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Topic Bibliography on Resiliency and "At Risk" Youth

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Topic Bibliography on Resiliency and "At Risk" Youth

By
Robin C. Vue-Benson
Robert D. Shumer, Ph.D.

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Introduction

The sources listed on the following pages are in response to requests for information on service-learning connections to issues of resiliency and "at-risk" youth. They were obtained primarily by conducting searches of the ERIC database on CD-ROM. Broad topics were chosen for a comprehensive selection of references. These included: At-Risk, Citizenship, Service, Resiliency, Community Involvement, Drop Outs, etc. With several hundred records identified, only those with the closest relevance to the topic are included here. Where a source is available through EDRS, an ERIC number is included. In addition, references from several service-learning bibliographies are included. The search for more sources of information on this topic is ongoing and this compilation will be updated periodically.

The items in this topic bibliography are divided into three sections. Section One lists those sources having the most direct relevance to service-learning with at-risk persons. Section Two contains references for background and related sources on at-risk youth which may help inform service-learning practice with these populations. Section Three lists sources on vocational and career development with at-risk youth. The items within each section are listed alphabetically by author's last name.

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NOTE:

The use of the term "at-risk" is widespread, yet remains ambiguous and usually operationally defined. Criteria for who is at-risk include economic conditions, involvement with the criminal justice system, potential for dropping out of school and levels of academic achievement significantly below acceptable standards. The use of the term "at-risk" is problematic in that it focuses attention on deficits and under emphasizes strengths and possible resiliency factors.

Please send us your comments and suggestions for improving our service.
1. Service and Risk

This section lists the literature most closely linking service-learning to at-risk and resiliency issues. These sources primarily describe specific programs and program philosophies which involve “at-risk” youth as performers of service. Those sources which describe activities including learning and service are listed in this section. The term service-learning is often used for a wider number of activities which do not necessarily involve both service and learning. Since there is interest in career development and vocationally-oriented activities for at-risk youth, sources related to this topic are found in Section Three, Vocational and Career Development for “At-Risk” Youth.

Allen, Alec J.; Mitchell, Martin L.

Helping The Community: An Untapped Resource For Troubled Youth

_The Pointer_; v26, n3 p29-33, Spr 1982.

Youth need opportunities to participate in volunteer experiences in order to get the benefits associated with helping. The residential group treatment program at the Starr Commonwealth Schools immerses troubled youth in an environment designed to emphasize the positive values of caring, helping, trusting, and being responsible. Service-learning projects are important ways of generalizing the helping process beyond peers and to the community. Youth’s self-centered beliefs are used to get them involved in service by labeling it as a challenge or showing how they are needed by others. These service-learning activities are often with senior citizens, younger children and persons with disabilities. Projects can further be distinguished as either pre-planned or spontaneous. An example of a pre-planned service-learning activity is Starr Commonwealth students serving as volunteers with a 4H “Sitting Tall” program for children with physical disabilities. The students chose to volunteer after being presented with the idea. They then prepared by learning about disabilities issues and received training from the 4H staff. Journal writing provided reflection and a chance to integrate the experience. Their participation was reinforced with recognition activities and publicity. Volunteering for sandbagging in a nearby town during a flood is an example of a spontaneous project. The youth worked as a team and provided valuable help to a community in need. Benefits from service-learning observed in students included: bonding which carried over to other activities, greater academic motivation, sensitivity to persons with disabilities, awareness of aging and death, insights into sources of others’ perseverance and the joy of helping. (RVB)

Benard, Bonnie.

Youth Service: From Youth As Problems To Youth As Resources.

_Prevention Forum_; v10, n2, pp. 6-14.

This article reviews youth prevention paradigms and youth service as a key element in prevention programming. It begins by arguing for a shift away from conceptualizations of youth as problems to viewing youth as resources. Education and prevention policies based on the problem paradigm deny youth the opportunities to be useful contributing members of society. Problem oriented prevention programs focus on individual change strategies when research shows, instead, the significance of participation in meaningful activities as a factor in resilient youth - youth who have become health adults in spite of adversity. Participation in socially useful tasks show positive results in self-esteem and moral development, whereas non participation is associated with self-destructive and anti-social behaviors. Participation, then, is perhaps the most critical protective factor in preventing social problems and alienation. Youth service - youth working in the school or community per-
forming socially needed tasks - is identified as a prevention approach based on youth as resources and a way of providing opportunities for participation. A review of youth service literature highlights five rationales for youth service: 1) it promotes healthy psychological, intellectual and social development of youth, 2) youth service helps youth assume adult responsibilities, 3) there is much work which needs to be done, one estimate suggesting there are three and a half million service positions for youth, 4) the creativity of youth is needed to address social problems of the present and future, and 5) youth service builds linkages between school and community increasing the relevance of education to life and experience to education. A synthesis of recommendations from the youth service field yields guidelines for developing programs which include community control over programs, the need to emphasize the benefits of service to both society and to youth, the need for rewarding service, the necessity of a high degree of youth involvement and ownership of programs as well as time for reflection and discussion as an essential element. The primary conclusion is that youth service opportunities must be a key component of comprehensive prevention programming. (RVB)

Duckenfield, Marty; Swanson, Lorilei


1992

31p.

