

WE ARE WORKING ON “ALL” BUT STILL WORRY ABOUT THE “FEW”: INTEGRATING WHOLE-SCHOOL AND INDIVIDUAL SUPPORTS FOR HIGH RISK ADOLESCENTS [615]

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Session Plan

Workshop Description

There are few studies assessing the effectiveness of programs that combine whole school discipline with specialized supports for high-risk youth. This session will describe the procedures of a comprehensive approach to support at-risk students, implemented in concert with a whole-school discipline system. We will present methods for building school capacity as well as for collaborating with families and community agencies. Specifically, this program will present Skills for Success (“SFS”). This strengths-based, school-within-a-school alternative program model engages at-risk students in successful school experiences and coordinates assessment with evidence-based strategies into an effective system of support for these students. Using a battery of assessment measures, it helps schools make data-driven decisions to improve services. This presentation will present results of a special project funded by the Oregon Department of Education and the U.S. Office of Juvenile Justice and Delinquency Prevention to support at-risk middle and high school students in Oregon.

The Skills for Success alternative program model provides a systems approach to organizing services for students who require additional small group and individualized supports to achieve school success. A critical feature of the SFS model is identification of students at-risk for school failure early in the school year to prevent school failure and truancy. Once identified, the SFS schools use schoolwide and individual information to plan and implement effective support, skill-building, and individual student interventions to promote school success. Consequently, the SFS program provides an organizational framework to match mentoring, alternative discipline, academic instruction, and case management interventions to students based upon their specific needs. Initial evaluation results for the Skills for Success project indicate positive effects upon school attendance, school engagement, reduced school discipline referrals, and juvenile delinquency. This workshop will also share the procedures for administering the At-Risk Students Services Assessment (ARRSSA), an alternative school fidelity measure used to assist in implementation of the SFS model.

Workshop Goal

- To describe program components and assessment materials and discuss case studies related to Skills for Success

Workshop Objectives

1. To outline the features of a public health intervention model as applied in schools
2. To describe the developmental pathway of antisocial and violent behavior from early childhood through adulthood
3. To describe schoolwide prevention strategies that promote reduced antisocial and violent behavior at the primary, secondary, and tertiary levels of prevention
4. To describe evidence-based strategies that will increase positive behavior, attendance, and/or academic outcomes for at-risk and high-risk students

Activities

1. Group introduction and introduction
2. Lecture presentation of rationale, purpose of the project, and overview of the project
3. Review of SFS materials and sample forms
4. Group discussion regarding student sample case histories

Assessment

The presenters will circulate an evaluation form.

Resources

Epstein, M. and Sharma, J. (1998). *Behavioral and Emotional Rating Scale (BERS)*. Austin TX: Pro-Ed, Inc.

References

- Sprague, J., Nishioka, V., and Stieber, S. (2004). Skills for Success: A multi-level school violence prevention intervention. In *Proceedings of Persistently Safe Schools 2004: The National Conference of the Hamilton Fish Institute* (pp 11-24). George Washington University: Washington, DC.
- Sprague, J., Nishioka, V., and Stieber, S. (2004). *Skills for Success: A multi-level school violence prevention intervention*. Education Development Center: Washington, DC.
- Sprague, J., and Nishioka, V. (2004). Skills for Success: A three-tiered approach to positive behavior supports. *Impact*, 16(3), 16-17 and 35.
- Sprague, J. and Walker, H. M. (2005). *Safe and healthy schools: Practical prevention strategies*. Guilford Publications: New York, NY.
- Walker, H. M. and Severson, H. (2002). Developmental prevention of at risk outcomes for vulnerable antisocial children and youth. In K. L. Lane, F. M. Gresham, and T. E.

We are working on “all” but still worry about the “few”:
Integrating whole-school and individual supports for high risk adolescents [L623]

Evaluation Form

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Please rate the overall training by circling a number for each statement.

	Strongly Agree		Somewhat Agree		Strongly Disagree
I was satisfied with the quality of the workshop.	1	2	3	4	5
I found the training useful to my work.	1	2	3	4	5
I will be able to incorporate material from the workshop into my work.	1	2	3	4	5
The presenter had adequate knowledge of the topics covered.	1	2	3	4	5
Presentation of the material was understandable.	1	2	3	4	5
My questions/needs were addressed.	1	2	3	4	5
The opportunity to actively participate in and practice curriculum components was helpful.	1	2	3	4	5
The handouts provided were helpful.	1	2	3	4	5

Comments:

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