

Research Quotes or Statements for Flashlight Presentations

<i>Theme</i>	<i>Research Finding</i>	<i>Source</i>
Attendance, Absenteeism	Truant students are at higher risk of being drawn into behavior involving drugs, alcohol, or violence (Garry, 1996).	Garry, E. M. (1996). <i>Truancy, first step to a lifetime of problems</i> . Washington, DC: US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.
	Students who attend school perform better than those who do not (Easton & Englehard, 1982).	Easton, J. Q., & Engelhard, G. (1982). A longitudinal record of elementary school absence and its relationship to reading achievement. <i>Journal of Educational Research</i> , 7(5), 269–274.
	Poor attendance is linked to student alienation and disengagement, which may contribute to students dropping out of school (Lan & Lanthier, 2003).	Lan, W., & Lanthier, R. (2003). Changes in students' academic performance and perceptions of school and self before dropping out of schools. <i>Journal of Education for Students Placed at Risk</i> , 8(3), 309–332.
	Results show that a higher proportion of unexcused absences places the students at academic risk, especially in math achievement and as early as in elementary school (Gottfried, 2010).	Gottfried, M. A. (2010). Evaluating the relationship between student attendance and achievement in urban elementary and middle schools: An instrumental variables approach. <i>American Education Research Journal</i> , 47(2), 434–465.
	There is a direct correlation between attendance and academic achievement. Students who go to class invariably do better in school and maximize their chances for success down the road (Biegel, 2000).	Biegel, S. (2000). <i>The interfaces between attendance, academic achievement, and equal educational opportunity</i> . Report of Consent Decree Monitoring Team. US District Court, Northern District of California.

	Students who have poor attendance for reasons other than illness are also more likely to drop out. Students who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk students will drop out of school. (US Department of Education & ERIC, n.d.)	US Department of Education, The Educational Resources Information Clearinghouse (ERIC). (n.d.). <i>Identifying Potential Dropouts, ERIC Digest; School Dropouts, ERIC Digest #109; and Student Truancy, ERIC Digest #125.</i> Retrieved from http://ed.gov.databases/ERIC_Digests/ed
	A student's attitude towards the school is the single most important factor in combating truancy. It is the responsibility of school administrators to fashion a school where children want to attend as opposed to having to attend (Gullatt & Lemoine, 1997).	Gullatt, D., & Lemoine, D. (1997). Truancy: What's a principal to do? <i>American Secondary Education</i>, 26(1), 7–12.
	Excessive absences and truanies usually equate to poorer achievement, mediocre self-esteem, lower promotion and graduation rates and lesser employment potential, all of which frequently lead to a student dropping out of school (Walker, 2007).	Walker, K. (2007). Research brief: Attendance and truancy problems. <i>The Principals' Partnership</i>. Retrieved from http://oemanagement.com/data/_files/attendanceandtruancy.pdf
	Absences other than excused absences as defined by State regulations have a highly adverse effect on the student as well as the educational program (New York Educational Law, Section 3024).	New York Educational Law § 3024.
	Attendance has a stronger effect on grades and is more predictive of course failure than are students' test scores (Farrington et al., 2012).	Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago, IL: University of Chicago Consortium on Chicago School Research.

<i>Theme</i>	<i>Research Finding</i>	<i>Source</i>
Social Behavior (Personal/Social Domain):	There is a strong relationship between social behavior and academic success. Social skills (getting along with peers, teamwork) positively predict academic achievement (Malecki & Elliott, 2002).	Malecki, C. K., & Elliott, S. N. (2002). Children's social behaviors as predictors of academic achievement: A longitudinal analysis. <i>School Psychology Quarterly</i> , 17, 1–23.
	Empathy training helps bring out more positive social behaviors and a more positive self-evaluation in both aggressive and nonaggressive students (Feshbach & Feshbach, 1982).	Feshbach, N., & Feshbach, S. (1982). Empathy training and the regulation of aggression: Potentialities and limitations. <i>Academic Psychology Bulletin</i> , 4, 399–413.
Bullying, Behavior, Discipline	Disruptive behavior (including hitting others) can affect academic achievement (Gibson, 2006).	Gibson, D. (2006). The association of students' academic efficacy, achievement goal orientation, and teacher rapport with disruptive behavior in the classroom. Doctor of Psychology Dissertation, St. John's University, New York. Retrieved from Dissertations & Theses: A&I database. (Publication No. AAT 3229029).
	Almost 30% of youth in the United States (or over 5.7 million) are estimated to be involved in bullying as either a bully, a target of bullying, or both (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001).	Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth: Prevalence and association with psychosocial adjustment. <i>JAMA</i> , 285(16), 2094–2100.
	At-risk children who can self-regulate have higher reading, math, and vocabulary achievement (Sektnan, McClelland, Acock, & Morrison, 2010).	Sektnan, M., McClelland, M. M., Acock, A., & Morrison, F. J. (2010). Relations between early family risk, children's behavioral regulation, and academic achievement. <i>Early Childhood Research Quarterly</i> , 25, 464–479. doi:10.1016/j.ecresq.2010.02.005

