


[Home](#) > [Journal](#) > [Social Sciences & Humanities](#) > [PSYCH](#)
[Indexing](#) | [View Papers](#) | [Aims & Scope](#) | [Editorial Board](#) | [Guideline](#) | [Article Processing Charges](#)
[PSYCH](#) > Vol.3 No.9A, September 2012



Grade Retention and Seventh-Grade Depression Symptoms in the Course of School Dropout among High-Risk Adolescents

PDF (Size: 146KB) PP. 749-755 DOI: 10.4236/psych.2012.329113

Author(s)

Cintia V. Quiroga, Michel Janosz, John S. Lyons, Alexandre J. S. Morin

ABSTRACT

The relationship between grade retention and adolescent depression in the course of school dropout is poorly understood. Improving knowledge of the mechanisms involving these variables would shed light on at-risk youth development. This study examines whether depression in adolescence moderates the relationship between grade retention and school dropout in a high-risk sample. Seventh-grade students (n = 453) from two low-SES secondary schools in Montreal (Quebec, Canada) were followed from 2000 to 2006. Self-reported lifetime and seventh-grade depression were measured with the Inventory to Diagnose Depression. Primary school grade retention, and secondary school dropout status was obtained through the Ministry of Education of Quebec registries. Sixteen percent of participants reported lifetime depression, and 13% reported depression in seventh-grade. Nearly one third (32%) of the sample dropped out of school. Logistic regression models were used to estimate moderation effects predicting school dropout six years later. Findings indicated that students with grade retention were 5.54 times more likely to drop out of school. Depression in seventh grade increased by 2.75 times the likelihood of school dropout. The probability of dropping out for adolescents combining both grade retention and seventh-grade depression was 7.26 times higher than it was for those reporting grade retention only. The moderating effect of depression was similar for boys and girls. Depression is a significant vulnerability factor of low educational attainment aggravating the risk associated with grade retention. Experiencing depression at the beginning of secondary school can interfere with school perseverance particularly for students who experienced early academic failure.

KEYWORDS

Depression; School Dropout; Grade Retention; Risk Factor; Moderation Effect; Adolescent Development

Cite this paper

 Quiroga, C. , Janosz, M. , Lyons, J. & Morin, A. (2012). Grade Retention and Seventh-Grade Depression Symptoms in the Course of School Dropout among High-Risk Adolescents. *Psychology*, 3, 749-755. doi: 10.4236/psych.2012.329113.

References

- [1] Ackerson, L. M., Weigman Dick, R., Manson, S. M., & Baron, A. E. (1990). Properties of the inventory to diagnose depression in American Indian adolescents. *Journal of the American Academy of Child and Adolescent Psychiatry*, 29, 601-607. doi: 10.1097/00004583-199007000-00014
- [2] Adelman, H. S., & Taylor, L. (2010). *Mental health in schools: Engaging learners, preventing problems, and improving schools*. Thousand Oaks, CA: Corwin.
- [3] Alexander, K. L., Entwisle, D. R., & Kabbani, N. S. (2001). The drop-out process in life course perspective: Early risk factors at home and school. *Teachers College Record*, 103, 760-822. doi: 10.1097/00004583-199007000-00014
- [4] American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders (4th ed.)*. Washington, DC: American Psychiatric Publishing.
- [5] Anderson, G. E., Jimerson, S. R., & Whipple, A. D. (2005). Student ratings of stressful experiences at home and school. *Journal of Applied School Psychology*, 21, 1-20. doi: 10.1300/J370v21n01_01

[• Open Special Issues](#)
[• Published Special Issues](#)
[• Special Issues Guideline](#)
[PSYCH Subscription](#)
[Most popular papers in PSYCH](#)
[About PSYCH News](#)
[Frequently Asked Questions](#)
[Recommend to Peers](#)
[Recommend to Library](#)
[Contact Us](#)

Downloads:	247,331
Visits:	543,180

[Sponsors >>](#)

