

How can a trusted caring adult impact student attendance? A short review of the research and literature

Trusted Caring Adult connection to attendance	Abstract	Source
<p>1. Caring adult connections to students</p> <ul style="list-style-type: none"> ■ helps youth improve school engagement and skills ■ And prevents violence and increases student engagement. 	<p>Relationships with caring adults, in addition to parents or caregivers, can influence young people’s behavioral choices and reduce their risk for involvement in crime and violence, alcohol and other substance use, and high-risk sexual behavior.44,53,55 These caring adults could include teachers, coaches, extended family members, neighbors, and community volunteers. Exposure to positive adult role models helps youth learn acceptable and appropriate behavior.54 Through positive interpersonal relationships and learning activities, youth can also develop broad and healthy life goals, improve their school engagement and skills, and establish networks and have experiences that improve their future schooling and employment opportunities.</p>	<p>A Comprehensive Technical Package for the Prevention of Youth Violence and Associated Risk Behaviors</p> <p>file:///Users/stanbaker/Downloads/cdc_43085_DS1.pdf</p>

How can a trusted caring adult impact student attendance? A short review of the research and literature

<p>2. Teacher-student relationships positively impacts</p> <ul style="list-style-type: none">■ student engagement■ including the indicator of attendance (psychological engagement, academic grades, disruptive behaviours, suspension, dropout)	<p>Systematic review examined multiple indicators of adolescent students' engagement in school, and the indicators' associations with teacher-student relationships (TSRs). Seven psychology, education, and social sciences databases were systematically searched. From this search, 46 published studies (13 longitudinal) were included for detailed analysis. Cross-sectional studies showed better quality TSRs were associated with enhanced engagement in school. These associations with TSRs were demonstrated among multiple indicators of student engagement (i.e., psychological engagement, academic grades, school attendance, disruptive behaviors, suspension, and dropout). Similar associations were found in longitudinal studies. Longitudinal and cross-sectional associations remained when covariates from the individual, family, school, and teacher contexts known to influence student engagement were controlled for. TSRs were shown to have an important but not exclusive role in their association with a comprehensive range of indicators of student engagement.</p>	<p>Longitudinal and Contextual Associations Between Teacher-Student Relationships and Student Engagement</p>

How can a trusted caring adult impact student attendance? A short review of the research and literature

3. Lack of positive relationships between students and teachers increased absenteeism

- Students indicated that poor relationships with teachers were a major explanation of non-attendance

Abstract - School absenteeism and particularly unauthorized absenteeism or truancy has been the focus of a number of, so far largely unsuccessful, recent policy initiatives. The paper draws upon two sources of data, the British Household Panel Survey and detailed interviews with a group of persistent truants, to consider the extent, consequences and explanations for truancy from secondary schools. Truancy increases steadily across the years of secondary school and, especially in the later years of compulsory schooling there is evidence that patterns of truancy established in one year carry on into the next. Truancy is strongly associated with negative outcomes in terms of not staying in education post-16, GCSE results and becoming unemployed. Coming from families of low socio-economic status, parents not monitoring homework, negative attitudes towards teachers and the value of education are all associated with higher levels of truancy. However, the majority of young people in these situations do not truant and there are many truants who do not have these characteristics. **A major explanation given by young people themselves for their non-attendance is poor relationships with teachers, including teachers failing to match their expectations.** Other factors mentioned by young people include bullying but also a more general dislike of the atmosphere of the school, sometimes associated with a change of school. There was little evidence of negative responses to the curriculum leading to truancy. It is suggested that we can distinguish between socio-economic and attitudinal factors which make young people vulnerable to truancy and precipitating events or processes which result in truanting behaviour.

Truancy in secondary school pupils: prevalence, trajectories and pupil perspectives
<https://www.tandfonline.com/doi/abs/10.1080/02671520600942446>

How can a trusted caring adult impact student attendance? A short review of the research and literature

4. Social relationships and connections with teachers promotes

- sense of belonging
- and student engagement

This article provides a brief historical context and analysis of current middle school reform efforts to promote student engagement by facilitating social relationships. International comparisons of perceived social climate are presented to assess whether sense of belonging and support are lacking in American schools. **Research documenting associations between student engagement and relationships with teachers and fellow students, in turn, sheds light on when and why social connectedness matters.** The article concludes with discussion of future reform goals and alternative strategies to foster student engagement by making middle grades more socially supportive.

