I. Title of the PFRDG
Implementation and Evaluation of Strategies to Increase Self-Efficacy Perceptions and Academic Achievement in Teenaged Mothers Enrolled in an Alternative School

II. Names of Principal Investigator, Co-Principal Investigator, and additional team members

Principal Investigator/Project Director
Linda Howard, EdD

Co-Principal Investigators/Project Directors
Shanika Y. Taylor, EdD
Claire Michele Rice, PhD

Additional Team Members (Undergraduate College Mentors, Florida Memorial University)
Gillian Gill
Gale Hyde

III. List of NSU Academic Units and external entities, if applicable, involved in the Project

Nova Southeastern University, Fischler School of Education and Human Services
Florida Memorial University, Division of Social Sciences

IV. Introduction

The project was initially designed to examine an academically at-risk group of approximately 40-50 teenaged mothers and pregnant teens (teen moms) at Hallandale Adult Community Center (HACC) to determine the relationship, if any, between self-efficacy perceptions and academic achievement as measured by Florida Comprehensive Achievement Test (FCAT) reading scores and quarterly grades in reading. Initially the study was designed to (1) to demonstrate quantitatively increased academic achievement (as measured by FCAT reading scores and quarterly reading grades) in teen moms by improving self-efficacy perceptions though structured mentoring and role-modeling activities collectively described as the Ellison Model (Ellison, 2002; Rice, 2001a, 2001b; Rice & Hunt, 2004; Rice, 2005); (2) to explore qualitatively the relationship between teen moms’ self-efficacy perceptions and academic achievements and challenges through review of individual journals completed over the period of the study; and (3) to disseminate the results of this study to educators, sociologists, and policy makers nationwide via peer-reviewed journal articles and conference presentations. The project was designed to include elements of both quantitative and qualitative research. However, due to factors beyond the researchers’ control (see below) that resulted in loss of participants in the project, the study became more of a qualitative study that brought forth the voice, challenges, and experiences of five study participants.
The 14 original participants in the study were enrolled in a structured teen parent program at HACC, which is a Broward County, Florida alternative public high school. While the study was initially designed to have a control group of 20-30 and an experimental group of 20-30 students, in the end only 14 students participated for a variety of reasons. First, the control group, which was the teen parent class scheduled to meet from 8:00 a.m. to 9:00 a.m., was eliminated because the school administrators decided in September 2005 to discontinue child care services before 9 a.m. When the child care services were eliminated for the 8:00 a.m. class, the teen moms in that class transferred to the afternoon class, which had been identified as the experimental group. Therefore, there is no control group to compare to the experimental group in this study. Secondly, the number of subjects in the experimental group who returned the informed consent documents and participated was much less than the anticipated 30. A major barrier to participation was obtaining signed consent forms from the teen moms and their parents/guardians. In some cases, conflicts and/or lack of contact between the teen mom and her parent/guardian precluded participation. A total of 18 teen moms were able to present properly signed consent forms. Of these, 14 actually participated in at least some of the weekly sessions. Thirdly, many students left the study because this population is highly transient for a variety reasons: conflicts with parents, extended truancy, movement back to “regular” schools and away from the teen parent program at HACC, and completion of requirements for graduation or GED attainment. In some cases, school administrators had no explanation for students’ attrition, and attempts to contact the teen moms proved futile. Fourthly, a natural catastrophe, Hurricane Wilma, which occurred on October 24, 2005 resulted in many students who lived in mobile homes and apartments being displaced and consequently leaving the community and school.

