



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

Welcome to Issue 7 of **INSTAnt!**

INSA is delighted to share some new international developments. Take a look back on INSA's 2021 conference hosted by Melbourne in Australia, look ahead to INSA's 2022 conference in the Netherlands, and hear about other news from around the world. To share your work with INSA's Members, please contact us at info@insa.network



International News

'Collaboration – Working Together Towards Improved Attendance'

170 delegates and speakers participated in INSA's 2021 Conference, our first online conference. In keeping with INSA's Mission to support all stakeholders, the conference featured presentations from education and mental health professionals, academics, and parent advocates. The conference theme was 'Collaboration', with rich discussion in online spaces including Round Table Discussions and Time To Chat Sessions. Topics included: how to foster international collaboration as well as inter-professional collaboration; the need for innovation in how families and schools can collaborate towards better attendance and educational outcomes; and supporting young people with serious mental health problems as they return to school. Did you miss something at the Conference? From April 2022, INSA Members can view Conference presentations via the INSA website; visit www.insa.network/membership to log in and commence viewing.

'Making Waves to Advance School Attendance'

Join us in Egmond aan Zee – a charming seaside resort in the Netherlands – for INSA's 2022 Conference on October 5th, 6th, and 7th.

- Interact with colleagues from around the world as we work together to advance the field of school attendance.
- Find out about progress in the field of school attendance since **INSA** laid the groundwork for gold standards at the **Lorentz Centre Workshop** in 2018.
- Contribute to plans for continued action in 6 key areas: policy, practice, education, research, tools for the field, and networking.
- Make your waves, bring your big ideas and the small ones too, sharing news and views on school attendance and absenteeism.
- Learn from international keynote speakers; choose from dozens of presentations, round table discussions, workshops, and invited speakers; visit the marketplace for practice and research.
- Hear from **Christopher Kearney** and others who'll lead us in 'Setting the Scene' for the 2022 Conference.
- Participate in the Welcome Dinner, join in activities organized by our Social Program Team, or simply take the time to stroll along the beach and the far-reaching dunes of Egmond.

Hotel Zuiderduin is just steps away from the promenade, multiple restaurants, even a lighthouse. Cheese town Alkmaar (known as 'small Amsterdam') is around the corner, and Amsterdam only a 40-minute drive. Pack a swimsuit for the pool (or the North Sea if you dare) and brush up on your ten-pin bowling skills for the inaugural 'international challenge'.

Visit the [Conference website](#), learn about the keynote speakers and invited speakers, and take advantage of Early Bird registration. Places are limited.



News from USA & the Netherlands

'Would You Like to Collaborate Internationally?'

Here are some tips from Marije Brouwer-Borghuis in the Netherlands, and Patricia Graczyk in the US, who met at the 2019 INSA Conference in Oslo and have been collabora-



1. **Just ask!** If you wish to collaborate with someone from another country but don't know if they'd be interested in working together, just ask them! In our case, Marije initiated the collaboration by emailing Patricia and asking to meet online to discuss a project about to be launched in the Netherlands. Our collaborative efforts started out small, with a request for a consultation, but it led to us deciding to transport a workshop model developed by Patricia in the US, to the Netherlands. If you currently lack a model to follow in your country, you might also find that there are viable models being used in another country.
2. **Get to know each other, personally and professionally.** We found that there are many benefits to taking the time to get to know one another on both a personal and professional level. It makes working together more fun, and it's interesting to learn about events, institutions, and educational systems in other countries. It also helps to know one another's professional skills and competencies. In our case, we both love data. Marije has a background in qualitative methodologies and Patricia has experience developing measures and collecting data related to the implementation of the RTI/MTSS pyramid framework for attendance. These competencies benefit our collaborative work. As you work together you may find that you are no longer just colleagues, you have also become friends.
3. **Start collecting data as early as possible.** Data can help determine the effects of your collaborative work. Data are also useful to share with funders and policy-makers, to demonstrate the value of your work and obtain additional resources. In our case, we offered a series of workshops to educators in Region Twente in the Netherlands. We asked participants to complete a variety of questionnaires at different time-points and used this information in the reports we submitted to funders and policymakers. As a result, funding for our work is included within the funding for a larger project focused on improving school attendance.
4. **Expect challenges.** You will encounter them. In our case, challenges included issues related to language and time zone differences, intellectual property, and the length of the workshops we offered. We found none of these insurmountable. Challenges also make the work more exciting.
5. **Context matters.** To transport a model of practice from one country to another you need to be ever vigilant and responsive to contextual differences. In our case, while Patricia conducted the workshops via Zoom, Marije added information in the chat box to help participants make links to related issues in the Netherlands. Dutch participants in the workshops also benefited from learning how schools in the US addressed different issues. For example, US schools are mandated to report their chronic absenteeism rates to the authorities, and chronic absenteeism refers to both authorised and unauthorised absences. Dutch schools are only mandated to report unauthorised absences.

