Alternative Education Annotated Bibliography
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Ashcroft, R. (1999). Training and professional identity for educators in alternative education
    settings. *Clearing House, 73* (2), 82-85.
The author presents information regarding the training and professional identity of teachers in alternative education settings. He administered a teacher survey on the adequacy of training and presents his results. The author discusses the various aspects of pre-service preparation and teacher identity development in alternative or corrective education, as opposed to teachers in general education or special education settings.

Bailey, K.A. (2001). Legal implications of profiling students for violence. *Psychology in the
    Schools, 38* (2), 141-155.
The author stated youth violence profiling raises legal concerns regarding the validity and utility of profile measurement tools and their interaction with potential discriminatory practices, search and seizure, and implications for student privacy. Profiling is problematic when it is used to support alternative education referrals due to racial, gender, and other personal characteristic bias. Additionally, profiling hinders confidentiality policies in school and in the surrounding community. The author stated that more information is needed regarding the validity of profiles as scientific tools, specifically examining objectivity, accuracy, sensitivity, over-inclusiveness, and general scientific acceptance.

Cantelon, S. & LeBoeuf, D. (1995). Keeping young people in school: community programs that
    work. *OJJDP: Juvenile Justice Bulletin.*
Attorney General Janet Reno told the 1994 Communities in Schools (CIS) National Conference, " We cannot take just one fragment of a child's life and make a difference. We have to look at the whole of a child's life." Communities in Schools: A Collaboration at Work for Youth is a network composed of local, state, and national partnerships. They aim to provide at-risk children with personal one-on-one relationships with adults, a safe place to learn and grow, a marketable skill to use upon graduation, and a chance to give back to peers and community. CIS brings together businesses and public and private agencies in communities (welfare & health professionals, employment counselors, social workers and recreation leaders, the clergy, and members of community groups) and puts them in the schools. CIS utilizes a freestanding facility or wing of an existing school that is sponsored by an individual corporation or organization.

Carley, G. (1994). Shifting alienated student-authority relationships in a high school. *Social
    Work in Education, 16* (4), 221-231.
The researcher presents group work practice and systems intervention as a viable tool in moving hostile and alienated dropout students back into high school life. Carley (1994) asserts that hostile and resentful students that stay in school acquire negative reputations and are consequently placed at the margins of the school community. This phenomenon establishes a threshold for dropping out.

Carpenter-Aeby, T, Salloum, M., & Aeby, V.G. (2001). A process evaluation of school social
    work services in a disciplinary alternative education program. *Children & Schools, 23* (3), 171-
    181.
The researchers conducted a process evaluation to look at psychosocial services provided to students in an alternative educational program primarily due to behavior/discipline problems. The study found that provision of intense school social work services is important in transitioning students back to productive work and social functioning in traditional schools.

Carpenter-Aeby, T. & Kurtz, D.P. (2000). The portfolio as a strengths-based intervention to empower chronically disruptive students in an alternative school. *Children & Schools, 22* (4), 217-232.

This article presents the use of a portfolio for strengths-based intervention in the empowerment of disruptive students in an alternative school. Researchers provide a literature review, portfolio format, and portfolio limitations.

Cox, S.M. (1999). An assessment of an alternative education program for at-risk delinquent youth. *Journal of Research in Crime & Delinquency, 36* (3), 323-336.

This study consisted of assessment of effectiveness in an alternative education program for at-risk delinquent youth. The author provides a brief review of alternative school development and history and then presents information about delinquent students' attitudes towards education and school.

Daugherty, M. & Compton, J. (1996). Community service academics and at-risk high school students. *High School Journal, 80* (1), 38-48.

This study examined the effects of school programs that integrate community service, academic courses, and vocational work for at-risk high schools students. Research focused on documenting student change in the areas of self-esteem, self-confidence, knowledge and work skills awareness, and work concepts and ethics. Pre- and post-measures indicated no significant differences on self-esteem and locus of control. Qualitative analysis of student journals, focus group interactions, and evaluative feedback indicated student development of self-esteem, self-confidence, and positive attitudes toward work. Awareness of community services and diversity populations increased positively over the course of the study according to student responses. Data analysis revealed students learned about children, the elderly, mental illness, and their personal abilities in working with these groups. When community service was linked to course content, students reported that they gained insight and knowledge in sociological and work-related concepts.