The study formally began October 18, 2005. However, because the teen parents have historically been a highly transient population, the participants were allowed to join until mid December 2005, which was approximately midway into the study. All the participants were racial and/or ethnic minorities (Black and/or Hispanic). Prior to engaging in any of the structured activities, each participant completed the modified Self-efficacy Scale instrument (modified SES, Howard, Rice, & Taylor, 2005). During the six month study, the participants engaged in structured mentoring activities, collectively known as the Ellison Executive Model of Inclusive Community Building (Ellison, 2002; Hunt, Howard, & Rice, 1997; Rice, 2001a, 2001b; Rice & Hunt, 2004; Rice, 2005) and a River of Life exercise; empowerment sessions led by female role models; journaling; discussions about the 7 Habits of Highly Effective Teens book, and visits to two local universities. At the end of the study, four participants completed the modified SES.

V. Summary of the Project

Project Activities and Significant Findings

The major activities of the project included (1) mentoring following the Ellison Model of Inclusive Community Building; (2) empowerment sessions led by female role models; (3) journaling based on the book 7 Habits of Highly Effective Teens (Covey, 1998); (4) visits to two local universities--Nova Southeastern University and Florida Memorial University; (5) a “River of Life” exercise and discussion designed to promote reflection on the past and planning for the future; (6) pre- and post project measurement of Self-Efficacy Scales (modified SES, Howard, Rice, & Taylor, 2005) to determine changes in participants’ self-efficacy perceptions over the 18-week period of the study; and (7) review of participants’ quarterly reading grades to
determine academic progress during the 18 weeks of the study. Each of these is discussed in the sections that follow.

**Mentoring**

Significant findings from the mentoring and community building portion of the study include the following: While the researchers assumed they would use the Ellison mode to build a community with the teen parent participants at HACC, that assumption was found to be invalid because the teen parents, both those participating in our study as well as those not participating, already had a community of support. Although the community had no formal or clearly articulated rules or structure as did the Ellison model, it did possess a hierarchy and unwritten but clearly understood rules. For example, Student S who was the oldest of the study participants was identified as the mother or matriarch of the group’s informal community that predated the researchers. As such, she provided a listening ear and guidance for girls experiencing social problems. In essence, participation in the study validated the existence of the girls’ community, provided a formal recognition of the community, supplied it with a structure and formal rules for operation, and strengthened its likelihood for growth and continuity by introducing concepts such as shared vision, respect, honor, trust, and unity.

Additionally, we found that trust is the hallmark for sustaining participant involvement. During the very first meeting with the participants, the researchers asked some probing questions that lead to the girls revealing some very personal information. At one point, one of the participants became so overwhelmed with emotions that she began to cry. Immediately, Student S came over to the student and began comforting her with words of support. However, the following week we noticed a sizable reduction in the number of participants. When asked why some of the girls had not returned, the participants stated because someone in the group had told non-participants about what had transpired the previous week. It was at that point, we discussed the importance of confidentiality among the participants. Afterwards, we facilitated the development of community rules (see Appendix A). Each girl had a role in developing the rules and had a vested stake in ensuring the rules were adhered to by all participants. Upon completion of the rules, we discussed the fact that all of the rules developed by the girls embodied at least one of the Ellison model’s hallmarks of respect, honor, trust, or unity. It was at that point the researchers decided the rules would be typed and shared with all study participants. This resulted in the third week attendance increasing. Hence, we found when very sensitive issues are discussed there must be clearly articulated ground rules for behavior and confidentiality if participants are going to be expected to share and remain involved in the study. Additional insights gleaned from the mentoring process included:

1. One participant indicated that she felt that she was not being academically challenged. Her career goal was to become an OB-GYN physician and she felt that the teen parent program lacked academic rigor and was not helping her to move toward her goal of becoming a physician.

2. On a scheduled session that fell on Valentine’s Day, one of the mentor-led activities included the assembly of a “care” package of small items and discussion of valuing and caring for oneself. At the conclusion of this activity, the mentor commented that we all need to feel love for ourselves and that feeling loved makes us beautiful. At that comment, one of the teen moms remarked wistfully, “No one ever told me I was
beautiful before.” That led to a discussion of what society uses as criteria for beauty and attractiveness in women as well as how women’s self-perceptions are influenced by the perceptions of others. That discussion, in turn, generated comments from the teen moms related to appearances, social interactions with males and other females, and differences between “inner” and “outer” beauty.

