

***Addressing Drop Out Among
Youth with IEPs:
What We Know and Can Do***
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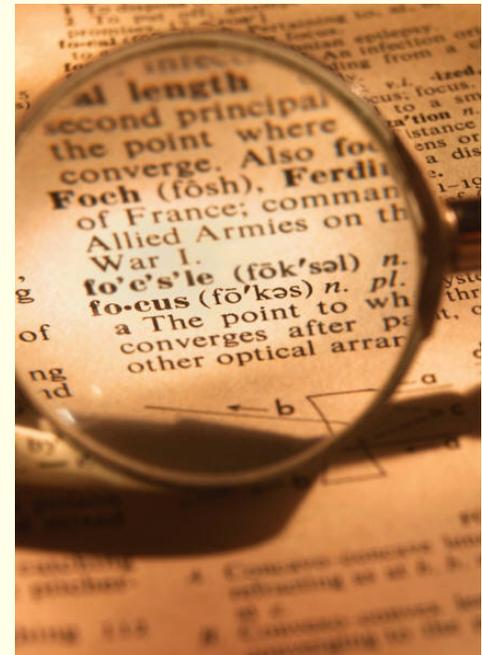


National Dropout Prevention Center for Students with Disabilities

NDPC-SD

Session Focus

- ★ Why Dropout Matters
- ★ Insights from Research
 - ★ Who drops out and why
 - ★ Strategies and interventions
- ★ Where to Start
 - ★ Probing the issue
 - ★ Identifying needs
 - ★ Developing a plan
 - ★ Implementing interventions



Why Dropout Matters

- Undermines school completion
- Too prevalent among some students
- Negative outcomes for youth
- Not easily understood
- Tied to national accountability
- High costs to all
- High visibility

Undermines School Completion

- About 2,000 high schools in the United States produce nearly half of the nation's dropouts. In these high schools, the number of seniors is routinely 60 percent or less than the number of freshmen four years earlier. (Balfanz and Legters, 2005)

Undermines School Completion

- Each year, approximately 1.2 million students failed to graduate from high school.
- Three out of every 10 students who enter high school do not graduate in the typical four years.

(Bill & Melinda Gates Foundation Web Site)

Undermines School Completion

- Nationally, approximately 70 percent of students graduate from high school, but African American and Hispanic students have a 55 percent chance or less of finishing high school with a regular diploma (Greene & Winters, 2006).
- One in three students with disabilities do not graduate on time with a regular diploma (www.ideadata.org)

Too prevalent among some students

- Students from minority backgrounds
- Gender matters
- Students with Disabilities
- Children in poverty.



Bare Facts

- ★ About ***20% of all students dropout out of school***, including about 40% of the nation's lowest socio-economic groups and 10% of youth in the highest two SES levels.
- ★ ***About 28% of all students with disabilities dropout of school each year*** – about 800 students with disabilities 'officially' drop out of school every school day.

How Big Is the Problem for Students with Disabilities?

★ Last year, 104,101 students with disabilities dropped out of school: enough to fill over 2,600 school buses.



Too prevalent among some students

Students With Disabilities

- ★ Nationwide, dropout rates among students with disabilities for all categories of disability combined is approximately double that of general education peers.
- ★ Dropout rates vary substantially among the various categories of disability. Almost half of youth with emotional disturbances drop out.

Too prevalent among some students

- Males drop out at significantly higher rates than females (www.ideadata.org)
- Special education overrepresentation often mirrors overrepresentation in many undesirable categories—including low expectations, suspension, dropping out

Costs to the Individual

- Low self-esteem
- Increased unemployment or underemployment
- Negative financial well-being
- Increased rates of incarceration
- Increased risk of negative generational effects



Negative Outcomes

- Significant costs to society (e.g., lost revenues, welfare, unemployment, crime prevention and prosecution)
 - High school dropouts are 72 percent more likely to be unemployed as compared to high school graduates (U.S. Department of Labor, 2003).
 - 75 percent of America's state prison inmates are high school dropouts (Harlow, 2003).
 - 59 percent of America's federal prison inmates did not complete high school (Harlow, 2003).
 - High school dropouts are more than three times more likely than high school graduates to be arrested in their lifetime (Alliance for Excellent Education, 2003).Criminal involvement

Dropouts often experience negative outcomes - Earnings

- Students with diploma or GED earn \$29,200 on average compared to \$22,500 for students who leave school without a diploma (U.S. Census Bureau)
- High school graduates earn about \$270,000 more over work life than high school dropouts (U.S. Census Bureau)

Generational Effects

Children of dropouts:

- ★ More likely to repeat grades
- ★ Do worse on standardized tests
- ★ Less likely to complete high school

(Reitzi, 2005)

Costs to Society

- Lost revenues
- Increased unemployment costs
- Less likely to pay taxes or pay less taxes
- Increased welfare costs
- Increased crime prevention costs
- Increased prosecution costs
- Increased incarceration costs



Dropouts cost society

- ★ The United States could recoup nearly \$200 billion a year in economic losses and secure its place as the world's future economic and educational leader by raising the quality of schooling, investing more money and other resources in education, and lowering dropout rates.

