities across the nation, both large and small, have developed several programs designed to address the problem of helping at-risk students achieve success in their schools. There are common threads in many of these programs, however, several unique pieces are noted which reflect the problems specific to the local region or culture. The characteristics, both positive and negative, of five selected programs are detailed as follows.

The Dropout Prevention Initiative in New York City:

According to Grannis (1994) New York City may be the ultimate test of whether a large city school system is simply condemned to bureaucracy or can respond humanely and effectively to students with diverse strengths and extraordinary needs. During the mid 1980s newspapers and advocacy groups in New York City pointed to high dropout rates in the city schools. One study showed that in 1983 possibly as many as 68% of students entering ninth grade in New York never graduated. In response to this pressure the city Board of Education launched the Dropout Prevention Initiative. The purpose of this initiative was to identify high school students most at risk of dropping out of school, to offer them services, and to help them maintain a successful academic career.

The D.P.I., as it has been termed, was meant to combine six components of service to students: attendance, guidance and counseling, middle school/high school linkage, health services, alternative educational programs, and increased school security. Attendance outreach consisted of letters, phone calls, and home visits to absent students. School staff, including teachers, repeatedly testified that home visits were valuable, in fact in middle schools they were often characterized as the most important part of the program. Records have shown that home visits frequently cast light on reasons for students' behavior in school.

Guidance and counseling sessions were to play an important role in helping students deal with factors which threatened their success. The D.P.I. expected counselors to hold at least 15 individual and 10 group guidance counseling sessions every week.

Some counselors found this difficult to fit into their busy schedules, and others found that they lacked adequate training for group sessions.

Middle school/high school linkage programs were intended to smooth middle school student's transition to high schools. One valuable activity was for a middle school student shadow a high school student for a part of a day. The more information the middle school student obtained about high school, the better their chance for success.

Health concerns were cited most often by students as reasons they were absent from school. However, health services for these students were poorly lacking. Most students reported having access to health care less than once per year.

Alternative education at the middle school was primarily used as a support for regular education. Programs included before and after school tutoring, homework help, and recreational activities. At the high school level these same programs were offered in addition to career education and job training. Two programs of particular note were a "PM School" held in the late afternoon for students to make up courses or gain credits, and an on-site GED program.

Security was beefed up at the high school level. An automated building entry/attendance system was installed in each school. Results, however, were mixed at best. But in five particular high schools a peer mediation and conflict resolution program was implemented. In all five schools, the incidence of suspensions for aggression against other students dropped dramatically in the year following the startup of the program.

After four years of D.P.I. programs, data revealed that the targeted students were not achieving better than before. After further study it was determined that one major factor had been overlooked in determining student failure or success, that being the school itself. It became apparent that dropout prevention needed to become a school-wide concern, rather than the special responsibility of a selected few staff.

In May 1990 the Board of Education announced a new program called Project Achieve. This program took the best ideas from the D.P.I. and incorporated them into a broad based effort to meet the needs of at-risk students. Under this program schools were urged to set long and short range goals for their at-risk students that were both challenging and attainable, and were held accountable for these goals. Preliminary results from Project Achieve appeared to be positive. By 1992 the city's dropout rate had dropped to 17.2%, down from 28.7% in 1988. School officials admitted that they are still seeking the proper balance between a systemic approach to school reform and the targeting of individual students at risk. It was clear that targeting alone did not substantially improve outcome for students, as long as the larger school environment was not dealt with. Grannis recommended that schools have to act as if the future is now. "We cannot afford to just begin at grade 1 and make improvements gradually. Schools at every level need to support and empower students so that they may become part of the solution."

The A.L.A.S. Program in Los Angeles

In their report on school reform in Los Angeles, Rumberger and Larsen (1994) cited statistics from the U.S. National Center for Education which stated that Hispanics had the highest dropout rate among the major ethnic groups in the United States. They also stated that of over 500 school or community based programs for dropout prevention, only 26 served primarily Hispanic youth. This was especially important for California where in 1990 Hispanics represented 34% of all students. They also noted that Hispanics were more likely to drop out before reaching high school. This problem was complicated by the large number of sub-groups within the Hispanic community. Differences between those of Cuban background and those of Mexican background were greater than even those between Hispanics and the population as a whole.

In responding to the above mentioned problems, the Los Angeles Unified School District developed the A.L.A.S. program. The letters stood for Achievement for Latinos through Academic Success. The word ALAS translated to *wings* in Spanish. This program was designed to address four spheres of influence on student achievement: students, teachers, the school, and parents.

Social and task related behavior has been consistently reported as problematic for low achieving youth. To improve students' social and task related behaviors, the ALAS program incorporated a problem solving training program. This approach taught students to solve problems in different areas of their life including family, peers, and school work.

Teacher feedback systems in secondary schools traditionally included report card grades every ten weeks with progress reports every five weeks. It was determined that low achieving Hispanic students needed feedback more frequently. The ALAS program provided daily, weekly, or bimonthly teacher feedback reports to students and their parents, depending on student need.

Poor attendance prior to dropping out was a constant factor. Most large schools did not monitor attendance very closely, so often students got the message that the school did not even care if they attended or not. The ALAS program monitored attendance period by period and parents were contacted daily about student truancy. Students were required to make up missed time and were provided with positive adult contacts who communicated a personal interest in their attendance. Extracurricular activities were provided for students to stimulate bonding with other students and adults. This was to help prevent students from feeling alienated from school.

Hispanic parents were less likely to interact with school officials. This may have been because they often were confused about the roles they were expected to play in their children's education, or they may have lacked the confidence and skills to interact with teachers and other school staff. The ALAS program trained parents in two skills; parent-child problem solving and parent participation in school and literacy activities. In weekly tutorial sessions parents were taught how and when to participate in school activities, contact teachers and administrators, and monitor their child's school performance.

The ALAS program was set up in a large junior high school in Los Angeles which enrolled 2,000 students, 94% of whom were Hispanic. The targeted participants were the bottom 25% of the regular education students, learning-disabled students, and emotionally disturbed students. To measure success, a group of students were compared to a control group of similar students who were not in the program. After two years of working with students in the ALAS program, the following results were observed:

- * 91% of ALAS students were still in school at the end of the eighth grade compared to 73% from the control group
- * Only 5% of ALAS students missed more than 30 days in the first semester compared to 21% from the control group.
- * In academic classes 74% of ALAS students were not failing any class compared with 62% of the control group.

While the above figures were encouraging, a final analysis of ALAS had not yet been completed. One possible drawback observed which might prevent the program from being used by more schools was the cost. This project was partially funded by the U.S. Department of Education and by the University of California. It was estimated that the actual cost for a school to run a similar program was \$475 per student per year. However, Rumberger and Larson concluded that this was a bargain when compared to the large social costs associated with dropouts.

Chicago School Reform

In the mid 1980s Chicago school authorities became aware of the staggering numbers of low-income at-risk students who were enrolled in the city's schools. Of 440 elementary schools, there were 96 in which *every* student was on free or reduced lunch programs, and another 112 in which more than 90% of the students were in this category. At-risk students were not on the margins of the student body, they were the student body.

These students appeared to be rejecting in massive numbers the structures and performance of contemporary urban schools as being inadequate to meet their needs. Reform activists in Chicago sought to provide opportunities for schools to change to become more effective with low-income students. According to Hess (1994) it was out of this conviction that they persuaded the Illinois General Assembly to pass the Chicago School Reform Act of 1988.

According to these activists, it was the school system which was at-risk, not the kids. They sought to avoid a "blame the victims" mentality. They believed that the system had neglected and stacked the odds against at-risk kids.

The Chicago School Reform Act had three major components: First, schools were required to lift the achievement levels of their students to match the national norms. While many of the reform activists recognized the near impossibility of achieving these goals within the initial 5 year time frame, they were committed to putting high expectations before schools.

Second, the school system's resources were reallocated to focus on the students with the greatest needs. This was accomplished by placing a cap on the proportion of non-instructional expenses and by requiring that all schools receive equitable base-level funding.

The third facet was the establishment of school-based management in the form of elected Local School Councils at each school site. These councils were given three basic responsibilities: to create a school improvement plan; to adopt a school spending plan, and to select the principal to lead the school under terms of a 4-year performance contract.

