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## Resiliency in School Experiences: A Dropout Prevention Initiative

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## Introduction

- High school graduation strongly predicts long-term health and success
- Typically, students at risk for dropout are economically disadvantaged, minorities, students with disabilities or those who lack English proficiency
- Consequences is limited prospects and the capability to maximize their occupational potential
- Limited literature related to dropout rates among Native Hawaiian and Pacific Islander (NHPI) students in the United States, including Hawaii.
- NHPI students in Hawaii have the highest dropout rates
- Purpose:** (a) understand the barriers and supports needed by at-risk NHPI students to prevent high school dropout, (b) understand the continuum of dropout

Personal Dropout Factors	Contextual Dropout Factors
<ul style="list-style-type: none"> <li>Engagement</li> <li>Motivation</li> <li>Poor academics</li> <li>Grade retention</li> <li>Behavioral problems</li> </ul>	<ul style="list-style-type: none"> <li>Family background/culture</li> <li>Family socioeconomic standing</li> <li>Economic responsibility</li> <li>Parent education level</li> <li>School relationships</li> </ul>

- Dropouts At Risk for:** substance abuse, criminal activity/incarceration, and welfare dependency

## Community Site

- W.R. Farrington High School
- Institute for Human Services

## Methods

- Participants:** 6 faculty and 12 student
- Student Engagement Instrument (SEI) 4-point scale**
  - Affective (psychological) engagement
  - Cognitive Engagement
- Student Inventory (SI)**
  - Family, personal, school barriers hindering school success
  - What supports are needed
- Semi-structure interviews**
  - Students
  - Faculty
  - Employment Specialist

