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AUTHOR Cage, Bob N.; Hardin, Dawn
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ABSTRACT

The Northeast Louisiana University (NLU) Dropout Intervention Strategy Program (1990-1991) was designed to train administrators and teachers in junior high schools to recognize, treat, and relate to at-risk students who have been identified as potential school dropouts. The 13 participating schools were identified as having potentially high dropout rates. Teachers and administrators who chose to be involved were instructed in the use of the Elementary School Pupil Adjustment Scale (ESPAS) and the Dropout Alert Scale (DAS) to identify students at-risk. A sample of 270 students for the experimental group and 58 students for the control group were randomly selected. In-service programs were provided for 124 teachers, administrators, and supervisors on counseling and teaching techniques to implement with the experimental group of at-risk students. Results indicate that in the experimental group, 78% were still in the same schools at the end of the school year. The average daily attendance and the mean grade point average were improved, although the grade point average still was considered low. Both teachers and students were involved in program evaluation and both groups indicated improved student adjustment and attitude toward school. The program was cost-effective and demonstrated that keeping at-risk students in school does not have to be expensive. Appendices include evaluation instruments for identifying potential school dropouts, characteristics of at-risk students, description of the programs implemented, and program and student evaluation forms. (LP)

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FINAL REPORT

CHAPTER 2 ECIA PROJECT

NLU DROPOUT INTERVENTION STRATEGY PROGRAM
1990 - 1991

Dr. Bob N. Cage

Mrs. Dawn Hardin

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INTRODUCTION

The Northeast Louisiana University Dropout Intervention Strategy Program has been in operation for four years. During this time, approximately 205 junior high teachers, 15 supervisors, and 17 principals have participated in the Program. Approximately 700 students have been identified as potential dropouts and have been treated by their faculty and administrators. The results of the Program to date have shown a 17% reduction in dropout rate, a 1.1 point increase in grade point average and a 21% reduction in absenteeism rate when compared to a control group.

The purpose of the Program in 1990-91, as was the purpose from its inception, was to train administrators and teachers in junior high schools, (7th, 8th, and 9th grade) in Northeast Louisiana to identify, treat and relate to hard-core, at-risk students who were identified as potential dropouts. In the 13 junior high schools, 11 were parish schools, one was a city school and one was a private academy. The schools were located in five different parishes and the Monroe City School System. The six superintendents and headmaster were requested to choose at least one school containing 7th, 8th, and 9th grades where their greatest "at-risk" students attended, that is, a junior high or middle school that "feeds" a high school which had the greatest dropout rate in their system. The data in Table 1 show the names of the schools and parishes; names of the principals or administrators who participated in the Program; the number of teachers and administrators in the respective schools who received training in identification and treatment of the potential dropouts; the number of students in each school who were identified as potential dropouts and who received treatment in the

TABLE 1

DROPOUT PREVENTION PROGRAM MASTER SCHEDULE

PARISH	NAME OF SCHOOL	PRINCIPAL	NUMBER OF TEACHERS	NUMBER OF STUDENTS IDENTIFIED	NUMBER OF STUDENTS IN CONTROL GROUP
Caldwell Parish	Caldwell Parish Junior High	Don Davis	5	15	3
East Carroll Parish	Lake Providence Junior High	Theodore Lane	21	34	3
Franklin Parish	Ward Three School	C. Marty Harris	7	15	3
	Winnsboro Junior High	Jabbo Clark	12	23	3
Ouachita Parish	Ouachita Junior High	W. A. Colvin	11	31	15
	Richardson Junior High	Louis Pargoud	8	27	4
	Riser Junior High	George Barefield	7	22	5
	Woodlawn Junior High	Kathy Hogan	5	10	3
Richland Parish	Delhi Junior High	Leonard Guine	8	15	4
	Mangham Elementary	Bobby J. Chapman	9	12	2
	Rayville Junior High	Lee McDonald	14	34	6
	Riverfield Academy	Charles F. Meador	2	6	2
Monroe City Schools	Jefferson Junior High	Walter Collins	15	26	5
Totals			124	270	58

Program; and the number of students who were identified as potential dropouts and who were randomly selected for the control group.

METHODOLOGY

Dr. Cage, Project Director, Dr. Stephen Bridges, and Mrs. Cindy Thompson, Project Staff Members, met with teachers and administrators in each school a minimum of four times. The first meeting, in early fall semester, was to meet with seventh, eighth, and ninth grade teachers who had expressed an interest in participating in the Program. After a discussion of the Program intent and the expected responsibility of each teacher and principal in working with the identified students, a few of the teachers chose not to participate. Those who chose to participate in the Program were instructed in the use of the Dropout Prevention Identification instruments found in Appendix A. Copies of the Dropout Alert Scale (DAS) and the Elementary School Pupil Adjustment Scale (ESPAS) were left with the participants and they were instructed to complete the instruments on those students who they believed had the characteristics of a potential dropout. (See Appendix B for List of Characteristics.) After completion of the instruments, the respective school principals mailed the forms to Dr. Cage.

Dr. Cage and his staff scored the instruments and returned to each principal a list of students who were identified as the most critically in need of treatment, that is, those students whose scores identified them as having the highest probability of not graduating from high school. As was seen in Table 1, teachers and principals identified 328 students who they believed

had the characteristics of a potential dropout. Of this number, 270 were selected for the experimental group and 58 for the control group. The disproportionate size of the two groups was caused primarily by the teacher's desire to expose almost all of the students to the experimental treatment as their compassion to help students stay in school overrode their concern for a control group for research purposes.

