

An Analysis of a Comprehensive and Collaborative Truancy Prevention and Diversion Program

By

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Abstract

Education is fundamental for the development of skills required for academic and social success. When students fail to attend school regularly, adverse consequences result at the individual, school, and societal level. Truancy, or not attending school as required by law, has been linked to academic failure, school dropout, substance use and abuse, delinquency, and problems that persist into adulthood (e.g., job problems, marital issues, adult criminality, incarceration). Past research demonstrates the need for a collaborative and comprehensive approach to combat truancy that includes monitoring attendance, mentoring, providing meaningful consequences, increasing parental and school involvement, and ongoing evaluation. The present study evaluates the effects of a truancy prevention and diversion program (TPDP) on the decrease in unexcused absences accumulated by students in violation of the compulsory education law. The TPDP is recognized as an appropriate alternative to formal court involvement and has been offered to truant students and parents for 40 years. The program is a collaborative effort with public schools, the district attorney's office, a child protective services agency, a youth services agency, and a midwestern university. Undergraduate practicum students act as mentors for truant students by developing positive relationships, monitoring attendance, and providing incentives through a behavioral contract. The program includes a review team led by an assistant district attorney. The primary investigator analyzed group data (i.e., unexcused absences) collected over the past 10 years and a representative sample of individual participants' pre-and post-intervention data collected over the past 10 years using single-subject methodology. Results demonstrate the effectiveness of the TPDP in reducing truancy across participants and years.

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An Analysis of a Comprehensive and Collaborative Truancy Prevention and Diversion Program

School attendance is the foundation of academic and social success (Sutphen, Ford, & Flaherty, 2010), and serious short- and long-term consequences result from non-attendance in school (Garry, 1996). School absenteeism is a term defined by the U.S. Department of Education (ED) for all categories of school absences (i.e., unexcused, excused, and suspensions). Truancy is a legal term defined by state legislation and school districts as a specified number of unexcused absences (i.e., an absence without the approval by proper school officials) from school by a minor (i.e., any individual under the age of 18) over a designated amount of time (Baker, Sigmon, & Nugent, 2001). Truancy is considered a status offense (i.e., an offense that is illegal due to being under 18 years of age) by the juvenile justice system and is subject to court petition (Fantuzzo, Grim, & Hazan, 2005; Sutphen et al., 2010).

School absenteeism has been identified nationwide as a serious social issue in need of increased attention. The ED (2016) referred to the rate of chronic absenteeism (i.e., the percentage of public-school students missing 10% or more of the school year) as an educational crisis. The Civil Rights Data Collection (CRDC), a biennial survey mandated by the Office for Civil Rights (OCR), examined the rates of chronic absenteeism (i.e., the number of students absent 15 or more school days during the school year) during the 2013-2014 and 2015-2016 school year using official school records submitted from 99.9% of public schools across the U.S. The 2013-2014 CRDC Report showed 6 million students (14% or 1 in 7 students) enrolled in prekindergarten-twelfth grade missed 15 or more school days; that is, 98 million school days were lost in 1 school year. Additionally, the report showed that each of the 50 states had chronically absent students, and 500 school districts reported that 30% or more of their students

missed at least 15 days of school. The 2015-2016 CRDC Report (released in April 2018) showed approximately 8 million students across the U.S. were chronically absent during the school year. Thus, the nationwide rate of chronic absenteeism during the 2013-2014 school year increased by approximately 2 million students during the 2015-2016 school year. (*Note:* the 2017-2018 CRDC Report has not yet been released.)

Truancy has also been identified as a serious problem; however, definitional inconsistencies across states and within school districts have made it difficult to measure the rate of truancy nationwide using official school records. Nevertheless, the prevalence of truancy in the U.S. has been estimated using self-report data collected from large, nationally representative samples. Henry (2007) examined truancy rates (i.e., the percentage of students who reported skipping 1 day or more of school within the past 30 days) within 8th- ($n= 5, 684$) and 10th- ($n= 5, 429$) grade students using data collected from the 2003 Monitoring the Future survey. Results showed that 10.5% of 8th-grade students and 16.4% of 10th-grade students reported being unexcused from school 1 day or more. Vaughn et al. (2013) examined truancy rates (i.e., the percentage of students who reported skipping 1 day or more of school within the past 30 days) within 17, 480 students between the ages of 12 and 17 ($M= 14.6$) using self-report data collected from the 2009 National Survey on Drug Use and Health (NSDUH). Results showed that 11% of students reported having skipped school (9% reported having skipped 1-3 days; 2% reported having skipped 4 or more days).

To further examine the extent and impact of truancy nationwide, it is important to consider the amount of truancy petitions filed in juvenile courts across the U.S. The National Center for Juvenile Justice (NCJJ, 2018) examined case records and court-level statistics reported in 2015 by 2,500 courts with jurisdiction over 86% of the juvenile population. A few of

the violations considered as a status offense and included in the analyses were truancy, runaway cases, vandalism, liquor law violations, and ungovernability. It was found that the number of petitioned truancy cases outnumbered all other status offense cases. That is, the number of truancy cases accounted for over half of the petitioned status offense cases nationwide.

Additionally, an increasing trend in the number of petitioned truancy cases was observed from 2005 to 2015 for both males and females and across all racial groups (i.e., White, Black, Hispanic, American Indian, and Asian). Similarly, results showed that truancy made up the largest proportion of all cases that were adjudicated, and there was an increasing trend in the number of cases adjudicated for truancy from 2005 to 2015 while a decreasing trend was observed for all other cases that were adjudicated (Hockenberry & Puzanchera, 2018).

Compulsory School Attendance

Compulsory school attendance, also referred to as compulsory education, refers to the minimum and maximum age required by each state in which a student must be enrolled in and attending public school (Baker et al., 2001). Compulsory school attendance laws were developed in the nineteenth century to combat child labor and exploitation and provide education to children of all reputes by encouraging parents to send their children to school by mandating school attendance for school-age children. Compulsory school attendance laws typically include school entrance and exit ages, length of school years, student enrollment procedures and requirements, educational alternatives (e.g., homeschool), waivers and exemptions, and enforcement and truancy provisions.

School entrance and exit ages. The minimum and maximum age at which a child must attend school vary across state legislation. Data collected in 2015 by the National Center for Education Statistics (NCES) showed the minimum entrance age ranged across states and the

District of Columbia from 5- ($n= 10$) to 8- ($n= 2$) years-old with 6-years-old ($n= 25$) being the most common and 7-years-old ($n= 14$) being the second most common. Attendance in a kindergarten program is required in only 16 of the 51 jurisdictions. The maximum exit age ranges from 16- ($n= 14$) to 18- ($n= 26$) years-old with 18-years-old being the most common.

The educational system in most schools across the U.S. is organized by age group including elementary school, junior high or middle school, and high school. Preschool precedes kindergarten and is not included in compulsory education. Elementary school, also referred to as primary education, typically includes kindergarten through fifth or sixth grade (some school districts include seventh and eighth grade). Primary education is the first stage of compulsory education, although attendance in kindergarten is not usually required. Junior high or middle school typically includes sixth or seventh through eighth grade, and high school typically includes ninth through twelfth grade. Junior high or middle school and high school are referred to as secondary education. Secondary education is the second stage of compulsory education; however, attendance in high school may only be required through a certain age or grade (e.g., 16-years-old).

Educational alternatives. In *Pierce v. Society of Sisters* (1925), the U.S. Supreme Court ruled that it was unconstitutional for states to require children to attend public schools instead of equally qualified private or religious schools. The court ruled that parents have the constitutional right to choose whether public teachers or private instructors teach their children. Thus, all states allow children to receive schooling through an equally qualified private or religious school, and some states address the issues of homeschool or instruction by a private tutor.

Waivers and exemptions. In *Wisconsin v. Yoder* (1972), the Supreme Court of the United States ruled that Amish parents were not required due to their First Amendment right to

religious freedom to send their children to public school beyond the age of 14. The U.S. Supreme Court took into consideration the parents' religious and moral objections to exposing their children to a public education beyond the eighth grade, the Amish children had received an education through the eighth grade, school attendance in Wisconsin was mandated only until age 16, and the parents had agreed to provide agricultural vocational education subsequent exemption. Similarly, an individual residing in South Dakota or Kansas may only be exempt from compulsory school attendance if he or she has completed eighth grade, is a member of a recognized religious institution, and will receive further educational instruction subsequent an exemption (K.S.A. § 72- 3120(g); S.D. Codified Laws § 13-27-1.1). In Iowa, an individual can be given an exemption at any age; however, the individual must be a member of a recognized religious institution that has been established for at least 10 years within the state and whose beliefs differ significantly from the goals and objectives of public education. Furthermore, Iowa requires that parents or legal guardians submit annual documentation demonstrating students' educational progress (Iowa Code § 299.24.). Virginia is the only state that provides a complete statutory exemption to school attendance on religious grounds without any requirement of continued educational instruction (Va. Code. Ann. § 22.1-254(B)(1)).

An exemption from compulsory school attendance can occur for reasons other than religious beliefs. According to the California Education Code, any student who has a work permit to work for no longer than 5 consecutive days in the entertainment or allied industries must be excused from school during the period in which the student is working for a maximum of five absences per school year. Students must receive instruction from a certified studio teacher. Some states allow students to sign out before the designated exit length if they have permission from a parent, the school, or the school board (CAL. EDUC. CODE § 48222, 48224).

Truancy provisions. Enforcement of compulsory school attendance laws is usually accomplished through local school attendance officers, superintendents, law enforcement officers, and municipal or juvenile domestic relations courts. Other than exemption from the compulsory school attendance law, an approved absence from school is usually limited to student illness, a family emergency, or a death in the family (Rumberger, 1987).

While all states set the ages between which students must attend an educational program, most states do not define the number of unexcused absences allowed within a specified amount of time before students are considered truant nor do states always clearly define how much of a school day must be missed before it is considered an absence. Usually, the specific definition of truancy is established by school district policy and, thus, may vary across states and within states across school districts (Baker et al., 2001).

Consequences of Truancy

Truancy has been associated with a variety of negative short- and long-term consequences that impact all individuals involved including the student, family, school, and society as a whole. Garry (1996), in a bulletin published by the OJJDP, described truancy as, "the first step to a lifetime of problems" (p. 1). Truancy has been linked to school failure, school dropout, substance abuse, social isolation, suicidal ideation, teenage pregnancy, gang activity, delinquency, serious criminal behavior, adverse outcomes later in life (e.g., lower paying jobs and unemployment), and financial consequences. Although causal pathways have not yet been identified, strong associations between truancy and the aforementioned consequences have been found and are explained below.

School failure and school dropout. Truancy has been associated with low academic achievement and school completion. Students who are absent from school are more likely to

achieve low grades in school due to having fewer opportunities to learn. Gottfried (2010) examined the relationship between school attendance (i.e., the total number of days present in a school year) and academic achievement (i.e., grade point average [GPA] for all students and math and reading standardized assessment scores for third and fourth graders) in a longitudinal sample of elementary and middle school students ($N= 332,000$) in the Philadelphia School District from the academic years of 1994-1995 to 2000-2001. Positive and statistically significant relationships between individual school attendance and academic achievement were found across elementary and middle school students. Additionally, Sheldon (2007) used Ohio testing data to examine the relationship between school attendance (i.e., rates of daily attendance) and academic achievement (i.e., math and reading standardized assessment scores) in elementary and middle school students. Results showed that schools with high rates of daily attendance were positively correlated with student performance on math and reading standardized assessments. Additionally, students with the highest rates of truancy were more likely to have the lowest scores on the math and reading standardized assessments (Gottfried, 2010; Sheldon, 2007). Truant students, as compared to their non-truant counterparts, usually have lower grades, lower scores on standardized assessments, a higher likelihood of grade retention, and lower rates of high school graduation (NCES, 2007). Balfanz, Herzog, and Mac Iver (2007) conducted a longitudinal study in which middle school students ($N= 12,972$) were followed over an 8-year period. Several variables were analyzed including attendance rates (i.e., the percentage of days present in a school year), fifth-grade test scores, English course grade, math course grade, high school graduation status, high school dropout status, and whether a student transferred or moved out of the school district. A multivariate logistic regression analysis found that students who were chronically absent (i.e., students who attended school 80% or less

of the time or missed 36 or more school days) were 68% less likely than other students to graduate high school. Fifteen percent of sixth graders attended school less than 80% of the time. By the 1999-2000 school year, only 60% of students were in the ninth grade, and 28% had already left the school district. By 2002, only 15% of students were in the eleventh grade, and 57% of students had left the district. At the end of the 8-year period, only 13% of students graduated from the school district on time, with another 4% graduating one year late.

Delinquency and risk behaviors. Although the sequential order between truancy and delinquency remains unclear (Huizinga, Loeber, & Thornberry, 1995), several studies have demonstrated an association between truancy and delinquency. Findings from the OJJDP's Study Group on Very Young Offenders showed that chronic truancy in elementary school was linked to delinquent behavior displayed in individuals age 12 and under (Loeber & Farrington, 2000). Additionally, Byer and Kuhn (2007) found that children who lacked an education were more likely to become juvenile offenders (i.e., an individual under the age of 18 who commits a felony or misdemeanor) and eventually adult criminal offenders (i.e., an individual 18 years or older who commits a felony or misdemeanor).

Substance abuse. An association between truancy and substance abuse has been found in past research. Henry and Huizinga (2007) found that truancy was a significant predictor of drug (i.e., tobacco and marijuana) and alcohol use even after controlling for school achievement, school isolation, association with delinquent peers, personal delinquency values, parental monitoring, and family attachment. Henry (2010) administered a survey to truant and non-truant high school students ($N= 1,000$) to examine the relationship between truancy (i.e., students who skipped one class period or more within a 5- month period) and recent drug use (i.e., smoking cigarettes, being intoxicated from alcohol, and smoking marijuana within the past 30 days). More

than half of the students surveyed reported being truant at some point within the 5-month period. Further, truant students were significantly more likely to engage in drug use as compared to non-truant students ($p < 0.01$). Engaging in drug use while skipping school was also examined. Among students who skipped one or more full day of school, 45% of the students reported that they had drunk alcohol while truant, 50% reported they had smoked marijuana while truant, and 27% reported they had used other drugs while truant.

Later problems. Truancy not only affects the individual in the present but has also been associated with adverse outcomes in adulthood (Baker et al., 2001). Problems that persist into adulthood may be due, in part, to educational deficits resulting in missing school which then limits individuals' economic and social well-being (Rumberger, 1987). The NCSE examined the annual earnings of full-time employees (i.e., worked a minimum of 35 hr per week) ages 25 to 34 and found that higher levels of educational attainment were associated with higher annual earnings. In 2015, the median earnings of individuals with a bachelor's degree (\$50,000) were 64% higher than those of individuals who completed high school (\$30,500); the median earnings of individuals who completed high school were 22% higher than those of high school dropouts (\$25,000). Additionally, the NCSE examined employment and unemployment rates among 20-to 24-year-olds and found that lower levels of educational attainment were associated with a higher level of unemployment. In 2016, high school dropouts had an employment rate of 48% as compared to an employment rate of 69% for those who completed high school. The positive relationship between employment rates and educational attainment was also observed for 25- to 64-year-olds (NCES, 2015). Additionally, the Bureau of Justice Statistics (2006) estimated that 90% of new, high-growth jobs required post-secondary education, at a minimum. Furthermore,

high school dropouts are at higher risk for criminal involvement. It was estimated that 75% of state prison inmates and 59% of federal inmates were high school dropouts.

The financial impact of truancy. Many public schools nationwide receive federal and state funding based on average daily attendance (ADA). Thus, high rates of truancy within a school or school system may result in a loss of funds for resources for all students (Gottfried, 2017; Maynard, Salas-Wright, Vaughn, & Peters, 2012; Baker et al., 2001; Bell et al., 1994). Truancy and school dropout lead to a less educated workforce, costs associated with higher rates of criminal activity, loss to business because of youth shoplifting, and higher government spending for social services (Maynard et al., 2012)

Risk Factors for and Maintaining Variables of Truancy

It is essential to consider the underlying variables said to influence truancy to create comprehensive and individualized interventions (Maynard, McCrea, Pigott, & Kelly, 2012). Variables that contribute to truancy have been categorized into four domains including individual, family, school, and economic (Sutphen et al., 2010).

Individual factors. Individual risk factors for truancy include physical and mental health (Kearney, 2008), school phobia (Kearney, 2008), motivational deficits (Kearney, 2008), learning disabilities or special education status (Nolan et al., 2013), age (Henry, 2007; Henry et al., 2007), lack of understanding of attendance laws, drug and alcohol abuse (Vaughn et al., 2013; Henry, 2007), and additional externalizing behavior problems (Vaughn et al., 2013).

Kearney (2008) found that chronic health conditions (e.g., asthma, obesity, migraines, and chronic pain) were leading predictors of school absenteeism. Additionally, psychiatric disorders (e.g., separation anxiety disorder, generalized anxiety disorder, depression, disruptive behavior disorder, substance abuse, oppositional defiant disorder, and conduct disorder) were

linked to school refusal and school avoidance behaviors. Motivation to attend school is also linked to truancy. Students who drop out of high school often have been fading out since elementary school. Usually, a student will lose academic motivation, which may result in the student falling behind academically creating an aversive school environment in which the student begins to avoid.

Henry (2007) found students that use alcohol one or more times per month are 26.5% more likely to skip school than peers who do not use alcohol, and if the student drinks to a level of intoxication the likelihood of skipping school increases to 31.2%. Moreover, of the students who were legally truant, 33.9% reported smoking cigarettes and 37.2% reported smoking marijuana at least once a month.

Vaughn et al. (2013) also examined the correlates of truancy (i.e., the percentage of students who reported having one or more unexcused absence within the past 30 days) using self-report data collected from the 2009 National Survey on Drug Use and Health (NSDUH) for individuals aged 12 to 17 years ($N= 17, 482$). Results showed that students with high levels of truancy (i.e., skipped 4 days or more of school) were 1.5 - 2 times more likely than students with moderate levels of truancy (i.e., skipped 1-3 days of school) to report alcohol and drug use, fighting at school, carrying a gun, selling illegal drugs, stealing or attempting to steal, and attacking with intent to harm.

Family factors. Family risk factors for truancy include parental physical and mental disabilities, child abuse and neglect, lack of parental involvement in education, lack of parental supervision, alcohol or drug use by parents, lack of awareness of attendance laws, and negative attitudes toward education displayed by parent (Epstein & Sheldon, 2002; Vaughn et al., 2014). Students from single-parent households tend to have less parental supervision as compared to

students from two-parent households leading to students having less structure and less supervision. Henry (2007) found that of the 11, 113 students surveyed, 29.9% of truant students were unsupervised for 5 hr or more after school while only 11.3% of truant students were supervised after school. Similarly, Vaughn et al. (2013) found that students with high and moderate levels of truancy were less likely to have a parent involved.

School factors. School risk factors for truancy include school climate, school performance, school engagement, and procedures for dealing with truancy (Balfanz et al., 2007; Henry et al., 2007; Vaughn et al., 2013; Sutphen et al., 2010).

The National School Climate Council (NSCC; 2007) defined school climate as “norms, values, and expectations that support people feeling socially, emotionally and physically safe” (p. 4). The six dimensions of school climate included safety (e.g., clear rules and consistent discipline and protection from physical and verbal harm), teaching and learning (e.g., supportive teaching practices for academic and civic skills, individualized attention, and promotion of dialogue and questioning), interpersonal relationships (e.g., respect for diversity and social support from adults and peers), institutional environment (e.g., general student participation in school activities and adequate resources), social media (e.g., students feel safe when online or on electronic devices), and staff only (e.g., supportive administration with clear visions and goals and positive interpersonal relationships among school staff). Past research has demonstrated the correlation between a positive school climate and decreased student absenteeism. According to Marvul (2012), positive student-teacher relationships increase the student’s bond and connectedness to school, which may lead to increased school attendance. Additionally, Balfanz et al. (2007) found an association between school attendance and student perceptions of the school culture and rigor of the educational program.

Henry et al. (2007) examined the relationship between truancy (i.e., the number of school days skipped during an academic year) and school-related variables including school performance, school isolation, participation in school sports or other activities, educational aspirations, perceived safety at school, gang activity in school, perceived relationship between teachers and students, association with conventional peers, association with delinquent peers, and perceived school climate. Students ($N= 1, 528$) living in neighborhoods with a high crime rate were asked to complete the Denver Youth Survey (DYS). A statistically significant association was found between students who reported skipping fewer days of school and students who performed well academically, participated in school sports or activities, held high educational aspirations, reported positive relationships between students and teachers, and associated with conventional peers. Additionally, a statistically significant association was found between students who reported skipping more days of school and students who felt unsafe at school, reported gang activity in school, or associated with delinquent peers. School performance and association with delinquent peers had the strongest association with truancy. It was also found that the relationship between truancy and involvement with delinquent peers could be attenuated by having high academic performance.

Economic factors. Economic risk factors for truancy include low socioeconomic status (SES), homelessness, lack of transportation or unreliable transportation, low parental involvement in education, parental unemployment, parents with multiple jobs, student employment, and high mobility. Students of lower SES are at higher risk for becoming truant than students of middle to high SES. According to Epstein et al. (2002), parental involvement in education (e.g., parents that encourage school attendance, monitor homework completion and academic performance, maintain positive relationships with school personnel) may serve as a

protective factor against truancy. Unfortunately, however, a parent of low SES may be less involved in his or her child's education due to having multiple jobs that require working late nights and early mornings.

Bell et al. (1994) found high school students of low SES tend to work during school hours without proper approval from school personnel to assist their family financially. Henry (2007) found that, of the sample of truant students included in the study, a higher percentage of students (23.9%) worked 20 hr or more per week whereas only 13.4% worked 5 hr or less per week demonstrating that students who worked a higher number of hours per week were more likely to become truant.

Truancy Intervention

A variety of truancy interventions have been documented in the literature. Approaches to truancy generally target risk factors within the individual, family, school, and economic domains and have been categorized accordingly as student and family-based, school-based, and community-based (Sutphen et al., 2010). Additionally, researchers have employed multimodal interventions (e.g., school- and community-based, family- school- and community-based) to target risk factors from multiple domains. A detailed description of the various types of truancy interventions is provided below.

Individual and family- or school-based interventions. School-based interventions have been used to target school factors related to truancy. Barber and Kagey (1977) evaluated the effectiveness of a behavioral program including visible daily attendance charts and contingent monthly attendance parties on the reduction of truancy (i.e., the total number of days present in school during the month) in elementary school students ($N= 212$) using an ABCD design. The amount of party time earned was contingent on the number of days students were present in

school for a total of 1 hr per month of party time. Students who missed more than 3 days of school each month were unable to participate in the party and worked on academic tasks instead. The experimental conditions included baseline, introduction, visible classroom attendance charts and contingent party, and attendance charts only. The monthly percent attendance of students experiencing the intervention was compared with the monthly percent attendance of students in the preceding years as well as students attending nearby elementary schools. It was found that the attendance rates increased for students in the experimental group and remained relatively stable across students in the comparison group. In fact, the attendance of students in the experimental group increased to become the best in the school district.

DeSocio et al. (2007) evaluated the effects of a mentoring program aimed to build positive relationships between teachers and students in combination with participation in school-based health services on school absences and GPA in high school students ($N= 103$) who had 15 or more unexcused absences in the previous school year and struggled academically. The students were assigned to either an experimental or control group. It was found that students who participated in the experimental group had fewer school absences and higher overall GPAs than students in the control group.

Community-based interventions. Community-based interventions view truancy as a problem that is best solved through collaboration among various systems in the community (e.g., human service agencies, the formal court system, law enforcement) (Dembo & Gullledge, 2009; Jones, Harris, & Finnegan, 2002; McCluskey et al., 2004).

Mueller, Giacomazzi, and Stoddard (2006) created the Ada County Attendance Court Program, a diversion program for students referred by their school for truancy only after school-based efforts were deemed ineffective. The court program included the following components:

(1) a hearing with all relevant parties (i.e., juvenile court judge, attendance court coordinator, school officials, student, and the parent) was held to discuss the student's continued truancy and brainstorm possible solutions (e.g., individual and family therapy, community parenting classes, increased communication between the parent and school); (2) a verbal agreement, based on the solutions agreed upon in the hearing, between the family and the judge was entered; (3) the court continued to monitor the student's attendance by collecting school attendance records; and (4) follow-up hearings were held to discuss the student's performance. Results demonstrated that the average number of trancies dropped significantly after the students' first hearing in attendance court.

The Abolish Chronic Truancy (ACT) Now Diversion Program was developed by a district attorney's office in Arizona as a collaborative effort with the juvenile court, district attorney's office, law enforcement, and the school system. The program aims to increase school attendance by providing services to the family to address the underlying reasons for truancy. The program also implements sanctions including monetary fines and jail time to hold parents accountable for their child's truancy. A program evaluation found that the number of reported trancies and school dropouts decreased after implementation of the program (Baker et al., 2001).