Empowerment Sessions Led by Female Role Models

There were five sessions of female role model presenters over the period of the project. The first presenter focused on goal setting and overcoming adversity to pursue higher education dreams. The second focused on the importance of family for “at-risk” youth. The presenter herself was a foster child who was later adopted by her foster family. She stressed that reading and education were vehicles for overcoming adversity she had experienced as a child of the foster care system. This presenter is currently a doctoral student at NSU. The third presenter was herself a teen mom about 35 years earlier. She spoke about overcoming the negative societal labels attached to being a teen mom and developing goals and high expectations for oneself as well as the benefits of becoming a business owner and achieving financial independence through hard work. The fourth presenter spoke on two occasions. She herself was a teen mom about 20 years earlier. She focused on expanding one’s horizons and visualizing being more than one is. Further she stressed the importance of not being afraid to take on nontraditional roles in the workplace. In her second session, this presenter discussed goal setting and achieving economic security as a single parent.

Some of the other findings from these sessions included these insights from participants:

1. One of the role models currently works as a mortgage broker and projects a very successful image. At the end of this role model’s presentation, one of the teen moms commented, “No way was she a teen mom. Look at her now, with her car and her house.” The presenter then dialogued with this teen mom about how she overcame her circumstances and attained her present level of independence. The role model also discussed with this teen mom how setbacks can be transformed into opportunities with hard work and determination.

2. One of the role models is a registered nurse who also owns her own business; she, too, had been a teen mom 35 years earlier. The teen moms engaged this presenter at length about steps she pursued to achieve her goals of nursing school and economic self-sufficiency.

3. One presenter, currently a doctoral student, discussed the importance of family support, including extended family of aunts, cousins, “church family,” and others, as a foundation for achieving goals. The teen moms, many of whom are experiencing significant family conflicts, questioned this presenter at length about ways of overcoming conflicts and misunderstandings with family members.

Journaling Using the Book 7 Habits of Highly Effective Teens

Within the first month of the project, each participant was given a copy of 7 Habits of Highly Effective Teens (Covey, 1998). The teen moms were asked to read a specific section of
the book as “homework” and to be prepared to discuss the reading at the next weekly session. The researchers found that the teen moms generally did not complete their readings as requested. This, combined with the sporadic school and project attendance of the teen moms, led the researchers to create worksheets based on the book that could be completed and discussed during the weekly sessions rather than relying on the teen moms to complete their readings as homework. The discussions focused on the concept of a habit, the differences between positive and negative habits, and the process of integrating positive habits into daily routines.

Visits to Local Universities – Nova Southeastern University and Florida Memorial University

During the session prior to the two university visits, the researchers and mentors engaged the participants in an hour long discussion about college life and expectations. The one hour discussion entitled College 101 focused on college majors and minors, financial aid and scholarships, course scheduling and selection, time management, housing, child care on campus, and the difference between undergraduate and graduate degree programs.

On the final session of the study, three of the participants took part in the bus trip to two local universities – Nova Southeastern University and Florida Memorial University. While at Nova Southeastern University the students met with the Assistant Director of Undergraduate Programs to discuss the programs offered at the university, admission requirements, extracurricular activities, and the financial aid packages available. The students then visited the Alvin Sherman Library, where they expressed surprise at the size of the library and the number of computers available to students. While in the library, the students visited the museum, which was featuring the Rock My Soul: The Legacy of Black Rock and Roll exhibit. While viewing the exhibit, Student A commented, “Wow, I didn’t know they have stuff like this at colleges! I’m going to bring my mom back here.” She then proceeded to snap a picture of several pieces of artwork so that she could show her mother.