Other important provisions of the reform act included the following: Principals were given the right to select educational staff for newly open positions, Teachers were no longer assigned to schools on the basis of seniority, and teacher remediation and termination procedures for unsatisfactory teachers were shortened. In 1992, the Chicago Panel issued a Midway Report based on the first two and a half years. Though it was too early to assess student achievement changes, there were some encouraging signs. For the most part, the local school councils were functioning adequately. Principals had adopted new roles, provided new leadership, and were in general optimistic about the prospects for school reform. Teachers became increasingly involved and positive about reform. The number of administrative unit positions were decreased by 840 while the numbers of school staff were increased by 3,365. And perhaps most significant, the focus of concern for most local school councils had shifted from practical problems, such as

overcrowding and discipline, in the first year to curriculum and instructional concerns in the second year. This indicated that many of the practical problems had been dealt with adequately during the first year.

Hess referred to the Chicago School Reform Act as a "Grand experiment in attempting to force schools to change to meet the needs of their students." He concluded that schools must stop the practice of trying to force their students to abandon the characteristics that make them successful on the streets of their own communities and instead adopt those other behaviors schools have traditionally rewarded.

Cheyenne River Lakota Sioux Reservation: South Dakota

The Cheyenne River Reservation comprises an area the size of Connecticut where just 7,000 people lived, those being the Lakota Sioux. According to Higbee (1991) these people referred to themselves as Indians, not Native Americans. On the west side of the reservation unemployment ran as high as 95%. This area was served by the Takini School (takini translated to survivor in Lakota) with 250 students K - 12.

The school was really the only employer in the area. This put teachers and staff in a peculiar position; they were the haves, their neighbors were the have nots. Higbee says that teachers had to be careful how they addressed problems so parents wouldn't think them elitist. Takini School was all one long building with the lower grades on the east and the high school to the west end. Most students didn't make it to the west end. In fact only 20% of those in the eighth grade were expected to actually graduate. Teachers

found it hard to talk about the value of a diploma in an environment where most graduates, like dropouts, were unemployed.

Complicating this situation even further was the fact that according to the tribal government, at least 95% of the reservation residents were directly or indirectly affected by alcohol and other drug abuse. The effects on Takini children were brutal. Teachers spoke of families shattered by alcohol, of molestation in homes where ten or more people shared a bedroom, of seven year olds who were responsible for younger siblings days at a time.

Takini School has responded to the alcohol problem by taking several steps. First, the school has become completely drug and alcohol free. There was not even a smoking area for teachers. According to the superintendent, students must see the school as a safe environment, free of pressures to drink or take drugs. Second, the school has hired a full time alcohol and drug counselor who worked in all classrooms. She has used the building for Alateen meetings and has invited the community to programs on prevention and intervention. And third, the school recently opened a special coping room. Students devastated by weekend drinking in their homes came to school Monday tired, hungry, and emotionally spent. By Thursday they were bracing themselves for the coming weekend. The room's staff helped them recover and prepare.

The tribe has been grappling with efforts to deal with both the employment and the alcohol problem. Some have suggested that ancient tribal culture be taught to the children. (For years government run schools forbade the teaching of tribal culture or

even the speaking of the Lakota language.) Others have suggested ways to stimulate the economy and provide more jobs. In any case, the tribal government was hopeful that the steps taken in Takini School would lead to a more stable and prosperous community in the future.

Selected Rural Programs

According to DeYoung (1994) 22% of America's schools were in rural areas and they were attended by 12% of our children. Rural areas have often been regarded as a "Safe Haven" from social problems which afflicted the city. Students in rural areas, however, were actually more likely to be considered at-risk than their non-rural cohorts. DeYoung quoted the National Rural Development Institute which stated that out of 39 measured at-risk categories/situations, rural students ranked higher than their city cousins in 34. Among these at-risk categories were substance abuse, depression, low self esteem, child abuse, having been sexually active, disabled, illiterate, and poor.

DeYoung also cited a study by the Children's Defense Fund concerning rural schools and students. According to the C.D.F., rural teachers were less experienced, less well trained, and had faster turnover rates than metropolitan teachers. Achievement scores were slightly lower, high school dropout rates were higher, dropouts were less likely to return to school, and college attendance and completion rates were lower.

Rural schools have faced the difficult problem of how to finance special programs for their at-risk students. Most often these programs involved special vocational training

which reflected the unique needs and resources of the communities within which they have existed. DeYoung notes that schools in Braxton County, West Virginia relied on routine school-wide award ceremonies that publicized student success. "Good grades, positive citizenship, and other special achievements were widely proclaimed throughout the school during the year, and most of these ceremonies were covered in both county newspapers, even though many parents could not or did not attend such events."

Paul Higbee, noted earlier in this paper on the Cheyenne River Reservation, also wrote about two other small communities in South Dakota. He stated that in Estelline (pop. 750) residents became concerned with what they called the "brain drain". This referred to the fact that the community's best and brightest students often left town for urban careers, whereas at-risk youth usually stayed home, dropped out and faced unemployment, and in ten years entered their own kids into the town's schools. In response to this trend, Estelline committed itself to a program of academic restructuring which called for more community input. One goal of this restructuring was intended to help students see opportunities for local entrepreneurship. Estelline business people have responded by coming into classrooms as speakers, involving students, in community planning and more.

Further west, in Belle Fourche near the Wyoming border, the schools have entered into a cooperative with other school districts in the region and established the areas first alternative school. This school has grown to provide residential as well as day programs for at-risk students. Civic leaders in Belle Fourche arranged for 16 of the

alternative school's students to attend school in a building in the town's business district, close to community activities and job opportunities.

DeYoung described rural programs as having the ability to show genuine care and concern for their at-risk students. What they lacked in dollars, they often made up in a spirit of community pride and concern. Higbee stated that rural schools were thinking in terms of self-determination regarding at-risk youth. "They saw little outside leadership, with urban models viewed as generally inappropriate for their populations. As a result, they looked at local resources, and found creative thinking and promising alliances."

In School Alternatives For At-Risk Students

According to Garibaldi (1995) there was a great deal of attention focused on the large numbers of students who were being suspended and expelled during the 1970s. Because students lost credit for missed school work and also valuable instruction time, many schools created in-school alternatives to suspension. These programs were designed to keep students in school for the remainder of the day in order for them to keep up with their classwork. Students also received counseling to help them to function better in the classroom and at school.

The three most common models of in-school alternatives cited by Geribaldi were: time-out rooms; in-school suspension; and, counseling and guidance programs. Time out rooms were designed to have the student sit in a room adjacent to the principal's office

where they were temporarily left unattended until a staff person inquired about the reason for their referral. Students were usually referred for one class period and there was no formal instruction. However, the student was assigned work by the teacher. The student might have also been required to draft a behavioral contract that committed him or her to more positive behavior after returning to class.

In-school suspension centers offered more extensive services than time-out rooms. Placement was for longer periods and formal instruction was provided. A highly able and experienced teacher played a pivotal role in this type of program. Often a counselor or social worker was involved to help provide a link between the student, his school, and home.

Guidance and counseling programs provided extensive counseling for students to help them see that their misbehavior had interfered with the classroom instruction of their peers. A variety of models were used, including Glasser's reality therapy, transactional analysis or Kohlberg's moral reasoning.

Garibaldi asserted that teachers and administrators often expected overwhelming results from these programs within short periods of time, and retorted that this was not fair. Said Geribaldi:

"These programs are not and were never intended to be perfect. Instead they were temporary efforts designed to address the needs and concerns of adolescent students who would have ordinarily dropped out or been pushed out of school."

4. The establishment of Local School Councils in Chicago has played a major role in addressing that city's staggering problems with low income students.
5. Takini School on the Cheyenne River Lakota Sioux Reservation in South Dakota has had to take an activist role in addressing the community's soaring alcohol and drug problem which have seriously affected school performance.
6. Students in rural schools are even more likely to be considered at-risk than their urban cousins. Rural schools have to be creative in addressing the needs of their at-risk students.
7. In School Alternatives, such as time-out rooms and in-school suspensions were never intended to be miracle cures. Instead, they are temporary efforts to address the needs and concerns of adolescent students who would ordinarily drop out of school.

CHAPTER 3

PROCEDURES OF THE PROJECT

The purpose of this project was to develop a resource manual to facilitate effective instructional strategies for at-risk junior high students. To accomplish this purpose, current research and literature related to at-risk student characteristics, their special needs, and programs and strategies developed to assist them was reviewed. Additionally, on site visits to selected programs and interviews with selected teachers and administrators was conducted.

