

2022 INSA Conference

Making Waves To Advance
School Attendance

Full Program



Three days. Six guest speakers. Unlimited networking.
Egmond aan Zee, The Netherlands
October 5-7, 2022



International Network
for School Attendance

www.insa.network

Welcome

We – INSA’s Executive Team and Conference Team – are so pleased to welcome you to this unique and exciting event here in Egmond aan Zee. INSA is the only international network for school attendance and engagement, and we thank you for taking the time to be part of this gathering. It is through the knowledge, skills, effort, perspective, and passion of you and everyone at this conference that we can make the biggest waves in the field of school attendance.

We also welcome the contributors to the conference program: our keynote speakers, invited speakers, presenters of oral presentations, facilitators of round table discussions or workshops, contributors to the marketplace, chairs of the parallel sessions, and Marc Dullaert, the founder and chair of [KidsRights](#), for preparing and sharing insights to open the conference.

And we extend a special welcome to the young people from the Netherlands who are sharing from their personal experience during the conference. We really appreciate your willingness to share your insights and wisdom. Please warmly welcome these young people when you see them.

About the Conference Team

Our Conference Team has worked diligently to prepare this, INSA’s third conference. Below you can read about the ways in which the team members are busy making waves to advance school attendance and engagement. The Conference Team is grateful for the dedicated support of Gil Keppens, René Halberstadt, and Yvonne van Oosterom; Gil participated in the Scientific Program Team, René in the Social Program Team, and Yvonne handled the many logistics associated with a conference of this size, graciously responding to emails from the Conference Team and delegates. Our thanks, too, to the team at Hotel Zuiderduin for looking after us during our stay, to Elise our budding photographer, and the young crew from Manifesting Media for managing the filming.



Conference Co-Chair: Irma de Wit, Association Secondary Education, North Kennemerland, the Netherlands

I’m making waves in the region of North Kennemerland in the Netherlands. As project manager for school attendance, I work with youngsters, parents, school personnel, policymakers, directors, social workers, youth physicians, and school attendance officers. In my work for the Dutch ‘knowledge network for school attendance’ and for INSA, I collaborate with researchers and organisations addressing school attendance. While everyone is surfing their own wave, my job is to see and hear the waves of progress and draw them all together.



Conference Co-Chair: Dr David Heyne, Developmental and Educational Psychology, Leiden University, the Netherlands

It’s been a privilege to make waves in the area of ‘networking’ by helping bring together so many delegates from around the world, for this interdisciplinary, international conference. In the area of ‘research’, I’ve enjoyed working with colleagues from Australia, the UK, and the Netherlands, to draw greater attention to the needs of youths with neurodevelopmental conditions. Regarding ‘tools for the field’, I’m currently working with colleagues in the Nordic countries, to expand the availability of tools that can be used to understand the needs of youths experiencing attendance problems.



Chair, Scientific Program Team: Dr Jo Magne Ingul, Regional Centre for Child and Youth Mental Health and Child Welfare, Norway

For 20 years my wave-making has focused on 'practice', as I work to help young people and families affected by attendance problems to find their path and make a positive splash in their own lives. Lately I have been translating some learnings from my practical work into research work and into teaching for other practitioners, in an effort to make broader waves in the areas of research and practice.



Chair, Social Program Team: Lana Van Den Berghe, Ghent University, Belgium

It's a delight making waves in the area of 'education', helping tomorrow's psychologists, educators, and pedagogues become aware of the role education can play in the lives of youngsters and families; these are the people who tomorrow's professionals will be serving. In the area of 'research', I love to work practice-based, focusing on the voice of students and their social networks; they are the owners and experts of their narratives, needs, and dreams. In the area of 'practice', I enjoy working with educators, social workers, and student support workers to identify ways to promote school attendance.



Parent Representative: Jayne Demsky, Founder of the School Avoidance Alliance, USA

It's become my life's work to improve the lives of kids and families struggling with school avoidance. I'm helping make waves in the area of 'practice' via the School Avoidance Master Class for Parents, whereby families learn how to help their kids without it taking weeks and months to find answers. The area of 'education' is on the top of my agenda too. The School Avoidance Educator Course helps ensure school staff effectively support families. As a result of everyone's motivation and dedication to addressing attendance problems, I believe a sea change of better outcomes is on the way.



Dutch Liaison: Vincent Fafieanie, The Netherlands Youth Institute, the Netherlands

I'm involved in wave-making because it is very important to me that all young people can participate in society according to their own possibilities. In my earlier work in the area of 'practice', I learned that truly listening to young people is the first step towards finding support that really suits. In my current 'policy' work at the Netherlands Youth Institute, I draw together knowledge from science, professionals, and young people, to work out together how we can do better in supporting young people.

We trust that the wave of inspiration, energy, and collaboration that you experience during this conference will spread to those in your local and national environment. May the connections you build here at Egmond aan Zee lead to valuable outcomes for the young people and families we all serve.

The 2022 INSA Conference Committee

About the Program

We are delighted to offer such a rich three-day program, with thanks to the generous contributions of so many dedicated practitioners, educators, researchers, and policymakers from around the world, and the passionate young people here in the Netherlands. The conference features 3 keynote addresses, 3 invited addresses, 19 parallel sessions, 20 round table discussions, 12 workshops, and a marketplace. The program is awash with opportunities for networking, knowledge, and know-how for everyone passionate about school attendance and engagement. Based on feedback after prior conferences, we've increased opportunity for interaction and discussion; this is especially noticeable in the program for Day 2, and in the time allocated to parallel sessions, with more time for discussion.

The conference – [Making Waves to Advance School Attendance](#) – starts with us 'testing the waters'. Members of the INSA Community reflect upon progress made in the field. We then turn our attention to the progress that needs to be made. The six key areas we focus on during the conference are policy, practice, education, research, tools for the field, and networking. Towards the end of the conference, we work together to ensure that the ripples and waves arising during the conference will spread to our respective homes and workplaces. Throughout the conference, keep your eye on the 'future chair' ...

Below, you will find a handy overview of each day of the conference. After that, we share the abstracts (i.e., summaries) for each contribution to the conference. Some of the parallel sessions were submitted as collections of related presentations (i.e., a symposium); these include an overarching abstract describing the theme of the symposium, together with abstracts for each of the presentations in the symposium. The parallel sessions without overarching abstracts were developed by the Scientific Program Team, by grouping together individually submitted presentations that share a theme. The names listed for each contribution are the authors of the contribution. When more than one author is listed, it is usually the first author who is the presenter.

Prior to the conference – and before Monday September 26 – you'll need to register for your preferred topic from among the 20 round table discussions, and your preferred topic from among the 12 workshops. You will have received an email from info@congres4u.nl explaining the process for registering. There will be a limited number of places for each topic. After the conference, pdf copies of the PowerPoint presentations will be made available when contributors have agreed to this.

Good to know

Check-in, check-out, and storing luggage:

Check-in is from 15:00, and check-out is at 10:30. Room 532 is available for luggage storage.

Breakfast, lunch and dinner:

Breakfast is available between 07:00 and 10:30 and is included for hotel guests. Lunch is provided for conference delegates. On the buffet dishes you'll find allergy-related information; don't hesitate to ask the restaurant staff if you have any questions. You can visit the hotel restaurant for dinner (buy a ticket at the hotel reception on arrival) or visit one of the numerous restaurants in Egmond aan Zee (check this [dining guide](#)).

Social Program:

The Social Program Team has organised a great range of activities for before, during, and after the conference. Check out the 'Social Program' on [page 47](#). For activities during the conference there is no need to register, but you will need to have registered by 26th September for the pre-conference and post-conference activities. Delegates will have received an email from info@congres4u.nl prior to the conference, with an invitation to register.

INSA Desk:

The INSA desk is open on Tuesday 4th October between 16:00 and 19:00, Wednesday 5th October between 08:00 and 17:30, Thursday 6th October between 08:00 and 18:00, and Friday 7th October between 08:00 and 17:00. It is located in Lounge 2. Ask at the main desk of the Hotel if you cannot find it. If you left something at home, can't find a room, an urgent matter arises, or for any other reason, please ask for support at the INSA desk, or from one of our team wearing the INSA badges.

Finding your way around the venue:

[Click here](#) to access the 'floor plan' of the conference venue.

Social media:

You can follow [INSA on Twitter](#) and use the conference hashtag #INSA22 to share your learnings from the conference. You can also follow [INSA on LinkedIn](#).

Wi-Fi:

We have our own Wi-Fi network, ask at the INSA desk, located in Lounge 2.

Mentimeter:

Before arriving in Egmond aan Zee, download the 'Mentimeter' App on your smartphone.

Doodle Wall:

During the conference there will be a Doodle Wall where you can share questions, thoughts and ideas, ongoing projects, proposals for collaborations/meetings, websites, resources, etc.

