A School Dropout Prevention Program Adapted to Students' Difficulties

Martine Poirier, Ph.D.
Laurier Fortin, Ph.D, retired professor
Danyka Therriault, ps. éd.
Marielle Thibaudeau, ps. éd.
Research Chair of Sherbrooke School Board on Student Achievement and Perseverance (2007-2012)
UNIVERSITÉ DE SHERBROOKE

Presentation Outline

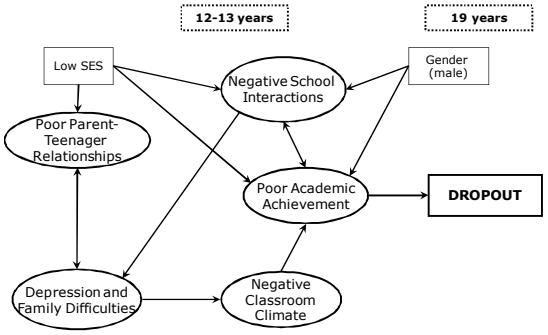
1. Introduction
2. Theoretical Model
3. Typology of Students At-Risk for School Dropout
4. Trait d'Union Program
5. Implementation
6. Outcomes
7. Conclusion

1. Introduction

- **Dropout rate** (after 5 years in high school) (MELS, 2012)
  - 20.1% public schools
  - 23.2% Eastern Townships
- **Negative consequences** for the school dropout and for society
- Ineffective prevention **programs** due to deficiencies in their design and their evaluation plan
- Solution: use intervention strategies adapted to **students characteristics**.

(Fortin et al., 2006; Liem et al., 2010; Oreopoulos, 2007)

2. Multidimensional Model of School Dropout



Fortin et al. (2012)

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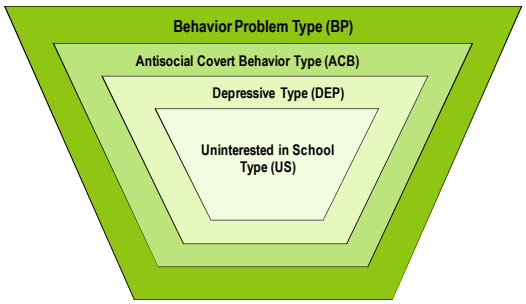
3. Typology of Students At-Risk of Dropping Out of School



Fortin et al., (2006)

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3. Typology of Students At-Risk of Dropping Out School

Uninterested in School Type

Personal	**Very good academic performance** **Perceived positively** by teachers **Depressive symptoms slightly higher** than those of the control group **Lack motivation** in class and are **bored** in school **Lowest** dropout risk
Family	Perceive **good family functioning**, but little emotional support
Classroom	**Perceive little order and organisation** in class

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3. Typology of Students At-Risk of Dropping Out School

Depressive Type

Personal
- **Good academic performance** (average grades)
- Perceived **very positively** by teachers
- **Very high** levels of **depressive symptoms** (high levels of suicidal thought)

Family
- **Highest** levels of **family problems**

Classroom
- **Perceive little order and organisation** in class

Important
This study measured depressive symptoms not presence of depressive disorders.

Fortin et al. (2006)

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3. Typology of Students At-Risk of Dropping Out School

Antisocial Covert Behavior Type

Personal
- **Good academic performance** (slightly below average)
- **Perceived positively** by teachers
- **Covert antisocial behaviors**
- High levels of **depressive symptoms** (borderline of clinical range)

Family
- Many **familial problems**

Classroom
- **Perceive little order and organisation** in class

Fortin et al. (2006)

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3. Typology of Students At-Risk of Dropping Out School

Behavior Problems Type

Personal
- Very **low academic performance**
- Perceived by **teacher** as having **many behavior problems**
- Highest levels of **delinquency**
- High levels of **depressive symptoms**

Family
- Many **familial problems**, especially with expression, organization and emotional support

Classroom
- **Perceive little order and organisation** in class

Important
This study measured behavior problems not presence of behavior disorders.

Fortin et al. (2006)

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4. THE PROGRAM

TRAIT D'UNION

4.1 Philosophy

- Based on the establishment of a **significant relationship** between the student and their mentor.
- **Proactive** and **positive**.
- A **multidimensional** program.
- Implication of school **auxiliary resources**.

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TRAIT D'UNION

4.2 Goals

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4.3 Trait Component

What is it?

- **Regular verification** of school dropout indicators with the Trait Monitoring Sheet.
- **Sharing** these information with the student, their parents and their educators.

