

SCHOOL ABSENTEEISM AMONG IMMIGRANT AND REFUGEE STUDENTS

School Absenteeism among Immigrant and Refugee K-12 Students in Canada: A Scoping Review

Tuba Aktas

Thesis submitted to the University of Ottawa in partial fulfillment of the requirements for the
Master of Arts in Education degree with a concentration in Counselling Psychology

Faculty of Education

University of Ottawa

Abstract

School attendance problems (SAPs) are a growing concern among K-12 students in Canada and have serious long-term consequences. Immigrant and refugee students face additional challenges that may increase their risk of absenteeism. However, research on this topic remains limited. This scoping review aimed to map and synthesize the existing research in Canadian literature among immigrant and refugee K-12 students in Canada, with objectives to explore the nature and quantity of the studies, examine how SAPs have been conceptualized and measured, and finally, identify knowledge and research gaps. Following the PRISMA-ScR guidelines, a comprehensive search was conducted across major databases and using snowballing techniques. Thirty-two studies published between 2003 and 2024 met the inclusion criteria. Findings revealed that school dropout and exclusion were the most frequent and explicit SAP-related themes, while other SAP types (school refusal, school withdrawal and truancy) were rarely addressed explicitly. SAPs were secondary findings in the majority of the studies and were often not conceptualized or labeled; instead, descriptions of the students' SAP experiences were presented in study findings. Although beyond the parameters of this review, findings also signal that exclusionary practices may be a primary and pervasive experience for many immigrant and refugee students. The findings highlight the need for more research that explicitly examines different SAP types within this population to understand both their prevalence and the lived experiences associated with them, including differences across generational immigration status.

Acknowledgements

I would like to extend my deepest gratitude to my supervisor, Dr. David Smith, for his guidance, encouragement and unwavering support throughout my graduate studies. Your mentorship has provided me with invaluable professional opportunities, and I am immensely grateful for your trust, kindness, and feedback, which have greatly contributed to my growth, both personally and in my development as a researcher and therapist.

I am also sincerely thankful to my thesis committee members. To Dr. Jessica Whitley, thank you for your continuous guidance and support over the past two years. I deeply appreciate your encouragement to present at conferences and insightful feedback that profoundly shaped my learning experience. I am also very grateful to Dr. Maria Rogers for her expertise and helpful feedback, which have meaningfully contributed to the development of this thesis. I would also like to thank Patrick Labelle, our university librarian, for his expertise and guidance in this review. To my colleagues on our research team, thank you for your collaboration, generosity and friendship. I have learned so much from our shared efforts and conversations.

Finally, I would like to thank my family and friends for their endless encouragement and support during this chapter of my life. I feel incredibly fortunate to have been surrounded by the love and care of my family, as well as the fun times we shared with my friends, which have made this journey brighter.

Table of Contents

Abstract	ii
Acknowledgments.....	iii
List of Tables	vi
List of Figures	vii
Research Objective.....	2
Literature Review.....	3
Conceptualization of Absenteeism.....	3
Consequences of School Absenteeism.....	8
Immigrant and Refugee K-12 Students in Canada.....	9
Types of SAPs Found among Immigrant and Refugee Students	13
Methodological Approaches to Studying Absenteeism and Gaps in the Literature.....	16
Theoretical Framework	16
Research Objective.....	18
Methodology	20
Inclusion Criteria.....	20
Data Sources.....	21
Screening.....	23
Data Extraction and Synthesis.....	24
Results.....	27
Conceptualization	30

Measurement	33
Primary Objectives of the Included Studies and Key Themes Related to Absenteeism	34
Discussion	38
Characteristics of the Reviewed Studies	38
Conceptualization of SAPs.....	40
Measurement of SAPs	43
Primary Objectives and Thematic Patterns	46
Strengths and Limitations.....	48
Implications	49
References.....	51
Appendix A.....	76
Appendix B	87

List of Tables

Table 1. Classification of SAP Types and Number of Studies per Category	32
Table 2. Absenteeism-Related Terms Involved in Primary Study Objectives	35
Table 3. Primary Objective of the Studies and Key Themes that Emerge for Absenteeism	36
Table 4. ERIC OVID Search Strategy.....	76
Table 5. PsycINFO OVID Search Strategy.....	78
Table 6. Medline OVID Search Strategy.....	80
Table 7. Criminal Justice Abstracts Search Strategy.....	82
Table 8. Education Source Search Strategy.....	83
Table 9. Academic Search Complete Search Strategy.....	85
Table 10. Data Extraction Table.....	87

List of Figures

Figure 1. Study Screening and Selection Diagram.....	26
Figure 2. Distribution of Studies by Provinces.....	28
Figure 3. Number of Studies Referring to Participants Using Specific Terms.....	30
Figure 4. Data Collection Methods Used Across 32 Studes.....	33

Statement of Research

Despite compulsory school attendance legislation, there is an increasing rate of student absenteeism in Canada, with 20% or more being chronically absent (Carmen & Rogers, 2024; Office of the Child and Youth Advocate Newfoundland & Labrador, 2019). Absenteeism among K-12 students is associated with many negative outcomes. Long-term outcomes include physical and psychiatric conditions, substance use, violence, low educational attainment and a decreased level of socioemotional development and executive functioning (Eaton et al., 2008; Fuhs et al., 2018; Ginsburg et al., 2014; Gottfried, 2014; Ross & Wu, 1995). Chronically absent students have also been found to be experiencing high levels of stress relating to school and low levels of school connectedness and motivation for academic achievement (Ansari & Gottfried, 2021; Ansari et al., 2020; Gottfried, 2014; Kearney, 2008a).

While absenteeism is a growing issue in Canada, minority populations, such as immigrant and refugee students, may be at higher risk for school attendance problems (SAPs) (Brault et al., 2022) due to additional risk factors involved during the acculturation process. Acculturative stress plays a crucial role in immigrant and refugee students' daily lives, manifesting as a language barrier, bullying, discrimination, economic difficulties, trauma and separation from families (Doherty & Taylor, 2007; Liebkind et al., 2004; Mendoza et al., 2017; Pottie et al., 2015; Suarez-Orozco & Suarez-Orozco, 2015). These risk factors may have an impact on students and their parents' socio-emotional well-being (Brabeck & Sibley, 2016; Mendoza et al., 2017), as well as their healthy decision-making regarding school attendance (Antony-Newman, 2019). Research indicates that early dropout, school refusal, and truancy are present issues among immigrant and refugee students in K-12 grades (Anisef et al., 2010; Martin et al., 2020; Yang & Ham., 2017). According to a 2017 report, the percentage of immigrant children in the

Canadian population under the age of 15 is expected to increase to between 39.3% and 49.1% by 2036 (Statistics Canada, 2017). Despite the rising numbers and significant risk factors this population faces, very little Canadian research exists pertaining to SAPs among immigrant and refugee K-12 students. A key issue observed in this area of research is the difficulty quantifying the absenteeism of students due to different conceptualizations of the school attendance problems and the different measurements and inconsistencies in absenteeism data among distinct school districts (Kearney, 2008a).

Research Objective

The aim of this study is to synthesize existing Canadian research by exploring the nature and quantity of studies, examining how school attendance problems have been conceptualized and measured, and finally, identifying knowledge and research gaps in the literature related to school absenteeism among immigrant and refugee K-12 students in Canada. These goals will be achieved by conducting a scoping review following the PRISMA-ScR guidelines (Tricco et al., 2018). This research will contribute significantly to the literature by identifying the knowledge gaps and highlighting the current conceptualization and measurement of absenteeism in Canada. This research can provide new ideas for future empirical studies within this area of research. The findings of this study can also shed light on the factors that contribute to SAPs among immigrant and refugee K-12 students, which could be used to develop appropriate assessment and intervention tools.

Literature Review

This review consists of exploring the following areas: (1) conceptualization of absenteeism, (2) risk factors influencing absenteeism, (3) consequences of school absenteeism, (4) immigrant and refugee students in Canada, (5) types of SAPs found among immigrant and refugee students, (6) methodological approaches to studying absenteeism, and (7) gaps in the literature. School absenteeism is a complex issue that has many leading risk factors and social, educational, and economic consequences that can be detrimental to students (Ingul et al., 2017; Kearney, 2008b). However, few studies address SAPs among immigrant and refugee students. Since this vulnerable group faces unique challenges, it is important to identify and understand their experiences to guide further research that will inform educational policies and school interventions.

Conceptualization of Absenteeism

Although student absenteeism is a pressing issue in Canada, it remains under-researched (Birioukov, 2021) and there is no standardized approach to collecting data on student attendance. Some reports indicate that approximately 66,000 students were chronically absent during the 2016-17 school year (Office of the Child and Youth Advocate Newfoundland & Labrador, 2019). According to a more recent CBC investigation, chronic absenteeism among elementary students in the Toronto Catholic District School Board more than doubled, from 15% in 2018 to 33% in 2023 (Carmen & Rogers, 2024). In Newfoundland and Labrador, absenteeism rates were even higher, showing a 20% increase across all grades during the same period. These findings reflect the significant impact of COVID-19 related school closures. Absenteeism rates rose among K-12 students after school reopened, suggesting that the pandemic may have contributed

to an increase in chronic attendance issues (National Centre for Education Statistics, 2022; Viral et al., 2024).

School absenteeism has been understood in various ways due to researchers' different backgrounds and understandings of SAPs, including the classification of absenteeism as excused and unexcused absences, which leads to the overlook of root causes of absenteeism (Birioukov, 2016). Absenteeism has also been classified as problematic and non-problematic absences. Nonproblematic refers to "...any formal school absence agreed on by parents and school officials as legitimate in nature and not involving detriment to the child. This would cover short-term or temporary absences, self-corrective school absenteeism, and long-term absences attributable to illness, natural disaster, or other unusual conditions that are appropriately compensated for in some way (e.g., home schooling, vocational training, credit by examination)" (Kearney, 2003, p.59). Kearney's criteria for problematic absenteeism involves three criteria: "(1) have missed at least 25 percent of total school time for at least two weeks; (2) experience severe difficulty attending classes for at least two weeks with significant interference in a child's or family's daily routine, and/or (3) are absent for at least 10 days of school during any 15-week period while school is in session (i.e., a minimum of 15% days absent from school)" (2008b, p. 265). Notably, while this definition reflects Kearney's own proposal for measuring absenteeism, to our knowledge, it has not been adopted by any systems or researchers.

Different types of problematic absenteeism exist. Heyne et al. (2019) classified absenteeism into four categories: school refusal, truancy, school withdrawal, and finally, school exclusion. According to their definitions, school refusal (SR) occurs when a child or adolescent refuses or is hesitant to go to school due to such factors as unexplained physical complaints, or reactions due to various emotional experiences or long-lasting emotional distress, such as issues

with sleep and depressive mood. This emotional distress may manifest itself as late arrivals, skipping school days, and being absent for long periods of time while parents are aware of their absence and the child or adolescent is not trying to hide their absence from their parents. For a student's absence to qualify as school refusal, parents must be actively trying to get their child or adolescent to attend school, and the student's behaviour should be seen as resistance to these efforts rather than involving any antisocial behaviour. Heyne et al. (2019) indicate that if Kearney's (2008b) criteria of problematic absenteeism is fulfilled alongside their definition of school refusal, then the student's absence is classified as school refusal, and if not, it is classified as emerging SR. Additionally, Kearney and Silverman (1990) proposed a school refusal model in which the students' reasons for their absenteeism was explained in four variables: 1) fear and anxiety due to stimuli in school, 2) escape from a negative school environment, 3) separation anxiety or attention-seeking behaviour, 4) tangible reinforcement beyond the school environment.

Truancy (TR), on the other hand, happens when the child or adolescent is absent on the day of school for full or part of the day, or they are absent from the designated location they are supposed to be despite being in school. This type of absence occurs without the approval of school authorities, and the student attempts to hide their absence from their parents (Heyne et al., 2019). If Kearney's (2008b) criteria for problematic absenteeism are fulfilled along with Heyne et al.'s definition of truancy, then the student's absence is classified as truancy, and if not, it is classified as emerging truancy (2019). School withdrawal (SW) is the third type of absenteeism that occurs when a child or adolescent is absent from school with the awareness of the parents, with a significant effort of parents to keep the student home or a significant lack of effort to get the student to attend their school. If Kearney's (2008b) criteria for problematic absenteeism are

fulfilled along with Heyne et al.'s definition of SW, then the student's absence is classified as school withdrawal, and if not, it is classified as emerging SW.

Lastly, school exclusion (SE) happens when a child or an adolescent is kept out of school or school activities due to the school authorities' decisions (Heyne et al., 2019). The reasons for the decision may be due to inappropriate disciplinary actions, such as expulsions that violate regulations, the school's incapacity or unwillingness to meet the physical, academic, or emotional needs, such as the student with a psychological or physical disability not being accommodated due to teaching aid not being available and the student is asked to be picked up after a certain time during school hours. This can also include restricting students' attendance beyond acceptable policies, such as encouraging an academically struggling student to stay home on a national exam day. It is important to note that there is some controversy around capturing the meaning of this particular type of absenteeism in an attempt to distinguish between inappropriate exclusions from appropriate exclusions. Although school exclusions of any kind could be considered problematic according to Kearney's (2008b) criteria for problematic absenteeism, Heyne et al. (2009)'s criteria for school exclusion involves inappropriate school exclusions, and any legitimate and lawful suspensions are not part of the criteria for school exclusion. However, since appropriate disciplinary exclusions have negative consequences specifically for students with special needs (Brede et al., 2017), any appropriate or inappropriate school exclusion becomes problematic (Heyne et al., 2019).

Risk Factors Influencing School Absenteeism

Research posits that many factors contribute to the K-12 students' chronic absenteeism from school. These risk factors have immediate and long-lasting consequences and, thus, hold a significant importance to consider when understanding the effects and possible associations of

these risk factors. Domains of risk factors involve individual factors, such as academic, psychological and physical aspects, then familial, school, and community factors that contribute to SAPs (Allen et al., 2018; Ingul et al., 2012; Kearney et al., 2023; Lomholt et al., 2022).

At the individual level, emotional problems such as anxiety and depression are associated with increased absenteeism in K-12 students (Epstein et al., 2020; Lomholt et al., 2022; Rasasingham, 2015). In the Canadian context, internalizing symptoms like anxiety and emotion dysregulation have been found to contribute to school avoidance and resistance to returning to school after absences (Klan et al., 2024; Rogers et al., 2024). Physical health can be another significant contributor to absenteeism, especially for students experiencing asthma, headaches, and menstrual and somatic symptoms (Kearney, 2008a; Rasasingham, 2015). In addition, poor academic performance and low academic self-perception, students' motivation and school engagement, further increasing risk of absenteeism (Balkis et al., 2016).

Family related risk factors are equally important when exploring SAPs. Low family involvement, unstable housing circumstances, limited parental education, and low family connectedness have all been associated with elevated risk of chronic absenteeism among students (Balkis et al., 2016; Rasasingham, 2015; Reid, 2005). Parents' psychiatric conditions and substance use are other predicting factors for children's absenteeism (Gubbels et al., 2019). In addition, students who take on adult roles, such as caregiving or working to support their families, may disengage from school over time (Ferguson, 2005; Janosz et al., 2008a).

Within the school environment, a negative school climate, lack of belonging, and poor peer or teacher relationships can influence students' attendance (Gubbels et al., 2019; Ingul & Nordahl, 2013). Bullying and perceived irrelevance of curriculum are particularly salient concerns among marginalized students in Canada, including Indigenous, rural, francophone, and

LGBTQ+ youth (Ferguson, 2005). Exposure to school violence has also been linked with externalizing behaviours, truancy, and decreased adaptation to the school environment (Janosz et al., 2008b). These effects may subsequently lead to students experiencing problems in their peer relationships, consequently, affecting their educational engagement (Krause et al., 2020).

Finally, on the community level, socioeconomic factors play a central role in student absenteeism. Students living in low-income neighborhoods often face limited access to resources and are more exposed to violence and instability (Rasasingham, 2015). Students who are affected by systemic inequalities may be at higher dropout and disengagement risk (Ferguson, 2005; De Broucker, 2005). Considering that these risk factors are often cumulative and interconnected, school absenteeism should be examined within a broader systemic lens, such as the bioecological system (Bronfenbrenner & Morris, 2006) to better understand the interplay of individual, familial, relational and structural influences.

Consequences of School Absenteeism

Research consistently highlights the negative outcomes of SAPs among K-12 students. Absenteeism affects students' academic outcomes, socioemotional development, and long-term developmental domains, such as executive functioning, as well as their long-term socioeconomic prospects. Chronically absent students are more likely to score lower on the assessments at the end of the year compared to their peers who attend school regularly (Ansari & Gottfried, 2021; Gottfried, 2014; Gottfried, 2019). Persistence in absenteeism can also lead to early leaving from high school (Landis & Reschly, 2011). Results from longitudinal studies show that this effect persists throughout all elementary grades (Ansari & Gottfried, 2021; Ansari & Pianta, 2019). As dropout is one of the significant outcomes of chronic absenteeism (Landis & Reschly, 2011),

students who drop out of school face critical disadvantages in terms of employment opportunities and socioeconomic status in the long-term (De Broucker, 2005).

Development of executive functions and socioemotional skills are critical for K-12 students. Outcomes for chronic absenteeism in this domain involve decreased motivation and sense of school belonging, lower level of determination to achieve goals, and increased stress relating to their education (Ansari & Gottfried, 2021). Research shows that chronically absent students' social skills and school engagement decreased, and they showed more internalizing behaviours, such as anxiety (Gottfried, 2014; Rogers et al., 2024). These effects are important to consider as absenteeism effects on socioemotional development appear to be cumulative through the years with a potential of exacerbated gap in socioemotional skills, such as behavioural adjustment and social relationships with peers and teachers, in the later years (Ansari & Pianta, 2019).

The negative consequences of chronic absenteeism extend beyond the school years. Ansari et al. (2020) found that absenteeism influences students' socioeconomic outcomes. Students who are chronically absent are more likely to become parents at an early age and less involved in terms of contributing to societal or political activities or achieving educational milestones. Additionally, absenteeism can also worsen the opportunity disparities that students from minority backgrounds already experience (Ansari & Gottfried, 2021). Considering the cumulative effects of absenteeism, it is important to address absenteeism to prevent the outcomes in multiple dimensions of students' development (Ansari et al., 2020; Ansari & Gottfried, 2021).

