Training Mentors Assessment for Truancy

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Pre-Test

- Please complete the pre-test evaluation in your packet of information.
Introductions

• Without using your work title.
• Who are you?
Objective:

• Training is not to duplicate

• To build capacity in mentoring

• To frame the work we do and will do for truants.
What is mentoring?

• Mentoring is a **planned process** of building friendship and offering support

• Mentoring is Relationship building where you offer:
  1) decision making, 2) problem solving, and 3) access resources

• Mentoring is more effective if done regularly (once a week) for an extended period of time
Social Bonding

Mentoring works when students bond

Measured using 4 constructs …

1. **Attachment** (prosocial activities or persons)
2. **Commitment** (busy in proactive activities)
3. **Involvement** and (participation in)
4. **Belief** (values)
Stages of Change

1. **Pre-Contemplation** – Not expected change (Uninformed, tried before but failed, uncertain about their abilities)

2. **Contemplation** - Intend to change but uncertain, love-hate choices)

3. Preparation - ready to take action (has a plan of action)

4. Action – Made specific modification to change (has clear achievable steps).

5. Maintenance – Prevent behavior from returning

6. Termination – Next to no temptation to go back
Basic Skills

• Beginning the group by having group members discuss the agenda and agree on a plan for the meeting

• __Listening (with appropriate use of non-verbal and verbal responses)
• __Observing (identifying actions congruent or incongruent with client’s discussion)
• __Reflecting (reflecting both feeling, content and advance reflecting)
• __Asking questions (open & close-ended, problem/history, environment, goal)
• __Summarizing (a final summary of a topic during and at the end)
• __Reaching consensus about problems, goals, and contracts
• __Ending the group with an evaluation (asking client about the session)
• __Summarizing plans and agreed on tasks for the next meeting
• Expressing interpersonal qualities of
  __ Warmth, ___ Respect, _ Empathy, __Genuineness
DEFINING TRUANCY & TRUANTS

Objective:
To learn how to categorize and measure progress with truant population
Definition of Truancy

No nationally accepted definition of chronic truancy

In Indiana:

**10 or more** unexcused absences
3 Types Truants
(Reid, 1999)

1. Specific lesson absence—
   (students skip a particular class, i.e Math, English, or PE)

2. Post Registration truancy —
   (students register for class as present then leaves),

3. Parental-Condoned truancy —
   (parent agrees child can miss school for various reasons)

Current research often lumps all these students together as truants.
6 Categories of Truants

(Reid, 1999; Bonikowske, 1987)

1. Traditional (shy, misses due to school conditions)
2. Psychological, (fear, misses for emotional reasons)
3. Institutional, (bully, misses due to school itself, not physically absent)
4. Generic, (haphazardly misses school different reasons)
5. Recreational, (misses for pleasure or to avoid a task)
6. **Life-style truants, (marginal member, misses because there is no bond)
WHY STUDENTS TRUANT

Two major influences as to why students truant:

1. **Push – factors** within the child
   i.e. Disliking school, Low intelligence, test performance, and Poor study habits

2. **Pull – external factors** beyond the child
   i.e. Unpopularity in school, Separation from parents, Broken home, Crime in family

(Rumberger, 1987)
Gentle-Genitty Model of Truancy Assessment & Work plan

1. Section A - DEMOGRAPHIC INFORMATION
2. Section B - TYPE OF TRUANT
3. Section C - CATEGORIES OF TRUANT
4. Overall Report of the Truant (STATEMENT OF WORK RESPONSIBILITY)
5. Theory USE & Plan of Action
   - Assessing the problem
   - Determining the Needs
   - Determining the Resources
6. Action Plan (Measurable Attainable Positive and Specific – MAPS)
7. Weekly Report Sheet

Refer to handout
Model of Truancy Assessment & Work plan

Section A - DEMOGRAPHIC INFORMATION

Name of Student: ___________________________ ___________________________
[First Name] [Last Name] [Middle Initial]

School Name: ___________________________

Days of Absence per quarter: ______________

Grade: _______ Age: _______ Sex: □ Male □ Female

Referral by: □ Court □ School □ Community □ Date of Referral: ____________

Section B - TYPE OF TRUANT

Check one box that applies to the student based on the student, school, and parent reports.

