The Effect of a School Based Youth Intervention Program for At-Risk Youth’s School Attitudes and Behavior Returning from an Alternative School Setting to a Traditional School Setting.

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Abstract

High school dropout has profound consequences for individuals and for society. Failing to obtain a high school diploma can encourage perilous behaviors including criminal activity and can command the employment of social support systems. Factors which contribute to high school dropout include school suspension and expulsion. When students are sent to an alternative educational setting in lieu of being expelled, the transition back to a traditional educational setting can be difficult. There is an imminent need for the application of evidenced-based practices to support at-risk youth during the transition from an alternative educational environment to a traditional educational environment. Incorporating evidenced-based practices in the school environment could help support youth with this transition and discourage the cycle of school failures which ultimately lead to dropping out of school. This study describes the potential impact of an evidence-based youth intervention program on the attitudes and behavioral patterns of at-risk youth. A quasi-experimental design approach will be followed in this study. A two-phase behavioral intervention will be implemented with at-risk youth who are returning from a remanded period at an alternative school in lieu of expulsion from school. After the conclusion of the intervention program school attitudes, behavioral indicators, and academic success indicators will be evaluated.