On the second visit to each school, Dr. Cage or one of his staff members, presented an in-service program on what type of treatment should be used with each student who had been identified as a potential dropout. The list of Sixteen Program Items is found in Appendix C. Each teacher and administrator was requested to implement as many of the Sixteen Program Items as they could to deal with the problems which were affecting the childrens' adjustment to school.

On the third visit to each school, which was made early in the Spring term, the Program staff conducted a formative evaluation in-service program with the teachers and administrators. Discussion and interactive feedback was held as to how intense the Dropout Prevention Program had been implemented; which of the Sixteen Program Items were working best or least with certain children; why some teachers seemed to be more successful than others in implementing various program items; and on what items they would concentrate during the remainder of the year to help students stay in school or to become better adjusted to school.

The fourth visit was held in late Spring and the time was used to collect summative evaluation data and to debrief each teacher and administrator. Each participant received a modest stipend as an expression of gratitude for the data collection during the year. Evaluation

forms were left for each teacher and principal to complete and the principal was asked to collect the forms and to mail them to Dr. Cage (See Appendix D).

FINDINGS

Of the 270 students who were identified as hard-core, at-risk, potential dropouts in grades seven, eight and nine, 210 (78%) of them were still in their same school at the end of the school year. Of the remaining 60, 33 (12%) had moved to another school, 5 (1.8%) had been expelled for disciplinary reasons or for missing school too many days, and only 22 (8.1%) had dropped out of school. The average daily attendance (ADA) of the 270 students, when compared to their ADA the previous year was 3.6 days better. That is, the students who were in the Dropout Prevention Program, came to school, on the average, 3.6 more days in 1990-91 than the previous year. When compared to the control group, the Program students' ADA was 6.6 days better for 1990-91. The control group's ADA for 1990-91 was 1.3 days less than in 1989-90. (Students who had accidents or who had chronic illnesses or who were victims of the 1991 floods in either of these two years which prevented them from attending school were not used in figuring the ADA averages.)

When the grade point averages (GPA) were compared for the treatment and control groups, the treatment group had a mean GPA of 1.72; the control group mean was 1.26. Although there was no statistical significant difference between groups on this variable, the means reflected the low academic achievement of both groups. The data showed, however, that the experimental group did achieve at a slightly higher level than did the control group.

A significant reason for the low grade point averages among these students is the Board of Elementary and Secondary Education (BESE) policy that all students must be studying in a grade level text. Most of these students have failed several subjects more than once but yet must repeat the same course using the same textbook. This policy is "pushing" most of these students out of school, rather than them "dropping" out of school.

Of the 124 teachers and administrators who participated in the Project, 120 responded to all or part of the summative evaluation. A copy of the teacher and administrator evaluation instrument is found in Appendix D. When asked to indicate the amount of "adjustment to school" made by each of the potential dropout students and the control students during the academic year, an average increase of 1.7 units was shown for the treatment group compared to an average increase of .2 units for the control students (See Table 2). The students in the treatment group moved from the "poor adjustment to school" category at the beginning of school to the "fair to good adjustment to school" category at the end of the school year. The control group, on the other hand, increased slightly staying in the "poor adjustment to school" category.

In this year's Project, students were asked to evaluate how they felt about dropping out of school comparing first-of-the-year thoughts with end-of-the-year thoughts. As seen in Table 3, the experimental group's thoughts, on the average, changed from "I am not sure how I feel about school" in the Fall, to "I want to stay in school for another few years." In contrast, the control group's thoughts, on the average, changed from "I am not sure how I feel about school" in the Fall, to "I want to stay in school another year" in the Spring. The average gain of the +1.8 points for the experimental group was statistically significant when compared to the

average gain of +.8 of a point for the control group.

When asked to evaluate the Dropout Prevention Program using the following statements, 108 (90%) teachers and principals indicated it was an excellent or above average program and that it should be continued. Twelve teachers (10.0%) said it was an average program and none said it was a poor program or that it should be discontinued.

