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“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 (Harrison, 1996; Parker, 2002; Rock, 2005; Shain & Kuhne, 1994; Todd, Horner, & Sugai, 1999) 1.13 effect size

2) Build trusting relationships (Dubois et al., 2002; Masten & Coatsworth, 1998) .87 effect size

3) Promote academic and behavioral engagement (Finn, 1989; Kaufman, Kwan, Klein, & Chapman, 1999; Rumberger, 1995) .82 effect size

4) Encourage intrinsic motivation (NRC, 2004) .61 effect size

5) Connect school and home (Ryan & Deci, 2011) .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 benefited 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.
- Improve students' perceptions of scholastic competence.
- Reduce skipping classes.
- More positive attitudes toward school.
- Developed higher levels of self-confidence.
- A greater ability to express their feelings (Curtis & Hansen-Schroeder, 1999; Karcher, 2003; Karcher, Davis, & Powell, 2002.)
MONITORING WITH FEEDBACK:

Monitoring interventions have demonstrated efficacy for targeting a range of:

- academic abilities (Rock, 2003)
- 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+ Good Work.
- 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 & effect size.

Engagement includes (Dörnyei, 2001):
- Learning that requires a high rate of student responses.
- Building personal relationships with adults and peers (Wentzel, 1999).
- Skillful feedback that includes monitoring & self-monitoring interventions.
- 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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FOR MORE INFORMATION:

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