For more information about our collaboration, you are welcome to contact us: [Patricia Graczyk](#) and [Marije Brouwer-Borghuis](#).



News from Scotland

'Is School Absenteeism Harmful to Education and Labour Market Outcomes?'

The School of Education at the University of Strathclyde will be undertaking a project titled 'Is school absenteeism harmful to education and labour market outcomes?'. This secondary data analysis project is funded by the Nuffield Foundation and will draw on two prospective longitudinal datasets, the 1970 British Cohort Study and the Millennium Cohort Study, linking school administrative data from the National Pupil Database. It will investigate the extent to which school absences are associated with pupils' educational attainment and labour market returns and whether psychosocial dispositions mediate these. In addition, the project will examine if these associations vary by children's and adolescents' sociodemographic characteristics from an intersectional perspective. The project involves working closely with the Nuffield Foundation and policymakers to improve young people's life course outcomes. The work builds on the successful ESRC project undertaken by Dr Markus Klein and Dr Edward Sosu in the School of Education. The University of Strathclyde seeks to appoint a full-time Postdoctoral Research Associate on a fixed-term basis from May 2022 until April 2024, contributing to the research project. Informal enquiries [about the project](#) can be directed to [Markus Klein](#).



News from Australia

'Evidence-Based Parenting Guidelines for School Reluctance and Refusal'

Australian researchers from Monash University, Deakin University, and the University of Melbourne have released a new set of parenting guidelines for school reluctance and refusal. The guidelines are based on a recent Delphi international expert consensus study. Forty-two experts, including mental health clinicians, researchers, and parent advocates, many of whom were INSA members, took part. Over three survey rounds, experts rated a number of unique parenting strategies in terms of their importance in responding to a child with school reluctance and/or refusal. Strategies endorsed as 'important' or 'essential' by at least 90% of the expert panel were included in the new guidelines. The guidelines include topics such as: risk and protective factors; warning signs; identifying the underlying causes of the problem; working collaboratively with the child, school staff, and other professionals; seeking professional support; and developing an individually-tailored return-to-school plan. Download the free guidelines [here](#). If you are interested in translating or localising these guidelines to your country, please contact [Mairead Cardamone-Breen](#).





More News from Australia

'Further Evaluation of the In2School Program'

In2School is a three-phase wraparound Tier 3 intervention for young people (11-15 years) who display school refusal. It provides educational and therapeutic interventions, as well as family support, delivered by teachers and mental health clinicians. In2School has been effective, and new research is needed to see if the model is replicable outside a specialist mental health and school setting. We will now investigate which parts of the three-phase model are replicable in an alternative school setting in Victoria, Australia. This is now called 'In2School@school'. In2School@school will be staffed differently to the original In2School intervention, with teachers and an education support worker, rather than a mental health clinician. Challenges include translating a practice guide developed for a specialist service, into a school environment, and ensuring program staff feel confident to implement the program. To address these challenges, the In2School team will provide consultation, training, and support to the new program team. We are also working with personnel at an alternative school with extensive experience in the provision of trauma-informed education who are committed to the implementation of In2School@school. We hope that what we learn from this new study will allow us to develop a similar model that can be adopted into mainstream education settings. For further information please contact [Lisa McKay Brown](#).