Immigrant and Refugee K-12 Students in Canada

The number of foreign-born children (first-generation) and children with foreign-born parents (second-generation) is on the rise in Canada (Statistics Canada, 2017). According to a

2017 report, 37.5% of Canadian children under the age of 15 had an immigrant background in 2016, and this number is projected to increase substantially in the years ahead. Immigration is a complex experience that encompasses social, cultural, and educational factors, all of which influence children's well-being. First- and second-generation immigrant children are affected not only by cultural differences but also by how schools and communities address their day-to-day challenges (OECD, 2015). The increasing population of immigrant children emphasizes the significance of comprehending their experiences within and outside the school context during the acculturation process.

Immigrant and refugee children undergo an acculturation process as they adjust and deal with a variety of experiences. Broadly, acculturation refers to the process of adapting to the host country's social norms, cultural values, and belief systems that differ from the one's country of origin (American Psychological Association, 2018). Berry (1997) identified two key dimensions of acculturation: (1) the maintenance of one's heritage culture and (2) the adoption of the mainstream culture. However, acculturation is recognized as a multidimensional process that extends beyond these two dimensions and encompasses a few components. These components involve changes or additions to one's cultural practices (e.g., language styles, social connections, preferred media content, traditions), identifications (e.g., sense of belonging and positive self-esteem derived from these attachments), and values (e.g., beliefs about collectivism vs. individualism) (Schwartz et al., 2010). Although these components of acculturation appear distinct, they are closely interrelated and can create emotional and behavioural responses, a phenomenon called acculturative stress (Berry & Annis, 1974). For immigrant students, acculturative stress may arise as they navigate unfamiliar educational and cultural systems,

potentially contributing to mental health symptoms and school-related challenges (Sirin et al., 2013).

Acculturation stress is an important aspect when evaluating the factors playing a role in immigrant children's school attendance. The children of immigrants, particularly the ones with low socioeconomic status, experience high levels of stress during their acculturation process (Mendoza et al., 2017). This stress might stem from separation from families (Suárez-Orozco & Suárez-Orozco, 2015), discrimination (Liebkind et al., 2004), language barriers (Doherty & Taylor, 2007) and bullying (Pottie et al., 2015). Acculturation stress can possibly lead to symptoms of depression, anxiety, feelings of isolation and psychosomatic problems (Berry, 1997).

The challenges immigrant and refugee children face in Canada are multifaceted, impacting their overall well-being, adaptation and education. Socioeconomic challenges can be a major part of these challenges. Immigrant children whose families are financially struggling report diminished levels of life satisfaction (Burton & Phipps, 2010). They are also at greater risk of experiencing psychological distress due to poverty (Beiser et al., 2002). Research shows that immigrant and refugee children experience economic exclusion and social isolation within their peer relationships in the school context, which can be a part of the mental health problems that arise within this population (Oxman-Martinez et al., 2012). Having a disadvantaged home background, such as being a refugee and experiencing low SES, was associated with poorer peer relationships, more frequent bullying experiences and lower levels of perceived social inclusion among students (Veland et al., 2009).

Changing environments also lead to physical health challenges in immigrant and refugee children. For example, asthma and vitamin D deficiency are risk factors for some immigrant

children due to alterations in the weather conditions, lifestyle and diet after the migration (Vatanparast et al., 2013; Wang et al., 2008). Despite the government-funded healthcare in Canada, immigrant families may face systemic barriers to accessing healthcare due to language barriers, prolonged wait times, and lack of interpreters. Limited coverage for dental and mental health care can be additional challenges within the acculturation process (Salami et al., 2020).

Immigrant children, specifically the first-generation and refugees, are at greater risk for psychological distress and mental health problems during the acculturation process in Canada (Hamilton et al., 2009). While some studies report lower rates of psychopathology among immigrant students, others show that youth are at higher risk of experiencing depression, PTSD, behavioural problems and substance abuse issues compared to their native peers (Beiser et al., 1995; Gadermann et al., 2022; Guruge & Butt, 2015). Other studies found that immigrant children can show greater levels of resilience, especially within the first generation; however, this effect can diminish in the following generations through adjusting to a less healthy lifestyle (Maximova et al., 2011; Vang et al., 2015). Mediator factors for the mental health problems of immigrant children during the acculturation process include struggling to adjust to new contexts, decreased school engagement and increased problems within the family dynamic (Montazer & Blair, 2011). Immigrant children from single-parent homes are at cumulative risk for mental health challenges due to the higher possibility of experiencing economic and social exclusion, which exacerbates their adaptation problems (Oxman-Martinez et al., 2012). Lack of community support, as well as city-level social support, are risk factors that play into immigrant children and youth's unmet needs and behavioural problems through insufficient systemic and financial support (Ma, 2002; Schleifer & Ngo, 2005).

Certain risk factors within the school environment impact immigrant children's school attendance. According to Han (2008), immigrant children are more likely to attend public schools with a high proportion of economically disadvantaged or minority students, with poor teaching environments and school support for teachers, as well as poor school climate and safety. Discrimination is a significant factor shaping immigrant children's social and educational experiences, as cultural differences can impact their sense of belonging, leading to feeling excluded and isolated within the school context. Research indicates that immigrant students report feeling exclusion by both their peers and teachers, which negatively affects their academic performance and socioemotional well-being and overall health (George & Bassani, 2018; Oxman-Martinez et al., 2012). Notably, recent immigrant students experience higher levels of discrimination within the school context compared to their immigrant peers who have been in Canada longer (Closson et al., 2014). Perceived discrimination has been significantly linked to poorer school adjustment, psychological well-being and lower academic achievement (Hood et al., 2017). These negative experiences may be a significant contributor to the chronic absenteeism among immigrant students. For instance, Yang and Ham (2017) found that countries with stronger anti-discriminatory policies have lower truancy rates among immigrant students, highlighting how inclusive practices can influence school attendance among this population.

Types of SAPs Found among Immigrant and Refugee Students

SAPs among immigrant children are as complex as the barriers they face and the challenges they experience extend beyond the usual definitions of absenteeism. According to Kearney et al. (2022), language barriers, social exclusion, financial disadvantages, legal status, family separation, and oppressive school environments may complicate attendance for these students. Consequently, their attendance problems can possibly be misdiagnosed by the school

personnel due to several reasons: school staff's lack of knowledge and coping with unusual SAP-related situations, the difference between how immigrant families understand the school culture and policies and how the school personnel does, and lastly, avoidance of discussion on culture and profiling the students (Martin et al., 2020).

One type of absenteeism is school refusal (SR), in which the student struggles to go or to stay at school due to emotional distress. Researchers have moved to using the term “emotionally based school avoidance” since it better captures students’ difficulty attending school due to emotional problems (Halligan & Cryer, 2022; Support Services for Education, n.d.; Ulaş et al., 2024; West Sussex Educational Psychology Service, 2022, pg. 5). The interpretation of school refusal can be different for immigrant students, highlighting some aspects of SAPs that seem unique to children with immigration histories. A detailed explanation of the unique reasons for some immigrant children’s school refusal was found in Brault et al.’s (2022) research, where some immigrant adolescents and young adults shared that although they were once exemplary students who loved school in their home country, it has become a place that elicited distressing emotions after immigration. While their motivation for academic achievement initially came from personal ambition in their home country, it has become an obligation dictated by external pressures after immigration because they perceived school refusal as a personal failure and a source of shame to themselves, their parents and the community, as well as to society. Academic success, on the other hand, was perceived as a way of becoming strangers to their parents because of the parents’ lack of academic success. Thus, Brault et al. (2022) suggested that the “reasonable parental effort” (p. 9) criterion for school refusal as defined by Heyne et al., (2019) might oversimplify the circumstances of families who lack knowledge in navigating the school system and are faced with contradictory feelings and attitudes of their children.

Higher rates of truancy have been found among immigrant students when compared to non-immigrant students, according to data drawn from 29 OECD countries (Yang & Ham, 2017). One qualitative study result showed that implicit and explicit biases and prejudices, as well as cultural determinism, toward the students' and parents' behaviour, lead school personnel to misdiagnose school refusal and label the young person's absenteeism as truancy (Martin et al., 2020). Rosenthal et al. (2020) also found similar results and highlighted the importance of considering migration history and cultural context to reduce the likelihood of treatment failure for school refusal and the subsequent disparity in care and opportunities it can create. In this broader context, anti-discriminatory laws also appear to serve as a protective factor for immigrant students by addressing the social and structural disadvantages that these students may face both within and beyond the school context (Yang & Ham, 2017).

Early drop-out is another type of school absenteeism among immigrant students. A study conducted in Toronto secondary schools found that immigrant students' early drop-out was influenced by their cultural background, neighbourhood, and individual differences. Isolation in school, living below the poverty line, having single parents, and late entry to school were found to be associated with higher drop-out rates compared to non-immigrant students (Anisef et al., 2010). In terms of the risk factors within the educational system, it appears that inappropriate language assessments, lack of recognition for previous educational accomplishments, being new to the Canadian educational system, and lack of cultural competency within the school curriculum are all associated with immigrant students' early drop-out (Ferguson, 2005). Additionally, parents' legal status and family's financial distress are other factors that impact the students' expectancy of completing high school (Ferguson, 2005; Shreffler et al., 2018).

Methodological Approaches to Studying Absenteeism and Gaps in the Literature

Measuring attendance is complex due to the variety of ways educational institutions track school attendance and a significant lack of data collection on the kinds of absenteeism students engage in. In addition to the system differences, monitoring and reporting graduation and drop-out rates are differentiated across the Canadian provinces and territories. While some provinces follow student cohorts, others track the graduation rates through yearly data aggregation (Janosz et al., 2011). A previous review found that absenteeism research in literature comprises more quantitative data than qualitative (Mokhtarian et al., 2024). However, we do not have information regarding the current state of research and methodology used in absenteeism research related to immigrant and refugee populations in Canada. This scoping review will synthesize the existing research, examining how SAPs have been conceptualized and measured, and it will highlight knowledge and research gaps in the Canadian literature related to school absenteeism among immigrant and refugee K-12 students in Canada.

Theoretical Framework

Two theoretical frameworks guide this study: the bioecological systems model (Bronfenbrenner & Morris, 2006), adapted for absenteeism as the KiTeS framework by Melvin et al., (2019), and the cumulative risk model (Evans et al., 2013). These models will explain and enhance the understanding of the interconnectedness of risk factors. Due to the distinct ecological levels of risk factors, the model of bioecological systems will organize the risk factors into each interacting level, while Evan et al.'s (2013) cumulative risk model will enhance our understanding of the adverse outcomes when multiple risk factors affect the school lives of immigrant and refugee student population.

The bioecological model of human development states that humans develop through interacting within the social and physical contexts, which are situated within a broader cultural and political context. These ecological contexts are envisioned as a series of nested systems. Four levels are involved within this model: microsystem, mesosystem, exosystem, and macrosystem. Microsystems involve the immediate settings the child is exposed to, which includes home life, school, caregivers, siblings, peers and teachers. Mesosystem, on the other hand, comprises interactions between people in different microsystems that include the developing child. For example, teacher-parent interactions in which they discuss the child occur in the mesosystem. The exosystem is where the structures within have an influence on the immediate environment of the child, even though the child is not directly part of that structure. For instance, social and health services, school boards, parents' economic situation and local government can affect the child's access to services, as well as exposure to various experiences within their family, school and neighbourhood. Macrosystems represent the larger societal and cultural systems that shape the smaller systems previously mentioned (micro, meso, exosystems). This larger context involves certain values and rules that shape its legal, economic, educational, social and political systems, which leads to an effect on the beliefs of a growing human develops to have. Lastly, chronosystems refer to the major life events over a developmental period that lead to changes in systems, values and rules, which then shape the child's life and environment (Bronfenbrenner & Morris, 2006).

The Kids and Teens at School (KiTeS) framework further explains the bioecological systems model within the context of school attendance problems by guiding absenteeism research through an extensive understanding of the interacting protective and risk factors for school attendance within each ecological system (Melvin et al., 2019). At the micro- and

mesosystem levels, parental involvement, family functioning, and teacher and peer relationships, as well as the school climate, play a role in student absenteeism (Corville-Smith et al., 1998; Jeynes, 2007). At the exo- and macrosystems level, factors like socioeconomic status, poverty, unstable housing, and community characteristics such as transportation issues or remote housing play an important role in student absenteeism (Balkis et al., 2016; Deck, 2017; Gottfried, 2014, Hancock et al., 2013; Zhang, 2003).

Immigrant children face several risk factors that make them vulnerable, as well as protective factors that increase their resilience (Rogers-Sirin et al., 2014; Shakya et al., 2012; Sosa & Gomez, 2012). This scoping review will also draw on the cumulative risk model (Evans et al., 2013) to elucidate how exposure to a combination of risk factors can anticipate negative outcomes in immigrant children and adolescent's school absenteeism. Multiple risk factors have been found to be associated with more adverse developmental outcomes than experiencing only one risk factor. Evans et al. (2013) suggested that multiple risk exposure at close proximity in time strains our adaptability beyond our capacity and causes the system to deteriorate. Considering the complexity of the immigration experience, the cumulative risk model will inform our study results by considering the immigrant children's potential exposure to multiple and various risk factors within their environment.

Research Objective

SAPs are a growing problem in K-12 school settings and have critical consequences for children and adolescents in the long term. Considering the different levels of developmental contexts in which risk factors can be situated, along with the cumulative effect of acculturation stress, immigrant and refugee children encounter additional stressors along their educational journey relative to non-immigrant children. Examining SAPs among this population will help

researchers understand knowledge and research gaps in the literature and improve the understanding of how SAPs are conceptualized and measured. Thus, in considering Canadian research focused on immigrant and/or refugee students, the research objectives are to (a) explore the nature and quantity of studies, (b) examine how school attendance problems have been conceptualized and measured, and (c) identify knowledge and research gaps in the Canadian literature. Ultimately, this study can provide direction for future research on SAPs among immigrant children including effective solutions for SAPs that meet the unique needs of these students.

Methodology

Given the objectives, a scoping review is the most appropriate method for meeting this study's goals. A scoping review aims to identify concepts and evidence in the literature, examine the methods used to conduct research on the topic and identify, synthesize and analyze the gaps within the literature on a given field (Arksey & O'Malley, 2005; Munn et al., 2018; Tricco et al., 2018). Thus, this study's research objectives are well aligned with the goals of a scoping review. Scoping reviews are utilized in broad reviews to report evidence in the literature, clarify themes and concepts and identify gaps within a given field, all of which correspond with our study goals (Munn et al., 2018). A scoping review is particularly suitable in this study because I aim to investigate an emerging area of research with limited and heterogeneous literature, as it allows for the inclusion of broad domains of research and resources. In this scoping review, I will follow the sequential process provided by Arksey and O'Malley (2005): 1) determine research questions, 2) identify relevant studies, 3) find relevant studies, 4) chart study data, and finally 5) collate, summarize and report results.

Inclusion Criteria

To be eligible for inclusion, studies must meet the following criteria:

- 1) Language: published in English.
- 2) Year: articles published between 2003 and 2024.
- 3) Type: empirical studies published in peer-reviewed journals.
- 4) Country: studies conducted in Canada only.
- 5) Topic: school absenteeism or attendance is part of the studies' focus.

- 6) Population: Immigrant and refugee children and adolescents in K-12 education, including first-generation, second-generation and third-generation immigrant and refugee students.
- 7) Accessibility: studies accessible for full-text screening through online libraries or through the study authors themselves.

I have opted to examine the studies published in English because of our fluency in this language, which ensures accurate analysis across the reviewers. While recognizing the existence of research written in French,, targeting studies conducted in English allows for a feasible and methodologically consistent review at this time. I have also included 21 years of research studies due to the specificity of the topic and the limited quantity of research available for immigrant and refugee children's populations. Moreover, my aim is to focus on what knowledge has been circulating in the past 21 years on this topic. Additionally, I only included peer-reviewed empirical studies with the goal of only including the highest quality studies because I was interested in identifying how researchers defined, conceptualized and measured SAPs when working with a sample of immigrant and refugee children and adolescents. As mentioned before, this population was chosen because they are likely to experience multiple, additive risk factors that uniquely influence SAPs, including how these problems are identified and measured in research and practice (Kearney et al., 2022).

Data Sources

I conducted a systematic review of databases that encompass the fields of education, psychology, criminology, public health and sociology. A research librarian from the University of Ottawa with expertise in designing systematic reviews contributed to the rigorous selection and refinement of search terms and using key reference articles (e.g., Anisef et al., 2010;

Archambault et al., 2017) and systematic strategies to ensure a comprehensive review process. Specific databases were determined and searched in February 2025: ERIC (OVID), PsycINFO (OVID), Criminal Justice Abstracts, MedLine (OVID), Education Source and Academic Search Complete.

All search strategies with each database included three main components. The first component involved capturing SAPs and all of the subject headings related to school attendance, such as school absenteeism, school attendance, school leavers, truancy and more (see Table A1 in Appendix A). These types of SAPs were coded as search terms (e.g. leav* was used to capture all versions of the word, such as leaving and leavers). The second component captured the immigrants and refugees in K-12 school settings. We will use the following search terms: emigrants, immigrants, refugees and newcomers. Similarly, these search terms were coded in a way that captured all versions of the word (e.g. immigra* was used to include words like immigrants and immigration). The final component was dedicated to capturing studies conducted in Canada. Thus, the search terms included all provinces in Canada. Table A1 through A5 (see Appendix A) demonstrates all search strategies utilized for each of the databases.

Three more steps were followed to ensure that all articles related to absenteeism of K-12 immigrant and refugee students were captured. First, we identified key articles that consistently appeared in most of our database searches ($n = 3$): Anisef et al. (2010), Archambault et al. (2017), and Stermac et al. (2012). Then, we hand searched the reference lists of these articles using snowballing technique with the assistance of a trained reviewer. Snowballing technique is used to identify publications by searching through the reference lists and citations of relevant papers (Badampudi et al., 2015). Next, we hand searched and screened the titles and abstracts of all articles published between the years of 2003 and 2024 in Canadian education-themed

journals: Canadian Journal of Education, Canadian Journal of School Psychology, Canadian Journal of Sociology, McGill Journal of Education, Alberta Journal of Educational Research, Canadian Journal of Behavioural Science, Canadian Journal of Public Health, Canadian Psychology, Canadian Journal of Community Mental Health, Canada's Journal of Refugees. Lastly, we hand searched the publications of key Canadian authors whose research relates to absenteeism among immigrant populations. All articles identified through this 3-step hand search process were added to the Zotero, a reference management software, and the duplicates were removed.