Doll, B. & Hess, R.S. (2001). Through a new lens: contemporary psychological perspectives on school completion and dropping out of high school. *School Psychology Quarterly, 16* (4), 351-356.

This article describes APA Task Force conclusions about school dropout prevention and promotion of school completion. The task force was instituted after the American Psychological Association (APA) issued call in 1996 for "increased participation of psychology and psychologists in assisting state and local efforts to prevent school drop-out." The authors stated that race and culture-linked inequity is one of the most important issues to be addressed by today's American leaders. Psychologists collected documents of empirical investigation of school non-completion. 121 studies met their criteria. 20% described adolescents who had already left school without completing a degree. Over half of the studies initiated attempts at predicting dropout rates. Nearly all of the research focused on secondary school students with 60% of the research attending to high school students only. The research failed to address disengagement from schooling that can be observed in some elementary school students. The authors encourage more longitudinal research due to a paucity of information about whether school completion programs actually change adult outcomes for participants. The Task Force adjusted their goals to reflect efforts and support for school completion, rather than prevention of school dropout.

Downs, L. (1999). The educational counselor's role in alternative education. *Clearing House, 73* (2), 118-120.

The author reviews relevant literature that addresses the counselor's role in alternative education. By utilizing past research and academic discourse, a broader role for educational counselors can be identified

and defined more clearly. These ideas complement, not counteract, traditional roles and contribute to evolving expectations for the schools of the future.

Duke, D.J. & Griesdorn, J. (1999). Considerations in the design of alternative schools. *Clearing House, 73* (2), 89-92.

The authors provide guidelines for school system and policymakers in the progress of developing and/or improving alternative schools in their districts. They consider whether districts need more than one alternative school and present information about criteria by which alternative school effectiveness should be judged. Additionally, they share information about how alternative schools' instruction should be organized to best serve their particular student population.

Gregg, S. (1999). Creating effective alternatives for disruptive students. *Clearing House, 73* (2), 107-113.

The author presents information to guide in the creation of effective alternative education programs for disruptive students. Consideration for educational, financial, and legal issues that schools can consider when creating effective alternative programs is highlighted. The author presents a model that organizes alternative education according to three types of alternative schools and three dimensions of school climate. By examining this model and applying relevant principles, disciplined and productive learning environments can be supported.

Gregory, T. (2001). Fear of success? Ten ways alternative schools pull their punches. *Phi Delta Kappan, 82* (8), 577-582.

The author of this article examines the relationship between alternative schools and their surrounding districts and communities. He states his opinion that alternative schools are delaying achievement of educational reform by keeping a low district profile. The author discusses efficacy in alternative schools (people, identity, equity, and programs) and states the opinion that staff overestimate roadblocks to education's structural changes. He provides tactics for administrators and teachers in combating bureaucracy within the system.

Groth, C. (1998). Dumping ground or effective alternative: dropout-prevention programs in urban schools. *Urban Education, 33* (2), 218-243.

This article examines whether an urban dropout prevention program is an effective alternative for at-risk students. Information was gathered via interviews and observation. Analysis of students' perceptions indicated that the program helped students remain in school and obtain academic credits. The program did not appear to help students apply practical knowledge to their everyday lives or acquire skills for fitting into the dominant culture. The author provided discussion of policy implications, as well as suggestions for future research.

Grunbaum, J.A., Kann, L., Kinchen, S.A., Ross, J.G., Gowda, V.R., Collins, J.L., & Kolbe, L.J. (2000). Youth risk behavior surveillance national alternative high school youth risk behavior survey, United States, 1998. *Journal of School Health, 70* (1), 5-17.

The authors examined the impact of health choices of students in alternative education placements. They assert that alternative education settings are prime locations for delivering health promotion education to adolescents and young adults. Data was collected via administration of the Youth Risk Behavior Surveillance System (YRBSS) which provides information regarding behaviors that contribute to unintentional and intentional injuries, tobacco use, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, unhealthy dietary behaviors, and physical inactivity. Results from the 1988 ALT-YRBS indicated that many alternative high school students engage in behavior that greatly increases their risk of poor health outcomes and likelihood of earlier death.