Chapter 3 contains background information describing:

1. Need for the project
2. Development of support for the project
3. Procedures
4. Planned implementation of the project

Nccd for the Project

The need for the project was influenced by the following considerations:

1. The writer (Steven D. Meeker), a certified fourth through twelfth grade instructor, was currently teaching at Good Samaritan School, Puyallup, Washington, a day treatment school for severe behavior disabled junior high and senior high school students, and searching for ways to help students understand their emotions and how to control their behavior in response to certain emotions.
2. The writer's experience during principal internship at Ballou Junior High in Puyallup, Washington, where the availability of helpful material to use when working with troubled students was often scarce or hard to locate.
3. The writer's experience teaching in a mental hospital (i.e. Western State Hospital, Tacoma, Washington) and in a state prison (Eastham and Ellis II Units, Huntsville, Texas) lead to an awareness of, and a commitment to, reaching at-risk youth before they "fall through the cracks" and become institutionalized.
4. Current research findings, as well as information obtained from on-site visits to selected Puget Sound area at-risk programs, and interviews with teachers and administrators provided evidence that student at-risk programs are having a positive effect on the lives of many students.

5. Undertaking this project coincided with the writer's graduate studies in Educational Administration at Central Washington University

Development of Support for the Project

During the 1994-95 school year, the writer while serving as an administrative intern at Ballou Jr. High, began discussing the need to develop a resource manual to use with students who were often referred to the office for disciplinary reasons, with Sue Lobland, Principal, and Sandra Jacobson, Vice Principal. The writer shared with them some activities he had used in his teaching position at Good Samaritan School. These school administrators, in turn shared with the writer some materials they had collected. Both administrators encouraged the writer to develop such a manual. Further input on the subject was received from Paul Kempff and the staff at Good Samaritan School.

Procedures

To obtain background information regarding at-risk programs, an Educational Resources Information Center (ERIC) computer search and also a search of the University of Washington Library was conducted. Additionally, on-site visits were conducted and administrators at the following Puget Sound area locations were interviewed by the writer.

The Challenge Program
Ballou Junior High School
Puyallup, Washington
Larry Byer, Director

Good Samaritan School
Puyallup, Washington
Paul Kempff, Director

Snohomish Discovery
Everett, Washington
Judy Burnett, Director

West Side Place
Seattle, Washington
Rosemarie Morris, Director

Planned Implementation of the Project

The resource manual developed for purposes of this study has been adapted for current use by the writer in his capacity of instructor, and by the school administration at Good Samaritan School, Puyallup, Washington

CHAPTER 4

THE PROJECT

The Resource Manual for Facilitating Effective Instructional Strategies for At-Risk Junior High School Students, which was the subject of this project, has been presented in Chapter 4 in three units, including:

- Unit 1 - Exploring Self Control and Emotions
- Unit 2 - Successful Student Skills
- Unit 3 - Structured Behavior and Goal Setting

**A RESOURCE MANUAL FOR FACILITATING
EFFECTIVE INSTRUCTIONAL STRATEGIES FOR
AT-RISK JUNIOR HIGH SCHOOL STUDENTS**

Steven D. Meeker

Central Washington University

Spring 1996

TABLE OF CONTENTS

<u>UNIT</u>	<u>PAGE</u>
UNIT 1 - Exploring Self Control and Emotions	3
Unit 1 Overview	4
Self Control Definitions	7
Self Control Flow Chart	9
Emotions	10
The E Scale	11
Killer Chillers	12
Attitude	13
Being Assertive	14
UNIT 2 - Successful Student Skills and Goal Setting	16
Unit 2 Overview	17
Characteristics of Successful Students	19
Preparing to Be a Student	20
What I Can Do If I Feel Like I Can't Work	22
Decision Making	24
Positive Problem Solving	25
Future Prospects	26
UNIT 3 - Structured Behavior	28
Unit 3 Overview	29
Inappropriate Language	31
Disrespectful Behavior	32
Inappropriate Dress	33
Tardy to Class	34
Public Display of Affection	35
Fighting	37
Making It Right	38
Home Notes, Daily and Weekly	39
Monitoring My Behavior	41
Bus Contract	43

UNIT 1

EXPLORING SELF CONTROL AND EMOTIONS

- Unit Overview	4
- Self Control Definitions	7
- Self Control Flow Chart	9
- Emotions	10
- The E Scale	11
- Killer Chillers	12
- Attitude	13
- Being Assertive	14

Unit Overview

Many at-risk students often experience problems controlling their behavior while feeling certain emotions. The tendency is to react to an emotion without first examining where the feelings are coming from or anticipating the consequences of their behavior. Thus these students are often in trouble at school because they exhibit disruptive reactions to anger, fear, frustration, or even happiness.

The organizational theme of Unit 1 has been designed to help students address these reaction behaviors to emotions. In dealing with emotions, many students have often been told that they shouldn't feel a certain way, or that certain feelings are wrong or bad. Often, this causes the student to experience even more frustration in realizing that they shouldn't feel the way that they can't seem to help but feel. This manual encourages teachers and administrators to validate feelings, and to focus on the behaviors which result from their feelings. It is entirely appropriate for a teacher to say, "That would make me mad, too, I can understand why you were upset." Having said this, then move on to the behavior that came about after the emotion, "However, you could have made a better choice than hitting Mary."

Defining self control as, "the ability to manage your behavior no matter how you feel," is the cornerstone to this approach. As students learn to recognize their own behavior patterns they will have greater opportunities at successfully controlling their

own responses to emotions. Have students define the remaining terms (p. 8) with the help of a dictionary. Discuss with them the specific terms of trigger and signal.

The Self Control Flow Chart (9) will be like a road map of being in control or out of control in responding to various triggers and signals. Explain that the stop sign is a chance for them to say their name (silently or out loud) and breathe slowly in an effort to clearly think and choose how to respond. At this point they can still choose to make a healthy or unhealthy choice. Encourage them to explore the consequences, or what comes next, of each choice.

The Emotions page (10) will help students to identify certain emotions in themselves and in others by examining body language, physical signals, and feelings. It also helps them to chart out things which might cause the emotion, and also healthy and unhealthy decisions which have been or could be made while feeling the emotion strongly. For many students, anger or fear are the triggers for emotions which result in disruptive behavior. But some students have trouble staying in control when they are happy. This page allows you to fill in the emotion which seems to result in a particular student's disruptive behavior.

The E Scale (11) provides a way for students to gauge how short their response or reaction time is to certain emotions. The student rates on a one to ten scale the following three items:

1. Beginning at zero, how long do I maintain self control when I'm angry? (or sad, fearful, anxious, bored, happy, etc.),

2. At what point do I notice signals in response to the trigger? (body language, thoughts, perspiration, etc) and
3. At what point do I reach the danger zone of losing control of my behavior?

Have students color the scale in green, yellow, and red. Pay particular attention to the yellow or caution zone. Point out to students that this is where they must decide to stay in control and reap the benefits, or lose control and suffer the consequences. If this is an especially narrow zone, (one number) it may be an indication that the student tends to stuff feelings and then suddenly explode. If the yellow zone begins close to the bottom, it may indicate that the student has a short fuse and will react rapidly to that emotion. Knowing this information will help the student recognize their own responses to situations, and will hopefully aid them in making better choices.

Making use of the Killer Chillers (12) at this point might prove helpful. This encourages students to explore activities which can help them remain in control while dealing with frustrating situations.

The Attitude page (13) is intended to help students define what is meant by the term attitude. It will help them to explore what attitudes mean and how attitude and behavior are related. It will also help them to know specifically what they might change if someone tells them to change their attitude.

The final two pages of this unit are designed to encourage the quality of being assertive. There is one page for girls (14) and another for boys.(15) These explain the differences between aggressive, assertive, and passive.

SELF - CONTROL

The ability to manage
your behavior no matter
how you feel!

DEFINITIONS

Self - Control: The ability to manage your behavior no matter how you feel.

Trigger:

Signal:

Stop:

Breathe:

Think:

Choice:

Healthy:

Unhealthy:

Act:

React:

Consequence:

Control:

Power:

Self - Esteem:

SELF - CONTROL

TRIGGER

IN CONTROL

OUT OF CONTROL

SIGNAL

STOP
(NAME - BREATHE)

~~THINK~~ = REACT

THINK

~~CHOICE~~

CHOICE

~~CONTROL~~

HEALTHY
1
2
3

UNHEALTHY
1
2
3

~~POWER~~

ACT

ACT

+ CONSEQUENCE

-CONSEQUENCE

YOU

FEELINGS ABOUT SELF
SELF - ESTEEM

FEELINGS ABOUT SELF
SELF - ESTEEM



LOSE!