Screening

The search resulted in 1135 publications: ERIC (143), PsycINFO (129), Medline (6), Criminal Justice Abstracts (18), Educational Source (377), Academic Search Complete (462). 158 duplicates were removed by Zotero, and 977 articles were imported to Covidence (see Figure 1). Covidence is a web-based platform designed to assist the researchers in conducting systematic reviews, scoping reviews and meta-analyses. Five reviewers and I participated in the screening process to ensure that each article was reviewed by at least two reviewers. A third reviewer screened the same article when there was a disagreement of its inclusion or exclusion. Practice sessions were conducted on a small number of articles to promote consistency, led by the principal investigator of this project. The reviewers then used the Covidence platform to review the articles based on the inclusion criteria created as a team to ensure shared understanding. Inter-rater reliability was assessed using Cohen's Kappa to evaluate consistency among the reviewers. Across six reviewer pairs, Kappa values ranged from 0.11 to 0.60 in title and abstract screening. Only one reviewer pair screened a sufficient number of articles to yield the Kappa value of 0.70, indicating substantial agreement (McHugh, 2012).

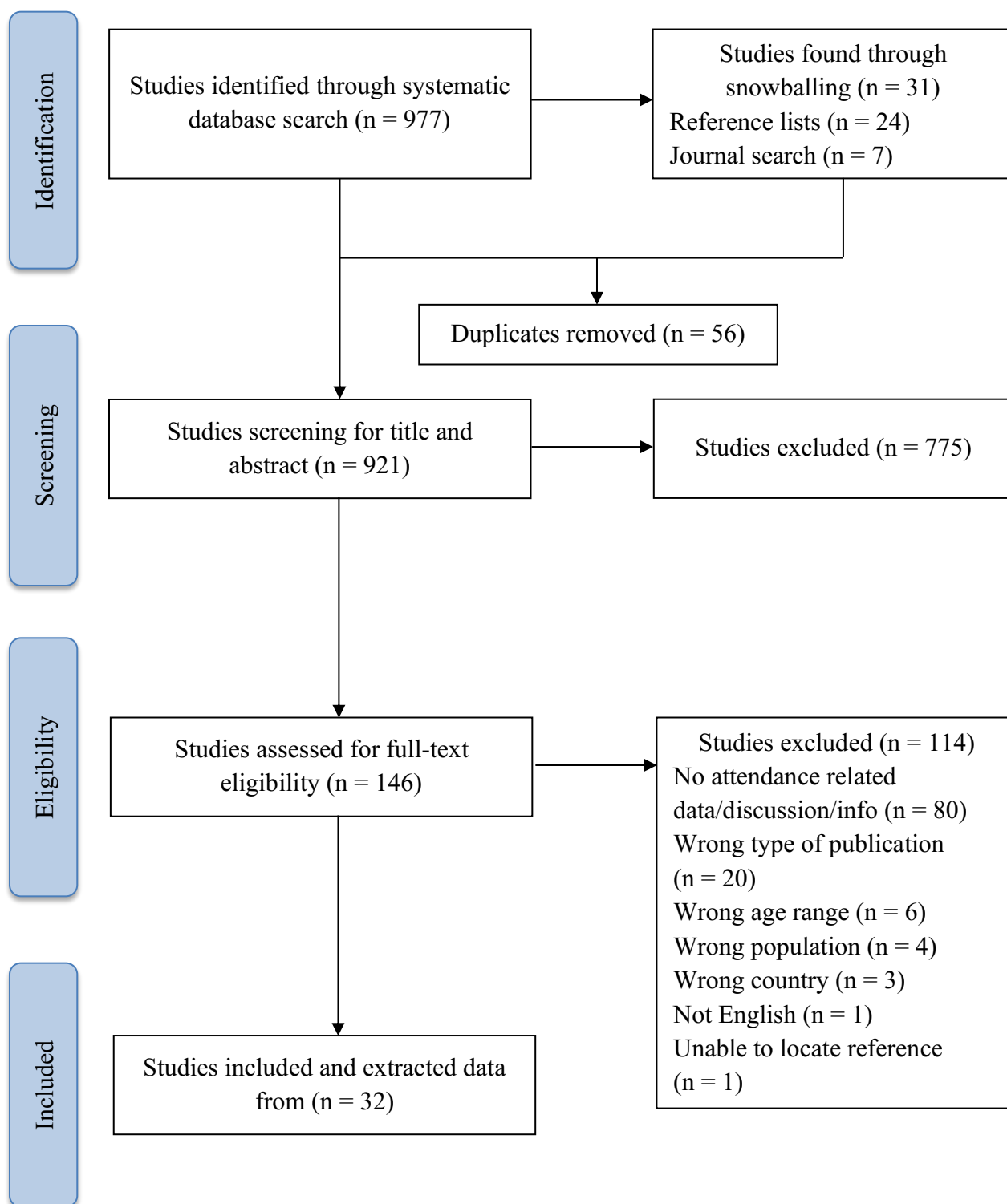
The screening process involved two steps: 1) title and abstract review and 2) full-text review. First, the titles and abstracts of all publications were reviewed based on the agreed-upon inclusion criteria. When the reviewers were unsure if the publication met the criteria, we included the article to review it again in the following stage. At the next step, the full-text of all publications that passed the first step were reviewed. Thirty-two publications met the full inclusion criteria in the final stage. Figure 1 illustrates the screening process through the PRISMA diagram.

Data Extraction and Synthesis

The reviewers collaboratively developed a data-charting spreadsheet (see Table 10 in Appendix B) and identified and refined the variables for the extraction phase to enhance the validity of our method. Thirty-two articles were selected and entered into the spreadsheet to begin the extraction process. The data recorded into the Excel spreadsheet involved the following sections: reference, journal, province/location, type of article (e.g. empirical versus review), method (e.g. quantitative, qualitative or mixed-method), study design, dataset– for secondary data–, type of SAP, sample size, population (the origin of immigrant and refugees), ages/grades of the sample, generation (first-, second- or third-generation immigrant), primary research objective, and finally, the findings related to attendance of immigrant children and adolescents. The type of SAP section was guided by Heyne et al.'s (2019) conceptual framework of four SAPs: school refusal, truancy, school withdrawal and school exclusion.

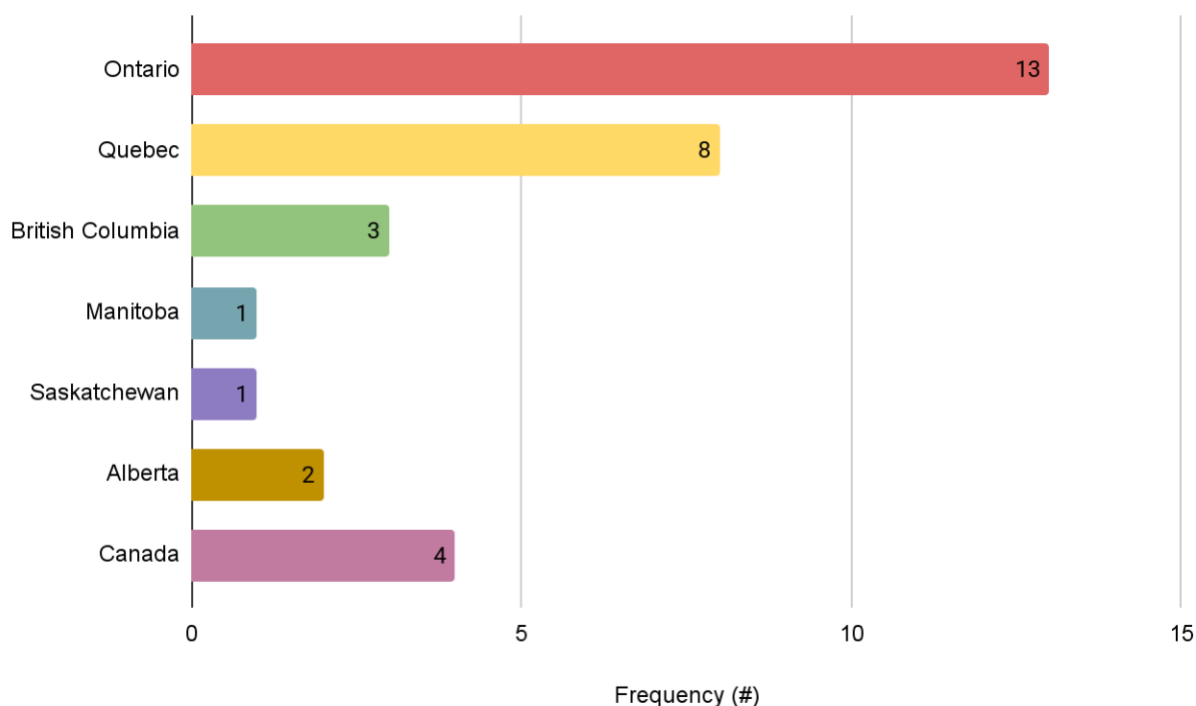
After the extraction process was complete, a content analysis was applied to the aggregated data to provide a narrative of evidence found within the studies (Stemler, 2015). Data synthesis was completed by summarizing the data in a clear way using descriptive statistics. For example, the study design category involves how absenteeism was measured in each study,

which involves secondary data from school boards, student self-reports, surveys, observation of attendance and focus groups on attendance. The number and variety of these categories was displayed through the use of tables and bar graphs.

Figure 1.*Study Screening and Selection Diagram*

Results

A total of thirty-two studies were included in this review, and the majority of the studies' primary research objective was not SAPs. The studies were published between 2003 and 2024, with 2021 having the highest number of publications ($n = 5$). Most studies were conducted in Ontario ($n = 13$) and Quebec ($n = 8$). Three studies were published in British Columbia (BC) and Manitoba and Saskatchewan each had one study. Four studies reported data on immigrant and refugee K-12 students in Canada, without specifically mentioning provinces (see Figure 2). Most studies were published in education journals ($n = 10$), others were published in various journals including sociology, psychology, social sciences, social work and immigrant and refugee journals. Among these thirty-two studies, 17 used qualitative methods, 13 used quantitative methods, and two of them used a mixed-method research design. Researchers used a wide range of data collection techniques, including administrative records, such as school board data, interviews, focus groups, classroom and extracurricular activity observations, surveys, ethnographic methods, narrative inquiry, and case study designs.

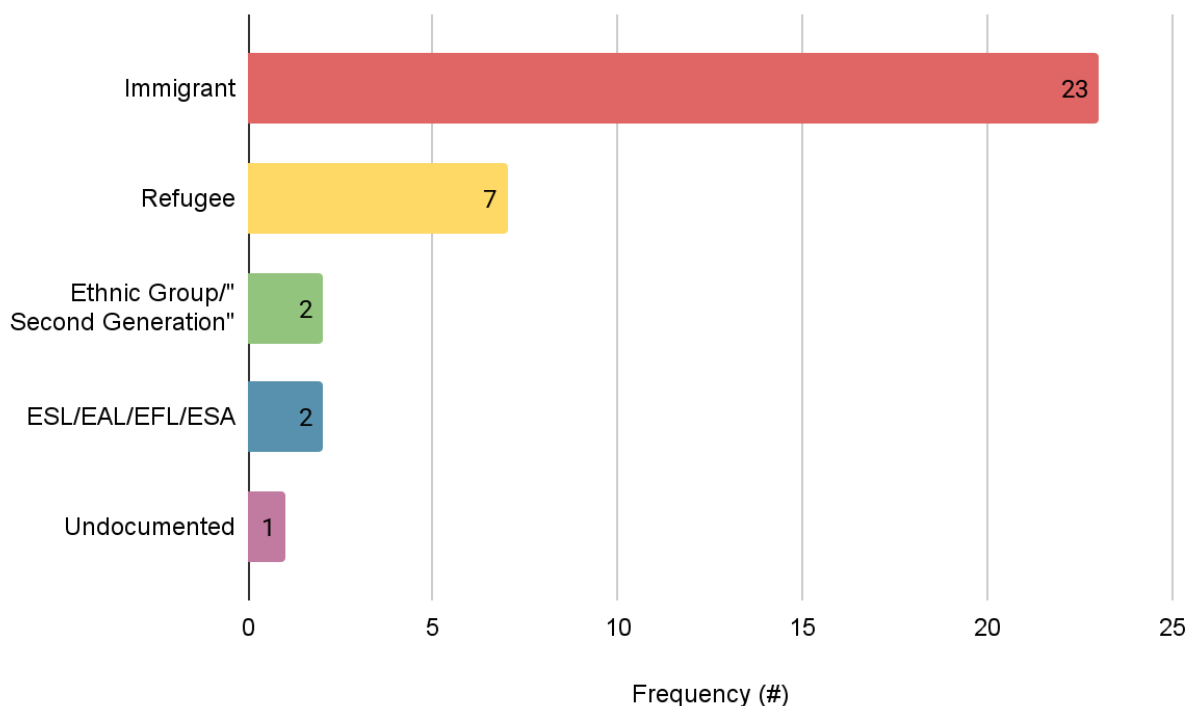
Figure 2*Distribution of Studies by Provinces*

The common population categories across studies included immigrant students, refugee students, newcomers, ethnic minorities with immigrant backgrounds and mixed samples with unspecified background information. While most study samples comprised immigrant high school students ($n = 26$), some samples also included parents ($n = 5$), teachers ($n = 5$) and stakeholders ($n = 4$) who provided information on the immigrant and refugee students they had observed. In some studies ($n = 5$), participants were described as war-affected refugees, refugees or newcomers. In others, generation status of the immigrant students ($n = 24$) was either explicitly provided, or generation status could be inferred from descriptions (e.g., parents born in another country, but student born in host country). There was a wide range of immigrant nationalities represented across studies including Somali, Syrian, Chinese, South Asia, Caribbean, Latin American and Middle Eastern backgrounds.

The participants across the thirty-two studies involved first-, second- and third-generation immigrants, as well as refugees and newcomers from various ethnic backgrounds. Majority of the studies had immigrant students or used the term immigrant to describe their participants with a predominant focus on first-generation immigrant students (see Figure 3). Across the thirty-two studies, 10 studies solely focused on first-generation immigrants, two studies had only second-generation immigrants, seven studies had both first- and second-generation, and finally, four studies included all three generations in their studies. There were no studies focusing only on third-generation immigrant students and also, eight studies did not specify their participants' generation status.

Figure 3

Number of Studies Referring to Participants Using Specific Terms



Note. Total number of studies is more than thirty-two because some studies had multiple groups of participants. ESL/EAL/EFL/ESA all refer to students who are newcomers, including international students, and taking English as a second language classes.

Conceptualization

Findings indicate that the conceptualization of SAPs varied widely across the thirty-two included studies. Dropout or high school completion rates were commonly reported in quantitative methods ($n = 6$) as their primary outcome measures, while qualitative studies described experiences leading up to dropout and related to absenteeism without explicitly labeling them as distinct types of SAPs. As a result, different kinds of absenteeism, such as disengagement from school due to emotional distress or inappropriate school-based expulsions and exclusion practices, were discussed in studies without consistent terminology. To bring

clarity to these various descriptions of SAPs, studies were classified based on these descriptions provided in their results, drawing from Heyne et al.'s (2019) conceptualization of SAPs, which includes school refusal, school withdrawal, truancy and school exclusion (see Table 1). Dropout and "days absent" were included as additional categories to include descriptions that did not fit into Heyne et al.'s (2019) categories but were used by the researchers.

Table 1*Classification of SAP Types and Number of Studies per Category*

SAP Type	Number of Studies	Common Descriptions in Studies
Dropout	20	Dropout, school completion, leaving school early
School refusal	7	Disengagement from school due to various emotional distress
School withdrawal	6	Leave school temporarily to support family, withdrawn from school by the family, removing from school to discipline
School exclusion	10	Inappropriate placement in classes and lack of academic support leading to disengagement, expulsion as a punishment for misbehaviour and inability to focus in classroom, feeling pushed out of school, denial of admission to school due to undocumented status
Truancy	2	Truancy, skipping school days
Days absent	2	Days absent, absent on the day of data collection

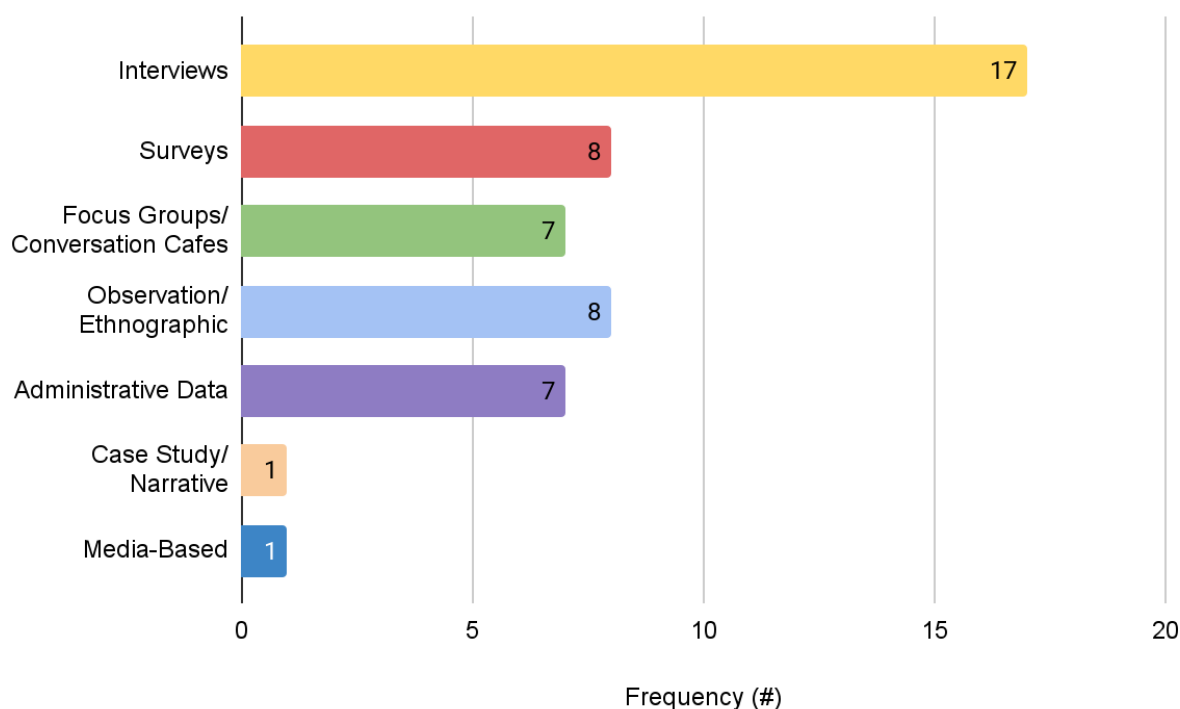
Note. Total number of studies exceeds thirty-two because some studies report multiple types of SAPs.

Measurement

Next, studies most commonly included interviews with individuals to collect data (see Figure 4). Surveys, focus groups and participant observations in various contexts were the second most common method to collect data. Additionally, researchers also used administrative data, such as school board databases to access the school completion, graduation, and dropout rates to assess absenteeism among this population. While interviews and focus groups were commonly used to explore students' and families' subjective experiences regarding absenteeism, administrative data, such as school board records, and surveys were used to report quantitative data such as missed days, school completion and graduation rates.