Grunbaum, J.A., Lowry, R., & Kann, L. (2001). Prevalence of health-related behaviors among
alternative high school students as compared with students attending regular high schools.
Journal of Adolescent Health, 29 (5), 337-343.

This study compared health-risk behavior prevalence of students attending alternative high schools, as compared to students attending regular high schools. Research was based on data from the 1997 national Youth Risk Behavior Survey. Health-risk behaviors included behaviors that contribute to unintentional injuries and violence, tobacco use, alcohol and other drug use, sexual behaviors, unhealthy dietary behaviors, and physical inactivity. Alternative high school students were at significantly greater risk than regular high school students for violence-related injury, suicide, HIV infection or other sexually-transmitted diseases, pregnancy, development of chronic disease related to tobacco use, unhealthy dieting practices, and lack of vigorous activity. Suggestions are provided in the context of the study's findings that address program development to decrease the prevalence of risk-taking behaviors within this particular population.

Guerin, G. & Denti, L. (1999). Alternative education support for youth at-risk. *Clearing House,
73* (2), 76-79.

The authors present an overview of non-traditional school problems and programs research that purports to meet these needs. They describe the personal characteristics of adolescents in alternative settings and present the curricular and behavioral elements of successful programs that take into account these specific characteristics.

Hellriegel, K.L. & Yates, J.R. (1999). Collaboration between correctional and public school
systems serving juvenile offenders: a case study. *Education & Treatment of Children, 22* (1), 55-83.

The authors studied the relationship between correctional and public school systems that provide educational services to juvenile offenders. They examine the interface of public schools and correctional facilities, specifically the varying population characteristics of the high school, middle school, and elementary school levels.

Ingersoll, S. & LeBoeuf, D. (February, 1997). Reaching out to youth out of the education
mainstream. *OJJDP: Juvenile Justice Bulletin.*

In 1994, courts process approximately 36,400 truancy cases. In 1993, among 16- to 24-year olds, approximately 3.4 million (11 percent of people in this age group) had not completed high school and were not currently enrolled in school. One in five African-American and Hispanic teens have indicated that crime or the threat of crime has led them to stay home from school or cut class. In 1993, approximately 63% of high school dropouts were unemployed. Dropouts experience more unemployment throughout life and are more likely to end up on welfare. Alternative education is labeled as an intervention strategy, not a prevention effort for at-risk students.

Kapp, D.R. & Breslin, B. (2001). Restorative justice in school communities. *Youth & Society, 33*
(2), 249-272.

Many school districts have adopted punitive responses to recent acts of school violence. The authors explore implementation of restorative justice practices in school districts in Minnesota, Colorado, and Pennsylvania. They examine how the restorative approach can be utilized to address school problems, specifically drug and alcohol, and how the approach can offer an alternative to zero-tolerance. Restorative justice is in direct opposition of many juvenile justice institutions and policies. Additionally, the approach requires a lot more initial work and development, as well as public relations work to convince staff of its utility.

Katsiyannis, A. & Kearney, N.E. (1998). A national survey of state initiatives on alternative
education. *Remedial & Special Education, 19* (5), 276-284.
This study was conducted to examine the availability and nature of state legislative and policy mandates
regarding alternative education. 38 states completed surveys and indicated variability in state
policy/legislative mandates and funding mechanisms. Additionally, acceleration in alternative education
activity, a commitment to providing technical assistance, limited state compliance monitoring and
program evaluation, and an emphasis on interagency collaboration and partnerships with the private
sector were presented as trends across the states participating in the study.

Lange, C.M. (1998). Characteristics of alternative schools and programs serving at-risk students.
High School Journal, 81 (4), 183-198.
The author presents information about a study that examined Minnesota alternative school and area
learning center characteristics. She adapted three categories of definitions related to alternative schools.
Type I – schools of choice (magnet schools, programmatic themes); Type II – student sentencing, one last
chance before expulsion, focus on behavior modification and little or no curriculum modification; Type
III – student remediation/rehabilitation in social/emotional and academic realms, after successful
treatment the student is returned to the mainstream program.