Dropouts cost society

- ★ A five percent increase in male high school graduation rates would save the nation about \$5 billion in costs associated with incarceration (Lochner and Moretti, 2001; Alliance for Excellent Education, 2006).
- ★ Dropouts from the class of 2005, alone, will cost the nation more than \$328 billion in lost wages, taxes, and productivity over their lifetimes (AEE, 2007).



Dropouts cost society

HIGH SCHOOL DROPOUTS COST Virginia BILLIONS IN LOST WAGES AND TAXES:

More than 29,000 students didn't graduate from Virginia's high schools in 2006, costing the state more than an estimated Seven billion in lost wages, taxes, and productivity over their lifetimes.

(the Alliance for Excellent Education , 2007)

Tied to Accountability

- ★ *No Child Left Behind* and *IDEA 2004* hold SEAs and LEAs accountable for student progress using indicators of adequate yearly progress including measures of academic performance and rates of school completion.
- ★ All students are required to participate in standards based reform and accountability systems.
- ★ More than 25 states require students to pass tests to receive a standard diploma.

Tied to Accountability

- ★ *IDEA 2004* requires states to develop improvement activities to meet performance targets for graduation and dropout. SEAs must report progress on each indicator for each district annually.

Not Easily Understood

★ Complex

- ★ Defined and calculated in various ways

 - ★ Event

 - ★ Status

 - ★ Cohort

 - ★ High school completion rate

- ★ Involves multiple factors

★ Involves disengagement

★ Has No singular fix

★ Prevention occurs at multiple levels

Definition of Dropout

- ★ Students are reported as dropouts if they leave school for one of the following reasons:
 - ★ Marriage, Expelled, Financial Hardship/Job,
 - ★ Incarcerated/Under Jurisdiction of Juvenile or Criminal Justice Authority,
 - ★ Low Grades/School Failure,
 - ★ Military, Adult Education/Postsecondary,
 - ★ Pregnant/Parent,
 - ★ Removed for Lack of Attendance, Serious Illness/Accident, and Unknown.

Visibility—Every Body's Talking

"Many students who drop out of school could have been prevented from doing so if they had received help earlier"
Margaret Spelling (2005), US Secretary of Education

"It is a crisis of epidemic proportion"
Oprah Winfery (2006), Talk Show Host

"If it were a business, it would be bankrupt"
Bill Gates (2006) Microsoft Mogul

"I think it's the number one moral shame that this nation faces today,"
Jonathan Kozol, author, educator & activist

What the Research Tells Us:



1. Who Drops Out & Why?



Dropout is a Predictable Process of Disengagement

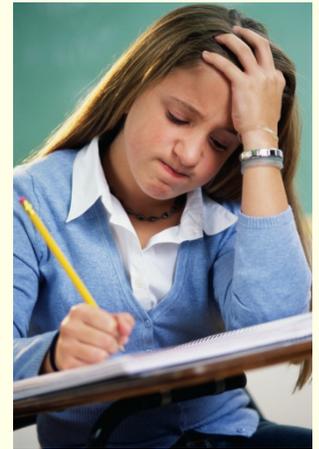
- Not an isolated event
 - Elementary years, process begins
 - **Elevated dropout rates reported among children who were rated as highly aggressive by their 1st grade teachers** (Ensminger & Slusarcick, 1992).
 - **Dropouts could be distinguished from graduates with 66% accuracy by the third grade using attendance data; and**
 - **Identification of dropouts can be accomplished with reasonable accuracy based on review of school performance (behavior, attendance, academics) during the elementary years** (Barrington & Hendricks, 1989) .
- **Students who had repeated a grade as early as K – 4th grade were five times more likely to drop out of school** (Kaufman & Bradby, 1992).



