



## **Seminar on Truancy: Fall 2007 and Spring 2008**

### **Module 1: Introduction to Truancy**

### **Module 2: Exemplar School and District-Wide Truancy Initiatives**

### **Module 3: Developing a Comprehensive Truancy Intervention Program**

#### **University of Wisconsin-Madison Department of Counseling Psychology**

#### **Seminar Objective:**

The objective of this series of three 4-week modules is to address and develop an understanding of the non-cognitive issues that influence the educational experience of today's youth and contribute to the achievement gap that exists between social groups. Participants will learn how personal and cultural factors affect youth within the educational setting, particularly how these factors can influence a student's lack of school engagement and attendance. This module sequence will examine the impact of issues such as class, gender, race, family, academic values, and quality of school curriculum, academic ability, self-concept, and skills on the overall well-being and academic success of youth. These modules are designed for K-12 educators, including teachers, principals, school counselors, school social workers, school psychologists, and other educators who play a role in designing and/or implementing truancy intervention efforts.

Each module is delivered primarily on-line, with one in-class meeting over the course of four weeks. Assigned lectures and readings can be accessed via the Learn@UW course website (<https://learnuw.wisc.edu/>). Participants can access the Learn@UW site after they complete the registration process as a special student and register for the module in which they are interested. The in-class meeting is held at the Education building on the UW-Madison campus.

Participants are encouraged to take all three modules in sequence, as each provides important information, peer discussion, and activities that help educators better understand the issue of truancy and how to appropriately address it within their school or district. However, participants may elect to take one or two of the modules rather than all three according to their interests and schedule (please see requirements for each module within the description).

#### **Module 1: Introduction to Truancy**

In this module, "Introduction to Truancy," participants will be provided with information about the current state of truancy in Wisconsin. Theoretical perspectives on the issue of truancy will be presented, along with prevention science literature and its relationship to truancy intervention. This module is appropriate for individuals who would benefit from gaining foundational knowledge about the issue of truancy in K-12 education and who would like to begin discussing this issue with their peers.

#### **Dates of Module**

Module one is offered four times per academic year:

- September 10-October 6, 2007
- November 19-December 15, 2007
- January 21-February 16, 2008
- March 31-April 26, 2008

#### **Requirements**

Any individual who has obtained a Bachelor's degree is eligible to take this course. The course is particularly designed for those who are currently working in the field of K-12 education.

## Objectives

1. Develop an understanding of ecological factors affecting truancy
2. Become familiar with an overview of theories relevant to understanding truancy and school dropout
3. Address programmatic issues to prepare participants to research their school's truancy rates

## Activities

Participants in module one will:

- View three on-line video lectures and complete assigned readings that provide important information related to the topics above
- Participate in one in-class discussion meeting that provides an opportunity to engage in a dialogue
- Complete a Logic Model assignment that facilitates an assessment of the current efforts to address truancy in one's school/district and where there is a need for additional intervention

