School Weariness . . . THE EDGE OF THE ABYSS

- The school experience itself is toxic and diminishes self-esteem.
- The education experience in its current form is no longer an experience in which the student can be successful.
Why Do Kids Drop Out?

- ADHD
- Early lack of school success (reading by 2nd grade)
- Learning Difficulties*
- Missing prerequisite family/life skills*
  - Punctuality
  - Commitment to consistent attendance, routines (dinner, bedtime, wake-up, everyone goes to work, school, etc.)
- Hygiene/clothes
- Behavioral/socio-emotional investment in failure
How Many Drop Out? How Many Eventually Finish?

- National Dropout rate: about 30 percent give or take, don’t graduate on-time or at all

- 32% of students with ADHD (combined type – inattentive/hyperactive) don’t graduate on time or at all (with or without medication). Higher rate than students with disciplinary issues

- 15% of students with no disorder don’t graduate on time or at all
Usual Prerequisites for School Success

- Support structure for work outside of class
- Reading competence
- Family History of school success
School Weariness

- The school experience itself is toxic and diminishes self-esteem
- The education experience in its current form is no longer an experience in which the student can be successful
- The student is (often physically and/or logistically) unable to accomplish necessary tasks
- The student is depressed and hopeless when in school
- Failure has already occurred
- Survival demands escape
Contributing Factors

- Opportunities that speak to strengths and build self confidence are unavailable in current educational setting
- Interventions are not data driven and lack flexibility
- Repeated interventions have failed for years; the “blah blah blah” scenario
- Student Survival Strategies work against our strategies
Survival Strategies

- Attempting to combat depression, anxiety, etc., the student engages in survival strategies. These are unproductive and sabotage or are inconsistent with our strategies:
  - lack of work production
  - bonding with non-academic peer groups
  - substance abuse
  - truancy
  - class disruption
  - disengagement from the educational process.
Core Beliefs of Educators

All students want to graduate high school

All families want their children to graduate
Components

- Families are engaged players in the educational process
- Coursework academically and developmentally appropriate
- Strongest skills identified and included in each student’s program
- Individual mentor for each student
- Interest activity included in each student’s program
- Educator expertise in relevant competencies:
  - Culture of poverty
  - Multicultural teaching and counseling
  - ADHD
  - others
Next Steps?