Predictors of Dropout

(Balfanz & Herzog, 2005; 2006)

1. The four **strongest** predictors – determined by the end of sixth grade
 1. Poor attendance
 2. Poor behavior
 3. Failing math
 4. Failing English
2. Sixth graders who do not attend school regularly, receive poor behavior marks, or fail math or English
 - 10% chance of graduating on time
 - 20% chance of graduating a year late



Predictors of Dropout

3. Students who repeated middle school grades are 11 times more likely to drop out than students who had not repeated
4. A student who is retained two grades increases their risk of dropping out of high school by 90% (Roderick, 1995).
5. Transition between schools
 - ★ Middle school/junior high school to high school

Predictors of Dropout

(Balfanz & Herzog, 2006)

6. Students who enter ninth grade two or more grade levels behind their peers have only a one in two chance of being promoted to the tenth grade on time
7. Ninth grade retention is the biggest predictor of dropouts
8. The biggest fall off for students is between ninth and tenth grade

Predictors of Dropout

(Balfanz & Herzog, 2006)

- Poor attendance
- Failed English
- Bad behavior records
- Failed math
- 14% graduated on-time or with one extra year
- 16% on-time graduation rate
- 17% on-time graduation rate
- 21% on-time graduation rate

Why Students Drop Out

- ★ Push effects – situations or experiences within the school environment that aggravate feelings of alienation, failure and dropout (e.g., raising standards without providing supports, suspension, negative school climate)
- ★ Pull effects – factors external to the school environment that weaken or distract from the importance of school completion (e.g., pregnancy, need to support family or care for a family member)



Characteristics of Dropouts

- ★ Absent more than 10 days
- ★ Participated few or no school activities
- ★ Disliked school
- ★ Failed 3-5 classes
- ★ Retained one or more years including 9th Grade
- ★ Received 5-9 discipline referrals
- ★ Were identified in middle school for lack of academic progress
- ★ Did not return Sophomore year

(Huffman, K.L., WVU Dissertation, 1999)

★ *So, what are your dropouts like?*



Activity:

Work together at your tables to complete this activity.

★ **Think!!** - About the typical characteristics of high school dropouts as described by Huffman in the previous slide.

★ **ANSWER!!**

- ★ How are these characteristics alike the characteristics of dropouts in your school?
- ★ How do they differ?



What Can We Do?
Strategies from
Research

Dropping Out of School is Not an Instantaneous Decision

- ★ Dropping out is a process – not an event – with factors building and compounding over time.
 - ★ Preceded by less severe warning signs of withdrawal – attendance, poor grades, suspensions, behavior
 - ★ Participation leads to successful learning experiences to valuing of school and a sense of belonging

Effectiveness of Interventions

Which approaches have limited effectiveness?

- ★ Short-lived approaches
- ★ Punishment-oriented approaches
- ★ Approaches not focused on engaging students in school
- ★ Approaches not focused on active participation

Which approaches are effective in increasing school completion?

- ★ Approaches focused on engaging students
- ★ Strength-based approaches
- ★ Approaches matched to student needs
- ★ Long-term approaches
- ★ Approaches involving various contexts

Student Engagement in School and Learning

- ★ Engagement is a multi-dimensional construct involving associated indicators and facilitators (Christenson, 2002)
 - ★ *Academic* (homework completion, on-task)
 - ★ *Behavioral* (attendance, participation)
 - ★ *Cognitive* (relevance of education to future)
 - ★ *Psychological* (sense of belonging)

Highlights from Student Engagement Interventions

- ★ Four types of engagement are best understood as interrelated subtypes
 - ★ Students' feelings of belonging may promote greater effort and participation or teaching practices that promote self-regulation may facilitate greater task or homework completion.
 - ★ Students' expectations for success develop from beliefs about personal skills and availability of social resources to succeed; this aligns with notion of importance of contextual supports
- ★ Engagement as an organizing framework

Explicit Programming for Motivation and Engagement:

- ★ Close adult-student relationships
- ★ Structured educational experiences with clear, meaningful purposes; a challenging, supportive curriculum; academic press
- ★ Multiple pathways to competence; e.g., autonomy supportive environments
- ★ Opportunities to interact with peers
- ★ Develop career pathways
- ★ Links to the communities and families
- ★ Organizational structures that assist with personal problems

McPartland (1994) noted:

- ★ Provide opportunities for success in schoolwork
- ★ Communicating the relevance of education to future endeavors
- ★ Creating a caring and supportive environment:
 - ★ Student role
 - ★ Teacher role
- ★ Help students with personal problems



Behavioral Engagement

Behavioral Engagement

★ Attendance and Discipline Problems

- ★ Three domains: school, home, and student
- ★ No evidence for targeting one domain (social skills, tangible rewards, mental health)

(Goldstein, Little, & Akin-Little, 2003)