During the visit to the dormitories, the participants had an opportunity to see the “model” dorm room and to speak with undergraduate students about their academic and social experiences. The participants expressed their amazement about the lack of direct student supervision and they were even more astonished by the fact that the dormitories were co-ed. That is, females and males resided in the same building but not the same rooms. Radio X, the university’s on-campus radio station, provided the students with additional insight into the social programming opportunities available on a college campus. The participants learned about the radio station’s operations and learned about the various artists and dignitaries that had been interviewed by the station. The director station’s director also discussed opportunities for the students to intern at the radio station while completing their high school requirements. One student in particular, student M, was very excited about the opportunity because she has aspirations of being a professional singer and felt that the internship could help her discover more about the music industry. It was at this point that the students realized that on a college campus learning takes place both within and outside of the classroom. This was a paradigm shift for the participants. After visiting Radio X, the students had lunch in the university’s cafeteria where they had the opportunity to observe college students eating, socializing, and studying.

At the end of the visit to NSU, Student A, who had just weeks before emphatically stated, “I am not going to college because I am not smart enough” had undergone a major transformation. Prior to boarding the bus to leave NSU’s campus, Student A pulled one of the researchers aside and said affirmatively, “I AM GOING TO COLLEGE!” This transformation
could be attributed in large part to the mere exposure to a college campus and the possibility of attendance. While many of the study participants had mental images of what a “college” was, very few had and none of the participants attending the field trip had ever visited a college campus before.

After the visit to NSU, the students were taken by bus to Florida Memorial University. There, the university recruiter discussed the history of the historically black institution. Afterwards, the students visited the music center and met with the department’s chairperson and a member of the music faculty. While the faculty member discussed the various programs offered, Student M seemed very animated and enthusiastic. When asked if she had an interest in music, she replied, “Yes, I am so excited because I just love to sing and I want to be a professional singer.” She was then asked by the music chairperson to share her talent. The chairperson, an accomplished pianist who has recorded several music albums and CDs, then went to the piano and asked Student M to select a song to perform. She selected the gospel song, “His Eye is on the Sparrow.” As she began to sing, many of those who witnessed the singing were emotionally moved. After the performance, the chairperson stated, “That was amazing! I have one question, “What is it going to take for us to get you here at Florida Memorial?” He then took out his business card and wrote his cell phone number on the back and gave it to Student M. This student appeared overwhelmed by this gesture of confidence from the music chairperson.

“River of Life” Exercise

The participants completed a “River of Life” artistic exercise in which they reflected on major life events and planned for the future. Each of the participants was given a large (3 feet by 3 feet) sheet of paper and several colored markers. Each was instructed to draw the major events of her life, picturing those events as part of a river. The participants were told that each would present her drawing to the group as part of the discussion later in the session. The teen moms spent some time in reflection and then began drawing their lives according to the river metaphor. Major conflicts and difficulties in their lives were drawn as “boulders” or “rapids” in the river and relatively calm periods were drawn as pools of water in the river. Other metaphors, including flowers and trees, whirlpools, stagnant water, and sewage were included in the participants’ drawings. The mentors and researchers also participated in this exercise and shared their drawings with the group. During the presentation of drawings and discussion period that followed, several insights were expressed by the teen moms, including the importance of a support network during difficult times, the need for family, and reliance on oneself to navigate the frightening portions of the river. The teen moms generally expressed hope for the future, in that their “rivers” led to “calm waters.” Several participants expressed that this exercise gave them an opportunity to think of their lives as less of a series of past conflicts and more as a direction to plan for the future. One participant expressed that she was able to understand how past conflicts with her family had shaped her present circumstances.