Type of truancy based on Student Self Report
□ Specific lesson absence,
□ Post registration truancy,
□ Parental-condoned truancy,
□ Other ___________________________

Type of truancy based on School Self Report
□ Specific lesson absence,
□ Post registration truancy,
□ Parental-condoned truancy,
□ Other ___________________________

Type of truancy based on Parent Self Report
□ Specific lesson absence,
□ Post registration truancy,
□ Parental-condoned truancy,
□ Other ___________________________

Section C - CATEGORIES OF TRUANT

From the list provided check one box that applies to the student.

□ Traditional (shy, low self-concept, misses because of school social conditions)
□ Psychological (laziness, illness, fear, misses school for emotional reasons)
□ Institutional (laziness, Miss school because of reasons related to the school itself)
□ Generic (haphazardly misses school for different reasons)
□ Recreational (misses school for reasons of pleasure or to avoid an activity or task)
□ Life-style truants (Marginal member, misses school because has no bond to it)

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Overall Report of the Truant

This section of the report combines the □ marks above to identify the truant you are working with. This will help you tailor a plan to meet the needs of the student and create gradual change in behavior.

Directions: Review the types and categories checked off above and write up one statement about the current behavior of the student in regards to their truancy.

For example: Let’s say in Section B (Type of Truant) and Section C (Category of truant) the student is defined as specific lessons absent by himself, teacher and parent and categorized as a recreational truant. Your statement would be...

Statement:

Based on my assessment thus far Johnny King is a student that primarily misses lessons and does so for recreational reasons to avoid an activity or task. Therefore when we develop our plan of action to change the behavior we will focus on which lessons he is having trouble with and why.

Then develop an alternative strategy to missing classes when he feels the need to avoid those classes. It is the hope that within 3 months Johnny King would attend 90% or more of those classes rather than skipping them.

STATEMENT OF WORK RESPONSIBILITY

[Blank]

[Signature] Gentle-Gentility
Theory USE & Plan of Action

Assessing the problem

☐ How do you feel about school? (i.e. Good, Bad, Sad, Happy, Disconnected, etc.)

☐ What do you think could be done to help you feel better about school?

☐ Who would you like to help you feel better about school?

☐ Do you think we can help you do this in 3 months?

☐ Are you willing to try to make these changes?

Determining the Needs

Let’s list some of the barriers you think affect you from attending classes regularly?

1)

2)

3)

Determining the Resources

Let’s list some of the resources you think you need in order to attend classes regularly?

(i.e. more opportunities or activities for to be involved, attached, and committed in so that you will value attending classes regularly).

1)

2)

3)

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Action Plan (Measurable Attainable Positive and Specific – MAPS)

Week 1:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 2:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 3:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 4:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 5:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 6:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 7:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 8:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 9:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 10:
1) Assess current attendance: Of this week, how many days of school did you miss?
2) Of this week, how many classes did you miss?

Week 11:

Week 12:

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**Weekly Report Sheet**

**Name of Student:** ______________________

**Name of Mentor:** ______________________

**Date:** ______________________

<table>
<thead>
<tr>
<th><strong>Week 1:</strong> To identify all the lessons Johnny dislikes or has difficulty with</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Assess current attendance: Of this week how many days of school did you miss?</td>
</tr>
<tr>
<td>2) Of this week how many classes did you miss?</td>
</tr>
</tbody>
</table>

*Summary of Week 1:*
Practice and Evaluation

Directions: Time: 30 min. 10 min each

Form 4 groups of 3,
1. Take one of the case scenarios
2. Role play the role of a student, mentor, and peer supervisor
3. Rotate role until each person has gotten a chance to practice

Use the skills learned in this session to do the following:
1. Begin the meeting
2. Identify what type of truant the student is
3. Discuss why the student misses school
4. What he/she plans to do to address the behavior
5. At least 2 action steps to change the behavior.

Use the Truancy Assessment Model and Work plan as you guide
Questions & Post Test Evaluation