Multimodal interventions. The current literature has emphasized the importance of using a multimodal approach to address truancy. A multimodal truancy intervention involves collaboration between all relevant parties (e.g., the school system, community programs, the court system, the student, and family) to allow access to a wide range of resources that may help to reduce the numerous barriers preventing school attendance. Several multimodal interventions

have been documented in the literature (Haight, Chapman, Hendron, Loftis, & Kearney, 2014; Hendricks, Sale, Evans, McKinley, & DeLozier Carter, 2010)

Lehr, Sinclair, and Christenson (2004) developed the Check and Connect Model to target barriers within the student, family, and school that prevent school attendance. The check component of the intervention involves monitoring signs of withdrawal from school (e.g., accumulation of unexcused absences, unexcused tardies, school suspensions, or detentions; a decrease in academic performance) and addressing any student and family needs using a variety of individualized strategies (e.g., coordinating social services, improving communication within the family, using problem-solving to reduce conflict, providing academic tutoring, coordinating transportation to school, rewarding homework completion). The connect component involves a mentor-monitor system to develop a long-term relationship with the student, family, and school staff. Researchers evaluated the effects of the intervention on the percentage of days absent in a sample of students ($n= 123$) who missed 12% or more of school during the previous school year. Pre- and post-intervention measures showed that 63% of students improved their overall attendance in school after participating in the intervention.

Fantuzzo et al. (2005) developed Project Stop Truancy and Recommend Treatment (START), a community-based court intervention, to reduce truancy (i.e., a student who accumulated 25 unexcused absences during the previous school year and had an unexcused absence rate of 14% or higher at the time of the analysis) through collaboration among the family court, school district, a human services agency, and community organizations. The components of Project START include a truancy court (i.e., an informal courtroom within the school) and caseworkers from a human services agency who work directly with the family and help coordinate additional services within the community. A quasi-experimental design was used to

compare levels of truancy across three groups (i.e., no court referral, one-dimensional court referral, and Project START). Levels of unexcused absences were assessed 30 days into intervention. Students in both court-referred groups had significantly lower levels of unexcused absences, whereas students in the non-referred group had truancy levels that remained stable. Levels of unexcused absences were re-assessed 60 days into intervention, in which students in the Project START group maintained a low level of unexcused absences, while truancy levels in the other two groups increased.

Components of Effective Truancy Intervention

The ED, OJJDP, NCSE, the National Dropout Prevention Center/Network (NDPC/N), and the Washington State Institute for Public Policy (WSIPP) conducted studies to evaluate the components that are most effective in reducing truancy and that are linked to positive outcomes for both students and families. The essential components include the following: (1) collaboration among agencies and organizations whose involvement impacts truancy directly (e.g., schools, juvenile courts, and law enforcement agencies); (2) parent involvement; (3) a comprehensive approach that addresses all barriers to school attendance (e.g., lack of transportation, mental health diagnoses, family conflict, school climate); (4) meaningful incentives for school attendance and meaningful sanctions for truancy; (5) a supportive context for the truancy program; and (6) rigorous evaluation and ongoing assessment (Baker et al., 2001; NCSE, 2005).

Limitations of Previous Research

A variety of truancy interventions nationwide have been documented in the literature; however, several methodological issues should be noted. First, several studies do not operationally define the dependent variable (e.g., school attendance, levels of truancy, student attendance patterns) making it unclear to the reader what variables, if any, were measured.

Second, many studies do not provide a description of the measurement system used to measure the dependent variable, which, as a result, makes it difficult for the reader to assess the validity of the data reported. Third, data reliability measures are rarely reported across studies making it difficult to assess the consistency in measurement of the dependent variable. Similarly, measures of treatment integrity (i.e., the extent to which the independent variable is implemented as intended) are limited throughout the truancy literature. Fourth, the truancy interventions being evaluated are not described in sufficient detail making it difficult for other researchers to replicate the interventions. Fifth, the current truancy literature rarely publishes maintenance data making it difficult to assess the durability of the programs. Sixth, the use of single-subject methodology to examine the effects of truancy intervention programs on the decrease in unexcused absences of individual subjects is limited, and the use of group designs to examine the comparisons of data representing the aggregate measures of different groups of subjects is extensive (Maynard et al., 2012).

The purpose of the present study was to expand the current truancy intervention literature by introducing and evaluating a comprehensive and collaborative truancy prevention and diversion program that has been in effect for 40 years and aims to reduce unexcused absences in elementary, middle, and high school students in the public-school system. The study contributes to and extends the current truancy intervention literature in several ways. First, the present study aims to replicate past findings that suggest a multimodal truancy intervention program is effective in reducing truancy. The current program is comprehensive and addresses many barriers to school attendance including issues within the home environment, issues within the school environment, and financial and economic hardships by collaborating with all relevant individuals including the student and family, public schools, human service agencies, the

community, and the juvenile court system. Second, the present study uses single-subject methodology in combination with group-data analyses to demonstrate the effect of the intervention on the reduction of unexcused absences. Using a combination of methodologies allows researchers to analyze the effects of an intervention at an individual level as well as on the entire group of participants. Third, the present study introduces a method for assessing the integrity of implementation of a community-based truancy intervention program when direct observation is impractical or unavailable.

Method

Participants and Setting

The participants in the present study included any truant student who participated in at least one truancy diversion program within the past 10 years. School personnel, in four school districts with a total of 34 public schools (elementary [$n= 20$], middle [$n= 8$], and high school [$n= 6$]) in a county in midwestern Kansas, referred students who were in violation of the Kansas Compulsory School Attendance Law (K.S.A. 72-3121). Truant students, whose parents or legal guardians consented for participation in the program, from August 2008-May 2018, were included in the study. Participants ($N= 450$) included male ($n= 210$) and female ($n= 240$) elementary ($n= 215$), middle ($n= 167$), and high school ($n= 68$) students. Age of participants ranged from 5 to 16 ($M= 11$) (see Tables 1 and 2).

Truancy Prevention and Diversion Program

The Truancy Prevention and Diversion Program (TPDP) was developed in 1979 as a collaborative program to address truancy in a large county in midwestern Kansas. Truancy, or not attending school as required by law, is grounds for adjudication as a Child in Need of Care (CINC) in Kansas (K.S.A. 38-2202 (d)(6)). Once a child or youth is adjudicated as a CINC, the

judge has several dispositional options including removal from the home. The TPDP was developed as a method to divert children and youth from the formal court system and avoid removal from the home by allowing participation in a diversion program for a minimum of 45 school days.

The TPDP is a collaborative effort with the district attorney's (DA) office, the Kansas Department for Children and Families (DCF) (i.e., a state agency responsible for providing protective services to children and youth), the county's youth services agency (YSA), a local midwestern university, and public schools located within the county. The TPDP was initially designed to serve all children and youth ages 7 to 18 in violation of the Kansas Compulsory School Attendance Law (K.S.A. 72- 3120). Children who begin school before the age of 7 come under the compulsory school attendance law and, therefore, could become truant and participate in the program if they have the required number of unexcused absences (K.S.A. 72-3120 (c)). Although the TPDP originally served students in elementary through high school, due to an overwhelming number of students being served, the TPDP now offers services only for students whose truancy originates in elementary and middle school.

Kansas compulsory school attendance law and truancy procedures. A child or youth is in violation of the Kansas Compulsory School Attendance Law (K.S.A. 72-3120) if he or she has three consecutive unexcused absences, five unexcused absences in a semester, or seven unexcused absences in a school year. An unexcused absence is defined as "inexcusably absent from all or a significant part of a school day without a valid excuse acceptable to the school employee designated by the board of education to have responsibility for the school attendance of such child" (K.S.A. 72-3121 (c)(1)). Each board of education adopts rules for determining what constitutes a valid excuse for absence from school and what constitutes a "significant part

of a school day" (K.S.A. 72-3121 (c)(2)). The majority of public elementary schools in the targeted county define a significant part of the school day as a student being absent for 1 hr or more of the school day, and the public middle and high schools define a significant part of the school day as being absent for one class period or more of the school day. In some schools, if a student is tardy for 10 min or more, the student is counted as absent for the entire class period.

When a student violates the Kansas Compulsory School Attendance Law (K.S.A. 72-3120), the school is required to notify the parents with a letter indicating that continued failure of the student to attend school without a valid excuse will result in referral to the DCF or the DA. If there is no satisfactory response from the parents or if the student continues to be absent from school after the notice is sent, the school refers the student to the DCF who screens the referral and attempts to meet with the family to address the report and offer services including the TPDP (K.S.A. 72-3121 (d)(1)). Participation in the TPDP is voluntary, but students who refuse to participate in the program are referred directly to the DA's office under the CINC statute. If the family agrees to participate in the TPDP, releases are signed, and notification is sent to the YSA truancy officer. The YSA truancy officer then meets with the student and family to explain the TPDP and obtain written consent from the student and parent or legal guardian to participate in the truancy diversion program (see Appendix A for a flow chart of the truancy reporting process).

Truancy prevention and diversion program team. The program relies heavily on the use of truancy interns to work with the truant students and their families. The truancy interns are undergraduate practicum students majoring in a department in applied behavior analysis at a large midwestern university. The interns are required to take several pre-requisite courses designed to teach them the skills necessary to work with the students and their families. The

interns enroll in a two-semester (fall and spring) practicum course in which they earn credit that may apply toward fulfillment of their major requirements and graduation. Thus, the TPDP has a new group of truancy interns each academic year.

The truancy interns are supervised by a university professor, at least two graduate student teaching assistants (GTAs), and the YSA truancy officer. Each truancy intern has a caseload of three to five truant students at a time. If a truant student successfully completes the TPDP, he or she is removed from the truancy intern's caseload and replaced with a truant student on the program's waiting list. If a truant student successfully completes the program and requests to continue meeting with the intern, the intern will do so if he or she has caseload availability.

Components of the truancy prevention and diversion program. The TPDP is a function-based, multimodal approach to truancy that integrates evidence-based practices including mentoring, monitoring, motivating, and collaboration with all relevant parties.

Mentoring: weekly meetings. The truancy interns act as mentors and positive role models and work closely with the student and family for at least 45 school days. During this time, the intern meets individually with each student for at least 1.5 hr each week. During the first 2 weeks of meeting with the truant student, the intern conducts an informal assessment of the reasons for the student's truancy (e.g., lack of transportation; avoidance due to having poor grades, difficulty understanding educational material, being a victim of bullying, disliking particular teachers; student or parental lack of motivation; chronic illness; issues relating to parental health insurance and receiving documentation to excuse illness; providing care for siblings). The informal assessment requires the truancy intern to communicate with and gather information from all relevant parties (e.g., YSA worker, truant student, parent or legal guardian, additional individuals living in the home, school personnel). The information gathered is used to develop an initial

truancy intervention plan, which specifies intervention components (e.g., providing a bus pass) to target problem areas (e.g., transportation) related to school attendance. The subsequent weeks are spent talking about the student's hobbies or special interests; counseling the student about any school, family, or personal problems he or she might have; and engaging in mutually enjoyable activities such as, attending school athletic events, playing video games, working on homework, going on walks, or getting snacks together. The intern provides rationales explaining the importance of attending school and teaches the student social (e.g., accepting criticism, asking for help, speaking appropriately to authority figures, resisting peer pressure, resolving conflict situations) and problem-solving skills that the student may be lacking, but that would be useful to the student at home or in school. The intern also sets clear guidelines and expectations for the student regarding school attendance.

Monitoring: official school attendance record. The truancy intern collects each of his or her assigned truant students' official school attendance records each week from the various schools to monitor the students' attendance and meet with school personnel to discuss attendance and behavioral issues regarding each truant student. The professor and GTAs along with the truancy interns conduct weekly reviews on each truant student to discuss his or her overall progress in the TPDP and assess if additional services need to be arranged for the truant student and his or her family.

Motivating: behavioral contract. A behavioral contract is developed for each student which allows the intern to reinforce regular school attendance and provide sanctions for unexcused absences. The student's daily responsibility is to attend school each day school is in session for the entire length of the school day. If the student meets his or her responsibility, then he or she earns a privilege of choosing a fun activity to do with his or her truancy intern during

the second part of their weekly meeting (e.g., playing a board game, visiting a pet shop, riding bikes, playing at a park). If the student meets his or her responsibility for 3 consecutive weeks, then he or she earns a bonus privilege of choosing a fun activity to do with his or her truancy intern during their entire weekly meeting and earns a gift card for a special treat or activity (e.g., ice cream, frozen yogurt, bowling). If the student fails to meet his or her responsibility, a sanction is imposed in which the student, depending on his or her age and intellectual ability, is required to vocally state or write in list or paragraph form positive rationales for attending school, and the truancy intern chooses a school-related activity to do for the remainder of the weekly meeting.

Parent or legal guardian and school contact. The truancy interns meet with the parents or legal guardians of each of their assigned truant students several times during the program to discuss student performance. Truancy interns help to bridge the communication gap between students, parents, and schools.

Coordination of additional services. To address as many barriers to school attendance as possible, the YSA truancy officer helps coordinate additional services available within the community (e.g., family therapy, individual therapy, bus passes, medical cards, housing) that may be needed by the family. Some examples of additional services are individual and family therapy; housing, financial, and food assistance; bus passes; and medical assistance. Receiving services within the community may help the truant student and family be successful in getting to school.

Truancy review hearing. At the end of the 45-day program, a truancy review hearing led by an ADA responsible for all CINC cases in the county is held at the courthouse to discuss the truant student's performance in the program. All parties including the TPDP team members,

school personnel (e.g., teachers, principals, assistant principals, counselors), and the truant student and his or her parent or legal guardian are in attendance. At the truancy review hearing, the truancy intern presents a written report and orally describes the student's attendance prior to the program, reviews the student's performance during the program, and makes a recommendation regarding the disposition of the student. All possible dispositions are determined based on the individual student's circumstances and are explained below.

Successful completion and diversion from the court. If, during the program, the student has 0 hr of unexcused absences or, in rare cases, has a few hours of unexcused absences with extenuating circumstances (e.g., death in the family), he or she successfully completes his or her diversion and is granted permission by the ADA to exit the program. The student receives a certificate of completion and a gift card for a special treat (e.g., ice cream, frozen yogurt).

Unsuccessful completion and additional program. If the student does not successfully complete the program, but the student's attendance during the program shows a reduction in hours of unexcused absences from prior to the program, the ADA grants the student another 45-day program and encourages the student to continue reducing his or her hours of unexcused absences. The importance of receiving an education is emphasized, and the legal consequences for not attending school are discussed. Additionally, reasons for having unexcused absences are examined, and all parties brainstorm solutions (e.g., arranging transportation, addressing bullying in the school, applying for appropriate financial assistance) to prevent further unexcused absences.

Referred to high school truancy program. Due to having a large number of truancy cases, in 2013-2014 the county introduced a separate truancy diversion program that was created specifically for high school students. Thus, if, at the truancy review hearing, a student in eighth

grade is offered an additional 45-day program that will continue into the next academic year in which the student will be in high school, the TPDP has the option of referring the student to the high school truancy program. A referral to the high school truancy program may occur when all TPDP truancy interns have a full caseload and several truant elementary and middle school students are on the waiting list and the TPDP team believes the student will continue making progress while working with the high school truancy program.

Referred to juvenile court. If the student's attendance during the program does not show a reduction in hours of unexcused absences or shows an increase in hours of unexcused absences, further court involvement may be necessary. In such situations, there are often other issues in the home environment (e.g., parental drug use, lack of parental supervision, homelessness, extreme poverty, gang involvement, sex trafficking) that prevent the student from attending school and warrant further attention. At the truancy review hearing, the TPDP recommends that the ADA files a CINC petition for truancy in juvenile court for a formal hearing with the juvenile court judge. The student's official attendance record is submitted to the court as evidence of truancy, and the truant student and his or her parent or legal guardian are required to appear before the juvenile court judge for an adjudicatory hearing where the judge decides, based on the evidence provided, whether to adjudicate the truant student as a CINC. An attorney, who acts as a guardian ad litem for the truant student, is appointed to represent the best interest of the truant student. The parents or legal guardians of the truant student may also have an attorney to represent them. The truancy intern writes and submits to court a comprehensive report (similar to the report presented at the truancy review hearing). The truancy intern may also be subpoenaed to testify in court.

If the truant student is adjudicated as a CINC, the court has jurisdiction over the family and has several dispositional options (e.g., order to attend school, order to participate in the TPDP, order to participate in therapy services, order custody to DCF but remain in the home, or order for removal from the home). In the majority of CINC cases, the judge orders continuation in the TPDP; thus, TPDP interns continue to provide services, but the TPDP is no longer considered a diversion program for that particular truant student. In some cases, the judge orders termination of TPDP services due to the family refusing to abide by the terms of the TPDP (e.g., refusing to attend weekly meetings with truancy intern, refusing contact with YSA truancy officer).

Other program outcomes. In addition to the aforementioned program outcomes, a truant student may exit the TPDP due to circumstances out of our control. Such circumstances are explained below.

Moved out of jurisdiction. It is possible that a truant student and his or her parent or legal guardian move out of the county and are no longer under the jurisdiction of the TPDP. In this situation, the school is required to send the student's attendance record to his or her new school, and truancy should be addressed within the new jurisdiction.

Removal from home and placed out of jurisdiction. In some CINC cases, the judge may order the student to be removed from his or her home and placed elsewhere (e.g., relative, a family friend, foster care) out of the county making the student ineligible to participate in the TPDP. The student's attendance record is sent to his or her new school, and truancy is addressed within the new county in which he or she resides.

Runaway. A truant student may run away from his or her home, designated placement (e.g., foster care), or facility (e.g., shelter) without the permission of his or her parent or legal

guardian, or person in charge of the facility. In such a situation, the student ceases participation in the TPDP because he or she is no longer in the jurisdiction and is handled through the court system through further investigation of circumstances.

Adjudicated as a juvenile offender. A truant student may commit a juvenile offense (i.e., a felony or misdemeanor) and be adjudicated as a juvenile offender (JO), in which case the issue of truancy is addressed through the JO case by the juvenile court judge.

Enrolled in an educational alternative. A parent or legal guardian may sign the student out of public school and enroll the student in an educational alternative (e.g., homeschool, virtual school) (K.S.A. 72-3120 (h)(1)) in which case the student is removed from the TPDP due to the inability to monitor the student's attendance in school.

Legally signed out of public school. When a student reaches 16 years of age (K.S.A. 72-3120 (a)), a student's parent or legal guardian may legally sign the student out of school after attending a final counseling session conducted by the school (K.S.A. 72-3120 (b)). Thus, the student no longer falls under the compulsory education law and ceases participation in the TPDP.

Consumer satisfaction measures. Various individuals (i.e., truant student, parent or legal guardian, and school personnel) are provided with satisfaction questionnaires, described in detail below, to measure the social acceptability of the TPDP.

Youth and parent satisfaction. At the truancy review hearing, the student and parent or legal guardian is provided with a questionnaire (see Appendix B) and are asked to rate using a 5-point Likert Scale (i.e., 1= completely dissatisfied; 2= slightly satisfied; 3= neither satisfied nor dissatisfied; 4= satisfied; and 5= completely satisfied) their level of satisfaction with their truancy intern and the TPDP in general. The truant student is asked to answer three questions regarding his or her level of satisfaction with his or her truancy intern including: (1) “Are you

satisfied with how often you see or talk to your intern?"; (2) "Are you satisfied with your intern's ability to talk about and help with school-related problems (e.g., attendance, homework, problems with teachers)?"; and (3) "Are you satisfied with your intern's pleasantness and willingness to be a friend to you?". The parent or legal guardian is asked to answer the following question: "Are you satisfied with the overall performance of your child's truancy intern (e.g., pleasantness, keeps scheduled meetings)?".

School personnel satisfaction. Several times throughout the academic year, the professor and GTAs ask each truancy intern to provide contact information (i.e., name, email address, position) for school personnel whom he or she has contacted several times regarding a truant student. School personnel are asked to rate using a 7-point Likert Scale (i.e., 1= very unhappy; 4= neutral; and 7= very happy) their overall happiness with the truancy intern for the following areas: (1) frequency the intern came to the school; (2) regularly keeping scheduled appointments; (3) maintaining a professional attitude; and (4) maintaining a courteous attitude. An additional question asks school personnel to rate their happiness with the overall effectiveness of the TPDP. There is also a space dedicated for any additional comments the school personnel may want to include (see Appendix C for the school personnel satisfaction survey).

Program continuation between school years. If the school year ends before the end of a student's 45-day program, the student's program will continue into the next school year. Thus, it is possible for a student to complete part of his or her 45-day program in one school year and part of his or her 45-day program in a different school year. A student whose TPDP is carried over from a prior year will not receive a new intern until 3 to 4 weeks into the new school year because public schools begin prior to university classes beginning. Additionally, new practicum interns receive 2 weeks of intensive training before being allowed to work with a student. The 3

to 4 week period without an intern is explained in detail to the student and family before leaving for summer break. Additionally, the YSA truancy officer makes contact with the student and family during the summer to remind them of their continued participation in the program.

Dependent Variable and Measurement

The primary dependent variable was hours unexcused from school, which included hours unexcused as well as hours of out-of-school suspension (OSS). Unexcused was defined as not being physically present in school and without notice by a parent or legal guardian or without proper documentation of the absence. OSS was defined as a disciplinary procedure in which the student was removed from the school for a set amount of time without receiving educational instruction.

The primary dependent variable for each student was measured each day school was in session by the student's teacher(s). For elementary students, attendance (i.e., present or not present) was taken once at the beginning of the morning session and once at the beginning of the afternoon session. For middle and high school students, attendance (i.e., present or not present) was taken at the beginning of each class period. Each student's daily attendance was recorded electronically and was available to the school attendance personnel, the individual whom a parent or legal guardian was required to notify regarding an absence and was in charge of denoting each absence as unexcused or OSS. The document became the student's official attendance record.

An official attendance record was a running document that included the dates of all absences from the beginning through the end of the school year for each student. Dates in which a student was present in school were not included on the attendance record. Absences on the official attendance record were denoted by an attendance code (e.g., U= unexcused, OS-S= OSS)

specific to the type of absence acquired. The official attendance record for an elementary school student was divided into two columns. The first column represented the first half (i.e., morning) of the school day and the second column represented the second half (i.e., afternoon) of the school day. The dates in which a student was absent were listed on the left side of the official attendance record. Thus, for example, if a student missed the morning session of a school day, the attendance personnel would enter a "U" (assuming that the student's parent or legal guardian did not notify the school of the absence or provide a doctor's note to verify the absence) for that specific date under the first column. If a student were absent for a full day, an attendance code would be entered for that specific date under the first column, and an additional attendance code would be entered for that specific date under the second column. The official attendance record for a middle or high school student was divided into columns per class period (e.g., 1- 7). The first column labeled "1" represented the student's first class period, the second column labeled "2" represented the student's second class period, and so on. The dates in which a student was absent from school were listed on the left side of the official attendance record. Thus, for example, if a student missed class periods 1st- 5th, an attendance code was entered for that specific date under each of the first five columns (see Appendix D, E, and F for an example of an official school attendance record for students at the elementary, middle, and high school level).

An entire school day for elementary, middle, and high school students was 7 hr. Hours of unexcused absences for elementary school students were calculated for either the morning or afternoon session or the entire school day. If, for example, an elementary school student missed 1 hr in the morning, the school indicated that the student missed 3.5 hr of educational instruction. If an elementary school student missed an entire day of school, the student missed 7 hr of educational instruction. Hours absent for middle and high school students were calculated per

class period. The duration of each class period was measured from the start of the class period to the end of the class period. Class periods longer than 35 min were rounded to 1 hr and class periods 35 min or shorter were rounded to 0.5 hr, with 7 hr being the maximum number of hours of educational instruction for an entire school day. If, for example, a middle or high school student was enrolled in seven class periods and was absent during 1st - 5th period, the student missed 5 hr of educational instruction for that school day, assuming each class period was longer than 35 min. If a middle or high school student missed an entire day of school (e.g., 1st- 7th period), the student missed 7 hr of educational instruction for that school day. It is important to note that the majority of schools had early dismissal every Wednesday or every second Wednesday of the month, in which an entire school day was 5.5 hr for elementary, middle, and high school students. If, for example, an elementary school student missed 1 hr in the morning, the school indicated that the student missed 2.75 hr of educational instruction. If an elementary school student missed an entire day of school, the student missed 5.5 hr of educational instruction. For middle and high school students, class periods were 35 min or shorter and were rounded to 0.5 hr.