★ Participation

- ★ Classroom
- ★ Extracurricular Participation
 - ★ Positive connections
 - ★ Opportunities to interact with competent adults
 - ★ Developing individual interests and strengths (Gilman, Meyers, & Perez, 2004)
 - ★ Increasing social capital
 - ★ Reduced opportunities to participate in undesirable behaviors

Attendance and Dropout

- ★ School attendance serves as a key indicator of “adequate yearly progress” at the middle school level” under NCLB.
- ★ High absenteeism is a serious risk factor associated with school drop out.
 - ★ Approximately 30% of high school students, 20% of middle school students and 14% of elementary students are chronically truant.
 - ★ 80% of dropouts were chronically truant during the year in which they dropped out.

Attendance and Dropout

★ **Research findings indicate that:**

- ★ Consistent school attendance has a high positive correlation with academic success and school completion.
- ★ Students learn best when they attend school every day. When students miss school, they miss important lessons and essential skills they need for academic success.
- ★ Good attendance establishes a pattern of responsibility and commitment that will serve students throughout their lives—including college and the workplace.

Attendance and Dropout

★ Research findings indicate that:

- ★ Dropouts could be distinguished from graduates with 66% accuracy by the third grade using attendance data.
- ★ Students in sixth grade who did not attend school regularly were found to have only a 14% chance of graduating on- time or with one extra year.

Factors Influencing Attendance

(National Center on School Engagement, 2006)

Risk Factors

- ★ Fear of harm in schools or neighborhood
- ★ Abuse in the home
- ★ Low academic achievement
- ★ Substance abuse
- ★ Lack of parental involvement in school or homework
- ★ Health problems

Protective Factors

- ★ Good self esteem
- ★ Positive school attitudes
- ★ School attachment
- ★ Activities such as sports, clubs and volunteer work,
- ★ Sense of purpose in life

Effective Attendance Practices



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In Schools that Make Gains in Attendance

- ★ Truancy officers are assigned to students with frequent absences
- ★ Students are rewarded for improved attendance
- ★ Parents are provided with an easily accessible school contact
- ★ Students are referred to a school counselor
- ★ Schools have effective methods of communicating with parents (especially parents whose first language was not English)
- ★ Workshops and training opportunities are provided to parents and after-school programs are provided for students

In Schools that Make Gains in Attendance

- ★ The teachers know the students well
- ★ The teachers have high expectations for students, which often leads to high expectations within students
- ★ The teachers foster critical judgment and problem-solving skills in their students

In Schools that Make Gains in Attendance

- ★ Teachers use a broad range of strategies to engage their students
- ★ Students report feeling safer in their schools
- ★ Accountability is strengthened among parents, students, and teachers

Components of Successful Programs

- ★ Include special attention to health and special education needs
- ★ Use *data* to drive decision-making
- ★ Involve community and businesses
- ★ Focus on school *transition years*
- ★ Include *public awareness* activities
- ★ Include meaningful *parent involvement*

Engage Parents in Improving Attendance

- ★ Share ideas with parents and make them part of the team without placing blame
- ★ Establish a contact at school for family members to work with *(Epstein & Sheldon, 2002)*

Engage Parents in Improving Attendance

- ★ Make home visits to chronically absent children
- ★ Provide a home-family liaison to identify the root causes for children not coming to school
- ★ "Initiate discussions about community services that can assist" *(Schargel & Smink, 2001, p. 51)*

Components of Successful Programs

- ★ Provide a balanced continuum of ***incentives*** and ***sanctions***
- ★ Focus on ***prevention***
- ★ Emphasize ***early warning*** and intensive intervention
- ★ Provide a continuum of ***strategies***
- ★ Provide alternative options to court

School-Based Strategies

- ★ Attendance recognition awards
- ★ Letters/voice/e- mails to parents
- ★ Catch up classrooms or tutoring
- ★ Student Attendance Review Boards (SARBs)
- ★ Class letters home

School-Based Strategies

- ★ School climate programs (school involvement, anti-bullying, tolerance, activities)
- ★ Attendance specialists or coaches in buildings
- ★ School support programs (psychological services, tutoring, social work services, school based health centers)

School-Based Strategies

- ★ Check & Connect
- ★ Truancy Intervention Program (TIP)
- ★ School support programs (psychological services, tutoring, social work services, school based health centers)
- ★ Good Attendance Campaigns
- ★ Increase student engagement in school activities

Effective Attendance Policies and Procedures



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Develop Effective Attendance Policies and Procedures

(Skiba & Knesting, 2001)