Reforming Middle Schools: Focus on Continuity, Social Connectedness, and Engagement
[JAANA JUVONEN](#)

<https://www.tandfonline.com/doi/full/10.1080/00461520701621046>

How can a trusted caring adult impact student attendance? A short review of the research and literature

<p>5. Relationships between teachers and students is foundational to achievement and adjustment to school</p> <ul style="list-style-type: none"> ■ Interventions for students must consider positive social interactions with teachers 	<p>We highlight major themes emerging from the articles in this special issue. These themes include (a) the importance of theoretical frameworks and clearly defined constructs for guiding the development of interventions, (b) a consideration of intervention effects on ethnic minority children, (c) the importance of positive social interactions and relationships among teachers and peers in school as a foundation for students' adjustment to and achievement in school, (d) the need for intervention programs to use strong research designs and measures to test their effectiveness, and (e) the importance of considering developmental issues when designing interventions. Issues with respect to each theme are discussed.</p>	<p>Motivational Interventions That Work: Themes and Remaining Issues KATHRYN R. WENTZEL & ALLAN WIGFIELD Pages 261-271 Published online: 05 Dec 2007 https://www.tandfonline.com/doi/abs/10.1080/00461520701621103</p>
<p>6. Adult mentors improve student attendance</p>	<p>Following a 2008 report that documented the extent of chronic absenteeism in New York City's schools, the city organized an interagency task force to develop and implement a citywide effort to reduce chronic absenteeism. Given the size of the city school system and the scope of chronic absenteeism, the effort became the nation's most comprehensive campaign against absenteeism. Analyses of the campaign's pilot in 100 schools, with over 80,000 students, found that its efforts, particularly the Success Mentors program, significantly improved students' attendance rates and reduced chronic absenteeism, particularly for students from a high-poverty background.</p>	<p>https://www.tandfonline.com/doi/abs/10.1080/10824669.2018.1435283?journalCode=hjsp20</p>

How can a trusted caring adult impact student attendance? A short review of the research and literature

7. Adult mentors for students aid in re-engagement

- Intentional connections to school staff positively impacts student re-engagement

The Key to Getting Students Back in Classrooms? Establishing Connections. “We’re hearing about students who wouldn’t have graduated unless they had this relationship with the home visitor, students who wouldn’t have passed and gone on to the next level,” said Jacob Werblow, professor of educational leadership at Central Connecticut State University. “And then we’ve also heard there’s cases where the student, once they’re re-engaged with school, are also having an influence on their peers.” The staff members — two teachers and a school counselor for each academy — use [Check & Connect](#), an engagement program run by the University of Minnesota that the district pays for, which connects students with an in-school mentor who meets with them regularly and calls when they don’t show up. The staff also tracks attendance, student disciplinary incidents, as well as the credits earned and the rate of accruing those credits toward graduation.”

<https://www.nytimes.com/2022/10/06/education/learning/students-school-absenteeism.html>

How can a trusted caring adult impact student attendance? A short review of the research and literature

8. African American students' resilience and positive role models
Are a protective factor.

We investigated whether role models (individuals adolescents look up to) contributed to the resilience of adolescents who were exposed to negative nonparental adult influences. Our sample included 659 African American, ninth-grade adolescents. We found that adolescents' exposure to negative adult behavior was associated with increased externalizing, internalizing, and substance using behaviors, as well as more negative school attitudes and behavior. **We found that role models had protective effects on externalizing and internalizing behaviors and compensatory effects on school outcomes. Collectively, our findings indicate that role models can contribute to the resilience of African American** adolescents who are exposed to negative nonparental adult behavior.
<https://eric.ed.gov/?id=EJ841281>

Negative Adult Influences and the Protective Effects of Role Models: A Study with Urban Adolescent
sHurd, Noelle M.; Zimmerman, Marc A.; Xue, Yange
Journal of Youth and Adolescence, v38 n6 p777-789 Jul 2009

How can a trusted caring adult impact student attendance? A short review of the research and literature

9. Prolonged absenteeism is a predictor and potential risk factor for lasting problems

- school dropout,
- delinquency,
- economic deprivation,
- mental wellness problems

ABSTRACT: Absenteeism from school in children and adolescents is a problem that impacts the social, emotional and educational development of the children (Haarman, 2011). **While absenteeism can be seen as a short-term condition, prolonged absenteeism during childhood may be a predictor of lasting issues that may persist into adulthood (King, Ollendick and Tonge, 1995), such as "school dropout, delinquency and occupational and relationship problems" (Kearney and Bensaheb, 2006), and economic deprivation and social, marital, occupational and psychiatric problems (Kearney and Graczyk, 2014). Early absenteeism has been associated with school dropout, further disconnecting the children from school based health programs and leading the children into economic deprivation, and marital, social and psychiatric problems in adulthood (Kogan, Luo, Murry and Brody, 2005).** Furthermore, absenteeism may be an indication of "suicide attempt, perilous sexual behaviour, teenage pregnancy, violence, unintentional injury, driving under the influence of alcohol, and alcohol, marijuana, tobacco, and other substance abuse" (Kearney, 2008).