Figure 4

Data Collection Methods Used Across 32 Studies



Note. Total number of studies is more than thirty-two because some studies used multiple methods to collect data.

Primary Objectives of the Included Studies and Key Themes Related to Absenteeism

Across the thirty-two studies, 8 had absenteeism-related objectives, with dropout being the most common goal (see Table 2), which means although SAPs are not the main goal of the study, the objectives were still somewhat relate to school absenteeism. In the majority of the studies ($n = 24$), absenteeism emerged as a secondary finding or was implicitly mentioned in relation to broader topics, such as systemic barriers, mental health, academic achievement and disengagement. Studies aimed to address issues that immigrant and refugee K-12 students face from a variety of aspects, which can be classified into six domains: mental health and emotional well-being, parent, family and home dynamics, school climate and teacher relationship, educational outcomes, migration, settlement and post-migration experiences, and finally, systemic and structural barriers (see Table 3). While the focus areas of the thirty-two studies varied, several themes emerged across these domains.

Absenteeism linked with emotional distress, or school refusal, was discussed within studies on school climate and migration experiences. School withdrawal due to family responsibilities was a theme commonly found in the domains of parent/family dynamics and migration experiences. Next, school exclusion, including denial of access to school, was a theme found in migration experiences and systemic barriers domains. Finally, truancy was only identified in the systemic barriers domain.

Table 2*Absenteeism-Related Terms Involved in Primary Study Objectives*

Terms	Frequency
Dropout	5
Exclusion	1
Engagement	1
Truancy	1

Table 3*Primary Objective of the Studies and Key Themes That Emerge for Absenteeism*

Domain	Primary objective of the studies	Key themes related to absenteeism
Mental health and emotional well-being (n = 4)	Exploring mental health challenges, depression and exposure to stress, trauma informed approaches	● Depression and exposure to stress linked with dropout ● Experiencing racism linked with dropout ● Trauma informed classroom practices linked with improved attendance
Parent, family and home dynamics (n = 4)	Exploring parental factors, coping against racism and dropout	● Weak parental supervision linked with dropout ● School withdrawal after behavioural concerns ● Lower dropout among immigrant youth despite barriers
School climate and teacher relationship (n = 4)	Exploring inclusion and exclusion, violence in schools and teacher-student relationship	● Perceived discrimination and school exclusion contributed to absenteeism ● School refusal following discrimination, humiliation and violent incidents

Educational outcomes (n = 7)	Exploring educational outcomes and pathways in students with low SES, in French versus English streams and ESL programs	• Delayed or lower graduation rates • Dropout linked with family structure and gender, not ethnicity, not predicted by early immigration • Higher dropout in French stream linked to late entry, SES and immigrant status
Migration, settlement and post-migration experiences (n = 6)	Exploring post-migration experiences, ethnicity and circumstances of youth with illegal behaviour, migration and delayed educational trajectories	• School refusal due to feeling lonely and grade repetition • School withdrawal due to family responsibility, poverty or as a punishment by parents • Skipping school linked with illegal activity • School exclusion linked with disengagement and dropout
Systemic and structural barriers (n = 7)	Exploring gaps, needs and barriers in school and larger systems	• School exclusion and dropout linked with systemic barriers • School withdrawal due to family responsibilities • Low truancy rates linked with strong anti-discriminatory policies • Dropout linked with feelings of rejection and marginalization

Discussion

Chronic absenteeism has been linked to various long-term risk factors (Ansari & Gottfried, 2021; Ansari & Pianta, 2019; Landis & Reschly, 2011) and research shows that immigrant and refugee K-12 students face multiple barriers during the acculturation process that may impact their school attendance (Berry, 1997; George & Bassani, 2018; Kearney et al., 2022; Oxman-Martinez et al., 2012; Yang & Ham, 2017). This scoping review examined school absenteeism research among immigrant and refugee K-12 students in Canada to enhance our knowledge regarding the topic. Specifically, this scoping review aimed to (a) examine the quantity, scope and characteristics of peer-reviewed empirical studies, published between 2003 and 2024; (b) analyze how SAPs have been conceptualized and measured in relation to immigrant status; and (c) identify the knowledge and research gaps according to the aims of existing research and thematic patterns across studies. This discussion section will interpret the results of this scoping review and identify the gaps in the literature. Then, I will discuss the strengths and limitations, as well as the implications for the research, practice and policy of study findings.

Characteristics of the Reviewed Studies

A limited number of studies focused specifically on the SAPs, which suggests that school absenteeism among the immigrant and refugee K-12 students is an underexplored area of research despite the known challenges this population faces. Considering that school absenteeism is generally an area of research that is not often examined (Birioukov, 2021), it is not surprising to find that SAPs are often not the main goal of the studies in Canadian literature for this population. Out of the thirty-two studies included in the review, only two studies' primary research objective involved SAP during the students' active enrollment in school, and five

studies had dropout as their key outcome. While dropout is an important aspect of SAP, it is often considered a consequence of excessive or chronic absenteeism (Gubbels et al., 2019; Kearney, 2008b; Şahin et al., 2016), thus, the quantitative findings about dropout can suggest the importance of studying and understanding the underlying issues, such as chronic absenteeism, contributing to dropout.

The geographic distribution of the studies indicated that Ontario and Quebec were sites of the majority of studies. According to Statistics Canada (2022), provinces with the highest proportion of immigrant populations are Ontario followed by BC and Quebec with a peak in 2021. In addition, Ontario and Quebec receive the majority of refugee claims in Canada, with BC ranking the third (Tuey & Bastien, 2023). These findings may explain why more studies are conducted in these provinces. It is likely that school-related behaviours among this population are more visible in these provinces, which prompts researchers to conduct studies in their local area. The rising number of immigrant and refugee populations in the past 10 years is also consistent with our finding of most publications made in the year of 2021, which is probably a result of more immigrant and refugee students enrolling in K-12 education, and there is a growing need for more research among this population. It is also important to note that a research team based in Quebec has published multiple studies on school absenteeism among immigrant and refugee populations, which increased the number of studies from Quebec. This suggests that the prominence of studies from Quebec may reflect of the contributions of this research group, rather than a broader provincial trend.

Next, study samples with only first-generation immigrant students were more common than study samples with first- and second-generation samples or all three generations. This is an important finding because the educational experiences across these three generations can be

significantly different, specifically due to the limited access to resources. Research reveals that first- and second-generation immigrant students have parents with less educational background, lower socioeconomic status, and attend schools with larger class sizes in poorer areas (Pivovarova & Powers, 2019), which may lead to high levels of acculturation stress (Mendoza et al., 2017). However, research also discusses immigrant paradox phenomenon, in which first and second-generation immigrant students engage in less problematic behaviour than their native peers, have stronger family ties, and have stronger commitment to their education despite having less access to resources (Chun & Mobley, 2014; Crosnoe & Turley, 2011). Since the first-generation immigrant category also involves refugee students, it is important to recognize that this population of students is likely to face a variety of educational barriers (Antony-Newman & Niyozov, 2023), including exclusion from schools (Community Health Systems Resource Group, 2005). These findings highlight the complex interplay of the risk and protective factors in immigrant and refugee students' experiences, suggesting that future research should examine attendance trajectories with careful attention to generational status in relation to immigration history.

Conceptualization of SAPs

Across the thirty-two included studies, SAPs were most frequently and explicitly conceptualized as 1) dropouts and 2) exclusion or denial of the right to attend among immigrant and refugee K-12 student samples, with less attention given to other forms of absenteeism. SAPs are not widely researched even among the general K-12 student population in Canada despite the increased rates of school absenteeism (Carmen & Rogers, 2024; Office of the Child and Youth Advocate Newfoundland & Labrador, 2019). Therefore, it is not surprising that dropout emerges as the most common focus among minority samples as it is straightforward to calculate and

report using administrative data (De Witte et al., 2013). Additionally, considering the broader focus of research on systemic barriers and school difficulties among immigrant K-12 students, such as discrimination and exclusionary practices, it is likely that exclusion was used as conceptual lens in research and therefore, SAPs emerge as secondary findings (e.g., Farrales, 2016; Francis, 2021; Kayaalp, 2014; Li, 2003; Rossiter & Rossiter, 2009; Villegas, 2018; Wilson-Forsberg et al., 2024).

School dropout, which refers to lack of school completion, is a critical outcome of the challenges in students' functioning and experiences across multiple areas of their lives (Kearney & Graczyk, 2020). Considering that dropout is a consequence of multiple risk factors, such as individual, family, school, community, culture and broader policy contexts, it is important to highlight that dropout can be an endpoint of a gradual process of disengagement from school (Jonsz et al., 2011) and exposure to recent stressful events (Dupéré et al., 2018a). This perspective aligns with the bioecological systems model (Bronfenbrenner & Morris, 2006), which explains that a phenomenon like SAPs can be understood through risk factors at different ecological levels. Similarly, the cumulative risk model (Evans et al., 2013) also helps us understand how multiple, overlapping risk factors together can lead to adverse outcomes such as dropout.

During the acculturation process, immigrant and refugee students (Berry, 1997), especially first-generation students, are often exposed to various and intersecting risk factors that can increase their risk of a gradual disengagement and dropout. These risk and protective factors also differentiate across first-, second- and third-generation immigrant students, reflecting the complexity of their acculturative, socioeconomic, and family contexts (e.g., Archambault et al., 2017). While high educational expectations, family resources and strong peer and teacher

relationships protect immigrant students from gradual disengagement and dropout across all generations, poor relationship with education-related values, as well as with teachers and peers elevates the risk of dropout (Driscoll, 1999; Makarova & Herzog, 2013). Nonetheless, some research supports the immigrant paradox phenomenon (Chun & Mobley, 2014; Crosnoe & Turley, 2011), indicating that dropout rates are lower in immigrant households with students who have found a balance between maintaining and using resources from their heritage culture and adopting to the host culture. Finding this balance at an early age may present variation and complexity across immigrant generations depending on the unique acculturative challenges, family resources, school context and country of residence.

Based on my interpretation of the included studies, there appear to be unique aspects of immigration experiences with children and youth that make their access to schooling precarious. For example, Villegas (2018) described immigrant students' experiences of being denied enrollment to schools while their documentation is incomplete or they have undocumented status, which is a situation that could be described as a form school exclusion. Canada's Don't Ask Don't Tell (DADT) policy intends to protect immigrants from being denied access to services, including schools, and to decrease fears that attempting to access services could lead to deportation. According to this policy, service providers are forbidden to ask for clients' immigration status (Canadian Council for Refugees, 2010). However, researchers indicate that undocumented students may be denied access to education due to school authorities' limited awareness or failure to follow DADT policy (Koehl, 2007). This often involves demanding immigration documents from undocumented students or requiring them to contact immigration agencies, which can lead to long periods of missed school days (e.g., Villegas, 2018). These practices may be driven by the need to claim English as a second language (ESL) funding,

requests for official identification to complete registration or simply a lack of awareness of DADT policies (Kipfer, 2010; Sidhu, 2008). Thus, I propose that school exclusion before enrollment is a unique aspect of exclusion that may fall outside of Heyne et al. (2019) criteria, which only involves school exclusion that occurs during regular attendance of students after their enrollment. Thus, school exclusion before enrollment requires further exploration in the context of immigrant students.

After enrollment, practices that may lead to school exclusion manifest both in implicit and explicit ways. Implicit exclusions, such as negative attitudes toward the students from peers and teachers, racism, linguicism, and biased curriculum, can lead to marginalization of immigrant youth in schools (Glock et al., 2013; Pit-ten Cate & Glock, 2019; Plenty & Jonsson, 2017), as discussed in the reviewed studies (e.g., Jacobson, 2021; Kayaalp, 2014). On the more explicit side, attending adult school due to aging out of high school, assignment to ESL programs regardless of actual language proficiency, any grade repetition based on age rather than ability can discourage students. These experiences often lead to feelings of boredom and gradual disengagement from school (Community Health Systems Research Group, 2005). Taken together, these practices can manifest as emotional distress (Ford et al., 2018). The emotional distress tied to exclusion-related school absenteeism may, in some cases, be conceptualized as school refusal within this population. Thus, thoroughly understanding the subjective experiences of this population is critical for building appropriate conceptualization of SAPs among immigrant and refugee youth.

Measurement of SAPs

Findings indicate that research on school absenteeism among this population was methodologically diverse, with 17 qualitative, 13 quantitative and two mixed-method

approaches. Each approach employed distinct methods to collect data: majority of the qualitative studies relied on interviews and focus groups to capture subjective experiences and social contexts. In contrast, quantitative studies used official school records of school completion, graduation and dropout rates and conducted surveys. Notably, the majority of the studies did not explicitly aim to examine absenteeism, rather absenteeism emerged as a secondary theme. The most explicit study goal related to SAPs was dropout, which was predominantly examined in quantitative studies using official school records and surveys.

The number of qualitative approaches in the reviewed studies was significant, which is an important finding. As previously discussed, there is a possibility of inappropriate labeling of student absenteeism if their experiences are not thoroughly understood. Thus, qualitative approaches have a critical role in achieving this goal. Through open-ended questions, interviews and focus groups provide the participants with the opportunity of telling their stories (Law et al., 1998), which allows the collection of in-depth data, capturing nuances from multiple aspects of their lives. This approach helps identify needs and barriers at the individual, family, community and policy levels and supports the development of conceptual frameworks for the research involving diverse populations (Nápoles-Springer & Stewart, 2006). While qualitative approaches also involve limitations, such as lack of generalizability and potential for biased interpretations (Queirós et al., 2017), their ability to reveal deeply contextualized narratives remains crucial. Therefore, qualitative approaches to studying school absenteeism should be seen as complementary to quantitative methods, providing essential insights into immigrant and refugee K-12 students' lived experiences. These insights can inform culturally appropriate conceptualization and labeling of SAPs, as well as interventions and policies surrounding this issue.

On the other hand, a substantial number of studies ($n = 13$) had a quantitative approach to measuring SAPs among immigrant and refugee K-12 student populations. These studies revealed important results regarding school completion, dropout and graduation rates among this population, specifically reporting differences between generations and across distinct language instruction settings (e.g., Archambault et al., 2017; Bakshaei et al., 2016a). Considering that the quantitative studies relied on secondary data, such as longitudinal ministry data and official school district data, and surveys, the findings provide insight into prevalence of dropout, school completion and missed school days. However, these data do not go beyond reporting these broad outcomes. The previously conceptualized SAP types (Heyne et al., 2019), school refusal, withdrawal, truancy and school exclusion, were not the focus of the quantitative studies, even for the studies that conducted surveys. This could be due to lack of standardized measures to appropriately measure the SAP types until recently (González et al., 2021), especially among diverse populations. Additionally, official school data mainly reflects whether students are present or absent in each class, and the reasons behind these absences can be misdiagnosed due to the complex, multiple barriers faced by students and their caregivers (Kearney et al., 2022; Martin et al., 2020). Future quantitative research should consider implementing existing measures, such as:

- 1) the School Refusal Assessment Scale (SRAS-R), a valid measure developed to measure a student's school refusal behaviour by assessing the motivation of their behaviour (Kearney, 2002).
- 2) the Inventory of School Attendance Problems (ISAP), a comprehensive self-report assessing a student's reasons and symptoms of school absenteeism (Knollmann et al., 2019).

- 3) the School Non-Attendance Checklist (SNACK), a brief measure that helps identify and differentiate across the types of SAPs, such as school refusal, school withdrawal, truancy, school exclusion and non-problematic attendance (Heyne et al., 2019).

Primary Objectives and Thematic Patterns

Although only a minority of the reviewed studies explicitly focused on attendance, there was a wide range of study objectives and outcomes, with absenteeism often emerging as secondary finding. Six domains emerged when reviewed studies' objectives were considered: 1) mental health and emotional well-being, 2) parent, family and home dynamics, 3) school climate and teacher relationship, 4) educational outcomes, 5) migration, settlement and post-migration experiences, and finally, 6) systemic and structural barriers. Notably, themes emerged within these six domains interact at the individual, family, school and structural levels. Thus, the following discussion will highlight themes that are unique to immigration experiences, drawing from multiple domains.

Mental health problems are associated with various forms of school disengagement, including school refusal and truancy among K-12 student populations (Berg, 1992; Egger et al., 2003; Klan et al., 2024; Rogers et al., 2024). Studies in this scoping review revealed that the only mental health related themes linked to SAPs among immigrant students were racism and post-migration trauma, both of which were associated with emotional distress among immigrants in previous research (Metzner et al., 2022; Motti-Stefanidi, 2023). Although these were the only themes identified in the mental health domain from studies in which SAPs were the secondary findings, previous studies reveal that acculturative stress is associated with discrimination, low SES, separation from families, language barrier and bullying (Berry, 1997; Doherty & Taylor, 2007; Liebkind et al., 2004; Mendoza et al., 2017; Pottie et al., 2015; Suárez-Orozco & Suárez-

Orozco, 2015). For example, Roche and Kuperminc (2012) found that discrimination stress was associated with lower school belonging among immigrant students and it was also found that school completion is linked with students' sense of school belonging (Frehill & Dunsmuir, 2015); however, there is a lack of research on the effects and prevalence of discrimination experiences, as well as acculturative stress on a broader context, on the SAPs among immigrant students in the Canadian K-12 setting.

Moreover, previous research also indicates that the risk factors associated with acculturative stress can be found in multiple domains. For example, parental and familial factors, such as involvement and supervision, have a crucial impact on students' regular school attendance (Islam & Shapla, 2021; Kearney et al., 2022). However, in the context of immigration, school-related distress and absenteeism may arise not only from low parental supervision or involvement, but also from family needs that require students' financial or translation assistance, a practice known as language brokering (Brown et al., 2020; Kam & Lazarevic, 2014; Suárez-Orozco et al., 2010), which is also reported in some of the reviewed studies in this scoping review (e.g., Kanu, 2008; Shakya et al., 2012; Xu et al., 2007). While this represents a unique post-migration experience and, according to Heyne et al.'s (2019) criteria, would be classified as school withdrawal, the prevalence of this form of absenteeism among immigrant students remains unknown and needs further research.

Delayed educational trajectories during the immigration process are a distinctive aspect of the acculturative stress among immigrant students. As previously discussed, some reviewed studies discussed the challenges of undocumented students during their enrollment to school. Broader literature similarly highlights that enrollment barriers can lead immigrant students not only to missing school days but also fall behind the academic content and important social skills

(Evans et al., 2020). Additionally, the delay in enrollment is especially critical when the students have disadvantaged backgrounds with low SES and different language spoken at home, elevating the risk of struggling in certain subjects (Ferri et al., 2023). In the context of immigration, such exclusionary practices extend beyond racism and discrimination, and future research should explore the post-migration experiences of immigrant students before their school enrollment to understand SAPs in this context.