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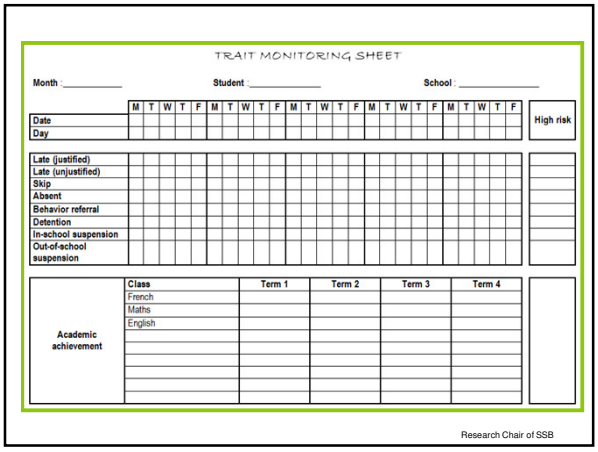

TRAIT MONITORING SHEET

Month : _____ Student : _____ School : _____

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	High risk
Date																										
Day																										
Late (justified)																										
Late (unjustified)																										
Skip																										
Absent																										
Behavior referral																										
Detention																										
In-school suspension																										
Out-of-school suspension																										

Academic achievement	Class	Term 1	Term 2	Term 3	Term 4
	French				
	Maths				
	English				

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4.4 Union Component

What is it ?	
FREQUENCY	1 time every two weeks Frequency may be increase if the student's situation deteriorates
LENGTH	At least 20 minutes per meeting Ideally 30 to 45 minutes
WHERE	Formal: classroom, office… Informal: student cafe, gym…
WHEN	Study periods Classroom periods Free time.

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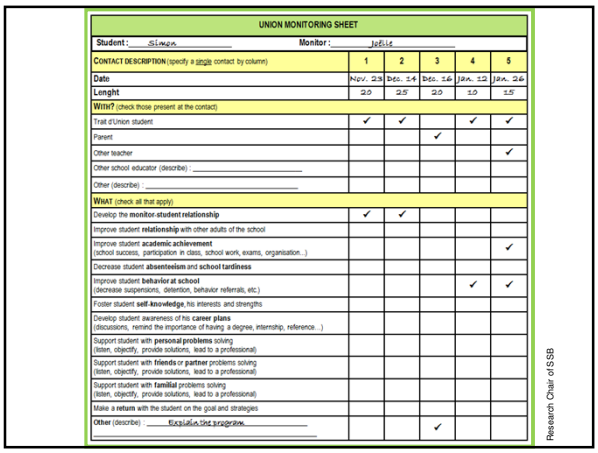

UNION MONITORING SHEET

Student : Simon Monitor : Julie

CONTACT DESCRIPTION (specify a single contact by column)	1	2	3	4	5
Date	Nov. 23	Dec. 14	Dec. 16	Jan. 12	Jan. 26
Lenght	20	25	20	10	15
WITH? (check those present at the contact)					
Trait d'Union student	✓	✓		✓	✓
Parent			✓		
Other teacher					✓
Other school educator (describe) :					
Other (describe) :					
WHAT (check all that apply)					
Develop the **monitor-student relationship**	✓	✓			
Improve student **relationship** with other adults of the school					
Improve student **academic achievement** (school success, participation in class, school work, exams, organisation...)					✓
Decrease student **absenteeism** and **school tardiness**					
Improve student **behavior at school** (decrease suspensions, detention, behavior referrals, etc.)				✓	✓
Foster student **self-knowledge**, his interests and strengths					
Develop student awareness of his **career plans** (discussions, remind the importance of having a degree, internship, reference...)					
Support student with **personal problems** solving (listen, objectify, provide solutions, lead to a professional)					
Support student with **friends** or **partner** problems solving (listen, objectify, provide solutions, lead to a professional)					
Support student with **familial** problems solving (listen, objectify, provide solutions, lead to a professional)					
Make a **return** with the student on the goal and strategies					
Other (describe) : Explain the program			✓		

