

Past Schooling and Background Information for ABE/ASE students

Name		

Using the Past Schooling and Background Inventory

The following is taken from "The 'First Three Weeks' Retention Process" by Dr. B. Allan Quigley, 1993. It is based on the outcomes of a series of four research projects over an eight year period. Findings from these investigations indicated:

- The first three weeks are critical for the potential drop out population.
- It is possible to identify many of those learners who are at-risk during the orientation and intake period.
- The at-risk learners who leave in the first three weeks appear to be affected or discouraged by what they are experiencing in the program much of this appears to arise from their past schooling experiences.
- Creating high support situations with increased academic challenge in the first three weeks can make a difference in retaining this group.

Steps for Implementation

Use of the Past Schooling Inventory should come after observation of the student during a tour of facilities and a one-on-one interview. Special attention should be paid to attitudes and body language. Those students who seem uncertain, uncommitted, skeptical, hostile, extremely nervous or fearful, or who do not make eye contact, fidget, are distractible or are not engaging should be considered "at-risk" for dropping out and are good candidates for the application of the Past Schooling Inventory.

Before assignment to class, the intake person should spend approximately 45 minutes completing and discussing the Past Schooling Inventory with each at-risk student. The intake person should read each statement aloud using his/her own copy while the student completes the Inventory by circling in pencil a number on the continuum for each statement. During this process, the student should be put at ease and encouraged to think back to his/her school experiences and to answer each question carefully. They should also be encouraged to honestly project how they think they will do in the present school situation.

The intake person should build a profile by listening carefully to the discussion of each statement. He/she should schedule a one-on-one interview with the at-risk student at least once per week. In these interviews, have the student review his/her Past Schooling Inventory marking choices with a different color of pencil. Use the Inventory as a baseline with the at-risk student for at least six weeks. All information about the at-risk student should be shared with the appropriate teacher(s) at each step in the process.

Research has also found that at-risk students are more likely to remain in class if they become part of a small group (4 to 6) of regular attenders. This can be done by placing the student into a very small class or into a small group within a larger class. The choice to use small group is based on the expectation that peers in a smaller, supportive atmosphere make the major difference. It may also be helpful to assign a mentor or buddy to the at-risk student.

1	low valuable do yo	ou believe	this progr	am will be	for you?				
Section Company Comp		1	2	3	4	5	6	7	
1	Not valuable								Very valuable
1	low different do ye	ou believe	e this progr	am will be	from scho	ol?			
Not different	•						6	7	
Math	Not different								Very different
1	When in school, ho	w well die	d you do in	:					
Very poorly	math?								
reading? Very poorly		1	2	3	4	5	6	7	
1	Very poorly								Very well
Very poorly Very well writing? 1 2 3 4 5 6 7 Very well social studies? 1 2 3 4 5 6 7 Very well science? 1 2 3 4 5 6 7 Very well science? 1 2 3 4 5 6 7 Very well	reading?								
writing? Very poorly									
1	Very poorly								Very well
Very poorly	writing?								
1		1	2	3	4	5	6	7	
1	Very poorly								Very well
Very poorly	social studies?								
Science Scie		1	2	3	4	5	6	7	
1 2 3 4 5 6 7 Very poorly	Very poorly								Very well
Very poorly Very well this program, how well do you think you will do in: math? Math? <td>science?</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	science?								
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1	this program, how	v well do	you think y	you will do	in:				
1	math?								
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1 2 3 4 5 6 7	Very poorly								Very well
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		1	2	3	4	5	6	7	
	Very poorly								Very well

The teachers?	When is school, hov	v helpful	were:						
Not helpful	the teachers?								
Not helpful	Not helpful								Very helpful
Not helpful	the counselors?								
your friends? 1		1	2	3	4	5	6	7	
1	Not helpful								Very helpful
Not helpful	your friends?								
In this program, how helpful do you expect: the teachers to be?		1	2	3	4	5	6	7	
the teachers to be? Not helpful	Not helpful								Very helpful
1	In this program, how	v helpful	do you exp	ect:					
Not helpful	the teachers to be	?							
the counselors to be? 1		1	2	3	4	5	6	7	
1	Not helpful								Very helpful
Not helpful	the counselors to	be?							
Your friends to be?							6		
1	Not helpful								Very helpful
Not helpful	your friends to be	?							
How easy was it for you to make friends in school? 1									
1	Not helpful								Very helpful
1	How easy was it for	you to m	ake friends	s in school?					
How easy do you think it will be to make friends here? 1 2 3 4 5 6 7 Not easy	•	-			_	5	6	7	
1 2 3 4 5 6 7 Very easy How helpful do you think these new friends will be? 1 2 3 4 5 6 7 Very helpful Right now, how do you expect you will do in this program? 1 2 3 4 5 6 7 The state of	Not easy								Very easy
1 2 3 4 5 6 7 Very easy How helpful do you think these new friends will be? 1 2 3 4 5 6 7 Very helpful Right now, how do you expect you will do in this program? 1 2 3 4 5 6 7 The state of	How easy do you th	ink it will	be to mak	e friends he	ere?				
Not easy	, , (11					5	6	7	
1 2 3 4 5 6 7 Not helpful	Not easy								Very easy
1 2 3 4 5 6 7 Not helpful	How helpful do you	think the	se new frie	ends will he	.?				
Not helpful						5	6	7	
1 2 3 4 5 6 7	Not helpful			_					Very helpful
1 2 3 4 5 6 7	Right now, how do	you expe	ct you will o	do in this p	rogram?				
Not easy	g, 40)	-	-	-	_	5	6	7	
	Not easy								Very easy