

Summary Table: Review of the Research Literature and Implications for Targeted Programs and Activities to Promote Educational Adjustment among Adolescents

AREAS FOR TARGETED INTERVENTION ACTIVITIES	Experimental Research Studies			Nonexperimental Research Studies
	WHAT WORKS	WHAT DOESN'T WORK	MIXED REVIEWS	"BEST BETS"
Increasing academic self-concept	- Mentoring programs			<p><i>Individual Level</i></p> <ul style="list-style-type: none"> - Promote increased academic achievement - Discourage adolescents' extensive employment during school-year <p><i>Family Level</i></p> <ul style="list-style-type: none"> - Promote increased child support from non-residential fathers <p><i>Peer Level</i></p> <ul style="list-style-type: none"> - Promote increased educational aspirations among adolescents' peers or alter adolescents' perceptions of their peers' educational aspirations <p><i>School Level</i></p> <ul style="list-style-type: none"> - Reduce adolescents' perceptions that their classmates are more able or talented. - Promote a moderate use of academic tracking - Promote teachers' emphasis of mutual respect between students in their classroom <p><i>Program Level</i></p> <ul style="list-style-type: none"> - Counseling programs for high school and middle school students, and academic programs for middle school students, with learning disabilities

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Achievement Motivation	- Cooperative learning strategies			<p><i>Individual Level</i></p> <ul style="list-style-type: none"> - Promote increased academic self-concept - Promote feelings of school belonging - Decrease the level of importance students place on having friends at school - Promote interest in adhering to school rules - Decrease educational risk (e.g., educational adjustment difficulties) <p><i>Family Level</i></p> <ul style="list-style-type: none"> - Promote parental involvement in adolescents' education - Promote more cognitively stimulating home environments for younger children - Promote parental autonomy-granting <p><i>Peer Level</i></p> <ul style="list-style-type: none"> - Promote more positive achievement motivation among adolescents' peers or alter adolescents' perceptions of their peers' achievement motivation <p><i>School Level</i></p> <ul style="list-style-type: none"> - Increase adolescents' feelings of support from adults at school and teachers' emphasis on mutual respect between students in their classrooms. - Promote increased emphasis on mastery goals and decreased emphasis on learning goals at school (though the evidence here is mixed) - Promote teachers' autonomy granting to students

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School engagement	<ul style="list-style-type: none"> - Career academies (or small learning communities) - Educational enhancement programs for at-risk youth 		<ul style="list-style-type: none"> - Mentoring programs 	<p><i>Individual Level</i></p> <ul style="list-style-type: none"> - Promote increased academic self-concept - Promote more positive achievement motivation (attributions for success and failure at school and intrinsic motivation) - Increase adolescents' feelings of belonging and connectedness at school - Decrease educational risk - Promote adolescents' academic achievement - Promote adolescents' enrollment in an academic track at school - Discourage adolescents' involvement in delinquent behavior - Discourage adolescents' extensive employment during school-year <p><i>Family Level</i></p> <ul style="list-style-type: none"> - Promote two-parent families - Discourage teenage childbearing - Promote parents' involvement and interest in adolescents' education - Promote authoritative parenting styles <p><i>Peer Level</i></p> <ul style="list-style-type: none"> - Promote increased educational aspirations among adolescents' peers or alter adolescents' perceptions of their peers' educational aspirations <p><i>School Level</i></p> <ul style="list-style-type: none"> - Discourage large school enrollment - Promote an emphasis on academics in schools - Promote increased emphasis on

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				mastery goals and decreased emphasis on learning goals at school - Increase teachers' expectations and support for adolescents' education or adolescents' perceptions of their teachers' expectations <i>Program Level</i> - Family-orientated substance abuse prevention programs - Social development programs - School-to-work programs
Educational Expectations	- Youth employment programs - Programs aimed at fostering academic and social competence among disadvantaged high school students			<i>Individual Level</i> - Promote increased academic self-concept - Promote increased school engagement - Decrease adolescents' perceived economic limitations to education - Promote a more internal locus of control - Promote adolescents' academic achievement - Discourage school disciplinary problems - Decrease grade retention - Promote enrollment in academic track at school - Discourage adolescents' extensive employment during school-year <i>Family Level</i> - Promote increased socioeconomic status in families - Promote increased parental education - Promote two-parent families - Promote smaller families - Promote greater parental involvement in adolescents' education

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				<ul style="list-style-type: none"> - Promote authoritative parenting style - Promote greater parental expectations for their adolescents' education <p><i>Peer Level</i></p> <ul style="list-style-type: none"> - Promote increased educational aspirations among adolescents' peers or alter adolescents' perceptions of their peers' educational aspirations <p><i>School Level</i></p> <ul style="list-style-type: none"> - Discourage adolescents' perceptions that they are less competent than their classmates - Promote increased teacher expectations and support for adolescents' education or adolescents' perceptions of their teachers' expectations <p><i>Program Level</i></p> <ul style="list-style-type: none"> - Service learning programs
Academic Achievement	<ul style="list-style-type: none"> -High quality early childhood program participation -Smaller class sizes in early elementary school years (13-17 students) -Mentoring programs 		<ul style="list-style-type: none"> -Youth development programs with components of academic supports, programming -Vocational programs -Voucher programs 	<p><i>Individual</i></p> <ul style="list-style-type: none"> - Encourage academic achievement during elementary school years - Encourage adolescents to be engaged in school - Encourage adolescents to have high academic self-concept, global self-esteem - Encourage girls to engage in activities that nurture their abilities in math and science - Nurture achievement and test-taking skills among low SES youth, low-performing youth, racial/ethnic and language minorities (especially Blacks and Latinos)

