

TRAIT D'UNION
PROGRAMME DE PRÉVENTION DU DÉROCHAGE SCOLAIRE AU SECONDAIRE

A School Dropout Prevention Program Adapted to Students' Difficulties

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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

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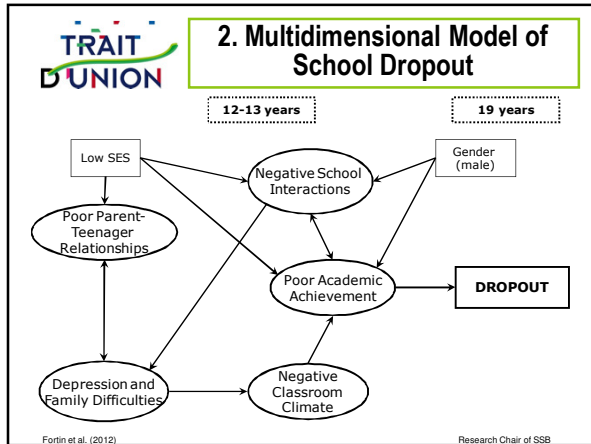
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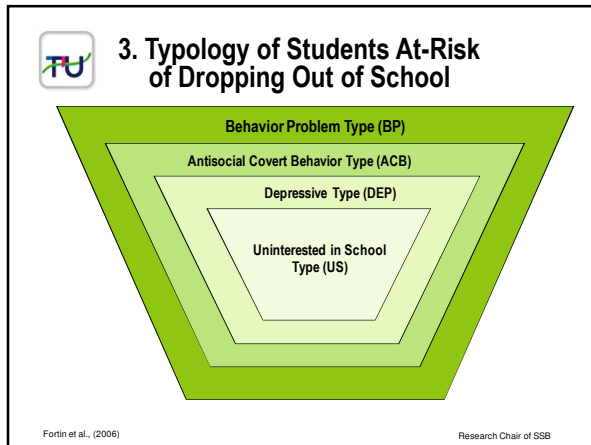
1. Introduction

- **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., 2008; Liem et al., 2010; Onepoulos, 2007)

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


Uninterested in School Type

| | |
|------------------|--|
| Personal | <ul style="list-style-type: none"> ○ 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 | <ul style="list-style-type: none"> ○ Perceive good family functioning, but little emotional support |
| Classroom | <ul style="list-style-type: none"> ○ Perceive little order and organisation in class |

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

Depressive Type



| | |
|------------------|---|
| Personal | <ul style="list-style-type: none"> ○ Good academic performance (average grades) ○ Perceived very positively by teachers ○ Very high levels of depressive symptoms (high levels of suicidal thought) |
| Family | <ul style="list-style-type: none"> ○ Highest levels of family problems |
| Classroom | <ul style="list-style-type: none"> ○ Perceive little order and organisation in class |


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

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

Antisocial Covert Behavior Type

| | |
|------------------|---|
| Personal | <ul style="list-style-type: none"> ○ Good academic performance (slightly below average) ○ Perceived positively by teachers ○ Covert antisocial behaviors ○ High levels of depressive symptoms (borderline of clinical range) |
| Family | <ul style="list-style-type: none"> ○ Many familial problems |
| Classroom | <ul style="list-style-type: none"> ○ Perceive little order and organisation in class |




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

Behavior Problems Type

| | |
|------------------|---|
| Personal | <ul style="list-style-type: none"> ○ Very low academic performance ○ Perceived by teacher as having many behavior problems ○ Highest levels of delinquency ○ High levels of depressive symptoms |
| Family | <ul style="list-style-type: none"> ○ Many familial problems, especially with expression, organization and emotional support |
| Classroom | <ul style="list-style-type: none"> ○ Perceive little order and organisation in class |



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

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4. THE PROGRAM


TRAIT 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 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 | | |
| Date | | | | | | | | | | | | | | | | | | | | | | High risk |
| Day | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Late (justified) | | | | | | | | | | | | | | | | | | | | | | |
| Late (unjustified) | | | | | | | | | | | | | | | | | | | | | | |
| Skip | | | | | | | | | | | | | | | | | | | | | | |
| Absent | | | | | | | | | | | | | | | | | | | | | | |
| Behavior referral | | | | | | | | | | | | | | | | | | | | | | |
| Detention | | | | | | | | | | | | | | | | | | | | | | |
| In-school suspension | | | | | | | | | | | | | | | | | | | | | | |
| Out-of-school suspension | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | |
|----------------------|---------|--------|--------|--------|--------|--|
| | Class | Term 1 | Term 2 | Term 3 | Term 4 | |
| Academic achievement | 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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 **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 people** 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

| | |
|--|---|
| <p>Training:</p> <p>Before implementation, to present the program</p> <ul style="list-style-type: none"> ○ Theoretical training (1h30) ○ Practical training (1h30) ○ Ongoing training (1h00) | <p>Supervision:</p> <p>During implementation, to support competency, commitment and to ensure fidelity</p> <ul style="list-style-type: none"> ○ 3 individuals supervisions (20 min. / student) ○ 3 groups supervisions (75 min.) |
|--|---|