TABLE 2

CHANGE IN "ADJUSTMENT TO SCHOOL" FOR PROJECT AND CONTROL STUDENTS AS SEEN BY CLASSROOM TEACHERS AND PRINCIPALS

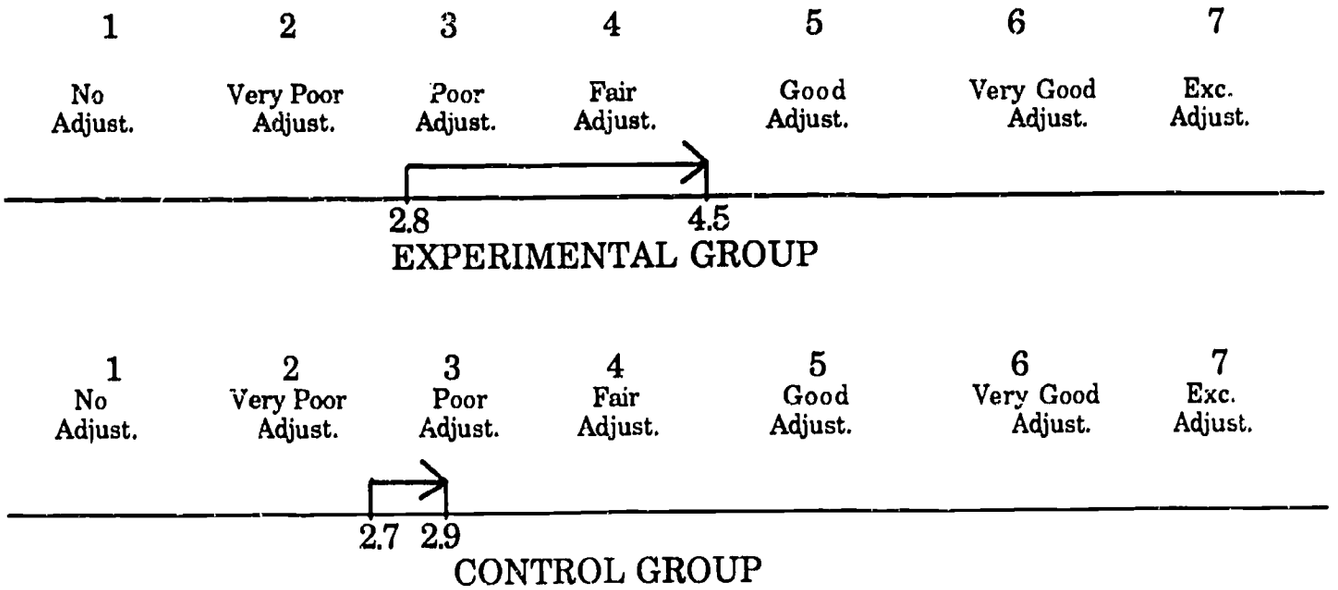
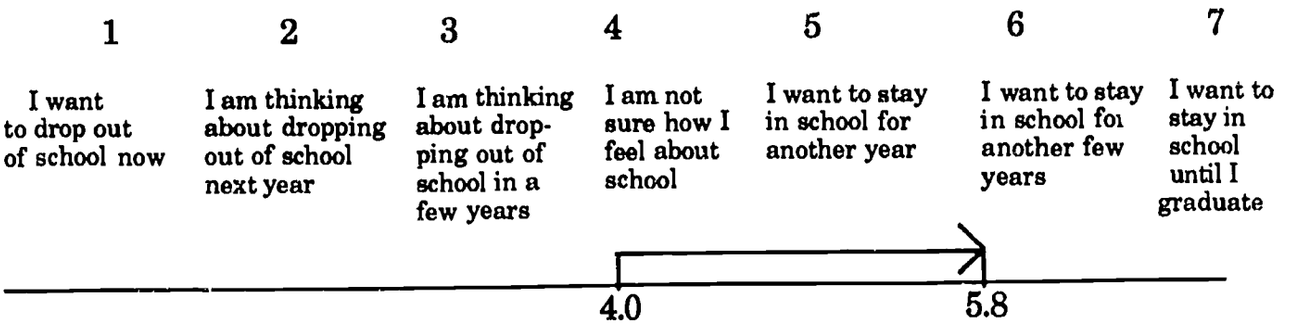
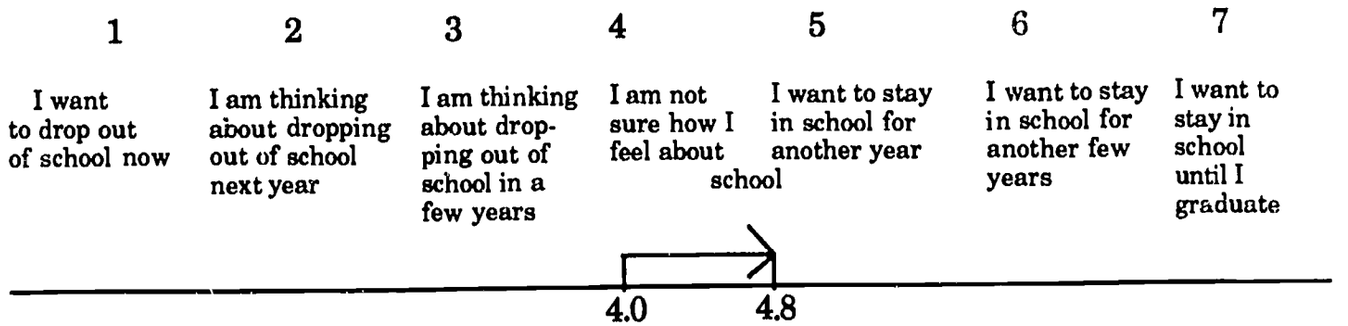


TABLE 3

CHANGE IN "ADJUSTMENT TO SCHOOL" FOR PROJECT AND CONTROL STUDENTS AS SEEN BY THE STUDENTS



EXPERIMENTAL GROUP



CONTROL GROUP

EVALUATION STATEMENTS

52 a. An excellent program. It helped me to work better with this type child. Would like to see the program continue.

56 b. An above average program. I learned some new things about working with this type student. It should continue with minor changes.

12 c. An average program. I learned a few things about working with potential dropouts. I can take it or leave it.

0 d. A poor program. It did not help me to work better with this type of student. It needs to be changed drastically.

0 e. The program should be discontinued as it did not help at all to work with potential dropouts.

0 f. No opinion.