Lee, A., Tsang, C.K.K., Lee, S., & To, C. (2001). A YRBS survey of youth risk behaviors at
alternative high schools and mainstream high schools in Hong Kong. *Journal of School Health,
71* (9), 443-448.
Health risk behaviors of pre-vocational students were identified and examined in the context of pre-
vocational and mainstream school comparisons. Pre-vocational students were at higher risk for
unintentional and intentional injuries, smoking, alcohol drinking, glue sniffing, inadequate physical
activity, insufficient consumption of fresh fruits and vegetables, and early sexual activity with multiple
partners. Female pre-vocational students reported higher rates of emotional problems and substance
abuse. The school environment can be an influential factor on the lifestyle choices and behaviors of
students. Results suggest a need for health education and intervention programs in pre-vocational schools
(Hong Kong equivalent of United States alternative schools).

Leone, P.E. & Drakeford, W. (1999). Alternative education: from a 'last chance' to a proactive
model. *Clearing House, 3* (2), 86-88.
The authors share the elements of effective alternative education programming which include a clear
focus on academic learning, ambitious professional development, a strong level of autonomy and
professional decision-making, and a sense of community. They also encourage programs to identify
essential curricular elements that can be linked to other outside and agencies and services for youth.

Levine, E. (2002). One kid at a time: big lessons from a small school. *Series on School Reform.
171 pages.*
This book shares information about the Metropolitan Regional Career and Technical Center in Rhode
Island. The school has no classes, no grades, no tests, but no "easy rides." Customized education focuses
on five learning goals: communication, social reasoning, empirical reasoning, and personal qualities. 2
days each week are spent at internships selected by students in keeping with their interests. The students
work closely with adults inside and outside of school, rather than with same-age peers. Instead of tests
and grades, a multi-disciplinary team meets quarterly to assess student progress.

Lloyd, G. & O'Regan, A. (2000). You have to learn to love yourself ' cos no one else will.'
Young women with 'social, emotional, or behavioral difficulties' and the idea of the underclass.
Gender & Education, 12 (1), 39-52.
The authors share findings of a qualitative research project they conducted that included young women
who had been identified as deviant or having social-emotional and behavioral difficulties while in school.

Discussion also examines the general public and academic literature's conceptions of the underclass and single motherhood. The authors argue that understanding is needed that will address the complex intricacies of structure and agency involvement in the lives of disadvantaged young women.

McGee, J. (2001). Reflections of an alternative school administrator. *Phi Delta Kappan, 82* (8), 588-592.

The author's article focuses on the public perception of alternative schools as centers for disruptive or problematic students within the context of the alternative education movement's history. Initially, programs encouraged creativity and focused on individuality and personal freedom. These programs identified with progressive education and were heavily experiential in nature. Currently, students face a greater complexity of personal and social problems not as prevalent as in years previous and the general public defines alternative school students by the difficulties they face, not their ability to overcome adversity. The author encourages stronger public relations work to educate the general public about alternative school successes.

McWhirter, B.T. (1999). Effects of anger management and goal setting group interventions on state-trait anger and self-efficacy beliefs among high-risk adolescents. *Current Psychology, 18* (2), 223-237.

In this study, the authors evaluated the effects of two psychoeducational groups (anger management and goal setting) on state and trait anger, anger expression, and self-efficacy beliefs of high-risk adolescents that were enrolled in an alternative high school. Pre- and post-test scores were obtained through administration of the State Trait Anger Expression Inventory (STAXI) with subscales for state anger, trait anger, anger expression, and self-efficacy related to anger management, goal setting, and group behavior and interpersonal communication. Results indicated only small treatment effects for the goal-setting group and negative treatment effects for the anger management group.

Melbourne, F.H., Blumberg, E.J., Liles, S., Powell, L., Morrison, T.C., Duran, G., Sipan, C.L., Burkhamd, S., & Kelley, N. (2001). Training AIDS and anger prevention social skills in at-risk adolescents. *Journal of Counseling & Development, 79*, 347-355.