Altogether, the themes emerged in this scoping review highlight the importance of examining the students' post-migration experiences in relation to school attendance problems across individual, family, school and structural levels. The unique experiences identified were primarily reported in qualitative studies through interviews and the extent and prevalence of these themes across immigrant populations and generations remain unknown. Consequently, SAPs warrants further research to explore the effects of acculturative stress on school absenteeism to inform the development of appropriate assessment tools and interventions.

Strengths and Limitations

This scoping review synthesized the Canadian literature on SAPs among immigrant and refugee K-12 student populations. Following the research objectives, it presented the results on the thirty-two studies' characteristics, including the nature and the quantity of the studies, and the variety of ways the SAPs were conceptualized and measured. Additionally, this review identified the research gaps based on the aims and thematic patterns found in the reviewed studies.

Considering the rising numbers of SAPs in Canada (Carmen & Rogers, 2024; Office of the Child and Youth Advocate Newfoundland & Labrador, 2019), this review addresses a unique gap in the literature by highlighting the challenges that immigrant and refugee K-12 students may be facing, and by underlining how SAPs may manifest in the context of acculturation.

Furthermore, the detailed synthesis across six databases and use of snowballing techniques enabled the inclusion of studies from diverse fields, such as psychology, sociology, medicine, criminology and social work, creating a holistic approach to understanding of SAPs.

This scoping review also has limitations. First, restricting the search to only English-language articles led to the exclusion of important French-language studies, especially in Quebec. Considering that Quebec is one of the provinces with the highest number of refugee claims and immigrant populations (Statistics Canada, 2022), future research should include French-language studies to provide more comprehensive insights about this population. This review also included only peer-reviewed articles, excluding the grey literature, such as dissertations and community reports, which may have limited the important evidence and increased the publication bias. Additionally, as a scoping review, the focus was on mapping and describing existing literature rather than evaluating causality or intervention effectiveness. Finally, since the construct of SAPs is not widely known or used among researchers, SAPs were often a secondary finding in studies and not explicitly labeled according to Heyne et al.'s (2019) conceptualization. Taken together, the lack of conceptualization in the literature did not allow for more explicit findings around the experiences of immigrant and refugee students with each type of SAP.

Implications

The findings of this scoping review highlight an urgent need for more studies exploring the school experiences of immigrant and refugee K-12 students in Canada, with particular attention to generational and legal status differences. Future research should explicitly differentiate between the types of SAPs using categories that are supported by theory and research on SAPs (e.g., Heyne et al., 2019; Kearney, 2008b) to explore emerging patterns and

clarify distinct risk and protective factors for each type of SAPs among this population. Additionally, future studies should also employ mixed-method designs to capture both subjective experiences with acculturative nuances through qualitative studies and ensure generalizability through quantitative methods. It is also important that future reviews include Francophone studies from Quebec to accurately capture how SAPs emerge there and understand the regional variations of SAPs. Lastly, longitudinal design would provide valuable insight into students' trajectories of disengagement, SAP types, and eventual dropout, informing research, practice and policy.

Acculturation experiences deeply shape the school experiences of immigrant and refugee students (Haenni Hoti et al., 2019; Schachner et al., 2017). The findings indicate that dropout and school exclusion were the most explicit and common SAP-related goals in the reviewed studies. This suggests that the collected school data only reflects the surface level of SAPs, and exclusionary practices may play a more central role in shaping immigrant and refugee students' absenteeism and dropout. These findings highlight the need for school authorities to go beyond collecting daily attendance data; while schools routinely record the reasons for student absences, these records are often inconsistent and may fail to accurately capture the complex underlying factors to immigrant and refugee students' absenteeism (Martin et al., 2020).

Finally, this review highlights that school exclusion may also operates at a policy-level, interfering with newcomer students' enrollment and access to education. Policy reviews should identify and resolve systemic barriers that perpetuate exclusion and result in long periods of missed school. Such interventions would help ensure that K-12 education is accessible to all children, regardless of their immigration status.

References

- Afia, K., Dion, E., Dupéré, V., Archambault, I., & Toste, J. (2019). Parenting practices during middle adolescence and high school dropout. *Journal of Adolescence (London, England.)*, 76, 55–64. <https://doi.org/10.1016/j.adolescence.2019.08.012>
- Allen, C. W., Diamond-Myrsten, S., & Rollins, L. K. (2018). School Absenteeism in Children and Adolescents. *American Family Physician*, 98(12), 738–744.
- American Psychological Association. (2018). *Acculturation*. In *APA Dictionary of Psychology*. <https://dictionary.apa.org/acculturation>
- Anisef, P., Brown, R. S., Phythian, K., Sweet, R., & Walters, D. (2010). Early school leaving among immigrants in Toronto secondary schools. *The Canadian Review of Sociology*, 47(2), 103–128. <https://doi.org/10.1111/j.1755-618X.2010.01226.x>
- Ansari, A., & Gottfried, M. A. (2021). The grade-level and cumulative outcomes of absenteeism. *Child Development*, 92(4), e548–e564. <https://doi.org/10.1111/cdev.13555>
- Ansari, A., Hofkens, T. L., & Pianta, R. C. (2020). Absenteeism in the first decade of education forecasts civic engagement and educational and socioeconomic prospects in young adulthood. *Journal of Youth and Adolescence*, 49(9), 1835–1848. <https://doi.org/10.1007/s10964-020-01272-4>
- Ansari, A., & Pianta, R. C. (2019). School absenteeism in the first decade of education and outcomes in adolescence. *Journal of School Psychology*, 76, 48–61. <https://doi.org/10.1016/j.jsp.2019.07.010>
- Antony-Newman, M. (2019). Parental involvement of immigrant parents: a meta-synthesis. *Educational Review (Birmingham)*, 71(3), 362–381. <https://doi.org/10.1080/00131911.2017.1423278>

- Antony-Newman, M., & Niyozov, S. (2023). Barriers and facilitators for academic success and social integration of refugee students in Canadian and US K–12 schools: A meta-synthesis. *Canadian Journal of Education*, 46(4), 980–1012. <https://doi.org/10.53967/cje-rce.5859>
- Archambault, I., Janosz, M., Dupéré, V., Brault, M., & Andrew, M. M. (2017). Individual, social, and family factors associated with high school dropout among low-SES youth: Differential effects as a function of immigrant status. *British Journal of Educational Psychology*, 87(3), 456–477. <https://doi.org/10.1111/bjep.12159>
- Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>
- Ayoub, M., & Zhou, G. (2021). Somali refugee students in Canadian schools: Postmigration experiences. *McGill Journal of Education*, 56(1), 33–51. <https://doi.org/10.7202/1087047ar>
- Badampudi, D., Wohlin, C., & Petersen, K. (2015, April 27). Experiences from using snowballing and database searches in systematic literature studies. In *Proceedings of the 19th International Conference on Evaluation and Assessment in Software Engineering (EASE '15)* (Article 17, pp. 1–10). Association for Computing Machinery. <https://doi.org/10.1145/2745802.2745818>
- Bakhshaei, M., Georgiou, T., & Mc Andrew, M. (2016a). Language of instruction and ethnic disparities in school success. *McGill Journal of Education*, 51(2), 689–713. <https://doi.org/10.7202/1038598ar>

- Bakhshaei, M., & Henderson, R. I. (2016b). Gender at the intersection with race and class in the schooling and wellbeing of immigrant-origin students. *BMC Women's Health*, 16(1), Article 47. <https://doi.org/10.1186/s12905-016-0328-0>
- Balkis, M., Arslan, G., & Duru, E. (2016). The school absenteeism among high school students: Contributing factors. *Educational Sciences: Theory & Practice*, 16(6), 1819–1831. <https://files.eric.ed.gov/fulltext/EJ1130748.pdf>
- Beiser, M., Dion, R., Gotowiec, A., Hyman, I., & Vu, N. (1995). Immigrant and refugee children in Canada. *Canadian Journal of Psychiatry*, 40(2), 67–72. <https://doi.org/10.1177/070674379504000203>
- Beiser, M., Hou, F., Hyman, I., & Tousignant, M. (2002). Poverty, family process, and the mental health of immigrant children in Canada. *American Journal of Public Health* (1971), 92(2), 220–227. <https://doi.org/10.2105/AJPH.92.2.220>
- Berg, I. (1992). Absence from school and mental health. *The British Journal of Psychiatry*, 161(2), 154–166. <https://doi.org/10.1192/bjp.161.2.154>
- Berry, J. W. (1997). Immigration, Acculturation, and Adaptation. *Applied Psychology*, 46(1), 5–34. <https://doi.org/10.1111/j.1464-0597.1997.tb01087.x>
- Berry, J. W., & Annis, R. C. (1974). Acculturative stress: The role of ecology, culture and differentiation. *Journal of Cross-Cultural Psychology*, 5(4), 382–406. <https://doi.org/10.1177/002202217400500402>
- Birioukov, A. (2016). Beyond the excused/unexcused absence binary: classifying absenteeism through a voluntary/involuntary absence framework. *Educational Review (Birmingham)*, 68(3), 340–357. <https://doi.org/10.1080/00131911.2015.1090400>

- Birioukov, A. (2021). Absent on absenteeism: Academic silence on student absenteeism in Canadian education. *Canadian Journal of Education*, 44(3), 718–731.
<https://doi.org/10.53967/cje-rce.v44i3.4663>
- Brabant, L. H., Lapierre, S., Damant, D., Dubé-Quenum, M., Lessard, G., & Fournier, C. (2016). Immigrant children: Their experience of violence at school and community in host country. *Children & Society*, 30(3), 241–251. <https://doi.org/10.1111/chso.12131>
- Brabeck, K. M., & Sibley, E. (2016). Immigrant parent legal status, parent–child relationships, and child social emotional wellbeing: A middle childhood perspective. *Journal of Child and Family Studies*, 25(4), 1155–1167. <https://doi.org/10.1007/s10826-015-0314-4>
- Brault, C., Thomas, I., Moro, M. R., & Benoit, L. (2022). School refusal in immigrants and ethnic minority groups: A qualitative study of adolescents' and young adults' experiences. *Frontiers in Psychiatry*, 13, 803517–803517.
<https://doi.org/10.3389/fpsyt.2022.803517>
- Brede, J., Remington, A., Kenny, L., Warren, K., & Pellicano, E. (2017). Excluded from school: Autistic students' experiences of school exclusion and subsequent re-integration into school. *Autism & Developmental Language Impairments*, 2.
<https://doi.org/10.1177/2396941517737511>
- Bronfenbrenner, U., and Morris, P. A. (2006). The bioecological model of human development. In W. Damon, and R. M. Lerner (Eds), *Handbook of Child Psychology: Theoretical Models of Human Development*, (Vol. 1, pp.793–828), John Wiley & Sons.
- Brown, A., McIsaac, J. L. D., Reddington, S., Hill, T., Brigham, S., Spencer, R., & Mandrona, A. (2020). Newcomer families' experiences with programs and services to support early

- childhood development in Canada: A scoping review. *Journal of Childhood, Education & Society*, 1(2), 198–215. <https://doi.org/10.37291/2717638X.20201249>
- Burton, P., & Phipps, S. (2010). *The well-being of immigrant children and parents in Canada* (Dalhousie Economics Working Paper No. 2010-09). Dalhousie University, Department of Economics.
<https://wp.economics.dal.ca/RePEc/dal/wpaper/DalEconWP2010-09.pdf>
- Canadian Council for Refugees. (2010, June). *Don't Ask, Don't Tell Policy* (Resolution No. 2). Canadian Council for Refugees. Retrieved August 11, 2025, from
<https://ccrweb.ca/en/res/dont-ask-dont-tell-policy>
- Carmen, T., & Rogers, M. A. (2024, Mar 27). Kids are missing more school since the pandemic. *CBC News*. <https://www.cbc.ca/news/canada/school-absence-data-1.7156254>
- Carranza, M. E. (2007). Building resilience and resistance against racism and discrimination among Salvadorian female youth in Canada. *Child & Family Social Work*, 12(4), 390–398. <https://doi.org/10.1111/j.1365-2206.2007.00492.x>
- Chun, H., & Mobley, M. (2014). The “Immigrant Paradox” phenomenon: Assessing problem behaviors and risk factors among immigrant and native adolescents. *The Journal of Primary Prevention*, 35(5), 339–356. <https://doi.org/10.1007/s10935-014-0359-y>
- Closson, L. M., Darwich, L., Hymel, S., & Waterhouse, T. (2014). Ethnic discrimination among recent immigrant adolescents: Variations as a function of ethnicity and school context. *Journal of Research on Adolescence*, 24(4), 608–614. <https://doi.org/10.1111/jora.12089>
- Community Health Systems Resource Group, The Hospital for Sick Children. (2005, May 30). *Early school leavers: Understanding the lived reality of student disengagement from*

secondary school. Final report. Ontario Ministry of Education and Training, Special Education Branch.

Corville-Smith, J., Ryan, B. A., Adams, G. R., & Dalicandro, T. (1998). Distinguishing absentee students from regular attenders: The combined influence of personal, family, and school factors. *Journal of Youth and Adolescence*, 27(5), 629–640.

<https://doi.org/10.1023/A:1022887124634>

Crosnoe, R., & López Turley, R. N. (2011). K–12 educational outcomes of immigrant youth. *The Future of Children*, 21(1), 129–152.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5541052/>

De Broucker., P. (2005). *Without a paddle: What to do about Canada's young drop-outs.*

Canadian Policy Research Network Inc.

https://oaresource.library.carleton.ca/cprn/39460_en.pdf

De Witte, K., Cabus, S., Thyssen, G., Groot, W., & Maassen van den Brink, H. (2013). A critical review of the literature on school dropout. *Educational Research Review*, 10, 13–28.

<https://doi.org/10.1016/j.edurev.2013.05.002>

Dinovitzer, R., Hagan, J., & Levi, R. (2009). Immigration and youthful illegalities in a global edge city. *Social Forces*, 88(1), 337–372. <https://doi.org/10.1353/sof.0.0229>

Dinovitzer, R., Hagan, J., & Parker, P. (2003). Choice and circumstance: Social capital and planful competence in the attainments of immigrant youth. *Canadian Journal of*

Sociology, 28(4), 463–488. <https://doi.org/10.2307/3341838>

Doherty, A., & Taylor, T. (2007). Sport and physical recreation in the settlement of immigrant youth. *Leisure = Loisir*, 31(1), 27–55. <https://doi.org/10.1080/14927713.2007.9651372>

- Driscoll, A. K. (1999). Risk of high school dropout among immigrant and native Hispanic youth. *International Migration Review*, 33(4), 857–875.
<https://doi.org/10.1177/019791839903300402>
- Dupéré, V., Dion, E., Leventhal, T., Archambault, I., Crosnoe, R., & Janosz, M. (2018a). High school dropout in proximal context: The triggering role of stressful life events. *Child Development*, 89(2), e107–e122. <https://doi.org/10.1111/cdev.12792>
- Dupéré, V., Dion, E., Nault-Brière, F., Archambault, I., Leventhal, T., & Lesage, A. (2018b). Revisiting the link between depression symptoms and high school dropout: Timing of exposure matters. *Journal of Adolescent Health*, 62(2), 205–211.
<https://doi.org/10.1016/j.jadohealth.2017.09.024>
- Eaton, D. K., Brener, N., & Kann, L. K. (2008). Associations of health risk behaviors with school absenteeism. Does having permission for the absence make a difference? *The Journal of School Health*, 78(4), 223–229. <https://doi.org/10.1111/j.1746-1561.2008.00290.x>
- Egger, H. L., Costello, J. E., & Angold, A. (2003). School refusal and psychiatric disorders: A community study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 42(7), 797–807. <https://doi.org/10.1097/01.CHI.0000046865.56865.79>
- Epstein, S., Roberts, E., Sedgwick, R., Polling, C., Finning, K., Ford, T., Dutta, R., & Downs, J. (2020). School absenteeism as a risk factor for self-harm and suicidal ideation in children and adolescents: A systematic review and meta-analysis. *European Child & Adolescent Psychiatry*, 29(9), 1175–1194. <https://doi.org/10.1007/s00787-019-01327-3>
- Evans, G. W., Li, D., & Whipple, S. S. (2013). Cumulative risk and child development. *Psychological Bulletin*, 139(6), 1342–1396. <https://doi.org/10.1037/a0031808>

- Evans, K., Perez-Aponte, J., & McRoy, R. (2020). Without a paddle: Barriers to school enrollment procedures for immigrant students and families. *Education and Urban Society*, 52(9), 1283–1304. <https://doi.org/10.1177/0013124519894976>
- Farrales, M. (2016). Delayed, deferred and dropped out: Geographies of Filipino-Canadian high school students. *Children's Geographies*, 15(1), 1–17. <https://doi.org/10.1080/14733285.2016.1219020>
- Ferguson, B. W. (2005). *Early school leavers understanding the lived reality of student disengagement from secondary school: Final report*. Ontario Ministry of Education and Training, Special Education Branch.
- Ferri, V., Di Castro, G., & Marsiglia, S. (2023). Exploring immigrant gaps in education: Empirical evidence. *Journal of Research and Didactics in Geography*, 12(1), 11–23. <https://doi.org/10.4458/5970-02>
- Ford, T., Parker, C., Salim, J., Goodman, R., Logan, S., & Henley, W. (2018). The relationship between exclusion from school and mental health: A secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007. *Psychological Medicine*, 48(4), 629–641. <https://doi.org/10.1017/S003329171700215X>
- Francis, J. (2021). I am nobody here: Institutional humanism and the discourse of disposability in the lives of criminalized refugee youth in Canada. *Race and Justice*, 11(2), 226–246. <https://doi.org/10.1177/2153368718780219>
- Frehill, N., & Dunsmuir, S. (2015). The influence of sense of school belonging on Traveller students' secondary school completion. *Educational & Child Psychology*, 32(2), 10–22. <https://doi.org/10.53841/bpsecp.2015.32.2.10>