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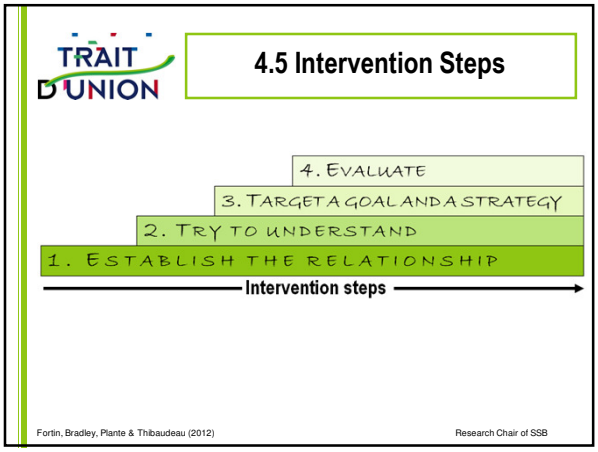

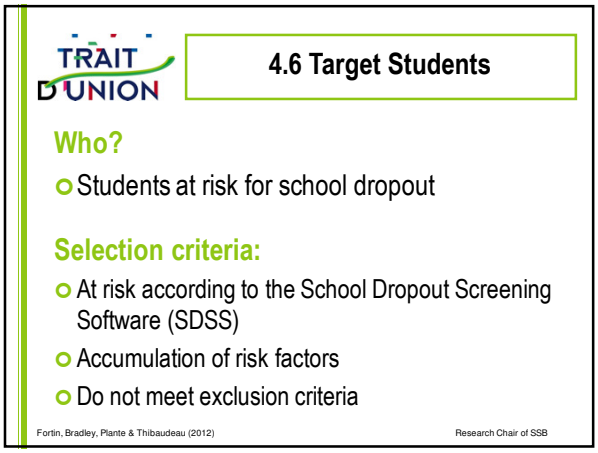

4.7 Pairing

- Prioritise students on the basis of the severity of their school dropout risk (SDSS result and other indicators)
- Selection of students by a mentor
- Verification of student interest before starting the program.

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4.8 Mentor

Who?

- A teacher or any adult interested in school success and persistence of students.

Attitudes required:

- **Persistence**.
- The belief that all **students have capacities** and that they **can succeed** according to their potential.
- Willingness to work closely with **significant persons** in the student's life.
- Good **communication** and **problem-solving skills**.
- **Rigor**, **consistency** and **adhering** to the intervention.

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4.9 Coordinator

Who?

- A professional of auxiliary school services who wants to take responsibility for leading and promoting the project.

Role:

- Coordinate student evaluation with the SDSS
- Chose Trait d'Union students
- Supervise pairings
- Prepare and give training and supervision
- Support mentors with challenging situations
- Manage issues related to the program with the school principal
- Contribute to the implementation and outcome program evaluation.

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4.10 Training and Supervision

Training:

Before implementation, to present the program

- Theoretical training (1h30)
- Practical training (1h30)
- Ongoing training (1h00)

Supervision:

During implementation, to support competency, commitment and to ensure fidelity

- 3 individuals supervisions (20 min. / student)
- 3 groups supervisions (75 min.)

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5. EVALUATION

5.1 Sample

2009-2010

- 4 schools of the SSB
- 137 mentors
  - 120 teachers
  - 18 professionals (psychoeducators, psychologists…)
- 333 students, grades 7 to 10
  - 183 boys and 150 girls

2010-2011

- 4 schools of the SSB
- 107 mentors
  - 91 teachers
  - 14 professionals
- 224 students, grades 7 to 11
  - 130 boys et 94 girls

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5.2 Measures

Union Monitoring Sheet
- Meeting frequency and length
- Goals that have been covered

Student Satisfaction Questionnaire
- 6 items on a 10-point Likert scale
- 5 items yes-no

Mentor Satisfaction Questionnaire
- 31 items on a 10-point Likert scale

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5.3 Implementation Evaluation

Trait d'Union Students
- Participation
- Program satisfaction

Trait d'Union Program
- Manual
- Tools

Mentors
- Attitude
- Competency

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5.3 Implementation evaluation

Schools
- Resources
- Task
- Training and supervisions

Partners
- Collaboration

School Context
- Facilitating factors
- Limiting factors

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5.4 Fidelity Evaluation

Adherence

- Use of Trait and Union monitoring sheets
- Relevance of goals that have been covered

Participation

- 80% have set objectives
- 75% applied strategies to improve academic achievement

Dose

FACTOR	PRESCRIBED BY THE PROGRAM	1ST YEAR 2009-2010		2ND YEAR 2010-2011	
		Teach.	Prof.	Teach.	Prof.
Total number of meeting	○ 16 (13 student, 3 parent, 1 teacher)	9.5	13.7	10.2	19.5
Total number of meeting (student)	○ 13 (1 time every two weeks)	7.8	10.9	9.0	13.4
Total number of contacts (parent)	○ 3 (beginning, middle, end)	1.1	1.3	.5	1.7
Total exposure	○ 260 minutes (4h20 min)	188	339	230	435
Mean exposure	○ 20 minutes (by meeting)	22	25	22	25