Group data pre- and posttest measures. For each student, the total number of hours of unexcused absences was calculated by taking the sum of hours of unexcused absences during each school day that occurred pre-TPDP and the sum of hours of unexcused absences during each school day that occurred post-TPDP. The total number of hours of unexcused absences pre-TPDP was calculated from the school day in which the student acquired his or her first unexcused absence (i.e., the day in which a student began meeting the legal definition of truancy) during the school year in which the student became legally truant through the last school day before the student's start-date. A student's start-date in the TPDP was the first school day after

the initial face-to-face meeting between the truant student and truancy intern. The total number of hours of unexcused absences post-TPDP was calculated from the student's start-date through the student's end-date. A student's end-date was the date of the truancy review hearing. If the student was offered an additional program at his or her truancy review hearing, the student's start-date for his or her next program was the first school day following the date of the truancy review hearing and the student's end-date was the date of his or her next truancy review hearing.

To control for the number of opportunities (i.e., hours) each student had to attend school pre- and post-TPDP participation, the primary researcher calculated the percentage of school hours that were unexcused by dividing the number of hours of unexcused absences by the total number of hours school was in session and multiplying by 100. The total number of hours that school was in session was calculated by adding the number of hours school was in session during each school day pre- (measured from the school day in which the student acquired his or her first unexcused absence through the last school day before the student's TPDP start-date) and post- (measured from the student's TPDP start-date through the date of the student's truancy review hearing) TPDP participation. The primary researcher used the official school calendars (see Appendix G) for the past 10 years to calculate the total number of hours school was in session per school day pre- and post-TPDP participation. Days in which school was not in session (e.g., holidays) were marked on the school calendars and were not included in the calculations.

Single-subject data repeated measures. For each student, the number of hours of unexcused absences and the total hours school was in session was calculated using a similar procedure as described for the group data pre- and posttest measures; however, measures were calculated each week prior to TPDP participation and each week during TPDP participation.

Interobserver Agreement and Treatment Integrity

Group data pre- and posttest measures. A trained observer measured reliability for hours of unexcused absences and total hours school was in session using interobserver agreement (IOA). The primary researcher used a random numbers generator to select 45.3% of students' pre-TPDP measures and an average of 65.6% (range, 44.7%-100%) of students' post-TPDP measures across programs. The primary researcher provided the trained observer with official school attendance records and corresponding school calendars for each of the students randomly selected for reliability. The trained observer then independently calculated and recorded hours of unexcused absences and total hours school was in session. The primary researcher compared the number of hours of unexcused absences recorded by the second observer with the number of hours of unexcused absences recorded by the primary researcher and calculated total count IOA by dividing the smaller count by the larger count and multiplying by 100 (Cooper, Heron, & Heward, 2007). The same procedure was used to calculate IOA for total hours school was in session. For pre-TPDP measures, IOA was 99.8% for hours of unexcused absences and 99.7% for total hours school was in session. For post-TPDP measures, mean IOA was 97.7% (range, 86.7%-100%) for hours of unexcused absences and 99.8% (range, 99.3%-100%) for total hours school was in session (see Table 3).

A trained observer calculated treatment integrity (TI) of the truancy interns' implementation of the TPDP. The primary researcher used a random numbers generator to select an average of 42.4% (range, 28.6%-100%) of students across programs. The primary researcher provided the trained observer with documents that have been submitted to the professor and GTAs weekly by the truancy interns over the past 10 years. The trained observer recorded whether (a) the truancy intern collected an official attendance record for the student each week; (b) the truancy intern met with the student for at least 1.5 hr each week; (c) the truancy intern

implemented a behavioral contract for the student each week; (d) the truancy intern contacted at least one parent of one of his or her students each week; and (e) the truancy intern contacted at least one school personnel of one of his or her students each week. A detailed description of the documents submitted weekly to the professor and GTAs by the truancy interns are listed below.

Official school attendance record. In an attempt to validate whether the truancy intern was monitoring school attendance for each of his or her students, the truancy intern was required to submit to his or her professor and GTAs at the end of each week a copy of the official school attendance record that was printed and time-stamped by the school for each student. Correct implementation was scored if the intern collected and submitted the official school attendance record for the student at the end of a week.

Weekly meeting with the truant student. Each intern was required to document the number of hours spent with each of his or her students each week. In an attempt to validate if the intern was actually meeting weekly for a minimum of 1.5 hr with each truant student, the intern was required to complete and submit to his or her professor and GTAs at the end of each week a student signature form (i.e., a running document that includes the date of the meeting, a description of the activities completed during the meeting, and the truant student's signature) (see Appendix H) for each student. Correct implementation of 1.5 hr weekly meetings was scored if the intern fully completed (i.e., the intern documented the date and description of the meeting and obtained the student's signature) and submitted a student signature form for the student at the end of a week.

Parent or legal guardian contact. In an attempt to validate whether each intern was making contact with at least one parent or legal guardian of one of his or her truant students on his or her caseload, each intern was required to complete and submit to his or her professor and

GTAs at the end of a week a parent signature form (see Appendix I) that included the date of contact, the type of contact (e.g., face-to-face, phone), and the parent or legal guardian's signature. Correct implementation was scored if the intern fully completed (i.e., the intern documented the date and type of contact made and obtained the parent or legal guardian's signature) and submitted the parent signature form for the student at the end of a week.

School contact. In an attempt to validate whether each intern was making contact with at least one school personnel (e.g., teacher, counselor, principal) of one of his or her truant students, each intern was required to complete and submit to his or her professor and GTAs at the end of a week a school signature form (see Appendix J) that included the date of the contact, the information discussed, and the school personnel's signature. However, if the school personnel preferred to communicate with the intern via email, the intern was able to submit, in place of the school signature form, an official copy of the email sent to the school personnel. Correct implementation was scored if the intern met one of the following criteria: (1) the intern fully completed (i.e., the intern documented the date of and the information discussed during the meeting and obtained the school personnel's signature) and submitted a school signature form for the student at the end of a week, or (2) the intern sent an email in regard to the student and submitted an official copy of the email at the end of a week.

Behavioral contract. In an attempt to validate whether the intern implemented a behavioral contract for each student, the truancy intern was required to complete and submit to the professor and GTAs the behavioral contract monitoring sheet (see Appendix K) for each student that included the truancy intern's initials and the student's initials under the corresponding week. Correct implementation was scored if the intern fully completed (i.e., the intern documented the date of implementation and both the intern and student initialed the contract

underneath the corresponding date) and submitted the behavioral contract for the student at the end of a week.

The primary researcher calculated treatment integrity by dividing the sum of correct components completed during each student's program by the total number of components during each student's program and multiplying by 100. TI was 92.1% for program one; 91.3% for program two; 90.2% for program three; 92.4% for program four; 91% for program five; 95.1% for program six; 87.2% for program seven; 90.1% for program eight; and 93.7% for program nine (see Table 4).

Single-subject data repeated measures. A trained observer measured reliability of hours of unexcused absences and total hours school was in session using IOA. The primary researcher used a random numbers generator to select an average of 33.4% (range, 33.3% - 35.1%) of weeks across phases (i.e., baseline, program 1, and program 2) for all students. The primary researcher provided the trained observer with official school attendance records and corresponding school calendars for each week that was randomly selected. The trained observer independently calculated and recorded hours of unexcused absences and total hours school was in session for each day of each week that was selected. The primary researcher calculated mean count-per-interval IOA (Cooper, Heron, & Heward, 2007; Reed & Azulay, 2010) by comparing the primary researcher's value to the trained observer's value, dividing the smaller count by the larger count, and multiplying by 100 for each day of each week. The total percentage of agreement per student was calculated by dividing the sum of the IOA values each day of the week by the total number of days and multiplying by 100. Mean IOA for hours of unexcused absences was 94.4% (range, 91.5%-100%) for program one; 95.2% (range, 92.3%-100%) for program two; and 94.8% (range, 92%-100%) for program three. Mean IOA for total hours school

was in session was 97.3% (range, 96.7%-100%) for program one; 98.1% (range, 97%-100%) for program two; and 98.4% (range, 97.4%-100%) for program three (see Table 5).

A trained observer independently scored TI of the implementation of the TPDP by the truancy interns for the students included in the single-subject data using the same procedure described for the group data. TI was scored for 100% of the students included in the single-subject data. TI was calculated by dividing the number of correct components implemented during the program by the total number of components implemented during the program and multiplying by 100. Mean TI was 92.1% (range, 87.1% - 96.2%) for program one and 90.7% (range, 86.1% - 94.7%) for program two (see Table 6).

Procedures

Data compilation. The primary researcher compiled individual student data in a computer spreadsheet program, Microsoft® Excel 2018. The spreadsheet was locked and encrypted and stored on a computer that required the user's password for entry.

The spreadsheet was first organized by year. The spreadsheet had 10 sheets, one sheet for each year included in the study (e.g., 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013).

Student data were included in the year in which his or her truancy review hearing was held.

Thus, for example, if a student had a truancy review hearing on November 4, 2017, his or her program data would be included in the 2017-2018 sheet.

Data within each sheet were organized by student, program number, and category (i.e., hours of unexcused absences and total hours school was in session) after each program. All sheets were then merged into one sheet that included all the students' pre- and post-TPDP participation measures across all programs.

Design

A concurrent multiple baseline design (Cooper et al., 2007) across naturally occurring case studies was used to evaluate post hoc the effects of the TPDP on the percentage of school hours that were unexcused within elementary ($n=3$) and middle and high school ($n=3$) students across years. Students were selected using a matched comparison procedure. Students were first sorted across the 10 years according to the year in which they had their truancy review hearing. Only students participating in their first TPDP were selected due to having no prior exposure to the intervention. Students were then sorted into two groups based on grade level (i.e., elementary school students were grouped together, and middle school and high school students were grouped together). The students in each group were then sorted chronologically according to the date in which they acquired their first unexcused absence (i.e., the date in which the primary researcher began calculating their baseline measures). Students whose first unexcused absence occurred within the same school week were grouped together. A random numbers generator was used to select the first student from the elementary group and the first student from the middle and high school group. The next two students for both age levels were selected from the same group as the first participant; however, rather than using a random numbers generator, the primary researcher selected the students based on the length of their baselines to allow for a staggered formation across students.

A student's baseline condition included the percentage of school hours that were unexcused each week pre-TPDP participation (i.e., measured from the school day in which the student acquired his or her first unexcused absence through the last school day before the student's start-date). A student's intervention condition (i.e., program one and program two) included the percentage of school hours that were unexcused each week during TPDP participation (i.e., measured from the student's start-date in the TPDP through the date of his or

her truancy review hearing). If the student was offered an additional program at his or her truancy review hearing, an arrow was inserted to indicate the student's start-date for his or her second program (i.e., the first school day following the date of the truancy review hearing) and the percentage of school hours that were unexcused were calculated and graphed for each week during the student's second program through the date of the student's second truancy review hearing.

Data Analyses

Group-data analyses. The primary researcher conducted several descriptive analyses to evaluate the TPDP. Detailed descriptions of each analysis are included below.

Overall program outcomes. The primary researcher analyzed the final outcome (i.e., the end result of the student's involvement with the TPDP) of each student's diversion. The possible outcomes for students included the following: (1) successful exit; (2) referred to the high school truancy program; (3) enrolled in an educational alternative; (4) legally signed out of school; (5) moved out of jurisdiction; (6) adjudicated as a juvenile offender; (7) termination of TPDP services; (8) removed from the home and placed out of jurisdiction; and (9) was currently participating in the TPDP and did not have a final outcome at the time of analysis. The percentage of students who successfully exited the TPDP was calculated by dividing the number of students who successfully exited the program ($n= 329$) by the total number of students who participated in the program and had a final outcome ($n= 437$) and multiplying by 100. Students who were currently participating in the TPDP at the time of the analysis (i.e., students whose program outcome was pending review) ($n= 13$) were not included in the denominator. The percentage of students who were referred to the high school truancy program was calculated by dividing the number of students who were referred to the high school truancy program ($n= 17$)

by the total number of students who participated in the program and had a final outcome ($n=437$) and multiplying by 100. The percentage of students who enrolled in an educational alternative was calculated by dividing the number of students who enrolled in an educational alternative ($n=7$) by the total number of students who participated in the program and had a final outcome ($n=437$) and multiplying by 100. The percentage of students who legally signed out of school was calculated by dividing the number of students who legally signed out of school ($n=4$) by the total number of students who participated in the program and had a final outcome ($n=437$) and multiplying by 100. The percentage of students who moved out of jurisdiction was calculated by dividing the number of students who moved out of jurisdiction ($n=33$) by the total number of students who participated in the program and had a final outcome ($n=437$) and multiplying by 100. The percentage of students who were adjudicated as a JO was calculated by dividing the number of students who were adjudicated as a JO ($n=15$) by the total number of students who participated in the program and had a final outcome ($n=437$) and multiplying by 100. The percentage of students whose participation in the TPDP was terminated was calculated by dividing the number of students whose participation in the TPDP was terminated ($n=22$) by the total number of students who participated in the program and had a final outcome ($n=437$) and multiplying by 100. The percentage of students who were removed from the home and placed out of jurisdiction was calculated by dividing the number of students who were removed from the home and placed out of jurisdiction ($n=10$) by the total number of students who participated in the program and had a final outcome ($n=437$) and multiplying by 100. The percentage of students who were currently participating in the TPDP at the time of analysis was calculated by dividing the total number of students who were currently participating in the TPDP

at the time of analysis ($n= 13$) by the total number of students who participated in the TPDP ($N= 450$) and multiplying by 100.

Additionally, the primary researcher analyzed each student's final TPDP outcome according to the number of programs completed. If, for example, a student successfully exited the TPDP after completing program one, he or she would be included in the calculation of the percentage of students who successfully exited the TPDP after completing program one; if a student was referred to the high school truancy program after completing program four, he or she would be included in the calculation of the percentage of students who were referred to the high school truancy program after completing program four; and so on.

Program completion for successful exits. The primary researcher analyzed, for the students who successfully exited the TPDP, the number of 45-school-day programs completed prior to successfully completing their diversion. Thus, the percentage of students who needed one 45-day program to complete their diversion successfully was calculated by dividing the number of students who successfully exited the TPDP after completing program one ($n= 206$) by the total number of students who successfully exited the TPDP ($n= 329$) and multiplying by 100. The percentage of students who needed two 45-day programs to complete their diversion successfully was calculated by dividing the number of students who successfully exited the TPDP after completing program two ($n= 60$) by the total number of students who successfully exited the TPDP ($n= 329$) and multiplying by 100. The percentage of students who needed three 45-day programs to complete their diversion successfully was calculated by dividing the number of students who successfully exited the TPDP after completing program three ($n= 32$) by the total number of students who successfully exited the TPDP ($n= 329$) and multiplying by 100. The percentage of students who needed four 45-day programs to complete their diversion

successfully was calculated by dividing the number of students who successfully exited the TPDP after completing program four ($n= 19$) by the total number of students who successfully exited the TPDP ($n= 329$) and multiplying by 100. The percentage of students who needed five 45-day programs to complete their diversion successfully was calculated by dividing the number of students who successfully exited the TPDP after completing program five ($n= 9$) by the total number of students who successfully exited the TPDP ($n= 329$) and multiplying by 100. The percentage of students who needed six 45-day programs to complete their diversion successfully was calculated by dividing the number of students who successfully exited the TPDP after completing program six ($n= 1$) by the total number of students who successfully exited the TPDP ($n= 329$) and multiplying by 100. The percentage of students who needed seven 45-day programs to complete their diversion was calculated by dividing the number of students who successfully exited the TPDP after completing program seven ($n= 1$) by the total number of students who successfully exited the TPDP ($n= 329$) and multiplying by 100. The percentage of students who needed nine 45-day programs to complete their diversion successfully was calculated by dividing the number of students who successfully exited the TPDP after completing program nine ($n= 1$) by the total number of students who successfully exited the TPDP ($n= 329$) and multiplying by 100. Program eight was excluded from the analysis because no students needed eight 45-day programs to complete their diversion successfully.

Pre-TPDP hours of unexcused absences and successful diversion. The primary researcher analyzed, for the students who successfully exited the TPDP, the number of hours of unexcused absences accumulated before their participation in the TPDP. Data were analyzed using the functions in Excel® 2018 for descriptive statistics (i.e., max, min, mode, median, mean, and standard deviation). Descriptive statistical analyses were performed according to the

number of programs needed before successfully exiting the program. Thus, the primary researcher calculated the max, min, mode, median, mean, and standard deviation of pre-TPDP measures of hours of unexcused absences for all students who needed one 45-day program to complete their diversion successfully. Similarly, the primary researcher calculated the max, min, mode, median, mean, and standard deviation of pre-TPDP measures of hours of unexcused absences for all students who needed two 45-day programs to complete their diversion successfully. The primary researcher calculated the max, min, mode, median, mean, and standard deviation of pre-TPDP measures of hours of unexcused absences for all students who needed three 45-day programs to complete their diversion successfully. This process was completed for all programs except program eight because there were no students who successfully exited the TPDP after completing eight 45-day programs.

Level of court involvement and final program outcomes. The primary researcher further analyzed the final TPDP outcomes separately for those students with formal court involvement (i.e., the student was adjudicated by the juvenile court judge as a CINC either before or during participation in the TPDP) ($n= 71$) and those students without formal court involvement (i.e., the student was not adjudicated as a CINC at the time of analysis) ($n= 379$). The percentage of students without formal court involvement that had one of the TPDP final outcomes was calculated using a denominator of 371 instead of 379 to account for the students who did not have final TPDP outcomes at the time of analysis. Similarly, the percentage of students with formal court involvement that had one of the TPDP final outcomes was calculated using a denominator of 371 instead of 379 to account for the students who did not have a final TPDP outcome at the time of the analysis. The percentage of students who were successfully diverted from the formal court system was calculated by dividing the number of students who

successfully exited the program without formal court involvement ($n= 298$) by the number of students who successfully exited the program with and without formal court involvement ($n= 329$) and multiplying by 100. The percentage of students who successfully exited the TPDP with formal court involvement was calculated by dividing the number of students who successfully exited the program with formal court involvement ($n= 30$) by the number of students who successfully exited the program with and without formal court involvement ($n= 329$) and multiplying by 100.

The primary researcher also analyzed the total percentage of students that were successfully diverted from the formal court system by dividing the number of students who were successfully diverted from the formal court system (i.e., students who successfully exited the program without court involvement) ($n= 298$) by the total number of students who participated in the program and had a final outcome ($n= 437$) and multiplying by 100.

Long-term follow up. In 2015-2016, the TPDP began gaining consent from students to track their attendance up to 12 months after exiting the program. Thus, the primary researcher collected official attendance for students who successfully exited the TPDP in 2015-2016 and 2016-2017 12 months after their end-date. The percentage of students in 2015-2016 who maintained a status of not truant was calculated by dividing the number of students whose attendance showed they were not truant ($n= 21$) by the total number of students who successfully exited the program in 2015-2016 ($n= 35$) and multiplying by 100. The percentage of students in 2016-2017 who maintained a status of not truant was calculated by dividing the number of students whose attendance showed they were not truant ($n= 14$) by the total number of students who successfully exited the program in 2016-2017 ($n= 24$) and multiplying by 100.

Student and parent or legal guardian satisfaction. The primary researcher compiled each rating provided by a student and parent or legal guardian for each semester and across years. Student satisfaction was calculated by dividing the sum of the ratings (i.e., 1, 2, 3, 4, or 5) provided by the student for the three questions on the questionnaire by the total number of points possible (i.e., 15 points) and multiplying by 100. According to the 5-point Likert scale, a score of 4 or 5 indicates satisfaction; thus, the minimum overall score a student could have provided to still be considered as satisfied is 12 (80%) and the maximum score a student could have provided is 15 (100%). Parent or legal guardian satisfaction was calculated by dividing the rating (i.e., 1, 2, 3, 4, or 5) provided by the parent for the one question on the questionnaire by the total number of points possible (i.e., 5 points) and multiplying by 100. According to the 5-point Likert scale, a score of 4 or 5 indicates satisfaction; thus, the minimum overall score a parent could have provided to still be considered as satisfied is 4 (80%) and the maximum score a student could have provided is 5 (100%). This calculation was performed for both students and parents for the fall and spring semesters for each of the 10 years.

School personnel satisfaction. The primary researcher compiled each rating provided by the school personnel for each semester and across years. School personnel satisfaction with truancy interns (i.e., questions 1-4) was calculated by dividing the sum of the ratings (i.e., 1, 2, 3, 4, 5, 6, or 7) provided by the school personnel for the four questions on the questionnaire by the total number of points possible (i.e., 28 points) and multiplying by 100. According to the 7-point Likert scale, a score of 5, 6, or 7 indicates satisfaction; thus, the minimum overall score a school personnel could have provided to still be considered as satisfied is 20 (71.4%) and the maximum score a student could have provided is 28 (100%). School personnel satisfaction with the overall effectiveness of the TPDP was calculated by dividing the rating (i.e., a score of 1, 2, 3, 4, 5, 6, or

7) provided by the school personnel for question five on the questionnaire by the total number of points possible (i.e., 7 points) and multiplying by 100. According to the 7-point Likert scale, a score of 5, 6, or 7 indicates satisfaction; thus, the minimum overall score a school personnel could have provided to still be considered as satisfied is 5 (71.4%) and the maximum score a student could have provided is 7 (100%). This calculation was performed for the fall and spring semester for each of the 10 years of the implementation of the TPDP.

Results

Group-Data Analyses

As displayed in Table 7, 75.3% of students who were once legally truant and participated in the TPDP were able to reduce their percentage of school hours that were unexcused and were granted permission by the ADA to exit the program successfully; 3.9% of students were referred to the high school truancy program; 1.6% of students legally enrolled in an educational alternative (i.e., homeschool and virtual school); 0.9% of students legally signed out of public school once they reached the age of 16; 7.6% of students moved out of jurisdiction and ceased participation in the TPDP; 2.7% of students were adjudicated as a JO while participating in the TPDP; 5% of students had cases that were terminated; 2.3% of students were adjudicated as a CINC and were removed from the home of their parent or legal guardian and were placed out of jurisdiction; and 2.9% of students were currently participating in the TPDP at the time of analysis and had final TPDP outcomes pending review.

Results displayed in Table 7 were analyzed per program and are displayed in Table 8. The majority of students ($n= 260$) had their final TPDP outcome after participating in program one. After program one, the number of students participating per program continued to decrease as program numbers increased.

As displayed in Table 9, 62.6% of students who successfully exited the TPDP were able to do so after participating in one program; 18.2% of students required two programs to exit the TPDP successfully; 9.7% of students required three programs to exit the TPDP successfully; 5.8% of students required four programs to exit the TPDP successfully; 2.7% of students required five programs to exit the TPDP successfully; 0.3% of students required six programs to exit the TPDP successfully; 0.3% of students required seven programs to exit the TPDP; and 0.3% of students required nine programs to exit the TPDP successfully.

Table 10 describes, for those students who successfully exited the TPDP after participating in a certain number of programs, their accumulated hours of unexcused absences prior to participating in the TPDP. According to the descriptive statistics, the student who accumulated the most hours of unexcused absences across students and programs was able to successfully exit the TPDP after participating in only one program. Additionally, the student who accumulated the lowest number of hours of unexcused absences across students and programs completed the highest number of programs prior to successfully exiting the TPDP. Thus, it is possible that the number of unexcused absences accumulated prior to participation in the TPDP does not influence the student's success in the program.

Results displayed in Table 11 provide the final TPDP outcome for students with and without formal court involvement. Overall, 84.2% ($n= 379$) of students who participated in at least one program were not involved with the formal court system; 15.8% ($n= 71$) of students who participated in at least one program were involved with the formal court system.

Results displayed in Table 12 suggest that the TPDP was able to successfully divert 90.9% of truant students from the formal court system. Thus, over the 10-year period, the TPDP helped 299 truant students reduce their hours of unexcused absences and remove their status of

truant without the involvement of the formal juvenile court system. With the combined efforts of the TPDP and the formal court system, 9.1% of truant students reduced their hours of unexcused absences and successfully exited the program.

Table 13 displays the status of CINC petitions in the formal court system filed by the TPDP or the Kansas DCF for truancy cases with and without issues of abuse and neglect. Over the past 10 years, the TPDP team recommended 86 CINC petitions, of which 71 were recommended due to continued issues of truancy during TPDP participation. Of the CINC petitions recommended by the TPDP that remained eligible for filing (i.e., the student did not move out of jurisdiction, sign out of school, or commit a juvenile offense) ($n=75$), the ADA filed a petition based on the recommendations of the TPDP in 81.3% of cases ($n=61$). Of the CINC petitions filed by the ADA that remained eligible for adjudication (i.e., the student did not move out of jurisdiction, sign out of school, enroll in an educational alternative, or commit a juvenile offense) and did not have a case that was pending review at the time of the analysis ($n=51$), the juvenile court judge adjudicated 84.3% of cases ($n=43$). Of the total cases that were recommended by the TPDP or DCF and were adjudicated as a CINC ($n=71$), 28.2% ($n=20$) were subsequently found in contempt of the court's order to attend school and, as a result, were sent to attend the Detention Day School. Of the total cases that were recommended by the TPDP or DCF and were adjudicated as a CINC ($n=71$), 31% ($n=22$) were subsequently removed from the home of the parent or legal guardian. Additionally, out of the total number of cases adjudicated by the juvenile court judge ($n=71$), 54.3% ($n=25$) of the truancy cases also had issues of abuse and neglect.