## Module Timeline

<b>Week 1</b>	<ul style="list-style-type: none"><li>• <b>Topic: Overview of Truancy and Utilizing an Ecological Perspective</b></li><li>• Video: Dan Wiltrout—Brief Overview of Truancy in WI</li><li>• Reading: Epstein &amp; Sheldon, 2002—Present and accounted for: Improving student attendance through family and community involvement.</li><li>• Optional Reading: Garrison, 2006—"I missed the bus" school grade transition, the Wilmington truancy center, and reasons youth don't go to school"</li></ul>
<b>Week 2</b>	<ul style="list-style-type: none"><li>• <b>Topic: Truancy Theories (Part 1)</b></li><li>• Video: Hardin Coleman—Overview of Truancy Theories Video 1</li><li>• Readings: Yang &amp; Coleman—Truancy Osterman, 2000: Students' need for belonging in the school community</li></ul>
<b>Week 3</b>	<ul style="list-style-type: none"><li>• <b>Topic: Truancy Theories (Part 2)</b></li><li>• Video: Hardin Coleman—Overview of Truancy Theories Video 2</li><li>• Reading: Coleman, in press—Minority student achievement</li><li>• Optional Readings: McCubbin—Challenges to the definition of resilience; Teasley, 2004—Absenteeism and truancy: Risk, protection, and best practice implications for school social workers</li></ul>
<b>Week 4</b>	<ul style="list-style-type: none"><li>• <b>Topic: Prevention Science</b></li><li>• No video this week</li><li>• Reading: Adleman &amp; Taylor, 2000—Moving prevention from the fringes into the fabric of school improvement</li><li>• Optional Readings: Kratochwill, Albers, &amp; Stoiber, 2004—School-based interventions; Walker &amp; Shinn—Structuring school-based interventions to achieve integrated primary, secondary, and tertiary prevention goals for safe and effective schools</li><li>• Assignment: Logic Model; go to UW Extension's Logic Model link</li><li>• In-class discussion<ul style="list-style-type: none"><li>○ Fall Semester<ul style="list-style-type: none"><li>▪ Saturday, October 6, 2007, 1:30-4:00pm OR</li><li>▪ Saturday, December 15, 2007, 1:30-4:00pm</li></ul></li><li>○ Spring Semester<ul style="list-style-type: none"><li>▪ Saturday, February 16, 2008, 1:30-4pm OR</li><li>▪ Saturday, April 26, 2008, 1:30-4:00pm</li></ul></li></ul></li></ul>

## **Module 2: Exemplar School and District-Wide Truancy Initiatives**

In this module, “Exemplar School and District-Wide Truancy Initiatives,” participants will have the opportunity to view video lectures that provide examples of what an urban, suburban, and rural school district in Wisconsin is doing to address truancy. Furthermore, research will be presented on the role of teachers in the discipline gap and how the findings from this research can be integrated into truancy initiatives. This module is appropriate for individuals who would benefit from learning about successful efforts that have been implemented in various school districts and are interested in applying them to their own work with youth.

### **Dates of Module**

Module two is offered two times per academic year:

- October 15-November 10, 2007
- February 25-March 22, 2008

### **Requirements**

Any individual who has obtained a Bachelor’s degree is eligible to take this course. The course is particularly designed for those who are currently working in the field of K-12 education.

### **Objectives**

1. Become familiar with school exemplars in Wisconsin that have successfully implemented effective truancy reduction plans in urban, rural, and suburban areas
2. Be introduced to research that emphasizes the relationship between truancy and the discipline gap, specifically highlighting the teacher’s role in helping to reduce truancy rates
3. Apply the factors addressed in the exemplars to a specific youth with whom you work/have worked, and consider how an intervention plan for this youth might be designed

### **Activities**

Participants in module two will:

1. View four on-line video lectures and complete assigned readings that provide important information related to the topics above
2. Participate in one in-class discussion meeting that provides an opportunity to engage in a dialogue about how to choose effective truancy interventions that meet the unique needs of the school/community
3. Complete an Individual Case Conceptualization project that allows each participant to consider the multiple factors that impact a child’s lack of engagement with and attendance at school

### **Module Timeline**

<b>Week 1</b>	<ul style="list-style-type: none"><li>• <b>Topic: Urban School District Exemplar</b></li><li>• Video: Barbara Parisi—Urban School District</li><li>• Reading: Alder, 2002</li><li>• Optional Reading: Fantuzzo et al., 2005</li></ul>
<b>Week 2</b>	<ul style="list-style-type: none"><li>• <b>Topic: Rural School District Exemplar</b></li><li>• Video: George Karling—Rural School District</li><li>• Reading: Lauchlin, 2003</li><li>• Optional Reading: Karcher, 2002</li></ul>
<b>Week 3</b>	<ul style="list-style-type: none"><li>• <b>Topic: Suburban School District Exemplar</b></li><li>• Video: Anthony Beardsley—Suburban School District</li><li>• Reading: Reid, 2003</li><li>• Optional Reading: Lehr et al., 2004</li></ul>

