



Los Angeles Unified School District

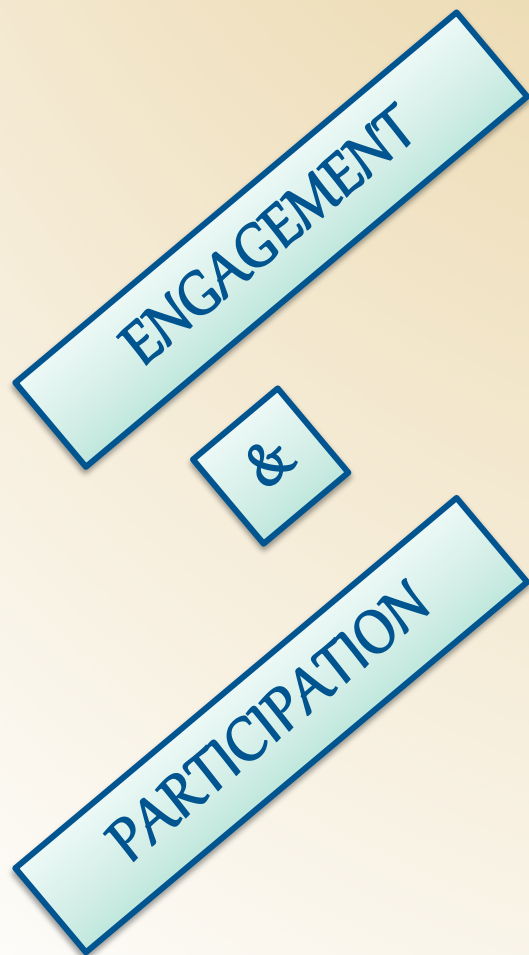


Student Health and Human Services

Student Attendance and Engagement/Participation

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What does Attendance mean during Distance Learning?



- **Student is Engaged with Learning**
 - Logs in to digital learning platforms
 - Attends synchronous learning videoconference sessions
 - Communicates with teacher(s)
- **Student Actively Participates in Learning**
 - Completes assignments
 - Interacts appropriately during synchronous learning videoconference sessions
 - Asks questions and requests support from teacher(s)

How do Students Benefit...

from Regular Attendance? (traditional in-seat)

- Earning better grades and higher test scores
- Accessing instruction and support from teachers/staff
- Connecting and interacting with peers
- Developing lifelong habits of reliability and conscientiousness

from Engagement & Participation? (remote learning)

- Earning better grades and higher test scores
- Accessing instruction and support from teachers/staff
- Connecting and interacting with peers
- Developing lifelong habits of reliability and conscientiousness

Let's Talk About Engagement

- Researchers have varying definitions of Student Engagement, many of which encompass participation
- Pre-Covid(19) research has highlighted the importance of student engagement as follows:
 - Students with higher behavioral and cognitive engagement have higher grades and aspire to higher education ([Wang & Eccles, 2012a](#))
 - Increasing student engagement is a critical aspect of many intervention efforts aimed at reducing school dropout rates ([Archambault, Janosz, Morizot, & Pagani, 2009](#); [Christenson & Reschly, 2010](#); [Wang & Fredricks, 2014](#))
 - Engagement is linked to other facets of child development. Youth with more positive trajectories of behavioral and emotional engagement are less depressed and less likely to be involved in delinquency and substance abuse ([Li & Lerner, 2011](#)).

Teaching Habits of Attendance/Engagement/Participation

- Attendance, Engagement and Participation are habits that can and should be taught
 - Explain the benefits of attending, engaging and participating
 - Teach Organization and Time Management Skills
 - Model being dependable and reliable in the digital environment
- Teachers can support students and parents/caregivers in developing an understanding of the expectations
 - Be explicit about what is required of students
 - Reinforce regular attendance/engagement/participation

Concerns Raised by Lack of Student Attendance or Engagement/Participation

- **Instructional loss and subsequent academic deficiencies**
- **Child welfare questions**
 - **Adequate adult supervision/support?**
 - **Stressful environment, possibly experiencing homelessness?**
 - **Ability to access instruction (learning differences and/or lacking sufficient technology resources/capability)?**
 - **Physical health concerns?**
 - **Mental health concerns?**

What Impact does Disengagement have on Students?