Discussion of Major Findings

The literature asserts that teen moms are adversely affected by a myriad of social and educational challenges (Beutel, 2000; Hubbard, 1991; Ledbetter, 2003; Rich & Kim, 1999). In this research study, we found many of these issues, such as sporadic attendance, attrition, low academic performance, depression, and homelessness present in this population. We also found
that many of the teen moms had high expectations for themselves and the school. Many of the students wanted the school to do more to challenge them academically and to prepare them better for life after high school. Additionally, the students wanted the school to be more supportive of their desire to be adolescents (Erikson, 1963) in search of a positive identity (Zachary, 2005) that transcended that of “teen parent” and all of its negative connotations. They wanted to be perceived as individuals, without labels, simply pursuing their goals of becoming high school graduates, college graduates, and professional women. The entire notion of labeling had become so pervasive in their homes, communities, and the school that many of the girls had begun to embody the negative labels placed upon them by others. We found that merely making the girls aware of the fact that they controlled their actions and could ultimately change others’ perceptions of them by making a conscious effort to behave in a manner that is indicative of who they are, and not what they are perceived as by others. In essence, there is a need for more mentoring and role modeling opportunities for teenaged mothers. This will enable them to receive more positive reinforcement that focuses on their strengths adolescents first and foremost, then as teen parents. We found that the development of conflict resolution skills helped the participants to better manage their interactions with parents, teachers, peers, and children’s fathers. This alleviated many of the problems that resulted from conflicts and resulted in additional stress and depression. In regard to academic achievement, one teen mom completed her high-school equivalency examination; reading scores of the participants showed only negligible improvement. There was no measurable improvement on FCAT scores. The Self-efficacy Scales (Howard, Rice, and Taylor, 2005) and means of the pre- and post-implementation scales are attached as Appendix B. Due to the small number of participants, and their sporadic participation in the study, no valid conclusions may be drawn from a comparison of the scales.

Coloring Books or College: Are Teen Moms Being Challenged Academically?

While visiting the teen parent classroom, the researchers observed the teen moms coloring pictures for their children and making crib mobiles for their babies. Never were the students engaged in activities typical of a high school curriculum. All activities appeared to focus on motherhood. Yet, this myopic view seems to close the door of opportunity for academic rigor and college preparation for these young ladies. When asked how many of the 14 participants intended to attend college, all but one affirmed their desire to pursue higher education. However, the curriculum that exists in the teen parent program in many ways sabotaged the participants’ preparation and ultimately diminished their expectations of enrolling in college. One participant, Student A, expressed her aspirations throughout the study to become an Obstetrician-Gynecologist. Yet, in frustration she admonished the school for having low expectations for the teen parents and not providing the academic rigor she needed, particularly in the areas of math and science to go on to college and fulfill her career goal. This echoes the findings from previous research, that for teen parents “… schools can affect students' ability and desire to learn while also revealing the detrimental effects that school disorganization can have on student outcomes” (Zachary, 2005, p. 2592). Further, racial considerations may be a factor. Previous research “… suggests that pregnant and mothering students are differentially treated by race, with African American pregnant and mothering students most often receiving limited educational services…” (Pillow, 2006, p. 71). Several of the students expressed their desire to have extracurricular activities at the school and their belief that lack of such activities was a punishment for not being enrolled in a “regular high school.” The students suggested that many of the school’s facilities
were not being used to promote student engagement. They explained the gymnasium was being used as a testing center and the tennis courts for teacher parking. Additionally, Student X’s mother removed her from the program and returned to her home school because she felt the program lacked the academic rigor found in the home school.

While the teen parent program does afford many students the opportunity to continue their educations by providing child care, lack of academic rigor, a primary focus on motherhood instead of academics, and a perceived disconnect between school and work/college may result in teen moms becoming academically disengaged and eventually dropping out of school. Therefore, school administrators and policy makers should consider other alternatives for providing childcare and integrating teen parents back into their regular high schools where rigorous curriculum, extracurricular activities, and school-to-work programs are available.