Photography and filming:

Photography and filming will occur throughout the conference. Excerpts will be available for INSA Members via the INSA website. Some round table discussions will be voice-recorded to provide a record that facilitates INSA's work going forward. If for a specific reason you would want to be excluded, please email info@congres4u.nl

Personal property:

INSA, Congres4U, and Hotel Zuiderduin cannot be held responsible for the loss of any personal property.

INSA Membership

INSA membership is only 70 EUR per year, with access to videos, the Discussion Forum to consult with others around the world, the INStAnt! newsletter (a quick-and-easy update on attendance issues), and conference discounts. To become a member, visit insa.network/membership. We hope you'll encourage colleagues to join as Members too.

Want to help?

If you share INSA's [Mission](#) and would like to get involved, please send an email to info@insa.network. INSA is a non-profit network seeking hard-working volunteers able to commit at least 2 days per month. To make a donation to INSA, please email info@insa.network for details.

Disclaimer:

INSA's Mission encourages us to disseminate as much information as possible, without judgement. This should not be seen as an endorsement by INSA. Please access and use the information with proper judgement. Information shared remains the right of those who authored it and they maintain such right even when you access the information via the INSA website. Please contact conference contributors directly with questions or suggestions.

Day One:

Wednesday October 5

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| Plenary Session | 9:30-10:00 | Official Welcome to the 2022 Conference Irma de Wit and David Heyne: Conference Co-Chairpersons Marc Dullaert: KidsRights, Founder and Chairperson |
| Plenary Session | 10:00-11:00 | Making Waves in the Field of School Attendance: Where Are We Now, What Do We Need To Do Next? Carolyn Gentle-Genitty (USA, INSA's Executive Team) Christopher Kearney (USA, INSA's Scientific Committee), via video Glenn Melvin (Australia, INSA's Executive Team) |
| Networking | 11:00-11:30 | Morning Tea |
| Keynote Address | 11:30-12:30 Learn more on pg. 9 | Dr Malin Gren Landell, Stockholm University, Sweden Worldwide increase in attendance: An agenda for 2030 Click here to read about Malin |
| Networking | 12:30-13:30 | Buffet Lunch Included |
| Presentations | 13:30-15:00 Learn more on pg. 9 | Parallel Session 1: How Different Countries Record, Report, and Use School Attendance Data: What Needs to Change, and What Needs to Stay the Same? Part 1 Parallel Session 2: Understanding and Responding to School Attendance and Absence Parallel Session 3: Psychosomatic Symptoms, Health Complaints, Sickness Absence, and Intervention Parallel Session 4: Relationships, Resilience, and Social Situations at School Parallel Session 5: 'Give Me 5' For School Refusal |
| Networking | 15:00-15:30 | Afternoon Tea |
| Invited Address and Other Presentations | 15:30-17:00 Learn more on pg. 15 | Associate Professor Catriona O'Toole, Maynooth University Department of Education, Ireland The tip of the iceberg! Why we need trauma-informed responses for school attendance difficulties Click to read about Catriona Parallel Session 6: How Different Countries Record, Report, and Use School Attendance Data: What Needs to Change, and What Needs to Stay the Same? Part 2 Parallel Session 7: Shifting the Paradigm from Absenteeism to Attendance, Without Causing a Tsunami Parallel Session 8: The Consult Method: A Lifebuoy in the Rising Tide of School Avoidance (In a Subset of Children and Adolescents, Caused by Immune-Mediated Conditions Known as PANS and PANDAS) |
| Relaxing, Networking | 17:00-19:30 | Free Time |
| | 19:30-22:30 | Welcome Dinner and Entertainment Tickets available during registration and via info@congres4u.nl Limited availability |

Read more about each session on page 9

Day Two:

Thursday October 6

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| Plenary Session | 8:30-9:00 | Welcome to Day Two |
| Invited Address and Other Presentations | 9:00-10:00 Learn more on pg. 20 | Jayne Demsky, School Avoidance Alliance, USA The puzzle of school avoidance: Working together to put the pieces in place Click here to read about Jayne Parallel Session 9: Data Analytic Approaches to Understand Attendance and Absence Parallel Session 10: Flexible Learning Parallel Session 11: National Networks |
| Marketplace, Networking | 10:00-10:45 Learn more on pg. 22 | Morning Tea; Opening of the Marketplace The Marketplace for Practice and Research, where contributors share their work in an informal way; be inspired, ask questions, make connections |
| Round Table Discussions | 10:45-12:00 Learn more on pg. 27 | Engage in Discussion Around Your Preferred Topic Register your preferred topic before September 26; follow the instructions in the email from info@congres4u.nl |
| Networking | 12:00-13:00 | Buffet Lunch Included |
| Workshops | 13:00-15:30 Learn more on pg. 32 | Participate in Your Preferred Workshop Register your preferred workshop before September 26; follow the instructions in the email from info@congres4u.nl |
| Networking | 15:30-16:00 | Afternoon Tea |
| Invited Address and Other Presentations | 16:00-17:00 Learn more on pg. 36 | Martin Knollmann, Clinic for Child and Adolescent Psychiatry, Psychosomatics, and Psychotherapy, in Essen, Germany Therapeutic approaches with 'difficult to help' youths experiencing chronic absence Click here to read about Martin Parallel Session 12: Influences on Attendance and Absence: Quantitative Research and Qualitative Research Parallel Session 13: Tools to Understand Absenteeism Parallel Session 14: School Attendance and Elective Home Education Among Children with Neurodevelopmental Conditions, A Year After the COVID-19 Pandemic |
| Marketplace, Networking | 17:00-18:00 Learn more on pg. 22 | Marketplace The Marketplace for Practice and Research, where contributors share their work in an informal way; be inspired, ask questions, make connections |
| Networking | 18:00-21:30 | Dinner and Free Time |
| | 21:30-23:30 | Social Events No ticket needed |

Read more about each session on page 20

Day Three:

Friday October 7

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| Plenary Session | 9:00-9:30 | Welcome to Day Three |
| Keynote Address | 9:30-10:30 Learn more on pg. 40 | Youth Representatives from the Netherlands Our journey for school attendance: The perspectives of youth representatives Click here to see the documentary by Merlijn Goldsack Click here for jongPIT Click here for Adviesraad EigenWijsheid |
| Networking | 10:30-11:00 | Morning Tea |
| Presentations | 11:00-12:45 Learn more on pg. 40 | Parallel Session 15: School Attendance From the Perspective of Young People Parallel Session 16: Cooperation and Collaboration Parallel Session 17: Autism, Other Neurodevelopmental Conditions, and Intervention Parallel Session 18: Understanding and Responding to Emotionally-Based School Absenteeism (School Refusal) and Other Attendance Problems Parallel Session 19: School-Based Prevention and Intervention |
| Networking | 12:45-14:00 | Buffet Lunch Included |
| Keynote Address | 14:00-15:00 Learn more on pg. 46 | Professor Anne Marie Albano, Columbia University Clinic for Anxiety and Related Disorders, USA Addressing the whole person: Developmentally informed strategies to align and empower youths, parents, and schools Click here to read about Anne Marie |
| Plenary Session | 15:00-16:30 | Moving the Field Forward / Farewell 'Borrel' |

Read more about each session on page 40

Day One: Abstracts

Keynote Address

Worldwide increase in attendance: An agenda for 2030.

Dr Malin Gren Landell, Stockholm University, Sweden.

Missing school is a threat against being included, feeling worthy, and having opportunities for a bright future. Absence from school disrupts social relations. Despite the right to education, many kids are missing school. The declaration of the right to education is necessary but not sufficient for all kids to benefit from educational opportunities. This Conference shows that there are ways to strengthen the expectation of going to school. Many are willing to join this work. There is a richness of studies that have been conducted and ideas for research yet to become reality. But there is more to do and we need an agenda. We need to define the problem, we need shared data, we must set goals and an agenda for action. Some of the needs are to identify students who are currently off the radar, to keep an eye on future risks for school absenteeism that are not yet studied, and to develop treatment models for various groups of non-attenders. For example, treatment models that address the needs of non-attending students with neurodevelopmental disorders, anxiety, or depression. Young carers are a hidden group with worrying absenteeism. Finally, in a world with increasing inequality, juvenile delinquency is rising and truancy is strongly associated with this problem. The work of increased attendance is about creating social sustainability. What is the agenda, which are our goals, and how do we reach them by 2030?

Parallel Session 1: How Different Countries Record, Report, and Use School Attendance Data: What Needs to Change, and What Needs to Stay the Same? Part 1

Symposium Organisers: Dr Gil Keppens, VUB, Belgium; Professor Carolina Gonzalez Macia, University of Alicante, Spain.