Publications Department
The National Dropout Prevention Center
205 Martin St.
Clemson University
Clemson, SC 29634-5111

At Risk Persons; Dropout Prevention; Teaching Methods; Elementary Secondary Education; Program Content; Program Effectiveness

Service learning has been found to be a potentially powerful dropout prevention tool. Service learning combines community service with learning activities. Participating students must be engaged in significant, well-planned, and genuine service. Second, they must reflect on their experiences of serving others to ensure a complete learning experience. These requirements are vital to a successful service learning experience. Many favorable outcomes occur in each of the following developmental areas through participation in service learning activities: personal growth; social growth; intellectual growth; citizenship; and preparation for the world of work. Service learning can be integrated into the organizational structure of a school through four progressively complex levels of implementation: extracurricular; curricular unit; mandatory or elective courses; and school-wide integration. Essential components of service learning include preparation, action, and reflection. The service learning continuum can be implemented at all grade levels. Research has shown that the integration of service learning into the school curriculum is an extremely effective strategy in meeting the many developmental needs of all students. Service learning is a teaching methodology that revitalizes the classroom and provides the kind of learning and experiences students need to lead a successful life. (ERIC)

This booklet deals primarily with a detailed description of service-learning. Although no explicit application of service-learning is suggested for "at-risk" youth, the introduction suggests potential for service-learning as a drop-out prevention tool:

Analysis by the National Dropout Prevention Center [see Duckenfield et al. Section 2] revealed that twelve strategies were seen to be most successful in dropout prevention. Several of these practices-especially mentoring and tutoring, flexible schedules and alterna-
The emerging youth service movement has reinforced and built on the foundation of service in traditional organizations and focuses on tapping youth talent and energy. Youth service is a concept that has roots in pre-20th century American society. Service programs today increasingly include training, education, prevention, and employment components. In addition, participating "at-risk" youth sense the value of the work and increase their self-esteem. The following service programs for disadvantaged youth are described: (1) the Juvenile Justice Alliance in Portland (Oregon); (2) SerVermont in Chester (Vermont); (3) Valued Youth Partnership Program in San Antonio (Texas); (4) Magic Me in Baltimore (Maryland); (5) Project OASES (Occupational and Academic Skills for the Employment of Students) in Pittsburgh (Pennsylvania); (6) Clean and Green Program in Los Angeles (California); and (7) Early Adolescent Helper Program in New York (New York). In addition, there have been several recent federal initiatives promoting youth services. National groups have emerged as leading advocates of youth service and helped to support programs operating outside established service networks. Policy considerations include defining the federal role, increasing options for low-income youth, maximizing the benefits, and avoiding abuses. A chart detailing the federal initiatives and a list of national organizations that support service programs are included. (ERIC)

Describes several programs and approaches to involving at-risk youth in service-learning.
The inability to maintain or form effective interpersonal relationships is a near universal element in definitions for classifying persons as seriously emotionally disturbed. Exposure to caring teachers or teaching caring as a classroom unit will not necessarily develop caring behavior and values. Even the development of positive peer subcultures among delinquent adolescents face two problems: "How can helping and caring be transferred to the real world?" and "How can self-centered youth learn to genuinely care about others?" Service-learning at the The Starr Commonwealth Schools—nonprofit residential treatment centers for boys and girls—have been specifically designed to address these issues. Over 100 community service projects each year allow otherwise narcissistic youth become a resource to the community at large. An initial obstacle is making caring fashionable to students notoriously self-centered. Service-learning programs capture the commitment of troubled youth by appealing to their natural interests and motivations. Projects involving people-to-people encounters are preferable to depersonalized ones so that youth get experience positive interpersonal relationships. These projects should start out simple and with a limited time horizon. Recognition for service activities is the component used to reward caring behavior.

Typically, projects proceed through four stages: identification of the project, orientation of students, implementation and evaluation. Positive gains in self-esteem, responsibility and educational achievement have been noted for The Starr Commonwealth Schools programs incorporating service-learning. (RVB)

Demonstrates usefulness of service-learning in developing positive resiliency factors in youth and describes some of the things to consider when targeting a program towards behaviorally disordered youth. Though it discusses a residential-based program, the findings are generalizable to other settings.