	Students who behave better achieve better (e.g., Van Horn, 2003).	Van Horn, M. L. (2003). Assessing the unit of measurement for school climate through psychometric and outcome analyses of the school climate. <i>Educational and Psychological Measurement</i> , 63(6), 1002–1019.
	Bullying may seriously affect the psychological functioning, academic work, and health of children who are targeted. Bully victimization has been found to be related to lower self-esteem, higher rates of depression, loneliness, and anxiety (Craig, 1998).	Craig, W. M. (1998). The relationship among bullying, victimization, depression, anxiety, and aggression in elementary school children. <i>Personality and Individual Differences</i> , 24, 123-130.
	Males are more likely than females to be the both perpetrators of bullying and the targets of bullying. Most frequently occurs in 6th-8. Both experiencing bullying and perpetuating are associated with poor psychosocial adjustment. (Nansel et al., 2001).	Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among US youth. <i>JAMA: The Journal of the American Medical Association</i> , 285(16), 2094–2100.
	Routinely victimized children exhibit depression, anxiety, and suicidal thoughts at higher levels than do non-victims. (Stanford University Medical Center, 2007).	Stanford University Medical Center. (2007, April 12). School bullying affects majority of elementary students. <i>ScienceDaily</i> . Retrieved from http://www.sciencedaily.com/releases/2007/04/070412072345.htm
	Individuals who habitually bully are at greater risk for having a criminal record by their mid-twenties. If bullying behavior continues into adulthood, there is an increased chance that the bully will also commit child abuse and/or domestic violence (Quiroz, Arnette, & Stephens, 2006).	Quiroz, H. C., Arnette, J. L., & Stephens, R. D. (2006). Bullying in schools: Fighting the bullying battle. Retrieved from http://www.schoolsafety.us/pubfiles/bullying_fact_sheets.pdf

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	The prevalence of bullying among elementary school children is substantial. Associations between bullying involvement and school problems indicate this is a serious issue for elementary schools (Glew, Fan, Katon, & Kernic, 2005).	Glew, G. M., Fan, M. Y., Katon, W. R., & Kernic, M. A. (2005). Bullying, psychosocial adjustment, and academic performance in elementary school. <i>Archives of Pediatrics and Adolescent Medicine</i> , 159(11), 1026–1031.
	Students stay home for fear of being bullied at school (Lazarus & Pfohl, 2010).	Lazarus, P. J., & Pfohl, W. (2010). <i>Bullying prevention and intervention: Information for educators</i> . Bethesda, MD: National Association of School Psychologists.
	Throughout their lives, both victims and bullies suffer higher levels of mental health problems, including depression (Lucile Packer Children's Hospital, 2007).	Lucile Packer Children's Hospital. (2007, April 12). <i>School bullying affects majority of elementary students, Stanford/Packard researchers find</i> . Retrieved from http://www.lpch.org/aboutus/news/releases/2007/bullying.html
	Students who are subjected to bullying on a regular basis can become isolated from friends and school and become vulnerable to risky behaviors (Sunburst Visual Media, 2002).	Sunburst Visual Media. (2002). <i>Own your anger</i> . (Video instruction kit).
	Students who are suspended are less likely to be high academic achievers (e.g., Williams & McGee, 1994).	Williams, S., & McGee, R. (1994). Reading attainment and juvenile delinquency. <i>Journal of Child Psychology and Psychiatry</i> , 35, 442–459.
Alcohol, Tobacco, and Other Drug Use	Students who use drugs or alcohol perform academically at a lower rate than those who do not (e.g., Jeynes, 2002).	Jeynes, W. (2002). The relationship between the consumption of various drugs by adolescents and their academic achievement. <i>The American Journal of Drug and Alcohol Abuse</i> , 28(1), 1–21.
Parent Involvement	Students whose parents are involved in meaningful ways in the school outperform those	Marchant, G. J., Paulson, S. E., & Rothlisberg, B. A. (2001). Relations of middle school students' perceptions of family and school