To improve school attendance, education and government departments around the world engage in some form of monitoring through the recording and reporting of absenteeism. Despite an abundant literature on school absenteeism, we still know relatively little about the different approaches that are used to define, record, and report school attendance across countries or states/regions within countries. This inconsistency is a major limiting factor for research collaboration across countries, for

policy alignment, and for identifying best practices. This symposium will present the broadest overview so far on how school attendance and absenteeism is defined and measured. It aims to address the following questions: (1) How is school absenteeism conceptualised in a specific country?; (2) What indicators of absence are being recorded?; (3) How is this data reported?; and (4) How do schools and central authorities respond to this data?

Understanding school attendance problems through attendance statistics: International comparative views on the situation in Sweden, Germany, the UK (England), and Japan.

Susanne Kreitz-Sandberg, Stockholm University, Sweden; Åsa Backlund, Stockholm University, Sweden; Ulf Fredriksson, Stockholm University, Sweden; Joakim Isaksson, Stockholm University, Stockholm University; Maria Rasmusson, Stockholm University, Sweden; Malin Gren Landell, Sweden.

There is general consensus on the negative consequences of school non-attendance, but from an international comparative perspective, it is surprising how few studies have compared school attendance problems (SAPs) in different societies and education systems. In this article, we analyse SAPs through the lens of official statistics in four countries with different education systems: the UK (England), Japan, Germany, and Sweden. The purpose of the presentation is to understand how SAPs are conceptualised in these four countries and how national statistics can contribute to our understanding of SAPs. We will investigate which statistics and indicators are available in the four countries with respect to school attendance and SAPs, what these statistics can tell us about the character and extent of SAPs, and whether any trends can be seen in these countries. The presentation analyses statistics and official data collected by national school authorities. In a comparative case study approach, backgrounds within systems are provided and differences between countries are analysed. The presentation elucidates that different countries have different ways of collecting statistical information about absence, and different ways of making this information available. There seems to be a lower threshold for how much absence is considered problematic in Japan, England, and Thuringia (one of the investigated German federal states) compared to Sweden and Berlin. It is not possible to establish any similar trends across all four countries.

Searching for consistency in attendance data recording, reporting, and utilisation in the United States.

Patricia Graczyk, University of Illinois, USA; Carolyn Gentle-Genitty, Indiana University, USA.

According to the United States (US) Department of Education (DOE) 16% or over eight million kindergarten through twelfth grade students in the US missed 10% or more school days during the 2017-2018 school year. We know this because schools are mandated to report their attendance data to their respective states and to the US DOE. There are concerns around accuracy and consistency because each state is allowed to compile their data in their own way and they report only select metrics to the DOE to comply with federal guidelines. Consistency on federal metrics enables comparisons and state compliance with federal guidelines for funding and reporting. To best understand what is reported, we report on data compiled by the National Center for Education Statistics (NCES) housed in the Institute of Education Sciences, the science branch of the US DOE, and describe how attendance data are collected, reported, and used at the national level. We share similar findings for two representative US states – Connecticut and Indiana – to highlight similarities, differences, and “best practices” between them. Key results from these multiple levels of analyses are then discussed with the goal of informing research, practice, and policy related to school attendance so that students at all ages and from all backgrounds are provided the opportunity to obtain optimal benefits from their schooling throughout their school careers.

School attendance problems in France: Contemporary challenges and findings.

Laelia Benoit, Yale Child Study Center, USA

Objectives: This presentation provides an overview of school attendance problems (SAPs) in France as reported by children and adolescents with SAPs, by their parents, and by school personnel (i.e., teachers, counselors, school nurses). We also explored the educational progression, access to care, and associated symptoms (somatic symptoms, internet gaming disorders) of young people with SAPs. We used a series of mixed-methods studies and a sociological analysis of the French educational system to gain a deeper understanding of SAPs in France.

Methods: We deployed an anonymous web-based survey (n=1,970) in partnership with the educational policy department of the French Ministry of Education and with parent representatives from the School Refusal Association (APS). We defined the onset of a SAP as the absence of ≥ 2 school weeks over the course of an academic year and assessed standard trajectories of school progression using sequence analysis of adults' recollection of three consecutive years of school attendance. Three qualitative studies were conducted with semi-structured interviews of school personnel (n=52), children and adolescents with SAPs (n=69), and their parents (n=63), to inquire about their understanding of SAPs, their pathway to care, and associated disorders (somatic symptoms, internet gaming disorder).

Results and Discussion: Using a sociological perspective, we will describe how the French school system may contribute to students' anxieties. Based on the survey, we identified five prototypical trajectories of educational progression in SAPs, as well as factors associated with a high number of somatic symptoms, and with internet gaming disorders. Qualitative results showed that students experienced an emotional and relational exhaustion related to the requirements of socialisation (presentation of self in public places, and relations to peers). Finally, we will discuss possible implications for the early management of SAPs in France.

Current Dutch practice related to the recording, reporting, and use of school attendance data: Toe the line or take a new path?

Marga De Weerd, Ingrado, The Netherlands

Research signals the importance of promptly identifying and responding to emerging absenteeism, to prevent severe and chronic absenteeism. This relies upon a good system for recording, reporting, and using data related to students' school attendance and absence. This presentation includes an overview of Dutch legislation, policy, and practice regarding the recording, reporting, and use of school attendance data. We then consider the ways in which current legislation, policy, and practice helps and hinders the work of school personnel endeavouring to promote attendance and reduce absenteeism. Thereafter, we propose modifications to current policy and practice that could enhance the prompt identification and response to emerging absenteeism. When school personnel have easy access to reliable attendance data and become accustomed to using the data to guide their responses to absenteeism, they are in a stronger position to support positive developmental outcomes among young people.

Parallel Session 2: Understanding and Responding to School Attendance and Absence

The perceptions of different professionals on school absenteeism and the role of school health care: A focus group study conducted in Finland.

Katja Melander, University of Helsinki, Finland; Tiina Kortteisto, Tampere University Hospital, Finland; Dr Elina Hermanson, Pikkujätö Medical Centre for Children and Youth, Finland; Professor Riittakerttu Kaltiala, University of Tampere, Finland; Katarina Mäki-Kokkila, City of Kirkkonummi, Finland; Prof. Minna Kaila, University of Helsinki, Finland; Docent Silja Kosola, University of Helsinki, Finland.

Introduction: School absenteeism and school dropout jeopardise the future health and wellbeing of students. Reports on the participation of school health care in absenteeism reduction are infrequent, although physical and mental health problems are the most common causes of school absenteeism.

Our aim was to explore what reasons different professionals working in schools recognise for absenteeism and which factors either promote or inhibit the inclusion of school health care in absenteeism reduction. Materials and Methods: Data for this qualitative study was gathered from ten focus groups conducted in two municipalities in southern Finland. The groups included (vice) principals, special education/resource/subject teachers, guidance counselors, school social workers, school psychologists, school nurses, school doctors, and social workers working in child protective services. Data analysis was predominantly inductive but the categorisation of our results was based on existing literature. Results: Study participants identified student-, family-, and school-related reasons for absenteeism but societal reasons went unmentioned. A number of reasons promoting the inclusion of school health care in absenteeism reduction arose, such as expertise in health-related issues and the confidentiality associated with health care. Inclusion of school health care was hindered by differences in work culture and differing perceptions regarding the aims of school health care. Conclusion: Professionals working in schools were knowledgeable about the different causes of school absenteeism. Clarifying both the aims of school health care and the work culture of different professionals could facilitate the inclusion of school health care in absenteeism reduction.

Absence affects all, but not equally.

Jonas Højgaard Frydenlund, Independent Scholar, Norway; Frederikke Skaaning Knage, Aarhus University, Denmark.

Absence from school is a phenomenon that is present among children from all social classes, ethnicities, and genders. While previous research has pointed out that there are disparities in how much absence certain groups have (Gee, 2018), and that social categories may affect children's decisions to stay absent through identity processes (Gentle-Genitty et al., 2021), less attention has been paid to how school absence emerges as a specific problem through, for example, policies, information leaflets, and everyday practices in school (Knage, 2021). By attending to different discursive practices, we show how school absence emerges as two distinct kinds of problematised phenomena: (1) absence as a reaction to excessive distress; and (2) absence as caused by uncultivated parenting. These two phenomena are constituted by different perceptions of where to locate the cause of the absence, of how the absence should be prevented and intervened upon, and of whose responsibility such interventions are. In the paper, we furthermore argue that the second constitution of absence is connected to strong discourses of racialisation and ethnicity, causing children of immigrants in the Danish school system and their parents to be met with a greater level of disciplinary and punitive interventions than their non-immigrant peers (cf. Frydenlund, 2021). As such, we

argue that even though school absence may in fact be present in all groups of school children, children may not be met equally in their absence experiences.

The PRINS-model (PReSent IN School), a simple but effective model for working with school attendance.

Aggie Öhman, Prestationsprinsen, Sweden.