This book presents seven case studies of middle school youth service programs that challenge their participants to change from takers to givers and from observers to active members of the community. (ERIC) [See next page for specific program descriptions.]
Below are summaries of three chapters on service programs for at-risk middle schoolers.

Chapter 2 “The Valued Youth Partnership Program: Tutoring of Hispanic ‘At-Risk’ Elementary Students” (pp. 10-27)

Valued Youth Partnership’s (VYP) guiding principle is to identify likely school drop outs and enable them to believe they are valued young persons. VYP defines “at-risk” as a student performing two grade levels below satisfactory performance. Middle school at-risk youths perform service by acting as peer tutors to elementary students. The program involves: 1) an accredited course to develop communication skills and awareness of child development, 2) tutoring sessions totaling 5-8 hours a week at the elementary school for which the tutors are paid minimum wage, 3) field trips exposing participants to a variety of cultural and economic opportunities and allowing stronger relationships to develop, 4) role modeling by adult professionals, and 5) family participation through periodic parent meetings. Evaluation of the impact of VYP on tutors showed a 4% dropout rate over three years compared to 45% for Hispanic students in all of Texas. Improved attitudes toward home were also noted along with a demonstrated improvement in English and math. Absenteeism and disciplinary problems were also low. (RVB)

Chapter 3 “Project OASES: A Combined Academic / Community Alternative for Potential Drop Outs” (pp. 28-47)

Since 1982 Occupational Academic Skills for the Employment of Students (OASES) has been a structured alternative for Pittsburgh 8th grade potential drop outs. Referral to OASES is based on students functioning behaviorally or academically below acceptable standards. Criteria also include absences and suspensions plus more positive indicators such as “has indicated the desire for a fresh start in a new school setting.” Students admitted to the OASES program spend half the day in academic classes and the rest in OASES lab classes. In the labs, students learn vocational, building and maintenance skills as a way of motivating them to improve attendance and performance in school. Skills are applied in community service projects for local nonprofit organizations. These projects are publicized and students awarded for improved attendance and no suspensions. The impact of OASES on students, as measured by improved grades and fewer absences, is significant. (RVB)

Chapter 4 “Clean and Green: A Program That Helps To Keep Middle School Young People From Being Recruited into Gangs” (pp. 48-57)

In April 1988, the Los Angeles Conservation Corps was given city funding to operate a summer-long cleaning and beautification program for 300 junior high school students. Participants, working as teams, were assigned 24 hours of work a week over two months and received hourly wages. A strong education component, developed with the assistance of the Constitutional Rights Foundation was integrated with the service activities. These included learning about conservation, documentation skills and self-reflection on what the youth were doing. (RVB)

Stout, Betty, et al.


10 p.
Texas ranks among the top 10 states for school dropouts with an annual dropout rate of about 30%. Some dropout prevention programs are incorporating community service components as a means to counter the alienation and low self-esteem frequently seen among dropouts and at-risk students. Significant adults other than school personnel provide youth with linkages to a community's heritage and culture. The Youth Exchanging with Seniors Project (YES) is a pilot project designed to link youth with rural elderly through community-based service programs in 20 West Texas counties. With few human services available in this sparsely populated area, innovative grass-roots projects must be initiated to address the long-term care needs of aging frail elders. The group of age 60 and over comprises 15-23% of the population in 16 of these counties. YES proposes to organize members of 4-H and Future Homemakers of America. The project will provide the elderly with services such as housekeeping, yard and garden maintenance, minor home repair, grocery shopping, errands, and pet care. Participation in the project will give youth the opportunities to develop a better sense of self, meaningful social and community awareness, and positive attitudes toward the elderly. Project services also will help the frail elderly to maintain an independent living style. As a result, the YES project may provide a model for linking at-risk youth with significant adults through community service. (ERIC)

Valued Youth Partnerships: Programs in Caring. Cross-Age Tutoring Dropout Prevention Strategies.

This booklet provides information about the Valued Youth Partnership (VYP) program for dropout prevention. Begun in 1984 with the support of the Coca-Cola Company and the collaboration of the Intercultural Development Research Association, the VYP program is being implemented in the Edgewood and South San Antonio school districts in San Antonio, Texas. In 1985-86 the program served 100 middle and high school students in those two districts. The program identifies high risk pupils as valued youth and gives them an opportunity to make a difference by serving as tutors of younger children. Both the tutors and their students make gains in school. The booklet describes the program's history, purpose, and components. It provides detailed information on program management and organization, participant identification, and tutor training curriculum. For educators who are considering implementing a VYP program in their areas, a resource section is appended with a review of the literature and samples of forms used in the program. Evaluation data indicate that the program is producing results by keeping students in school and by improving their self-concept, school citizenship, school attendance, and achievement. (ERIC)
2. Of Related or Background Interest

This section covers sources which may inform service-learning practice in the area of resiliency, yet do not directly discuss service-learning or resiliency together.