- [6] Asarnow, J. R., Jaycox, L. H., Duan, N., LaBorde, A. P., Rea, M. M., Tang, L., & Wells, K. B. (2005). Depression and role impairment among adolescents in primary care clinics. *Journal of Adolescent Health, 37*, 477-483. doi:10.1016/j.jadohealth.2004.11.123
- [7] Aviles, A. M., Anderson, T. R., & Davila, E. R. (2006). Child and adolescent social-emotional development within the context of school. *Child and Adolescent Mental Health, 11*, 32-39. doi:10.1111/j.1475-3588.2005.00365.x
- [8] Barnett, K. P., Clarizio, H. F., & Payette, K. A. (1996). Grade retention among students with learning disabilities. *Psychology in the Schools, 33*, 285-293. doi:10.1002/(SICI)1520-6807(199610)33:4<285::AID-PITS3>3.0.CO;2-M
- [9] Beck, A. T., & Steer, R. A. (1993). *Beck anxiety inventory manual*. New York, NY: The Psychological Corporation.
- [10] Becker, B. E., & Luthar, S. S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. *Educational Psychologist, 37*, 197-214. doi:10.1207/S15326985EP3704_1
- [11] Best, K. M., Hauser, S. T., Gralinski-Bakker, J. H., Allen, J. P., & Crowell, J. (2004). Adolescent psychiatric hospitalization and mortality, distress levels, and educational attainment: Follow-up after 11 and 20 years. *Archives of Pediatrics & Adolescent Medicine, 158*, 749-752. doi:10.1001/archpedi.158.8.749
- [12] Blackorby, J., Cohorst, M., Garza, N., & Guzman, A.-M. The academic performance of secondary school students with disabilities. In: M. Wagner, C. Marder, J. Blackorby, R. Cameto, L. Newman, P. Levine, E. Davies-Mercier (Eds.) *The achievements of youth with disabilities during secondary school. A report from the National Longitudinal Transition Study-2 (NLTS2)*. Menlo Park, CA: SRI International.
- [13] Byrd, R. S., & Weitzman, M. L. (1994). Predictors of early grade retention among children in the United States. *Pediatrics, 93*, 481-487.
- [14] Cole, D. A., Martin, J. M., & Powers, B. (1997). A competency-based model of child depression: A longitudinal study of peer, parent, teacher, and self-evaluations. *Journal of Child Psychology and Psychiatry, 38*, 505-514. doi:10.1111/j.1469-7610.1997.tb01537.x
- [15] Fallu, J.-S., & Janosz, M. (2003). La qualité des relations élèves-en- seignants à l'adolescence: Un facteur de protection de léchec scolaire. (The quality of teacher-student relationships in adolescence: A protective factor of school failure). *Revue de Psychoéducation, 32*, 7-29.
- [16] Fergusson, D. M., & Woodward, L. J. (2002). Mental health, educational, and social role outcomes of adolescents with depression. *Archives of General Psychiatry, 59*, 225-231. doi:10.1001/archpsyc.59.3.225
- [17] Fiske, A. G., & Neuharth-Pritchett, S. (2007). Social functioning and depression of young adolescents who have been retained. The American Educational Research Association (AERA) Annual Meeting, Chicago, April 2007.
- [18] Fleming, C. B., Haggerty, K. P., Catalano, R. F., Harachi, T. W., Mazza, J. J., & Gruman, D. H. (2005). Do social and behavioral characteristics targeted by preventive interventions predict standardized test scores and grades? *Journal of School Health, 75*, 342-349.
- [19] Freeston, M. H., Ladouceur, R., Thibodeau, N., Gagnon, F., & Rhéaume, J. (1994). L'inventaire d'anxiété de Beck: Propriétés psychométriques d'une traduction française (The Beck Anxiety Inventory: Psychometric properties of a French translation). *L'Encéphale, 3*, 13-27.
- [20] Frey, N. (2005). Retention, social promotion, and academic redshirting: What do we know and need to know? *Remedial and Special Education, 26*, 332-346. doi:10.1177/07419325050260060401
- [21] Guèvremont, A., Roos, N., & Brownell, M. (2007). Predictors and consequences of grade retention: Examining data from Manitoba, Canada. *Canadian Journal of School Psychology, 22*, 50-67. doi:10.1177/0829573507301038
- [22] Hankin, B. L., Mermelstein, R., & Roesch, L. (2007). Sex differences in adolescent depression: Stress exposure and reactivity models. *Child Development, 78*, 279-295. doi:10.1111/j.1467-8624.2007.00997.x
- [23] Hosmer, D. W., & Lemeshow, S. (2000). *Applied logistic regression (2nd ed.)*. New York, NY: John Wiley and Sons. doi:10.1002/0471722146