The PRINS model (PReSent IN School) supports structured and consistent work with School Attendance (SA) and School Attendance Problems (SAPs). It is based on research and experience from many years of work with schools, communities, and private school organisers. The model, developed by Aggie Öhman, will be presented in relation to our work and results in Mark community and their schools. The PRINS model consists of: (A) A re-occurring process for developing new, re-engineering existing, and maintaining SA/SAPs-routines, in the process of ongoing SA-work (operational and strategic). The model has taken form based on what has been shown to be crucial for successful results (e.g., phases of the work, organisation, documentation, and the implementation of improvements). It is an iterative and curious way of working: Why do we do this? What if? Why not? The basic process is the same, with different content; either we work at an organisational level or in the daily work with absence in our schools. (B) An analytical way of working in a structured way, based on research to identify, analyse, decide interventions/changes, perform, and review our work or interventions, taking into account what we know from research about, for example, risk factors and interventions concerning SA and SAPs. (C) Collaboration is key. Our structure around students varies in different regions and countries. However, with the PRINS model we have made change from common ways of assessing when collaboration is needed and the sort of collaboration needed.

Parallel Session 3: Psychosomatic Symptoms, Health Complaints, Sickness Absence, and Intervention

Health complaints, physical activity, and school absence among Norwegian adolescents.

Marion Stava Bjørgan, MSc, Educational and Psychological counselling service West, Bergen, Norway; Dr Mari Hysing, Department of Psychosocial Science, University of Bergen, Norway; Dr Tormod Bøe, Department of Psychosocial Science, University of Bergen, Norway; Dr Jo Magne Ingul, RKBU Midt, NTNU Norwegian University of Science and Technology, Norway; Trude Havik, Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger; Kristin Gärtner Askeland, RKBU Vest, NORCE Norwegian Research Centre.

Health complaints are common in adolescence and can interfere with daily life functioning and school attendance. Physical activity has been linked to reduced risk of neck- and shoulder pain, as well as better educational outcomes and lower school absence. The aim of the present study was to investigate the association between health complaints and school absence, and the possible moderating effect of physical activity. Data stem from the population-based youth@hordaland-survey of adolescents between 16 and 19 years, attending upper secondary education in Hordaland County, Norway. Administrative data on school absence was provided for 8222 adolescents, and data on health complaints and physical activity was based on self-reports. Across all analyses, reporting health complaints was associated with increased school absence. The associations were similar for headache, abdominal pain, backpain, dizziness, and pain in neck/shoulders, and there seemed to be a gradual increase in absence with increasing symptom frequency. Further, reporting a higher number of weekly complaints was associated with a larger increase in school absence. Physical activity was associated with a reduction in school absence, but there was no significant interaction between physical activity and health complaints, suggesting that physical activity is protective of school absence for all students, regardless of their level of health complaints.

Psychosomatic symptoms and school absenteeism in 15-16 years old adolescents.

Raquel Abrahams, MD, The Public Health service of Amsterdam, GGD Amsterdam Nieuwe Achtergracht 100, 1018WT Amsterdam - Department of Public and Occupational Health, Amsterdam Public Health Research Institute, Amsterdam UMC, University of Amsterdam, Amsterdam, The Netherlands; Dr Tanja Vrijkotte, Department of Public and Occupational Health, Amsterdam Public Health Research Institute, Amsterdam UMC, University of Amsterdam, Amsterdam, The Netherlands.

Background: Psychosomatic symptoms cannot be fully explained by a known medical condition. They can lead to more substantial school absenteeism, with negative consequences for school performance, social functioning, health, and income as an adult. The most given reason for school absenteeism is a somatic disease. The aim of this study was to assess the associations of psychosomatic symptoms and perceived stress with school absenteeism.

Methods: Cross-sectional study with inclusion of 1714 adolescents (age 15/16 years) from the ABCD-study. Psychosomatic symptoms were self-reported using items from the Youth Self Report (backpain, headaches, nausea, stomach pain, irritation or bad temper, and overtiredness). Stress was defined by the Perceived Stress Scale and school absenteeism as days in the past year. A Poisson regression was performed to predict school absenteeism (days) based on psychosomatic symptoms and perceived stress, corrected by age, gender, and education type.

Results: The prevalence of psychosomatic symptoms was 75.1%, and 75.5% for perceived high stress. School absenteeism was on average 4.4 days, and 13.6% reported more than 5% school absenteeism (> 10 days). Psychosomatic symptoms (incidence risk ratio (IRR) 1.14, 95% confidence interval (CI) 1.12-1.15, $p < 0.001$) and stress (IRR 1.02, 95% CI 1.02-1.03, $p < 0.001$) were independently associated with school absenteeism. Conclusion: Psychosomatic symptoms and high stress are frequently experienced by adolescents and associated with school absenteeism. Early detection of psychosomatic symptoms and high perceived stress in adolescents might give opportunities to prevent school absenteeism and negative consequences.

How to tackle sickness absence in primary school: A process evaluation of 'Medical Advice for Sick-Reported Students in Primary School' (MASS-PS).

Esther Pijl, GGD West-Brabant & Maastricht University, The Netherlands; Dr Yvonne Vanneste, NCJ, The Netherlands; Dr Jolanda Mathijssen, Tranzo, Tilburg University, The Netherlands; Professor Frans Feron, Social medicine, FHML, CAPHRI, Maastricht University, The Netherlands; Professor Angelique de Rijk, Social medicine, FHML, CAPHRI, Maastricht University.

School attendance is crucial for the development of a child. Sickness absence is the most common type of absenteeism and can be a red flag for underlying problems. To address sickness absence, the intervention Medical Advice for Sick-reported Students for Primary School (MASS-PS) was recently developed. It targets children at risk and is a school-based child and youth health care intervention. This is the process evaluation of MASS-PS. MASS-PS was implemented and evaluated in 29 schools in the West-Brabant region of the Netherlands, during three school years (2017–2020). Attendance coordinators (ACs) from the different schools were interviewed in six focus group interviews as well as in over 200 individual conversations, of which logbooks were kept. Content analysis was used based on a framework of implementation elements. During the first year of the study, the uptake was low. Changes were made by the project group to improve the uptake. The ACs generally considered the MASS-PS as compatible and relevant, but suggested improvements by adding a medical consultation function with a child and youth healthcare physician and increasing the threshold for selecting children at risk. They saw several personal benefits, although time was necessary to learn to use the intervention. An organisational barrier was the lack of teaching staff. A strength in the organisational structure was the appointment of ACs. A major event in the sociological structure was the COVID-19 pandemic. ACs felt that the intervention helped them keep track of sickness absence during the pandemic. The Medical Advice for Sick-reported Students for Primary School intervention was implemented successfully, and the process evaluation gave insight into possible improvements.

Parallel Session 4: Relationships, Resilience, and Social Situations at School

RESET: Restoring Every Student, Every Teacher.

Shelneka Adams, We Got Goals, LLC Louisiana, USA.

Restoring Every Student, Every Teacher (RESET) is an initiative to address the psychosocial needs of students and teachers to repair the student-teacher relationship that occurs after suspension. Suspension is a component of chronic absence and can subsequently lead to dropout. The RESET framework allows for both the student and the teacher to have a “voice” and be heard and supported. To capture their voices and understand what support is needed, teachers and students complete a questionnaire with restorative questions. Teachers receive written feedback on the referral they submitted due to the student’s behaviour. They are provided with next steps, how the administration will support them in re-engaging the student/family, and best practices to support classroom reentry for the student. RESET utilises the questionnaire to assess the reentry needs of the student as well. With all removals from class, even those that do not result in suspension, there should be a reentry plan for the student. This plan is generated from the answers of their questionnaire. It also helps them identify a “safe person” on campus to check in with daily for two weeks. The rationale behind the daily check-ins is to assist the student with establishing a positive relationship with an adult on campus. Students thrive more in school and have academic success when they have a caring adult at school. The goal is to ensure the student feels supported rather than targeted. This simple initiative can improve school attendance by addressing the suspension component in chronic absenteeism.

Coping with school attendance problems and re-integrating to school: The perspective of youth in participatory research.

Tiina-Reeta Laurén Knuutila, Phd student, Åbo Akademi University, Finland; Dr Jaanet Salminen, University of Turku, Finland; Docent Katarina Alanko, Åbo Akademi University, Finland; Professor Niina Junntila, University of Turku, Finland.

This presentation focuses on synthesising participatory research findings of school attendance problems. We will conduct a systematic review of the following databases: Psycinfo, ERIC, Scopus, Teacher Reference Center, Education Research Complete and Academic Search Premiere. The search string will cover words related to: (1) attendance and/or absence; (2) participatory research, such as interview, narrative, experience, perspective; and (3) group of interest: pupil, student. The focus will be on extracting data on resilience, coping, and dealing with a school attendance problem (SAP). The preliminary results will be presented. The presentation includes

discussion of the findings and creation of a preliminary framework for understanding the coping experiences of young people with a SAP.