Table 14 displays, of the students who successfully exited the TPDP in 2015-2016 and 2016-2017, the number and percentage who maintained their behavioral change 12 months post-

TPDP participation. Of the students who successfully exited the TPDP in 2015-2016 ($n= 35$), 60% ($n= 21$) were able to maintain a status of not truant 1 year after ending participation with the TPDP. Of the students who successfully exited the TPDP in 2016-2017 ($n= 24$), 58.3% ($n= 14$) were able to maintain a status of not truant 1 year after ending participation with the TPDP.

As shown in Figure 1, the students and parents served by the TPDP over the past 10 years have reported being satisfied with their truancy intern during both the fall and spring semesters. The average student satisfaction rating across years was 95.3% (range, 87.5%-99%) and the average parent satisfaction rating across years was 98% (range, 91.3%-100%).

As shown in Figure 2, the school personnel with whom the TPDP has worked over the past 10 years have reported being satisfied with the truancy interns and the overall effectiveness of the TPDP. The average school satisfaction rating for the truancy interns across years was 93.6% (range, 83.9%-99.3%) and the average school satisfaction rating for the overall effectiveness of the TPDP was 88.7% (range, 79.2%-98%).

Single-Subject Data Repeated Measures

Figures 3-22 display the concurrent multiple baseline designs for the selected students' ($n= 60$) percentages of school hours that were unexcused each week before and during participation in the TPDP. It is evident, through visual inspection, that a decrease in the percentage of school hours that were unexcused occurred during participation in the TPDP across students and the 10 years. The variability in the percentage of school hours that were unexcused prior to participation in the TPDP was reduced during participation in the TPDP, in which a stable pattern of responding was achieved for all students across all years either during participation in their first or second TPDP. The majority of students (83.3%) had a 100% reduction in their hours of unexcused absences during participation in their first program, and

13.3% of students had a 100% reduction in their hours of unexcused absences during participation in their second program. Two students (3.3%) did not experience a 100% reduction in their hours of unexcused absences during participation in the TPDP. One student (OE) moved out of jurisdiction after being offered a second program, and one student (EB) successfully exited the program prior to reducing their hours of unexcused absences to zero due to having extenuating circumstances.

Discussion

The present study evaluated the effects of a multimodal, collaborative truancy diversion program on unexcused absences in elementary, middle, and high school students in the public-school system using group-data analyses and single-subject methodology. Data over a 10-year span are included in the study. Results of the present study are consistent with previous research that indicates the effectiveness of truancy intervention programs that include the components of mentoring, monitoring, motivating, and access to outside services with implementers who aim to address the barriers that impede school attendance.

The present study extends the current truancy literature by introducing a program that is not only effective in reducing truancy at an individual and community level but also has remained in effect for 40 years. The durability of the TPDP is demonstrated by its continued success even when faced with changing personnel within the schools, state and local government, human services agency, DCF, and the DA's office. The program has maintained partnerships with several agencies within the community for nearly half a century. The ability to work together as a whole community to combat truancy is a feat that should be recognized and replicated by communities nationwide.

The present study also extends the current literature by using single-subject methodology in combination with group-data analyses to evaluate the effects of a community-wide truancy reduction program at an individual and community-wide level. Both group and single-subject designs have strengths as well as limitations. For example, although group designs can demonstrate the overall effect of an intervention, analyses at the group level may mask the effects observed within individual participants. Thus, the present study used a variety of both group and single-subject analyses to evaluate the effects of the TPDP at the individual and group level.

Results of the present study are consistent with previous research that indicates truancy is associated with a myriad of other issues. Of the students who required court involvement during participation in the TPDP, many were also experiencing issues related to abuse and neglect, which may have been contributing to the student's truancy. Throughout the 10 years of program implementation that are included in the present study, we have observed a variety of issues within the families with whom we work including, but not limited to, homelessness; parental and student drug and alcohol use; drug trafficking with and without the involvement of the student; sex trafficking; lack of clothing, food, and proper shelter; physical, sexual, and emotional abuse; a severe lack of parental supervision; and suicidal threats and attempts made by students. Of the cases that were adjudicated for issues involving truancy and abuse and neglect, the TPDP was responsible for recommending that a CINC petition is filed for 52% of the cases that may not have been detected otherwise. Truancy may serve as a gateway to children and youth in the community who are suffering and require external help.

Additionally, although the TPDP is successful in diverting truant students from the formal court system, results of the present study suggest that court involvement may be

necessary for students who continue to miss school even when reasonable efforts within the family, school, and community have been made to increase school attendance. By involving the formal court system in such cases, the state has the power to tap into resources for the student and family that may not have been available otherwise.

The current truancy diversion program has a few noteworthy limitations. First, the TPDP does not target excused absences from school and, as a result, does not target the total amount of missed educational instruction, only the educational instruction missed due to the educational absence considered unexcused or a result a disciplinary procedure (i.e., OSS). All absences from school, excused or unexcused, result in missed educational instruction and should be carefully monitored by schools.

Second, the nature of the program (e.g., several students are served by the program at once; weekly meetings occur within the community at various times and locations; meeting times must coincide with the schedules of the student, parent, school personnel, and truancy intern) reduces the feasibility of observing and assessing in-vivo the integrity of the implementation of the program. The TPDP, however, attempts to address this issue by requiring each truancy intern to complete and submit to the professor and GTAs documentation of the various program components that are validated by either the student's signature, parent's signature, school personnel's signature, or a time-stamp, as evidence that each program component was indeed implemented as intended.

Third, although there are many strengths associated with having a collaborative program, the more individuals involved increases the possible points at which the system may break down. First, the TPDP relies on schools to implement systems that appropriately measure and efficiently detect truancy on an individual student basis; however, it is unclear whether the

methods implemented by the schools are the most effective. The variability in the percentages of hours unexcused observed in the sample of TPDP students during baseline suggests that patterns of school nonattendance vary within and across students. The inconsistent accumulation of absences during the school year may be difficult for schools to detect. Future research should evaluate the various methods being used across schools to measure and detect truancy.

Additionally, the schools in the present study were responsible for not only detecting truancy but also for reporting truant students to DCF. The schools have put forth a commendable effort in reporting truancy; however, schools face barriers outside of their control. For example, in 2010-2011, school budget cuts made by the state resulted in schools cutting employees in charge of detecting and reporting truancy, which may have contributed to the total number of truant students served by the TPDP during that year. Of the 10 years of program implementation, the TPDP served the lowest number of truant students ($n= 41$) during the 2010-2011 school year yet had the second highest number of truancy interns ($n= 13$). Second, the program relies on DCF to investigate and refer truancy cases to the TPDP. Over the years, there have been issues related to the number of referrals sent by DCF to the TPDP. Additionally, subsequent investigation, DCF can screen out truancy cases based on their discretion. Thus, it is not always the case that the TPDP receives all truant students for which the school made a truancy referral. Third, the ADA may choose not to file a CINC petition upon the recommendations of the TPDP, and, if the ADA does file a CINC petition, the judge may choose to dismiss the case. For the TPDP to operate most effectively, all parties must work together. Thus, it is important that the ADA immediately file a CINC petition when necessary. Additionally, it is most helpful when judges follow through with consequences for continued unexcused absences. Fourth, the overall procedure for truancy outlined by the state is lengthy and limits our ability to intervene with truant students as quickly

as possible. It is sometimes the case that we are not able to intervene with students until well after they have missed a substantial amount of educational instruction. Future research should analyze the relationship between the number of hours of unexcused absences accumulated prior to TPDP participation and successful completion of the program.

The present study has a few noteworthy methodological limitations, as well. First, our measurement system relies on teachers and school attendance personnel to accurately and reliably determine whether or not a student is present in school and whether or not the absence is unexcused. Thus, the primary researcher did not directly observe whether each student was or was not present in school at the time of measurement. The large number of students served and across various school districts makes direct observation impractical.

Second, issues of internal validity are embedded within the analyses of the group data and the single-subject methodology. Due to the lack of a control or comparison group in the group data analyses, the present study is limited to the use of descriptive statistics to analyze the relationship between the truancy diversion program and the reduction of unexcused absences across the entire group ($N= 450$) of students. Inferential statistical analyses may be warranted to investigate further whether a causal relationship exists between the TPDP and the reduction of unexcused absences. Additionally, single-subject methodology was implemented with archival data; thus, the primary researcher did not have complete control over the behavior under investigation. Due to ethical constraints, the primary researcher was unable to decide the point of intervention or control for outside services (e.g., therapy services, pharmacological intervention) received by the student and his or her family during participation in the truancy diversion program. Thus, it remains unclear whether the TPDP was the only variable in effect that produced a change in the number of unexcused absences accumulated during participation.

Third, although past research suggests the most effective truancy reduction programs include a combination of components (i.e., monitoring, mentoring, motivating, and collaboration with all relevant parties), the present study did not isolate each program component to evaluate the effects of each component on hours of unexcused absences. Future research should conduct a component analysis to evaluate each TPDP program component separately to identify the component(s) necessary to reduce hours of unexcused absences. Additionally, future research should evaluate the amount of each program component (e.g., frequency and duration of weekly meetings with students, parents, and school personnel; frequency of monitoring school attendance; frequency of implementation of the behavioral contract and immediacy of rewards) necessary to produce a decrease in hours of unexcused absences.

Fourth, the present study was not designed to replicate past findings that suggest an increased amount of educational instruction is associated with improved academic performance, and, thus, the current investigation did not include measures of school achievement (e.g., grades, math and reading standardized test scores). Future research should collect data on measures of academic achievement for students who participate in the TPDP before, during, and after participation to assess whether an association exists between the TPDP and academic achievement.

Despite the limitations mentioned above, the present study demonstrates that a collaborative truancy prevention and diversion program that incorporates many of the components needed to combat truancy can successfully reduce unexcused absences across a large number of students and families experiencing a wide range of issues. The results of the present study suggest the effectiveness of the TPDP in reducing unexcused absences across students of all age groups. Furthermore, the effects of the TPDP on the decrease in unexcused

absences has remained relatively stable across years of implementation demonstrating the durability of the program.

Truancy is not a one-dimensional issue, but instead warrants the involvement of several key stakeholders including the truant student, parents or legal guardians, school personnel, child protective agencies, caring individuals acting as mentors, and, in some cases, the juvenile court system. Even with occasional court involvement, students and parents continue to report high levels of satisfaction with the TPDP. The present study offers a practical and useful approach to truancy that could help young individuals and societies nationwide. When truancy is the issue, the responsibility to change cannot be on the individual or family alone, but instead, truancy is an issue that takes a village.

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Table 1
Age and Sex of Students in the Truancy Prevention and Diversion Program

Age ^a Range	Male	Female	Total
5-6	24	19	43
7-9	52	63	115
10-12	45	62	107
13-15	82	89	171
16-17	7	7	14
Total	210	240	450

Note. TPDP= Truancy Prevention and Diversion Program. A demographic information survey was completed by truancy interns for each TPDP student at the time of participation in first program.

^aAge was measured in years.

Table 2

Race, Ethnicity, and Sex of Students in the Truancy Prevention and Diversion Program

Race	Male	Female	Total
African American	33	30	63
American Indian/Alaskan Native	25	19	44
Asian	2	1	3
Caucasian	128	165	293
Hawaiian/Pacific Islander	2	4	6
Other/Unknown	20	21	41
Total	210	240	450

Ethnicity	Male	Female	Total
Hispanic/Latino	18	25	43
Non-Hispanic/Non-Latino	192	215	407
Total	210	240	450

Table 3

Reliability Results for Hours of Unexcused Absences and Total Hours School was in Session for Students Across Programs

Program	Students Scored (%)	Interobserver Agreement	
		Hours of Unexcused Absences	Total Hours School was in Session
Prior to ($n^a= 450$)	45.3% ($n^b= 204$)	99.8%	99.7%
Program 1 ($n= 450$)	45.3% ($n= 204$)	99.2%	99.9%
Program 2 ($n= 190$)	44.7% ($n= 85$)	96.3%	100%
Program 3 ($n= 102$)	46.1% ($n= 47$)	99.3%	99.6%
Program 4 ($n= 53$)	50.9% ($n= 27$)	86.7%	99.3%
Program 5 ($n= 20$)	65% ($n= 13$)	100%	99.8%
Program 6 ($n= 7$)	71.4% ($n= 5$)	97.6%	100%
Program 7 ($n= 3$)	66.7% ($n= 2$)	100%	100%
Program 8 ($n= 2$)	100% ($n= 2$)	100%	100%
Program 9 ($n= 1$)	100% ($n= 1$)	100%	100%
Total^c	63.5%	98%	99.8%

Note. Reliability was calculated using total count interobserver agreement.

^a n = the total number of students who participated in a program. ^b n = the number of students randomly selected for reliability. ^c The average of each category.

Table 4

Treatment Integrity Results for Selected Students Across Programs

Program	Students Scored (%)	Treatment Integrity
Program 1 ($n^a= 450$)	33.3% ($n^b= 150$)	92.1%
Program 2 ($n= 190$)	33.7% ($n= 64$)	91.3%
Program 3 ($n= 102$)	33.3% ($n= 34$)	90.2%
Program 4 ($n= 53$)	34% ($n= 18$)	92.4%
Program 5 ($n= 20$)	35% ($n= 7$)	91%
Program 6 ($n= 7$)	28.6% ($n= 2$)	95.1%
Program 7 ($n= 3$)	33.3% ($n= 1$)	87.2%
Program 8 ($n= 2$)	50% ($n= 1$)	90.1%
Program 9 ($n= 1$)	100% ($n= 1$)	93.7%
Total^c	42.4%	91.5%

Note. Treatment integrity was calculated by dividing the number of correct components by the total number of components and multiplying by 100.

^a n = the total number of students who participated in a program. ^b n = the number of students randomly selected for reliability. ^c The average of each category.

Table 5

Reliability Results for Hours of Unexcused Absences and Total Hours School was in Session for Single-Subject Students Across Phases

Phase	Students Scored (%)	Weeks ^a Scored (%)	Interobserver Agreement	
			Hours of Unexcused Absences	Total Hours School was in Session
Baseline ($n^b= 60$)	100%	34.5% (range, 31.2%-35.2%)	94.4% (range, 91.5%-100%)	97.3% (range, 96.7%-100%)
Program 1 ($n= 60$)	100%	33.6% (range, 33.2%-34.1%)	95.2% (range, 92.3%-100%)	98.1% (range, 97%-100%)
Program 2 ($n= 8$)	100%	35.1% (range, 34.1%-36%)	94.8% (range, 92%-100%)	98.4% (range, 97.4%-100%)
Total^c	100%	33.4%	97.7%	99.1%

Note. Reliability was calculated using mean count-per-interval interobserver agreement (IOA).

^aThe total percentage of weeks in which mean count-per-interval IOA was scored. ^b $n=$ the total number of students who participated in the program. ^cThe average percentage of agreement for each category.

Table 6

Treatment Integrity Results for Single-Subject Students Across Programs

Phase	Students Scored (%)	Treatment Integrity
Program 1 ($n^a = 60$)	100%	92.1% (range, 87.1% - 96.2%)
Program 2 ($n = 8$)	100%	90.7% (range, 86.1% - 94.7%)
Total^b	100%	91.4%

Note. Treatment integrity was calculated by dividing the number of correct components by the total number of components and multiplying by 100.

^a n = the total number of students who participated in a program. ^b The average of each category.

Table 7

Final TPDP Outcome for Students Reported as a Number and Percentage of the Total Sample

TPDP Outcome	Students (#)	Students (% ^a)
Successful Exit	329	75.3%
Referred to High School Program ^b	17	3.9%
Enrolled in Educational Alternative ^c	7	1.6%
Signed out of School ^d	4	0.9%
Moved out of Jurisdiction	33	7.6%
Adjudicated Juvenile Offender ^e	15	3.4%
Termination of TPDP Services ^f	22	5%
Removed from Home and Placed out of Jurisdiction ^g	10	2.3%
Current w/o Final Outcome ^h	13	2.9% ⁱ
Total	450	100%

Note. TPDP= Truancy Prevention and Diversion Program

^aPercentage of students was calculated using a denominator of 437 instead of 450 because 13 students were currently participating in the TPDP and had outcomes that were pending review.

^bThese students were referred by the TPDP to the county's high school truancy program due to their age. ^cThese students were referred to the DA due to either refusing to participate in the TPDP or failing to follow the terms of the TPDP and, as a result, ceased participation in the TPDP. ^dThe judge ordered that these students be removed from the home of their parent or legal guardian, the students were placed out of jurisdiction, and the students ceased participation in the TPDP. ^eThese students concurrently committed a felony or misdemeanor, were adjudicated a juvenile offender by the judge, and ceased participation in the TPDP due to truancy being handled through their JO case. ^fThese students legally signed out of public school and enrolled in either homeschool or virtual school. ^gThese students legally signed out of public school and no longer fell under the compulsory education law. ^hThese students were currently participating in the program at the time of analysis and had final outcomes pending review. ⁱThe percentage of current participants was calculated using a denominator of 450.

Table 8

Final TPDP Outcome for each Student per Program(s) Completed Reported as a Number of the Total Sample

TPDP Outcome	P1	P2	P3	P4	P5	P6	P7	P8	P9	Total
Successful Exit	206	60	32	19	9	1	1		1	329
Referred to High School Program ^a	5	5	2	5						17
Enrolled in Educational Alternative ^b	4		1	2						7
Signed out of School ^c		3	1							4
Moved out of Jurisdiction	22	4	3	2	1	1				33
Adjudicated Juvenile Offender ^d	9	2	2	1	1					15
Termination of TPDP Services ^e	7	8	1	2	1	2		1		22
Removed from Home and Placed out of Jurisdiction ^f	3	2	3	1	1					10
Current w/o Final Outcome ^g	4	4	4	1						13
Total	260	88	49	33	13	4	1	1	1	450

Note. Cells that are blank have zero values. TPDP= Truancy Prevention and Diversion Program. P= program.

^aThese students were referred by the TPDP to the county's high school truancy program due to their age. ^bThese students were referred to the DA due to either refusing to participate in the TPDP or failing to follow the terms of the TPDP and, as a result, ceased participation in the TPDP. ^cThe judge ordered that these students be removed from the home of their parent or legal guardian, the students were placed out of jurisdiction, and the students ceased participation in the TPDP. ^dThese students concurrently committed a felony or misdemeanor, were adjudicated a juvenile offender by the judge, and ceased participation in the TPDP due to truancy being handled through their JO case. ^eThese students legally signed out of public school and enrolled in either homeschool or virtual school. ^fThese students legally signed out of public school and no longer fell under the compulsory education law. ^gThese students were currently participating in the program at the time of analysis and had final outcomes pending review.

Table 9

Number of Program(s) Completed Prior to Successfully Exiting the TPDP Reported as a Number and as a Percentage of the Total Number of Students who Successfully Exited the TPDP

Program	Students (#)	Students (% ^a)
1	206	62.6%
2	60	18.2%
3	32	9.7%
4	19	5.8%
5	9	2.7%
6	1	0.3%
7	1	0.3%
8	—	—
9	1	0.3%
Total	329	100%

Note. A dashed line in a cell indicates that there were no participants who successfully exited the TPDP after completing that program. TPDP= Truancy Prevention and Diversion Program.

^aPercentages were calculated by dividing the number of participants who successfully exited the TPDP after each program by the total number of students who successfully exited the program ($n=329$) and multiplying by 100.

Table 10

Descriptive Statistics Summarizing the Hours of Unexcused Absences Accumulated by Students Pre-TPDP Participation who Successfully Exited the TPDP

Program	Max (hr)	Min (hr)	Mode (hr)	Mdn (hr)	M (hr)	SD (hr)
1 (n= 206)	331	3.5	46	51	62.7	47.1
2 (n= 60)	141	15.5	55	56.5	64.9	26.1
3 (n= 32)	274	12.5	63	55.1	65.4	47
4 (n= 19)	127	40.5	60	60	69	25.8
5 (n= 9)	86	40.5	49	49	58.3	16.8
6 (n= 1)	60	–	–	–	–	–
7 (n= 1)	40.5	–	–	–	–	–
8 (n= 0)						
9 (n= 1)	23.8	–	–	–	–	–

Note. Cells that are blank have zero values. A dashed line indicates that the cell value was unable to be calculated due to 1) only having one value included in the calculation, or 2) the value does not exist. TPDP= Truancy Prevention and Diversion Program; Max= maximum (i.e., the largest number in the sample); Min= minimum (i.e., the smallest number in the sample); Mode= the number that occurs most often in the sample; Mdn= median (i.e., the middle value in a list of numbers in the sample); M= mean (i.e., the average number in the sample); SD= standard deviation (i.e., a number that indicates the spread of the values from the mean in the sample).

^aDescriptive statistics were calculated using Microsoft® Excel 2018. ^bn= the number of students 1) who successfully exited the TPDP after participation in that program, and 2) whose values are included in the sample.

Table 11
Final TPDP Outcomes for Students with and without Formal Court Involvement

Final TPDP Outcome	No Formal Court Involvement		Formal Court Involvement		Total	
	Students (#)	Students (%)	Students (#)	Students (%)	Students (#)	Students (%)
Successful Exit	299	80.6%	30	45.5%	329	75.3%
Referred to H.S. Program ^a	6	1.6%	11	16.7%	17	3.9%
Enrolled in Educational Alternative ^b	5	1.3%	2	3%	7	1.6%
Signed out of School ^c	4	1.1%			4	0.9%
Moved OOJ	33	8.9%			33	7.6%
Adjudicated JO ^d	12	3.2%	3	4.5%	15	3.4%
Termination of TPDP Services ^e	12	3.2%	10	15.2%	22	5%
Removed from Home and Placed OOJ ^f			10	15.2%	10	2.3%
Current w/o Final Outcome ^g	8	2.1%*	5	70.4%*	13	2.9%*
Total	379	100%	71	100%	450	100%

Note. Cells that are blank have zero values. TPDP= Truancy Prevention and Diversion Program. H.S.= high school; OOJ= out of jurisdiction; JO= juvenile offender. Students with formal court involvement were those adjudicated as a Child in Need of Care (CINC) by the juvenile court judge while participating in the TPDP. Students without formal court involvement were those students who were not adjudicated as a CINC by the juvenile court judge while participating in the TPDP.

^aThese students were referred by the TPDP to the county's high school truancy program due to their age. ^bThese students were referred to the DA due to either refusing to participate in the TPDP or failing to follow the terms of the TPDP and, as a result, ceased participation in the TPDP. ^cThe judge ordered that these students be removed from the home of their parent or legal guardian, the students were placed out of jurisdiction, and the students ceased participation in the TPDP. ^dThese students concurrently committed a felony or misdemeanor, were adjudicated a juvenile offender by the judge, and ceased participation in the TPDP due to truancy being handled through their JO case. ^eThese students legally signed out of public school and enrolled in either homeschool or virtual school. ^fThese students legally signed out of public school and no longer fell under the compulsory education law. ^gThese students were currently participating in the program at the time of analysis and had final outcomes pending review. *The percentage was calculated using a denominator of 450.

Table 12

Students who Successfully Exited the TPDP with and without Formal Court Involvement as a Number and as a Percentage of the Total Number of Students who Successfully Exited

Type of TPDP	Students (#)	Students (% ^a)
Diversion Program	299	90.9%
Court Involvement	30	9.1%
Total	329	100%

Note. TPDP= Truancy Prevention and Diversion Program. Students with formal court involvement were those adjudicated as a Child in Need of Care (CINC) by the juvenile court judge while participating in the TPDP. Students without formal court involvement were those students who were successfully diverted from the formal court system.

^aPercentages were calculated using a denominator of 329 (i.e., the total number of students who successfully exited the program).

Table 13

Number of Students Referred as a Child in Need of Care by the TPDP or the Kansas Department for Children and Families and the Outcome of the Referral in the Formal Court System

Status of CINC Petition in Formal Court	TPDP			DCF			TPDP & DCF Total		
	Truancy	Truancy & Abuse/Neglect	Total	Truancy	Truancy & Abuse/Neglect	Total	Truancy	Truancy & Abuse/Neglect	Total
CINC Referral ^a	71	15	86	21	13	34	92	28	120
No longer applicable ^b	11		11				11		11
Moved OoJ	8		8				8		8
Signed out of school	1		1				1		1
Adjudicated JO	2		2				2		2
Dismissed by DA ^c	14		14				14		14
Filed ^d	46	15	61	21	13	34	67	28	95
No longer applicable ^e	8		8				8		8
Moved OoJ	2		2				2		2
Signed out of school	1		1				1		1
Homeschooled	1		1				1		1
Adjudicated JO	4		4				4		4
Dismissed by judge ^f	1		1		1	1	1	1	2
Pending adjudication ^g		2	2					2	2
Informal supervision ^h	7		7	5		5	12		12
Adjudicated ⁱ and order to attend school	30	13	43	16	12	28	46	25	71
Court-ordered to attend day school ^j	12	1	13	6	1	7	18	2	20
Out-of-home placement ^k	1	12	13		9	9	1	21	22

Note. CINC= Child in Need of Care; TPDP= Truancy Prevention and Diversion Program; DCF= Kansas Department for Children and Families; DA= district attorney; OoJ= out of jurisdiction; JO= juvenile offender. Cells that are blank are zero values. Values that are not in boldface are subcategories.