The researchers state that youth in alternative schools often engage in high rates of risk behaviors, specifically for AIDS and violence. The study included 42 adolescents from alternative schools in San Diego, California, and tested the effectiveness of behavioral skills training. The training was based on the Behavioral-Ecological Model and included teaching condom use skills and anger management skills. Changes were significant at post-intervention, but were not maintained at 6 months. Few risk-related attitudes or behaviors improved at 6 months.

Peterson, R.L., & Smith, C.R. (2002). Dealing with behaviors perceived as unacceptable in schools: the interim alternative education program. *Addressing the Diverse Needs of Children and Youth with Emotional-Behavioral Disorders – Programs That Work.*

This book examines the interim alternative educational setting by focusing on the legal requirements and application to the Individuals with Disabilities Education Act and prior court cases. The book discusses criteria for programs and connections to existing alternative schools. The researchers mention the lack of research on interim settings and funding issues surround interim alternative settings.

Rutherford, R.B., Jr. & Quinn, M.M. (1999). Special education in alternative education programs. *Clearing House, 73* (2), 79-81.

The authors present the essential components of effective special education within the alternative education setting. They outline the purposes of functional assessment procedures and the role of a functional educational curriculum. Additionally, the authors provide data on transitional programs and procedures that are utilized in facilitation of youth-to-adulthood transitions.

Sagor, R. (1999). Equity and excellence in public schools: the role of the alternative school.
    Clearing House, 73 (2), 72-76.
The author provides criteria for equitable youth policy in alternative education and offers practical
suggestions for actual implementation in schools. He also provides a history of alternative education, as
well as the purposes of a publicly funded education.

Sakayi, D.N.R. (2001). Intellectual indignation: getting at the roots of student resistance in an
    alternative high school program. *Education, 122* (2), 414 – 423.
The author examined the effectiveness of a single alternative education program through a site case study
using a phenomenological approach. The program is perceived as being positive in its impact, but data
analysis indicated a theme of resistance among students, particularly in "intellectual indignation".

Saunders, J.A. & Saunders, E.J. (2002). Alternative school students' perceptions of past
    (traditional) and current (alternative) school environments. *High School Journal, 85* (2), 12-23.
Students attending a new alternative school in a Midwest suburb in 1995 were asked to provide their
perceptions of past and current schools environments. Perceptions of the new alternative school
experience indicated that it was significantly better than the schools they had left. Reasons for these
differences and intervention strategies to keep these students in school are provided in this article.

Sutton, J., Smith, P.K., & Swettenham, J. (1999). Bullying and 'theory of mind': a critique of the
    'social skills deficit' view of anti-social behavior. *Social Development, 8* (1), 117-127.
The authors counter the popular stereotype of bullying based on the social skills deficit model (a powerful
person with little interpersonal understanding of others). They present the historical origin of this theory
and present an alternative view. The authors assert that some bullies need good social cognition and
theory of mind skills to effectively manipulate and coercively use others. In this manner, bullies can
inflict suffering in a subtle, but very damaging fashion without getting in trouble themselves. These ideas
are especially relevant for examining gang leadership and girls' indirect bullying.

Tobin, T. & Sprague, J. (2000). Alternative education strategies: reducing violence in school and
    the community. *Journal of Emotional & Behavioral Disorders, 8* (3), 177-187.
The authors present a review of effective teaching techniques to be utilized in alternative educational
programs for students at-risk for school failure, dropout, delinquency, and violence. They support the
development of alternative educational programs that are research-based and give suggestions for
program development in the future.

Vann, M., Schubert, S.R., & Rogers, D. (2000). The Big Bayou Association: An alternative
    education program for middle school at-risk juveniles. *Preventing School Failure, 45* (1), 31-37.
This article describes the Big Bayou Association (BBA) program, which is one of two programs in the
United States that serves middle school juvenile delinquents. The authors present the conception and
evolution of BBA, share major program components, and discuss both successes and failures of the
program over time.

Wetzel, M.C. & McNaboe, K.A. (1997). Public and private partnerships in an alternative middle
    school program. *Preventing School Failure, 41* (4), 179-184.