- [24] Janosz, M., Le Blanc, M., Boulerice, B., & Tremblay, R. E. (2000). Predicting different types of school dropouts: A typological approach with two longitudinal samples. *Journal of Educational Psychology*, 92, 171-190. doi:10.1037/0022-0663.92.1.171
- [25] Jimerson, S. R., Anderson, G. E., & Whipple, A. D. (2002). Winning the battle and losing the war: Examining the relation between grade retention and dropping out of high school. *Psychology in the Schools*, 39, 441-457. doi:10.1002/pits.10046
- [26] Jimerson, S. R., Pletcher, S. M., Graydon, K., Schnurr, B. L., Nickerson, A. B., & Kundert, D. K. (2006). Beyond grade retention and social promotion: Promoting the social and academic competence of students. *Psychology in the Schools*, 43, 85-97. doi:10.1002/pits.20132
- [27] Kessler, R. C., Foster, C. L., Saunders, W. B., & Stang, P. E. (1995). Social consequences of psychiatric disorders, I: Educational attainment. *American Journal of Psychiatry*, 152, 1026-1032.
- [28] Kovacs, M., & Goldstone, D. (1991). Cognitive and social cognitive development of depressed children and adolescents. *Journal for the American Academy of Child and Adolescent Psychiatry*, 30, 388-392. doi:10.1097/00004583-199105000-00006
- [29] Krezmien, M. P., Leone, P. E., & Achilles, G. M. (2006). Suspension, race, and disability: Analysis of statewide practices and reporting. *Journal of Emotional and Behavioral Disorders*, 14, 217-226. doi:10.1177/10634266060140040501
- [30] LeBlanc, M. (1998). Manuel sur des mesures de l'adaptation sociale et personnelle pour les adolescents québécois, 3e édition (Manual on measures of social and personal adjustment for Quebec adolescents, 3rd edition). Québec: Université de Montréal, école de Psychoéducation, Groupe de Recherche sur les Adolescents en Difficulté.
- [31] Loeber, R., Pardini, D. A., Stouthamer-Loeber, M., & Raine, A. (2007). Do cognitive, physiological, and psychosocial risk and promotive factors predict desistance from delinquency in males? *Development and Psychopathology*, 19, 867-887. doi:10.1017/S0954579407000429
- [32] Luthar, S. S., Sawyer, J. A., & Brown, P. J. (2006). Conceptual issues in studies of resilience: Past, present, and future research. *Annals of the New York Academy of Sciences*, 1094, 105-115. doi:10.1196/annals.1376.009
- [33] Masia, C. L., Storch, E. A., Dent, H. C., Adams, P., Verdelli, H., Davies, M., & Weissman, M. M. (2003). Recall of childhood psychopathology more than 10 years later. *Journal of the American Academy of Child & Adolescent Psychiatry*, 42, 6-12. doi:10.1097/00004583-200301000-00005
- [34] Mattison, R. E. (2000). School consultation: A review of research on issues unique to school environment. *Journal for the American Academy of child and Adolescent Psychiatry*, 39, 402-413. doi:10.1097/00004583-200004000-00008
- [35] McCoy, A. R., & Reynolds, A. J. (1999). Grade retention and school performance: An extended investigation. *Journal of School Psychology*, 37, 273-298. doi:10.1016/S0022-4405(99)00012-6
- [36] Miech, R. A., Caspi, A., Moffitt, T. E., Wright, B. R. E., & Silva, P. A. (1999). Low socioeconomic status and mental disorders: A longitudinal study of selection and causation during young adulthood. *American Journal of Sociology*, 104, 1096-1131. doi:10.1086/210137
- [37] Newcomb, M. D., Abbott, R. D., Catalano, R. F., Hawkins, J. D., Battin-Pearson, S., & Hill, K. (2002). Mediational and deviance theories of late high school failure: Process roles of structural strains, academic competence, and general versus specific problem behavior. *Journal of Counseling Psychology*, 49, 172-186. doi:10.1037/0022-0167.49.2.172
- [38] Nolen-Hoeksema, S., Girgus, J. S., & Seligman, M. E. P. (1992). Predictors and consequences of childhood depressive symptoms: A 5-year longitudinal study. *Journal of Abnormal Psychology*, 101, 405-422. doi:10.1037/0021-843X.101.3.405
- [39] Pagani, L. S., Vitaro, F., Tremblay, R. E., McDuff, P., Japel, C., & Larose, S. (2008). When predictions fail: The case of unexpected pathways toward high school graduation. *Journal of Social Issues*, 64, 175-193. doi:10.1111/j.1540-4560.2008.00554.x
- [40] Pariente, P., Smith, M., & Guelfi, J.-D. (1989). Un questionnaire pour le diagnostic d'épisode dépressif majeur: L'inventaire pour le diagnostic de la dépression (IDD). Présentation de la version française. (A questionnaire to diagnose major depressive episode: The inventory to diagnose depression. Presentation of the French version). *Psychiatrie et Psychobiologie*, 4, 375-385.