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				<ul style="list-style-type: none"> - Encourage participation in extracurricular activities - Encourage working youth to work fewer than 20 hours per week during the school year <p><i>Peers</i></p> <ul style="list-style-type: none"> - Encourage adolescents not to spend excessive amounts of time hanging out with peers <p><i>Family Level</i></p> <ul style="list-style-type: none"> - Support policies that are effective in decreasing poverty and improving socioeconomic well-being of low-income families - Support programs that are effective in increasing educational attainment of adults/parents - Encourage parents to become involved in their adolescents' lives by communicating directly with them and monitoring their activities. - Support child support enforcement policies and promote father involvement - Support programs that are effective in improving home environment during early years - Support programs that are effective in decreasing maternal life stress - Discourage adolescents from hanging out with peers without parental supervision for long amounts of time <p><i>School/Neighborhood Level</i></p> <ul style="list-style-type: none"> - Promote schools with higher average SES levels - Encourage comprehensive public schools to adopt some of

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				<p>the structural features and/or practices of Catholic schools and magnet public schools (more fluid tracking system, cooperative, communitarian school climate, etc.)</p> <ul style="list-style-type: none"> - Encourage hiring of secondary school teachers with content specific training or certification, especially in the subject of math - Encourage programs found to increase representation of teachers of both sexes, and from diverse racial and ethnic, socioeconomic backgrounds <p><i>Societal/Policy Level</i></p> <ul style="list-style-type: none"> - Support policies effective in increasing marital stability- Encourage preschool aged children to watch educational programming <p><i>Program Level</i></p> <ul style="list-style-type: none"> - Service learning programs
High School Completion/ Reduce High School Dropout	-Mentoring programs		-Participation in youth development programs with academic supports, programming -Vocational programs -High quality early childhood program participation	<p><i>Individual</i></p> <ul style="list-style-type: none"> - Encourage participation in programs that improve adolescents' academic achievement - Encourage involvement in extracurricular activities - Discourage drug use during adolescence - Discourage early fertility/parenthood (during middle or high school years) - Encourage students to have high social psychological well-being self-esteem, perceived academic ability, educational aspirations) - Discourage problem behavior and aggressive behavior - Discourage working long hours during school year (over 20

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				<ul style="list-style-type: none"> - hours per week) - Discourage working long hours in manufacturing and service fields during adolescence - Decrease grade failure/repetition among students and increase effective alternate policies for students who are failing academically, so that grade retention is resorted to less - Encourage adolescents from low SES backgrounds, especially low-income Latinos and Whites, to participate in programs designed to increase high school completion <p><i>Peers</i></p> <ul style="list-style-type: none"> - Encourage adolescents to befriend high achieving youth who aspire to graduate from high school - Encourage antisocial adolescents to establish friendships with their peers <p><i>Family</i></p> <ul style="list-style-type: none"> - Support policies that are effective in decreasing poverty and improving socioeconomic well-being of low-income families - Support programs that are effective in increasing educational attainment of adults/parents - Support programs that have been effective in improving marital stability - Support programs that have been effective in aiding families with disabled heads - Increase number of educational resources in homes

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				<p><i>Neighborhood/Community/School</i></p> <ul style="list-style-type: none"> - Establish residence during childhood in mixed SES neighborhoods with low levels of students dropping out of high school - Encourage enrollment in academic track - Encourage public high schools to adopt similar structural practices as Catholic schools - Establish smaller schools - Discourage mobility between neighborhoods/schools during adolescence <p><i>Societal/Policy</i></p> <ul style="list-style-type: none"> - Encourage and enforce state policies on later age of legal school drop out - <p><i>Program Level</i></p> <ul style="list-style-type: none"> - Service learning programs
Postsecondary attendance and attainment	-Mentoring programs		-Youth development programs with incorporated academic supports, programming -High quality early childhood program participation -Vocational programs	<p><i>Individual</i></p> <ul style="list-style-type: none"> - Increase participation in extracurricular activities during high school - Discourage early fertility/parenthood - Encourage adolescents' educational aspirations during secondary schooling years - Discourage long hours of work (over 15-20 hours per week) during the school year among high school youth - Encourage psychological well-being and positive scholastic behavioral characteristics among male adolescents (academic self-concepts, school effort, aspirations, grades) - Increase number of and/or encourage participation in work-study programs for college

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				<p>students</p> <p><i>Family</i></p> <ul style="list-style-type: none"> - Support policies that are effective in decreasing poverty and improving socioeconomic well-being of low-income families - Support programs that are effective in increasing educational attainment of adults/parents - Encourage children of mothers born outside of the United States to attend college <p><i>Neighborhood/Community/School</i></p> <ul style="list-style-type: none"> - Encourage adolescents to take classes in the academic and college prep tracks - Encourage academic achievement during secondary schooling years - Encourage high school students to take rigorous high level math and science classes and other classes required by colleges - Encourage public schools to adopt structures similar to those of Catholic schools - Encourage smaller teacher-pupil ratios - Encourage schools that are racially and ethnically representative <p><i>Program level</i></p> <ul style="list-style-type: none"> - Service learning programs