

Manitoba Education, Citizenship and Youth

**Program and Student Services Branch
Instructional Resources Unit**

Students At Risk

January 2005

HOW TO ACCESS THESE RESOURCES

The resources listed in this bibliography are available from the Instructional Resources Unit, Manitoba Education, Citizenship and Youth. Items can be requested in person, by phone, mail, fax or email. To access these resources, you must be a Manitoba educator and a registered patron of the Library. For a complete list of [Bibliographies](#), go to the IRU web page.

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VIDEO DUPLICATION SERVICES – To request video recordings with VT (duplication) numbers, contact:

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This catalogue may be photocopied for educational, non-profit purposes.

BOOKS

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Cole, Robert. **More Strategies for educating everybody's children.** Alexandria, VA: Association for Supervision and Curriculum Development. c2001. **371.3 M67**

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Goldstein, Arnold. **Skillstreaming the adolescent: new strategies and perspectives for teaching prosocial skills.** Champaign, IL: Research Press, c1997. **371.46 G64s**

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Hall, Philip. **Educating oppositional and defiant children.** Alexandria, VA: Association for Supervision and Curriculum Development, c2003. **371.93 H34**

Hunter, Heather. **Poverty and inner city education: community economic development at the local school level.** c2000. **371.967097127 H85**

Idol, Lorna. **Effective instruction of difficult-to-teach students: an inservice and preservice professional development program for classroom, remedial, and special education teachers.** Participant's workbook. Austin, TX: Pro-Ed, c1993. **371.967 I36**

Kottler, Jeffrey. **Students who drive you crazy: succeeding with resistant, unmotivated, and otherwise difficult young people.** Thousand Oaks, CA: Corwin Press, c2002. **371.93 K68**

Kronick, Robert. **Dropouts: who drops out and why – and the recommended action.** Springfield, IL: C.C. Thomas, c1998. **371.29130973 K76 1998**

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Kruger, Louis J., editor. **Promoting success with at-risk students: emerging perspectives and practical approaches.** New York: The Haworth Press, c1990. **371.93 P77**

Lane, Kathleen. **Interventions for children with or at risk emotional behavioural disorders.** Toronto: Allyn and Bacon, c2002. **371.94 L35**

Larson, Scott. **Reclaiming our prodigal sons and daughters: a practical approach for connecting with youth in conflict.** Bloomington, IN: National Educational Service, c2000. **649.125 L37**

Levin, Murray. **Teach me! Kids will learn when oppression is the lesson.** Lanham, MD: Rowman & Littlefield, c2001. **373.182996073 L49**

Lovitt, Thomas C. **Preventing school dropouts: tactics for at-risk, remedial, and mildly handicapped adolescents.** Austin, TX: Proed, c1991. **373.12913 L69**

Morgan, Sharon R. **At-risk youth in crises: a team approach in the schools.** 2nd ed. Austin, TX: Proed, c1994. **371.46 M66 1994**

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Query, Susan L. & Hausafus, Cheryl O. **Promoting literacy in at-risk youth: protective factors and academic achievements.** New York: Garland Publishing, c1998. **371.826942 Q47**

Quint, Sharon. **Schooling homeless children: a working model for America's public schools.** New York: Teachers College Press, c1994. **371.96709797 Q55**

Robb, Laura. **Literacy links: practical strategies to develop the emergent literacy at-risk children need.** Portsmouth, NH: Heinemann, c2003. **372.6044 R61**

Rokosh, Rhonda Marie. **Transition planning for at-risk students.** c1997. **371.2913 R63**

Sanders, Mavis, editor. **Schooling students placed at risk: research, policy, and practice in the education of poor and minority adolescents.** Mahway, NJ: Erlbaum Associates, c2000. **373.182624 S36**

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Stringfield, Sam. **Educating at-risk students: one hundred first yearbook of the National Society for the Study of Education: part II.** Chicago: NSSE, c2002. **371.9 E39 v.2**