EMOTIONS

How can you tell if a person is _____?
(What kind of body language, tone of voice, attitude)

How can you tell when you are feeling this emotion /What does it look like?

What are some ways your body responds to this emotion?
(Biological signs like sweating, upset stomach, headache, etc.)

What is going through your mind when you are feeling this emotion?

List 3 things that might cause you to feel this emotion?

- 1.
- 2.
- 3.

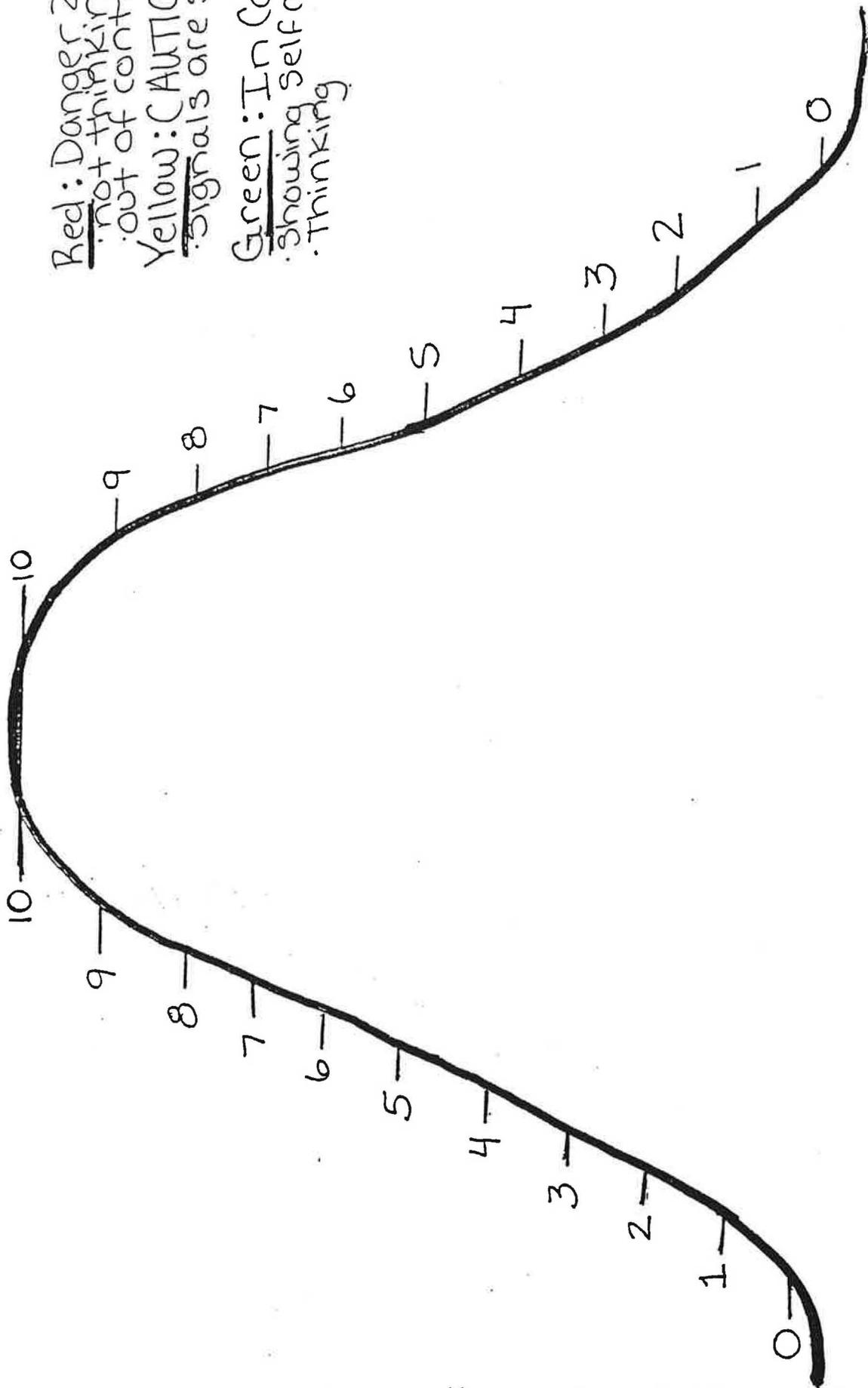
List 3 negative choices you have made or might make while feeling this emotion strongly?

- 1.
- 2.
- 3.

List 3 good decisions you ~~have~~ made or could make in the future when you are feeling this emotion strongly.

- 1.
- 2.
- 3.

E-SCALE



Red: Danger Zone!
· not thinking
· out of control
Yellow: CAUTION!!
· signals are showing
Green: In Control
· Showing self control
· Thinking

Trigger: _____
Emotion: _____

KILLER CHILLERS

Killer Chillers are like sitting on a block of ice; they help you cool off!!!

Here is a list of things you can do to cool off when you are angry or upset. Place a check by those that might help you cool off.

Which ones can you use at school? (S) Which ones can you use at home? (H)

_____ Take slow, deep breaths

_____ Sew

_____ Play basketball

_____ Knit

_____ Play pool

_____ Play cards

_____ Dance

_____ Listen to music

_____ Play football

_____ Play an instrument

_____ Exercise

_____ Think about stuff I like

_____ Cook

_____ Draw

_____ Eat

_____ Write letters

_____ Watch TV

List your own below

_____ Lift weights

_____ Run

_____ Take a walk

_____ Get away by myself

_____ Talk to a friend

_____ Talk to myself

ATTITUDE

Attitude: • a mental position
• posture
• a way of acting or behaving that shows what one is thinking or feeling.

To strike an attitude is to assume a histrionic pose.

Write what an attitude is in your own words.

How can you tell when someone has an attitude?

Is there a connection between attitude and behavior? If so, explain this connection.

Describe three attitudes.

Given this bit of information, what does it mean when someone tells you that you need to change your attitude? What specifically might you change?

Meet

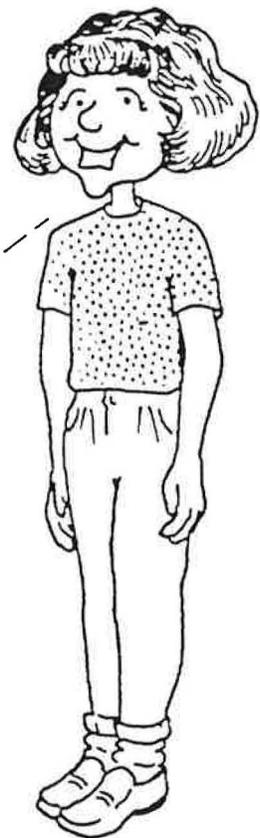
ANGUSTA AGGRESSIVE



I'm loud, bossy and pushy.
I dominate and intimidate people.
I violate other's rights.
I "get my way" at anyone's expense.
I "step" on people.
I react instantly.

Meet

Abby Assertive



I'm firm, direct and honest.
I respect the rights of others and recognize the importance of having my needs and rights respected. I speak clearly and to the point.
I'm confident about who I am.
I realize I have choices about my life.

Meet

Patsy Passive



I'm unable to speak up for my rights.
(I don't even know what my rights are!)
I get "stepped on" often.
I'm meek, mild-mannered and very accommodating.

Passive

Assertive

AGGRESSIVE

Hi... I'm

Petey Passive

I talk softly and give "cold-fish" handshakes.

I don't stand up for my rights.

I tend to avoid conflicts and disagreements.

People take advantage of me!

I have trouble saying "no," and then I'm angry and resentful.

Hello! I'm

Adam Assertive

I am an effective communicator, able to express my needs and thoughts. I'm honest, direct and confident. I make good eye-contact and speak with a firm voice!

ANGUS AGGRESSIVE

here!

I OFTEN VIOLATE OTHERS BY USING MY POWER, POSITION AND LANGUAGE.

I ALWAYS GET MY WAY, EVEN IF I NEED TO STEP ON PEOPLE TO GET THERE.