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<thead>
<tr>
<th>Author</th>
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<td>Title</td>
<td>Fostering Resiliency in Kids.</td>
</tr>
<tr>
<td>Year</td>
<td>1993</td>
</tr>
<tr>
<td>Journal Citation</td>
<td>Educational Leadership; v51, n3, p44-48, Nov 1993</td>
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<tr>
<td>Abstract</td>
<td>Although at-risk children develop more problems than the general population, many become healthy, competent young adults. Resilient children usually possess social competence, problem-solving skills, autonomy, and a sense of purpose and future. Families, schools, and communities protecting children from adversity are characterized by caring and support, positive expectations, and ongoing participation opportunities. A sidebar explains Oakland's Child Development Project. (ERIC)</td>
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<th>Benard, Bonnie (Western Center for Drug-Free Schools and Communities)</th>
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<tr>
<td>Title</td>
<td>Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community.</td>
</tr>
<tr>
<td>Publisher</td>
<td>Midwest Regional Center for Drug-Free Schools and Communities</td>
</tr>
<tr>
<td></td>
<td>1900 Spring Road, Suite 300</td>
</tr>
<tr>
<td></td>
<td>Oak Brook, IL 60521</td>
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<tr>
<td>Year</td>
<td>August 1991</td>
</tr>
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<td>Abstract</td>
<td>A challenge for the 1990s is the implementation of prevention strategies that strengthen protective factors in families, schools, and communities. Protective factors refer to positive action strategies that build resiliency in youth. After a brief overview of protection factor research, the major protective factors that contribute to the development of resiliency in youth and the implications for building effective prevention programs are discussed. Support, high expectations, and encouragement of youth participation are family, school, and community protective factors. A conclusion is that the increasing numbers of students experiencing risk due to economic deprivation necessitate a systems perspective in prevention strategies. From this perspective, a major underlying factor of social problems is the gradual destruction of naturally occurring social networks in the community. Strategies based on power sharing and reciprocity, such as mentoring and cooperative learning, are advocated to strengthen these social bonds and to promote the protective factors of support, high expectations, and participation. School community linkages and communitywide collaboration are also crucial. (138 references) (ERIC)</td>
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Benson, Peter L.; Roehlkepartain, Eugene C.

**Beyond Blaming: Helping Youth Grow up Healthy.**

1992

*Momentum; v23, n4, p16-19, Nov 1992*

Adolescent-Development; *Adolescents-; *Social-; *Youth-Problems; *Youth-Programs

**Abstract**

Summarizes findings from "The Troubled Journey: A Portrait of 6th-12th Grade Youth," a study of society's role in youth development. Highlights missing supports, destructive influences, at-risk behaviors, and promising strategies (e.g., reduce deficits/increase assets, strengthen youth-oriented institutions, involve youth in caring for others, become more systematic, and work together). (ERIC)

Brendtro, Larry K. et al.

**Reclaiming Youth At Risk. Our Hope for the Future.**

1990

National Education Service
1821 West Third Street, Suite 201
P.O. Box 8
Bloomington, IN 47402 ($19.95; quantity discounts).

104p.

American Indian Culture; Child Advocacy; Educational Environment; Educational Improvement; High Risk Students; Student Needs; Child Rearing; Discipline; Early Childhood Education; Educational Responsibility; Elementary Secondary Education; Interpersonal Relationship; Learning Motivation; Moral Development; Self Esteem; Social Values; Values Education.

**Abstract**

If schools are to respond effectively to the problems of youth at risk, they must build "reclaiming" environments that recover alienated youths by addressing both the students' needs and the needs of society. In the first of three sections, this document examines the alienation of children in a frequently inhospitable society. Destructive relationships at home and at school, the effects of negative environments and expectations, and the outcomes of naive theories of behavior among educators are discussed as well as learned irresponsibility, the loss of purpose among youth, and problems associated with excessive individualism, depersonalization, and the changing role of work in students' lives. In an exploration of Native American child-rearing philosophies, the second section examines the spirits of belonging, mastery, independence, and generosity that are perceived as values in Native American culture and that nurture four essential components of self-esteem: significance, competence, power, and virtue. The final section highlights principles and strategies related to establishing positive relationships with at-risk youths, implementing alternative methods for organizing learning experiences, disciplining to counter irresponsibility, and fostering prosocial values in youth. Each section is followed by corresponding references. (ERIC)

Calabrese, Raymond L.; Schumer, Harry

**The Effects of Service Activities on Adolescent Alienation.**

1986

*Adolescence; v21, n83, p675-87, Fall 1986*

*Academic-Achievement; *Adolescents-; *Alienation-; *Community-Services; *Student-Behavior; *Student-Participation*
This research evaluated the effects of involvement of adolescents in community service activities on levels of alienation. It was proposed that alienation could be reduced through the implementation of a model which utilized community service activities to facilitate adolescent access to adult society, development of responsibility, collaborative and cooperative work, and control over planning and outcomes. It is suggested that adolescent involvement in service activities can produce positive benefits, among which are reduced levels of alienation, improved school behavior, improved grade point average, and acceptance by the adult community. These findings also suggest that females respond more positively to school when allowed to problem-solve collectively and collaboratively. (Authors)

Duckenfield, Marty, et al.