- Fuhs, M. W., Nesbitt, K. T., & Jackson, H. (2018). Chronic absenteeism and preschool children's executive functioning skills development. *Journal of Education for Students Placed at Risk*, 23(1–2), 39–52. <https://doi.org/10.1080/10824669.2018.1438201>
- Gadermann, A. M., Gagné Petteni, M., Janus, M., Puyat, J. H., Guhn, M., & Georgiades, K. (2022). Prevalence of mental health disorders among immigrant, refugee, and nonimmigrant children and youth in British Columbia, Canada. *JAMA Network Open*, 5(2), e2144934. <https://doi.org/10.1001/jamanetworkopen.2021.44934>
- George, M. A., & Bassani, C. (2018). Influence of perceived racial discrimination on the health of immigrant children in Canada. *Journal of International Migration and Integration*, 19(3), 527–540. <https://doi.org/10.1007/s12134-018-0539-3>
- Glock, S., Kneer, J., & Kovacs, C. (2013). Preservice teachers' implicit attitudes toward students with and without immigration background: A pilot study. *Studies in Educational Evaluation*, 39(4), 204–210. <https://doi.org/10.1016/j.stueduc.2013.09.003>
- González, C., Kearney, C. A., Vicent, M., & Sanmartín, R. (2021). Assessing school attendance problems: A critical systematic review of questionnaires. *International Journal of Educational Research*, 105, Article 101702. <https://doi.org/10.1016/j.ijer.2020.101702>
- Gottfried, M. A. (2014). Chronic absenteeism and its effects on students' academic and socioemotional outcomes. *Journal of Education for Students Placed at Risk*, 19(2), 53–75. <https://doi.org/10.1080/10824669.2014.962696>
- Gottfried, M. A. (2019). Chronic absenteeism in the classroom context: Effects on achievement. *Urban Education (Beverly Hills, Calif.)*, 54(1), 3–34. <https://doi.org/10.1177/0042085915618709>

- Ginsburg, A., Jordan, P., & Chang, H. (2014). *Absences add up: How school attendance influences student success*. Attendance Works. https://www.attendanceworks.org/wp-content/uploads/2017/05/Absences-Add-Up_September-3rd-2014.pdf
- Gubbels, J., van der Put, C. E., & Assink, M. (2019). Risk factors for school absenteeism and dropout: A meta-analytic review. *Journal of Youth and Adolescence*, 48(9), 1637–1667. <https://doi.org/10.1007/s10964-019-01072-5>
- Guruge, S., & Butt, H. (2015). A scoping review of mental health issues and concerns among immigrant and refugee youth in Canada: Looking back, moving forward. *Canadian Journal of Public Health*, 106(2), e72–e78. <https://doi.org/10.17269/CJPH.106.4588>
- Halligan, C., & Cryer, S. (2022). Emotionally based school avoidance (EBSA): Students' views of what works in a specialist setting. *Continuity in Education*, 3(1), 13–24. <https://doi.org/10.5334/cie.38>
- Hamilton, H. A., Noh, S., & Adlaf, E. M. (2009). Adolescent risk behaviours and psychological distress across immigrant generations. *Canadian Journal of Public Health*, 100(3), 221–225. <https://doi.org/10.1007/BF03405545>
- Han, W. J. (2008). The academic trajectories of children of immigrants and their school environments. *Developmental Psychology*, 44(6), 1572–1590. <https://doi.org/10.1037/a0013886>
- Hancock, K. J., Shepherd, C. C., Lawrence, D., & Zubrick, S. R. (2013). *Student attendance and educational outcomes: Every day counts*. Report for the Department of Education, Employment and Workplace Relations, Canberra, Australia. <https://www.thekids.org.au/globalassets/media/documents/research-topics/student-attendance-and-educational-outcomes-2015.pdf>

- Heyne, D., Gren-Landell, M., Melvin, G., & Gentle-Genitty, C. (2019). Differentiation between school attendance problems: Why and how? *Cognitive and Behavioral Practice*, 26(1), 8–34. <https://doi.org/10.1016/j.cbpra.2018.03.006>
- Hood, W., Bradley, G. L., & Ferguson, S. (2017). Mediated effects of perceived discrimination on adolescent academic achievement: A test of four models. *Journal of Adolescence*, 54, 82–93. <https://doi.org/10.1016/j.adolescence.2016.11.011>
- Ingul, J. M., Klöckner, C. A., Silverman, W. K., & Nordahl, H. M. (2012). Adolescent school absenteeism: Modelling social and individual risk factors. *Child and Adolescent Mental Health*, 17(2), 93–100. <https://doi.org/10.1111/j.1475-3588.2011.00615.x>
- Ingul, J. M., & Nordahl, H. M. (2013). Anxiety as a risk factor for school absenteeism: What differentiates anxious school attenders from non-attenders? *Annals of General Psychiatry*, 12(1), 25–25. <https://doi.org/10.1186/1744-859x-12-25>
- Islam, K., & Shapla, T. J. (2021). The significance of parental involvements in reducing K–12 students' absenteeism. *European Journal of Educational Research*, 10(3), 1215–1225. <https://doi.org/10.12973/eu-jer.10.3.1215>
- Jacobson, M. R. (2021). An exploratory analysis of the necessity and utility of trauma-informed practices in education. *Preventing School Failure*, 65(2), 124–134. <https://doi.org/10.1080/1045988X.2020.1848776>
- Janosz, M., Archambault, I., Morizot, J., & Pagani, L. S. (2008a). School engagement trajectories and their differential predictive relations to dropout. *Journal of Social Issues*, 64(1), 21–40. <https://doi.org/10.1111/j.1540-4560.2008.00546.x>

- Janosz, M., Archambault, I., Pagani, L. S., Pascal, S., Morin, A. J. S., & Bowen, F. (2008b). Are there detrimental effects of witnessing school violence in early adolescence? *Journal of Adolescent Health, 43*(6), 600–608. <https://doi.org/10.1016/j.jadohealth.2008.04.011>
- Janosz, M., Bisset, S. L., Pagani, L. S., & Levin, B. (2011). Educational Systems and School Dropout in Canada. In *School Dropout and Completion* (pp. 295–320). Springer Netherlands. https://doi.org/10.1007/978-90-481-9763-7_17
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education (Beverly Hills, Calif.)*, *42*(1), 82–110. <https://doi.org/10.1177/0042085906293818>
- Kam, J. A., & Lazarevic, V. (2014). The stressful (and not so stressful) nature of language brokering: Identifying when brokering functions as a cultural stressor for Latino immigrant children in early adolescence. *Journal of Youth and Adolescence, 43*(12), 1994–2011. <https://doi.org/10.1007/s10964-013-0061-z>
- Kanu, Y. (2008). Educational needs and barriers for African refugee students in Manitoba. *Canadian Journal of Education, 31*(4), 915–940. <https://www.jstor.org/stable/20466734>
- Kayaalp, D. (2014). Educational inclusion/exclusion of Turkish immigrant youth in Vancouver, Canada: a critical analysis. *International Journal of Inclusive Education, 18*(7), 655–668. <https://doi.org/10.1080/13603116.2013.802031>
- Kearney, C. A. (2002). Identifying the function of school refusal behavior: A revision of the school refusal assessment scale. *Journal of Psychopathology and Behavioral Assessment, 24*(4), 235-. <https://doi.org/10.1023/A:1020774932043>

- Kearney, C. A. (2003). Bridging the gap among professionals who address youths with school absenteeism: Overview and suggestions for consensus. *Professional Psychology, Research and Practice*, 34(1), 57–65. <https://doi.org/10.1037/0735-7028.34.1.57>
- Kearney, C. A. (2008a). School absenteeism and school refusal behavior in youth: A contemporary review. *Clinical Psychology Review*, 28(3), 451–471. <https://doi.org/10.1016/j.cpr.2007.07.012>
- Kearney, C. A. (2008b). An interdisciplinary model of school absenteeism in youth to inform professional practice and public policy. *Educational Psychology Review*, 20(3), 257–282. <https://doi.org/10.1007/s10648-008-9078-3>
- Kearney, C. A., Benoit, L., Gonzálvez, C., & Keppens, G. (2022). School attendance and school absenteeism: A primer for the past, present, and theory of change for the future. *Frontiers in Education (Lausanne)*, 7. <https://doi.org/10.3389/feduc.2022.1044608>
- Kearney, C. A., Dupont, R., Fensken, M., & Gonzálvez, C. (2023). School attendance problems and absenteeism as early warning signals: review and implications for health-based protocols and school-based practices. *Frontiers in Education (Lausanne)*, 8. <https://doi.org/10.3389/feduc.2023.1253595>
- Kearney, C. A., & Silverman, W. K. (1990). A preliminary analysis of a functional model of assessment and treatment for school refusal behavior. *Behavior Modification*, 14(3), 340–366. <https://doi.org/10.1177/01454455900143007>
- Kipfer, K. (2010). *Creating access: An examination of the viability of Toronto's Don't Ask Don't Tell policy as a tool of access for undocumented residents* (Master's major research paper, Ryerson University). Ryerson University. https://rshare.library.torontomu.ca/articles/thesis/Creating_access_an_examin

ation of the viability of Toronto's Don't Ask Don't Tell policy as a tool of access for undocumented residents/14655843

- Klan, A., Whitley, J., Krause, A., McBrearty, N., Rogers, M. A., & Smith, J. D. (2024). An exploration of school attendance problems experienced by children receiving mental health services. *Educational & Child Psychology*, 41(1), 73–92.
<https://doi.org/10.53841/bpsecp.2024.41.1.73>
- Knollmann, M., Reissner, V., & Hebebrand, J. (2019). Towards a comprehensive assessment of school absenteeism: Development and initial validation of the inventory of school attendance problems. *European Child & Adolescent Psychiatry*, 28(3), 399–414.
<https://doi.org/10.1007/s00787-018-1204-2>
- Koehl, A. (2007). Unlocking the school door: Immigration status and the right to learn. *Education Canada*, 47(3), 58–61.
- Krause, A., Goldberg, B., D'Agostino, B., Klan, A., Rogers, M., Smith, J. D., Whitley, J., Hone, M., & McBrearty, N. (2020). The association between problematic school behaviours and social and emotional development in children seeking mental health treatment. *Emotional and Behavioural Difficulties*, 25(3–4), 278–290.
<https://doi.org/10.1080/13632752.2020.1861852>
- Landis, R. N., & Reschly, A. L. (2011). An examination of compulsory school attendance ages and high school dropout and completion. *Educational Policy (Los Altos, Calif.)*, 25(5), 719–761. <https://doi.org/10.1177/0895904810374851>
- Law, M., Stewart, D., Letts, L., Pollock, N., Bosch, J., & Westmorland, M. (1998). *Guidelines for critical review of qualitative studies*. McMaster University, Occupational Therapy

- Evidence-Based Practice Research Group. <https://canchild.ca/wp-content/uploads/2025/03/qualguide.pdf?license=yes>
- Li, G. (2003). Literacy, culture, and politics of schooling: Counternarratives of a Chinese Canadian family. *Anthropology & Education Quarterly*, 34(2), 182–204.
<https://doi.org/10.1525/aeq.2003.34.2.182>
- Liebkind, K., Jasinskaja-Lahti, I., & Solheim, E. (2004). Cultural identity, perceived discrimination, and parental support as determinants of immigrants' school adjustments: Vietnamese youth in Finland. *Journal of Adolescent Research*, 19(6), 635–656.
<http://doi.org/10.1177/0743558404269279>
- Lomholt, J. J., Arendt, J. N., Bolvig, I., & Thastum, M. (2022). Children with school absenteeism: Comparing risk factors individually and in domains. *Scandinavian Journal of Educational Research*, 66(3), 411–426.
<https://doi.org/10.1080/00313831.2020.1869085>
- Martin, R., Benoit, J. P., Moro, M. R., & Benoit, L. (2020). School refusal or truancy? A qualitative study of misconceptions among school personnel about absenteeism of children from immigrant families. *Frontiers in Psychiatry*, 11, 202–202.
<https://doi.org/10.3389/fpsy.2020.00202>
- Ma, X. (2002). The first ten years in Canada: A multi-level assessment of behavioural and emotional problems of immigrant children. *Canadian Public Policy*, 28(3), 395–418.
<https://doi.org/10.2307/3552229>
- Makarova, E., & Herzog, W. (2013). Hidden school dropout among immigrant students: A cross-sectional study. *Intercultural Education*, 24(6), 559–572.
<https://doi.org/10.1080/14675986.2013.867603>

- Maximova, K., O'Loughlin, J., & Gray-Donald, K. (2011). Healthy weight advantage lost in one generation among immigrant elementary school children in multi-ethnic, disadvantaged, inner-city neighborhoods in Montreal, Canada. *Annals of Epidemiology*, 21(4), 238–244. <https://doi.org/10.1016/j.annepidem.2011.01.002>
- McHugh, M. L. (2012). Interrater reliability: The kappa statistic. *Biochemia Medica*, 22(3), 276–282. <https://doi.org/10.11613/BM.2012.031>
- Melvin, G. A., Heyne, D., Gray, K. M., Hastings, R. P., Totsika, V., Tonge, B. J., & Freeman, M. M. (2019). The kids and teens at school (KiTeS) framework: An inclusive bioecological systems approach to understanding school absenteeism and school attendance problems. *Frontiers in Education (Lausanne)*, 4. <https://doi.org/10.3389/feduc.2019.00061>
- Mendoza, M. M., Dmitrieva, J., Perreira, K. M., Hurwich-Reiss, E., & Watamura, S. E. (2017). The effects of economic and sociocultural stressors on the well-being of children of Latino immigrants living in poverty. *Cultural Diversity & Ethnic Minority Psychology*, 23(1), 15–26. <https://doi.org/10.1037/cdp0000111>
- Metzner, F., Adedeji, A., Wichmann, M. L.-Y., Zaheer, Z., Schneider, L., Schlachzig, L., Richters, J., Heumann, S., & Mays, D. (2022). Experiences of discrimination and everyday racism among children and adolescents with an immigrant background: Results of a systematic literature review on the impact of discrimination on the developmental outcomes of minors worldwide. *Frontiers in Psychology*, 13, 805941. <https://doi.org/10.3389/fpsyg.2022.805941>
- Mokhtarian, N., Smith, J. D., Whitley, J., Rogers, M., McBrearty, N. (2024). *Roll call: A scoping review of research pertaining to school attendance problems*. Social Sciences and Humanities Research Council. <https://www.sshrc-crsh.gc.ca/society-societe/community->

communitite/ifca-iac/evidence_briefs-donnees_probantes/emerging_asocial_society-emergence-societe-asociale/smith-eng.aspx

- Montazer, S., & Wheaton, B. (2011). The impact of generation and country of origin on the mental health of children of immigrants. *Journal of Health and Social Behavior*, 52(1), 23–42. <https://doi.org/10.1177/0022146510395027>
- Motti-Stefanidi, F. (2023). Acculturation and resilience of immigrant-origin youth: Do their school experiences reflect nonimmigrants’ “native supremacy”? *Development and Psychopathology*, 35(5), 2155–2167. <https://doi.org/10.1017/S0954579423000895>
- Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A., & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMC Medical Research Methodology*, 18(1), 143–143. <https://doi.org/10.1186/s12874-018-0611-x>
- Nápoles-Springer, A. M., & Stewart, A. L. (2006). Overview of qualitative methods in research with diverse populations: Making research reflect the population. *Medical Care*, 44(11 Suppl 3), S5–S9. <https://www.jstor.org/stable/41219498>
- National Center for Education Statistics. (2022). More than 80 percent of U.S. public schools report pandemic has negatively impacted student behavior and socio-emotional development. *Education Business Weekly*, 918. NewsRX LLC. https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp
- OECD. (2015). Immigrant Students at School: Easing the Journey towards Integration. OECD Publishing. <http://dx.doi.org/10.1787/9789264249509-en>

Office of the Child and Youth Advocate. (2019, January). *Chronic absenteeism: When children disappear*. Government of Newfoundland and Labrador.

<https://www.childandyouthadvocate.nl.ca/files/ChronicAbsenteeismJan2019.pdf>

Oxman-Martinez, J., Rummens, A. J., Moreau, J., Choi, Y. R., Beiser, M., Ogilvie, L., &

Armstrong, R. (2012). Perceived ethnic discrimination and social exclusion: Newcomer immigrant children in Canada. *American Journal of Orthopsychiatry*, 82(3), 376–388.

<https://doi.org/10.1111/j.1939-0025.2012.01161.x>

Pit-ten Cate, I. M., & Glock, S. (2019). Teachers' implicit attitudes toward students from different social groups: A meta-analysis. *Frontiers in Psychology*, 10, 2832–2832.

<https://doi.org/10.3389/fpsyg.2019.02832>

Pivovarova, M., & Powers, J. M. (2019). Generational status, immigrant concentration and academic achievement: Comparing first and second-generation immigrants with third-plus generation students. *Large-scale Assessments in Education*, 7(7).

<https://doi.org/10.1186/s40536-019-0075-4>

Plenty, S., & Jonsson, J. O. (2017). Social exclusion among peers: The role of immigrant status and classroom immigrant density. *Journal of Youth and Adolescence*, 46(6), 1275–1288.

<https://doi.org/10.1007/s10964-016-0564-5>

Pottie, K., Dahal, G., Georgiades, K., Premji, K., & Hassan, G. (2015). Do first generation immigrant adolescents face higher rates of bullying, violence and suicidal behaviours than do third generation and native born? *Journal of Immigrant and Minority Health*,

17(5), 1557–1566. <https://doi.org/10.1007/s10903-014-0108-6>

- Queirós, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, 3(9).
<https://doi.org/10.5281/zenodo.887089>
- Rasasingham, R. (2015). The risk and protective factors of school absenteeism. *Open Journal of Psychiatry*, 5(5), 195-203. <https://doi.org/10.4236/ojpsych.2015.52023>
- Reid, K. (2005). The causes, views and traits of school absenteeism and truancy: An analytical review. *Research in Education (Manchester)*, 74(1), 59–82.
<https://doi.org/10.7227/RIE.74.6>
- Robson, K., Pullman, A., Maier, R., Anisef, P., & Brown, R. S. (2021). What matters more? What matters less? Changes in the transition to post-secondary between two Toronto high-school cohorts. *Canadian Journal of Higher Education (1975)*, 51(2), 15–32.
<https://doi.org/10.47678/cjhe.vi0.188965>
- Roche, C., & Kuperminc, G. P. (2012). Acculturative stress and school belonging among Latino youth. *Hispanic Journal of Behavioral Sciences*, 34(1), 61–76.
<https://doi.org/10.1177/0739986311430084>
- Rogers, M. A., Klan, A., Oram, R., Krause, A., Whitley, J., Smith, D. J., & McBrearty, N. (2024). School absenteeism and child mental health: A mixed-methods study of internalizing and externalizing symptoms. *School Mental Health*, 16(2), 331–342.
<https://doi.org/10.1007/s12310-024-09640-2>
- Rogers-Sirin, L., Ryce, P., & Sirin, S. R. (2014). Acculturation, acculturative stress, and cultural mismatch and their influences on immigrant children and adolescents' well-being. In R. Dimitrova, M. Bender, & F. Van De Vijver (Eds.), *Global Perspectives on Well-Being in*

- Immigrant Families* (pp. 11–30). Springer New York. https://doi.org/10.1007/978-1-4614-9129-3_2
- Rosenthal, L., Moro, M. R., & Benoit, L. (2020). Migrant parents of adolescents with school refusal: A qualitative study of parental distress and cultural barriers in access to care. *Frontiers in Psychiatry, 10*, 942–942. <https://doi.org/10.3389/fpsyt.2019.00942>
- Ross, C. E., & Wu, C. (1995). The links between education and health. *American Sociological Review, 60*(5), 719–745. <https://doi.org/10.2307/2096319>
- Rossiter, M. J., & Rossiter, K. R. (2009). Diamonds in the rough: Bridging gaps in supports for at-risk immigrant and refugee youth. *Journal of International Migration and Integration, 10*(4), 409–429. <https://doi.org/10.1007/s12134-009-0110-3>
- Rothon, C., Heath, A., & Lessard-Phillips, L. (2009). The educational attainments of the “second generation”: A comparative study of Britain, Canada, and the United States. *Teachers College Record (1970), 111*(6), 1404–1443. <https://doi.org/10.1177/016146810911100607>
- Şahin, Ş., Arseven, Z., & Kılıç, A. (2016). Causes of student absenteeism and school dropouts. *International Journal of Instruction, 9*(1), 195–210. <https://doi.org/10.12973/iji.2016.9115a>
- Salami, B., Alaazi, D. A., Ibrahim, S., Yohani, S., Scott, S. D., Vallianatos, H., Urichuk, L., & Islam, B. (2022). African immigrant parents’ perspectives on the factors influencing their children’s mental health. *Journal of Child and Family Studies, 31*(1), 142–154. <https://doi.org/10.1007/s10826-021-02130-y>
- Salami, B., Mason, A., Salma, J., Yohani, S., Amin, M., Okeke-Ihejirika, P., & Ladha, T. (2020). Access to healthcare for immigrant children in Canada. *International Journal of*

Environmental Research and Public Health, 17(9), 3320-.