Adolescents’ interpersonal cognition and self-criticism related to being anxious in a classroom presentation situation.

Dr Klaus Ranta, Tampere University, Finland; Mauri Inkinen, B.SC., Tampere University, Finland; Dr Jaana Minkkinen, Tampere University, Finland; Dr Eero Laakkonen, University of Turku, Finland; Niina Junntila, University of Turku, Finland.

Classroom presentations are regularly assigned to adolescents at school. Performance and public speaking fears represent adolescents’ most frequent fears, either independently, or as symptoms of clinical social anxiety disorder. Some adolescents do not attend school on presentation days. To understand interpersonal cognition, self-evaluations, and possible stigma attached to classroom anxiety, more research is needed in normal populations. We present results from a Finnish population study among 687 adolescents. Interpersonal cognition and self-evaluations were assessed with the Classroom Questionnaire of Social Anxiety and Interpersonal Cognition (CQ-SAIC). We examined effects of gender, trait social anxiety assessed with the Social Anxiety Scale for Adolescents, and selected background variables on interpersonal cognition and self-evaluations in an imagined presentation situation. Data was examined with t-tests, chi-square analyses, and log-linear modeling to examine between-variables interactions. Effect sizes were calculated. We found notable gender differences in both interpersonal cognition and self-evaluations. Several dimensions of interpersonal cognition related to showing anxiety in the classroom were more positive among girls. However, non-acceptance of self as anxious was more frequent in girls. Trait social anxiety clearly intensified non-acceptance of self as anxious in girls. Results are discussed in the light of research on public and self-stigma attached to anxiety, extending those results to examine interpersonal attitudes in commonly encountered classroom speaking situations. Findings on self-criticism are discussed in relation to intervention research. In conclusion, addressing self-criticism and adolescents’ interpersonal attitudes may have relevance for enhancing effects of interventions for social anxiety, and for the prevention of anxiety-related school absenteeism in adolescents.

Parallel Session 5: ‘Give Me 5’ For School Refusal

Symposium Organisers: Marie Gallé-Tessonneau, Drs., Psychologist and psychotherapist in private practice, trainer for school refusal therapy, France; Cordula van HaersmaBuma, Drs., van Haersma Buma Orthopedagogiek in Voorburg,

The Netherlands; Dr Margarita Garcia Amador, Child-psychiatrist in private practice, teacher and trainer for school refusal therapy. Individual and group therapy for school refusal therapy; Dr Glenn Melvin, Deakin University, Australia; Marit Sahlström, Magelungen Utveckling Sweden, Educator and supervisor, specialised in online work with children with school absenteeism.

The target audience is all field professionals (e.g., therapists, social workers, school professionals) who work with children or adolescents displaying school refusal and more broadly with school attendance problems. The symposium is also provided by professionals who work with children and adolescents displaying school refusal and school attendance problems. Each presentation will include a brief description of the professional's work setting and, in 10-15 minutes, five practical tips, strategies, or tools used to address school refusal and encourage school attendance. The goal is to present concrete actions that can be reproduced immediately and easily. After all the presentations, there will be time for questions and discussion.

Give me five tools for parents and school personnel to join with adolescents to overcome anxiety about school.

Cordula van HaersmaBuma, Drs., van Haersma Buma Orthopedagogiek in Voorburg, The Netherlands.

Cordula works in a private practice, contracted by 10 municipalities in the The Hague area in the Netherlands. She sees children and adolescents from 4 to 18 years of age with many different problems, and their parents. She does assessment for ADHD, ASD, learning difficulties, etcetera, and CBT and EMDR as treatment for different problems. Cordula used to work as a CBT therapist, in a special needs education school for autistic children/adolescents, and she still sees many autistic children and adolescents. When working in that school she initiated a special programme for autistic adolescents who were anxious to come to school. The programme Cordula set up then, is still the basis for the way she helps the adolescents in her own practice now, although Cordula tends to adapt it all the time as she reads or hears new theoretical points or finds a good practical idea as a work form. Cordula will speak about the programme she initiated and the practical work forms she made. She will tell more about the way she helps parents and school join the adolescents to overcome the anxiety for school.

Give me five tools for outpatient clinical practice.

Marie Gallé-Tessonneau, Drs., Psychologist and psychotherapist in private practice, trainer for school refusal therapy, France.

Marie provides psychotherapy to children and adolescents displaying school refusal, and to their families. She practices CBT. In her work she always collaborates with schools to help children return to

school. In addition, she writes books and conducts training courses on therapy and support for school refusal. She trains therapists, social workers, and education professionals. Finally, she conducts research on school refusal and has developed a scale for the early diagnosis of this disorder (SCHOOL REFUSAL EVALUATION - SCREEN). Marie's five points will be: (1) school attendance monitoring form; (2) useful drawings to start the therapy and strengthen the therapeutic alliance (iceberg and bio-psycho-social model); (3) clinical case conceptualisation sheet (useful for organising therapy); (4) scheduled text messages to encourage patients; and (5) SCREEN (SCHOOL REFUSAL EVALUATION).

Give me five tools for individual and group outpatient clinical practice.

Dr Margarita Garcia Amador, Child-psychiatrist in private practice, teacher and trainer for school refusal therapy. Individual and group therapy for school refusal therapy.

Margarita works in evaluation and CBT therapy for school refusal. She leads a multi-professional outpatient unit for individual and group therapy. She also trains health professionals in school refusal in association with Medicine School. She trains and supports public and private schools and high-schools. Margarita's five points will be: (1) child psychiatric evaluation and an accurate diagnosis; (2) the impact of a multidisciplinary team; (3) integration of individual and group care; (4) work on emotional management; and (5) work on social skills.

Give me five parenting strategies that address school refusal and support attendance.

Dr Glenn Melvin, Deakin University, Australia.

As well as being a researcher with an interest in school attendance problems, Glenn works in private practice with adolescents who are refusing to attend school, along with their families and school staff. In addition, he provides seminars on school refusal to parents/caregivers, school staff, and health professionals. Prior to this, Glenn was an investigator and clinician in an outpatient-based school refusal program that evaluated interventions for school refusal including cognitive behavioural therapy. Glenn's presentation will focus on parenting strategies that address school refusal and support attendance, while acknowledging the importance of the parent-child relationship. These will include: (1) helpful information that increases parent's understanding of school refusal; (2) supporting parents to work with schools to support attendance and educational outcomes; (3) parent skills to support a calm morning before school; (4) balancing a focus on school attendance with a focus on family life and healthy teen development; and (5) self-care for parents.

Give me five tools for online support and learning strategies.

Marit Sahlström, Magelungen Utveckling, Sweden.

Marit was leading the project Oneeighty for ten years. This was an online support effort for pupils with school absenteeism (ages 12-20), offering social and pedagogical support. Right now, she is working as a supervisor and method developer with the Magelungen Utvecklings online version of HSP (Hemmasittarprogrammet), an online treatment for school absenteeism. She is also an author and writes novels. Marit's five points will be: (1) how to use media in facilitating school attendance; (2) how do I learn my interests, exploring learning strategies; (3) how to get to know a young person online, questions and activities; (4) the importance of being important to someone; and (5) transforming informal knowledge to formal knowledge.

Invited Address

The tip of the iceberg! Why we need trauma-informed responses for school attendance difficulties.

Associate Professor Catriona O'Toole, Maynooth University Department of Education, Ireland.

We know that many children and young people who experience school attendance difficulties have had (or continue to have) exposure to adversity and trauma, including, for instance, bereavement, family break-up, domestic violence, disrupted attachment, and peer victimisation. Despite this, trauma-informed approaches have not yet been leveraged in response to the challenges that children and their families experience. Trauma-informed practice is a strengths-based approach that is based on knowledge and understanding of how trauma affects people's lives. It is underpinned by six core principles: (1) safety; (2) trustworthiness and transparency; (3) peer support; (4) collaboration and mutuality; (5) choice, voice, and empowerment; and (6) cultural humility and respect for diversity. This presentation explores how schools and other agencies can begin to infuse these principles into their organisational culture, in order to co-create trauma-informed responses that honour young people's complex life experiences and coping strategies. This presentation also draws attention to wider systemic factors that maintain or exacerbate young people's school-related distress.

Parallel Session 6: How Different Countries Record, Report, and Use School Attendance Data: What Needs to Change, and What Needs to Stay the Same? Part 2

Symposium Organisers: Dr Gil Keppens, VUB, Belgium; Professor Carolina Gonzalez Macia, University of Alicante, Spain.