Additional Recommendations

There should be more considerations into whether or not segregating teen parents academically is truly beneficial to both the parents and their offspring. While a focus on motherhood is needed during pregnancy and shortly after childbirth, it should not negate nor eliminate the need for academic rigor and high academic expectations for teen parents. Life after acquiring the title of “mother” will require many skills that are marketable in the workplace that a shortsighted focus on mothering does not provide. Hence, it is suggested the practices and the outcomes of the participants enrolled in Teen Parent Programs be evaluated. Intensive remedial class work, including a stronger focus on reading and mathematics, should replace the individualized study sheets used by most of the teen moms in this study as a basis for their school work.
### Timeline of Activities for the Study

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### VI. Listing of Future Plans

The findings from this research study have been and will be presented to a variety of interested parties including Broward County Public Schools - Office of Research, professional conferences, and peer-reviewed journals. Please see the following section. Additional funding sources for replication of this study with a larger population at a different school site will be investigated. This study enabled the university, by way of the researchers, to develop a positive working relationship with Florida Memorial University and Broward County Public Schools.
VII. Publications/Presentations

First, in April 2006, the three researchers and two mentors presented the findings at the Florida Fund for Minority Teachers (FFMT), 10th Annual Recruitment and Retention Conference in Jacksonville, Florida. The FFMT conference provides pre-service teachers with professional development and training opportunities. The presentation was entitled “The Baby Mama Clique: Understanding the Educational Aspirations and Challenges of High School Teen Mothers.” For the most part, the 750 FFMT conference participants are individuals who are very likely to work in urban and inner city schools, and are likely to encounter the population we worked with during the study. Second, the researchers presented the findings at the NSU Fischler School of Education Global Leading and Learning Conference in Orlando, Florida in July of 2006. This conference was attended by 950 doctoral students enrolled in the Fischler School of Education and Human Services. The session entitled “The Baby Mama Clique: A Qualitative Analysis of High School Teen Moms” was presented twice and shared with over 80 participants. Third, the researchers have submitted a proposal for a presentation of their research to the American Association for Adult and Continuing Education national conference, to be held in Milwaukee, Wisconsin on November 7-10, 2006. The proposed session is entitled “The Baby Mama Clique: A Qualitative Analysis of Teenaged Mothers in an Adult Alternative School.” Notification of acceptance will be made to presenters in early August 2006. Fourth, the researchers plan to submit manuscripts describing this study to the Journal of Care for the Poor and Underserved, the Journal of School Choice, and the Journal of At-Risk Issues. Fifth, the study findings, more specifically implications for teaching and learning, will be presented to the Broward County Public Schools – Office of Research.
References


Appendixes
Appendix A
Community Rules
Community Rules

1. What’s said here stays here.
2. Respect everyone’s opinion.
4. Everyone is different in their own way, so don’t make fun of them.
5. Don’t be a snitch!
6. Forgive but don’t forget.
7. Get over it.
8. Care for other people’s feelings.
9. Everyone is special and unique in their own way, so be considerate!
10. Always be willing to learn new things.
Appendix B
Self-efficacy Scales: Generic, Pre-implementation Means, and Post-implementation Means
Self-Efficacy Scale (modified – Howard, Rice, and Taylor)

This questionnaire is a series of statements about your personal attitudes and traits. Each statement represents a commonly held belief. Read each statement and decide to what extent it describes you. There are no right or wrong answers. You will probably agree with some of the statements and disagree with others. Please indicate your feelings about each statement below by marking the letter that best describes your attitude or feeling. Please be honest and describe how you really are, not as you would like to be.