The Risk and Protective Factors of School Absenteeism
AUTHORS: Rajeewan Rasasingham
Open Journal of Psychiatry, Vol.5 No.2, April 17, 2015

How can a trusted caring adult impact student attendance? A short review of the research and literature

10. School based mentor positively impacts achievement

- Informal adult mentors for students shows up with greater academic achievement.
- Adults most likely to mentor academically gifted, physically attractive, outgoing, easy to get along with student while students of colour and lower socioeconomic backgrounds don't have same access to adult mentor.

We document a largely unrecognized pathway through which schools promote human capital development – by fostering informal mentoring relationships between students and school personnel. Using longitudinal data from a large, nationally representative sample of adolescents, we explore the frequency, nature, and consequences of school-based natural mentorships. Estimates across a range of fixed effect (FE) specifications, including student FE and twins FE models, consistently show that students with school-based mentors achieve greater academic success and higher levels of post-secondary attainment. These apparent benefits are evident for students across a wide range of backgrounds but are largest for students of lower socioeconomic status.

“And it works: The study found that when students have a school-based mentor, they are more likely to pass their classes, earn more credits, and earn a higher GPA. And in the long run, they are 15 percentage points more likely than students without mentors to attend college and complete almost an entire year of higher education. Past research also finds that adults are more likely to mentor adolescents whom they see as being academically gifted, physically attractive, outgoing, and easy to get along with. Yet teachers often have implicit racial biases, and studies have shown that many perceive Black students as angry when they're not.

Hiring more teachers of color, Kraft said, could help improve students' access to school-based mentors.

“I think there's a real paradox in the promise that mentoring holds,” he said. “These are more likely to be relationships that white students and students from higher socioeconomic backgrounds develop. However, we also find evidence that students from lower socioeconomic backgrounds appear to benefit most from natural mentoring.”

School-based Mentoring Relationships and Human Capital Formation
<https://www.edworkingpapers.com/ai21-441>

<https://www.edweek.org/leadership/when-teachers-and-guidance-counselors-become-informal-mentors-students-thrive/2021/07>

How can a trusted caring adult impact student attendance? A short review of the research and literature

<p>11. Teacher and peer support meets students needs</p> <ul style="list-style-type: none"> ■ Academic motivation, ■ classroom engagement ■ and school belonging increased by teacher support 	<p>The purpose of this sequential explanatory mixed methods study was to investigate teacher and peer support for young adolescents' academic motivation, classroom engagement, and school belonging within one large, urban, ethnically diverse middle school. In the initial quantitative phase, associations among aspects of teacher support (autonomy, structure, and involvement), peer support (academic and emotional), and adjustment (motivation, engagement, and belonging) were examined using student surveys (N = 209, 61% females). In the follow-up qualitative phase, participants elaborated on the ways teachers and peers support young adolescents' adjustment during individual interviews (N = 18 students, 5 teachers, and 1 administrator). Results indicate teacher and peer support are academic and social in nature and have unique implications for supporting motivation, engagement, and belonging in middle school. By utilizing a mixed methods design and adopting a multidimensional perspective of classroom-based support, our findings provide a comprehensive understanding of the role of teacher and peer support on student adjustment. An implication for educators is for them to understand the ways teacher and peer support may help meet young adolescents' needs and promote their academic motivation, classroom engagement, and school belonging.</p>	<p>Matthew A. Kraft, Alexander Bolves, Noelle M. Hurd https://scholar.harvard.edu/files/mkraft/files/kraft_bolves_hurd_2021_school-based_natural_mentors.pdf</p>

How can a trusted caring adult impact student attendance? A short review of the research and literature

Trusted adult relationship with students improves student engagement

In moving toward adulthood, young people make formative choices about their social and economic engagement while developmentally seeking autonomy from parents. Who else then contributes to guiding young people during this formative life-stage? This article explores one contributing relationship: relationships with trusted adults. Past research has shown that these adults provide motivational, emotional, and instrumental support to young people, but less is known about how and why their support is appropriate particularly during young adulthood. Using qualitative data from an Australian Research Council-funded study, **the article explores how and why trusted adults are important and influential, detailing how they talk, what they offer, and how their role differs according to young people's level of engagement or disengagement from education/employment.** The article explores how the trusted adult relationship is developmentally appropriate for young people and outlines implications for policy and future research.

The Role of Trusted Adults in Young People's Social and Economic Lives Meltzer, Ariella; Muir, Kristy; Craig, Lyn Youth & Society, v50 n5 p575-592 Jul 2018

<https://eric.ed.gov/?id=EJ118139>
2