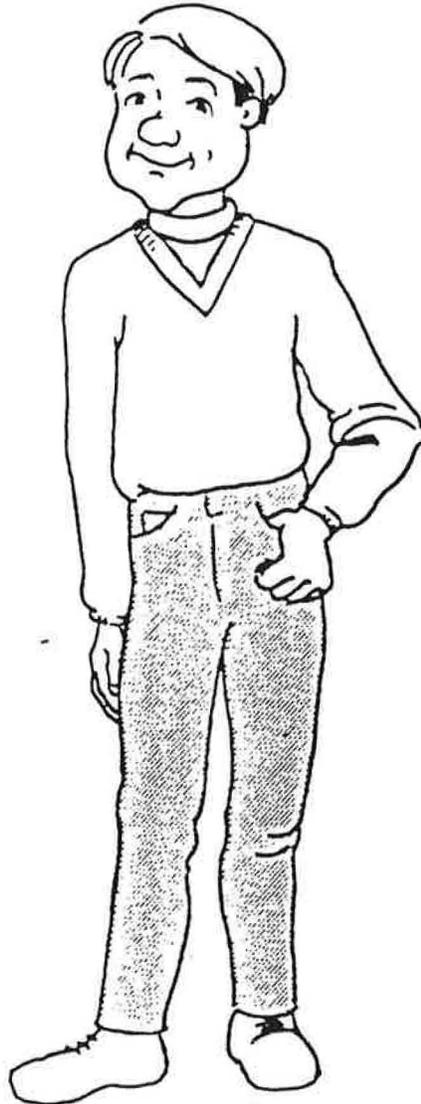
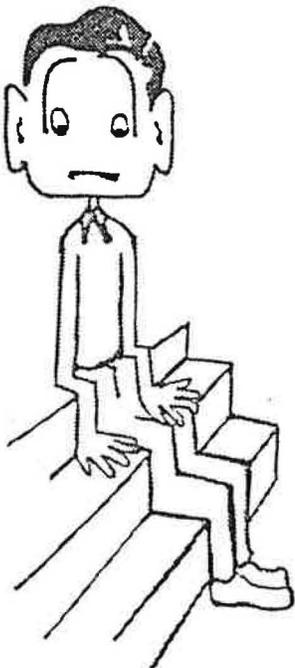
I SPEAK IN A LOUD VOICE AND DON'T CARE WHERE OR WHEN I

"BLAST" SOMEONE!

I CAN BE ABUSIVE. I

GIVE VICE-LIKE

HANDSHAKES. I LIKE TO GET EVEN!



UNIT 2

SUCCESSFUL STUDENT SKILLS AND GOAL SETTING

- Unit Overview	17
- Characteristics of a Successful Student	19
- Preparing to Be a Student	20
- What I Can Do If I Feel Like I Can't Work	22
- Decision Making	24
- Positive Problem Solving	25
- Future Prospects	26

Unit Overview

Many at-risk students do not comprehend what it means to be a successful student. They may not have been shown appropriate models, or perhaps they have poor skills at being aware of what others perceive naturally. Some do know what is expected in appropriate student skills, however, they see no value in following such standards. This unit is designed to address such problems.

The page titled A Successful Student (19) is the result of a survey of teachers. It lists the ten most frequently noted points in the areas of coping skills, work habits, and peer relationships which were noted by surveyed teachers as being critical to a student's success. While working with a student who is having difficulty being successful in school, several specific points to focus on for improvement can be gleaned from the three lists.

Some of these points can be listed on the following page, Preparing to Be a Successful Student. (20) This activity encourages the student to plan ahead for the school day from the moment they wake up in the morning. What I Can Do If I Feel Like I Can't Work (22) helps students find acceptable ways of dealing with frustrations in the classroom. There are some suggested answers, but others specific to the students unique situation may be used instead.

As noted earlier, often at-risk students have a difficult time understanding the need for schoolwork. It is sometimes helpful to determine if the student has any future

career goals or dreams. Encouraging at-risk students to look ahead and dream big is an essential element in motivating them to succeed in school. Using the article, Survey looks at hot jobs of the future, (26 & 27) can help students identify possible future career. Ask the student, "What skills do people in those careers have to possess?" Identify the academic skills which are currently being offered in classes which are also necessary in specific career areas. Also point out the social or people skills which can determine success or failure within a career.

Use the Decision Making and Problem Solving pages (24 & 25) to identify possible solutions to problems or situations they may be facing. These can be used in conjunction with the discussion on career choices but are not limited to just that.

A SUCCESSFUL STUDENT:

Coping Skills

1. Is able to express anger without physical aggression or yelling.
2. Copes appropriately if insulted by someone.
3. Copes in acceptable way if someone takes something belonging to him/her.
4. Copes in an acceptable way when someone gives orders or bosses him/her around.
5. Avoids an argument when another student is provoking one.
6. Can handle being lied to.
7. Copes with being blamed for something he/she did not really do.
8. Can cope appropriately if someone is upset with him/her.
9. Copes with aggression in an appropriate way (walking away, seeking assistance, or, defending himself/herself).
10. Is able to cope with someone calling him/her a name.

Work Habits

1. Completes homework assignments on time.
(Keeps accurate, complete homework planner.)
2. Completes classwork on time.
3. Is on task most of the time.
4. Pays attention during class discussions.
5. Uses class time efficiently.
6. Listens carefully to teacher directions.
7. Listens carefully during direct instruction.
8. Follows written directions.
9. Is an independent worker.
10. Promptly follows teacher requests.

Peer Relationships

1. Knows how to join a group activity already in progress.
2. Develops and maintains individual friendships with more than one significant peer.
3. Maintains friendships over an extended period of time.
4. Interacts with a variety of peers on a regular basis.
5. Shares laughter and jokes with peers.
6. Will initiate conversations with peers.
7. Initiates play activities with others.
8. Can express feelings of affections or friendship toward peers.
9. Appears to make friends easily.
10. Regularly compliments others.

PREPARING TO BE A STUDENT

A.M. / HOME:

1. _____

2. _____

3. _____

BUS :

4. _____

5. _____

ENTERING SCHOOL :

6. _____

7. _____

Put In:

MATERIALS / SUPPLIES NEEDED FOR CLASS

Take Out:

1. _____

2. _____

3. _____

4. _____

5. _____

BEING IN CLASS ON TIME:

IS... 1. _____

2. _____

3. _____

4. _____

5. _____

PREPARING TO BE A STUDENT

A.M. / HOME:

1. Get up on time
2. Eat a healthy breakfast
3. Plan for the day / Look at planner

BUS :

4. Catch bus on time
5. Use good bus behavior

ENTERING SCHOOL :

6. Enter quietly
7. Go to locker
Put In: Coat, Lunch, Tapes, etc.

MATERIALS / SUPPLIES NEEDED FOR CLASS

Take Out:

1. Pencil / Pen
2. Paper
3. Notebook
4. Daily Planner
5. Text Books

BEING IN CLASS ON TIME:

- IS... 1. In your seat
2. Quiet
3. Have all supplies with you
4. Homework out - ready to turn in.
5. Looking forward - toward the board for assignment

WHAT I CAN DO IF I FEEL LIKE I CAN'T WORK

Ten Things I Can Do In Class Before I Take A Time Out

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

I have to leave the room (take a time out) when I reach the point that I am about to interrupt the teaching / learning process.