^a These students were referred to the DA's office as a CINC. ^b These CINC referrals were no longer eligible for filing because these students moved out of jurisdiction, signed out of school, or committed a felony or misdemeanor and were adjudicated as a JO. ^c These CINC referrals were investigated by the DA who decided, based on the investigation, to not file a petition. ^d These CINC referrals were investigated by the DA who decided, based on the investigation, to file a CINC petition. ^e These CINC petitions were no longer eligible for adjudication because these students moved out of jurisdiction, enrolled in homeschool, signed out of school, or committed a felony or misdemeanor and were adjudicated as a JO. ^f These CINC petitions, based on the evidence provided and circumstances surrounding these students and families, were dismissed by the juvenile court judge. ^g These students were pending review by the juvenile court judge at the time of the analysis. ^h These students were granted informal supervision by the juvenile court judge as a means of diversion from the formal court system without dismissal of the case. ⁱ These students were adjudicated, based on the evidence provided, as a CINC by the juvenile court judge. ^j These students were found in contempt of their court-order to attend school and were ordered to exit public school and attend the Detention Day School. ^k These students were removed from the home of their parent or legal guardian.

Table 14

Students who Successfully Exited the TPDP and Maintained Behavioral Change after 12 Months

Exit Year	Successful Exits (#)	Maintained (#)	Maintained (%)
2015-2016	35	21	60%
2016-2017	24	14	58.3%
Total	59	35	59.3%

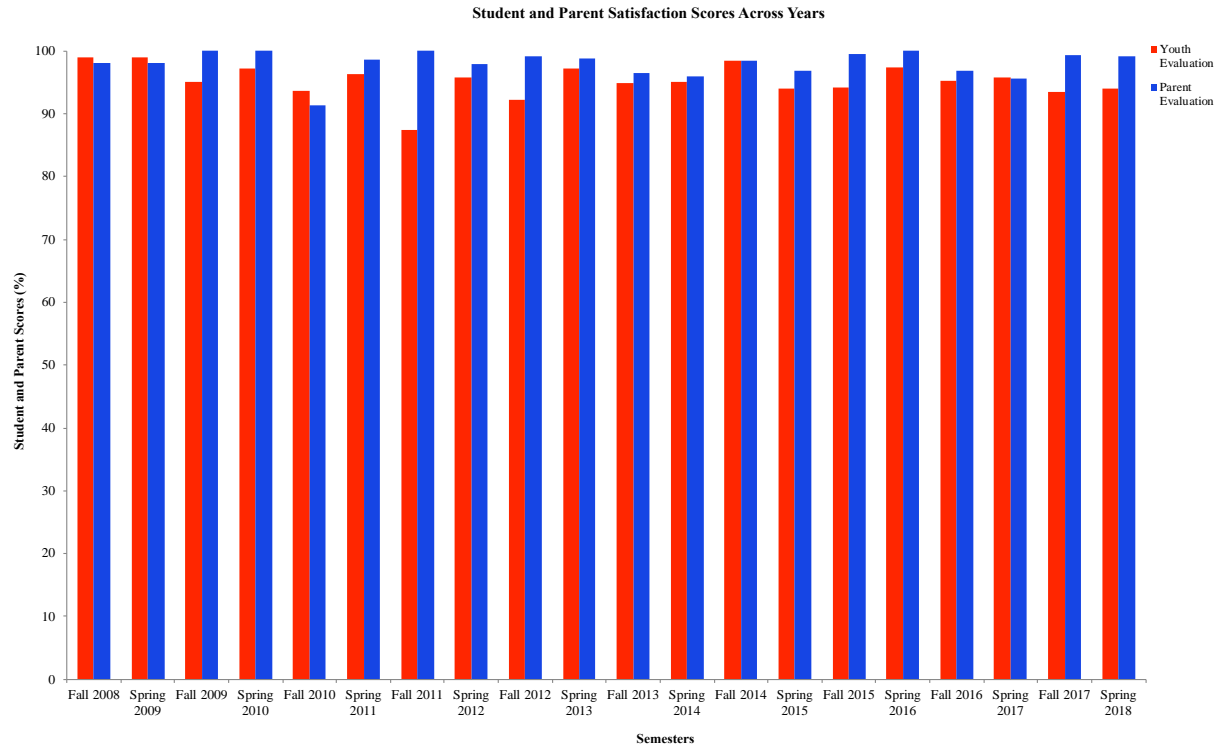


Figure 1. Student and Parent Satisfaction Ratings for Fall and Spring Semesters Across Years

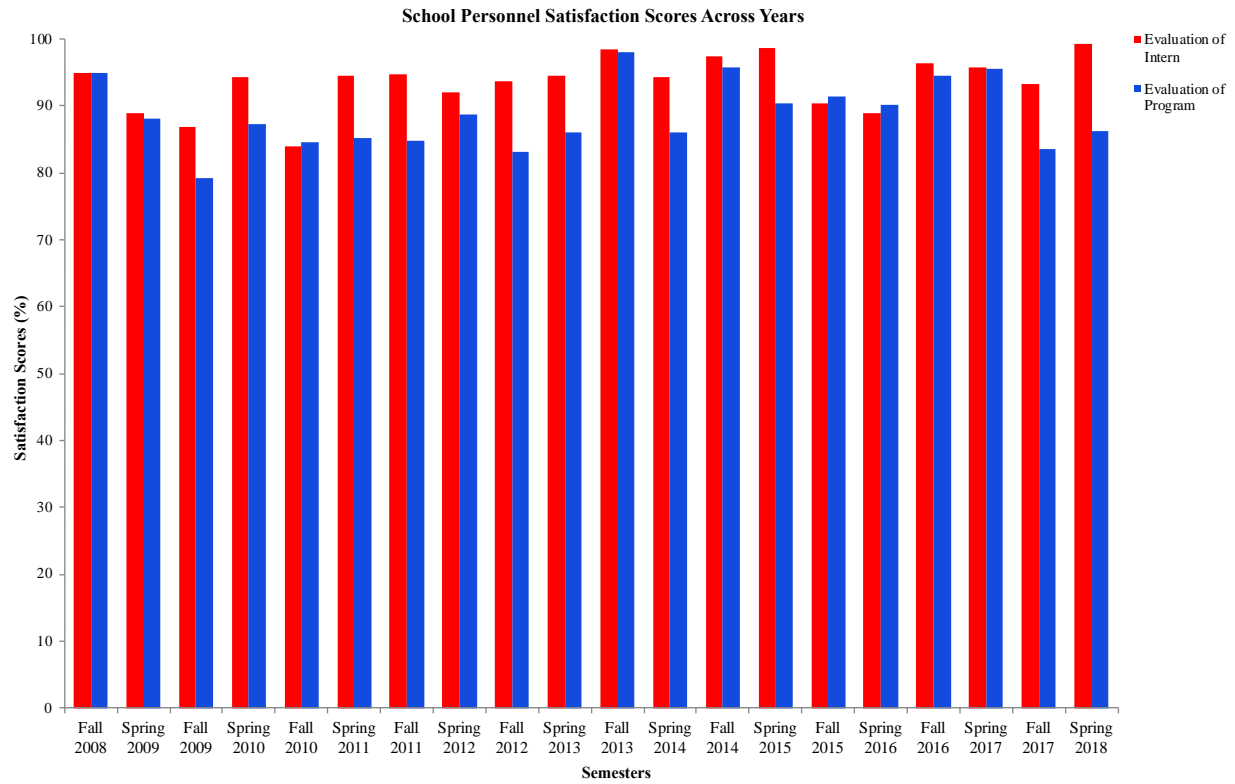


Figure 2. School Personnel Satisfaction Ratings for Fall and Spring Semesters Across Years

