

2014-2015 Faculty of Education HSS Seed Grant Competition

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Project Title: Motivational Interviewing Truancy Intervention

Project Abstract:

Youth with emotional and behavioral challenges, learning disabilities, and those from impoverished socio-economic and racial/ethnic minority backgrounds are more likely than their peers to leave secondary school prior to graduation (Archambault, Janosz, Morizot, & Pagani, 2009; Brunnen, 2003; Dystaler, 2010; Statistics Canada, 2010). School leaving has numerous social and economic consequences including high rates of unemployment, substance abuse, criminal involvement and reliance on public assistance (Freudenberg & Ruglis, 2007; Hankivsky, 2008). Motivational Interviewing (MI) has been used as a positive behavior change strategy with a number of adult and adolescent problems (Feldstein & Ginsburg, 2006; Miller & Sanchez, 1994; Schmidt & Treasure, 1997). Twenty students at Britannia Secondary School will participate in six Motivational Interviewing modules. Methods include quantitative and qualitative data collected and analyses will focus on improved rates of school attendance and, ratings of the importance of and their confidence in completing secondary school.