WHAT I CAN DO IF I FEEL LIKE I CAN'T WORK

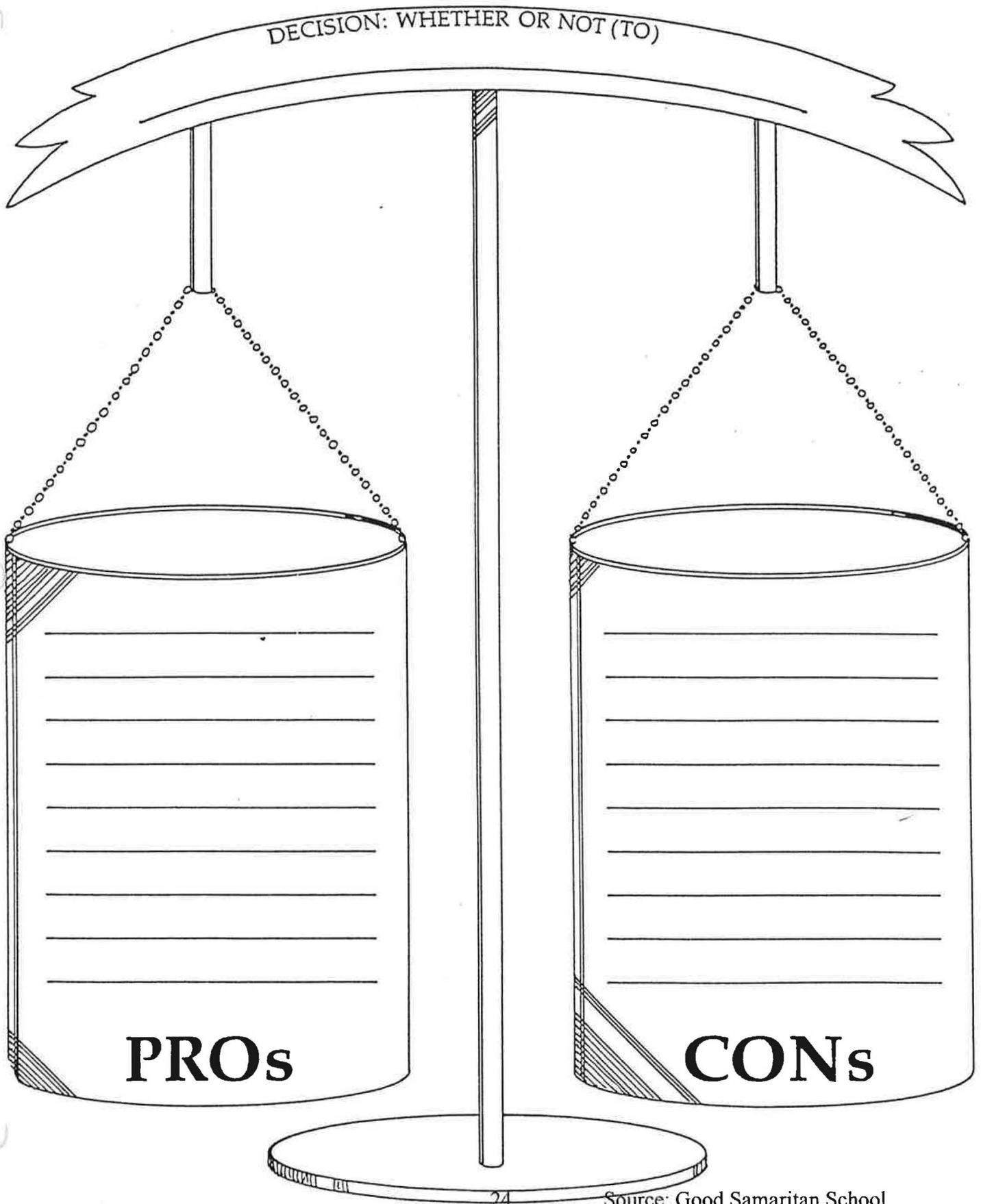
Ten Things I Can Do In Class Before I Take A Time Out

1. Focus on my work
2. Face other direction
3. Move
4. Ignore the distraction
5. Put my head down - Self talk
6. Count to 10 slowly
7. Breathe slowly
8. Think about my goals
9. Talk with teacher
10. Write down my feelings

I have to leave the room (take a time out) when I reach the point that I am about to interrupt the teaching / learning process.

DECISION MAKING

You have the right to make decisions that involve challenges, opportunities, and risks.



Positive Problem Solving

Let's Brainstorm!



I. Identify the problem: (specific) _____

II. Be creative and list options and possible solutions.

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

III. ✓ the boxes for those that sound reasonable to you.

IV. Write in the three "best" and why you chose them.

1 _____

2 _____

3 _____

V. Review steps I, II, III, and IV once again and now decide on your plan.

Survey looks at hot jobs of the future

Most promising: health care, teaching and computers

BY DAVID EVERETT
Knight-Ridder Newspapers

WASHINGTON — Michelle Hile has analyzed her 19 scant years of life and decided her economic destiny is not frying potatoes.

Hile still works 47 hours a week supervising cooks and counter workers at a burger joint in Battle Creek, Mich. But in her spare time, she's learning how to repair machinery and equipment.

"I never wanted to work in a restaurant the rest of my life," Hile said. "Too many people think that's all that's out there. I want a good job."

So does the rest of America.

The U.S. economy is in a job boom that will create millions of new work opportunities over the next 10 years. The problem is that many of those jobs will be lower-paying, like the \$5.50 an hour Hile earns at the fast-food outlet.

The challenge for anyone who would prosper in the workplace of the future is to target the better-paying jobs also being forged by economic change.

To find them, look in health-care facilities,

schools and law firms, not farms or factories.

To get them, learn how to sell or manage, to use computers or X-ray machines. If you can improve people's health, research a legal brief or even drive a truck, you have a better chance in life.

Those are the lessons offered from a study of America's hot jobs for the next 10 years by the Knight-Ridder news service.

The hottest jobs were found by combining the government's two major job-growth projections for 1992-2005 and then examining the median income for each occupation in those projections. They include jobs that will grow by either large numbers or large percentages over current levels and which pay significantly more than the national median wage of \$381 a week.

Themes quickly emerge: For instance, the 765,000 extra registered nursing jobs and 261,000 practical nursing jobs predicted by 2005 are only the tip of a coming boom in health-care employment.

As the baby-boom generation ages, its mem-

bers must be cared for, and many of the hottest jobs involve health care.

Management, teaching and computers also are promising. These fields account for seven of the 10 biggest-growing jobs. The needs: Managing people in the complex work places of the future; teaching the new wave of children expected in schools; handling the high-tech future.

Several hot jobs reflect social trends: We'll need more human-service workers and psychologists to handle our social problems and more cops and prison guards to handle crime. Our cost-cutting binges require more auditors, and our quest for entertainment will produce more TV and film jobs.

But there's a larger theme: Nearly all of the hot jobs require some special training or education in exchange for the above-average pay. Only two of the top 20 most promising jobs, in fact, don't require degrees to get started (truck drivers and corrections officers). And even in those fields, better skills mean better pay.

To be sure, education and pay always have been linked. But in the recent past, people with little education or few skills could earn a middle-

PLEASE SEE *Opportunities* ON A 2

Opportunities

CONTINUED FROM PAGE 1

class living in factories or other blue-collar jobs.

That opportunity is dwindling. Manufacturing jobs are dying by the thousands, and the jobs that are left for the unskilled or uneducated are the ones with the smaller paychecks.

"For people with less education, the kind of jobs they could get 15 or 20 years ago just don't exist," said Terry Mullins, business dean of the University of Evansville in Indiana.

New jobs offering less pay

The skill-pay connection on the hot jobs list complements a 1993 study Knight-Ridder conducted on the U.S.'s past job losses and growth. That study found that the typical pay for the job-growth areas of the past decade was 20 percent lower than the pay in fields that had lost jobs.

The conclusion of that study: Many of America's new jobs pay less than the ones it lost.

The inescapable lesson of the new study: If you want a better-paying job, you need better skills.

Unskilled Americans don't need to worry about finding jobs. The study also found many lower-paying occupations in stores, restaurants and offices that will grow in the next 10 years: sales workers, cashiers, office clerks, waiters and waitresses, food preparers and counter workers, receptionists and cooks.

In fact, when Knight-Ridder looked at the growth of jobs among low-paying occupations as well as high-end jobs, it found that seven of America's 10 fastest-growing jobs would be lower-paying.

Among the low-end jobs that were expected to boom in the coming decades were retail salespersons, cashiers, general office clerks, waiters and waitresses, nursing aides and orderlies, janitors, food-preparation workers, home health aids, child-care workers and guards.

A look at the fastest-growing occupations shows that America's shift from a manufacturing to a service economy is nearly complete — few blue-collar jobs appear among occupations whose ranks are growing.

With such broad changes occurring in the workplace, it's clear that even hot jobs must be approached with caution.

Changes among the managers

In the growing field of management, for instance, teamwork and cost-cutting moves are eliminating millions of middle-management jobs. George Silvestri, a labor economist with the Bureau of Labor Statistics, said the new management jobs will be in specialty services, with the biggest demand in higher levels of management.

Silvestri also pointed out that some bottom-end jobs can lead to better paychecks. Hospital orderlies, for instance, might become technicians.

Thousands of Americans also can find jobs in fields that didn't make the hot job list.