2008-2009 Elementary School Students

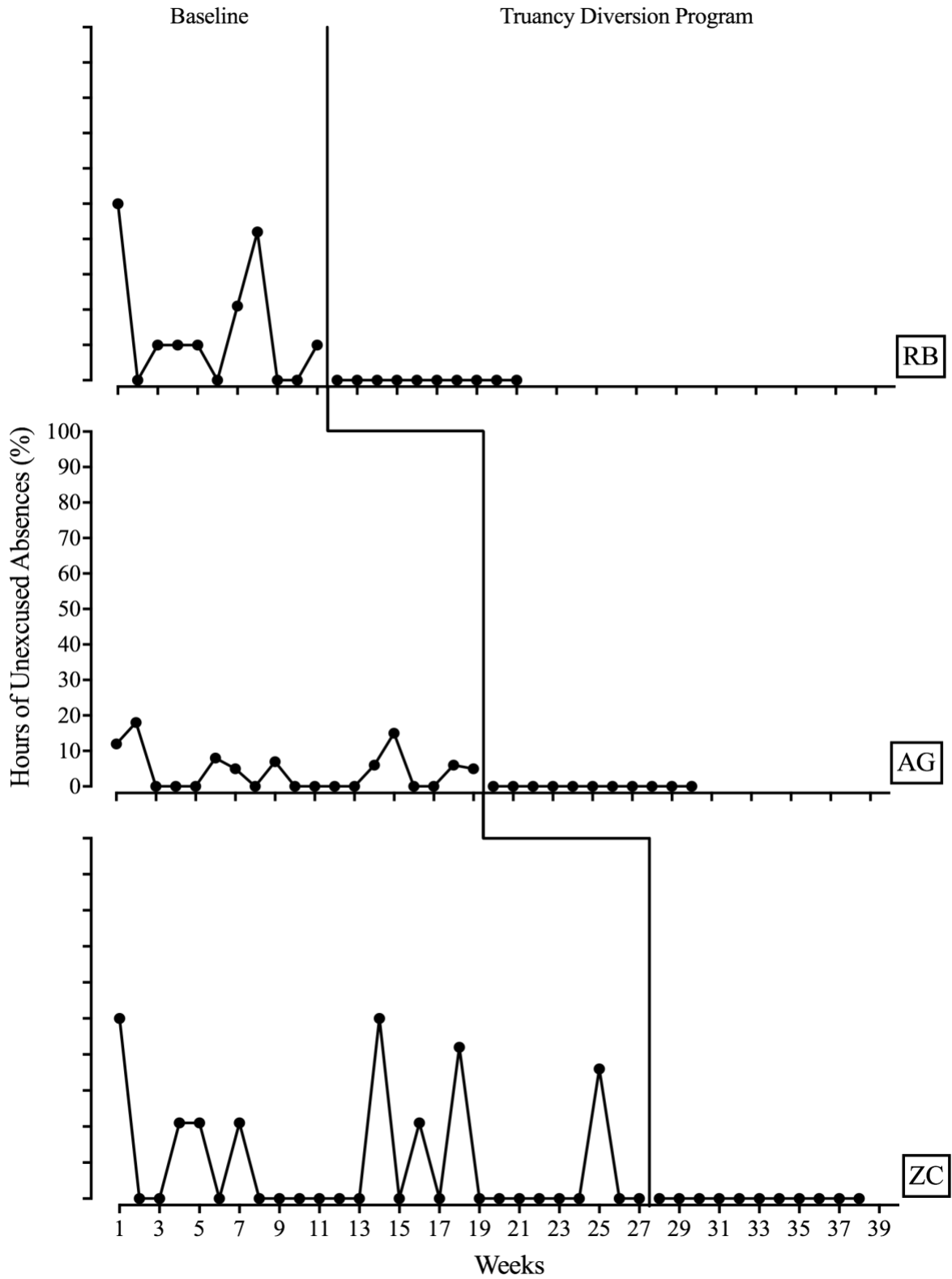


Figure 3. 2008-2009 Elementary School Students

2008-2009 Middle School Students

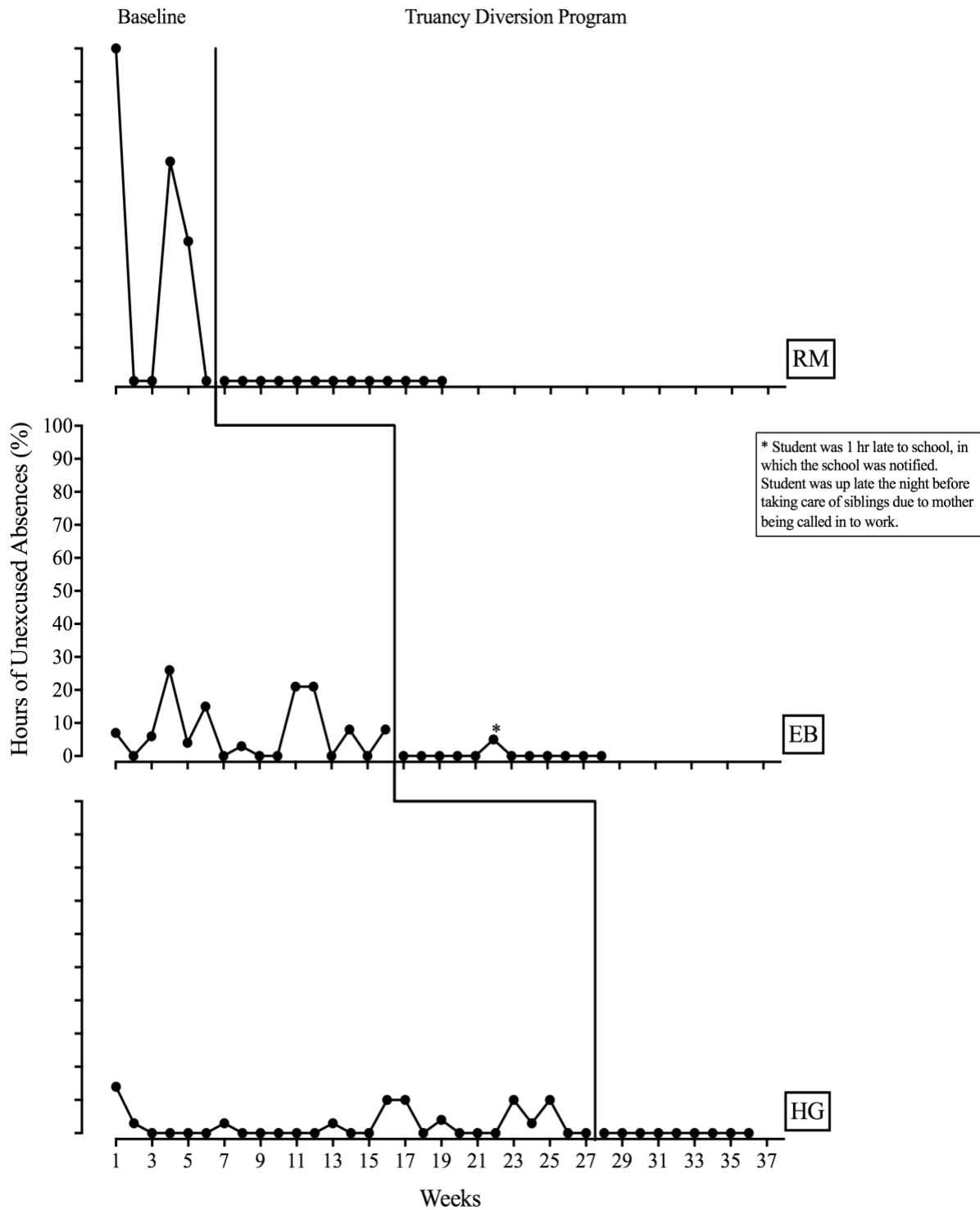


Figure 4. 2008-2009 Middle and High School Students

2009-2010 Elementary School Students

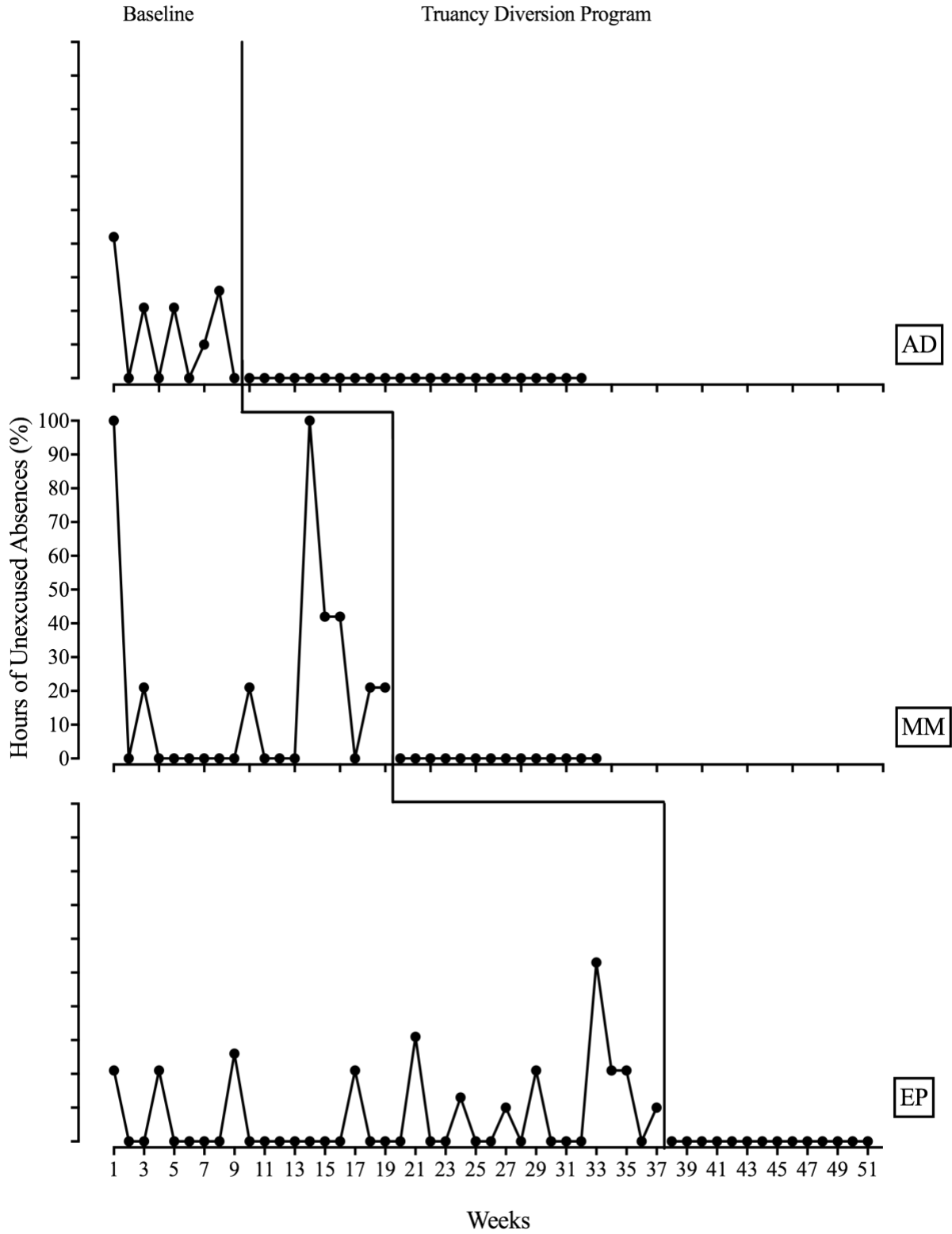


Figure 5. 2009-2010 Elementary School Students

2009-2010 Middle School Students

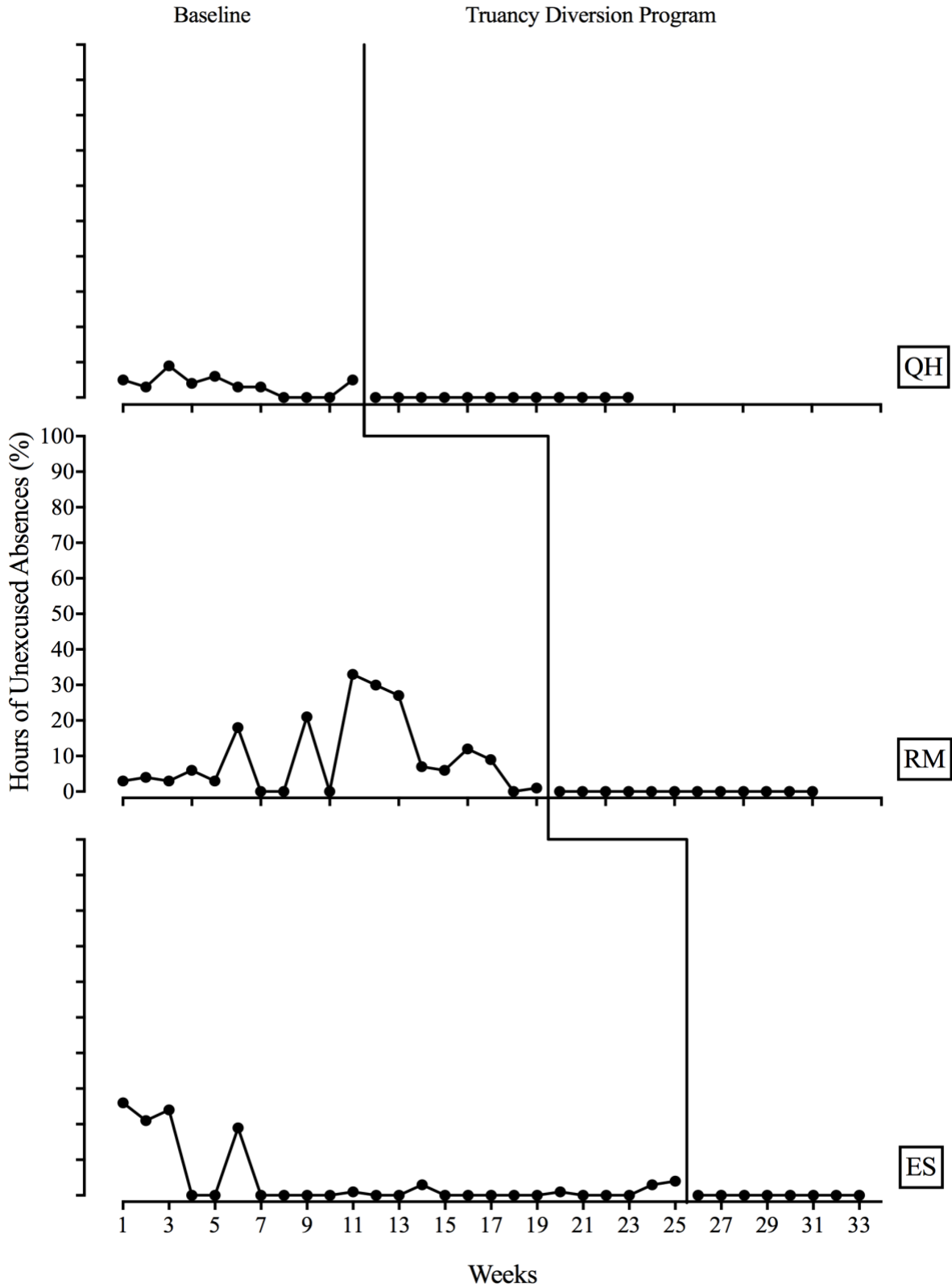


Figure 6. 2009-2010 Middle and High School Students

2010-2011 Elementary School Students

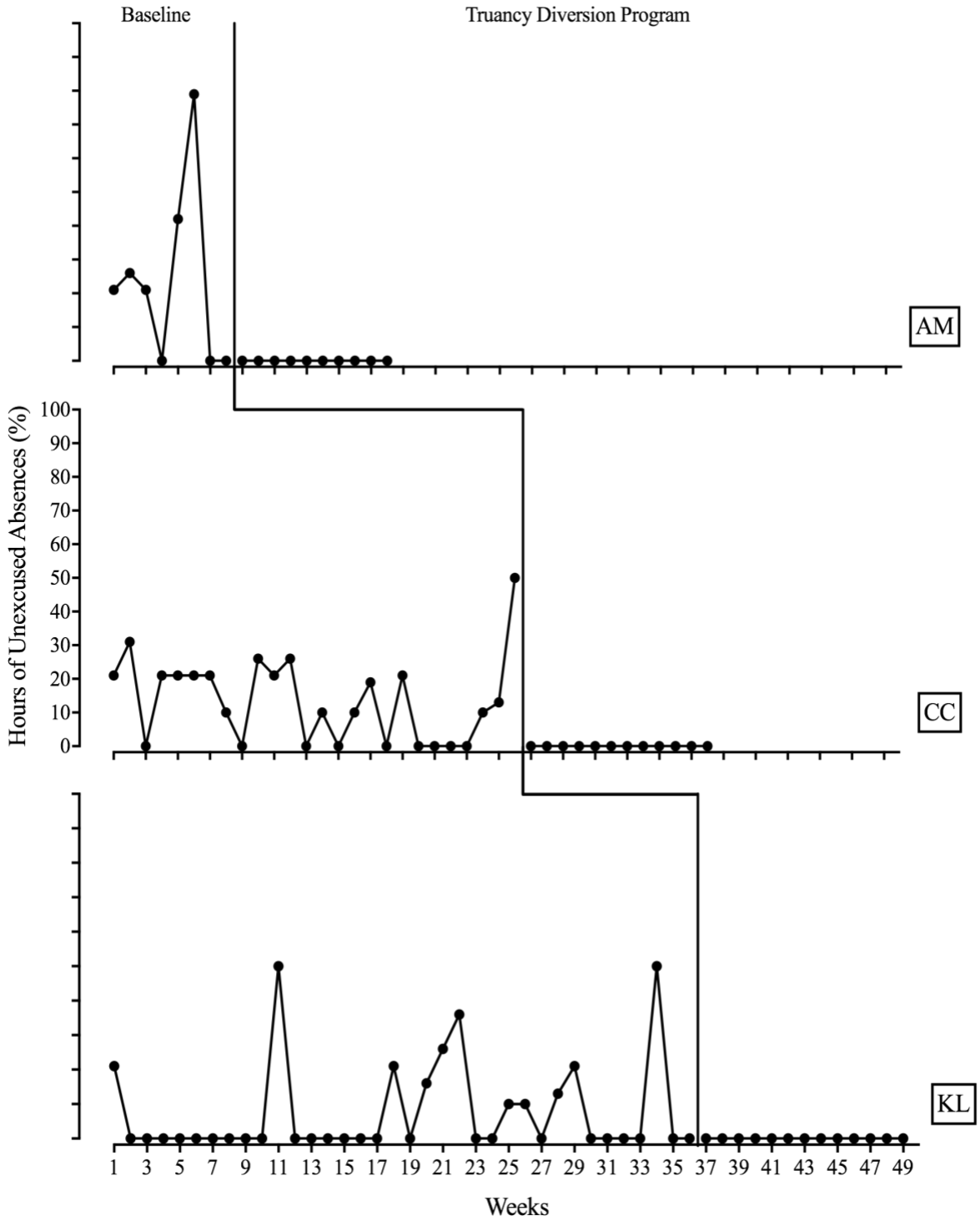


Figure 7. 2010-2011 Elementary School Students

2010-2011 Middle School Students

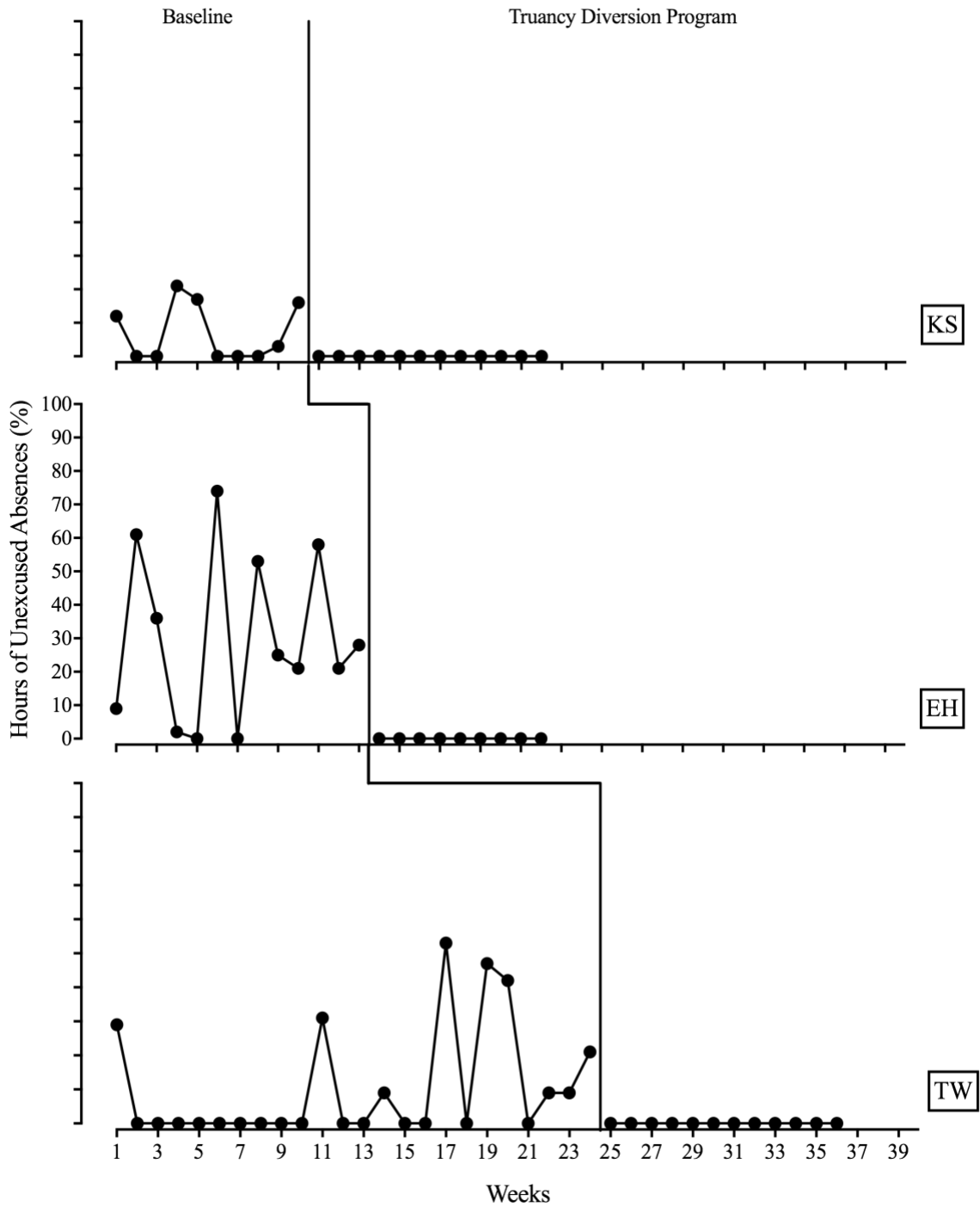


Figure 8. 2010-2011 Middle and High School Students

2011-2012 Elementary School Students

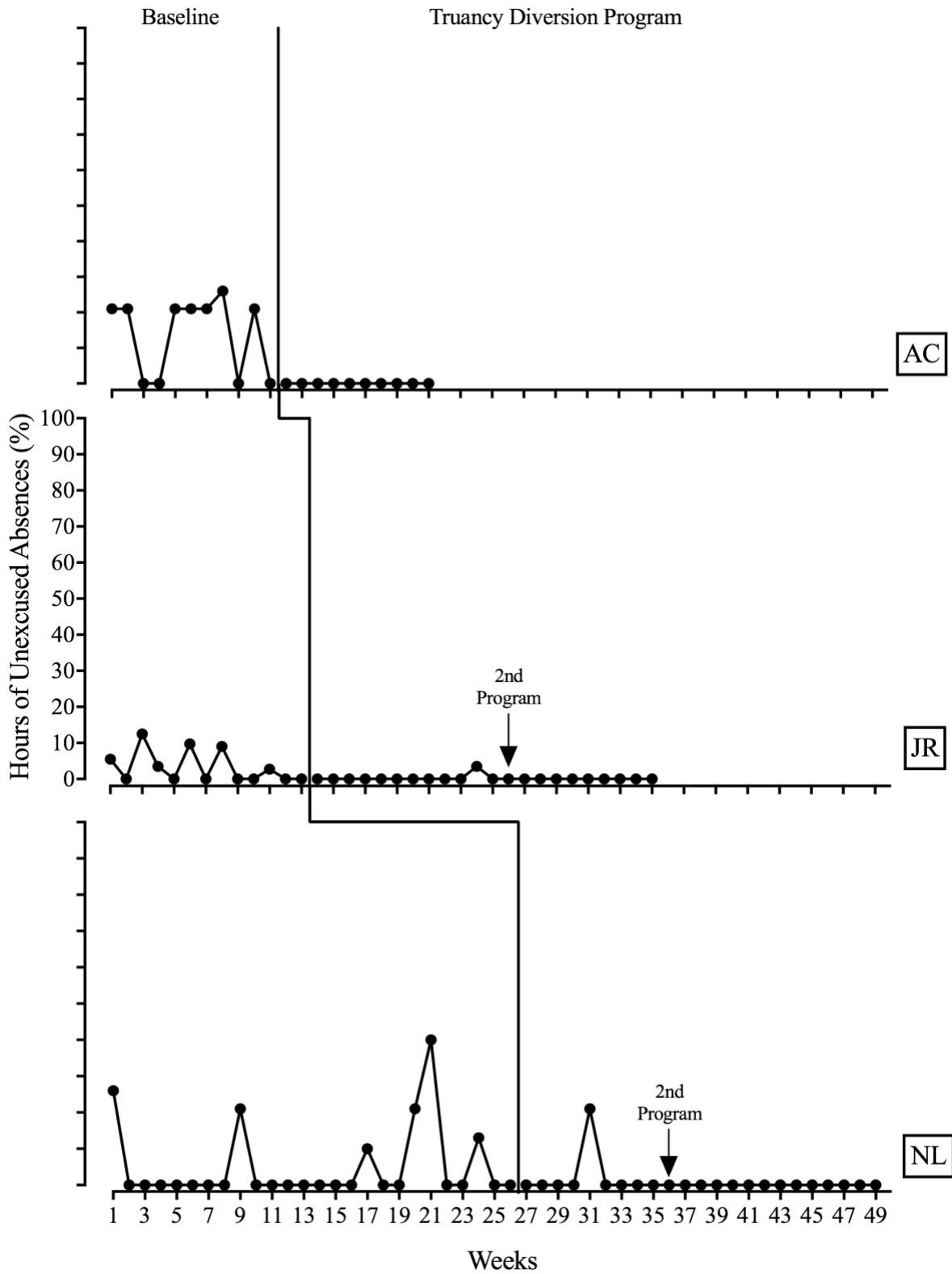


Figure 9. 2011-2012 Elementary School Students

2011-2012 Middle School Students

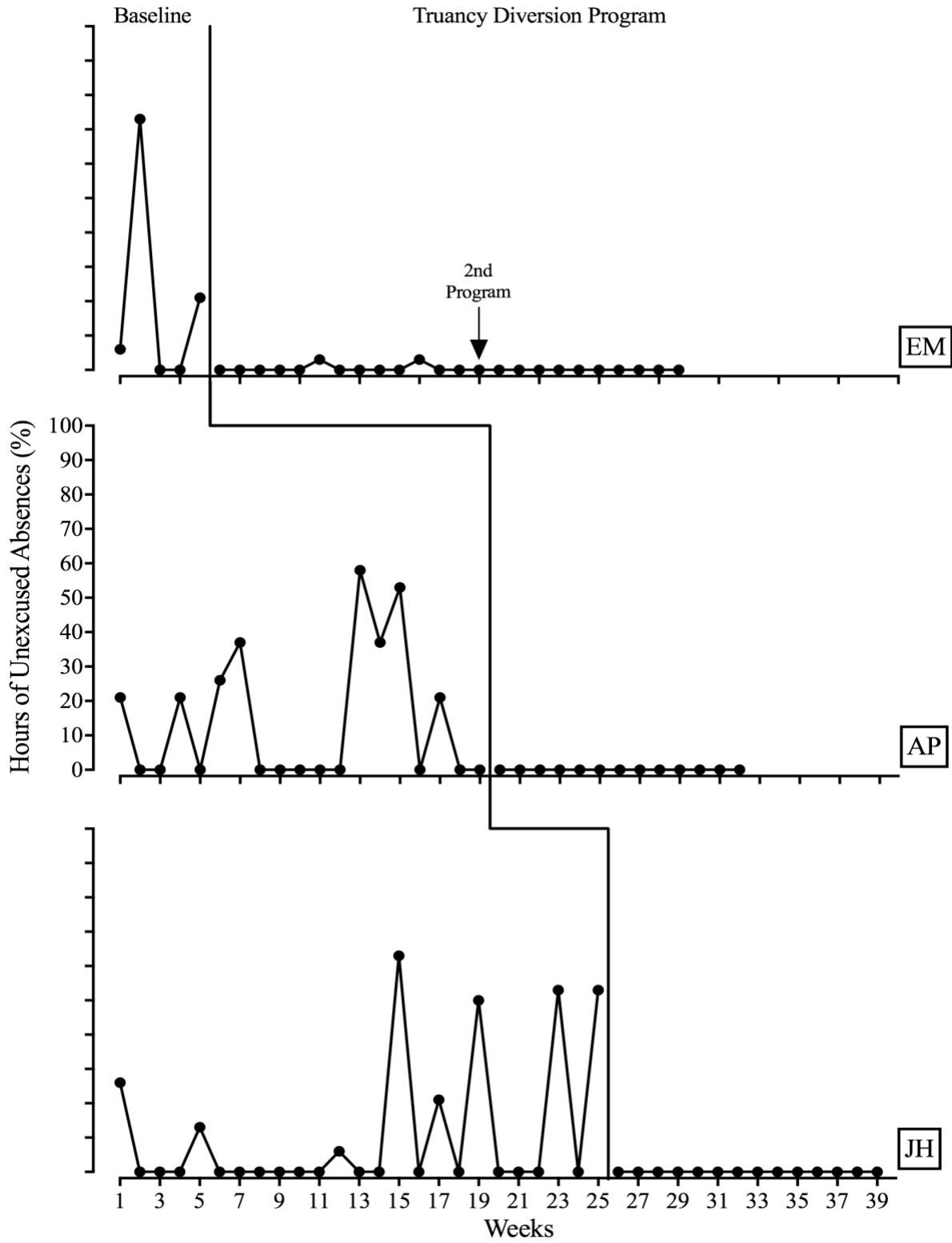


Figure 10. 2011-2012 Middle and High School Students

2012-2013 Elementary School Students

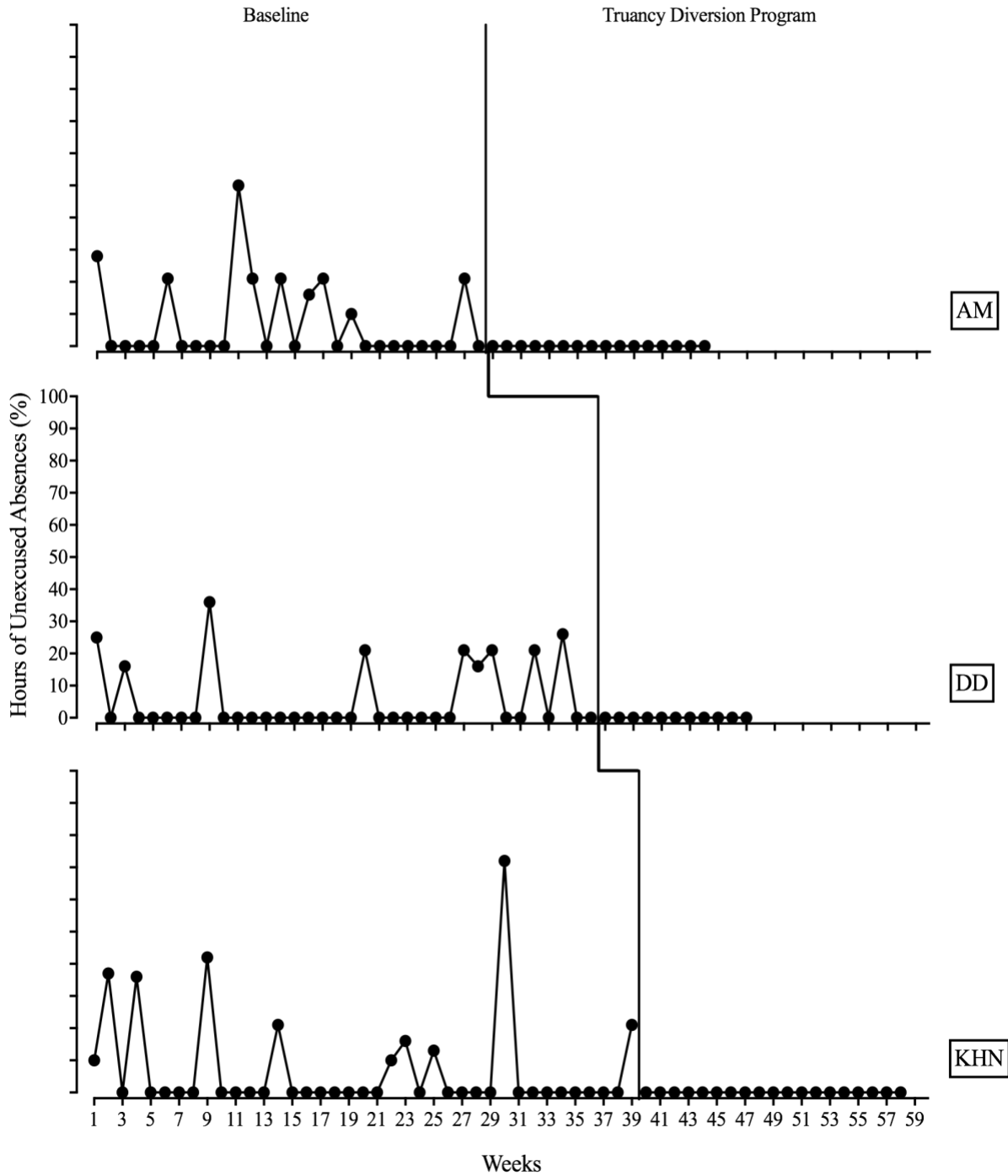


Figure 11. 2012-2013 Elementary School Students

2012-2013 Middle School Students

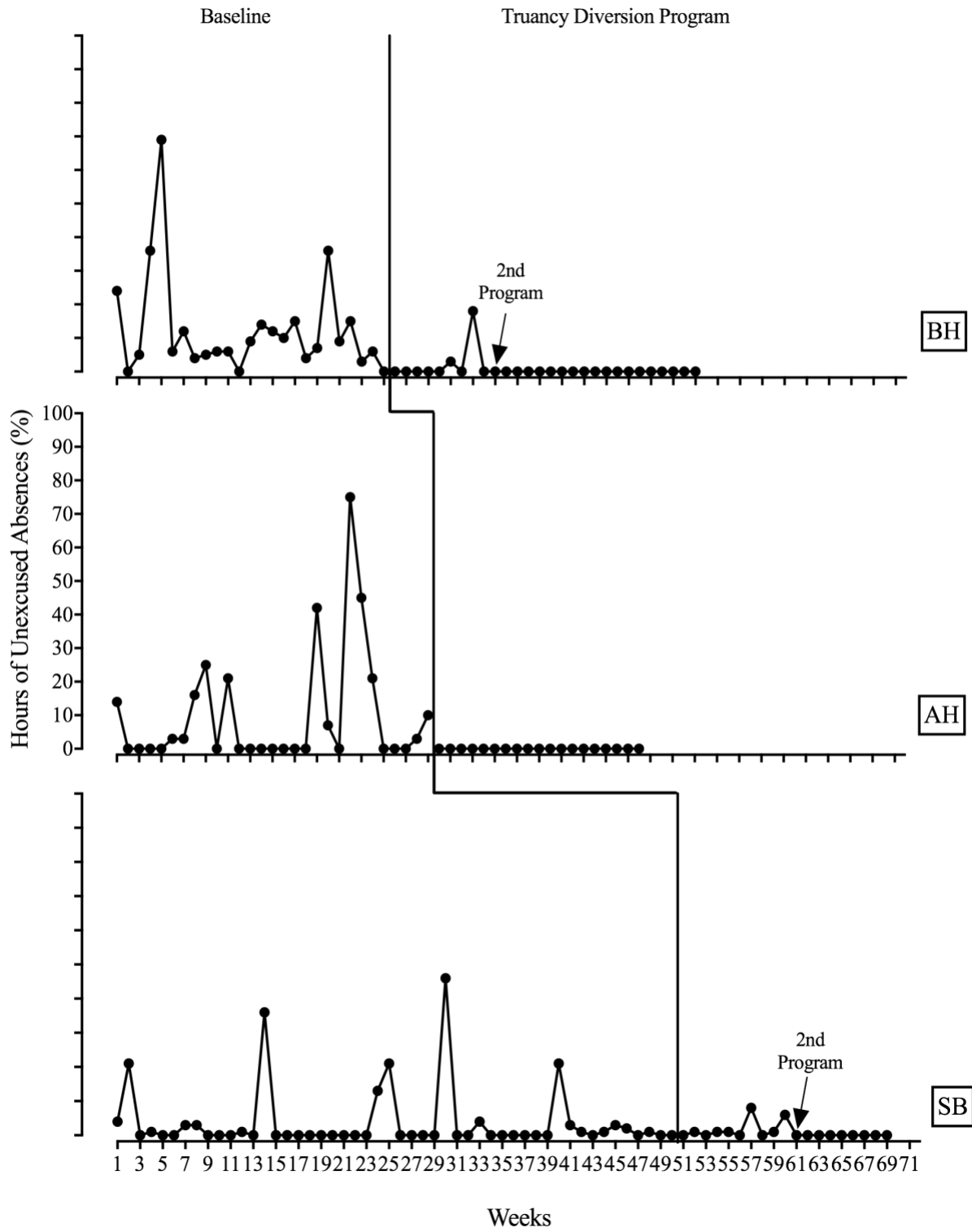


Figure 12. 2012-2013 Middle and High School Students

2013-2014 Elementary School Students

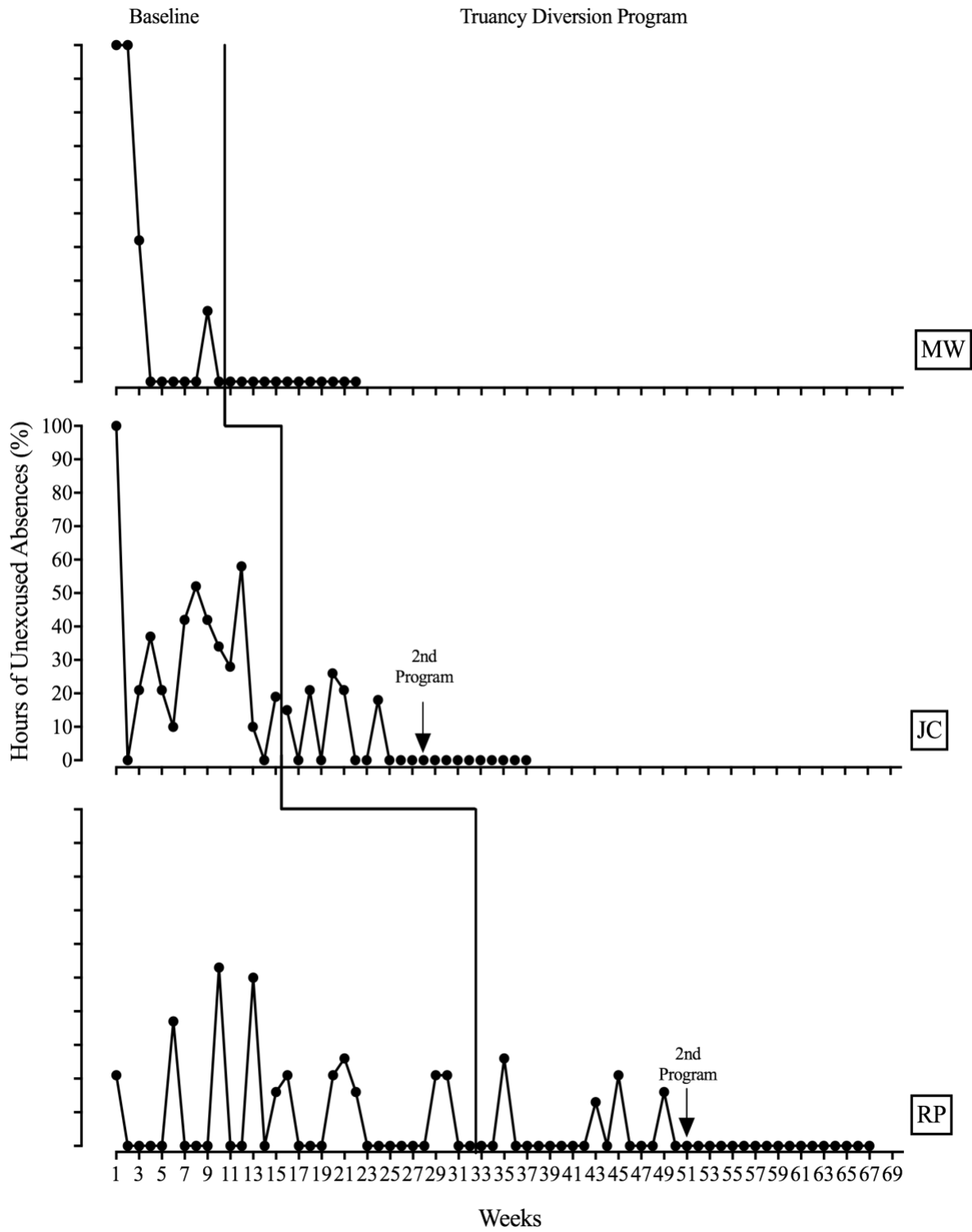


Figure 13. 2013-2014 Elementary School Students

2013-2014 Middle School Students

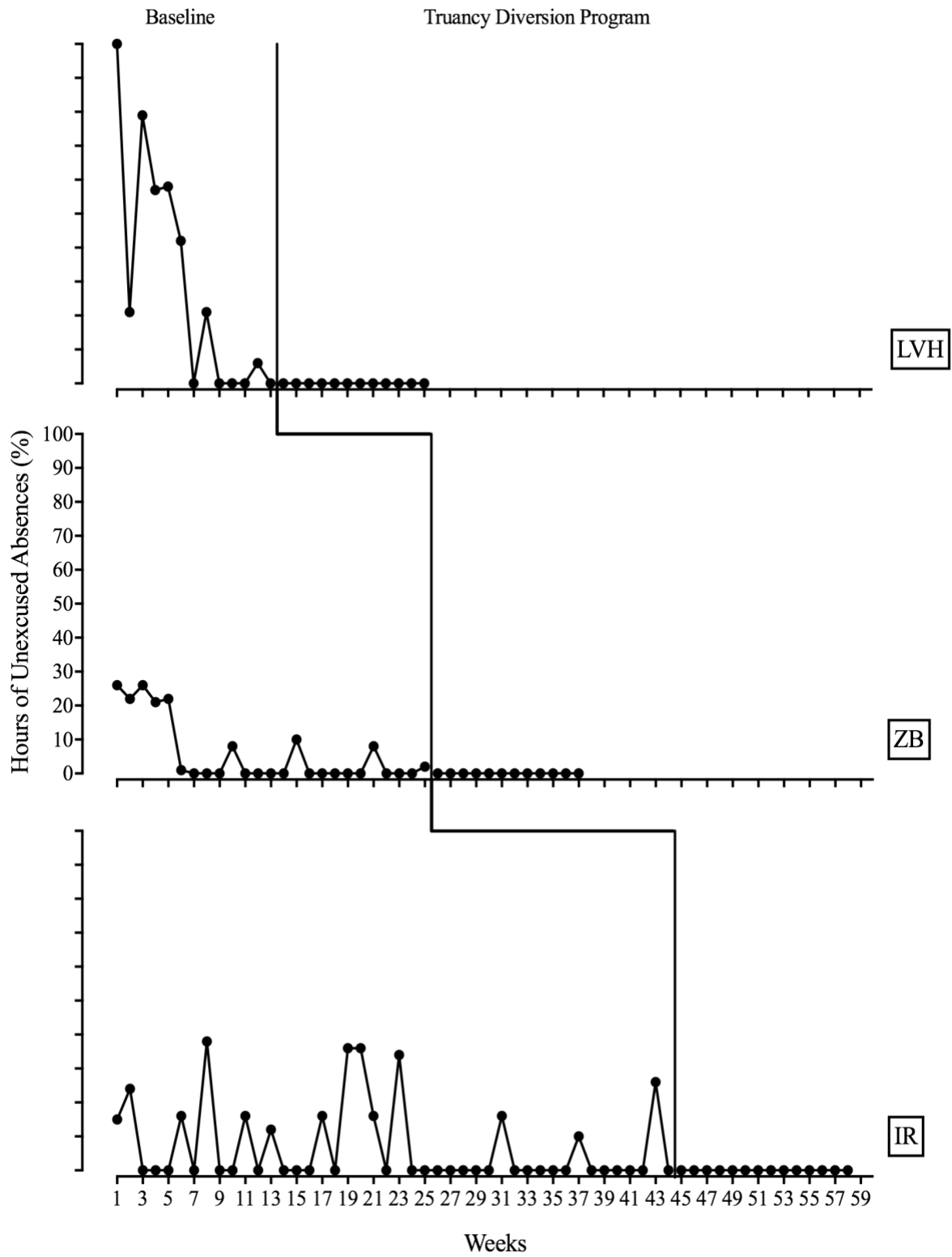


Figure 14. 2013-2014 Middle and High School Students

2014-2015 Elementary School Students

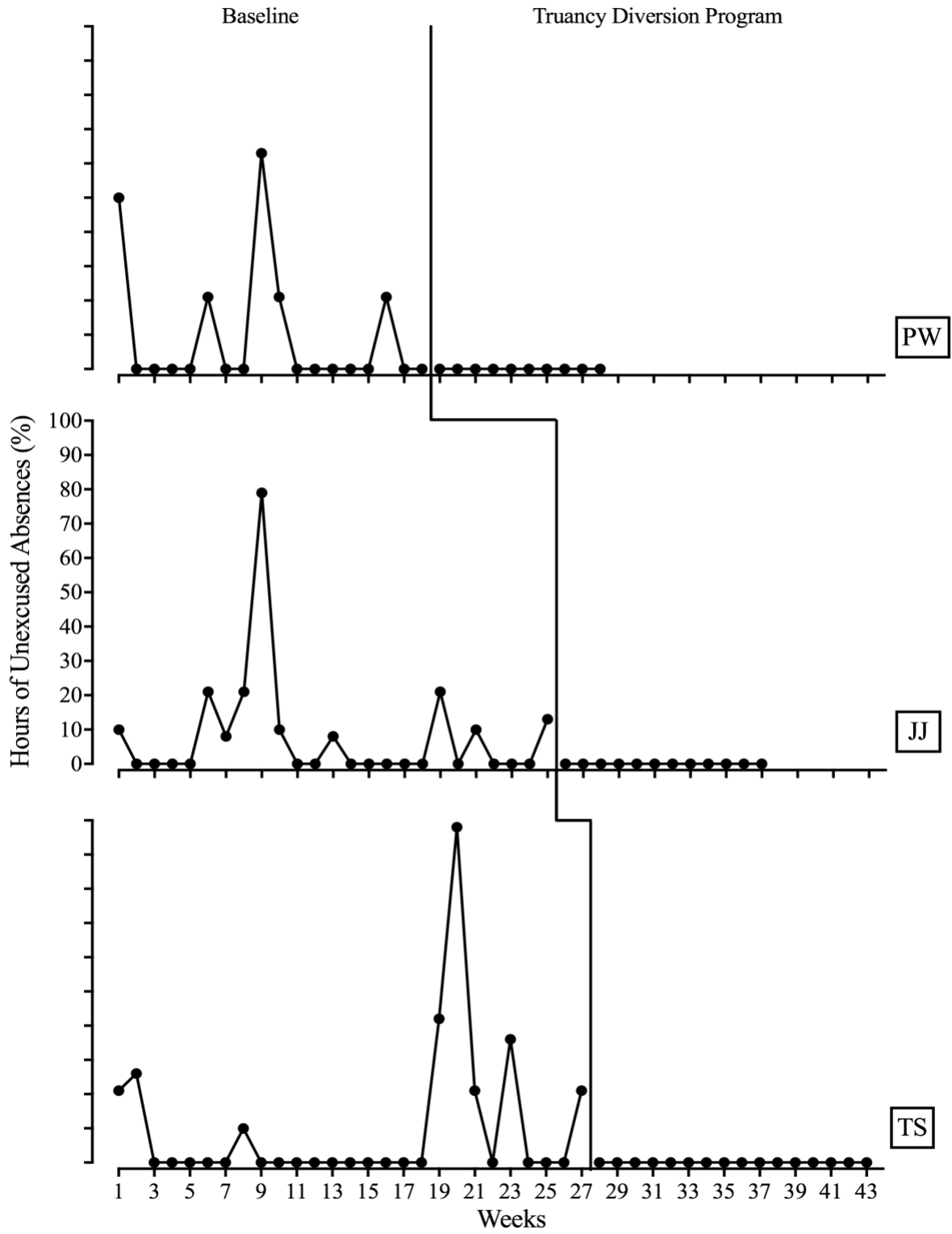


Figure 15. 2014-2015 Elementary School Students

2014-2015 Middle School Students

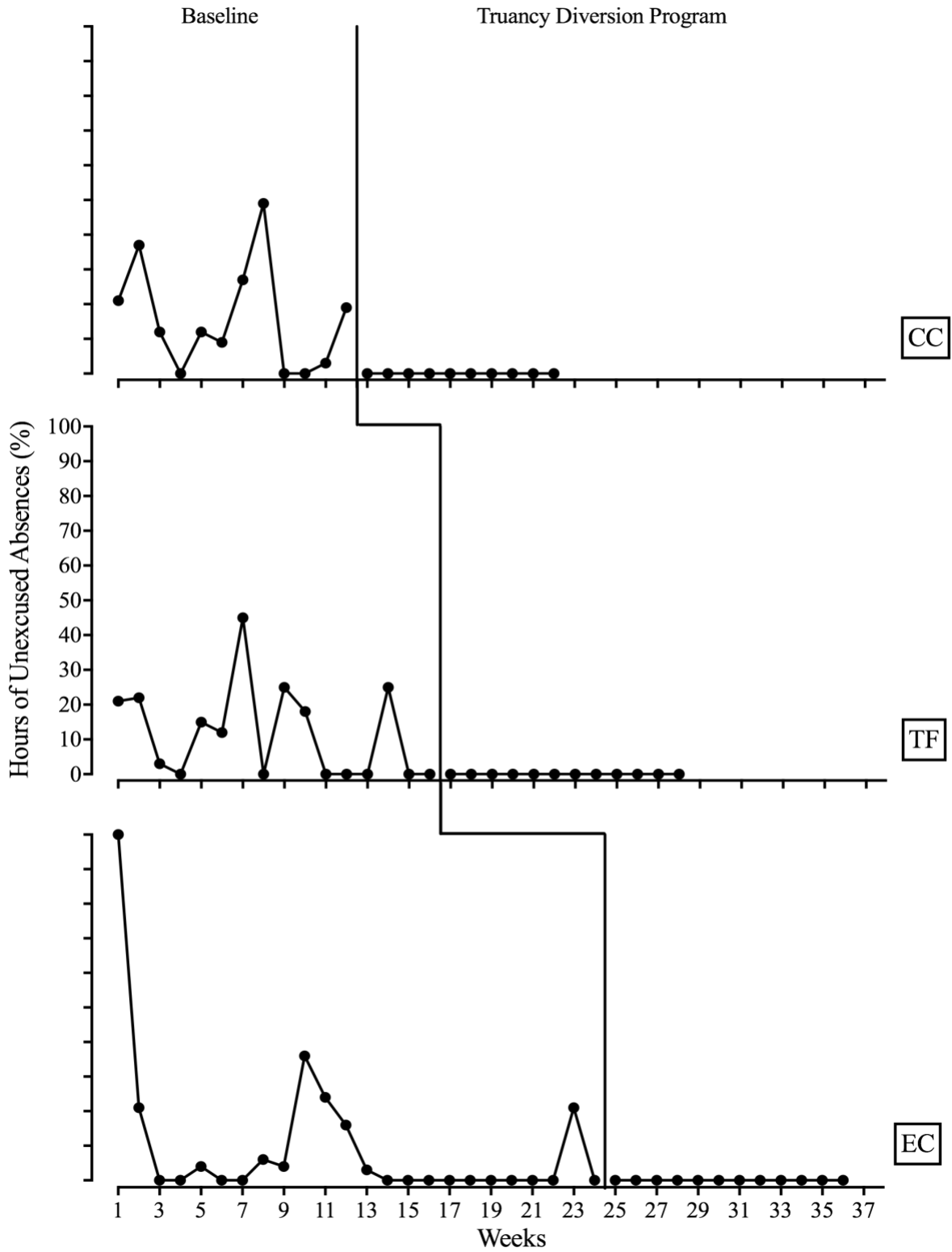


Figure 16. 2014-2015 Middle and High School Students

2015-2016 Elementary School Students

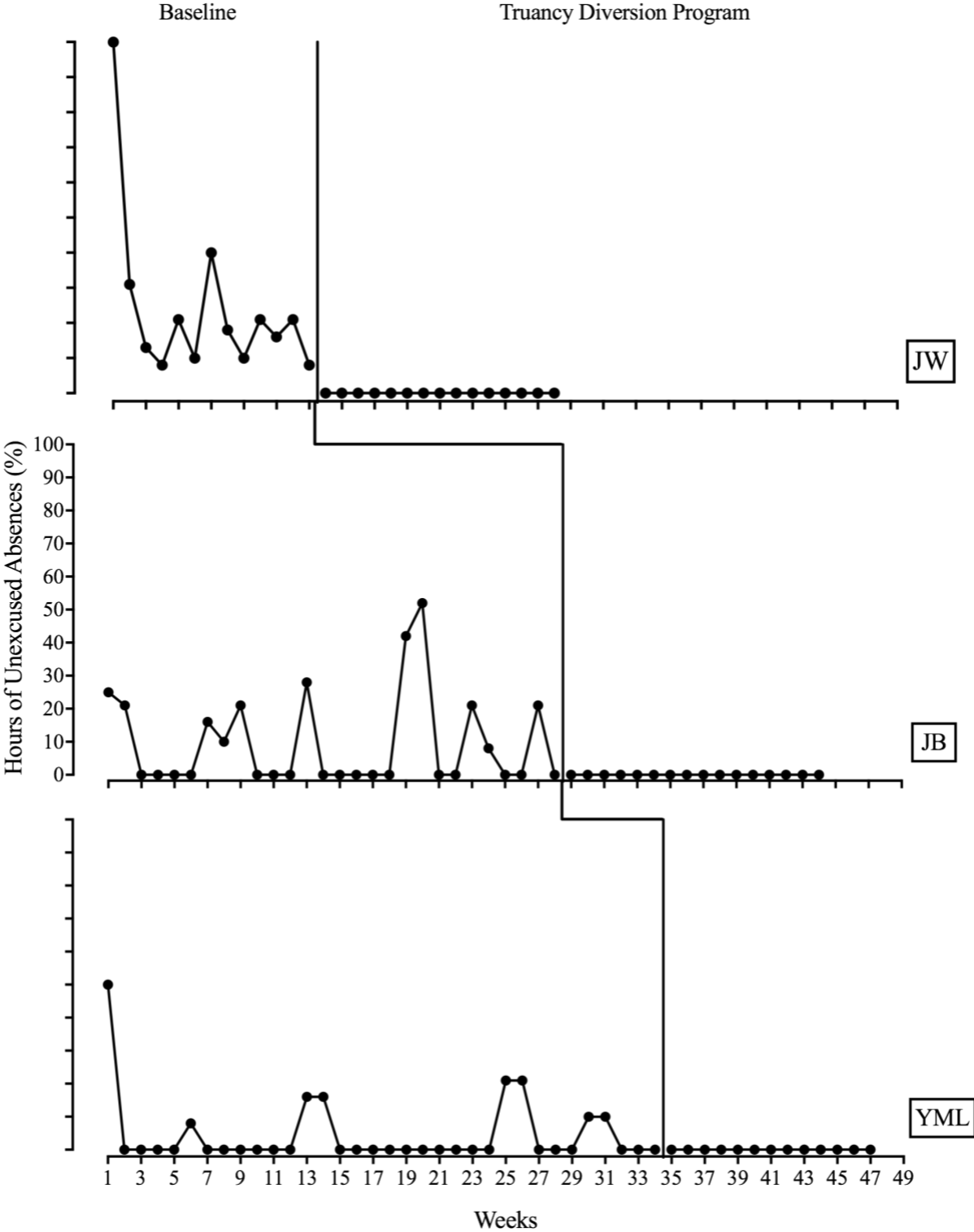


Figure 17. 2015-2016 Elementary School Students

2015-2016 Middle School Students

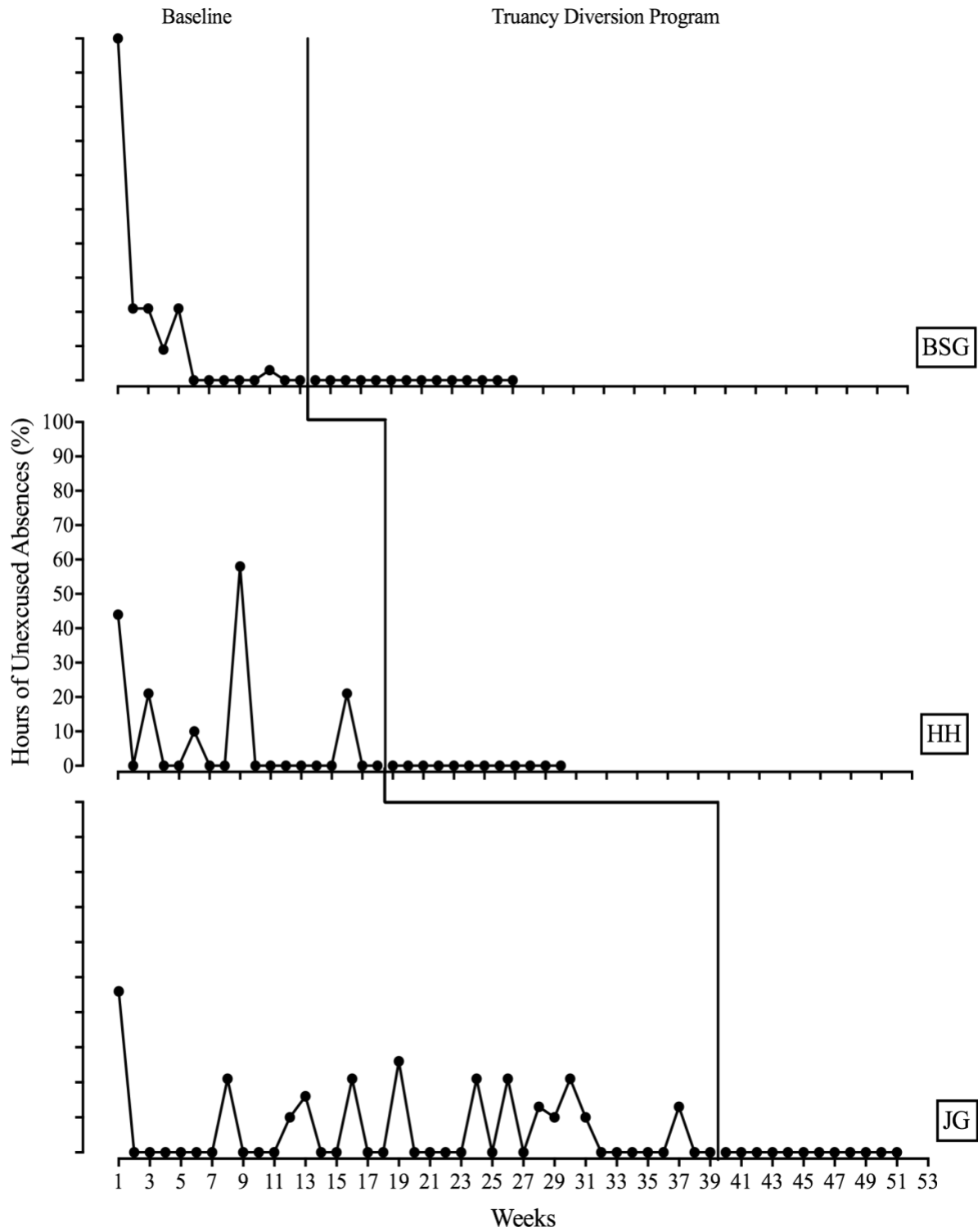


Figure 18. 2015-2016 Middle and High School Students

2016-2017 Elementary School Students

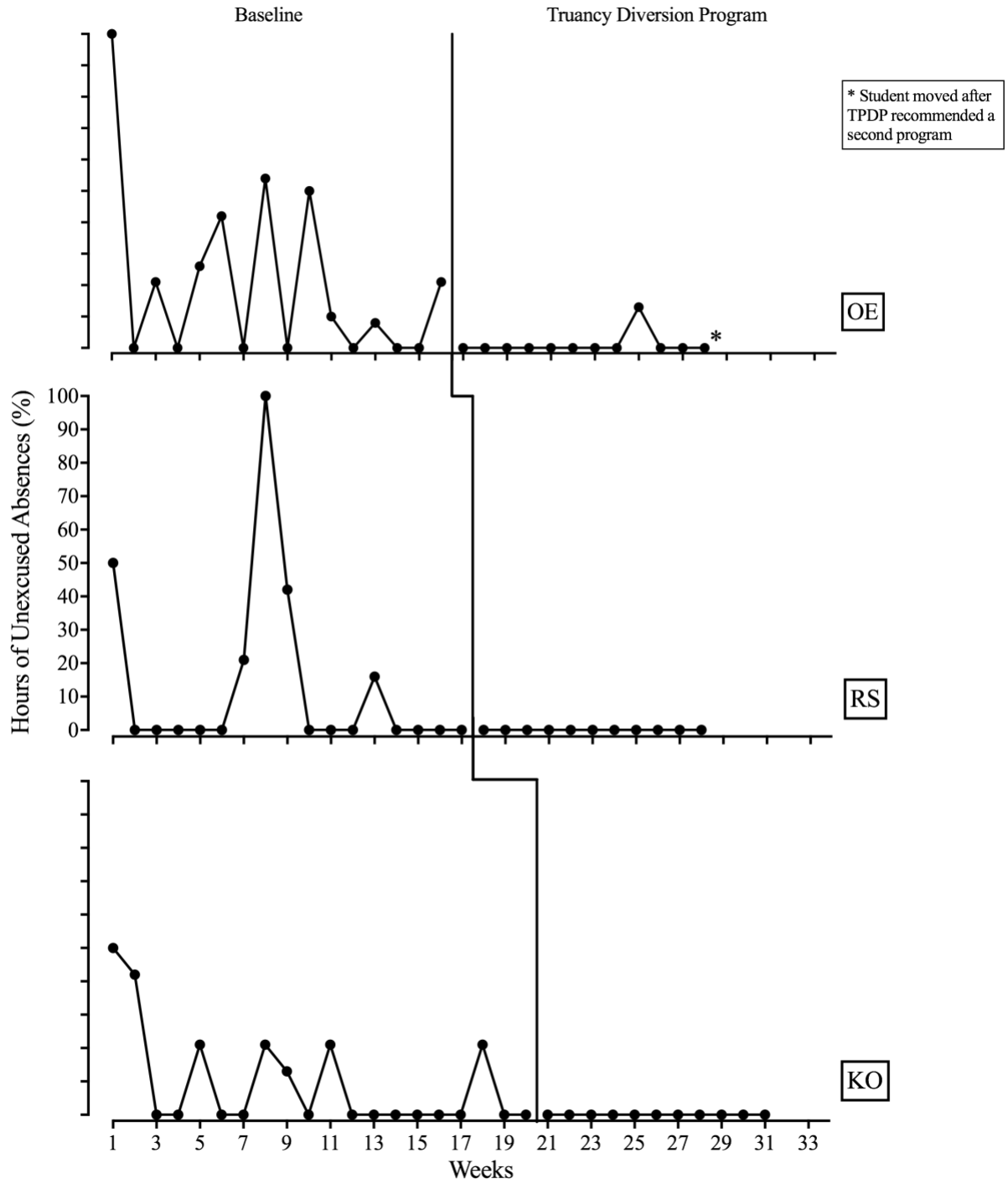


Figure 19. 2016-2017 Elementary School Students

2016-2017 Middle School Students

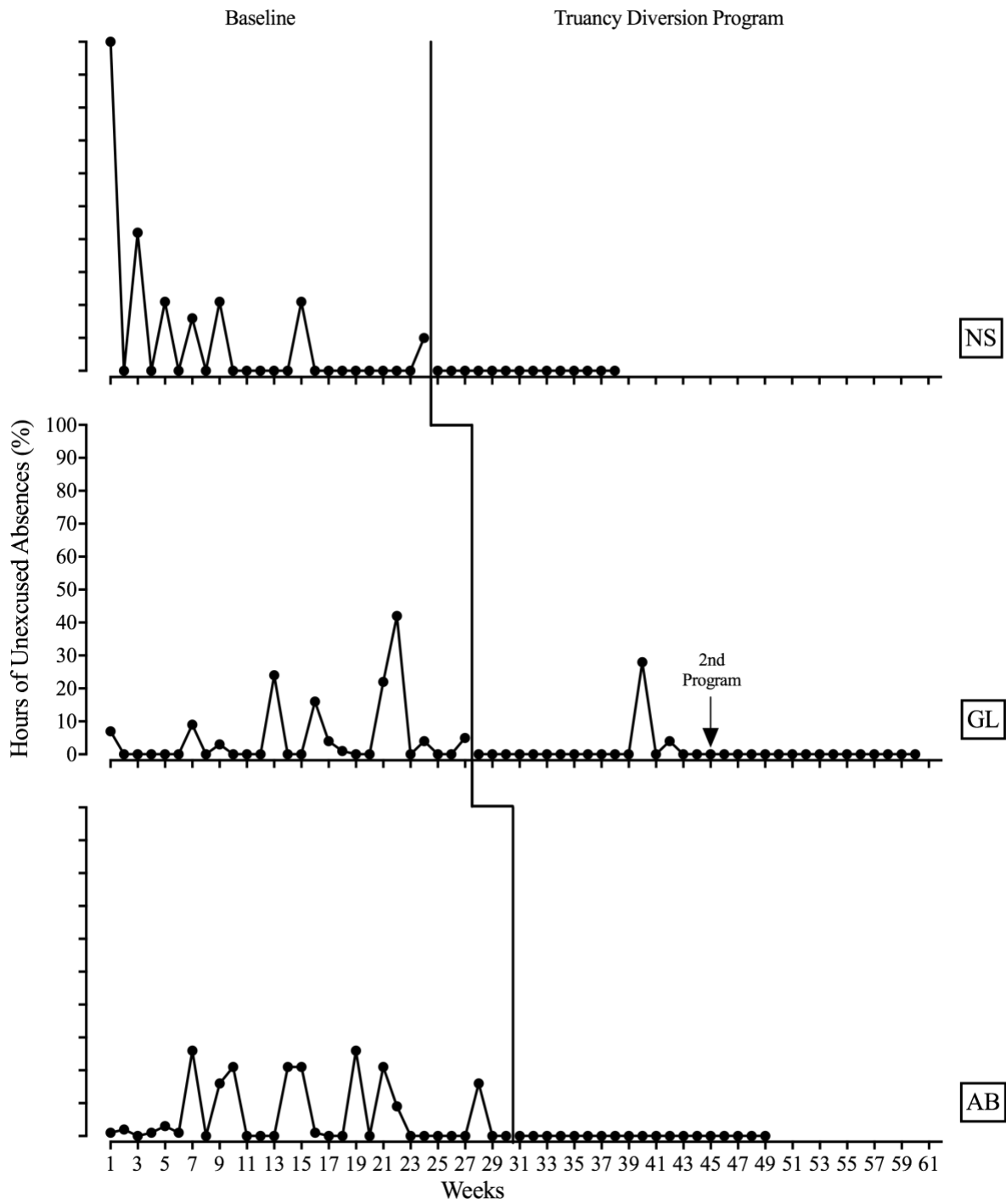


Figure 20. 2016-2017 Middle and High School Students

2017-2018 Elementary School Students

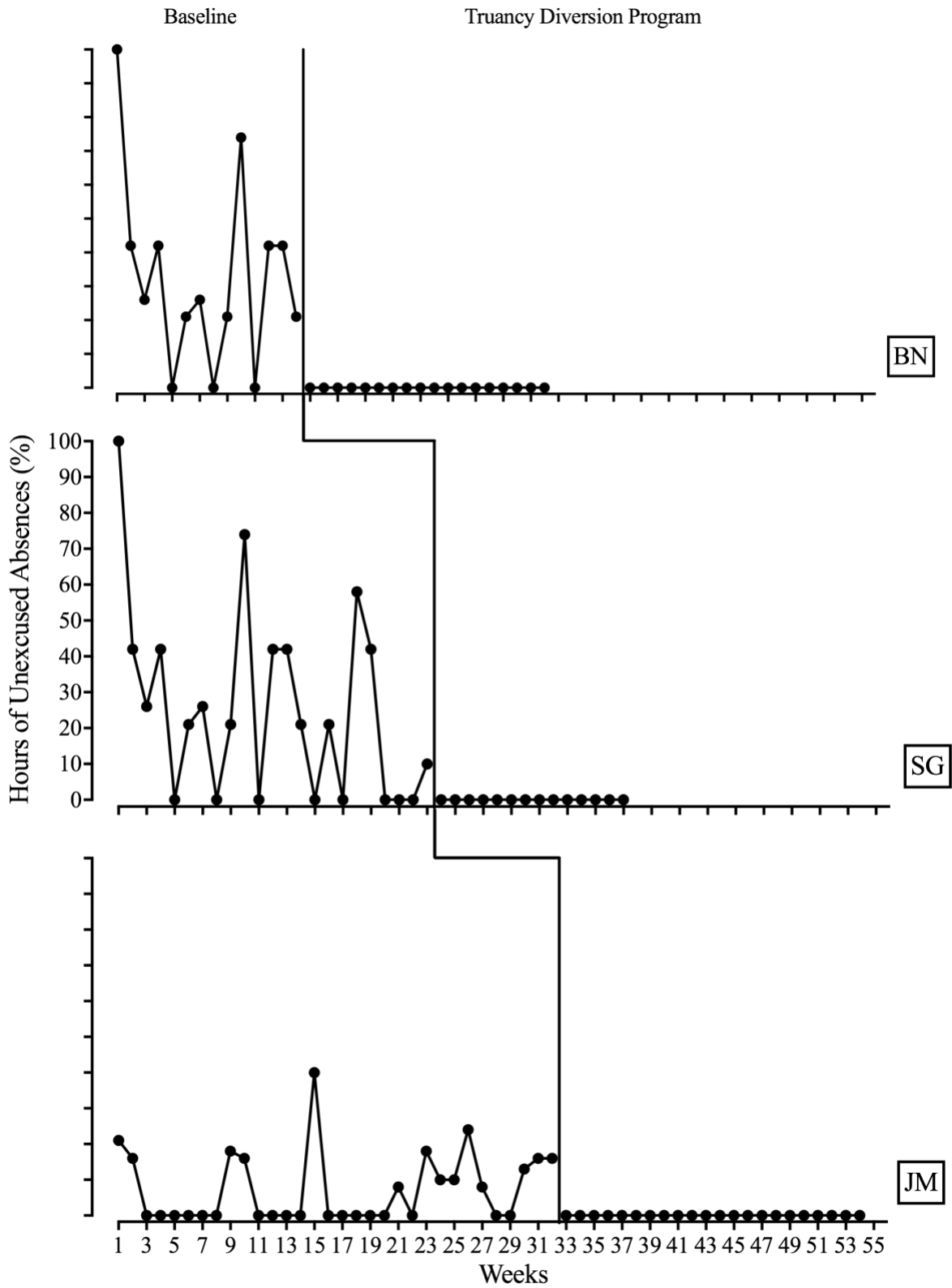


Figure 21. 2017-2018 Elementary School Students

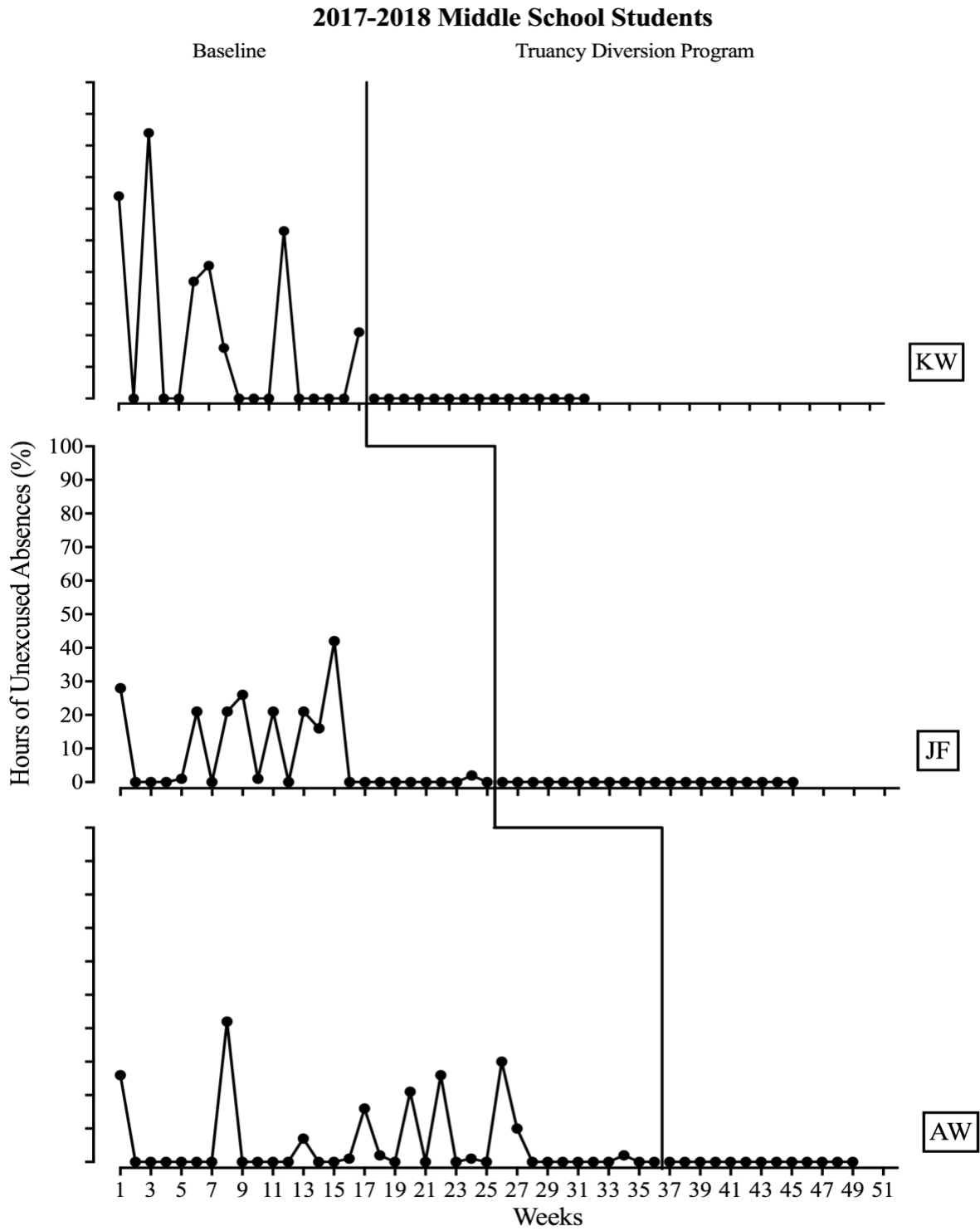
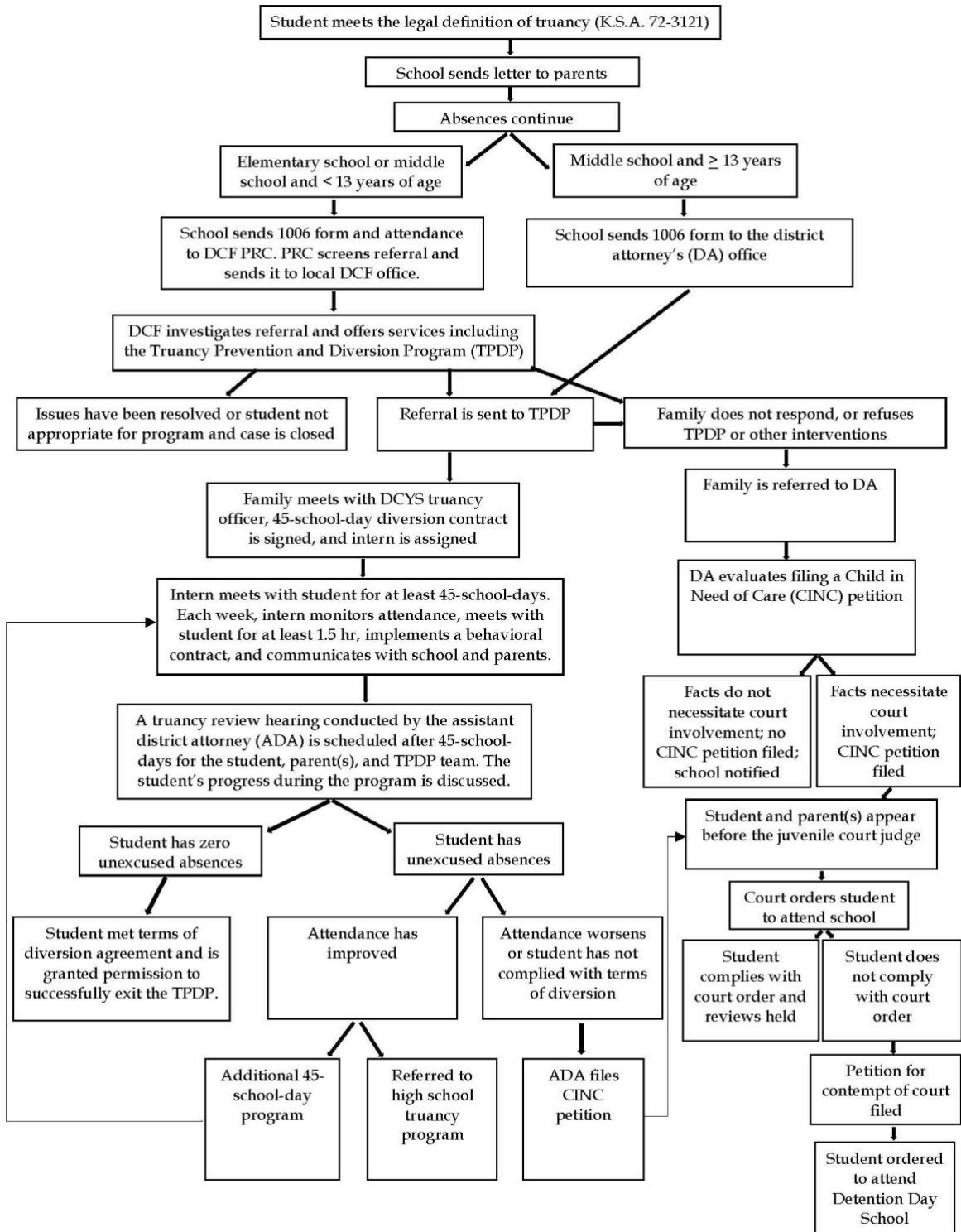


Figure 22. 2017-2018 Middle and High School Students

Appendix A



Appendix B

Student and Parent Evaluation

Intern: _____ Date: _____

Student:

Parent:

For each question use the following scale:

1	2	3	4	5
completely dissatisfied	slightly satisfied	neither satisfied nor dissatisfied	satisfied	completely satisfied

Student Questions:

1. Are you satisfied with how often you see or talk to your intern? Do you meet with them weekly (yes or no)?
1 2 3 4 5
2. Are you satisfied with your intern's ability to talk about and help with school-related problems (e.g., attendance, homework, problems with teachers)?
1 2 3 4 5
3. Are you satisfied with your intern's pleasantness and willingness to be a friend to you?
1 2 3 4 5

Parent Question:

1. Are you satisfied with the overall performance of your child's truancy intern (e.g., pleasantness, keeps scheduled meetings)?
1 2 3 4 5

Comments:

Appendix C

**TRUANCY PREVENTION AND DIVERSION PROGRAM
STUDENT EVALUATION**

Name of Intern:

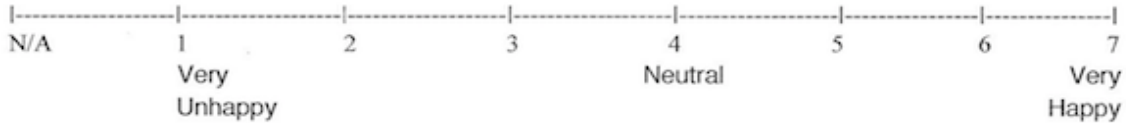