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6. OUTCOMES

6.1 Sample of At-Risk Students

	INTERVENTION GROUP	NON-INTERVENTION GROUP
N	112 students	599 students
Participation	74 students (1st year) 38 students (1st & 2nd year)	School services as usual
Gender	138 boys (51.8%)	554 boys (50.6%)
Age	13.5	13.3
Education	Grade 7 to 11	Grade 7 to 11

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6.2 Measures

NAME	AUTHORS	INTERPRETATION
Q1 – School dropout (DEMS)	Potvin et al., 2003	Higher score, higher school dropout risk
Q2 – Family functioning (FAD)	Epstein et al., 1983	Higher score, higher school dropout risk
Q3 – Classroom environment (CES)	Moos & Tricket, 2002	Higher score, lower school dropout risk
Q4 – Adolescent behaviors (YSR)	Achenbach, 2002	Higher score, higher school dropout risk
Q5 – Perception of school life (SLQ)	ACER, 1987	Higher score, higher school dropout risk

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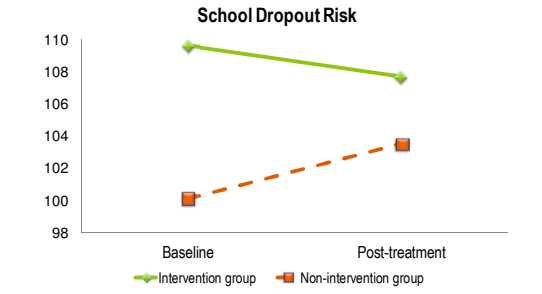
6.3 Outcomes



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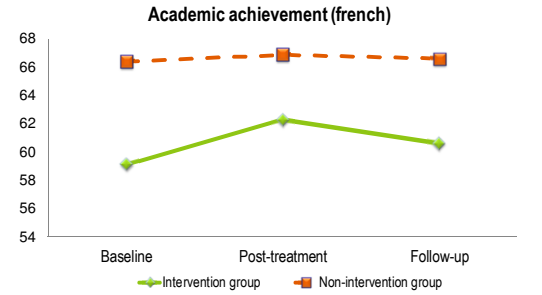
6.3 Outcomes



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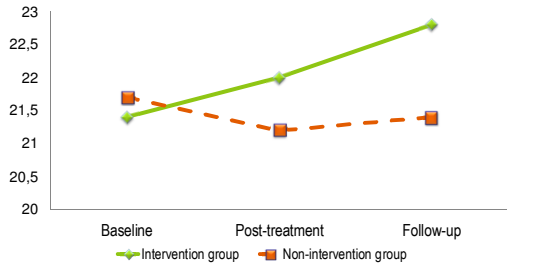
6.3 Outcomes

Classroom Environment



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6.3 Outcomes

At **baseline**, **Trait d'Union students** presented a **higher risk** than **control students**, but their risk level **was equal** at **post-treatment** for

School factors
- Perception of school experience

Family factors
- Parental involvement
- Family functioning

Personals factors
- Anxiety/depression
- Withdrawal/depression
- Attention problems
- Aggressive behaviors
- Social problems

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6.3 Outcomes

In brief…

- Participation in **Trait d'Union** contributed to a **decrease** in many student **risk factors**.
- It promotes their **school persistence** and their **academic success**.

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7. In conclusion

- « Thank you for opening my eyes and making me understand how school is important ».
- « The program help me to come to school each day, to each class ».
- « It is so interesting to see how my mentor is interested in me. I am not only one more student ».
- « I worked hard on myself with my mentor. Thanks, it changed my life ».
- « Thank you for helping me get through high school ».

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Reflection Points…

- Is it possible to **implement** Trait d'Union in **your schools**?
- Would **teacher** and **school staff** be interested in this **project**?
- Teachers can be very supportive and helpful for their Trait d'Union **students**. However, they may encounter some challenges. What would these **challenges** be in your **school context** ?

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Where to get Trait d'Union?

The school prevention dropout program **Trait d'Union** can be download for free on the website of the Centre de transfert pour la réussite éducative du Québec (CTREQ) at the following address:

http://www.ctreq.qc.ca/realisation/trait-dunion/

For information

1-418-658-2332

info@ctreq.qc.ca

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