- ★ Are clearly written, publicized and communicated to all staff, students and parents
- ★ Clearly distinguish between the difference between excused and unexcused absences
- ★ Are aligned with the district's policies and goals

Develop Effective Attendance Policies and Procedures

(Skiba & Knesting, 2001)

- ★ Avoid the use of suspensions and expulsions for truancy and instead, consider less severe consequences, such as community service or in-school detentions
- ★ Contain effective reporting, recording and monitoring processes. Investigate the various computerized attendance tracking systems currently available
- ★ Include full family involvement, with parent notification and frequent home-school contact

Develop Effective Attendance Policies and Procedures

(Skiba & Knesting, 2001)

- ★ Clearly specify how reward or incentive program will be used
- ★ Develop two-way contracts among students, administrators, teachers, and families that delineate standards of performance for the student, services the school will provide, or changes the school will make

Local Action: Where Do We Start?

- ★ Know your attendance laws, local policies & their inconsistencies
- ★ Develop a strategic plan across agencies
- ★ Adopt promising practices that “fit” locally
- ★ Focus on attendance and engagement not just truancy

Local Action: Where Do We start?

- ★ Create both incentives and graduated sanctions
- ★ Involve students and parents in planning programs to improve attendance and engagement
- ★ Take baselines and track progress
- ★ Avoid Killer policies



Behavior

The Truth About Problem Behavior

- ★ **Problem behaviors exist in every school and are on the increase**
- ★ **Problem behaviors have negative effects and are associated with a variety of contributing variables**
- ★ **Increased concern among administrators, teachers, and parents**
- ★ **Teachers are asked to do more with less**
- ★ **Teachers often lack the skills necessary to address severe problem behavior**



By the time a child is eighteen years old, he or she will witness on television, 200,000 acts of violence (Huston, et al., 1992).

Problem Behavior at the Secondary Level

- ★ ***Problem behaviors*** coupled with **academic difficulties** are key predictors of dropout
- ★ ***Exclusion*** from class and punishment are the 2 most common responses to bad conduct
- ★ Exclusion from class leads to ***lost instructional time*** and ***increased academic difficulties***
- ★ The use of ***exclusionary discipline*** practices (e.g., suspension) is a major factor that ***leads to dropout***

Discipline at the Secondary Level

- ★ The overall goal of school disciplinary policies is to maintain an orderly environment so that teachers are better able to teach and students are better able to learn.
- ★ “Punishing” problem behaviors (without a proactive support system) is associated with increases in (a) aggression, (b) vandalism, (c) truancy, and (d) dropping out *(Mayer, 1995, Mayer & Sulzar-Azaroff, 1991, Skiba & Peterson, 1999).*

School Discipline

- ★ **Research findings in this area have concluded that:**
 - ★ student disorder interrupts not only school safety, but decreases student achievement as well.
 - ★ when misconduct is not confronted, misbehaving students are likely to infer that such behavior will be tolerated.

School Discipline

★ **Research findings in this area have concluded that:**

- ★ School personnel have a long history of applying simple and unproven solutions to complex behavior problems (e.g., office discipline referrals, suspensions), rather than focusing on the administrative, teaching and management practices that either contribute to, or reduce them *(Tobin, Sugai, & Martin, 2000)*.

Effective Teachers Seldom

(Lewis, 2006)

- ★ Punish students
- ★ Make disapproving comments
- ★ Compare a student's behavior with other students' behavior
- ★ Yell at students
- ★ Engage in verbal battles
- ★ Make unrealistic threats
- ★ Ridicule students

Effective Behavioral Engagement Strategies



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The Context

- ★ Schools with better discipline and academic organization have more positive student outcomes
- ★ Research reviews indicate that the most effective responses to school violence are:
 - I. Academic Restructuring
 - II. Social Skills Training
 - III. Behavioral Interventions

(Elliot, Hamburg, & Williams, 1998; Gottfredson, 1997; Lipsey, 1991, 1992; Tolan & Guerra, 1994)

Behavioral Engagement - Universal Strategies

- ★ Examine suspension policies; strive to eliminate out-of-school suspension
- ★ Examine discipline policies; ensure they are considered fair, non-punitive and understood by students. End reliance on negative consequences as a means of managing student behavior.
- ★ Encourage social interactions and planning for the future through smaller learning communities that target vocational interests (e.g., Academies)

Universal, continued:

- ★ Offer developmentally appropriate social skills training to all students as part of the curriculum
- ★ Implement school-wide positive behavioral support systems that include positive reinforcement and group contingencies
- ★ Use coordinated, collaborative home-school interventions to address attendance
- ★ Involve students in hands-on-learning that is directly related to future career paths or interests

Universal, continued:

- ★ Create an orderly routine environment that promotes consistency
- ★ Offer professional development on classroom management strategies
- ★ Gather student input about classroom rules, school climate and evaluation of coursework/assignments; use feedback to make appropriate changes
- ★ Encourage participation in and provide extracurricular activities; actively seek to involve uninvolved students

Universal, continued:

- ★ Consider ways of having multi-level sports teams
- ★ Ensure that the school climate, school culture is respectful to all students
- ★ Systematically monitor student population on key variables (attendance, academics, behavior) for signs of disengagement from school and follow up with students showing signs of withdrawal.