Swanson, Merlyn S. **At-risk students in elementary education: effective schools for disadvantaged learners.** Springfield, IL: Charles C. Thomas, c1991. **371.967 S92**

Syme, Heather. **Building community with students at risk: a proposed curriculum intervention model.** c2002. **371.2913 S95**

Vaughn, Sharon, Bos, Candace S. & Schumm, Jeanne Shay. **Teaching exceptional, diverse, and at-risk students in the general education classroom.** Toronto: Allyn and Bacon, c2003. **371. 9046T42 2003**

Wang, Margaret C., editor. **Making a difference for students at risk: trends and alternatives.** Thousand Oaks, CA: Corwin Press, c1995. **371.9670973 M33**

Waterman, Jill & Walker, Elizabeth. **Helping at-risk students: a group counseling approach for grades 6-9.** New York: Guilford Press, c2001. **371.4 W38.**

Wood, Mary. **Life space intervention: talking with children and youth in crisis.** Austin, TX: Pro-Ed, c1991. **371.46 W65**

Zehr, Howard. **The Little book of restorative justice.** Intercourse, PA: Good Books, c2002. **364.68 Z43**

WEBSITES

[U.S. Department of Education](http://www.ed.gov/PDFDocs/class.pdf). Office of Educational Research and Improvement. National Institute on the Education of At-Risk Students (October 10, 2001). **Class size and students at risk: what is known? What is next?** By Jeremy D. Finn. Washington, DC: April 1998. <http://www.ed.gov/PDFDocs/class.pdf>

[U.S. Department of Education](http://www.ed.gov/pubs/ToolsforSchools/title.html). Office of Educational Research and Improvement. National Institute on the Education of At-Risk Students (October 10, 2001). **Tools for schools: school reform models supported by the National Institute of the Education of AT-Risk Students.** By Susan Talley & K. Hollinger Martinez. Washington, DC: April 1998. **371.90973 T65** <http://www.ed.gov/pubs/ToolsforSchools/title.html>

VIDEOS & KITS

Accelerated middle schools. Expanding Possibilities for Struggling Learners: A Symposium for Educators of At-risk Students: Winnipeg, MB, c1996. 1 videocassette (103 min.). SUMMARY: James Meza of the Department of Educational Leadership, Counselling and Foundations, University of New Orleans, examines three aspects of accelerated middle schools: why the Accelerated Schools Project was developed, what is the Accelerated Schools Project, and how educators can implement the accelerated schools process. Includes audience questions. Audience: Professional development. **Booking #1381**

All means all: what is about me you can't teach? [kit]. Sandy, UT: TeachStream, c2002. 2 videocassettes (83 min.): 1 CD, 1 information sheet + 1 guidebook. SUMMARY: Part one reveals the need to change attitudes about learners and introduces the five E's of education: exposure, experience, high expectations, enduring understanding, and enthusiasm. Focuses on exposure including how students learn and hands-on experiences that help students make connections such as those that occur through mediated learning. Part two considers the remaining three E's of education, through an examination of the need to maintain expectations, improving learning with enduring understanding through reflection and performance assessment, and noting the importance of the teacher's own enthusiasm and passion to reach his/her students. Audience: Adult, Professional Development. **Booking #5510**

Ensuring success for low yield students: building lives and molding futures. Salt Lake City, UT: Linton Professional Development, c1999. 2 videocassettes (ca. 70 min.): + 1 information sheet + 1 sound cassette + 1 guidebook. SUMMARY: Designed to introduce viewers to the effective education of students who are unmotivated or reluctant learners. Program one describes what a low yield student is, outlines the four components of a high impact school and shows how a high impact school can create an environment where all students are successful. As well, the groups which constitute the community of a high impact school are described. Program two discusses an educational approach known as holistic teaching through an examination of its three domains and four core processes. Audience: Adult, Professional Development. **Booking #8182**