	<ul style="list-style-type: none"> <li>• Assignment: Begin Individual Case Conceptualization</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• <b>Topic: The Discipline Gap and the Teacher’s Role</b></li> <li>• Video: Anne Gregory—The Discipline Gap</li> <li>• Reading: Brown, 2004</li> <li>• Optional Readings: Weinstein, 2004</li> <li>• In-class discussion <ul style="list-style-type: none"> <li>○ Fall Semester: Saturday, November 3, 2007, 1:30-4:00pm</li> <li>○ Spring Semester: Saturday, March 22, 2008, 1:30-4:00pm</li> </ul> </li> <li>• Individual Case Conceptualization due</li> </ul>

**Module 3: Developing a Comprehensive Truancy Intervention Program**

In this module, “Developing a Comprehensive Truancy Intervention Program,” participants will be introduced to the Wisconsin Department of Public Instruction’s Action Plan framework as a template for developing a comprehensive truancy intervention program. Participants will develop a plan that addresses the unique and important needs of their school/district. Furthermore, participants will also be provided with an example of a school district’s plan for tracking truancy beginning at the elementary school years and continuing through high school. Participants will engage in dialogue with their peers about developing their truancy intervention programs, which will enable individuals to receive critical feedback that they can then incorporate into their final plans.

**Dates of Module**

Module three is offered two times per academic year:

- November 19-December 15, 2007
- March 31-April 26, 2007

**Requirements**

Any individual who has obtained a Bachelor’s degree AND who has previously completed Module 1 (Introduction to Truancy) is eligible to take this course. The course is particularly designed for those who are currently working in the field of K-12 education.

**Objectives**

1. Become familiar with the Wisconsin Department of Public Instruction’s Action Plan
2. Apply the action plan framework to a specific school/district in order to address the issue of truancy.

**Activities**

Participants in module three will:

1. View two on-line video lectures and complete assigned readings that provide important information related to the topics above
2. Participate in two in-class discussion meetings that provides an opportunity to engage in a dialogue about how to create a comprehensive truancy intervention plan that addresses the unique needs of the school/community
3. Complete their own comprehensive truancy intervention plans with the intention of implementing the plan in their school or district.

**Module Timeline**

<b>Week 1</b>	<ul style="list-style-type: none"> <li>• <b>Topic: Wisconsin Department of Public Instruction’s Action Plan</b></li> <li>• Video: Hardin Coleman—Developing an Action Plan</li> </ul>
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	<ul style="list-style-type: none"> <li>• Reading: Developing a Truancy Intervention Program; Action Plan worksheets</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• <b>Topic: Truancy and No Child Left Behind</b></li> <li>• Video: Rebecca Rocho—Truancy and NCLB</li> <li>• Reading: Elizondo et al. 2003</li> <li>• In-class discussion <ul style="list-style-type: none"> <li>○ Fall Semester: Saturday, December 1, 2007, 1:30-4:00pm</li> <li>○ Spring Semester: Saturday, 12, 2008, 1:30-4:00pm</li> </ul> </li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• <b>Topic: Connectedness</b></li> <li>• No video</li> <li>• Reading: Karcher et al., in press; Lindwall &amp; Coleman, in press</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• <b>Topic: Truancy Intervention Plans</b></li> <li>• Work on finishing final truancy intervention plans</li> <li>• Get feedback from peer re: plan</li> <li>• No video</li> <li>• Optional Readings: Garrison, 2006</li> <li>• In-class discussion <ul style="list-style-type: none"> <li>○ Fall Semester: Saturday, December 15, 2007, 1:30-4:00pm</li> <li>○ Spring Semester: Saturday, April 26, 2008, 1:30-4:00pm</li> </ul> </li> </ul>

\*\*\*\*For more information about the three Truancy modules, please contact:

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