Of the Sixteen Program Items developed by Dr. Cage and his staff to treat students who were identified as potential dropouts, teachers and administrators indicated that every one of them was implemented. The data in Table 4 show the number and ranking of the Sixteen Items as to the degree of implementation with the 270 students in the program. In order to be counted 641 times, Program Item #1 was implemented by more than one teacher with a particular student. For example, all of the schools in the Project were departmentalized and thus the Mathematics teachers and the English teachers and the Physical Education teachers might all have befriended a student who was in need of a friend as ascertained by the Dropout Prevention Identification instruments.

Teachers and principals were asked what changes or improvements they would make in their schools, if they had the power to do so, to keep

potential dropouts in school. Their top five responses were:

1. Get more parental support and involvement in the students' educational program.
2. Request of the Board of Elementary and Secondary Education (BESE) the removal of the requirement to have students in grade level textbooks when in fact the students can not comprehend at that level.
3. The need for more counselors in the junior high schools to work with the potential dropout. These students' problems extend beyond educational problems to those of emotional and psychological. Trained counselors are needed to keep these students in school.
4. Additional in-service training for all teachers in the area of coping with hard-core, at risk students, and
5. Additional supplemental educational materials for these students so that they can be on the appropriate academic level.

TABLE 4

SIXTEEN PROGRAM ITEMS FOR PREVENTING POTENTIAL DROPOUTS FROM DROPPING OUT OF SCHOOL

Number of Times Used	
641	1. Befriended the student; talked to student more often
544	2. Paid attention to attendance of child; gave awards for good attendance
537	3. Tried to improve self-concept or self-esteem of student
443	4. You were able to get parents of a potential dropout to come to school to talk about their child
409	5. Encouraged student to participate in extra-curricular activities
311	6. Took a risk with child; gave child new responsibility
260	7. Praised the child every opportunity available; smiled at; touched, hugged child whenever possible
257	8. The principal took an active role in the dropout prevention program; principal wants school to be a good place to be
223	9. Did not use language which could label a student
213	10. Gave reward for completion of homework
204	11. Provided reading materials for student's interest level
199	12. Put student on appropriate academic level; used different levels of curriculum materials
117	13. You visited home of an identified student during the year
112	14. You monitored your behavior and vocabulary in front of the student
98	15. Recognized personality conflict with student; asked to have student transferred
47	16. Identified health problems of student

SUMMARY AND CONCLUSIONS

The purpose of this Program was to train teachers and administrators in 13 junior high schools (seven school systems) in Northeast Louisiana to identify, treat and relate to potential dropouts through the use of instruments, counseling and teaching techniques. Of the seven school systems, five were parish schools, one was a city school and one was a private school. Of the 328 students identified as potential dropouts, 270 were randomly chosen to be in the treatment group; the remaining 58 in the control group. The treatment group was treated, counseled and related to by the 124 teachers, supervisors, and principals in the Program. The teachers and principals participated in at least four in-service workshops during the year and they, in turn, worked daily with the identified potential dropouts.

Of the 270 students in the treatment group, only 22 dropped out of school on their own accord. An additional five students had been expelled from school (down from 17 last year) for disciplinary reasons or for missing school too many days, and 33 students had transferred to another school. Fifteen of those transfers were in one school (Monroe City School System) and were precipitated by the opening of an alternative school for over-age students. The summative evaluation showed that the ADA for the treatment group was better by an average of 3.6 days compared to the previous year and an average of 6.6 days better than the control group. (Statistically significant at $p \leq .05$). The treatment group's GPA for seventh, eighth and ninth grades was .46 of a point better than the control group.

This difference was not statistically significant, however, it shows that the experimental group had achieved at a somewhat higher level.

Ninety percent of the teachers and principals said the program was an excellent or above average program and that it should be continued. All of the Sixteen Program Items were implemented with "befriending a student" and "paying attention to the attendance of the student" being the two programs with the highest frequency of implementation.

The Program was extremely cost-effective as the cost per participant (124 teachers and principals; 270 students) was only $149.16. This demonstrates that an effective program for keeping at-risk, potential dropouts in school does not have to be expensive.

Finally, teachers and principals were asked to identify those changes or improvements they would make in their schools, if they had the power to do so, to keep potential dropouts in school. Their top five responses were:

1. Get more parental support and involvement in the students' educational program.
2. Request of the Board of Elementary and Secondary Education (BESE) the removal of the requirement to have students in grade level textbooks when in fact the students can not comprehend at that level.
3. The need for more counselors in the junior high schools to work with the potential dropout. These students' problems extend beyond educational problems to those of emotional and psychological. Trained counselors are needed to keep these students in school.
4. Additional in-service training for all teachers in the area of coping with the hard-core, at-risk students, and,
5. Additional supplemental educational materials for these students so that they can be on the appropriate academic level.