- [41] Pianta, R. C., & Steinberg, M. (1992). Teacher-child relationships and the process of adjusting to school. *New Directions for Child Development*, 1992, 61-80. doi: 10.1002/cd.23219925706
- [42] Quiroga, C., & Janosz, M. (2008). Identifying the mediating processes linking adolescent depression to school dropout: The role of academic competency and control. The 12th Biennial Meeting of the Society for Research on Adolescence (SRA), Chicago, 5-9 March 2008.
- [43] Reschly, A., & Christenson, S. L. (2006). Prediction of dropout among students with mild disabilities: A case for the inclusion of student engagement variables. *Remedial and Special Education*, 27, 276-292. doi: 10.1177/07419325060270050301
- [44] Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., & Udry, J. R. (1997). Protecting adolescents from harm. Findings from the National Longitudinal Study on Adolescent Health. *The Journal of the American Medical Association*, 278, 823-832. doi: 10.1001/jama.1997.03550100049038
- [45] Robins, L. N., Hlezer, J. E., Croughan, J., & Ratcliff, K. S. (1981). National institute of mental health diagnostic interview schedule: Its history, characteristics, and validity. *Archives of General Psychiatry*, 38, 381-389. doi: 10.1001/archpsyc.1981.01780290015001
- [46] Roeser, R. W., Eccles, J. S., & Sameroff, A. J. (1998). Academic and emotional functioning in early adolescence: Longitudinal relations, patterns, and prediction by experience in middle school. *Development and Psychopathology*, 10, 321-352. doi: 10.1017/S0954579498001631
- [47] Roeser, R. W., Strobel, K. R., & Quihuis, G. (2002). Studying early adolescents' academic motivation, social-emotional functioning and engagement in learning: Variable- and person-centered approaches. *Anxiety, Stress & Coping*, 15, 345-368. doi: 10.1080/1061580021000056519
- [48] Roeser, R. W., van der Wolf, K., & Strobel, K. R. (2001). On the relation between social-emotional and school functioning during early adolescence: Preliminary findings from Dutch and American samples. *Journal of School Psychology*, 39, 111-139. doi: 10.1016/S0022-4405(01)00060-7
- [49] Rudolph, K. D. (2002). Gender differences in emotional responses to interpersonal stress during adolescence. *Journal of Adolescent Health*, 30, 3-13.
- [50] Rudolph, K. D. (2004). A self-regulation approach to understanding adolescent depression in the school context. In T. Urdan, & F. Pajares (Eds.), *Educating adolescents: Challenges and strategies* (pp. 33- 64). Greenwich, CT: Information Age Publishing.
- [51] Ruggero, C. J., Johnson, S. L., & Cuellar, A. K. (2004). Spanish-language measures of mania and Depression. *Psychological Assessment*, 16, 381-385. doi: 10.1037/1040-3590.16.4.381
- [52] Rumberger, R. W. (2011). *Dropping out: Why students drop out of high school and what can be done about it*. Cambridge, MA: Harvard University Press. doi: 10.4159/harvard.9780674063167
- [53] Sakado, K., Sato, T., Uehara, T., Sato, S., & Kameda, K. (1996). Discriminant validity of the inventory to diagnose depression, lifetime version. *Acta Psychiatrica Scandinavica*, 93, 257-260. doi: 10.1111/j.1600-0447.1996.tb10644.x
- [54] Shih, J. H., Eberhart, N. K., Hammen, C. L., & Brennan, P. A. (2006). Differential exposure and reactivity to interpersonal stress predict sex differences in adolescent depression. *Journal of Clinical Child and Adolescent Psychology*, 35, 103-115. doi: 10.1207/s15374424jccp3501_9
- [55] Skinner, E. A. (1995). *Perceived Control, motivation, and coping*. Thousand Oaks, CA: Sage Publications.
- [56] Storvoll, E. E., Wichstrom, L., & Pape, H. (2003). Gender differences in the association between conduct problems and other problems among adolescents. *Journal of Scandinavian Studies in Criminology and Crime Prevention*, 3, 194-209. doi: 10.1080/14043850310010794
- [57] Sund, A. M., Larsson, B., & Wichstrom, L. (2003). Psychosocial correlates of depressive symptoms among 12-14-year-old Norwegian adolescents. *Journal of Child Psychology and Psychiatry*, 44, 588-597. doi: 10.1111/1469-7610.00147
- [58] Vander Stoep, A., Beresford, S. A., Weiss, N. S., McKnight, B., Cauce, A. M., & Cohen, P. (2000). Community-based study of the transition to adulthood for adolescents with psychiatric disorder. *American Journal of Epidemiology*, 152, 352-362. doi: 10.1093/aje/152.4.352
- [59] Vander Stoep, A., Weiss, N. S., Kuo, E. S., Cheney, D., & Cohen, P. (2003). What proportion of failure to complete secondary school in the US population is attributable to adolescent psychiatric disorder?