	whose parents are not involved (e.g., Marchant, Paulson, & Rothlisberg, 2001).	contexts with academic achievement. <i>Psychology in the Schools</i> , 38(6), 505–519.
	Several family-school-community partnership practices predict an increase in daily attendance, a decrease in chronic absenteeism, or both. Schools may be able to increase student attendance in school by implementing specific family and community involvement activities (Epstein & Sheldon, 2002).	Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. <i>Journal of Educational Research</i> , 95, 308–318.
	Sixty-five percent of parents report checking to make sure their children finish their homework (Aud, 2011)	Aud, S. (2011). <i>America's youth: Transition to adulthood</i> . Washington, DC: US Department of Education, National Center for Education Statistics. Washington, DC: US Government Printing Office. Retrieved from http://nces.ed.gov/pubs2012/2012026.pdf
Course Enrollment Patterns	Students who take more rigorous coursework do better on standardized tests (e.g., Smith & Niemi, 2001).	Smith, J. B., & Niemi, R. (2001). Learning history in school: The impact of course work and instructional practice on achievement. <i>Theory and Research in Social Education</i> , 29(1)18–42.
	Forty-four percent of 2010 graduates surveyed by the College Board reported they wish they had taken different courses in high school (Hart Research Associates, 2011).	Hart Research Associates. (2011). <i>One year out: Findings from a national survey among members of the high school graduating class of 2010</i> . New York, NY: The College Board. Retrieved from http://media.collegeboard.com/homeOrg/content/pdf/One_Year_Out_key_findings%20report_final.pdf

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	“Nationally, over 1.8 million students in 2009–2010 took at least one Advanced Placement (AP) exam” (Aud, 2011, p. vi).	Aud, S. (2011). <i>America’s youth: Transition to adulthood</i>. US Department of Education, National Center for Education Statistics. Washington, DC: US Government Printing Office. Retrieved from http://nces.ed.gov/pubs2012/2012026.pdf
Dropout and Retention	Grade retention was found to be the “single most powerful predictor” of school dropout (Bridgeland, DiIulio, & Balfanz, 2009, p. 616).	Bridgeland, J., DiIulio, Jr., J. J., & Balfanz, R. (2009). <i>Perspectives of teachers and principals on the high school dropout problem</i>. Washington, DC: Civic Enterprises, LLC. Retrieved from www.civicerprises.net/pdfs/frontlines.pdf
	Students from low socioeconomic status families are twice as likely to drop out of school as students from average social class families, even when controlling for other factors (Rumberger, 1995).	Rumberger, R. (1995). Dropping out of middle school: A multilevel analysis of students and schools. <i>American Educational Research Journal</i>, 32(3), 583–625.
	Schools need to develop early warning systems to help them identify students at risk of dropping out and to develop the mechanisms that trigger appropriate supports for these students. (Bridgeland, DiIulio, & Balfanz, 2009).	Bridgeland, J., DiIulio, Jr., J. J., & Balfanz, R. (2009). <i>Perspectives of teachers and principals on the high school dropout problem</i>. Washington, DC: Civic Enterprises, LLC. Retrieved from www.civicerprises.net/pdfs/frontlines.pdf
	The key indicators of dropout are poor attendance, behavioral problems, and course failure. (Bridgeland, DiIulio, & Balfanz, 2009)	Bridgeland, J., DiIulio, Jr., J. J., & Balfanz, R. (2009). <i>Perspectives of teachers and principals on the high school dropout problem</i>. Washington, DC: Civic Enterprises, LLC. Retrieved from www.civicerprises.net/pdfs/frontlines.pdf

	Ninth grade is a critical year, because students need skills early to graduate (Cooper & Liou, 2007).	Cooper, R., & Liou, D. D. (2007). The structure and culture of information pathways: Rethinking opportunity to learn in urban high schools during the ninth grade transition. <i>The High School Journal</i> , 91(1), 43–56.
Ninth-Grade Interventions	By ninth grade, dropout can be predicted with 85% accuracy (Bridgeland, DiIulio, & Balfanz, 2009).	Bridgeland, J., DiIulio, Jr., J. J., & Balfanz, R. (2009). <i>Perspectives of teachers and principals on the high school dropout problem</i> . Washington, DC: Civic Enterprises, LLC. Retrieved from www.civicerprises.net/pdfs/frontlines.pdf
	“Among students who sent their first serious distress signal in 9th grade, those who earned fewer than two credits or attended school less than 70 percent of the time had at least a 75 percent chance of dropping out of school” (Neild, Balfanz, & Herzog, 2007, p. 30).	Neild, R., Balfanz, R., & Herzog, L. (2007). An early warning system. <i>Educational Leadership</i> , 65(2), 28–33.
	Eighty percent of dropouts studied in Philadelphia sent a signal in the middle grades or during the first year of high school (Neild, Balfanz, & Herzog, 2007).	Neild, R., Balfanz, R., & Herzog L. (2007). An early warning system. <i>Educational Leadership</i> , 65(2), 28–33.
	Only 49% of 2010 graduates surveyed by the College Board reported “that their high school did a good job of preparing them for both work and school” (Hart Research Associates 2011, p. 3).	Hart Research Associates. (2011). <i>One year out: Findings from a national survey among members of the high school graduating class of 2010</i> . New York: The College Board. Retrieved from http://media.collegeboard.com/homeOrg/content/pdf/One_Year_Out_key_findings%20report_final.pdf