## Results

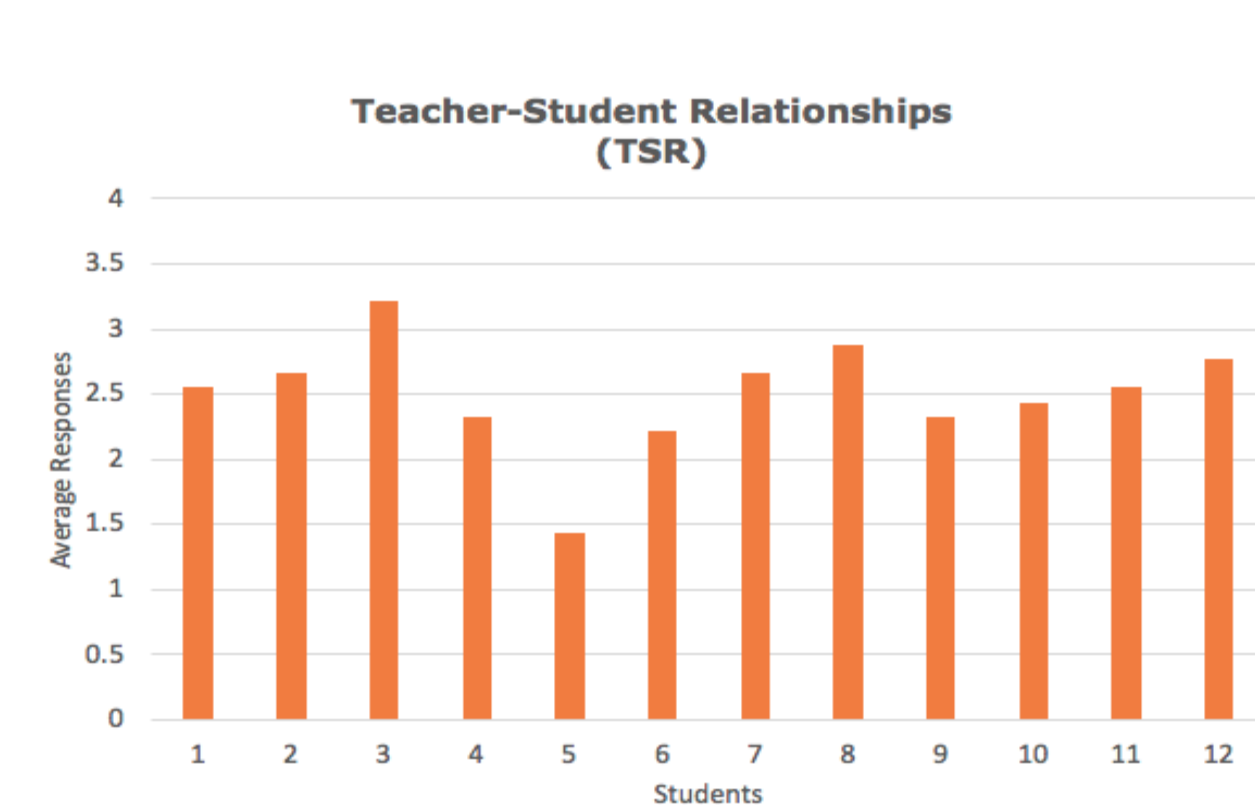


Figure 1. SEI TSR Results

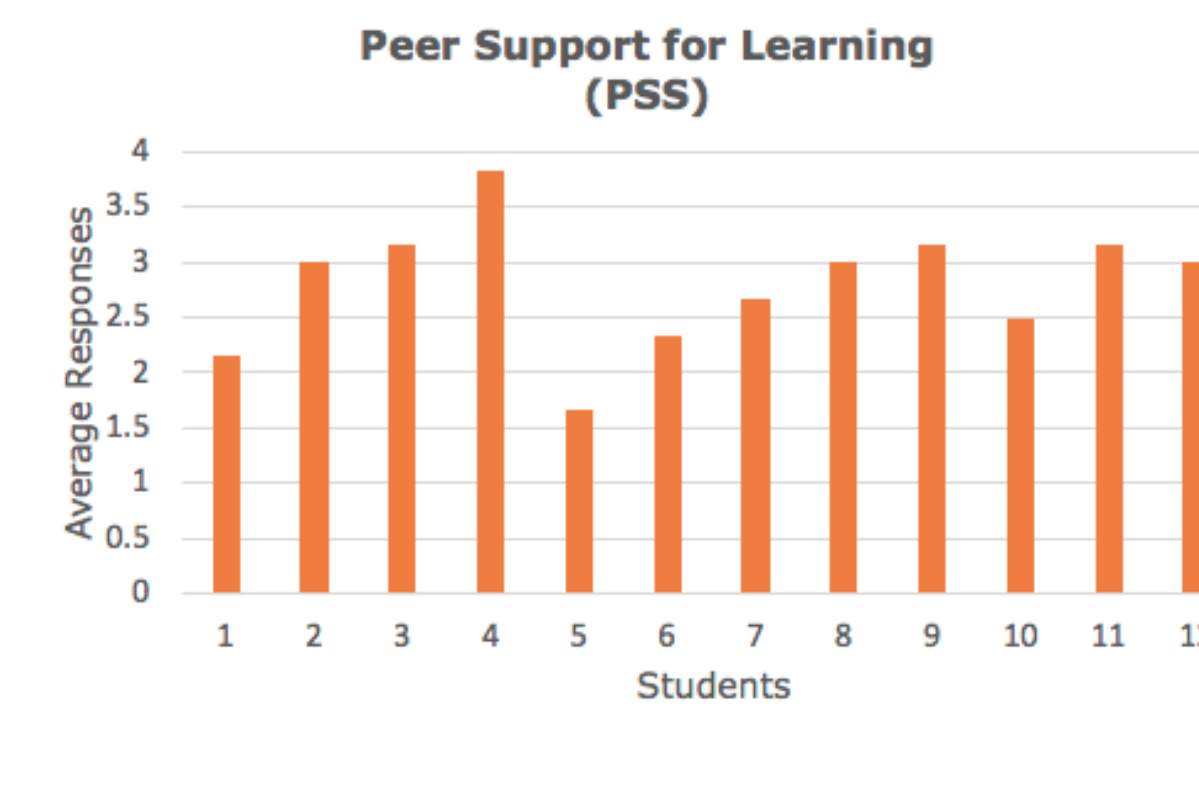


Figure 2. SEI PSS Results

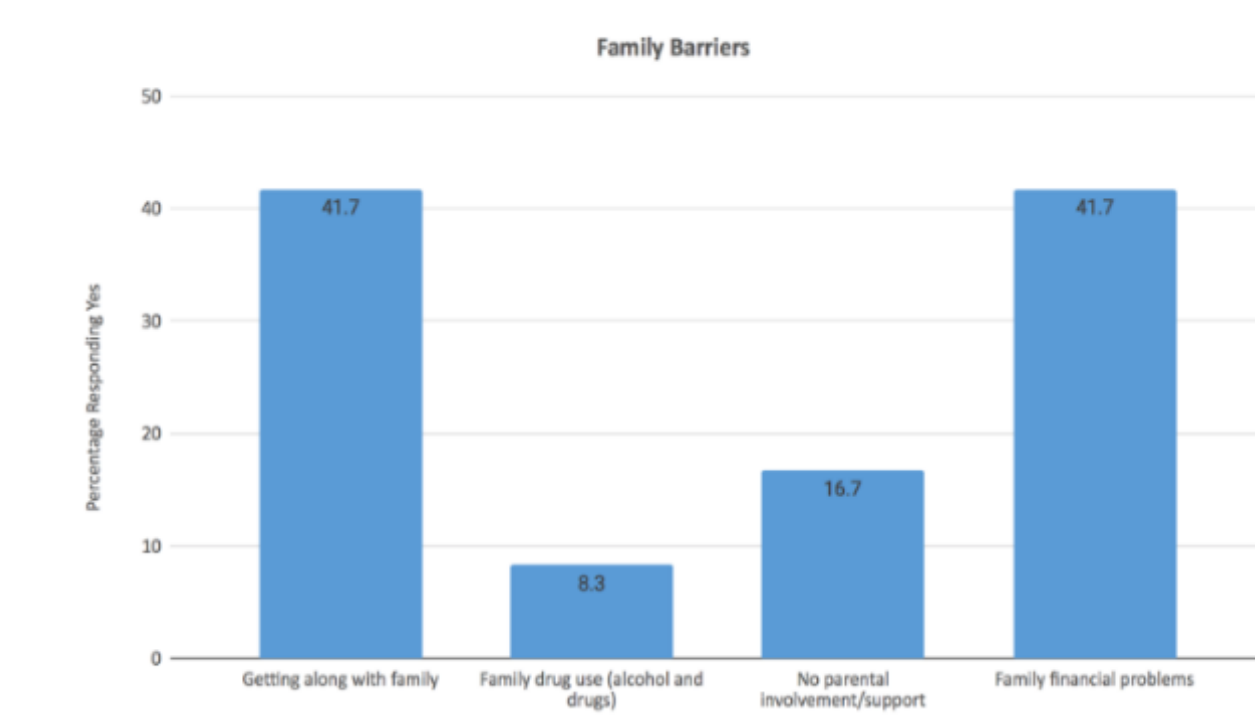


Figure 3. SI Family Barriers Results

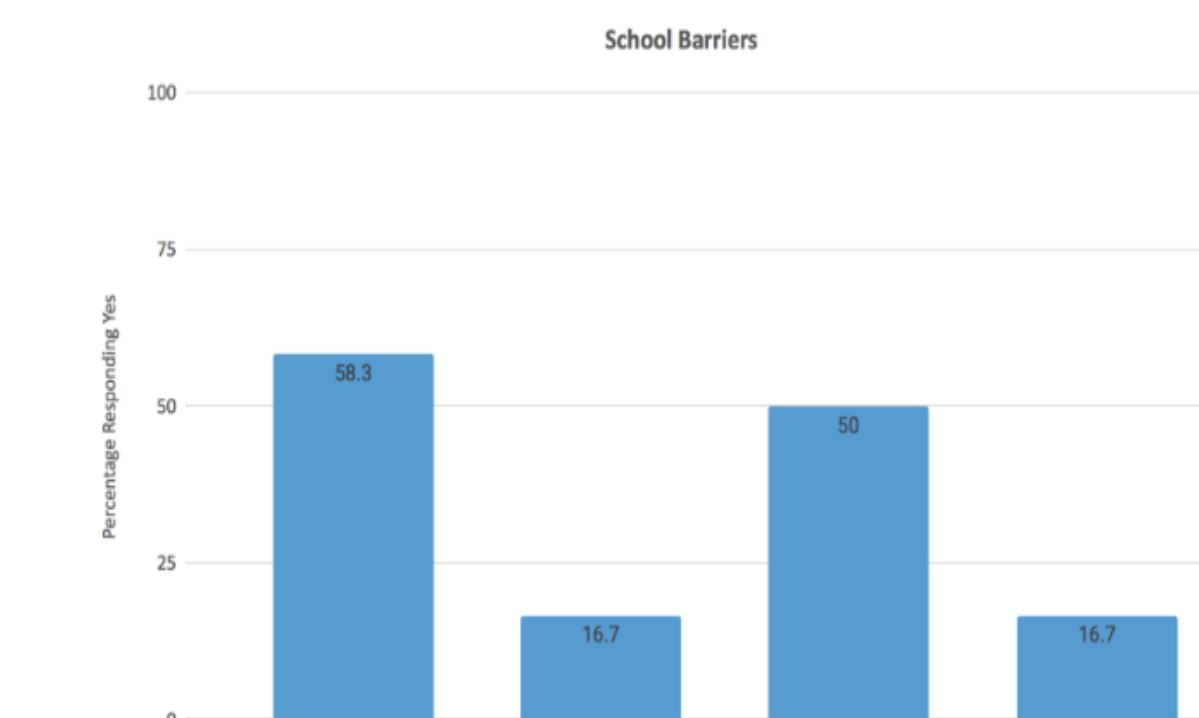


Figure 4. SI School Barriers Results

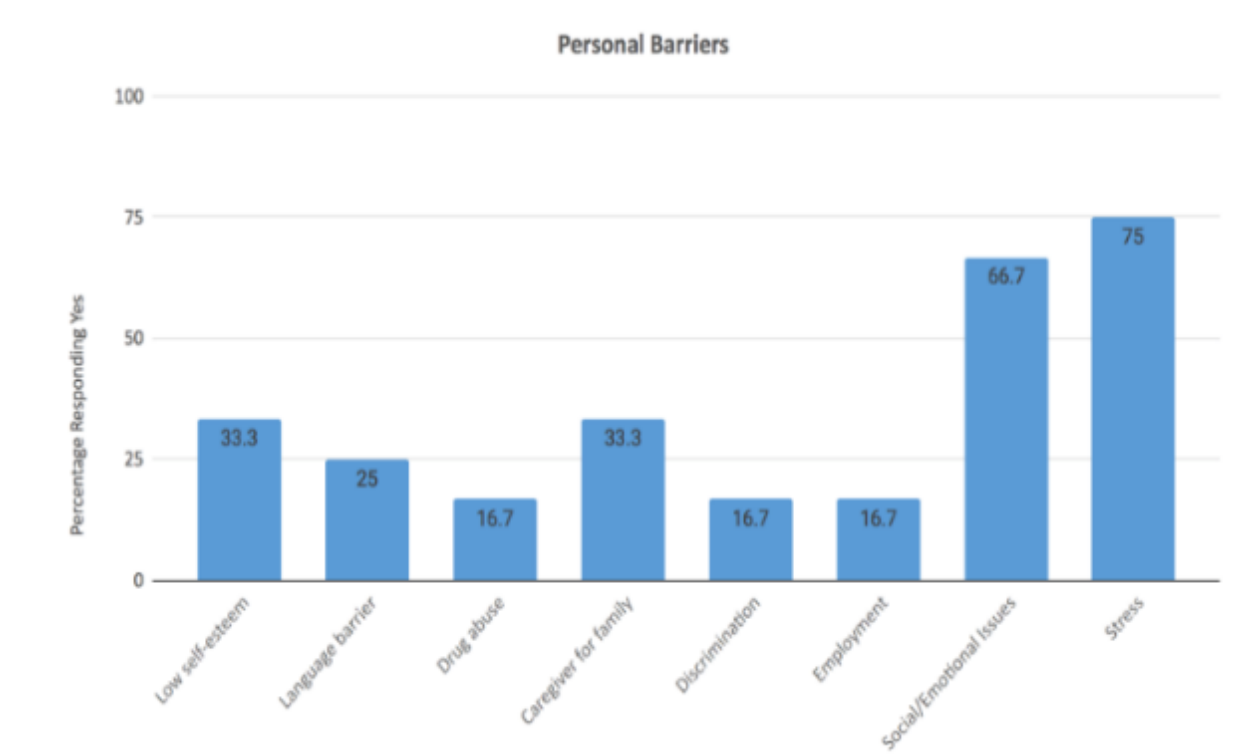


Figure 5. SI Personal Barriers Results

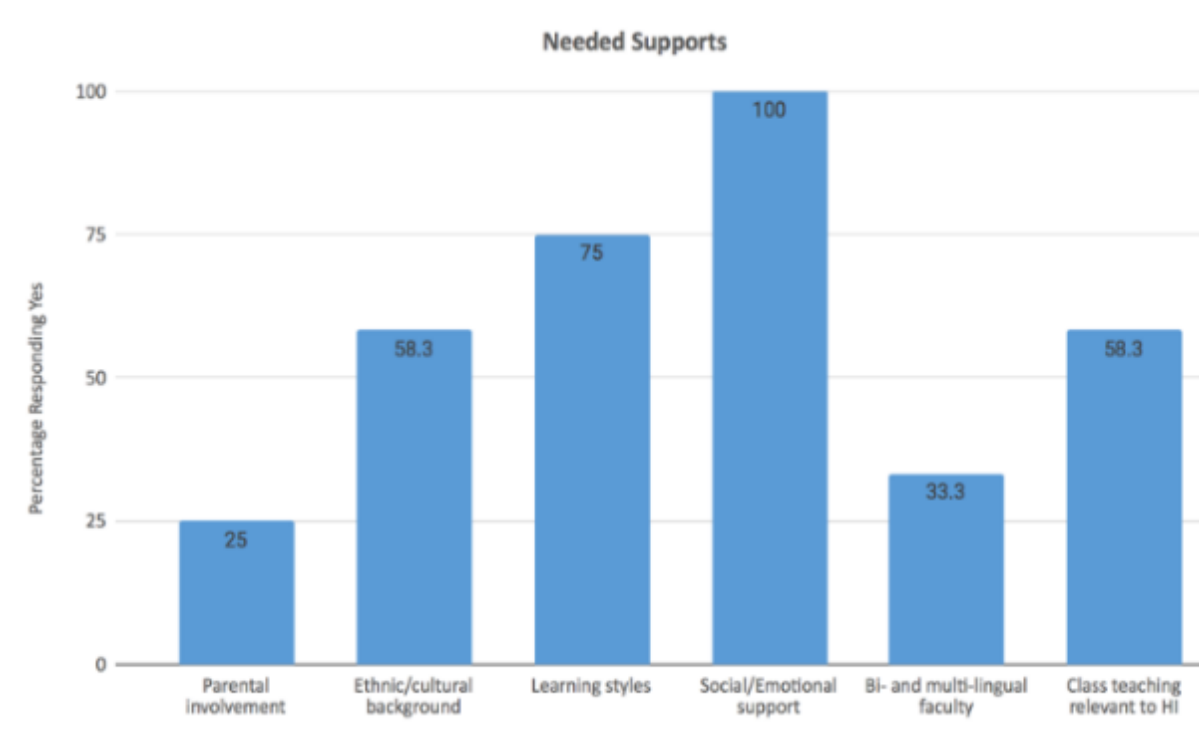


Figure 6. SI School Supports Needed Results

### SEI

- TSR possessed the lowest score with an average of 2.50 (38%), followed by: PSS 2.80 (70%), CRSW 2.85 (71%), IM 3.37 (84%), FGA 3.45 (86%), FSL 3.58 (89%).