APPENDIX A

ELEMENTARY SCHOOL PUPIL ADJUSTMENT SCALE (ESPAS)

Yes	No		The Pupil:
____	____	1.	Tends to blame the teacher for not providing enough help.
____	____	2.	Has a hostile attitude toward the teacher.
____	____	3.	Acts rebellious and defiant.
____	____	4.	Makes fun of the material being taught.
____	____	5.	Has to be reprimanded and/or corrected on a regular basis.
____	____	6.	Physically harasses (pokes, tickles, etc.) his/her classmates.
____	____	7.	Obstructs the work of his/her classmates.
____	____	8.	Tells lies regularly.
____	____	9.	Tends to be destructive toward classroom property.
____	____	10.	Does not listen; interrupts when others are talking.
____	____	11.	Has a short attention span.
____	____	12.	Gets emotionally upset easily.
____	____	13.	Copies from the work of others.
____	____	14.	Complains frequently to the teacher.
____	____	15.	Has trouble changing from one task to another.
____	____	16.	Tends to withdraw; daydream.

____	____	17.	Exhibits physiological symptoms (nausea, stomach ache, headache) in the face of stress.
____	____	18.	Has difficulty following task directions.
____	____	19.	Is ultrasensitive to criticism.
____	____	20.	Does sloppy work.
____	____	21.	Sees schoolwork as too hard.
____	____	22.	Gives up quickly on a task.
____	____	23.	Is slow to complete a task.
____	____	24.	Seems to be "in his/her own world".
____	____	25.	Is easily led into dubious behaviors.

THE DROPOUT ALERT SCALE
(DAS)

1. How old are you? _____

2. Are you failing any of your subjects this semester?

   _____none,_____one,_____two,_____three

3. How many subjects have you failed prior to this semester?

   _____none,_____one,_____two,_____three

4. How much time do you spend reading a day?

   _____two hours or more,_____one hour,_____30 minutes

   _____fewer than 30 minutes,_____none.

5. Have you ever failed a grade in elementary school?

   _____none,_____one,_____two,_____more than two

6. Are you getting enough out of school?

   _____usually,_____seldom,_____never

7. How many days have you missed school this year?

   _____0-9 days,_____10-19 days,_____20-30 days,

   _____more than 30 days

8. Do you like the other students in your classes?

   _____almost all of them,_____most of them,

   _____a few of them,_____almost no one

9. How do you like school?

   _____very much,_____much,_____little,_____very little

10. Do you attend school ball games, dances, parties, etc.?

_____never,_____seldom,_____often,_____very often

11. How do you think your teachers like you?

_____very much,_____much,_____little,_____very little

12. How well do you like your teacher?

_____very much,_____much,_____little,_____very little

13. How do you get along with other students in your class?

_____very well,_____well,_____not very well,_____not at all

14. How many friends do you have in school?

_____more than 15,_____10-15,_____5-9,_____less than 5

15. To how many school teams or clubs do you belong?

_____none,_____1-2,_____3-4,_____more than 4

16. How far did your father go in school?

_____12th grade or higher,_____8th to 11th grade

_____1st to 7th grade,_____ did not go to school

17. How far did your mother go in school?

_____12th grade or higher,_____8th to 11th grade

_____1st to 7th grade,_____ did not go to school

18. Do you think your parents:

_____want you to finish high school

_____don't care if you do or do not finish high school

_____discourage you from finishing high school

19. In your school work do your parents:

_____encourage you often,_____encourage you sometimes,

_____rarely encourage you,_____discourage you

20. Do you live with: _____both your mother and father,

_____either your mother or father,_____other relatives

_____with no relatives

21. Do you work outside of school?

_____on a regular basis,_____sometimes,_____rarely,_____never

22. How many brothers and sisters have dropped out of school?

_____none,_____1-2,_____3-4,_____more than four

23. Do you feel tired?

_____never,_____seldom,_____often,_____very often

24. Do you have any trouble with the other students or teachers?

_____never,_____seldom,_____often,_____very often

25. Have you ever been sick?

_____never,_____seldom,_____often,_____very often

26. Do you feel your teachers are fair to you?

_____very often,_____often,_____seldom,_____never

27. Is it important to you that you graduate from high school?

_____very important,_____important,_____not very important

28. Do you think you will graduate from high school?

_____yes,_____probably,_____doubtful,_____no

29. Do you do your homework?

_____very often,_____often,_____seldom,_____never

30. Do you belong to any organization such as 4-H, Boy Scouts, church groups, etc.?

_____none,_____1-3,_____4-5,_____more than 5

*Mathis, Debeiy: The Dropout Proneness Scale: The Development Of An Instrument to Predict a Dropout. University of Mississippi, May, 1976.

Note: The scoring and editorial changes were developed by Dr. Grady E. Harlan and Dr. Dudley E. Sykes.

APPENDIX B

LIST OF CHARACTERISTICS

1. Age - if student is two or more years older than his/her classmates.

2. Grade level - if student is one or more years behind in grade level.

3. Academic aptitude - if student has an I.Q. of 90 or below.

4. Achievement/course grades - if student has made D's or F's in two or more subjects in this or previous years.

5. Interest in school work - if student shows a definite disinterest in school work, e.g., does not do homework, says he/she does not like school, does not offer to respond in class

6. Ability to read - if student is two or more years below reading level.

7. Parental attitude toward school - if parent(s) do not care whether child stays in school.

8. General adjustment to school - if student has a general negative feeling toward school, e.g., indicates he/she has few or no friends, believes teachers are not fair, does not wish to participate in school activities.

9. Participation in out-of-school activities - if student does not belong to out-of-school organizations, e.g., Boy Scouts, 4-H, church groups, summer sports programs.

10. School attendance - if student has chronic absenteeism, e.g., 20 or more days absent per year from school.

11. Acceptance by other pupils - if student perceives that he/she is not liked or accepted by other students, i.e., has no personal friends.

