Local Context

School Attendance:
School Climate & Positive School Discipline

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School Attendance
Multi-disciplinary **response to** *Multi-modal* **problem**

Person	Family	School/Community
Development/Interaction	Child/ Interaction	Exposure/Norms
Experiences/Participation	Experiences/Participation	Experiences/Interaction
Outcomes/Achievement	Resources/Access	Response/Resources
Future	Environment/Outcome	Environment/ Safety
Family	Future	Outcomes/Future

Local Context

Presentation Outline

1. Concept of school bonding and its multiple components

2. Perception of School Social Bonding (PSS) to measure school bonding

3. Empirical evidence to support the positive impact of school bonding on school absenteeism

4. Research and practice implications for school bonding to prevent and reduce school absenteeism

Social Bonding

   Hirsch's (1969) Social Control Theory
      – belief in internal forms of social control
      – relationship building and values

Foundation is on 4 factors
- **Attachment (***Environment/Fair/Respect***)**
- **Commitment (***Outcomes/my best***)**
- **Involvement (***Access/participation***)**
- **Belief (***Experiences***)**

Gentle-Genitty PSSB - 16 item survey instrument
   (over 10,000 students, over 10 yrs. .861)

Research Questions

Hypothesis:

Students may be less likely to be absent from school when their schools implement school-community collaboration (with high quality of critical member capacities, equal relations, and democratic and empowering structures).

Research Questions:

Does school-community collaborations help to prevent school absenteeism?

When accounting for school-community collaborations, student and school level variables, which social bonding factors more significantly help to reduce absenteeism?

METHOD

Matched data sources

– **Student** survey: 3428 students

– **School** survey: 14 schools

– Indiana Department of Education (IDOE) data

ANALYSIS

– Factor analysis and reliability test

– Ordered logit regression with clustered standard errors

Variables
Student-level variables
Male
White
Aged 16-20
School-level variables
Public schools
Elementary schools
% of free/reduced-price lunch
School-community collaboration
School bonding variables
Belief
Attachment
Involvement
Commitment

Measures

Variable	Level	Measure	Source
School absenteeism	Student	Self-reported days of missing school: low (0-2 days), normal (2-10 days), and high absenteeism (11 or more days)	Student survey
School bonding	Student	**Belief -** school norms/expectations of students' ed achievement **Attachment -** interpersonal interaction w/ teachers/ personnel **Involvement -** active participation in school activities **Commitment -** personal efforts and investment in education	Student survey
Gender	Student	Female =1, Male=0	Student survey
Age	Student	16-20 age=1, 6-15 age=0	Student survey
Race	Student	White=1, Other=0	Student survey
School-community collaboration	School	Quality of school-community collaboration in providing school-based Out of School Time (OST) programs	School survey
School type	School	public school=1, Private school=0	IDOE
School grade	School	elementary school=1, Middle/high=0	IDEO
School % free/reduced lunch	School	Percent of students who received free or reduced-price lunch out of the total students enrolled in a school	IDEO

Indiana University Bicentennial slide.

PSSB Scale Overall Scale: Cronbach Alpha: .861

Belief (.809)

14) When I do something good, adults in my school tell me about it.

13) Adults in my school notice when I do something well.

16) Persons in my school encourages me to go further in my education

12) I have adults in my school, who I can talk to about important things.

Attachment (.824)

2) My peers/friends at my school are treated with respect by school officials

1) All students at my school are treated fairly by school officials

3) I get along with school staff, at my school students.

Involvement (.726)

9) I participate in more than one activity in and outside of classes.

8) I participate in or am a leader in at least one positive school activity.

15) I participate in school activities during school time.

Commitment (.639)

4) I try my best in school.

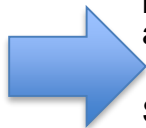5) What I am learning in school is important to my future.

6) I enjoy school work.

Key Findings

Reduction of Absenteeism

THE ANSWER

COLLABORATION

Accounting for **all**

components of school

bonding: *a) Attachment, b) Commitment, c) Involvement, d) Belief*

significantly reduced the

likelihood of a higher level of

school absenteeism.

In full model (*all variables*), **Involvement and Commitment** remained **significant**. Results suggest 2 important implications:

Students' **involvement and commitment** are more *directly* associated with reduced school absenteeism.

Students' belief and attachment are **Not significant factors** directly affecting school absenteeism.

However, the results show potential paths through which they first increase involvement and/or commitment and then indirectly reduce school absenteeism.

School absenteeism significantly decreased when schools collaborated more actively with communities in offering school-based Out of School Time (OST) programs to their students.

Next Steps/ Resources

Use local resources

- Have personnel for students to talk about difficulties,

- Acknowledge students doing well, reward presence, encourage their growth,

- Instill norms and discipline that is fair for all, respectful,

- provide opportunities for all children to participate, make part of school culture

- Collaborate – Community/Families

Resources:
- Kearney's Tiered Approach
- Gentle-Genitty's PSSB
- SNACK
- INSA [Country updates]
- [Positive School Discipline Resources](#) – Brandie Oliver
- Your local programs and promising programs
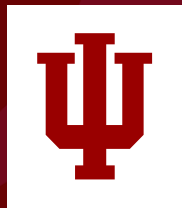
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