Effective Strategies for Dropout Prevention: Twelve Successful Strategies To Consider in a Comprehensive Dropout Prevention Program.

1990

Publications Department
The National Dropout Prevention Center
205 Martin St., Clemson University
Clemson, SC 29634-5111

27p.

Dropout Prevention; Dropout Programs; Effective Schools Research; Elementary Secondary Education; Intervention; Outcomes of Education; Program Content

Students leave school for many reasons. Pregnancy, family circumstances, economic necessities, substance abuse, lack of academic success, or disciplinary actions can influence a young person's decision to quit school. There is no single solution to the dropout crisis. Just as there are a variety of causes behind a student's decision to drop out of school, a great many different strategies exist to prevent this event from occurring. In an effort to determine the most successful approaches within a comprehensive strategy, the National Dropout Prevention Center conducted an analysis in 1990 of current research and practices in more than 350 dropout prevention programs. The result is a synthesis of 12 strategies that have had the most positive impact on the dropout rate in communities across the nation. These 12 strategies are summarized in this document, focusing on expected benefits, program ideas to consider, organizations with additional resources, and additional readings and references. The strategies are: (1) parental assistance and involvement; (2) quality early childhood education; (3) concentrated reading and writing programs; (4) individualized instruction; (5) utilization of instructional technologies; (6) mentoring and tutoring; (7) workforce readiness and career counseling; (8) summer enhancement programs; (9) flexible schedules and alternative programs; (10) staff development programs; (11) school-based management; and (12) community and business collaboration. (ERIC)

Green, Richard R.

"At-Risk" Youth Can Succeed

1989

School Administrator; v46, n1, p13-16, Jan 89

Adolescents-; Junior-High-Schools; Middle-Schools; Program-Descriptions; *Academic-Achievement; *High-Risk-Students; *Program-Effectiveness; *School-Demography; *Voluntary-Agencies
At-risk youth face a number of challenges stemming from poverty, lack of adequate family support, overexposure to media and drugs. Young people, however, have or can develop resiliency to and protection against these threats. To foster healthy youth, Quest International, in a partnership with the American Association of School Administrators and Lions Clubs International, developed the Skills for Adolescence program. Skills for Adolescence focuses on middle and junior high schools because youth at this stage are particularly vulnerable and impressionable. Skills for Adolescence targets the area of social development. It aims to meet the needs for a caring school environment, positive social skills, self-confidence, and the practice of resistance to negative influences. The service-learning component of Skills for Adolescence is important for instruction in positive social skills development. This is also important in establishing a partnership with the community and involving parents with their children. By 1989, Skills for Adolescence had been adopted by more than 12,000 schools after five years of existence. (RVB)

Though service-learning is an essential part of this program targeting at-risk youth, the other components (parental involvement, inservice teacher training and emphasis on critical thinking skills) need to be present to holistically address the needs of the youth and school.

McPartland, James-M.; Nettles, Saundra Murray


19 p.

Academic-Achievement; Child-Advocacy; Children-; Church-Role; College-School-Cooperation; Community-Involvement; Community-Role; Intermediate-Grades; Junior-High-Schools; Longitudinal-Studies; Middle-Schools; Program-Evaluation; School-Business-Relationship; Urban-Schools; Volunteers-; *Adults-; *Community-Programs; *High-Risk-Students; *Junior-High-School-Students; *Mentors-; *Program-Effectiveness

The effects on selected student outcomes are evaluated after 2 years of operation of Project RAISE, a multifaceted approach to helping at-risk students featuring outside adults as school-based advocates and one-on-one mentors at seven middle schools in Baltimore (Maryland). Seven community sponsoring groups (churches, universities, businesses, and a social fraternity) each sponsor approximately 60 at-risk youth. Positive effects are found in improved student attendance and report card grades in English, but not in promotion rates or standardized test scores. The effects, although sizable, are not sufficient to neutralize the academic risks with which students enter the program. The positive results are primarily attributed to three of the seven sites. Some evidence supports interpretations that although strong one-on-one mentoring is not an essential component of an effective program that uses outside adults to assist at-risk middle school students, the RAISE model is much more likely to show positive results when one-on-one monitoring is strongly implemented. Success may also depend on the size and composition of the student group to be served. Issues are raised about roles and responsibilities of adult advocates or mentors. Three tables of statistical data and 10 references are included. (ERIC)