<https://doi.org/10.3390/ijerph17093320>

Schechter, S. R., & Bell, N. (2021). Supporting early study abroad students in Ontario: Case study of a collaborative action research initiative, with conditions changing underfoot. *The Canadian Journal of Action Research*, 22(1), 4–26.

<https://doi.org/10.33524/cjar.v22i1.535>

Schleifer, B., & Ngo, H. (2005). Immigrant Children and Youth in Focus. *Canadian Issues*, 29-33.

Schwartz, S. J. Unger, J. B. Zamboanga, B. L. & Szapocznik, J. (2010). Rethinking the concept of acculturation: Implications for theory and research. *American Psychologist*, 65(4), 237-251. <https://doi.org/10.1037/a0019330>

Shakya, Y. B., Guruge, S., Hynie, M., Akbari, A., Malik, M., Htoo, S., Khogali, A., Mona, S. A., Murtaza, R., & Alley, S. (2012). Aspirations for higher education among newcomer refugee youth in Toronto: Expectations, challenges, and strategies. *Refuge: Canada's Journal on Refugees*, 27(2), 65–78. <https://doi.org/10.25071/1920-7336.34723>

Shreffler, K. M., Giano, Z., Cox, R. B., Merten, M. J., & Gallus, K. L. (2018). Parental documentation status and academic attitudes and expectations among early adolescent Latinos. *Journal of Adolescence (London, England.)*, 64(1), 48–51.

<https://doi.org/10.1016/j.adolescence.2018.01.006>

Sidhu, N. (2008). *The right to learn: Access to public education for non-status immigrants*. Social Planning Council of Toronto.

- Sirin, S. R., Ryce, P., Gupta, T., & Rogers-Sirin, L. (2013). The role of acculturative stress on mental health symptoms for immigrant adolescents: A longitudinal investigation. *Developmental Psychology*, 49(4), 736–748. <https://doi.org/10.1037/a0028398>
- Sosa, T., & Gomez, K. (2012). Connecting teacher efficacy beliefs in promoting resilience to support of Latino students. *Urban Education (Beverly Hills, Calif.)*, 47(5), 876–909. <https://doi.org/10.1177/0042085912446033>
- Statistics Canada. (2017, October 25). *Education in Canada: Key results from the 2016 Census*. Government of Canada. <https://www12.statcan.gc.ca/census-recensement/2016/as-sa/98-200-x/2016015/98-200-x2016015-eng.cfm>
- Stemler, S. E. (2015). Emerging trends in content analysis. In R.A. Scott & S.M. Kosslyn (Eds.), *Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable and linkable resource* (pp. 1-14). Wiley. <https://doi.org/10.1002/9781118900772.etrds0053>
- Stermac, L., Elgie, S., Clarke, A., & Dunlap, H. (2012). Academic experiences of war-zone students in Canada. *Journal of Youth Studies*, 15(3), 311–328. <https://doi.org/10.1080/13676261.2011.643235>
- Suárez-Orozco, C., Gaytán, F. X., Bang, H. J., Pakes, J., O'Connor, E., & Rhodes, J. (2010). Academic trajectories of newcomer immigrant youth. *Developmental Psychology*, 46(3), 602-618. <https://doi.org/10.1037/a0018201>
- Suárez-Orozco, M. M., & Suárez-Orozco, C. (2015). Children of immigration. *Phi Delta Kappan*, 97(4), 8–14. <https://doi.org/10.1177/0031721715619911>
- Support Services for Education. (n.d.). *Emotionally Based School Avoidance (EBSA)*. <https://www.supportservicesforeducation.co.uk/page/20029>

- Toohy, K., & Derwing, T. M. (2008). Hidden losses: How demographics can encourage incorrect assumptions about ESL high school students' success. *Alberta Journal of Educational Research*, 54(2), 178–193. <https://doi.org/10.55016/ojs/ajer.v54i2.55221>
- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., Straus, S. E. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine*, 169(7), 467–473. <https://doi.org/10.7326/m18-0850>
- Tuey, C., & Bastien, N. (2023). *Non-permanent residents in Canada: Portrait of a growing population from the 2021 Census* (Catalogue no. 75-006-X). Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/75-006-x/2023001/article/00006-eng.htm>
- Ulaş, S., González, C., & Seçer, İ. (2024). School refusal: Mapping the literature by bibliometric analysis. *Frontiers in Psychology*, 15, 1265781–1265781. <https://doi.org/10.3389/fpsyg.2024.1265781>
- Vang, Z., Sigouin, J., Flenon, A., & Gagnon, A. (2015). The healthy immigrant effect in Canada: A systematic review. *Population Change and Lifecourse Strategic Knowledge Cluster Discussion Paper Series*, 3(1), Article 4. University of Western Ontario. <https://ir.lib.uwo.ca/pclc/vol3/iss1/4>
- Vatanparast, H., Nisbet, C., & Gushulak, B. (2013). Vitamin D insufficiency and bone mineral status in a population of newcomer children in Canada. *Nutrients*, 5(5), 1561–1572. <https://doi.org/10.3390/nu5051561>

- Veland, J., Midthassel, U. V., & Idsøe, T. (2009). Perceived socio-economic status and social inclusion in school: Interactions of disadvantages. *Scandinavian Journal of Educational Research*, 53(6), 515–531. <https://doi.org/10.1080/00313830903301994>
- Villegas, F. J. (2018). “Don’t ask, don’t tell”: Examining the illegalization of undocumented students in Toronto, Canada. *British Journal of Sociology of Education*, 39(8), 1111–1125. <https://doi.org/10.1080/01425692.2018.1467265>
- Walsh, C. A., Walsh, C., Este, D., Estes, D., Krieg, B., & Giurgiu, B. (2011). Needs of refugee children in Canada: What can Roma refugee families tell us? *Journal of Comparative Family Studies*, 42(4), 599–613. <https://doi.org/10.3138/jcfs.42.4.599>
- Wang, H.-Y., Wong, G. W. K., Chen, Y.-Z., Ferguson, A. C., Greene, J. M., Ma, Y., Zhong, N.-S., Lai, C. K. W., & Sears, M. R. (2008). Prevalence of asthma among Chinese adolescents living in Canada and in China. *Canadian Medical Association Journal (CMAJ)*, 179(11), 1133–1142. <https://doi.org/10.1503/cmaj.071797>
- West Sussex Educational Psychology Service. (2022, January). *Emotionally Based School Avoidance* [PDF]. West Sussex County Council. <https://schools.westsussex.gov.uk/Page/10483>
- Xu, S., Connelly, F. M., He, M. F., & Phillion, J. (2007). Immigrant students’ experience of schooling: A narrative inquiry theoretical framework. *Journal of Curriculum Studies*, 39(4), 399–422. <https://doi.org/10.1080/00220270601148144>
- Yang, K. E., & Ham, S. H. (2017). Truancy as systemic discrimination: Anti-discrimination legislation and its effect on school attendance among immigrant children. *The Social Science Journal (Fort Collins)*, 54(2), 216–226. <https://doi.org/10.1016/j.soscij.2017.02.001>

Zhang, M. (2003). Links between school absenteeism and child poverty. *Pastoral Care in Education*, 21(1), 10–17. <https://doi.org/10.1111/1468-0122.00249>

Appendix A

Table 4

ERIC OVID Search Strategy

Line	Term or phrase	Results (#)
1	attendance/ or attendance patterns/ or average daily attendance/ or school attendance legislation	9190
2	truancy/	1417
3	suspension/ or expulsion/ or dropouts/ or potential dropouts/ or dropout prevention/ or dropout rate/ or dropout characteristics/ or dropout programs/ or dropout research/ or graduation/ or graduation rate/ or academic persistence/ or dropout attitudes/ or dropout characteristics/ or "withdrawal (education)"/	36206
4	((((school* or student* or pupil*) and (attend* or absen* or truan* or "non attend*" or nonattend* or suspend* or suspension* or expel* or expulsion* or dropout* or abandon* or completion or graduat* or exclu*)) or (school* adj3 (phobi* or anxiet* or refus* or aversion or avoid* or withdraw*)))).ti,ab	162623
5	School leaver*.mp.	837
6	School leaving*.mp.	543
7	1 or 2 or 3 or 4 or 5 or 6	179004
8	immigrants/ or undocumented immigrants/ or refugees/ or migrants/ or migrant workers/ or foreign nationals/	23107
9	(immigrant* or immigration* or emigrant* or emigration* or incomer* or "in comer*" or "new comer*" or newcomer* or resettler* or "foreign born" or refugee* or "asylum seeker*" or asylee* or "displaced person"	26574

	or "displaced people" or migrant*).ti,ab	
10	8 or 9	32460
11	(canad* OR "british columbia*" OR alberta* OR saskatchewan* OR manitoba* OR ontari* OR quebe* OR "new brunswick*" OR "nova scotia*" OR "prince edward island*" OR newfoundland* OR labrador* OR nunavut* OR nwt OR "northwest territor*" OR yukon*).mp	46233
12	7 and 10 and 11	205
13	Limit 12 to (english and yr="2003 - 2024")	143

Table 5*PsycINFO OVID Search Strategy*

Line	Term or phrase	Results (#)
1	School attendance/	2923
2	School truancy/	658
3	School suspension/ or School expulsion	928
4	School dropout/ or dropouts/ or reentry students/ or school retention/ or school enrollment	8602
5	School phobia/ or school refusal/	858
6	School graduation/ or high school graduates	3037
7	((((school* or student* or pupil*) and (attend* or absen* or truan* or "non attend*" or nonattend* or suspend* or suspension* or expel* or expulsion* or dropout* or abandon* or completion or graduat* or exclu*)) or (school* adj3 (phobi* or anxiet* or refus* or aversion or avoid* or withdraw*)))).ti,ab	132142
8	School leavers/ or school leaver*.mp.	575
9	School leaving*.mp.	476
10	1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 or 9	138491
11	Immigration/ or human migration/ or undocumented immigrant/ or migrant workers/ or family separation/ or refugees/ or displaced people/ or asylum seeking	46437
12	(immigrant* or immigration* or emigrant* or emigration* or incomer* or "in comer*" or "new comer*" or newcomer* or resettler* or "foreign born" or refugee* or "asylum seeker*" or asylee* or "displaced person"	64256

	or "displaced people" or migrant*).ti,ab	
13	11 or 12	69787
14	(canad* OR "british columbia*" OR alberta* OR saskatchewan* OR manitoba* OR ontari* OR quebe* OR "new brunswick*" OR "nova scotia*" OR "prince edward island*" OR newfoundland* OR labrador* OR nunavut* OR nwt OR "northwest territor*" OR yukon*).mp	77529
15	10 and 13 and 14	152
16	Limit 15 to (english and yr= "2003-2024")	129

Table 6*MedLine OVID Search Strategy*

Line	Term or phrase	Results (#)
1	absenteeism/	10039
2	Exp student dropouts/	1930
3	Educational status/	63079
4	“Emigrants and Immigrants”/	16355
5	Refugees/	14479
6	(immigrant* or immigration* or emigrant* or emigration* or incomer* or "in comer*" or "new comer*" or newcomer* or resettler* or "foreign born" or refugee* or "asylum seeker*" or asylee* or "displaced person*" or "displaced people" or migrant*).ti,ab	86892
7	4 and 5 and 6	909
8	(canad* OR "british columbia*" OR alberta* OR saskatchewan* OR manitoba* OR ontari* OR quebe* OR "new brunswick*" OR "nova scotia*" OR "prince edward island*" OR newfoundland* OR labrador* OR nunavut* OR nwt OR "northwest territor*" OR yukon*).mp	295191
9	((((school* or student* or pupil*) and (attend* or absen* or truan* or "non attend*" or nonattend* or suspend* or suspension* or expel* or expulsion* or dropout* or abandon* or completion or graduat* or exclu*)) or (school* adj3 (phobi* or anxiet* or refus* or aversion or avoid* or withdraw*))).ti,ab	109397
10	1 or 2 or 3 or 9	177820
11	7 and 8 and 10	6

12	Limit 11 to (english and yr="2003 - 2024")	6
----	--	---

Table 7*Criminal Justice Abstracts Search Strategy*

Line	Term or phrase	Results (#)
S1	((((school* or student* or pupil*) and (attend* or absen* or truan* or "non attend*" or nonattend* or suspend* or suspension* or expel* or expulsion* or dropout* or abandon* or completion or graduat* or exclu*)) or (school* adj3 (phobi* or anxiet* or refus* or aversion or avoid* or withdraw*))))	23168
S2	immigrant* or immigration* or emigrant* or emigration* or incomer* or "in comer*" or "new comer*" or newcomer* or resettler* or "foreign born" or refugee* or "asylum seeker*" or asylee* or "displaced person*" or "displaced people" or migrant*	17597
S3	canad* OR "british columbia*" OR alberta* OR saskatchewan* OR manitoba* OR ontari* OR quebe* OR "new brunswick*" OR "nova scotia*" OR "prince edward island*" OR newfoundland* OR labrador* OR nunavut* OR nwt OR "northwest territor*" OR yukon*	35672
S4	(canad* OR "british columbia*" OR alberta* OR saskatchewan* OR manitoba* OR ontari* OR quebe* OR "new brunswick*" OR "nova scotia*" OR "prince edward island*" OR newfoundland* OR labrador* OR nunavut* OR nwt OR "northwest territor*" OR yukon*) AND (S1 AND S2 AND S3)	51
S5	Limit S4 to English language and publication date between 2003-2024	18

Table 8*Education Source Search Strategy*

Line	Term or phrase	Results (#)
S1	school attendance/ or elementary school attendance/ or school absenteeism / or educational attainment/ or high school graduation rates/ or school phobia/ or school suspension/ or School dropout research/ or School dropout recovery programs/ or school dropout prevention/ or high school dropout rates/ or school dropout attitudes	35958
S2	AB (((school* or student* or pupil*) and (attend* or absen* or truan* or "non attend*" or nonattend* or suspend* or suspension* or expel* or expulsion* or dropout* or abandon* or completion or graduat* or exclu*)) or (school* adj3 (phobi* or anxiet* or refus* or aversion or avoid* or withdraw*)))	111477
S3	TI (((school* or student* or pupil*) and (attend* or absen* or truan* or "non attend*" or nonattend* or suspend* or suspension* or expel* or expulsion* or dropout* or abandon* or completion or graduat* or exclu*)) or (school* adj3 (phobi* or anxiet* or refus* or aversion or avoid* or withdraw*)))	10523
S4	S1 OR S2 OR S3	139223
S5	Immigrant students/ or Foreign Students/ or Children of immigrants / or Immigrants/ or Education of refugees/ or refugee children	71472
S6	immigrant* or immigration* or emigrant* or emigration* or incomer* or "in comer*" or "new comer*" or newcomer* or resettler* or "foreign born" or refugee* or "asylum seeker*" or asylee* or "displaced person*" or "displaced people" or migrant*	83466
S7	S5 OR S6	111162

S8	canad* OR "british columbia*" OR alberta* OR saskatchewan* OR manitoba* OR ontari* OR quebe* OR "new brunswick*" OR "nova scotia*" OR "prince edward island*" OR newfoundland* OR labrador* OR nunavut* OR nwt OR "northwest territor*" OR yukon*	159261
S9	S4 AND S7 AND S8	377
S10	Limit S9 to English language and publication date between 2003 and 2024	377

Table 9*Academic Search Complete Search Strategy*

Line	Term or phrase	Results (#)
S1	School attendance/ or elementary school attendance/ or high school attendance/ or school attendance research/ or average daily attendance/ or School absenteeism/ or Student suspension/ or Student expulsion/ or High school dropout rates/ or school dropout research/ or school dropout recovery program/ or school dropout prevention/ or school dropout attitudes/ or school phobia/ or school failure/ or Educational attainment/ or educational attainment research/ or high school graduation rates	66621
S2	TI (((school* or student* or pupil*) and (attend* or absen* or truan* or "non attend*" or nonattend* or suspend* or suspension* or expel* or expulsion* or dropout* or abandon* or completion or graduat* or exclu*)) or (school* adj3 (phobi* or anxiet* or refus* or aversion or avoid* or withdraw*)))	13221
S3	AB (((school* or student* or pupil*) and (attend* or absen* or truan* or "non attend*" or nonattend* or suspend* or suspension* or expel* or expulsion* or dropout* or abandon* or completion or graduat* or exclu*)) or (school* adj3 (phobi* or anxiet* or refus* or aversion or avoid* or withdraw*)))	187814
S4	S1 OR S2 OR S3	243218
S5	Immigrants/ or Immigrant families/ or immigrant children/ or foreign workers/ or teenage immigrants/ or undocumented immigrant children/ or foreign students/ or immigrant students/ or Refugees/ or Refugee children/ or Refugee families/ or newcomers	261433
S6	TI (immigrant* or immigration* or emigrant* or emigration* or incomer* or "in comer*" or "new comer*" or newcomer* or resettler* or	4

