Mar 8th, 8:30 AM - 9:45 AM

“Improving Attendance, Attitude and Achievement for At-Risk Students”

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IMPROVING ATTENDANCE, ATTITUDE AND ACHIEVEMENT FOR AT-RISK STUDENTS
Mickey Garrison, PhD

PLEASE TAKE NOTES

- Think of a tough-to-teach student in your class/school/district that is not being successful and use this as a case study throughout the session.
- Write down essential elements presented throughout the session that could increase success for this student.
- Please feel free to ask questions.

THE CURRENT CHALLENGE

- Disconnected student behavior leads to academic and behavioral issues that contribute to school dropout.
- Relationships for these students at school and home can be difficult.
- Experimenting with individual interventions is time-consuming, inconsistently effective and expensive.
- Intervention progress reporting to teachers, the student and family, administrator often cumbersome or nonexistent.
- Data for mid-course corrections are not easily available.
To what extent do educators in your district/school feel they have a SYSTEMIC and EFFECTIVE way of meeting the needs of tough-to-teach students?

Use a Fist to Five to respond:

1–Not at all. (fist)
2–To some extent. (one finger)
3–To a greater extent, but the system may be labor intensive or have limited reporting capabilities. (two fingers)
4–To a great extent. (three fingers)

THE FIVE ESSENTIALS TO DESIGNING A SOUND APPROACH

1) Provide monitoring with descriptive feedback that leads to self-monitoring (Hamon, 1996; Pasher, 2002; Rock, 2005; Shain & Kohler, 1994; Todd, Horner & Sugai, 1999) 1.13 effect size
2) Build trusting relationships (Dubois et al., 2002; Masten & Coatsworth, 1998) 0.87 effect size
3) Promote academic and behavioral engagement (Finn, 1989; Kaufman, Kwon, Klein, & Chapman, 1999; Rumberger, 1995) 0.82 effect size
4) Encourage intrinsic motivation (NRC, 2004) 0.61 effect size
5) Connect school and home (Ryan & Deci, 2011) 0.57 effect size

MONITORING WITH FEEDBACK & RELATIONSHIP

- Behavior is shaped through consistent monitoring and skillful feedback.
- Behavior is strengthened through positive relationships with peers and adults.
TRUSTING RELATIONSHIPS

The teacher-student relationship has a major influence on students’ behavior outcomes, academic competence, and school engagement (Anderson, Christenson, Sinclair, & Lehr, 2004).

MENTORS

- A mentor has been described as someone “who leaves a living legacy behind in the form of people who have benefitted from the mentor’s life experiences.” Source: Unknown.
- Studies of both well-established programs and newer ones that provide youth with formal one-to-one mentoring relationships have provided strong evidence of their success in reducing the incidence of delinquency, substance use and academic failure (Karcher & Herrera, 2007; Rhodes, 2011).
- These studies further indicate that youth mentoring programs can promote positive outcomes, such as improved self-esteem, social skills and knowledge of career opportunities.

POSITIVE OUTCOMES OF MENTORING

- Improve academic performance, in general, with significant improvements demonstrated in the subjects of science and written and oral language
- Improve the quality of class work
- Increase the number of homework and in-class assignments turned in
- Reduce serious school infractions, such as disciplinary referrals, fighting
MONITORING WITH FEEDBACK:
Monitoring interventions have demonstrated efficacy for targeting a range of:

- academic abilities (Rock, 2005)
- self-help skills (Pierce & Schreibman, 1994)
- behavioral problems (Todd, Horner & Sugai, 1999)
- social behaviors (Strain & Kohler, 1994).

DESCRIPTIVE FEEDBACK VS EVALUATIVE

- Try harder next time.
- 70%
- You maintained eye contact with the audience throughout your whole presentation.
- Good job of getting ready for lunch.
- Table 3 is ready for lunch.
- They have their desks clear, they are sitting down, and they are quiet.
- +
- What you have written is a hypothesis because it is a proposed explanation. You can improve it by writing it as an "if...then..." statement.
- B+
- You made some simple mistakes with multiplying three-digit numbers. Next time, take a few minutes when you've finished to check your work.
- Emerging
- Your work is consistently above average.

MONITORING THAT LEADS TO SELF-MONITORING

- Self-monitoring is a natural step toward becoming independent.
- Students assume responsibility for their own behavior and essentially become "agents of change" (Hanson, 1996; Porter, 2002; Rutherford, Quinn, & Mathur, 1996).
- It reflects a shift from reinforcement by others to self-reinforcement of appropriate behavior (Hanson, 1996).
MONITORING THAT LEADS TO SELF-MONITORING

http://youtu.be/ZsjgAM8XtEg

PROMOTE ACADEMIC AND BEHAVIORAL ENGAGEMENT

Engagement consists of academic, behavioral and cognitive subtypes. An effect size.

Engagement includes (Dörnyei, 2001):

- Learning that requires a high rate of student responses.
- Building personal relationships with adults and peers (Wentzel, 1998).
- Skillful feedback that includes monitoring & self-monitoring (Dörnyei, 2001).
- Devising a personal approach to attendance & participation, developing problem-solving skills and realistic goal setting.

ACADEMIC AND BEHAVIORAL ENGAGEMENT

Monitor:

Classwork Complete that at least meets the performance standard should be tracked within a check-in system.

Homework Complete that at least meets the performance standard should be tracked within a check-in system.
Intrinsic motivation refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. It has a .61 effect size. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development.
PROGRAM FEATURES: CELEBRATIONS

What is Celebrations?
- A ceremony that recognizes students that meet goal.
- Attended by family, teachers, other students.

Celebrations provide:
- Public, positive reinforcement for students.
- An opportunity to practice skill of accepting praise.

CONNECT SCHOOL & HOME

- Achievement is more closely linked to parental expectations than to parents' education, income or occupation (Hong & Ho, 2005) d=0.57.
- Schools can strengthen parental involvement and impact by sharing high expectations and specific performance goals.
- Increased parental expectations were associated with consistent and specific communication between school and home (Clinton, Hattie & Dixon, 2007).

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4) Encourage intrinsic motivation (NRC, 2004) .4 effect size
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FOR MORE INFORMATION:

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