Behavioral Engagement – Individualized Strategies

- ★ Provide additional, supplemental supports for students not responding to positive behavioral support systems implemented school-wide
- ★ Devise an individualized approach to addressing attendance or participation issues at school; strive to understand student perspective and unique family circumstances
- ★ Implement programs that work to build specific skills such as problem solving, anger management or interpersonal communication

Individualized, continued:

- ★ Provide an adult mentor who works with students and families on a long term basis to foster engagement in school and deliver the message that school is important (i.e., Check & Connect)
- ★ Develop specific behavior plans or contracts to address individual needs
- ★ Provide intensive wrap-around services
- ★ Provide alternative programs for students who have not completed school

Individualized, continued:

- ★ Encourage parents to monitor and supervise student behavior
- ★ Implement student advisory programs that monitor academic and social development of secondary students (middle or high)
- ★ Implement school-to-work programs that foster success in school and relevant educational opportunities

Positive Behavior Support

- ★ Aims to build effective environments in which positive behavior is more effective than problem behavior
- ★ Is a collaborative, assessment-based approach to developing effective interventions for problem behavior
- ★ Emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes

Traditional Discipline versus PBS

Traditional Discipline

Is focused on the student's problem behavior.

Has the goal of stopping undesirable behavior through the use of punishment.

Positive Behavior Support

Replaces undesired behavior with a new behavior or skill.

Alters environments, teaches appropriate skills and rewards appropriate behavior.

Seven Key Elements

1. Administrative leadership/support
2. School-wide buy-in/support
3. Clearly defined school-wide expectations
4. School-wide expectations are taught
5. Behaviors (school-wide expectations) are acknowledged/rewarded
6. Behavioral/learning errors are corrected – replacement behaviors are taught
7. Data based decision making (information system for decision-making)

Universal Strategies: Classroom

- ★ Use of school-wide expectations/rules
- ★ Effective Classroom Management
 - ★ Behavior management
 - ★ Instructional management
 - ★ Environmental management
- ★ Support for teachers who deal with students who display high rates of problem behavior



Academic Engagement

Key Practices & Policies of Consistently Higher Performing High Schools

- ★ Districts with higher performing high schools expect all students to meet high standards
- ★ The high schools expect all students to meet high standards
- ★ Teachers expect all students to meet high standards

(National High School Center, 2006)

Student performance is enhanced when...

- ✓ Teachers use research-based strategies
- ✓ Teachers use instructional time efficiently, while providing multiple means of engagement
- ✓ Teachers provide frequent reinforcement
- ✓ Teachers provide culturally diverse students with equal opportunities to participate
- ✓ Teachers build positive relationships with students

Student performance is enhanced when...

- ✓ Teachers and parents build supportive partnerships
- ✓ When students know what is expected of them
- ✓ Teachers establish classroom routines
- ✓ Teachers maintain a comfortable and welcoming classroom environment
- ✓ Teachers believe that ALL students can achieve & act upon their beliefs

Effective Teachers

(Lewis, 2006)

- ✓ Manage an organized and efficient learning environment
- ✓ Maximize time on academic tasks
- ✓ Minimize time on non-instructional activities
- ✓ Provide students with tasks that allow them to be successful
- ✓ Maximize use of active or direct teaching procedures with groups of students

Effective Teachers

- ✓ Care about students and their future
- ✓ Listen to what students have to say
- ✓ Teach the whole student
- ✓ Respond to individual student needs
- ✓ Have high expectations for student achievement and behavior

Academic Engagement – Universal Strategies

- ★ Ensure the instructional match is appropriate for the students and clear directions of what is expected are provided
- ★ Use mastery learning principles to guide instructional planning and delivery
- ★ Use principles of effective instruction (e.g., direct instruction, scaffolding, guided practice; informed feedback; pacing of lessons)
- ★ Ensure that there is both academic press (high expectations, well structured learning environment) and support for learning (caring environment)

Universal, continued:

- ★ Maximize instructional relevance (e.g., clearly stated purpose, graph progress toward goals)
- ★ Attend to the effect of the organization/structure of the school on learning (e.g., smaller learning communities, Academies)
- ★ Allow students to have choices within course selection and assignments (Skinner et al., 2005).

