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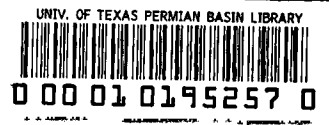
A Follow-up Study of a Dropout Intervention Program Utilizing Experimental Counseling Strategies

Cynthia Sue Ferguson

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A FOLLOWUP STUDY OF A DROPOUT INTERVENTION PROGRAM
UTILIZING EXPERIMENTAL COUNSELING STRATEGIES

APPROVED BY SUPERVISORY COMMITTEE:

Patricia Laramie

Chairman

Lawrence Dixon

Spencer L. Thompson

W. A. Watts

A FOLLOWUP STUDY OF A DROPOUT INTERVENTION PROGRAM
UTILIZING EXPERIMENTAL COUNSELING STRATEGIES

by

CYNTHIA SUE FERGUSON

RESEARCH PROJECT REPORT

Presented to the Graduate Faculty of Education

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in Partial Fulfillment

of Requirements

For the Degree of

MASTER OF ARTS

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ABSTRACT

The purpose of this study was to determine the long range effects of a seven week summer dropout intervention program. The program featured academic remediation, job skills training and random assignment to one of three counseling models: Multidimensional, group or individual. Twenty-four male and 24 female economically and academically disadvantaged students averaging 15.5 years of age were tested in a pre-test, post-test, follow-up format on measures of dropout potential, locus of control and academic achievement. The Demos Dropout Scale revealed no change in attitude over the nine month period. Results obtained from Rotter's Internal/External Scale revealed a general movement to a more internal locus of control for students in group and multidimensional counseling. Students in individual counseling achieved more external scores on the post-test but moved in an internal direction on the follow-up. Grade comparisons between the semesters preceding and following the intervention program revealed significant gains in science and mathematics for the students who received individual counseling. Students identified academic help as the most important feature of the program and job skills training as the most enjoyable.