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5. EVALUATION

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5.1 Sample

| | |
|---|--|
| <p>2009-2010</p> <ul style="list-style-type: none"> ○ 4 schools of the SSB ○ 137 mentors <ul style="list-style-type: none"> ○ 120 teachers ○ 18 professionals (psychoeducators, psychologists...) ○ 333 students, grades 7 to 10 <ul style="list-style-type: none"> ○ 183 boys and 150 girls | <p>2010-2011</p> <ul style="list-style-type: none"> ○ 4 schools of the SSB ○ 107 mentors <ul style="list-style-type: none"> ○ 91 teachers ○ 14 professionals ○ 224 students, grades 7 to 11 <ul style="list-style-type: none"> ○ 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

2009-2010 → 2010-2011

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5.3 Implementation evaluation

Schools

- Resources
- Task
- Training and supervisions

Partners

- Collaboration

School Context

- Facilitating factors
- Limiting factors

2009-2010 → 2010-2011

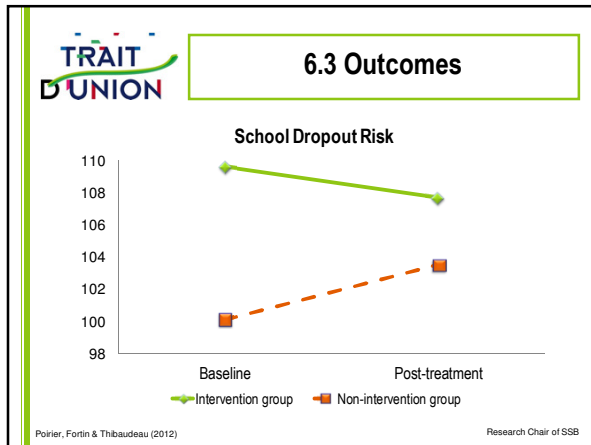
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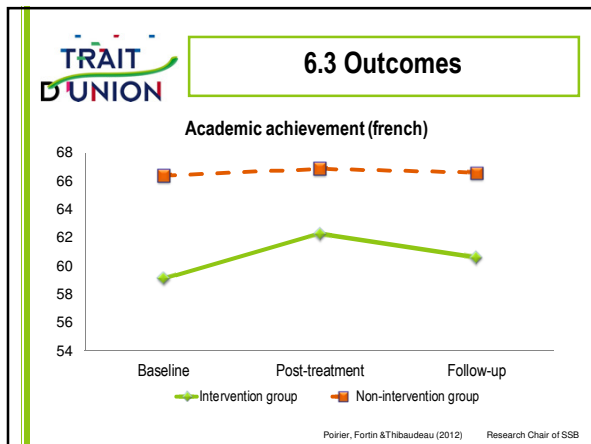
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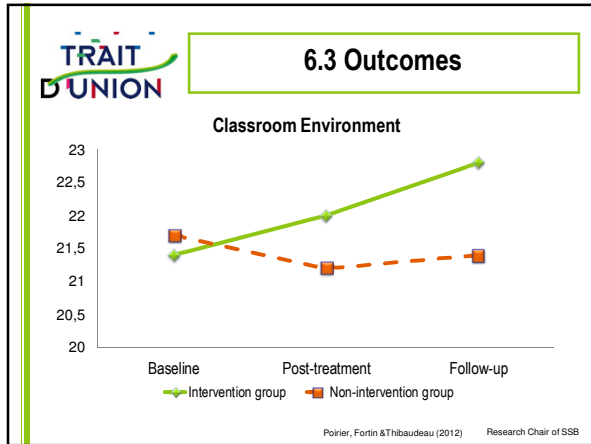
6.2 Measures

| 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

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

| | |
|---|--|
| <p>School factors</p> <ul style="list-style-type: none"> ○ Perception of school experience | <p>Personals factors</p> <ul style="list-style-type: none"> ○ Anxiety/depression ○ Withdrawal/depression ○ Attention problems ○ Aggressive behaviors ○ Social problems |
| <p>Family factors</p> <ul style="list-style-type: none"> ○ Parental involvement ○ Family functioning | |


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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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