Hot jobs for the future

Better-paying occupations that will grow in 1992-2005, listed by amount of growth, percentage of growth and weekly median pay:

	JOBS	%	PAY
Registered nurses	765,000	42%	\$662
Truck drivers	648,000	27%	\$418
Systems analysts (computers)	501,000	110%	\$810
Teachers, secondary	462,000	37%	\$610
Marketing/sales supervisors	407,000	20%	\$479
Top executives	380,000	13%	NA
Teachers, elementary	311,000	21%	\$567
Accountants/auditors	304,000	32%	\$600
Clerical supervisors/managers	301,000	24%	\$523
Teachers, special education	267,000	74%	\$550
Licensed practical nurses	261,000	40%	\$413
Human services workers	256,000	136%	\$479
Computer scientists/engineers	236,000	112%	\$810
College/university faculty	214,000	26%	\$799
Corrections officers	197,000	70%	\$470
Physicians	195,000	35%	\$1,007
Lawyers	195,000	31%	\$1,085
Social workers	191,000	40%	\$489
Financial managers	174,000	25%	\$764
Computer programmers	169,000	30%	\$685
National Median Wage, 1992			\$381

Note: Select jobs may pay more or less

Sources: Knight-Ridder analysis of Bureau of Labor Statistics, Commerce Dept. data.

Dr. Andrew Dubrin, a management professor and author at the Rochester Institute of Technology in New York, suggested these additional jobs for consideration: Court reporters, bank loan officers, financial planners and salespeople.

"There is always room for competent salespeople," Dubrin said. "They can make money in a range of industries."

In the end, though, job experts urge prudence for anyone looking at statistics and trends when choosing a career.

"You've got to look at reality," Silvestri said. "But if you're set on a certain career, then you might want to try it."

"A person should not be discouraged. I would go more with my instincts. Look for personal happiness and satisfaction. That's what's important in the long run."

UNIT 3

STRUCTURED BEHAVIOR

- Unit Overview	29
- Inappropriate Language	31
- Disrespectful Behavior	32
- Inappropriate Dress	33
- Tardy to Class	34
- Public Display of Affection	35
- Fighting	37
- Making It Right	38
- Home Notes, Daily and Weekly	39
- Monitoring My Behavior	41
- Bus Contract	43

Unit Overview

At-risk students often require very structured guidelines concerning behavioral expectations. They may not appear outwardly grateful for this structure, but they usually find comfort at some level in knowing what to expect. It is important to be consistent in following through with consequences for inappropriate behavior.

The first five pages (31-36) address behaviors which are often problems for at-risk students. They include inappropriate language, disrespectful behavior, inappropriate dress, tardy to class, and public display of affection violations. On each of these pages the specific rule which was violated is listed, followed by a reason for the rule being in existence. Listed below are the specific progressive discipline steps which will be taken upon each offense. The student will know what to expect upon each violation. At some point it may be helpful to review with the student the decision making skills and the self control flow chart presented earlier in this chapter.

Fighting is often a problem with at-risk students. The "So There Has Been A Fight" page (37) will help students debrief after a fight, and will hopefully help the students work through the problems and prevent further disruptions. Making It Right (38) can be helpful in this process, but doesn't necessarily have to be limited to use with fights. It can be used any time there is a disruption between students, or between a student and a teacher.

Communication between school and home is a vital aspect of developing school success. The remaining pages of this unit are dedicated to facilitating open contact with all who are concerned with the student's well being. My Daily Home Note and My Weekly Home Note (39 & 40) are designed to give the student and parents immediate feedback concerning academic performance and / or behavior in class.

Monitoring My Behavior and the Contract for Self Monitoring (41 & 42) work together in helping a student and teacher monitor specific behaviors which have been problematic. Hopefully this will help the student view his / her behavior in a more realistic view. The contract allows for an incentive if appropriate behavior is maintained, or for a loss of privilege if it is not.

One final area of concern is that of bus behavior. At-risk students at times appear to have difficulty maintaining control of their behavior while riding the bus to school or home. If they are "thrown off" the bus for inappropriate behavior, they will more than likely use it as an excuse to stay home, falling even further behind at school. The Bus Contract (43) spells out what is expected, what will happen if those behaviors are met, and what will happen if they are not.

These contracts may at first glance appear to be over-simplified. At-risk students are not stupid. Often they are above average intelligence. But they need the comfort of knowing exactly where the boundaries are and what to expect when the boundaries are crossed.

Inappropriate Language

What is the rule? Swearing, profanity, vulgarity or obscenity is not allowed at school.

Why? The vocabulary you use reflects your level of maturity and self-control. Using inappropriate language is offensive. It creates a negative feeling tone at school. We expect everyone to use appropriate language and vocabulary to express feelings at all times.

_____ has used inappropriate language.

_____ Teacher

_____ Subject

_____ Period:

Progressive Discipline Steps

- First offense-** Held after class 2 minutes, and reminded of the inappropriate behavior, expected correction, and progressive consequences.

Inappropriate Language:

_____ Date _____ Student Signature

- Second offense -** After school detention with learning packet & parent contact.

Inappropriate Language:

_____ Date _____ Student Signature

- Third offense -** After school service for 2 hours & parent contact. (Supervised by Mark)

Inappropriate Language:

_____ Date _____ Student Signature

Contact the office to get a date for the school service detention.

_____ Date of DT _____ Student Signature

- Fourth offense -** 1 day ISS

Inappropriate Language:

_____ Date _____ Student Signature

- Additional offenses -** Short term suspension out of school.

Inappropriate Language:

_____ Date _____ Student Signature

Disrespectful Behavior

What is the rule? Actions or language that are insulting, demeaning, and/or hurtful are not tolerated at school.

What is disrespectful behavior? Examples of disrespectful behavior include name calling, teasing, sarcasm, yelling at someone, and arguing or with a staff member.

Why? Every person deserves to be treated in a manner that communicates respect and dignity. We want each person to contribute to a positive atmosphere.

_____ has been disrespectful.

_____ Teacher

_____ Subject

_____ Period:

Progressive Discipline Steps

- First offense-** Held after class 2 minutes, and reminded of the inappropriate behavior, expected correction, and progressive consequences.

Disrespectful behavior:

_____ Date

_____ Student Signature

- Second offense -** After school detention with learning packet & parent contact.

Disrespectful behavior:

_____ Date

_____ Student Signature

- Third offense -** Excluded from class to SMC for 1 day to prepare for student-teacher conference & contract. Parent is contacted.

Disrespectful behavior:

_____ Date

_____ Student Signature

- Fourth offense -** 3 day ISS from the class.

Disrespectful behavior:

_____ Date

_____ Student Signature

- Additional offences -** Short term suspension from school.

Disrespectful behavior:

_____ Date

_____ Student Signature

Inappropriate Dress

What is the rule? Wear clothes that are appropriate for school. Clothing must not disrupt class, present a safety hazard, be vulgar or offensive, or promote drug, alcohol, or tobacco products or be associated with gangs.

What is inappropriate dress? Clothing styles that...

- *expose your underwear, chest or midrif*
- *promote drugs, alcohol, tobacco, and/or gang affiliation*
- *convey vulgar or offensive graphics or messages.*

What Staff Members Do When Students Dress Inappropriately.

The student is sent to the office. The staff member informs the office as to why the student is being sent. Immediate steps will be taken to correct the inappropriate dress before the student returns to class.

Student Dressed Inappropriately:

Inappropriate Dress & Action Taken:

_____ Date _____ Student Signature

_____ Staff Signature

Inappropriate Dress & Action Taken:

_____ Date _____ Student Signature

_____ Staff Signature

Inappropriate Dress & Action Taken:

_____ Date _____ Student Signature

_____ Staff Signature

Tardy to Class

What is the rule? Be in class and in your assigned area when the tardy bell rings.

Why? All students are expected to be in class on time everyday so that learning can start promptly. With 5 minutes between classes there is plenty of time to use the restroom, visit with a friend, and be in class on time. It is disruptive to the class when someone arrives late. This policy will be enforced by all teachers.

_____ is in violation of the tardy policy.

_____ Teacher

_____ Subject

_____ Period:

Progressive Discipline Steps for the Semester

- First tardy** - Notification of tardiness and review of progressive consequences

_____ Date

_____ Student Signature

- Second tardy** - Held after class 2 minutes.

_____ Date

_____ Student Signature

- Third tardy** - Held after class 2 minutes, lunch detention assigned, & parent notification of tardy problem and progressive consequences.

_____ Date

_____ Student Signature

- Fourth tardy** - Held after class 2 min. and lunch detention.

_____ Date

_____ Student Signature

- Each additional tardy will be referred to the office for Saturday School assignment.**

PDA Violations

The following *public displays of affection* (PDA) are not appropriate at school:

- X holding hands
- X walking arm-in-arm
- X hugging
- X inappropriate touching
- X kissing
- X sitting on each others laps

_____ is in violation of the PDA policy and.

Progressive Discipline Steps

<input type="checkbox"/> First offense - Verbal warning by staff member	_____ Date	_____ Student Signature
--	---------------	----------------------------

<input type="checkbox"/> Second offense - Conference with an administrator	_____ Date	_____ Student Signature
---	---------------	----------------------------

I have been warned about PDA and understand the consequences of further violations.