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<th></th>
<th>Disagree Strongly</th>
<th>Disagree Somewhat</th>
<th>Neither agree nor disagree</th>
<th>Agree Somewhat</th>
<th>Agree</th>
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<td>I like to be outside.</td>
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<td>2</td>
<td>When I make plans, I am sure that I can make them work.</td>
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<td>One problem I have is that I am not able to get my school work done when I am supposed to.</td>
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<td>4</td>
<td>If I can’t do something the first time, I keep trying until I can.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>When I set a goal for myself, I often do achieve it.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I give up on things before I finish them.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I like to play sports.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I avoid things that are difficult.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>If something looks really complicated, I will not even bother to try it.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>There is some good in everybody.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>When I have to do something boring or something I don’t like, I stick to it until it is done.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>When I decide to do something, I go right to work on it.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I like learning about nature and the way the world works.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>When I am trying to learn something new, I soon give up if I don’t get it right away.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. When something bad happens out of the blue, I do not handle it very well. 1 2 3 4 5
16. I think that everyone should be treated fairly. 1 2 3 4 5
17. I do not try to learn new things if they look too difficult for me. 1 2 3 4 5
18. When I fail at something, it makes me try harder the next time. 1 2 3 4 5
19. I do not seem capable of dealing with most problems that come up in my life. 1 2 3 4 5
20. I feel unsure about my ability to do things. 1 2 3 4 5
21. I rely on myself more than others. 1 2 3 4 5
22. I give up easily. 1 2 3 4 5
(Note: Questions one, seven, ten, thirteen, and twenty-one are filler questions. They do not reflect measures of self-efficacy.)
Self-Efficacy Scale (modified – Howard, Rice, and Taylor)

Pre-implementation Means (n=14)

This questionnaire is a series of statements about your personal attitudes and traits. Each statement represents a commonly held belief. Read each statement and decide to what extent it describes you. There are no right or wrong answers. You will probably agree with some of the statements and disagree with others. Please indicate your feelings about each statement below by marking the number that best describes your attitude or feeling. Please be honest and describe how you really are, not as you would like to be.

<table>
<thead>
<tr>
<th></th>
<th>1 Disagree Strongly</th>
<th>2 Disagree Somewhat</th>
<th>3 Neither agree nor disagree</th>
<th>4 Agree Somewhat</th>
<th>5 Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I like to be outside.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1(0) 2(0) 3(4) 4(3) 5(7)</td>
<td>4.21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>When I make plans, I am sure that I can make them work.</td>
<td></td>
<td></td>
<td>1(1) 2(0) 3(2) 4(7) 5(4)</td>
<td>3.92</td>
</tr>
<tr>
<td>3.</td>
<td>One problem I have is that I am not able to get my school work done when I am supposed to.</td>
<td></td>
<td>1(4) 2(2) 3(3) 4(3) 5(2)</td>
<td></td>
<td>2.78</td>
</tr>
<tr>
<td>4.</td>
<td>If I can’t do something the first time, I keep trying until I can.</td>
<td></td>
<td>1(0) 2(3) 3(3) 4(3) 5(5)</td>
<td></td>
<td>3.71</td>
</tr>
<tr>
<td>5.</td>
<td>When I set a goal for myself, I often do achieve it.</td>
<td></td>
<td>1(0) 2(1) 3(2) 4(8) 5(3)</td>
<td></td>
<td>3.93</td>
</tr>
<tr>
<td>6.</td>
<td>I give up on things before I finish them.</td>
<td></td>
<td>1(6) 2(2) 3(3) 4(2) 5(1)</td>
<td></td>
<td>2.29</td>
</tr>
<tr>
<td>7.</td>
<td>I like to play sports.</td>
<td></td>
<td>1(3) 2(1) 3(4) 4(2) 5(4)</td>
<td></td>
<td>3.21</td>
</tr>
<tr>
<td>8.</td>
<td>I avoid things that are difficult.</td>
<td></td>
<td>1(2) 2(5) 3(5) 4(2) 5(0)</td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>9.</td>
<td>If something looks really complicated, I will not even bother to try it.</td>
<td></td>
<td>1(6) 2(3) 3(3) 4(1) 5(1)</td>
<td></td>
<td>2.14</td>
</tr>
</tbody>
</table>
10. There is some good in everybody. 4.29

