Dropout: A Process of Disengagement

- Disengagement
- Alienation
- Not an isolated event
  - Elementary years, process begins
    - Elevated dropout rates reported among children who were rated as highly aggressive by their 1st grade teachers (Eccles & Grolnick, 1986)
    - Dropouts could be distinguished from graduates with 66% accuracy by the third grade using attendance data (need reference – p64)
- Transition between schools
  - Middle school/junior high school to high school

Family Involvement Rationale

Students with involved parents are more likely to...
- earn higher grades and test scores
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills and improved behavior
- graduate and go on to postsecondary education

State Performance Plan: Are OSEP components satisfied?

- Data analyzed?
- Targets set?
- Activities identified?
- Public Access?
- Work plan developed?
  ✓ Identify 3 strengths
  ✓ Identify 3 areas of need

Purpose of IDEA 2004

- (d)(1)(A) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

Self-Determination Model

Reflect on How and What We are Doing

- Determine Our Strengths and Needs
- Set Goals
- Develop Plans and Implement
- Identify and Seek Support
- Assess Our Progress

Interventions

Approaches with limited effectiveness
- Short-lived approaches
- Punishment-oriented approaches
- Approaches not focused on engaging students in school

Effective approaches to increase school completion
- Approaches focused on engaging students
- Strength-based approaches
- Approaches matched to student needs
- Long-term approaches
- Approaches involving various contexts
**Strengthen Practice and Improve Outcomes**

- Knowledge of effective practices
- Knowledge of services
- Knowledge of local strategies
- Key Messages for reflection

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**SEA Forum Process**

- General Sessions
- Breakout sessions
- Content resources
- Group Sessions
- Team sessions with facilitators

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**Annual Institute “Tools”**

- Reflecting
- Identifying strengths and needs
- Planning

**Guiding Questions**

- What are we doing now?
- What do we need to do?
- What will we do?
- How will we measure our progress?

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**Forum Strategic Tools**

- Reflecting
- Identifying strengths and needs
- Planning

**Guiding Questions**

- How can we use key messages?
- What do we need to do next?
- What will we do?
- How will we measure our progress?

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**Desired Outcomes**

**Knowledge Transfer**

- Increased Understanding
- Expanded practices
- Improved capacity

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**Increased Capacity**

- Broader, stronger networks across schools and service providers, locally and statewide
- Increased resources in schools
- Increased knowledge across “stakeholders”