Universal, continued

- ★ Increase time on task and substantive interaction through cooperative learning, whole class or group instruction (Greenwood et al., 2002) and peer assisted learning strategies (Boudah, Schumacher, & Deshler, 1997; Lee & Smith, 1993)
- ★ Provide home support for learning strategies to fit content area
- ★ Enhance critical thinking through project work and ungraded writing assignments

Universal, continued:

- ★ Use a supplemental program within school, i.e., Academic Coaching Team (Hansen, Cumming, & Christenson, 2006)
- ★ Increase opportunities for success in schoolwork
- ★ Encourage parents to volunteer in the classroom (Lee & Smith, 1993)
- ★ Enhance teacher-student relationships and/or teacher-student support (Hughes & Kwok, 2006)

Universal, continued:

- ★ Reinforce students frequently and base it on the amount of work completed (Skinner et al., 2005).
- ★ Utilize a variety of interesting texts and resources (Asselin, 2004; Guthrie & Wigfield, 2000)
- ★ Incorporate projects that take place in the community (Lewis, 2004)

Academic Engagement: Individualized Strategies

- ★ Utilize after school programs (tutoring, homework help)
- ★ Increase home support for learning – such as home-school notes, assignment notebooks, and academic enrichment activities
- ★ Implement self-monitoring interventions
- ★ Ensure adequacy of educational resources in the home

Individualized, continued:

- ★ Help parents to understand and set expectations (Klem & Connell, 2004)
- ★ Foster positive teacher-student relationship for marginalized students
- ★ Utilize Behavior Education Programs: Have students check in with the teacher each hour to ensure they have pens, notebooks, etc. Check in with teacher each hour, check-out at the end of the school day (Hawken & Horner, 2003).
- ★ Seek out and utilize college outreach programs and tutors for students (Rodriquez et al., 2004)



Cognitive Engagement Strategies

Cognitive Engagement

- ★ Indicators include relevance of school work to future aspirations, strategy use, and self regulation toward personal goals
- ★ Learning goals, perceived ability, self-regulation, and strategy use are significantly and positively related to measures of academic achievement
- ★ Intervention targets : Goal structure, Type of tasks completed, and Linking school/tasks to future endeavors or goals

Cognitive Engagement – Universal Strategies

- ★ Guide students in setting personal goals in courses and monitoring their progress
- ★ Provide student with choices when completing assignments
- ★ Enhance or explicitly identify relevance of schoolwork to future goals (see six year plan for St. Paul Public schools ninth graders at <http://studentresources.spps.org>.)
- ★ Focus on necessary steps to reach/pursue personal goals and career aspirations

Universal, continued:

- ★ Set learning/mastery goals over performance goals – ensure mastery goals permeate the philosophy of the classroom/school culture
- ★ Provide students with challenging and motivating assignments that relate to life outside of school
- ★ Model learning strategies when teaching specific concepts
- ★ Provide feedback that emphasizes self control and the link between effort/practice and improvement

Universal, continued:

- ★ Provide professional development training to teachers (e.g., goal setting and self-regulation combined with informed feedback that focuses on improvement and enhancing intrinsic motivation)
- ★ Encourage students who are “on the cusp” to put forth effort to earn credits by calculating a graduation achievement rate (e.g., number of credits earned divided by number of credits possible, compared with % needed to graduate) (Hansen et al., 2006)
 - ★ Completion and accuracy
- ★ Encourage parents to deliver messages related to motivational support for learning (high expectations, talk to students about school and schoolwork)

Cognitive Engagement – Individualized Strategies

- ★ Enhance student's personal belief in self through repeated contacts, goal setting, problem solving and relationship (e.g., Check & Connect)
- ★ Implement self monitoring interventions (e.g., graph progress toward goals)
- ★ Explicitly teach cognitive and metacognitive strategies (e.g., mnemonic strategies) and teach effective note-taking and study skills
- ★ Discuss the link between student's effort and the outcome/behavior/success achieved to increase the student's perceived self control, self-efficacy, and self-determination
- ★ Design tasks that have the characteristics of open tasks (e.g., student interests, autonomy, collaboration with peers) (Turner, 1995).