- SEI results display lower scores in affective (psychological) engagement compared to cognitive engagement.

### SI

- Barriers include: family, personal, and school
- Supports Needed

### Semi-Structured Interviews

#### Faculty

- Barriers: Parental involvements and culturally based concerns
- Supports Needed: Social/emotional and parental involvement
- Supports Needed (Faculty): Social/emotional, parental involvement, communication among families and school staff

#### Students

- Teacher-Student Relationships
- Peer relationships

#### Employment Specialist

- Barriers: mental health, sense of belonging and self-worth, lack of compromise, substance use and relapse
- Supports Needed: Social/emotional, stable housing, and community supports
- Supports Needed (Specialists): Funding and collaboration with agencies

## Conclusion

- TSR and PSS subscales indicate poor affective engagement.
- SI personal barriers reveal that as a whole, student participants are combatting the consequences of disengagement
- Across all student participants, social/emotional supports were recognized as being critical in their ability to succeed in school.

### Limitations

- Limited articles related to the study topic
- Paraphrasing faculty interviews
- All participants from one faculty
- Lack of transparency

### Implications for OT Practice

- Expanded role for OT: case manager role in the school(s), to conduct psychosocial screenings and assessments to identify problem areas.
- The field of OT can be utilized as a consultant for program development and/or workshops.

## References

- References provided upon request

## Acknowledgments

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