Date _____

Name of School:

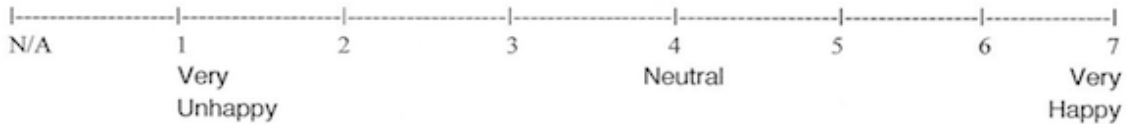
Evaluator: _____

Your happiness with:

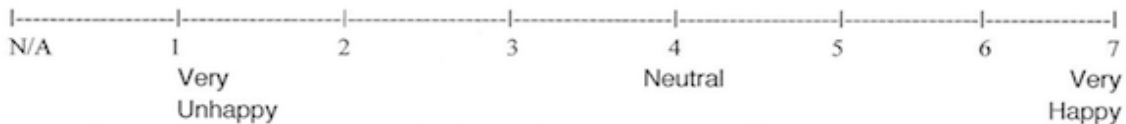
The frequency with which the intern came to your school



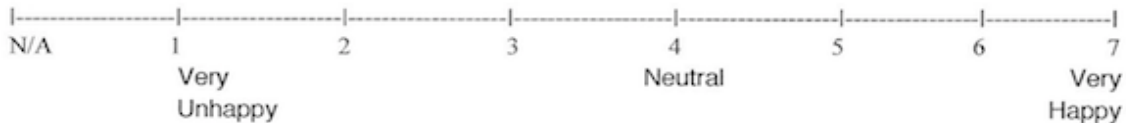
The intern meeting regularly with you or keeping scheduled appointments



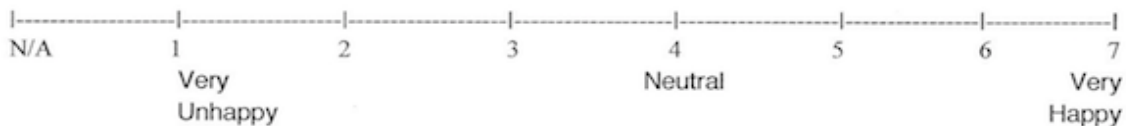
The intern maintaining a professional attitude



The intern maintaining a courteous attitude



How effective do you think the overall program is?



Comments:

Appendix D

ABS. DATE	1	2
01/12/11 Wed.	E-	E-
01/13/11 Thu.	E-	E-
01/14/11 Fri.	U-	U-
01/19/11 Wed.	T-	
01/21/11 Fri.	U-	U-
01/24/11 Mon.	T-	
01/26/11 Wed.	U-	U-
01/27/11 Thu.	T-	
01/28/11 Fri.	U-	U-
02/03/11 Thu.	U-	
02/04/11 Fri.	U-	
02/08/11 Tue.	U-	U-
02/11/11 Fri.	U-	
02/14/11 Mon.	T-	
02/15/11 Tue.	E-	E-
02/16/11 Wed.	U-	U-
02/17/11 Thu.	T-	
03/02/11 Wed.	T-	
03/10/11 Thu.	E-I	E-I
04/20/11 Wed.	E-	
05/06/11 Fri.	T-	
05/12/11 Thu.	T-	

***** End of report *****

Appendix E

ABS. DATE	0	1	2	3	4	5	6	7	8	9	PN
12/18/17 Mon.		U-I	U-I	U-I	U-I	U-I	U-I	U-I	U-I	U-I	N
12/19/17 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
12/21/17 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/04/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/08/18 Mon.							N-	U-	U-		N
01/09/18 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/10/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/12/18 Fri.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/17/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/18/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/19/18 Fri.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/22/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/23/18 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/24/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/25/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/26/18 Fri.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/29/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/30/18 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
01/31/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/01/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/02/18 Fri.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/05/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/06/18 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/07/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/08/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/09/18 Fri.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/12/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/13/18 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/14/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/15/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/16/18 Fri.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/19/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/21/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/26/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/27/18 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
02/28/18 Wed.			L-								N
03/05/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/06/18 Tue.		U-I	U-I	U-I	U-I	U-I	U-I	U-I	U-I	U-I	N
03/07/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/08/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/12/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/13/18 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/15/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/26/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/27/18 Tue.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/28/18 Wed.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/29/18 Thu.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
