

Chulapol Thanomsing
ALTE 615 Unit 2 Assignment 1
Significant Factors in Alternative Education

In my opinion, I assume the most significant factors that course youth to become at risk are the child’s family background and the school related incidents. School and family factors are the most important risk factors that would negatively affect a child’s performance in school. Those factors are essential element that effect with the student drop-out. After dropping-out, the student may be at risk of becoming involved in serious criminal activity, drug abuse, poor school attitude, aggressive and violent behavior, gang-related activity, etc.

Risk Factors

Family Environment	School Relate
<ul style="list-style-type: none"> • Both parents and grandparents exhibit negative, aggressive, and inconsistent parenting. • Parents uneducated and work in unskilled jobs. • Live in a poor neighborhood, and earn little money. • Low socioeconomic status. 	<ul style="list-style-type: none"> • Lack of adequate counseling • Lack of language instruction • Negative school climate • Lack of relevant curriculum • Inappropriate use of technology • Disregard of student learning styles

Intervention/Program Used

For The Family Environment

- *Wraparound Program* - the process for developing realistic behavior plans linking the student, the alternative school staff, families, public school personnel, and staff of the different social service agencies (Rutherford Jr., Robert B., Quinn, Mary Magee).
- *Remedial Program* – this program is designed to help students that have the negative feeling with family environment.
- *Long-term follow-up Program* – support at risk youth once they return to their family environment and traditional school.

For The School Related

- *Wraparound Program* - the process for developing realistic behavior plans linking the student, the alternative school staff, families, public school personnel, and staff of the different social service agencies (Rutherford Jr., Robert B., Quinn, Mary Magee).
- *Decrease Delinquent Activity* - the program was intended to lower delinquency by improving academic performance, self-esteem, and attitudes toward school. The actual program consisted of classroom instruction, individual tutoring, and group and individual counseling (Cox, Stephen M.).
- *Participation Program* – the program allow the students to participate in by choice, and they tend to resemble magnet schools, in that they adhere to a particular pedagogical method or emphasize a subject area.

- *Free school* - The emphasis is on increased freedom for students and teachers (California Dept of Education).
- *Open school* - Learning activities are individualized and organized around interest and learning resource centers in the classroom or building. (California Dept of Education)
- *School without walls* - Community facilities and resources are utilized for learning activities (California Dept of Education).
- *School within a school* - The focus is on a special interest area or learning style. Such a school is a mini-school or identified unit within a conventional school (California Dept of Education).
- *Street academy and dropout center* - Optional programs are provided for target populations (California Dept of Education).
- *Out School Program* – Programs can be conducted in any location that is conducive to learning. The nature of a school program can be a determining factor with regard to its location.
- *High interest topic & Technology* – the program should help to tap student interest, imagination, and self interest.
- *Long-term follow-up Program* – support at risk youth once they return to their family environment and traditional school.

There are many program that are designed for at risk youth, but the family factors are so tremendous that the alternative program might not intervene

Reisler and Friedman (1978) speculate that “while at the alternative school, students were able to effectively change their environment to their liking, which improved their school performance. However, due to the large size and rigid structure of the traditional school, the former alternative school students were frustrated and unable to cope without the flexibility they experienced at the alternative school.” They discussed the idea of alternative school students suffering from "culture shock" when going from the alternative school back to the traditional school.

Reilly, Reilly, and West (1982) believed that “the students experience success in the more individualized and supportive environment of the alternative education but then are sent back to the traditional school and family. Those traditions fail to help the students adjust to their return to the traditional school.”

Any comment about the alternative program for the school and family factors.

The alternative program did not produce positive effects on students’ school and family attitudes. Even though the alternative school was able to increase attendance, classroom grades, and self-esteem, these programs did not appear to influence students' school and family attitudes. Improvements in attendance, grades, and self-esteem appear to be artificial because the alternative program could directly control two of the three variables that changed (Attendance and classroom grades). So, in the future studies should focus on both methodological and implementation issues of these programs. The methodological issues consist of randomly assigning students to participation and control groups, use of official school records and self-report measures, and a long-term follow-up period. The program implementation issues that should be considered are the appropriate target populations for these programs, duration of the

program, and the type of long-term support given to alternative education students once they return to traditional schools.

Alternative program staff has to can make a major contribution to the transition process by providing comprehensive information concerning the abilities and strengths of their students and ensuring that there is follow-up and continued support for students when they move to new settings. That means it is important that all staff responsible for these students maintain effective communication and cooperation. So, the certified special education teachers, related services personnel, and trained support staff must provide appropriate special education services to students with the school and family problem.

The “1999 Massachusetts Youth Risk Behavior Survey” (MYRBS) shows the trend of youth risk behavior that while some negative behaviors are increasing such as: the any alcohol use (lifetime), any cocaine use (lifetime), injected illegal drug (lifetime), skipped school because unsafe and alcohol/drug use at last intercourse. That means the risk factor that we should be interested in is “drugs abuse.”