The authors present information about the initial years of the Alternative School Program (ASP) of the
Willington public system and support specialists from Camp Horizons Support Services in Connecticut
(1992-1993). They discuss the role of family participation in the student core group, the overall design
and scope of ASP, and specific detailed features of the program.

Wiest, D.J., Wong, E.H., Cervantes, J.M., Craik, L., & Kreil, D.A. (2001). Intrinsic motivation
among regular, special, and alternative education high school students. *Adolescence, 36* (141),
111-127.
The researchers studied motivationally related variables among regular, special, and alternative education
high school students (Southern California, 104 reg, 93 alt, 54 special ed). They specifically examined
students' perceptions of competence, control, parental autonomy support, teacher autonomy support, peer
autonomy support, and academic coping. Significant group differences were found in perceived
competence, academic coping, and parental autonomy support. Regular education students reported
higher academic competence than special education students. Regular education and special education
students reported that their parents were more involved with them than alternative education student
reports. Regular education students reported more academic anxiety than special education or alternative
education students. Regular education students reported the highest level of positive coping.

Williams, E.G. & Sadler, L.S. (2001). Effects of an urban high school-based child care center of
self-selected adolescent parents and their children. *Journal of School Health, 71* (2), 47-53.
The researchers examined the effects of an urban high school-based childcare center of parenting
adolescents and their children (enrolled 1995-1998). 52 students received services with 62% being
African American and 98% female. Students that utilized these services showed improvements in their
overall grade point averages, and were promoted to the next grade or graduated from high school. None
of the students had additional children during their childcare center enrollment. 90% of children were up-
to-date on their doctors' visits and immunizations. The authors stated that these results strongly support
extended childcare and social support services to teen parents.

Williams, K. (2002). Determining the effectiveness of anger management training and curricular infusion
at an alternative school for students expelled for weapons. *Urban Education, 37* (1), 59-76.
This study examined the effectiveness of anger management training on male and female students placed
in an alternative school due to weapon carrying (alternative to expulsion). Students were administered the
National School Crime and Safety Survey at pretest and posttest. Ethnographic field notes were also
collected to record staff and student reactions to the intervention. Significant reductions in willingness to
fight and improvements in anger control were reported. Field notes indicated staff and students felt safer
in the school after the intervention program.

Worrell, F.C. (1997). Predicting successful or non-successful at-risk status using demographic
risk factors. *High School Journal, 81* (1), 46-54.
The researcher examined the efficacy of utilizing demographic marker variables in identifying successful
and non-successful at-risk student groups. The author reported that research on school failure has often
used demographic variables that include ethnicity, poverty, and limited English proficiency. Successful
and non-successful at-risk groups differed significantly on grade point average. Mobility in middle
schools was as strong a predictor of graduating versus dropping out of school as grade point average.
These results suggest that school mobility may be an important indicator for inclusion in dropout
prevention initiatives.

Intervention Programs to Check Out…

Colorado BLUEPRINTS (Promising Programs, Model Programs criteria) www.cspv.org

Strengthening the Safety Net www.air.org/cecp/safetynet.htm

Supportive Schools @ the University of Kansas Center on Research & Learning www.ku-crl.org

Project SERVE @ the University of Oregon

Amazing Discoveries @ the University of Arizona

Mentor/Advisor Project @ the University of Vermont Center on Disability & Community
Inclusion

Check & Connect @ the University of Minnesota, Institute of Community Integration

Laulima Lokahi @ the University Affiliated Program, University of Hawaii

Community Transition Program @ the University of Oregon

Prevention Strategies That Work: What Administrators Can Do To Promote Positive Student Behavior
(U.S. Department of Education, Office of Special Education and Rehabilitation Services/Office of
Special Education Programs, 1999)

Achieving Behaving Caring (ABC) Project @ the University of Vermont

Conflict Resolution/Peer Mediation Project @ the University of Florida

Improving the Lives of Children @ the University of North Carolina – Charlotte

Linkages to Learning Program @ the University of Maryland

Behavior Prevention Program @ the University of Kansas – Kansas City (Juniper Gardens
Children Project)

Project SUCCESS @ the University of Miami