12. Family size - if student has five or more siblings.

13. Education level of the mother - if mother dropped out of school at grade eight or earlier.

14. Educational level of the father - if father dropped out of school at grade eight or earlier.

15. Health - if student is often absent due to ill health and/or fatigues easily in school.

APPENDIX C

Dropout Prevention Program

Once students have been identified as potential dropouts, a program of facilitation and assistance is implemented by faculty, staff, and administration. A concentrated effort is made to address the student's problem(s) on a daily basis, keeping communications open and continually seeking ways to make the adjustment to school meaningful and successful.

Listed here are several "programs" that can be implemented by faculty, staff, and administration. These programs are designed to focus on the child and his problem(s) of adjustment to school. The programs may well include significant others, such as family members, peers, and other school employees. All of these persons need to be involved in the solution of a potential dropout's problems.

1. Befriend the child; make every effort to talk to the child each day; create an opportunity for the child to talk to you so that if the child wants to discuss a problem, he has the opportunity to do so; make a genuine effort to communicate openly and in a friendly manner.
2. Praise the child every opportunity that is available; find something good to say to the child, even if it's non-academic in nature; do not tease the child, as he may not know the difference between teasing and reprimand; support the child if he is involved in an argument with a more mature child where you believe him to be correct; smile at the child, touch or hug him, if it's appropriate.
3. Implement a procedure to determine why the child is absent from school; perhaps call the home or the parents at work; if the excuse is questionable, try to ascertain the real reason why the child did not attend; have an attendance contest or awards for better attendance compared to previous years; try to make school a better place to be than home.
4. Place student on an academic level where success can be attained; stop failing a student because he cannot read at present grade level; provide curriculum materials at the student's level; try to have student attain mastery at his academic level, rather than at his age level; motivate student with successful achievement at his academic

level; use comic books, magazines and newspapers to find reading material at child's level if school cannot provide appropriate curriculum materials; praise the student for successful achievement; just because it is taking him two additional years to be successful should not prevent him from enjoying the success.

5. Occasionally, the problem of a student's poor adjustment to school may be caused by the student-teacher relationship, i.e., the personality conflict between student and teacher may be so severe that the student cannot properly adjust to the school situation. If this happens, the student should be transferred to another teacher to see if the problem is resolved in a new environment. This is not to say it is always the teacher's fault - it is to say, however, that it is easier to move the student than it is to move the teacher.
6. Make a concerted effort to improve the child's self-concept/self-esteem. (Implementing the programs above will be a great step toward improving the self-concept.) Another way to enhance self-esteem is to ask class leader(s) to assist you in helping the potential dropout to better adjust to school. Having a "well-known" peer as a friend goes a long way in adjusting to social pressures.
7. Establish a reward system that recognizes the completion of homework on three out of five days; or recognizes no class or activity interruptions during the week, etc. The reward(s) may be tickets that can be accumulated to "purchase" something from the classroom "store", e.g., pencils, raisins, fruit, or a privilege of some type.
8. Try to find out the interests of the child, e.g., cars, sports, acting, singing, etc. With this information, try to find reading materials in these categories and at the student's level. Refer to these interests in other subject areas as well.
9. Take a risk with the child. If there is a class play, for example, let the child have the opportunity to read lines and become a major character in the play. Give the child some responsibility; e.g., an opportunity to "perform" in a positive manner.
10. Do not label the child. We get from children what we expect. If a child hears you say he is a "potential dropout" or a "failure", he will more likely try to become just that.

11. Encourage the student to participate in extracurricular activities at school and in community activities outside of school. The school should keep a list of community activities and clubs that are available and make these known to children who are potential dropouts.
12. Students learn from modeling adults. They do what they see; they say what they hear. Some teachers need to monitor their own actions and vocabulary concerning what they say, directly, or indirectly, about school and the significance of schooling. Teachers need to say good things about school, other teachers, and the administration. Teachers model for the school and for the community; they need to have a positive attitude about their job and their life style.
13. The school principal must become involved in the program for dropout prevention. Students need to hear him say consistently that school is a good place to be; that school helps open doors and provides jobs for young people; that school is a better place to be than home or on the street; that school is a family and that the child is a part of that family; and that kids are winners when they go to school and should work hard to get good grades. Principals need to have sweatshirts and pencils, etc., with the school's name on them for students to buy (or to have as a winner of a contest or as a prize for good attendance). Principals need to be the leader of the school family. Children need an adult model to go to when they have problems and it should be the principal in most cases.
14. Teachers and staff need to be on a constant search for students with health problems. Any indication of vision or hearing problems or physical problems needs to be reported at once to the proper authority. Any sign of bruises or lesions needs to be investigated as well. A child who is beaten at home will not be able to concentrate on school work.
15. Teachers need to seriously consider visiting the homes of targeted dropout prevention students. Often a different perspective is gained when teachers can see the home environment of the children and talk to other family members. Teachers are sometimes reluctant to visit children who live in "bad" neighborhoods. It is recommended that teachers go in pairs, or have a male member of the school staff with them, or go on Sunday

afternoon when most of the family members are likely to be at home.

16. Getting parents to come to school to talk about their children's problems is often a difficult task. Some parents come to school meetings only when the child is involved in a school program or when food is served. Such meetings can be held, even with babysitting services provided, to accommodate families of dropout prevention children when it is not possible to meet the parents in any other way.