<input type="checkbox"/> Third offense - Parent contact	_____ Date	_____ Student Signature
--	---------------	----------------------------

<input type="checkbox"/> Fourth offense - One day of in-school suspension <i>*Loss of Ninth Grade Dance Privilege</i>	_____ Date	_____ Student Signature
---	---------------	----------------------------

<input type="checkbox"/> Fifth offense - Three day out-of-school suspension	_____ Date	_____ Student Signature
--	---------------	----------------------------

Public Display of Affection

Love is in the air! We recognize that having a boyfriend or girlfriend is natural and normal. However, showing physical affection for one another is embarrassing to other people and not appropriate in public areas. School is a public area!

The following *public displays of affection (PDA)* are not appropriate at school:

- X holding hands**
- X walking arm-in-arm**
- X hugging**
- X inappropriate touching**
- X kissing**
- X sitting on each others laps**

Your cooperation and self-control to refrain from PDA is expected at school. If however, you cannot control yourselves in a mature manner, the following steps will be taken:

- 1. Verbal warning by any staff member**
- 2. Conference with an administrator**
- 3. Parent contact**
- 4. One day of in-school suspension**
- 5. Three day out-of-school suspension**

Your cooperation IS appreciated!

SO THERE HAS BEEN A FIGHT

In your own words, what started the fight? _____

What choices could you have made to avoid the fight? _____

Are you willing to work out a plan to avoid problems in the future? _____

Would you be willing to make use of peer mediators if necessary?

We, _____ and _____ agree to avoid

bringing up the situation in the future which caused this fight. We also agree not to get

our friends involved.

Making It Right

Your actions have in some way hurt another person. It is now your responsibility to try and make things right with this person. An apology is how you start.

Apologizing involves more than just saying you are sorry. There are seven parts to an apology:

- Admitting what you did.
- Accounting for, or explaining what you did.
- Acknowledging that it was a bad thing to do.
- Apology itself.
- Asking for the other person to forgive you.
- Affirming or reclaiming your relationship.
- Amends (or making it better).

For example:

Suppose that I just took Tim's pencil and broke it. My apology to Tim would be something like...

Tim, I took your pencil without asking and I broke it. I didn't bring my own pencil and I saw yours sitting on your desk. I know that I should not have taken your pencil without asking first. I am sorry for taking your pencil, and I am sorry for being careless and breaking it. I hope that you will forgive me because I would like to continue being your friend. Since I broke your pencil I will bring you two new pencils tomorrow, and I will not take your things without asking.

Now it's your turn. Write an apology to the person you have hurt. Make sure that you include all seven points in the apology

My Daily Home Note

Name:

Date:

Parent's Initials						
Behavior(s)	Teacher(s) Initials	MON	TUE	WED	THUR	FRI

Rating Scale

Unsatisfactory = 1

Average = 2

Great = 3

Comments:

Teacher's Phone:

Parent's Phone:

Monitoring Behavior Form

Student's Name:

Date:

Teacher's Name:

Class:

Periods	Performance Rating	Teacher's Comments
	1 2 3 4	

Rating Scale—Circle a Number

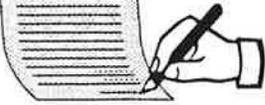
1 = Needs Improvement **2** = Barely OK **3** = Average **4** = Great

If the teacher agrees with the student rating, put a line across the circled rating. ⊘

If the teacher does not agree with the student rating, put an "X" across the circled rating. ⊗

Behavior(s) Being Rated:

Contract for Self-Monitoring



Student's Name:

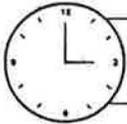
Date:

Teacher's Name:

Class:

Definition of Behavior to be Monitored:

Criterion for Monitored Behavior:



Over What Time?



What do you get if the criterion is met?



What do you lose if the criterion is not met?



Optional Bonus Clause:

Signature of Student:

Signature of Teacher:

Comments:

Bus Contract

Student Name _____

Ride to School (date/day) _____

Excellent OK Poor

Ride Home (date/day) _____

Excellent OK Poor

Target Behaviors

1. _____

2. _____

3. _____



If I earn _____ (#) Excellents, _____ (#) OKs, or _____ (#) Poors, I will get _____.
If I earn _____ (#) Excellents, _____ (#) OKs, or _____ (#) Poors, I will lose _____.

Comments: _____

Bus Contract

Student Name _____

Ride to School (date/day) _____

Excellent OK Poor

Ride Home (date/day) _____

Excellent OK Poor

Target Behaviors

1. _____

2. _____

3. _____



If I earn _____ (#) Excellents, _____ (#) OKs, or _____ (#) Poors, I will get _____.
If I earn _____ (#) Excellents, _____ (#) OKs, or _____ (#) Poors, I will lose _____.

Comments: _____

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a resource manual to facilitate effective instructional strategies for at-risk junior high school students. To accomplish this purpose, current research and literature related to at-risk student characteristics, their special needs, and programs and strategies developed to assist them was reviewed. Additionally, on site visits to selected programs and interviews with teachers and administrators were conducted.

Conclusions

Conclusions reached as a result of this project were:

1. Teachers who work with at-risk students need to become skilled in the use of effective instructional strategies used with this type of student.
2. School systems which have large numbers of at-risk students need to be flexible and creative in developing programs to meet the needs of these students.
3. Parents and community members need to become knowledgeable and more involved with supporting programs for at-risk students.

Recommendations

As a result of this project the following recommendations have been suggested:

1. In-service training on instructional strategies can provide teachers with effective tools to use while working with at-risk students.
2. A self study of a school system concerning its programs for at-risk students can help determine whether those programs are actually helping or not.
3. Soliciting support from community members and parents can provide valuable resources to schools attempting to meet the needs of their at-risk students.
4. Schools seeking to develop at-risk programs may wish to use all or portions of the research and the manual which was the subject of this project for use in their schools, or undertake further research in the area of at-risk programs to meet their unique needs.

REFERENCES

- Brown, R. (1986). State responsibility for at-risk youth. Metropolitan Education, 2, 5-12
- DeYoung, A. J. (1994). Children at risk in America's rural schools. In Rossi (Ed.) Schools and students at risk (pp. 229 - 249). New York, NY: Teachers College Press.
- Garibaldi, A. M. (1995). Street academies and in-school alternatives to suspension . In M. C. Wang & M. C. Reynolds (Eds.) Making a difference for students at risk (pp. 107 - 112). Thousand Oaks, CA: Corwin Press, Inc.
- Grannis, J. C. (1994). The dropout prevention initiative in New York City. In Rossi (Ed.) Schools and students at risk (pp. 182 - 195). New York, NY: Teachers College Press.
- Hess, G. A. Jr. (1994) Chicago School Reform. In Rossi (Ed.) Schools and students at risk (pp. 208 - 222). New York, NY: Teachers College Press.
- Higbee, P. S. (1991). How rural schools can build alliances for at-risk youth Speech delivered to Rural Education Symposium, Nashville, TN : (ERIC Document Reproduction Service No. ED 342 526
- Richardson, V. & Colfer, P. (1988). School children at-risk. London: Falmer
- Rossi, R. J. (Ed.). (1994). Schools and students at risk. New York, NY Teachers College Press.

Rumberger, R. W. & Larsen, K. A. (1994). Keeping high risk Chicano students in school: Lessons from a Los Angeles middle school dropout prevention program. In Rossi (Ed.) Schools and students at risk (pp. 141 - 159). New York, NY: Teachers College Press

Slavin, R. E., Karweit, N. L., and Madden, N. A. (1989). Effective programs for students at risk. Boston, MA Allyn & Bacon

Swanson, M. S. (1991). At-risk students in elementary education: Effective schools for disadvantaged learners. Springfield, IL C. C. Thomas

Tugent, A. (1986). Youth issues in prominence on national agenda. Education Week, 6, 9 and 13

Vandermolen, J. A. & Nolan, R. R. (1993). Agenda for at-risk kids. The American School Board Journal, 180, (1) 40-41

Wang, M. C., & Reynolds, M. C. (Eds.). (1995). Making a difference for students at risk. Thousand Oaks, CA Corwin Press