- School disengagement has been linked to negative indicators of youth development, including higher rates of substance use, problem behaviors, and delinquency. (*Henry, Knight, & Thornberry, 2012*)

Chronic Absenteeism and its Broader Consequences



73% of students chronically absent in kindergarten and 1st grade are unable to meet the California standards for ELA in 3rd grade



Kids that do not read on-level are **4XS** more likely to drop out of high school



Students without a diploma are **8XS** more likely to be incarcerated

Chronic Absence is one of the strongest predictors of dropping out, even more than suspensions and test scores.

Do students and/or parents/caregivers understand the importance of engagement?

- **Some may be aware of attendance policies and the benefits of attendance/engagement, while others may not**
- **There may be competing priorities or overwhelming stressors, like:**
 - **Securing financial resources for necessities of life**
 - **Coping with unstable housing or complete lack of shelter**
 - **Managing health conditions, Covid related or otherwise**
 - **Mental health issues that may impair functioning and/or judgment**

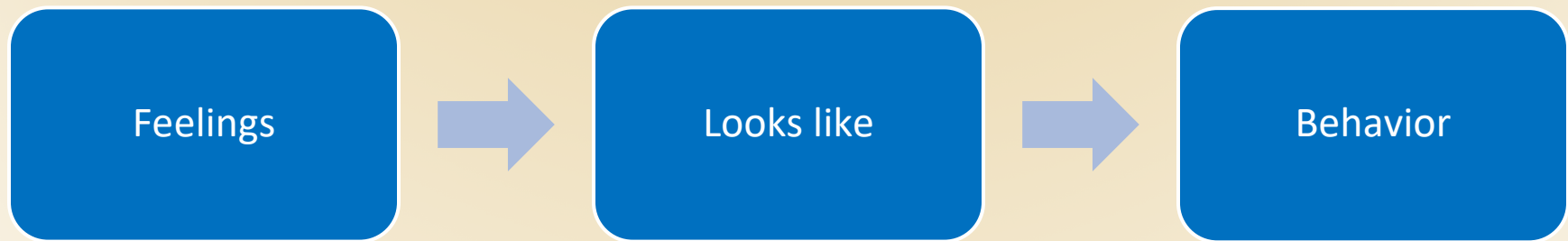
Under the Surface

"Under The Surface" - Empathy Film



Begin with Compassion: What's Behind the Behavior/Non-Engagement?

- Often times a child's behavior is a reaction to a deeper feeling or belief, or trying to avoid uncomfortable feelings



FEELINGS

- Hurt
- Avoid rejection
- Avoid feeling/emotions
- Holding feelings in
- Depression
- Unloved (tests the relationship, avoids rejection)
- Trauma trigger, heightened internal alarm

BEHAVIOR

- Aggression
- Oppositional
- Overly compliant
- Outburst
- Hopeless/helpless
- Argumentative
- Rapid Escalation

Cause I Ain't Got a Pencil

by Joshua T. Dickerson



Cause I Ain't Got a Pencil

by Joshua T. Dickerson

I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got a pencil.

Supportive Communication Can Strengthen Engagement



**“ CONNECTION IS WHY
WE’RE HERE; IT IS
WHAT GIVES PURPOSE
AND MEANING TO OUR
LIVES.”**

BRENÉ BROWN

EST. 2014 | VALOURINE

*“I define **connection** as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship.”*

-Brené Brown

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Questions?



Resources

- AAP Parenting After Trauma: Understanding Your Child's Needs, a Guide To Foster and Adoptive Parents, <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/healthy-foster-care-america/documents/familyhandout.pdf>
- Child Welfare Information Gateway: Parenting a child who has experienced trauma, <https://www.childwelfare.gov/pubPDFs/child-trauma.pdf>
- Wang, M. T., & Degol, J. (2014). Staying Engaged: Knowledge and Research Needs in Student Engagement. *Child development perspectives*, 8(3), 137–143.
<https://doi.org/10.1111/cdep.12073>
 - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4833401/>