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<th>Podell, Sara</th>
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<td>Year</td>
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<td>Availability</td>
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<tr>
<td>Abstract</td>
<td>This bulletin contends that before a school can implement an effective program for fighting drug abuse it must first examine a series of questions: What do we mean by &quot;abuse&quot;? What characterizes young people at risk for this dangerous behavioral pattern? Do we distinguish between drug &quot;abuse&quot; and drug &quot;use&quot;? Does the &quot;Just Say NO!&quot; message work? And if it does, are all young people equally affected by it? It is also important to distinguish between drug experimentation and drug abuse. A number of risk factors are identified for children that are likely to predispose them to future drug abuse; these include: family management problems; early antisocial behavior; academic underachievement; alienation, rebelliousness, and lack of social bonding to society; antisocial behavior in early adolescence; friends who use drugs; and early first use of drugs. There is a consensus among experts that a prevention strategy targeted at high risk youth should involve a strong balance between family, community, and school. The message of an effective prevention strategy involves teaching and reinforcing prosocial values through action. Other effective prevention strategies involve providing high risk or drug abusing young people with skill training, alternative activities, therapeutic counseling, and peer support. An annotated list of seven publications on drug prevention programs is included. (ERIC)</td>
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<tr>
<td>Title</td>
<td>Variables Affecting the Political Socialization of Adolescents: Implications for Instruction of At-Risk Students in the Social Studies Classroom. [Paper presented at the Annual Meeting of the Pennsylvania Educational Research Association (Pittsburgh, PA, May 6-8, 1990).]</td>
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<tr>
<td>Abstract</td>
<td>Three instruments were selected to measure concepts viewed as essential to political socialization necessary for functioning in today's society. The concepts studied were: (1) a respect for law and order in society as measured by the Law Scale; (2) a belief in the equality of all individuals and the constitutional rights of all citizens as measured by the Freedoms Scale; and (3) an open-mindedness to the opinions of others and receptiveness to new facts as measured by the Dogmatism Field Scale. The study suggests that low ability, at-risk students are more dogmatic and consequently less likely to support fundamental freedoms</td>
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Embodied in the Freedoms Scale and the Bill of Rights. Social studies educators need to seek ways to increase support of fundamental freedoms, and to explore strategies to decrease the dogmatism or close-minded attitudes evident in many low ability and average adolescents. (ERIC)

Provides a rationale for utilizing service-learning activities with at-risk and low-achieving students.

ED325405

PC02 Plus Postage

Wehlage, Gary G., et al.

Reducing the Risk: Schools as Communities of Support.

1989

The Falmer Press, Taylor & Francis Inc.
242 Cherry Street
Philadelphia, PA 19106-1906

275 p.

Community-Involvement; Demonstration-Programs; Educational-Environment; Group-Experience; Persistence; Program-Descriptions; Relevance-Education; Secondary-Education; Secondary-Schools; Teacher-Role; *Dropout-Prevention; *Dropout-Programs; *Group-Membership; *High-Risk-Students; *School-Effectiveness; *Time-on-Task

Effective schools provide at-risk students with a community of support that encourages school membership and educational engagement. This study describes effective dropout prevention programs, develops a generalizable, theoretical framework for understanding the relationship between at-risk students and their schools, and suggests local and state policy changes to improve schools. Data were gathered from site visits to 14 secondary schools selected on the basis of their successful dropout prevention programs. Key findings include the following: (1) successful schools created a supportive environment that helped students overcome impediments to membership and engagement; (2) impediments to engagement include absence of economic pay-off after graduation, a narrow conceptualization of learning, and a superficial curriculum; (3) successful programs matched student needs and problems, and took advantage of student interests and strengths; and (4) the teachers at successful schools accept a proactive moral responsibility for educating at-risk youth. (ERIC)

The service-learning approach closely fits some of the key findings. This suggests the possibility of service-learning as a means of dropout prevention. Service-learning programs provide opportunities for the development of a supportive environment fostering membership and commitment while engaging students in tangible learning activities. A flexible service-learning program matches student needs and interests to community needs and interests.
3. Vocational and Career Development for "At-Risk" Youth

When reviewing the literature to find sources related to resiliency and "at-risk" youth, a number of citations found applied to vocational and career-development programs. While containing experiential elements, these do not strictly fall within the boundaries of "service-learning" unless there is a measure of service to the students' community. However, since there may be application for vocational elements within service-learning, the following section lists references for this subtopic:

Bloch, Deborah Perlmutter

Using Career Information with Dropouts and At-Risk Youth.

