

Preventing School Dropout: How All Adults Can Support School Completion

Contents



3 Preventing School Dropout: The Eco-Interactional Developmental Model of School Success

By Gary L. Bowen, Ph.D.

The Eco-Interactional Developmental model of school success provides an understanding of the synergetic role that neighborhoods, schools, families, and peers can play in increasing the proportion of students who successfully complete high school. This article reviews the challenges involved in graduating high school students, presents the EID model, and then describes the School Success Profile, which is a strength-based assessment tool that uses the EID model as a theoretical foundation.



9 Supporting School Completion Among Latino Youth: The Role of Adult Relationships

By Michael E. Woolley, Ph.D.

The social environment has a significant influence on a youth's trajectory in terms of school success, especially the powerful influence of the social interactions students experience with adults in their lives. These social interactions are even more important and influential for students from non-dominant race or ethnicity groups, including Latino youth.



13 Community-Wide Systems That Promote High School Completion

By Rhonda Tsoi-A-Fatt, M.A., and Linda Harris, M.S.

Youth develop across multiple domains that are relevant to academic success. While schools focus primarily on cognitive development, many of the supports young people receive in other developmental areas come from community-based out-of-school programming. Stimulation of development in these additional key areas builds skills that support connections to school and achievement.



17 Staying on Track for High School Graduation: Promoting Student Engagement

By Karen E. Stout, Ph.D., and Sandra L. Christenson, Ph.D.

Students' engagement at school has emerged as a critical factor across hundreds of dropout prevention and recovery programs in the United States. By supporting and improving academic, behavioral, cognitive, and affective engagement, we can mitigate the risk of dropping out.



21 Why Did They Not Drop Out? Narratives from Resilient Students

By Anne Lessard, Ph.D., Laurier Fortin, Ph.D., Diane Marcotte, Ph.D., Pierre Potvin, Ph.D., and Égide Royer, Ph.D.

There is much to be learned from students who were at-risk for dropping out of school but persevered and graduated. This article introduces the voices of two such students, highlighting the challenges they faced and the protective strategies which kept them on a trajectory towards graduation.

DEPARTMENTS

- 2 From the Editor's PC
- 16 Web Resources



From the Editor's PC

Dear Colleagues,

The school dropout rate in the United States is alarmingly high, with fewer than 75% of students finishing high school within four years. Usually, when we talk about school dropout our attention seems to automatically focus on the schools. This issue of *The Prevention Researcher* takes a different approach, recognizing that schools, neighborhoods, families, and friends all play a role in keeping our youth engaged in school and on track for successful school completion.

We begin with an article by Gary Bowen that features the Eco-Interactional Developmental model of school success. This model provides an understanding of the synergetic role that neighborhoods, schools, families, and youth can play in increasing the proportion of students who successfully complete high school.

Next, Michael Woolley explores how the social interactions Latino students experience with adults in their lives can have a significant influence on their schooling. These interactions—whether with adults in the home, school, neighborhood, or other settings like community youth centers or places of worship—play an important and influential role in promoting school success.

Rhonda Tsoi-A-Fatt and Linda Harris also address community influence by taking a systematic approach to the role of community organizations in keeping youth connected to school. As the authors note, youth develop across multiple domains that are relevant to academic success. While schools focus primarily on cognitive development, other youth-serving systems also provide critical developmental supports.

Of course, most youth spend a large amount of time within schools. Our fourth article, by Karen Stout and Sandra Christenson, focuses on the importance in keeping youth engaged in school and the role that adults within the school environment play in this regard.

Finally, Anne Lessard and colleagues write about interviews they conducted with youth who were at risk of dropping out but completed high school anyhow. This article gives a voice to resilient youth and provides their perspective on what kept them in school.

Our goal with this issue was to show how all adults in the lives of youth can play key roles in supporting youth through high school, helping them stay engaged until they successfully graduate.

All the best,

Steven Ungerleider, Ph.D.
Editor/Psychologist

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Contact Us:

Integrated Research Services
66 Club Road, Suite 370, Eugene, Oregon 97401

Phone: 800-929-2955 or 541-683-9278 • FAX: 541-683-2621

Web: www.TPRonline.org • E-Mail: info@TPRonline.org



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