To improve school attendance, education and government departments around the world engage in some form of monitoring through the recording and reporting of absenteeism. Despite an abundant literature on school absenteeism, we still know relatively little about the different approaches that are used to define, record, and report school attendance across countries or states/regions within countries. This inconsistency is a major limiting factor for research collaboration across countries, for policy alignment, and for identifying best practices. This symposium will present the broadest overview so far on how school attendance and absenteeism is defined and measured. It aims to address the following questions: (1) How is school absenteeism conceptualised in a specific country?; (2) What indicators of absence are being recorded?; (3) How is this data reported?; and (4) How do schools and central authorities respond to this data?

A comprehensive review of school attendance problems in Spain: Current status and research trends.

Carolina Gonzalez, University of Alicante, Spain; Maria Vicent, University of Alicante, Spain, Ricardo Sanmartin, University of Alicante, Spain.

Each year, several articles and reports have been published on school attendance problems in Spain. However, there is a need to observe the policy protocols and the overall research development of this field which is missing in the current body of literature. The aim of this presentation is to show a comprehensive review of school attendance problems in this country. Assessing school absenteeism in Spain is difficult from a qualitative and quantitative perspective due to the scarcity of available data on its impact on students aged 6 to 16. To do this, the conceptualisation of school absenteeism, the different mechanisms to register school attendance, as well as the procedures and protocols to improve school attendance will be explained. In this work, the gaps to deal with school absenteeism in Spain will be mentioned in order to make them visible and to try to minimise them. The lack of a clear conceptualisation, the absence of official quantitative data, and the need for attention from the educational administrations make it difficult to combine actions for its prevention and intervention. This presentation provides a comprehensive outlook on school attendance problems and research, offering practical help to researchers and professionals who work on this topic or will start to do so.

Chile: Universal collection, open access, and innovation in the use of attendance and absenteeism data.

Carolina Soto, Fundación Educacional Oportunidad, Chile; Marcela Marzolo, Fundación Educacional Oportunidad, Chile; Yanira Alee, Fundación Educacional Oportunidad, Chile; MaryCatherine Arbour, Harvard Medical School, Harvard University, USA.

In Chile, school attendance and absenteeism are part of national conversations about educational equity: absenteeism rates are high, and chronic absenteeism has been shown to diminish the impacts of interventions that improve classroom quality. For students matriculated in public schools from preschool through secondary education, teachers record attendance daily, and schools submit data monthly to the Ministry of Education (MINEDUC). MINEDUC compiles and publishes on its website national databases that contain student-level daily attendance, absences, and withdrawals, for all children attending public schools. MINEDUC uses attendance data as a performance metric tied to school financing. This presentation will describe the Chilean context, and the definition, recording, reporting, and use of attendance data. We will discuss the strengths and weaknesses of the attendance process in the Chilean educational system, as well as considerations for use of Chilean data to facilitate more comparative perspectives on school attendance (data). In addition, we will report the methods, outcomes, and lessons learned by a regional Learning Network created and supported by Chilean Fundación Educacional Oportunidad that uses attendance data and continuous quality improvement (CQI) methods to promote attendance and prevent chronic absenteeism, with more than 150 schools.

Recording, reporting, and utilising school attendance data in Sweden, Finland, Denmark, and Norway: A Nordic comparison.

Lines Palmu, Consultant Teacher/ Development Coordinator, Valteri Centre for Learning and Consulting, Finland; Dr Maria Sandhaug, Statped, Sarah Jakobsen, PhD Student, University of Aarhus, Denmark; Johan Strömbeck, PhD Student, Magelungen Academy; Maren-Johanne Nordby, Dept of Complex Learning Difficulties, Statped, Oslo, Norway; Peter Friberg, Magelungen Utveckling AB, Stockholm, Sweden; Jenny Berg, Magelungen Utveckling AB, Stockholm, Sweden; Lotte Fensbo, Aarhus Municipality, Aarhus, Denmark; Jenny Sjöström, Valteri Centre for Learning and Consulting, Jyväskylä, Finland; Mikael Thastum, Aarhus University, Aarhus, Denmark.

Background: The compulsory educational context and school systems within the Nordic countries Sweden, Finland, Denmark, and Norway share fundamental similarities, facilitating comparison across these countries.

Aim: To describe and compare existing practices of recording, reporting, and utilizing school attendance data in Sweden, Finland, Denmark, and Norway.
Method: Descriptive study.

Results: In Sweden, Finland, and Norway there is a lack of national guidelines and agreements about how to record, report, and use school attendance data. Municipal autonomy has led to a variety of recording and reporting practices, which then lead to a lack of comparable data and wider use of the

data gathered. Denmark has a national registry of attendance data, and schools are required to report the data at the municipal level. There are more specific guidelines regarding recording and reporting in Denmark compared to Sweden, Finland, and Norway.

Discussion: Problems with school non-attendance are well recognised in the North, but ways of recording and responding to absenteeism are still versatile. This leads to inconsistencies both within and between the countries. Due to variations of the way attendance is recorded, the quality of the national registry of data in Denmark can be questioned.

Conclusion: A unified approach to inform research and practice to include formalised definitions of school absence in the Nordic Education Acts is suggested. It requires schools to record and report attendance data within a national register and finding a reliable way to differentiate problematic from non-problematic absenteeism.

Reflections on the recording, reporting, and using of school attendance data: A comparative perspective.

Dr Gil Keppens, VUB, Belgium.

This presentation will present reflections on the 10 articles included in the call for papers hosted by the International Network for School Attendance (INSA) in collaboration with the academic journal *Orbis Scholae*. The different ways in which school absenteeism is defined and measured across different countries and regions opens the way towards a more comparative perspective on school attendance (data). This presentation will discuss the importance of more comparative research in the field of school attendance and will identify the shortcomings and limitations that currently make it difficult for the field to move forward on this matter. By identifying common denominators on how school absenteeism is defined and measured across different countries, this presentation will also be able to contribute towards the establishment of 'gold standards' for operationalising school attendance problems when using administrative school attendance data.

Parallel Session 7: Shifting the Paradigm from Absenteeism to Attendance, Without Causing a Tsunami

Symposium Organisers: Dr Patricia Graczyk, Assistant Professor of Clinical Psychology in Psychiatry, University of Illinois at Chicago, USA; Marije Brouwer-Borghuis, Msc., SWV 23-01 region Almelo, The Netherlands; Irma de Wit, Drs., Association Secondary Education North Kennemerland, The Netherlands; Dr Trude Havik, Associate Professor Norwegian Centre for Learning Environment and

Behavioural Research in Education, University of Stavanger; Drs. Evelyne Karel, De Berkenschutse, psychologist, researcher and manager; Dr. David Heyne, Associate Professor in Developmental and Educational Psychology, Institute of Psychology, Leiden University, Bas Hesselink; manager Dr. Herderschee, school for special education; Dr. Jo Magne Ingul, Associate Professor Regional Centre for Child and Youth Mental Health and Child Welfare; Dr. Volker Reissner

This symposium includes 5 presentations: (1) Dr Patricia Graczyk will start the symposium by introducing the multi-dimensional multi-tiered system of supports (MD-MTSS) framework for school attendance. She will explain how this framework has been made operational for the so called 'Proeftuin Schoolaanwezigheid' (Experimental Garden for School Attendance), which is been delivered in two regions in the Netherlands. (2) Marije Brouwer-Borghuis will explain how the 'Proeftuin Schoolaanwezigheid' looks in the region Twente. Bas Hesselink, who is a representative of one of the participating schools, will share what professionals of his school learned by being part of the Proeftuin Schoolaanwezigheid. He will share his school's attendance data and explain how these data are currently being used to inform practice within their school. (3) Irma de Wit will explain how the collaboration between different organisations and stakeholders (e.g., parents, youths, school, school attendance officers, practitioners from youth health care) looks within the 'Proeftuin Schoolaanwezigheid' in the region of Noord Kennemerland, and what is necessary to make a good start with the Proeftuin. (4) Dr Trude Havik will share experiences in trialing the On The Frontline (OTF) project in Norway in 2020, and how the school attendance teams experienced their participation. (5) Evelyne Karel will wrap up this symposium with a sneak preview on what is coming next in the international collaboration within the 'On the Frontline for Attendance' (OTFA) study, which is a merger of the OTF project and the 'Proeftuin Schoolaanwezigheid'.

Riding the wave: The multi-dimensional multi-tiered system of supports (MD-MTSS) framework for attendance arrives in Europe.

Dr Patricia Graczyk, Assistant Professor of Clinical Psychology in Psychiatry, University of Illinois at Chicago, USA.

Dr Patricia Graczyk will start this symposium by providing an overview of the multi-dimensional, multi-tiered system of supports (MD-MTSS) framework for attendance, a preventative, data-driven framework in which strategies to improve attendance are organised by student needs into tiers (Kearney & Graczyk, 2014; 2020). In her overview, she will discuss key concepts related to the framework and key issues that need to be considered in transporting the framework from the US and making it operational for the 'Proeftuin Schoolaanwezigheid'

(Experimental Garden for School Attendance) that is currently being implemented in two regions in the Netherlands.

