



ALAS PERSPECTIVES

Beliefs Associated with Successful Dropout Prevention Efforts

- Each student's needs are legitimate and schools must find solutions that work for each student
- It is more powerful to help students focus their efforts toward what they want rather than away from what they don't want
- It is necessary to accept what the student CAN do, not what one feels the student SHOULD be able to do
- The highest-risk student has developed a core belief of self-as-failure and educators must continually work to help the student reframe this perception and replace it with the expectation of success
- The power of positive thinking, the energy of possibility, and the healing influence of compassion must characterize student-educator interactions
- Discipline teaches students through natural consequences while punishment coerces and demoralizes
- It is critical for educators to nurture a sense of well being and continuous personal growth within themselves in order to create effective schools
- Educators need to be encouraged and supported to live their own dreams in order to teach students to live theirs
- On-going gratitude for the opportunity to serve and for the successes achieved provides crucial momentum to the educator
- Educators must personally hold themselves accountable for their goals for each student while holding the student personally accountable for specific behaviors on the path to success