1989


Career-Information-Systems; Career-Planning; Community-Involvement; Computer-Uses-in-Education; Program-Development; Program-Effectiveness; Secondary-Education; Vocational-Interests; *Career-Development; *Career-Education; *Dropouts; *High-Risk-Students

Surveyed 307 schools and agencies using the Career Information System to identify successful career development programs for dropouts and potential dropouts. Identified 13 model programs for follow-up based on the literature of successful programs and on statements from survey respondents. Describes model programs, evidence of program success, and guidelines for educational program design. (ERIC)

Some service-learning activities are patterned on a career-exploration model.

Bloch, Deborah Perlmutter

Reducing the Risk: Using Career Information with At-Risk Youth. (Monograph)

National Career Information System

Eugene, OR.

1988

194 p.

Career-Education; Demonstration-Programs; Information-Dissemination; Learning-Activities; Models-; Postsecondary-Education; Program-Content; Public-Agencies; Secondary-Education; Two-Year-Colleges; *Career-Counseling; *Counseling-Techniques; *Dropout-Prevention; *High-Risk-Students; *Information-Utilization; *Occupational-Information

This notebook is intended to assist counselors and others responsible for career counseling programs geared toward high-risk youth. The first section describes the research survey that led to the notebook's development and summarizes some of the recent literature concerning at-risk students and strategies that appear successful in helping them. Section B lists site coordinators' reasons why the Career Information System helps high-risk youth. Fifteen model programs from school districts, high schools, junior high schools, and agencies, all of which use an integrated approach to using career information with at-risk youth, are described in section C. Section D contains practical statements of ideas, programs, and activities from site coordinators, and section E includes plans for classroom activities that
have been found to be effective with at-risk youth. The final section is a planning guide that has been designed to help a site coordinator (an administrator, counselor, teacher, or career aide) use the materials in this notebook in his or her own particular setting. (ERIC)

ED299395
PC08 Plus Postage

Guthrie, Larry F.; Guthrie, Grace Pung

Providing Options for At-Risk Youth: The Health and Media Academies in Oakland. Interim Report.

1989

Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94103

20 p.

Community-Involvement; Cooperative-Programs; Curriculum-Development; High-Schools; Nontraditional-Education; Program-Evaluation; Urban-Schools; *College-Preparation; *Dropout-Prevention; *Health-Occupations; *House-Plan; *Mass-Media; *School-Business-Relationship

This interim evaluation compares the initiation, design, and curriculum of two school-based “academy” programs in Oakland (California) high schools and examines their links to the school district and the business community. The academy model of schools-within-a-school originated in Philadelphia. The Health Academy at Oakland Technical High School prepares students for postsecondary study in the health professions. The Media Academy at John C. Fremont High School gives students experience and training in both print and electronic media. Students at the Health Academy have been identified as at risk of dropping out but are judged to have the potential to succeed. Students at the Media Academy are exclusively selected from feeder junior high schools. The curricula of the academies focus on different academic areas, but share an emphasis on postsecondary preparation. Business and community involvement is an important component of both programs, with links to local institutions of higher learning, public hospitals, newspapers, and television stations. However, support from the local school district has been unsystematic. Both academies would benefit from increased involvement by the school district and the business community, and the directors need more planning and development time to maintain the schedule of growth that they envision. A list of four references is appended. (ERIC)

ED322278
PC01 Plus Postage

Jackson, Cheryl D.

The Link between Learning and Earning: A Comprehensive Service Delivery Model Designed To Improve the Quality of Life of High School Dropouts and “At-Risk” Youth.

1987

24 p.

Basic-Skills; Career-Planning; Community-Services; Dropouts-; Employment-Programs; Program-Descriptions; Remedial-Programs; Secondary-Education; State-Programs; Youth-Problems; *Dropout-Programs; *Education-Work-Relationship; *High-Risk-Persons; *Literacy-Education; *Work-Experience-Programs; *Youth-Programs
Many youth face the following educational and economic barriers to success: (1) increased high school dropout rates; (2) adolescent pregnancy; (3) chronic unemployment; (4) poverty; (5) drug abuse; (6) suicide; and (7) crime and delinquency. The Atlantic Community College (New Jersey) Youth Corps Program, a successful conservation and service corps program serving out-of-school youth between the ages of 16 and 25, illustrates the important link between earning and learning. The program is the newest of 15 New Jersey Youth Corps programs, developed by the State to combat unemployment and illiteracy. Participants are exposed to comprehensive educational and vocational experiences, including significant contact with caring and committed adults. Project components include the following: (1) Intake; (2) Orientation and Screening; (3) Breakaway Curriculum; (4) Community Service Projects; (5) Basic Skills; (6) Supportive Services; (7) Student Council and Alumni Association; and (8) Graduation and Achievement Awards Ceremony. Among other cited benefits to students and employers, participants who were tested after completing 100 hours of the program showed a general improvement in grade equivalency levels ranging from .01 to 2.0. A brief list of references is included. (ERIC)

Monahan, Patrick R.