The roll-out of the 'Proeftuin Schoolaanwezigheid' (Experimental Garden for School Attendance) in Region Twente.

Marije Brouwer-Borghuis, Msc, SWV 23-01 region Almelo, The Netherlands, Bas Hesselink; manager Dr. Herderschee, The Netherlands.

Marije Brouwer-Borghuis will share why and how the 'Proeftuin Schoolaanwezigheid' (Experimental Garden for School Attendance) was implemented in Region Twente, what lessons were learned, and how the roll-out is proceeding. An important aspect of the multi-dimensional multi-tiered system of supports (MD-MTSS) framework is data, and thus also for the 'Proeftuin Schoolaanwezigheid'. Proeftuin schools encountered a challenge in their initial efforts to get the attendance data out of their data registration systems and in a tiered format. Bas Hesselink, who is a representative of one of the participating schools, will share his school's attendance data and explain what steps they took to organise their attendance data by tiers. He will explain how the tiered data are currently being used to inform practice within his school and what he and his colleagues learned by being part of the 'Proeftuin Schoolaanwezigheid'.

Working together on school attendance: Who do we need and how to make a good start?

Irma de Wit, Drs. Association Secondary Education North Kennemerland, The Netherlands.

Irma de Wit will explain how the 'Proeftuin Schoolaanwezigheid' (Experimental Garden for School Attendance) went in the Association Secondary Education North Kennemerland. Much was learned about the conditions needed to implement the multi-dimensional, multi-tiered system of supports (MD-MTSS) framework sustainably. Practice turns out to be more unruly and complicated than you might initially think. Aspects such as data collection, absenteeism registration, roles within a team, composition of the school attendance team, and coaching, are discussed. Irma also discusses cooperation between the various professionals involved in school attendance at the different tiers within the MD-MTSS framework. Within this presentation, the focus will be on supporting the teacher within tiers 1 and 2 of the MD-MTSS framework. Teachers are on the frontline for school attendance; they are usually the first to notice when a student is not coming to school or suffers from mental health problems. However, there appears to be limited support for teachers as they work to promote school attendance. In the 'Proeftuin Schoolaanwezigheid' we learned a lot about how to support teachers in their pivotal role in promoting attendance and efficiently responding to absenteeism.

Teamwork at school to promote attendance.

Dr Trude Havik.

Dr Trude Havik will share experiences from piloting efforts of a school-based framework presented in 'Emerging school refusal: A school-based framework for identifying early signs and risk factors' (Ingul, Havik, & Heyne, 2018) and the multi-dimensional, multi-tiered system of supports (MD-MTSS) framework. These experiences were based on the workshop material and model (content and process) piloted with school attendance teams (SATs) at two sites in Norway. The experiences of both the facilitators and the SAT members are of importance to further develop this framework. Time was a major challenge to both facilitators and SATs. The facilitators experienced challenges related to a lack of time to deliver the workshop content. SATs experienced lack of time to meet regularly and do the assigned tasks. In spite of the challenges, SAT members wanted to share, discuss, and learn from each other's experiences. Moreover, the SAT members wanted to continue working as a team, and most of them incorporated the team into an existing structure at their schools.

'On The Frontline for Attendance': Navigating the waves.

Evelyne Karel, Msc.

Evelyne Karel will conclude this symposium with a preview of the 'On The Frontline for Attendance' (OTFA) study. Several international researchers are collaborating to explore the feasibility of the OTFA model, a model that focuses on supporting school attendance teams (SATs) in their work to promote attendance and to identify and respond to absenteeism using the multi-dimensional multi-tiered system of supports (MD-MTSS) framework. Her preview will also discuss the importance of having a school attendance team on site as they are the lead 'navigators' of this preventative approach.

Parallel Session 8: The Consult Method: A Lifebuoy in the Rising Tide of School Avoidance (In a Subset of Children and Adolescents, Caused by Immune-Mediated Conditions Known as PANS and PANDAS)

Symposium Organisers: Dr Tim Ubhi, The Children's e-Hospital, NHS Consultant Paediatrician, Co-chair, EXPAND Scientific and Medical Advisory Board, Founding member, UK PANS/PANDAS Physicians Network, United Kingdom; René Blanchard Akre, EXPAND, The European Immuno-neuropsychiatric Association, PANS/PANDAS Nederland Patiëntenvereniging, The Netherlands; Sheilah Gauch, Schools for Children, Dearborn Academy / The Alex Manfull Fund / Bridge Consultants, USA.

PANS and PANDAS are disorders characterised by a complex constellation of neuropsychiatric symptoms. Children and adolescents who suffer from these conditions may exhibit school avoidance behaviours for reasons outside of their control. Meanwhile, parent(s)/carers, medical and mental healthcare providers, and/or educators may be unaware they suffer from a medically treatable condition that, when addressed, will allow them to more easily reintegrate into school. The symposium will be divided into three sub-topics. In the first presentation, Dr Ubhi will provide an overview of PANS and PANDAS and the important role schools can play supporting the child's recovery, thereby facilitating reintegration into school. Next, Ms Akre will share the family perspective trying to pursue care, including navigating the education, medical, and mental health systems, which reinforces the importance of a transdisciplinary approach to address these students' needs. Ms Akre will also convey the child/adolescent experience, and that of their siblings, through a digital exhibition of art and written pieces that have been curated internationally. Finally, Ms Gauch will round out the symposium by describing the 'Consult Model' that has achieved success with this subset of students at the Dearborn Academy school in Massachusetts. She will further describe the next planned phase of study, applying this approach.

The rising tide of school truancy and avoidance in a subset of children, caused by immune-mediated conditions known as PANS and PANDAS.

Dr Tim Ubhi, The Children's e-Hospital, NHS Consultant Paediatrician, Co-chair, EXPAND Scientific and Medical Advisory Board, Founding member, UK PANS/PANDAS Physicians Network, United Kingdom.

In this presentation, Dr Ubhi will describe PANS and PANDAS in terms of their symptoms, grades of severity, the disease trajectory, how they may overlap with other diagnosis such as autism and intellectual disability, and what is known about the infections, and autoimmune/inflammatory conditions that lead to the sequelae causing the neuropsychiatric symptoms. He will additionally describe how schools can accommodate the student's medical treatment and recovery, thus supporting the student's reintegration into school, in addition to re-engaging with their peers and other normal activities. The anticipated outcome is for delegates to become familiar with a diverse range of presentations of PANS/PANDAS.

Charting the navigational hazards faced by families.

René Blanchard Akre, EXPAND, The European Immuno-neuropsychiatric Association, PANS/PANDAS Nederland Patiëntenvereniging, The Netherlands.

Ms Akre will discuss the high Caregiver Burden Index experienced by parents navigating the complexities of their child's condition. Due to a lack of awareness surrounding PANS and PANDAS, the challenges

for caregivers often start with misdiagnosis and what appears to be treatment resistant mental illness. Caregivers struggle to access care and to be acknowledged by the medical, mental health, and education systems. They are often misunderstood and, at times, believed to be the cause of the child's issues. Simultaneously, parents are in shock, grief, and are trying to manage or stop 'out of character' behaviours and debilitating physical and mental health symptoms, while usually balancing the needs of other children. Ms Akre will convey the child and adolescent experience, including the experiences of siblings, through a digital exhibition of art and written work curated internationally. This presentation will bring to life what is at stake when these medically treatable conditions persist. The anticipated outcome for delegates is that they will recognise the significant impact on the health and well-being of the child and family/carers, including the security of the family.

Course-correction: The 'Consult Model' making waves in Massachusetts.

Sheilah Gauch, Schools for Children, Dearborn Academy / The Alex Manfull Fund / Bridge Consultants, USA.

Dearborn Academy's student population struggles with debilitating anxiety that keeps them from regular attendance. Even with significant expertise and experience remediating school avoidance, over the past few years Dearborn Academy's clinical team observed a number of students with what appeared to be treatment-resistant anxiety and mental health issues. Dearborn Academy also had a number of students diagnosed with neuroinflammatory conditions (such as PANS/PANDAS) and the team hypothesised that some of the school avoidance behaviours may be the result of missed medical underpinnings. In an effort to ensure students were getting appropriate diagnoses as well as appropriate medical rule outs, as per the DSM V-TR guidelines, they created an innovative consultant model to help their students with attending school and accessing the curriculum. The school team collaborates with key experts, including a pediatrician and a clinical nurse specialist in adolescent psychiatry, and has seen 24 students at Dearborn Academy during the 2020-2021 and 2021-2022 school years. Ms Gauch will review the data on the overwhelming number of students whose previously missed or misdiagnosed conditions were ultimately diagnosed as PANS/PANDAS. The anticipated outcome is for delegates to understand how ensuring proper diagnosis and medical rule outs of mental health and learning challenges allows for students to attend school, access the curriculum, and be educated in the least restrictive setting.