11. When I have to do something boring or something I don’t like, I stick to it until it is done. 3.86

12. When I decide to do something, I go right to work on it. 3.79

13. I like learning about nature and the way the world works. 3.57

15. When I am trying to learn something new, I soon give up if I don’t get it right away. 2.64

15. When something bad happens out of the blue, I do not handle it very well. 4.14

16. I think that everyone should be treated fairly. 4.29

18. I do not try to learn new things if they look too difficult for me. 2.43

18. When I fail at something, it makes me try harder the next time. 3.64

19. I do not seem capable of dealing with most problems that come up in my life. 2.50

20. I feel unsure about my ability to do things. 2.21

21. I rely on myself more than others. 1.43

22. I give up easily. 2.14
Self-Efficacy Scale (modified – Howard, Rice, and Taylor)
Post-implementation Means (n=4)

This questionnaire is a series of statements about your personal attitudes and traits. Each statement represents a commonly held belief. Read each statement and decide to what extent it describes you. There are no right or wrong answers. You will probably agree with some of the statements and disagree with others. Please indicate your feelings about each statement below by marking the letter that best describes your attitude or feeling. Please be honest and describe how you really are, not as you would like to be.

1. I like to be outside.
   Disagree Strongly 1(2) 2(0) 3(1) 4(1) 5(0)
   2.25

2. When I make plans, I am sure that I can make them work.
   Disagree Somewhat 1(0) 2(1) 3(1) 4(2) 5(0)
   3.25

3. One problem I have is that I am not able to get my school work done when I am supposed to.
   Neither agree nor disagree 1(0) 2(1) 3(1) 4(1) 5(1)
   3.50

4. If I can’t do something the first time, I keep trying until I can.
   Agree Somewhat 1(1) 2(1) 3(1) 4(0) 5(1)
   2.75

5. When I set a goal for myself, I often do achieve it.
   Agree 1(1) 2(1) 3(0) 4(1) 5(1)
   3.00

6. I give up on things before I finish them.
   1(1) 2(0) 3(1) 4(1) 5(1)
   3.25

7. I like to play sports.
   1(5) 2(0) 3(1) 4(1) 5(0)
   3.00

8. I avoid things that are difficult.
   1(0) 2(1) 3(2) 4(0) 5(1)
   3.25

9. If something looks really complicated, I will not even bother to try it.
   1(0) 2(0) 3(4) 4(0) 5(0)
   3.00

10. There is some good in everybody.
    1(0) 2(2) 3(1) 4(1) 5(0)
    2.75
11. When I have to do something boring or something I don’t like, I stick to it until it is done. 1(0) 2(3) 3(1) 4(0) 5(0) 2.25

12. When I decide to do something, I go right to work on it. 1(0) 2(1) 3(2) 4(0) 5(1) 3.25

13. I like learning about nature and the way the world works. 1(0) 2(1) 3(1) 4(1) 5(1) 3.50

16. When I am trying to learn something new, I soon give up if I don’t get it right away. 1(1) 2(1) 3(2) 4(0) 5(0) 2.64

15. When something bad happens out of the blue, I do not handle it very well. 1(1) 2(0) 3(1) 4(2) 5(0) 3.00

16. I think that everyone should be treated fairly. 1(2) 2(0) 3(0) 4(0) 5(2) 3.00

19. I do not try to learn new things if they look too difficult for me. 1(0) 2(1) 3(1) 4(1) 5(1) 3.50

18. When I fail at something, it makes me try harder the next time. 1(1) 2(1) 3(0) 4(1) 5(1) 3.00

19. I do not seem capable of dealing with most problems that come up in my life. 1(1) 2(1) 3(1) 4(1) 5(0) 2.50

20. I feel unsure about my ability to do things. 1(1) 2(1) 3(0) 4(2) 5(0) 2.75

21. I rely on myself more than others. 1(2) 2(0) 3(0) 4(0) 5(2) 3.00

22. I give up easily. 1(1) 2(0) 3(0) 4(0) 5(3) 4.00