Developing and Implementing a Transition to High School Program for Incoming, At-Risk, Ninth-Grade Students To Increase School Success.

1992

66 p.

Attendance-; Career-Education; Counseling-Techniques; Discipline-; Group-Counseling; Individual-Counseling; Parent-Participation; Program-Development; Program-Implementation; Role-Models; Skill-Development; Student-Motivation; Student-Participation; Study-Skills; *Grade-9; *High-Risk-Students; *High-Schools; *Readiness-; *School-Orientation; *Transitional-Programs

This practicum was designed to assist 62 incoming, at-risk, ninth-grade students to acquire the knowledge, motivation, interest, and skills necessary to make a successful transition to high school. Primary objectives were to reduce the number of disciplinary infractions; decrease school absences; involve more of the students in school-related activities; and increase student awareness of study skills, career education services, and counseling assistance. During the practicum program, groups of eight students met with school personnel during their lunch period, to promote social interaction among the students as well as between students and the program's faculty members. Upper-class volunteers were then assigned as "buddies" to ninth-graders. The upper-class students were to serve as role models while assisting the at-risk students with transitional concerns. Group guidance sessions served as vehicles to define and explore school policies, programs, services, and regulations. Small group counseling sessions and individual counseling sessions were introduced to provide an informal setting to share feelings and explore ideas. Study and examination skills were taught, career exploration sessions were conducted, tutoring assistance was provided, and social activities were organized. The practicum involved teachers, students, counselors, and parents in easing transitional difficulties. Analysis of data revealed that the program was successful in meeting its objectives. Appendices provide a student survey form and records of disciplinary infractions, absences, and school activities involvement. (Contains 27 references.) (ERIC)
Olivier, Peggy et al.  
**Educational Excellence through Career-Vocational Education. Introduction, Goals, and Outcomes.** [Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989)]

1989  
13p.  
Academic-Persistence; Dropout-Programs; Dropouts-; Secondary-Education; State-Curriculum-Guides; *Career-Education; *Dropout-Prevention; *High-Risk-Students; *Integrated-Curriculwn; *School-Holding-Power; *Special-Needs-Students

Abstract  
The Special Needs Unit of the Career-Vocational Education Division, California State Department of Education, began sponsoring a secondary school project in 1985 to combat California's high dropout rate. Eight secondary school sites in six districts were selected to develop schoolwide, integrated, career-oriented curriculum that would use the State Model Curriculum Standards and Frameworks for both academic and vocational subject areas. Technical assistance, guidance, and inservice workshops were provided by personnel from the University of California and the State Department of Education. School philosophies changed, curriculum review occurred in all areas, and business and industry and other community representatives became more involved in local education. Each school's main emphasis was to improve career-vocational education programs for disadvantaged students, although school personnel accurately anticipated that this would also benefit all students. Project personnel expected that by improving academic and career preparation, students would remain in school and thereby attain sufficient skills for higher education, employment, personal growth, citizenship, and ethical development. These expectations were met best at the schools that completed most of 42 project objectives and are evidenced by statistics such as the following from one school: (1) dropout rates decreased from 16 percent to 11 percent; (2) attendance rates increased by 1.8 percent; (3) teen pregnancies decreased by 50 percent; and (4) suspension days decreased by 84 percent. High school came to be viewed as a preparation for careers either at the completion of high school or through further education. (ERIC)

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Tindall, Lloyd W.  
**Retaining At-Risk Students: The Role of Career and Vocational Education. Information Series No. 335.**

1988  
Publications Office, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (Order No. IN335: $6.00).

57 p.  
Career-Education; Dropout-Characteristics; Educational-Strategies; Education-Work-Relationship; Elementary-Secondary-Education; Models-; Program-Development; Role-of-Education; *Dropout-Prevention; *High-Risk-Students; *Potential-Dropouts; *School-Holding-Power; *Vocational-Education

Abstract  
This paper reviews the literature related to the role of career and vocational education in retaining at-risk secondary youth and motivating them to return to secondary or postsecondary school. Selected literature from nonvocational but related areas of service is reviewed to provide the reader with an overview of the scope of the problem and the
efforts that other members of the community are making to serve at-risk youth. The paper identifies five major areas of interest to career and vocational educators in the literature: (1) the diverse definitions, characteristics, and causes of at-risk status; (2) the implications of the problem of at-risk youth for the U.S. labor force; (3) key vocational and nonvocational strategies for resolving the problems of at-risk youth; (4) exemplary vocational and nonvocational programs for serving at-risk youth; and (5) the role of career and vocational educators in meeting the needs of at-risk youth. Forty-two references are included. (ERIC)