03/30/18 Fri.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N
04/02/18 Mon.		U-	U-	U-	U-	U-	U-	U-	U-	U-	N

Appendix F

ABS. DATE	0	1	2	3	4	5	6	7	PN
09/01/17 Fri.		E-	E-	E-	E-	E-	E-	E-	Y
09/25/17 Mon.		E-	E-	E-	E-	E-	E-	E-	Y
10/03/17 Tue.							N-		N
10/10/17 Tue.					T-				N
11/06/17 Mon.		E-I	E-I	E-I	E-I	E-I	E-I	E-I	Y
11/09/17 Thu.		A-A		A-A		A-A		A-A	N
11/13/17 Mon.		E-I	E-I	E-I	E-I	E-I	E-I	E-I	Y
11/14/17 Tue.		U-	U-	U-	U-	U-	U-		N
11/17/17 Fri.		E-I	E-I	E-I	E-I	E-I	E-I	E-I	Y
11/20/17 Mon.		E-I	E-I	E-I	E-I	E-I	E-I	E-I	N
11/27/17 Mon.		E-I	E-I	E-I	E-I	E-I	E-I	E-I	Y
11/28/17 Tue.		U-	U-	U-	T-	U-	U-	U-	N
11/29/17 Wed.			U-		U-		U-		N
12/01/17 Fri.		U-	U-	U-	U-	U-		U-	N
12/04/17 Mon.		U-	U-	U-		U-		U-	N
12/05/17 Tue.		U-	U-	U-	U-	U-			N
12/06/17 Wed.			U-		U-		U-		N
12/07/17 Thu.		U-		U-		U-		U-	N
12/08/17 Fri.		U-		U-	U-	U-		U-	N
12/13/17 Wed.			E-I		E-I		E-I		Y
01/04/18 Thu.		U-	U-	U-	U-	U-	U-	U-	N
01/05/18 Fri.		U-	U-	U-	U-	U-	U-	U-	N
01/08/18 Mon.		U-	U-	U-	U-	U-	U-	U-	N
01/17/18 Wed.			U-		U-		U-		N
01/18/18 Thu.		U-		U-		U-		U-	N
01/19/18 Fri.		U-	U-	U-	U-		U-	U-	N
01/23/18 Tue.								U-	Y
01/25/18 Thu.				U-		U-		U-	N
01/26/18 Fri.		U-		U-	U-		U-	U-	N
02/05/18 Mon.		U-I	U-I	U-I	U-I	U-I	U-I	U-I	Y
02/08/18 Thu.				U-					N
02/09/18 Fri.				L-					N
02/12/18 Mon.		U-	U-	U-	U-	U-	U-	U-	N
02/13/18 Tue.		U-	U-	U-		U-	U-	U-	N
02/14/18 Wed.					U-		U-		N
02/15/18 Thu.		U-		U-		U-		U-	N
02/16/18 Fri.		U-	U-	U-	U-	U-	U-	U-	N
02/19/18 Mon.		U-	U-	U-	U-	U-	U-	U-	N
02/21/18 Wed.			U-		U-		U-		N
02/26/18 Mon.		U-		U-				U-	N
02/27/18 Tue.		U-	U-	U-	U-	U-	U-	U-	N
02/28/18 Wed.			U-				U-		N
03/14/18 Wed.			T-						N
03/26/18 Mon.		U-I	U-I	U-I	U-I	U-I	U-I	U-I	Y
03/27/18 Tue.		U-	U-	U-	U-		U-		N
03/28/18 Wed.			U-		U-				N
03/29/18 Thu.				U-		U-		U-	N
04/02/18 Mon.		U-	U-	U-	U-	U-	U-	U-	N
04/04/18 Wed.							E-		Y

Student Contact Signature Form

Student's Name	Parent's Name	Intern's Name

Appendix I

Parent Contact Signature Form

<u>Student's Name</u>	<u>Parent's Name</u>	<u>Intern's Name</u>
<u>Phone Number</u>		<u>Address</u>
<u>Date of Contact</u>	<u>Type of Contact</u>	<u>Parent's Signature</u>
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Teacher/Counselor Report

Student's Name: _____

Teacher's/Counselor's Name: _____

School: _____

Intern's Name: _____

Date: _____

Information obtained (e.g., homework, behavior in school, class performance, any other relevant information):

Teacher's/Counselor's Signature

or

Copy of email sent and received

Date

Appendix K

Behavioral Contract

Responsibilities

1. Sam will attend each hour of school each day school is in session during the school week without any unexcused absences.

Sanctions

1. If Sam fails to meet his responsibility, a sanction will be imposed in which he will write a one-page story on the importance of attending school, and I will choose the activity that we will do together during the second half of our weekly meeting.

Privileges

1. If Sam meets his responsibility, he earns the privilege of choosing a fun activity for us to do together during the second half of our weekly meeting.

Bonuses

1. If Sam meets his responsibility for 3 consecutive weeks, he earns the bonus privilege of choosing a fun activity for us to do together during our entire weekly meeting.

Responsibility #1								
Privilege #1								
Sanction #1								
Bonus #1								

Youth Signature

Date

Intern Signature

Date