	"foreign born" or refugee* or "asylum seeker*" or asylee* or "displaced person*" or "displaced people" or migrant*).ti,ab	
S7	AB (immigrant* or immigration* or emigrant* or emigration* or incomer* or "in comer*" or "new comer*" or newcomer* or resettler* or "foreign born" or refugee* or "asylum seeker*" or asylee* or "displaced person*" or "displaced people" or migrant*).ti,ab	4
S8	S5 OR S6 OR S7	269727
S9	(canad* OR "british columbia*" OR alberta* OR saskatchewan* OR manitoba* OR ontari* OR quebe* OR "new brunswick*" OR "nova scotia*" OR "prince edward island*" OR newfoundland* OR labrador* OR nunavut* OR nwt OR "northwest territor*" OR yukon*)	1502263
S10	S4 AND S8 AND S9	508
S11	Limit S10 to English Language and publication date between 2003 and 2024	462

Appendix B

Table 10

Data Extraction Table

Reference	Journal	Province/Location	Type	Approach	Method	Dataset	Type of SAP	Sample size	Origin/Population (immigrant and refugee)	Age/Grade	Generation	Primary research objective	Finding
(Afia et al., 2019)	Journal of Adolescence	Quebec	Empirical	Mixed	Survey and structured interviews	Secondary data from Dupéré et al. (2018) case control study	Dropout -school records	108 (1/2 immigrant)	European, Afro-Caribbean, Hispanic, Asian North African	Average age 16	Authors did not specify	Examines the association between parenting and dropout	Immigration background did not moderate the association between parenting and dropout; minimal parental supervision and communication linked with dropouts.
(Anisef et al., 2010)	Canadian Review of Sociology	Ontario	Empirical	Quantitative	Longitudinal secondary data analysis	TDSB 2000 Cohort	Dropout	16249	7 Regions of birth (Canada, Europe, English-speaking Caribbean, Africa, South Asia, West Asia, Eastern Asia)	Grade 9 (same cohort followed for 6 years)	1 st , 2 nd and 3 rd	Examines the relationship between living below low-income cutoff and dropping out of secondary school, considering generational status and risk factors	Dropout most likely for Caribbean, least likely for East Asia, English Canadian in between; once demographic variables are entered, effect of origin is wiped out; males, essentials vs academic program, non 2-parent structure. Lower income is significant but not major.
(Archambault et al., 2017)	British Journal of Educational Psychology	Quebec	Empirical	Quantitative	Secondary data analysis	Quebec Ministry of Education	Dropout	2291(54.7% had immigrant background)	West Indes/Africa Middle East, Latin & South America; North Am/Europe	Average age 12	1 st , 2 nd and 3 rd	Examines relationship between individual, social and family factors associated with dropout, and differential effects of immigrant status	Immigrant kids dropped out less than peers despite slower progress, more family barriers found. Most predictors were the same for all kids, regardless of student being immigrant.
(Archambault et al., 2024)	Learning and Instruction	Quebec	Empirical	Quantitative	Questionnaire, scales and official secondary data	Quebec Ministry of Education	Missing school day on the day of data collection	1070	Asia, Middle East, Latin America, West Indies/Africa	Secondary school students	1 st , 2 nd and 3 rd	Examines the associations between teacher-student relationships and students' sense of school belonging, attempts to determine whether these associations	At grade 9, 332 participants missed both questionnaires. At Grade 11, 507 participants missed both questionnaires. One of the main reasons for missing data was that students

Reference	Journal	Province/Location	Type	Approach	Method	Dataset	Type of SAP	Sample size	Origin/Population			Primary research objective	Finding
									(immigrant and refugee)	Age/Grade	Generation		
(Ayoub & Zhou, 2021)	McGill Journal of Education	Ontario	Empirical	Qualitative	Interviews	No secondary data was used	Student description of resisting attending school	6	Somali refugee students (507 years in Canada)	Age range between 12-14 years	1 st	differ according to students' immigrant backgrounds. Explores experiences of refugee kids after immigration	were absent on the day of collection. Student stayed home because he felt lonely when he first came to Canada.
(Bakhshaei et al., 2016a)	McGill Journal of Education	Quebec	Empirical	Quantitative	Longitudinal secondary data analysis	Quebec Ministry of Education	Dropout	French (n = 995) & English (n = 576)	South Asian immigrants	Longitudinal cohort of students who started Secondary school 1 in 1998 or 1999	1 st , 2 nd and 3 rd	Explores differences in school performances between English and French program for immigrants	French: higher dropout than control and 3 times higher than English sector. impact due to 1st gen immigrant and Anglophile. English: lower dropout than control; French SA kids more likely to be born outside of Canada, enter system later and have lower SES.
(Bakhshaei et al., 2016b)	BMC Women's Health	Quebec	Empirical	Mixed	Interviews and survey	No secondary data	Dropout	Students (n = 19), teachers (n = 25), parents (n = 36)	South Asian	Age range between 15-18 years	1 st and 2 nd	Explores educational experiences of immigrant students in French sector	Girls describe being forced to withdraw from school (by parents) if they don't do well. Also, boys drop out to help their families.
(Brabant et al., 2016)	Children & Society	Quebec	Empirical	Qualitative	Interviews	No secondary data	Skipping school due to fear of violence in school (school refusal)	42	Central American, European, African, Asian	Age range between 9-13 years	1 st	Explores immigrant students' experiences of violence in school	A participant reported that she was scared to go to school, so she skipped a few days. A few other children had switched schools, to "end their torment."
(Carranza, 2007)	Child and Family Social Work	Ontario	Empirical	Qualitative	Interviews	No secondary data	Skipping school and dropping out due to racism (school refusal)	32 (16 mothers, 16 daughters)	El Salvador	1st set (15-17 years), 2nd set (19-30 yrs)	Authors did not specify	Examines the strategies of mothers and daughter against prejudice and racism	Being teased at school, discrimination and racism had led to skipping school or dropping out in some participants.
(Dinovitzer et al., 2003)	Canadian Review of Sociology	Ontario	Empirical	Quantitative	Longitudinal surveys	Toronto Panel Study	Dropout	544 in 1996 (immigrants comprising 23% to 26% of the sample in each wave)	3 groups: immigrated with EFL, immigrated with EAL and domestic-born (Western Europe, Eastern Europe,	Grades between 8-12 (in 1976 and follow-up)	1 st and 2 nd	Examines educational pathways of immigrant students	ESL predicted higher attainment. Pre-school immigration predicted lower attainment but not dropout. Dependability was

Reference	Journal	Province/Location	Type	Approach	Method	Dataset	Type of SAP	Sample size	Origin/Population		Generation	Primary research objective	Finding
									(immigrant and refugee)	Age/Grade			
(Dinovitzer et al., 2009)	Social Forces	Ontario	Empirical	Quantitative	Longitudinal surveys	Toronto Panel Study	Skipping school	835 in 1976 909 in 1999	African, Asian, other) Non-Anglo European, Anglo/North American, Asian, African Caribbean Basin, South East or Mid-Asian Authors did not specify	Grades between 8-12 (in 1976 and follow-up)	1 st	Explores whether ethnicity and immigration with illegal behaviour are linked in the same way for all ethnicities	not significant in predicting dropout or attainment. Educational commitment (including engagement/skipping) is negatively related to illegal behaviour for all ethnicities and immigrant status.
(Dupéré et al., 2018a)	Child Development	Quebec	Empirical	Quantitative	Surveys	No secondary data	Dropout	545		Average age 16.3	Authors did not specify	Examines exposure to recent stressful events on dropout and vulnerability-stress hypothesis	Exposure to recent stressful events linked to dropouts.
(Dupéré et al., 2018b)	Journal of Adolescent Health	Quebec	Empirical	Quantitative	Surveys and follow-up structured mental health interviews	No secondary data	Dropout	6773 (screened) 545 (interviewed)	Authors did not specify	Age range between 14-18	Authors did not specify	Examines the association between depressive symptoms and high school dropout	Immigration status was not significant. 183 students matched at risk for dropout. Recent depression symptoms highly linked with dropout. Immigrant status was not significant for all analyses.
(Farrales, 2016)	Children’s Geographies	British Columbia	Empirical	Qualitative	Interviews and focus groups	No seconddary data	Dropout and student qual descriptions of deferral, getting too lazy to go to school, didn't want to go to school, leaving school	46	Filipino-Canadian	Age range between 13-19 years	1 st and 2 nd	Examines experiences during migration process and students' delayed educational trajectories	Students did not want to attend school because of having to repeat their education in Canada. Students reported feeling lazy to go to school because of the repetition in instruction. Boredom of the courses they took was another reason for dropout.
(Francis, 2021)	Race and Justice	Canada	Empirical	Qualitative	Interviews	No secondary dataset	Qualitative description of expulsion from school, dropping out ("left school") and low attendance	54 (youth n=12, adult who work with them n=42)	Refugee youth (Authors did not specify their origin)	Age range between 18 to 30 years	1 st	Examines the effect of bureaucratic systems for criminalized refugee students	Expulsions from school for some students leading to their criminal justice involvement. Some reasons for expulsions: failing grades, absenteeism,

Reference	Journal	Province/Location	Type	Approach	Method	Dataset	Type of SAP	Sample size	Origin/Population			Primary research objective	Finding
									(immigrant and refugee)	Age/Grade	Generation		
(Jacobson, 2021)	Preventing School Failure: Alternative Education for Children and Youth	Ontario	Empirical	Qualitative	Semi-structured interviews	No secondary dataset	Dropout	3 (all educators)	Newcomer students who are English Language Learner (ELL) or in English Literacy Development (ELD).	Secondary school students	Authors did not specify	Aims to understand the ways in which trauma-informed framework is used to enhance academic and socioemotional development of students	getting arrested in school, pressure and embarrassment leading to dropout, "survival crimes" (selling drugs or stolen goods) to support their low-income families. Waiting their charge to be processed is another reason for nonattendance (1.5 yrs). Trauma-informed classes meet the needs of the students, and the educators observed increased attendance as a result (a general comment to all sample of the article, not specific to immigrant/refugee population).
(Kanu, 2008)	Canadian Journal of Education	Manitoba	Empirical	Qualitative	Interviews, focus groups and school and classroom observations	No secondary dataset	leaving school for "easy money," quitting school by parent force (school refusal and withdrawal)	40	African refugee students, parents and their teachers	Age range between 17-24 years	Authors did not specify	Examines the educational needs and barriers of African students	African refugee students may have to drop out even when they don't want to due to prejudice, marginalization, feelings of rejection, inadequacy and frustration.
(Kayaalp, 2014)	International Journal of Inclusive Education	British Columbia	Empirical	Qualitative	Interviews and participant observation	No secondary dataset	Dropout	14	Turkish	Age range between 15-25 years	1 st and 2 nd	Examines the educational experiences of inclusion/exclusion	Dropping out appeared as an escape from humiliation and marginalization
(Li, 2003)	Anthropology & Education Quarterly	Saskatchewan	Empirical	Qualitative	Ethnography, observations, interviews	No secondary data	Descriptions of discipline/suspension	6	Chinese	Grades 1, 9, 10, 11	2 nd	Examines the relationship between home literacy, culture and politics of schooling	Teachers sent Daniel home whenever he got in fights with other students, without correcting his behaviour. Also, the hostile reception of immigrants impacted children's school experiences and their parent's perception that the school staff

Reference	Journal	Province/Location	Type	Approach	Method	Dataset	Type of SAP	Sample size	Origin/Population		Generation	Primary research objective	Finding
									(immigrant and refugee)	Age/Grade			
(Robson et al., 2021)	Canadian Journal of Higher Education	Ontario	Empirical	Quantitative	Secondary data analysis	TDSB student census and administrative data	Days of absence in Grade 9	Cohort 1 (n = 13,296) and Cohort 2 (n = 14,889)	Authors did not specify	Grade 9	Authors did not specify	Examines short-term change in the predictors of possible pathways after high school	A lower percentage of refugees over the last few cycles may contribute to changes in factors that support post-secondary education (PSE, i.e., higher SES among established immigrant groups).
(Rossiter & Rossiter, 2009)	Journal of International Migration and Integration	Alberta	Empirical	Qualitative	Interviews	No secondary data	Dropout	12 stakeholders	Authors did not specify	10, 13 to 15, 18-20 years	1 st and 2 nd	Explores the circumstances of criminalized immigrant and refugee students	Challenges faced by immigrant and refugee students are unknown by educators, and the education system does not meet their complex needs. Lack of social support at school and in community may leave fewer options, and antisocial peers with illegal activity may become attractive.
(Rothon et al., 2009)	Teachers College Record	Canada	Empirical	Quantitative	Secondary data analysis	Census data	Incomplete secondary school	76314 (men) 78395 (women)	Pakistani, Chinese, Indian, Flipino, Black African, Irish, Black Caribbean	Age range between 25-44 years	2 nd	Examines how the second generation has fared within western education	The children of Chinese, Indian, Pakistani, Filipino and African immigrants outperform the majority population.
(Salami et al., 2022)	Journal of Child & Family Studies	Alberta	Empirical	Qualitative	Conversation cafes, focus groups	No secondary data	Dropout	72	African	Parents (18-55+ years) with a child (18 or younger)	1 st and 2 nd	Explores the factors influencing the mental health of African immigrant students	African immigrant students were at elevated risk of dropping out due to systemic and direct racism.
(Schecter & Bell, 2021)	Canadian Journal of Action Research	Ontario	Empirical	Qualitative	Extracurricular activity observations	No secondary data	Descriptions of closing down, not attending school, struggling w academic and social integration (school refusal)	40 students, 2 guidance personnel, 4 teachers	Early study abroad students (ESA)	Grade 9-12	Authors did not specify	Examines school engagement and adaptation of ESA students	Students struggled to connect with others. The negative impact of their isolation was noticeable within 6 weeks into the semester. Teachers observed them

									Origin/Population				
Reference	Journal	Province/Location	Type	Approach	Method	Dataset	Type of SAP	Sample size	(immigrant and refugee)	Age/Grade	Generation	Primary research objective	Finding
(Shakya et al., 2012)	Refuge	Ontario	Empirical	Qualitative	Interviews and focus groups	No secondary data	Dropout	57	Karen, Afghan and Sudanese	Age range between 16-19 years to 20-24 years	1 st	Explores educational goals for immigrant students within the first five years in Canada and the challenges they encounter	“closing down, withdrawing into their phones, sleeping in class, and in some cases not coming to school at all.” Anxiety was also noticeable. Older youth found the financial assistance inadequate and decided to leave school to find a job.
(Stermac et al., 2012)	Journal of Youth Studies	Canada	Empirical	Quantitative	Secondary data analysis and survey administered by Statistics Canada	Youth in Transition Study (YITS)	Dropout, cutting or skipping class	658	Immigrant students from a list of war-torn countries (Eastern Europe, Africa, Central America, Asia, the Middle East)	Age range between 18-20 years	1 st	Examines experiences of immigrant students from war-zone regions and their educational outcomes	Significantly fewer war-zone immigrant students, and non-war zone, graduated high school, more were still in high school but fewer had officially dropped out.
(Toohey & Derwing, 2008)	Alberta Journal of Educational Research	British Columbia	Empirical	Quantitative	Retrospective cohort study	Vancouver School District from the BC ministry of Education	Dropout or failed to graduate	1554	ESL students	Grade 10-12	1 st	Examines the BC ministry of education's claim that ESL high school students are more successful than students who speak English as first language	933 students or 60% graduated and 621 students did not graduate. Graduation rate for ESL students was found lower than Ministry's report.
(Villegas, 2018)	British Journal of Sociology of Education	Ontario	Empirical	Qualitative	Interviews, textual data and observations	gray literature and email communications made available by participants highlighting discussions on implementation of the DADT policy	Access to schooling (school exclusion)	14 (administrators and employees in the school district and 6 grassroots organizers and their allies)	Undocumented students	Authors did not specify	1st	Examines the role of schools for undocumented immigrants.	K-12 undocumented students’ experience before enrollment: a consistent demand for immigration documents, concerns over deportability when expressing their needs and rights, feeling unsafe from immigration enforcement, encountering unwilling administrators to recognize their vulnerabilities.

Reference	Journal	Province/Location	Type	Approach	Method	Dataset	Type of SAP	Sample size	Origin/Population			Primary research objective	Finding
									(immigrant and refugee)	Age/Grade	Generation		
(Walsh et al., 2011)	Journal of Comparative Family Studies	Ontario	Empirical	Qualitative	Interviews and focus groups	No secondary data	Descriptions of school withdrawal	62 individuals from 11 agencies and 24 Roma parents	Roma	Authors did not specify	Authors did not specify	Aims to understand the needs of Roma refugee children and the barriers to accessing services	High rate of absenteeism was linked to students' acting as translators for their families. Six participants had aged out of high school before graduating. Some youth who arrived in Canada as older adolescents were more likely to age out of their grades, potentially impacting their school performance and plans for PSE. Some recent refugees were described as disengaged in school and could not understand the education system; several were in English as an Additional Language (EAL) classrooms and did not know what grade they were in. One participant was expelled for the remainder of the 2023 school year for fighting.
(Wilson-Forsberg et al., 2024)	Canadian Journal of Education	Ontario	Empirical	Qualitative	Semi-structured interviews and focus groups	No secondary data	Early school leaving due to aging out and expulsion (school exclusion)	57	Refugee	Age range between 16-24	1 st	Aims to identify and analyze the structural barriers within school context and explore students' coping strategies	
(Xu et al., 2007)	Curriculum Studies	Ontario	Empirical	Qualitative	Narrative-inquiry	No secondary data	Descriptions of school refusal and withdrawal	1 adolescent, his parents (2), his teacher, and minor characters (n = 14)	Chinese	14 year old boy	1 st	Explores the lived experience of an immigrant boy in a Toronto school	

Reference	Journal	Province/Location	Type	Approach	Method	Dataset	Type of SAP	Sample size	Origin/Population		Generation	Primary research objective	Finding
									(immigrant and refugee)	Age/Grade			
(Yang & Ham, 2017)	Social Science Journal	Canada/International	Empirical	Quantitative	Surveys	PISA (2012)	Truancy question on PISA student-report	205512 students from 29 countries	Authors did not specify	15 year olds	1 st and 2 nd	Examines the association between truancy among immigrant students and anti-discriminatory policies	onboarding period, Ying Yang worked at his father's bakery and played video games. The probability of truancy was substantially higher among immigrant children, missing meaningful academic engagement. A higher degree of anti-discrimination policies at the country level was strongly associated with a lower probability of truancy among immigrant students.