- [60] Vander Stoep, A., Weiss, N. S., McKnight, B., Beresford, S. A. A., & Cohen, P. (2002). Which measure of adolescent psychiatric disorder—diagnosis, number of symptoms, or adaptive functioning—best predicts adverse young adult outcomes? *Journal of Epidemiology & Community Health*, 56, 56-65. doi:10.1136/jech.56.1.56
- [61] Wagner, M. (1995). Outcomes for youths with serious emotional disturbance in secondary school and early adulthood. *The Future of Children*, 5, 90-112. doi:10.2307/1602359
- [62] Wagner, M., Kutash, K., Duchnowski, A. J., Epstein, M. H., & Sumi, C. W. (2005). The children and youth we serve: A national picture of the characteristics of students with emotional disturbances receiving special education. *Journal of Emotional and Behavioral Disorders*, 13, 79-96. doi:10.1177/10634266050130020201
- [63] Zimmerman, M., & Coryell, W. (1987a). The Inventory to Diagnose Depression (IDD): A self-report scale to diagnose major depressive disorder. *Journal of Consulting and Clinical Psychology*, 55, 55-59. doi:10.1037/0022-006X.55.1.55
- [64] Zimmerman, M., & Coryell, W. (1987b). The Inventory to Diagnose Depression, lifetime version. *Acta Psychiatrica Scandinavica*, 75, 495-499. doi:10.1111/j.1600-0447.1987.tb02824.x