APPENDIX D

DROPOUT PREVENTION PROGRAM EVALUATION

I. On the attached list "A" are the names of the children in your school who were identified as potential dropouts. Put a circle around the number in front of the name of each student that you have been working with this year.

II. Below each student's name are the numbers one to sixteen. Looking at the list of 16 Program Items for Preventing Potential Dropouts, circle each number below the student's name that corresponds to a program item that you used with this student.

III. On attached list "B", put the names of the children that you worked with this year. Below each child's name is a scale numbered one to seven with words corresponding to each numeral. Put a circle [0] on this scale to designate where the child was, as to his/her "adjustment to school", at the beginning of the school year. Then, on the same scale, put an [X] to indicate where the child is now in terms of his/her "adjustment to school".

IV. Please evaluate this Potential Dropout Prevention Program by checking one of the following statements:

_____a. An excellent program. It helped me to work better with this type child. Would like to see the program continue.

_____b. An above average program. I learned some new things about working with this type student. It should continue with minor changes.

_____c. An average program. I learned a few things about working with potential dropouts. I can take it or leave it.

_____d. A poor program. It did not help me to work better with this type student. It needs to be changed drastically.

_____e. The program should be discontinued as it did not help at all to work with potential dropouts.

V. Using the information on List C, please administer the scale to each student in the experimental and control groups. Return the forms to the Project Director.

LIST A

1. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

2. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

3. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

4. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

5. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

6. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

7. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

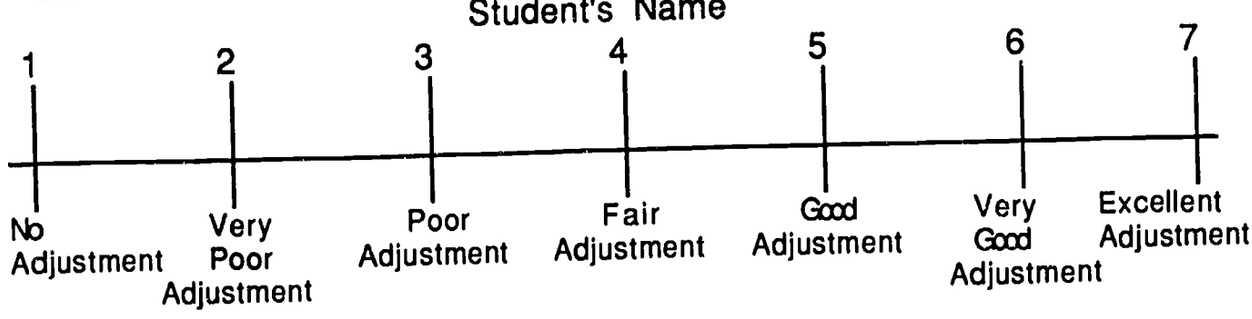
8. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

9. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

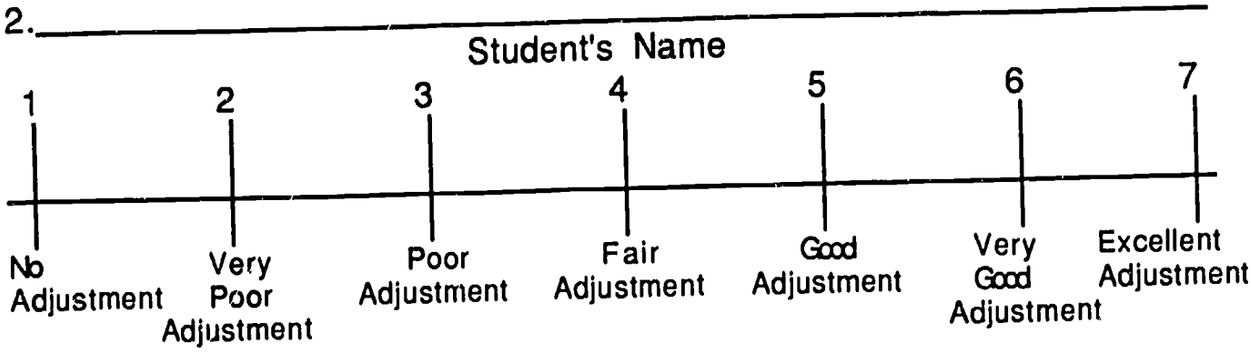
10. _____
Student's Name
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