Past imperfect, future conditional: can schools make a difference? Expanding Possibilities for Struggling Learners: A Symposium for Educators of At-risk Students: Winnipeg, MB, c1996. 1 videocassette (49 min.): sd., col. SUMMARY: Discusses the link between poverty and education and how a variety of social economic factors influence children's success or failure in school. Reviews research that deals with students at risk for school failure and examines how developments in language learning, parent involvement, student-teacher relations, and school culture impact on students' school experiences. Audience: Professional Development. **Booking #1380**

Reclaiming youth at risk: our hope for the future. Bloomington, IN: National Educational Service, c1996. 3 videocassettes (ca. 66 min.) + 1 facilitator's guide. SUMMARY: Designed to introduce viewers to reclaiming, an educational approach used with at-risk youth that is based on western concepts and Native American philosophy. Program one presents an overview to reclaiming, showing its use in conflict resolution and relationship building situations in residential facilities and in schools. Program two outlines two of reclaimings basic concepts: the need to belong and mastery, describing ways in which teachers and child care workers can help at-risk students to fulfil these needs. Program three looks at two further concepts: independence and generosity, showing strategies and opportunities through which at-risk students can successfully fulfil these needs. Includes scenes and interviews with residents, students and staff from St.

Joseph's Indian School in Chamberlain, South Dakota, The Tennessee Children's Home in Spring Hill, Tennessee, Frank Lloyd Wright Middle School in West Allis, Wisconsin and The Hillcrest School in Kenosha, Wisconsin. Audience: Adult, Professional Development.

Booking #0674

A risky business. [United States]: University of Dayton, School of Education, c1995. 1 videocassette (26 min.) + 1 facilitator's guide. SUMMARY: Designed to introduce viewers to seven programs commonly encountered by urban school teachers through the use of case study and discussion. In this program, an 18 year 1st grade teacher is challenged by a child whose reading ability and test scores suggest she may be an at-risk student. Believing the child needs more time to develop, the teacher is reluctant to heed suggestions to have the child placed in a special education program. The teacher agrees to attend an intervention team meeting where a decision regarding the student for special education status will be deferred until a later time. A discussion with veteran teachers follows the presentation of the case study. Audience: Adult, Professional Development. **Booking #7019**

Success for all: prevention and early intervention in elementary schools. Expanding Possibilities for Struggling Learners: A Symposium for Educators of At-risk Students: Winnipeg, MB, c1996. 1 videocassette (133 min.). SUMMARY: Robert Slavin, co-director of the Center for Research on the Education of Students Placed At Risk, at Johns Hopkins University details the elements of the reading / language arts component of a model of elementary school organization, entitled: Success for All. This program, designed to ensure the success of all students, was piloted in the Baltimore schools in 1987/88. The curriculum in Kindergarten, Grades 1 and 2 is detailed as are the differences between this program and reading recovery. Also considers the components of the Success for All Program in the areas of science and social studies and mathematics. Includes a summary of research results, audience questions as well as an examination of costs and training issues. Audience: Professional Development.

Booking #1377

Quantum learning: strategies for student success. Expanding Possibilities for Struggling Learners: A Symposium for Educators of At-risk Students: Winnipeg, MB, c1996. 1 videocassette (114 min.). SUMMARY: Mark Reardon, principal facilitator with Quantum Learning and Supercamp, in Oceanside California, demonstrates through exercises some of the elements of quantum learning. Topics include an examination of the success model in quantum learning, classroom management, five keys to learning success, note-taking systems, and five principles of memory. Audience: Professional development. **Booking #1382**

Working with hostile teens; Working with resistant teens. [United States]: Attainment Company, c1993. 2 videorecordings (90 min.) + guide. (*Working with hostile and resistant teens series*) SUMMARY: Each 45-minute video is designed to help school counsellors deal with hostility, violence and anger in teenagers. Programs consist of role play with hostile and resistant teens who, in most cases, are acting out personal histories. Therapist Steven Campbell leads the role plays and provides analysis of each one. Indicates where outside referral may be needed, that each problem will require different counselling techniques, and that sometimes there may be little the counsellor can do. Audience level: Professional development. **Booking #5073**

