

INStAnt!

The quick-and-easy update on attendance issues, developments, activities, and resources



International

Michael Gottfried and Ethan Hutt's book was released in February ('Absent from school: Understanding and addressing student absenteeism') and Christopher Kearney's book was released in August ('Helping families of youth with school attendance problems: A practical guide for mental health and school-based professionals'). Volume 26 of Cognitive and Behavioral Practice features a series on 'School refusal and other school attendance problems', Volume 12 of the European Journal of Education and Psychology is a special issue on 'Current advances on school refusal and other attendance problems: An international perspective', and articles are coming online in the Research Topic in Frontiers in Psychology and Frontiers in Education, titled 'School attendance and problematic school absenteeism in youth'. Visit [Journal Articles](#) in the INSA website.

Continuity in Education (CiE) is a new open access, international, academic journal. Topics in the journal include 'The education and development of children and adolescents with medical and mental health needs' and 'Education and development when families face a disruptive life event'. CiE is created and managed by four associations across the globe: HEAL in USA, HOPE in Europe, HELP in Australia and New Zealand, and REDLACEH in South America. The call for papers is open to everyone, with the inaugural issue out in January 2020. To read more about CiE's focus, scope, and editorial board, and to subscribe to the mailing list, visit <https://continuityineducation.org>. Contact Michele Capurso, CiE Chief Editor.



New from Belgium

'The Story Behind The School Attendance Data'

The project - 'Truancy and School Dropout Prevention in Flanders' - moves the field forward in its use of attendance data. One of the aims is to identify challenges facing schools when they use attendance data in a multi-Tier framework (prevention, early intervention, intensive intervention). The project combines quantitative and qualitative methods, allowing the researchers to contextualize and map the story behind school attendance data. Some of the things learned so far? All absences count; there is no safe level of absence. Fast detection of absenteeism is undermined when schools do not analyze their attendance data. Project conclusions were presented at the INSA Conference in Oslo, October 2019. Contact Gil Keppens, Gil.Keppens@vub.be.



New from France

'Social-Emotional Support for Parents'

Throughout France, parents can receive social and emotional support from Association Phobie Scolaire (School Phobia Association). The association believes that school refusal can be reduced by helping relieve some of the stress and anxiety experienced by the parents of school-refusing youth. Ensuring quality dialogue between parents, therapists, and school staff is also important. Support groups are organized in all the main cities, with a network of 40 parents answering calls from other parents. The association has published books (school anxiety; bullying), manages a website with a wealth of materials for parents, and engages with mass media and leaders in the field.



New from England

'Absence and Emotion'

What's the association between emotional disorder and absence from school? A UK team is using multiple research methods (systematic review and meta-analysis; population-based child mental health survey; interviews with school practitioners) to understand how anxiety and depression may be related to poor attendance. Findings so far? Emotional disorders are associated with higher rates of school absence, depression is a stronger predictor of absence than anxiety, and school practitioners experience substantial challenges when working with students with attendance problems. Five papers are listed on the INSA website, with additional work to be published later this year. The Team? Katie Finning (PhD Candidate), Tamsin Ford (Child and Adolescent Psychiatric Epidemiology), Obi Ukoumunne (Medical Statistician), Darren Moore (Special Educational Needs). Contact Katie Finning: K.Finning@exeter.ac.uk



New from the Netherlands

'A Road-Map for Developing Interventions'

A Dutch team is conducting a national survey of interventions for severe or chronic school refusal. These are interventions offered through education settings, mental health services, and often a combination of both. Qualitative data gathered via focus groups with professionals providing interventions is collected alongside quantitative data from the youth and their parents. A summary of the intervention elements perceived to be most effective – according to youth, parents, and professionals – will be available in May 2020. Dutch services intending to start a program for school refusal can draw on the summary. This 'road-map' will hopefully reduce the need for services to independently 're-invent the wheel'. Contact Marije Brouwer-Borghuis: m.brouwer@swv2301.nl