LIST B

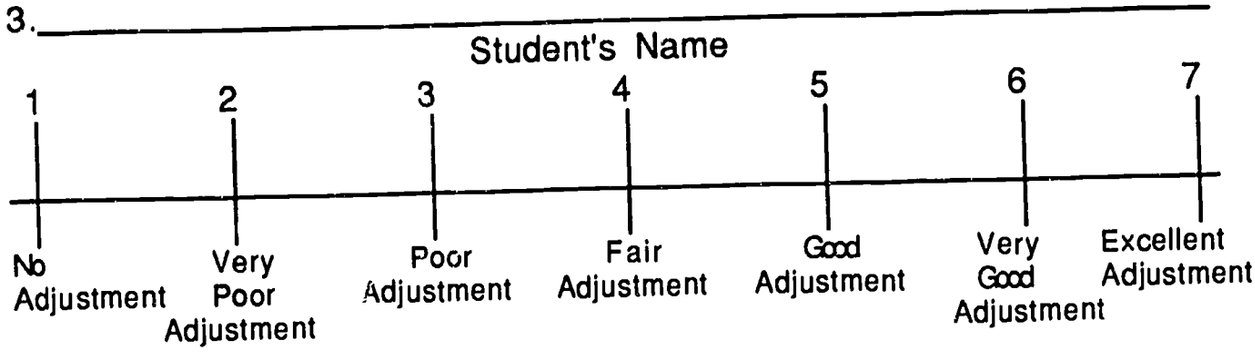
1. _____


Student's Name
1
2
3
4
5
6
7
No Adjustment
Very Poor Adjustment
Poor Adjustment
Fair Adjustment
Good Adjustment
Very Good Adjustment
Excellent Adjustment

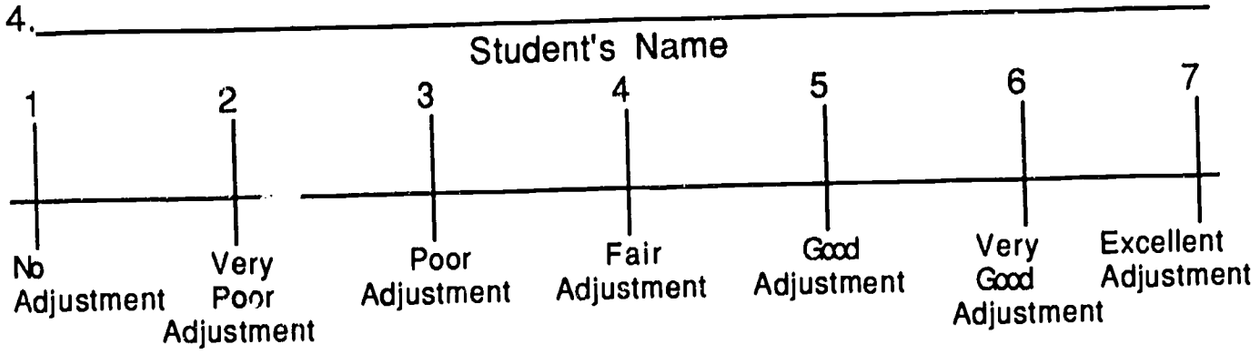
2. _____


Student's Name
1
2
3
4
5
6
7
No Adjustment
Very Poor Adjustment
Poor Adjustment
Fair Adjustment
Good Adjustment
Very Good Adjustment
Excellent Adjustment

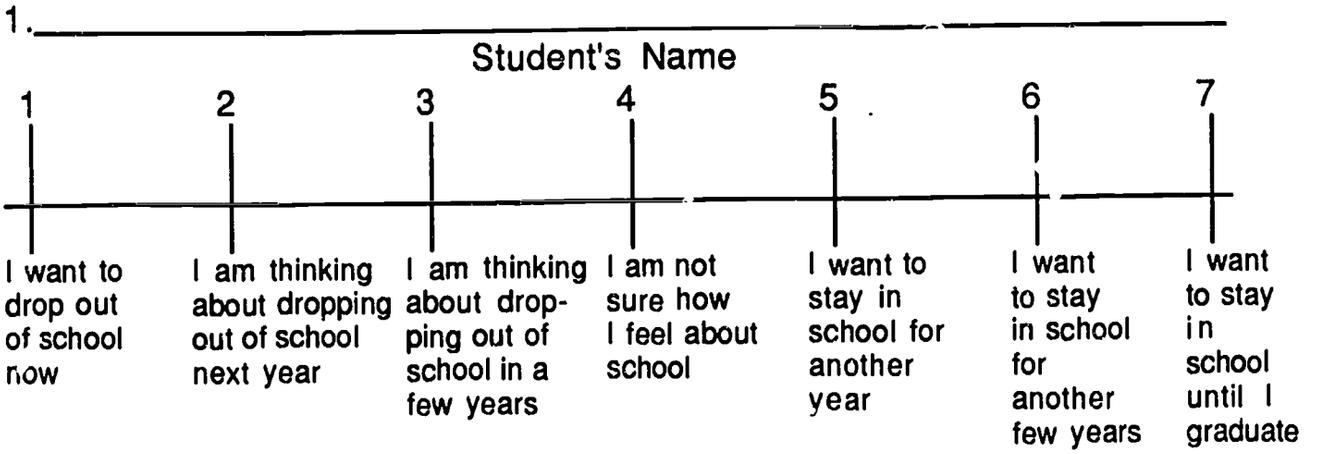
3. _____


Student's Name
1
2
3
4
5
6
7
No Adjustment
Very Poor Adjustment
Poor Adjustment
Fair Adjustment
Good Adjustment
Very Good Adjustment
Excellent Adjustment

4. _____


Student's Name
1
2
3
4
5
6
7
No Adjustment
Very Poor Adjustment
Poor Adjustment
Fair Adjustment
Good Adjustment
Very Good Adjustment
Excellent Adjustment

LIST C


1._____
Student's Name
1
2
3
4
5
6
7
I want to drop out of school now
I am thinking about dropping out of school next year
I am thinking about dropping out of school in a few years
I am not sure how I feel about school
I want to stay in school for another year
I want to stay in school for another few years
I want to stay in school until I graduate