Absenteeism
Update on recent research and strategies to improve school attendance

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AGENDA

(Questions taken throughout)

• Culture of School around importance of attendance
• Typical factors tracked for attendance
• Discrepancies in what is tracked and use
• Absenteeism- SAP Types (school refusal, truancy, school withdrawal and school exclusion)
• Article: Differentiation
Context

What we know?

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# Definitions

<table>
<thead>
<tr>
<th>School Refusal</th>
<th>Truancy</th>
<th>School Withdrawal</th>
<th>School Exclusion</th>
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</thead>
<tbody>
<tr>
<td>• Emotion related</td>
<td>• Unwarranted absence from school</td>
<td>• Parents deliberately withdrawing child from school because of own needs</td>
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<tr>
<td>• Severe difficulty attending school</td>
<td>• Away from school</td>
<td>• Parental irresponsibility</td>
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<tr>
<td>• Emotional upset (fear, depression, feeling ill)</td>
<td>• Concealed</td>
<td>• Parental knowledge</td>
<td></td>
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<tr>
<td>• @ home with parent knowledge</td>
<td>• Parentally condoned</td>
<td>• Some behavioral concerns</td>
<td></td>
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<tr>
<td>• Absence of antisocial disorders</td>
<td>• Some antisocial behavior</td>
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Absenteism - Tracking

- Shows care with immediate action
- Strategic method of collecting daily period data
- Patterns of Student Behavior
- Connecting to home and school collisions
- Proactive responses and supports
- Plan for interventions and notifications
- Teacher engagement and classroom modifications
What must be done

• Know our values and outcomes
  • Are we interested in presence or absence? If presence why are all our efforts on absence?
• Operationalization Attendance problems –
  • Excused from unexcused – can we establish different support or consequences?
  • In-school and out of school suspension are they counted as absences?
• Accuracy of data?
  • Who verifies, shared with whom? What action is taken?
  • Can a tiered approach to absenteeism be used (Touchpoint = Skipped class, tardiness, half day missed)
    • Tier 1 – School-wide interventions, parent notification and continued monitoring
    • Tier 2- Individualized intervention and continued monitoring
    • Tier 3 – Intensified Intervention and continued monitoring

Tier 3
Students lag 1 or more years behind peers and require intensive individualized intervention. 1-5% of students.

Tier 2
Students lag well behind their peers and require some form of additional intervention. Strategic intervention with smaller groups of students needed. 5-15% of students.

Tier 1
Students learn at roughly grade level or above. Classroom instruction based on research based strategies. 90-90% of students.
What we know

School – Child's sphere of influence = punished for lack engagement

Unintended Consequences

1) School shootings – Common but Should not change engagement
2) Homelessness
3) School Safety Concerns/Mental Health
Role of Teacher

• Teachers track attendance daily
• Collaborated research with undergraduate scholars
• Findings: glitches in attendance system, most skipped classes, reasons why students may have skipped
• Patterns of students who regularly skipped class
• Volunteered time
Thank you