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College and Career Readiness	Twenty-four percent of 2010 graduates enrolled in college reported that they were required to take developmental or remedial courses (Hart Research Associates, 2011).	Hart Research Associates. (2011). <i>One Year Out: Findings from a National Survey Among Members of the High School Graduating Class of 2010</i> . New York: The College Board. Retrieved from http://media.collegeboard.com/homeOrg/content/pdf/One_Year_Out_key_findings%20report_final.pdf
	Only 66 percent of students met college readiness benchmarks in English in 2009–10 (Aud, 2011). “66 percent of male and 74 percent of female high school completers enrolled in college directly after high school in 2009” (Neild, Balfanz, & Herzog, 2007, p. vi).	Aud, S. (2011). <i>America’s youth: Transition to adulthood</i> . US Department of Education, National Center for Education Statistics. Washington, DC: US Government Printing Office. Retrieved from http://nces.ed.gov/pubs2012/2012026.pdf
	Social skills have gained increasing attention as a critical factor for adolescents in connection with career readiness (Farrington et al., 2012).	Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). <i>Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review</i> . Chicago, IL: University of Chicago Consortium on Chicago School Research.
Homework	In 2007, 7% of parents reported that their children did no homework outside of school (Aud, 2011).	Aud, S. (2011). <i>America’s youth: Transition to adulthood</i> . US Department of Education, National Center for Education Statistics. Washington, DC: US Government Printing Office. Retrieved from http://nces.ed.gov/pubs2012/2012026.pdf

	Academic behaviors (such as going to class, studying, doing homework) are a major determinant of course grades; improving academic behaviors can improve course performance (Farrington et al., 2012).	Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). <i>Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review.</i> Chicago, IL: University of Chicago Consortium on Chicago School Research.
	As a result of differences in self-control, girls spent about twice as much time on homework as boys (Duckworth & Seligman, 2006.)	Duckworth, A. L., & Seligman, M. E. P. (2006). Self- discipline gives girls the edge: Gender in self-discipline, grades, and achievement test scores. <i>Journal of Educational Psychology</i> , 98(1), 198–208.
Self-Control	Academic performance depends largely upon students' own self-control and conscientiousness; a failure to use self-discipline may contribute to many students' academic problems (Duckworth & Seligman, 2005).	Duckworth, A. L., & Seligman, M. E. P. (2005). Discipline outdoes IQ in predicting academic performance of adolescents. <i>Psychological Science</i> , 16, 939–44.
	Whether students exhibit self control-depends on context, the strategies they are given, and their own cognitive strategies (Farrington et al., 2012; Mischel & Mischel, 1983).	Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). <i>Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review.</i> Chicago, IL: University of Chicago Consortium on Chicago School Research. Mischel, H. N., & Mischel, W. (1983). The development of children's knowledge of self-controls strategies. <i>Child Development</i> , 54, 603–619.

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	Individuals tend to participate in activities that they feel that they can carry out and avoid those for which they lack confidence in their ability to complete (Bandura, 1986).	Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall.
Academic Perseverance and Beliefs	“One’s beliefs about intelligence and attributions for academic success or failure are more strongly associated with school performance than is one’s actual measured ability” (Farrington et al., 2012, p. 10).	Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). <i>Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review</i> . Chicago, IL: University of Chicago Consortium on Chicago School Research.
	Stereotype threat and learned helplessness can undermine positive academic mindsets and interfere with academic performance (Farrington et al., 2012).	
	Students exhibit different amounts of perseverance under different conditions, suggesting that school counselors and teachers can change conditions to promote academic perseverance (Farrington et al., 2012).	
	Correlational evidence suggests that student perseverance is an important mechanism in assignment completion (Farrington et al., 2012).	
	Academic perseverance can be increased by “supporting positive academic mindsets and helping students develop effective learning strategies” (Farrington et al., 2012, p. 17).	
	“When students value the work they are doing, they feel a sense of belonging in the classroom context in which they are working, feel capable of succeeding, and believe they will master	

	challenging material with effort, they are much more likely to engage and difficult work and see it through to completion (Farrington et al., 2012, p. 26).	
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