Psychological Engagement

Psychological Engagement

★ Numerous terms.....

affective/emotional engagement, school bonding, identification with school, belonging, school connectedness, relatedness with school, social support for school, school supportiveness, perceived school warmth

Used to convey:

- 1) connection to and affinity for school,
- 2) valuing of school and school-related activities,
- 3) a guiding bond with school.

Psychological Engagement

Associated, as expected with wide-range of variables:

- ★ Problem behaviors and delinquency,
- ★ Premature/risky sexual behavior,
- ★ Academic performance
- ★ Educational adjustment,
- ★ Level of educational attainment,
- ★ Social competency,
- ★ Attendance,
- ★ Accrual of credits,
- ★ Persistence with school, and
- ★ Student perceptions of future opportunities open to them.

(Christenson et al., in press)

Psychological Engagement – Universal Strategies

- ★ Systematically build relationships/connections for all students - Educators identify students who may not have a connection with a staff member (i.e., list all students names at grade levels and determine who knows the student) and match staff members and alienated students for future regular “mentor like” contact
- ★ Address size through implementation of smaller learning communities
- ★ Enhance peer connections through peer assisted learning strategies
- ★ Implement a mentoring program (use of college age students)

Universal, continued:

- ★ Increase participation in extracurricular activities
- ★ Combine social support for students (from teachers, peers, parents, and community) with high levels of academic press (i.e., teacher belief that they are challenging students and student perception that they are being challenged (Lee & Smith, 1999)).
- ★ Create a caring and supportive environment (ethos) (Baker, 2001)

Psychological Engagement – Individualized Strategies

- ★ Build personal relationship with marginalized students – enhance relationship with one caring adult
- ★ Personalize education (e.g., alter assignments to match personal interests and goals)
- ★ Assist students with personal problems
- ★ Provide extra support for students in a timely fashion
- ★ To improve generalizability, intervene across peer, family, and community contexts when possible

(Bost, 2007)

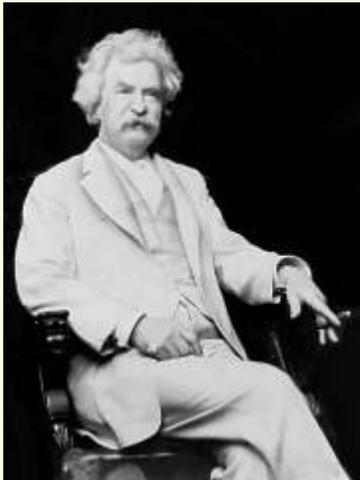
20 Ways to Make Instruction More Effective

1. Use Big Ideas for Lesson Foundation
2. Sequence Information Strategically
3. Develop a Structure for Instructional Lessons
4. Connect New Content to Prior Knowledge
5. Explain New Content Clearly
6. Correct Errors Quickly
7. Make Abstract Concepts Concrete
8. Increase Allocated and Engaged Time
9. Increase Opportunities for Responding
10. Use Effective Questioning Techniques

20 Ways to Make Instruction More Effective

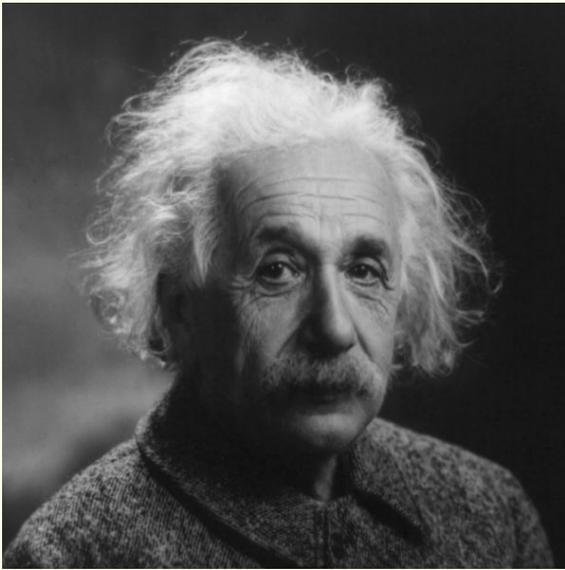
11. Maintain a Brisk Pace
12. Use Guided Practice
13. Alternate Using Examples and Non-examples
14. Use Flexible Grouping
15. Monitor Student Progress
16. Use Assessment Data to Inform Instruction
17. Use Reminders (mnemonics)
18. Provide Guided Notes
19. Teach Concepts Maps
20. Demonstrate Self-Monitoring & Adjusting Skills

“To every complex problem, there
is a simple solution...
that doesn't work”



Mark Twain

“Insanity is continuing to do what you have always done and expecting different results”



Albert Einstein

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