1999 Massachusetts Youth Risk Behavior Survey (MYRBS)

	TOTAL				MALES				FEMALES			
	1993	1995	1997	1999	1993	1995	1997	1999	1993	1995	1997	1999
Any alcohol use, Lifetime	76.3	79.2	79.2	80.3	77.4	80.9	79.7	80.9	75.1	77.6	78.8	79.7
9th grade	70.4	71.6	70.3	72.9	71.4	73.6	70.5	74.2	69.3	69.6	70.0	71.5
10th grade	71.7	79.6	81.5	81.1	73.1	81.7	81.2	82.1	70.5	77.3	81.9	80.3
11th grade	80.7	81.2	82.2	82.2	83.8	82.2	82.7	81.7	77.6	80.4	81.7	82.5
12th grade	83.9	86.2	84.5	86.9	83.1	87.5	84.5	87.7	84.8	85.0	82.6	86.1

	TOTAL				MALES				FEMALES			
	1993	1995	1997	1999	1993	1995	1997	1999	1993	1995	1997	1999
Any marijuana use, lifetime	33.6	47.9	50.9	50.2	37.9	54.0	52.2	53.0	29.1	41.7	49.6	47.1
9th grade	24.3	40.8	38.9	40.1	27.4	49.9	40.2	43.3	21.1	31.7	37.6	36.9
10th grade	27.1	46.8	53.8	49.5	30.3	52.7	54.6	53.2	23.9	40.6	52.9	45.5
11th grade	37.8	51.0	54.6	54.8	42.6	55.4	57.2	57.1	32.8	46.6	52.1	52.2
12th grade	47.4	54.2	58.7	59.3	54.1	46.6	59.9	61.9	40.5	50.4	57.9	56.7

	TOTAL				MALES				FEMALES			
	1993	1995	1997	1999	1993	1995	1997	1999	1993	1995	1997	1999
Any cocaine use, lifetime	5.8	7.5	7.0	9.6	7.2	9.6	7.9	11.8	4.3	5.5	5.9	7.1
9th grade	5.0	6.6	4.5	7.2	6.3	9.8	4.1	8.9	3.7	3.3	4.6	5.4
10th grade	4.5	7.5	6.6	8.8	5.7	8.8	7.4	10.8	3.2	6.2	5.5	6.6
11th grade	5.2	6.6	8.0	10.8	7.0	8.3	9.2	13.8	3.1	4.9	6.7	7.8

12th grade	8.4	9.2	9.5	11.8	9.7	11.2	11.9	14.8	7.0	7.3	7.2	8.6
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	TOTAL				MALES				FEMALES			
	1993	1995	1997	1999	1993	1995	1997	1999	1993	1995	1997	1999
Injected illegal drugs, lifetime	2.6	2.8	2.0	2.7	3.8	4.5	2.9	3.6	1.2	1.0	1.1	1.6
9th grade	2.7	4.3	2.2	2.9	4.4	7.3	3.0	4.4	1.0	1.1	1.3	1.2
10th grade	2.9	3.1	2.4	1.9	4.0	4.5	3.1	2.6	1.9	1.7	1.5	1.2
11th grade	1.8	1.3	1.6	3.3	1.3	2.3	2.6	3.9	0.0	0.2	0.6	2.6
12th grade	2.4	1.5	1.9	2.0	2.9	2.8	2.8	3.2	2.0	0.3	1.1	0.6

	TOTAL				MALES				FEMALES			
	1993	1995	1997	1999	1993	1995	1997	1999	1993	1995	1997	1999
Skipped school because unsafe, past month	5.3	5.6	4.6	6.4	5.7	6.0	5.2	6.5	4.9	5.1	3.9	6.0
9th grade	5.6	6.4	5.7	7.8	4.6	7.0	5.3	8.0	6.7	5.7	6.1	7.3
10th grade	5.9	6.1	4.8	6.8	6.9	6.0	5.6	7.2	4.6	6.1	3.6	6.4
11th grade	4.8	5.2	3.7	5.2	5.6	6.3	4.7	5.8	3.8	4.1	2.7	4.6
12th grade	4.5	3.9	3.2	4.4	5.0	4.0	4.0	4.2	4.0	3.8	2.4	4.4

	TOTAL				MALES				FEMALES			
	1993	1995	1997	1999	1993	1995	1997	1999	1993	1995	1997	1999
Alcohol/drugs at last intercourse	22.1	30.7	26.7	29.7	28.6	38.0	32.3	37.1	16.0	23.4	21.5	22.5
9th grade	26.2	39.2	33.3	37.0	NA	49.1	31.9	46.6	NA	NA	NA	25.1
10th grade	23.2	32.9	24.8	30.5	NA	42.2	30.0	38.8	NA	24.3	19.3	21.3
11th grade	21.5	25.6	25.7	28.3	32.1	30.9	34.7	35.0	12.0	20.3	17.1	22.0
12th grade	20.4	28.9	25.4	25.2	25.3	34.6	32.1	29.4	15.8	23.8	20.5	21.8