Day Two: Abstracts

Invited Address

The puzzle of school avoidance: Working together to put the pieces in place.

Jayne Demsky, Founder, School Avoidance Alliance, USA.

The findings from our INSA research community and other professionals worldwide have pointed to 'what works' to help get kids with school avoidance back to school. These findings detail foundational pieces of the puzzle that continue to be validated as more studies and real-world feedback confirm. These valuable pieces of information are published and shared. So why does school avoidance still seem unwieldy, its recognition illusive, and why does it continue to wreak havoc on children, their families, and our schools? These words may sound dramatic and amplified, but they aren't. The hundreds of families I have communicated with over the years commonly use words like "torturous," "scary," "pernicious," "confusing," "isolating," and "helpless" when describing their experience trying to help their children who have school avoidance. Schools have their own challenges and uncertainty about helping school avoidant kids back to school. One school psychologist likened it to the "wild west" in terms of there being so many disparate approaches used across schools. In this Invited Address, I will speak about these issues and examine how to effect positive change. I draw upon my experience and the information gathered from multiple vantage points over the past several years: as a parent navigating my way through years of school refusal with my son; through my discussions with parents of kids with school avoidance, and with researchers and clinicians who support kids with school avoidance; and through my discussions with special education attorneys and school professionals. I will share these perspectives and this information, to explore areas where we can intercede to improve outcomes, such as: (a) quickening the flow of school avoidance education and awareness among parents; (b) giving equal attention to educating and training in schools to improve responses and reduce punitive practices; (c) promoting ways to achieve early intervention; (d) garnering mainstream awareness of school avoidance; and (e) reducing disciplinary practices such as truancy charges and failing kids because of their school avoidance. Change doesn't come easily, but by harnessing our collective knowledge and passion, we can make bold moves to improve the lives of children and their families who deal with school avoidance.

Parallel Session 9: Data Analytic Approaches to Understand Attendance and Absence

Network analysis of factors related to school attendance problems.

Katarina Alanko, Åbo Akademi University, Finland; Martin Lagerström, Åbo Akademi University.

The Inventory of School Attendance Problems (ISAP) comprises 48 items loading on 13 factors. The ISAP has two subscales, one measuring symptom severity (ISAP-S) and the other measuring the function of the symptom on school attendance problems (ISAP-F). Few studies have examined the factor structure of this new scale. We address this knowledge gap, using various statistical methods. In the current presentation, we introduce a more nuanced approach in understanding the structure of school attendance problems (SAPs), via statistical examination of inter-item relationships (i.e., network analysis). We used network analysis to identify associations in emerging SAPs, in a community sample of 973 middle school students (M age = 14.85), examining ISAP-S and ISAP-F scales. Network analyses identified positive edges (= partial correlations) between school absence and symptoms (ISAP-S) of depression, somatic complaints, attractive alternatives, and dislike of specific school. There were negative edges between school absence and symptoms of separation and performance anxiety. On ISAP-F, there were positive edges between school absence and depression, somatic complaints, and attractive alternatives. There were negative edges between school absence and problems with parents, problems within the family, separation anxiety, and performance anxiety. Depression was identified as most central to the networks, with many edges. Overall, network analysis suggests some symptoms and functions are more strongly associated with school absence than others. Central on both symptom and function level were depression and somatic complaints, and attractive alternatives. Separation anxiety and performance anxiety were negatively associated with absence. We will discuss implications of the findings.

Uncovering hidden trends in absenteeism: A machine learning perspective.

Professor Francis Bowen, Butler University, USA; Professor Carolyn Gentle-Genitty, Indiana University, USA; Marlin Jackson, Social Entrepreneur, The Fight for Life Foundation, USA.

Absenteeism is a prolific problem amplified in environments of adversity. In a partnership between the Fight for Life Foundation, Butler University, and Indiana University, we are leveraging techniques in machine learning to develop an understanding of

absenteeism, with the mission to provide support to youth in underserved portions of our community. The Building Dreams platform developed by Fight for Life collects data reported by educators in terms of core values that are associated with either in-class participation or individual behaviour. In this work, we propose a multi-phased classification system, leveraging several machine learning techniques to develop and fully automate the identification of low, medium, and high-risk students. The methodology, utilizing both unsupervised and supervised models, allows us to gain an understanding of absenteeism within underserved schools. From over 20,000 recorded behaviours, we were able to train a classifier with 99.1% accuracy and uncovered a major underlying factor directly affecting absenteeism. Such knowledge can drive impactful policy and programming changes necessary for supporting the youth in communities overwhelmed with adversities. Lastly, we examine the role and challenges of machine learning in assessing behaviour datasets, specifically as it relates to data collected in support of the social-emotional learning initiatives of the Fight for Life Foundation.

Parallel Session 10: Flexible Learning

Reducing early school leaving in The Netherlands.

Dr Liesbeth De Boer, Ingrado, Dutch national organisation of school attendance, The Netherlands.

Ingrado, the Dutch national association of school attendance officers, has developed four visuals which show the Dutch Early School Leaving (ESL) approach at a glance. On the basis of these visuals, the presentation will elaborate on the Dutch ESL-approach. What makes the Dutch ESL-approach successful? The Netherlands is divided into 40 ESL-regions, where local municipalities (ESL-teams) work together with schools to prevent and combat early school leaving. The aim is for all students to obtain a basic qualification with which they have more chance of sustainable work, and more often obtain a permanent employment contract and receive more income, also as an adult. However, there are also young people for whom a basic qualification is not within reach. To prevent disappointment, flexible learning pathways are developed for young people who are better off doing practical work than studying, often combined with job coaching. All young people from 16 to 23 years old without a basic qualification are monitored by the ESL-teams. When they are not in school or at work, they are contacted by the ESL-teams, often by making a house-call. The coaches of the ESL-teams are trained to motivate young people to return to school or to find sustainable work. Also, they have a large regional network of organisations to which they can refer young people who have problems (for instance debts, no housing, addictions). At present, the Dutch approach is seeking to improve the prevention of ESL by starting guidance to sustainable work while students are still at school.

Remote education / homeschooling for students with school attendance problems:

A lesson to learn?

Dr Trude Havik, University of Stavanger, Norway; Dr Jo Magne Ingul, Regional Centre for Child and Youth Mental Health and Child Welfare Department of Mental Health, Faculty of Medicine and Health Sciences, Norway.

In this study we explored 248 Norwegian teachers' in-depth experiences during school closure due to the COVID-19 pandemic, focused on students with school attendance problems (SAPs). There is no agreement whether "homeschooling" is an optimal intervention for SAP-students, and the pandemic provided an opportunity to investigate this more closely, even though "remote education" and "homeschooling" are not totally similar. We investigated students' participation during this period and how teachers' experiences can be integrated when schools reopen. Results indicate that "remote education" is not a good solution for all students with SAPs and should not be recommended as an intervention for all. Homeschooling seems positive in the short run for some students because it reduces symptoms of emotional difficulties, while it is more negative for students with a lack of motivation for schoolwork. Therefore, "homeschooling" as an intervention must be assessed for the individual student. Further, findings indicated a variety of teachers' experiences, and most of them believed school return will be more difficult for SAP students. Their experiences might be helpful for school return, suggesting: the need for more varied and flexible interventions by using digital solutions to a greater extent; the importance of tailored adaptations, involving home and parents and promoting close home-school cooperation; and the importance of close relations between teacher-student and between students.

Parallel Session 11: National Networks

'Operation SKY': National work against school attendance problems.

Ministerial Advisor Johanna Sergejeff, Ministry of Education and Culture, Finland; Eeva-Liisa Markkanen, Finnish Education Evaluation Centre, Finland.

SKY is an abbreviation of Finnish words 'Sitouuttava KouluYhteisötyö' that mean 'Engaging school community work'. It is a program to create and to consolidate a national model which promotes student engagement, reduces absenteeism, and supports students at risk of falling behind. The aim is also to develop practices to harmonise the mapping and gathering of data about school attendance and absenteeism. This presentation provides an overview of extensive national development work to create a systematic approach against school attendance problems (SAPs). The main focus in SKY is on preventive actions at school level but it also aims to support students with SAPs. The national model is being prepared on the basis of local pilots

and there are 126 education providers who are actively participating in model co-creation. These pilots have received discretionary government grants to support the piloting. SKY development work is coordinated by The Ministry of Education and Culture. Changes in legislation are also made by the Ministry to give financial support to local actions in the future. Additions and specifications to core curriculum are done by the Finnish National Agency for Education. Finnish Education Evaluation Centre, FINEEC's enhancement-led evaluation, supports national development. The first phase of the national development work ended in May 2022 and the pilots were given recommendations by FINEEC for the next phase. The national model, with changes in law and core curriculum, should be ready by autumn 2023 when in-service training for school personnel starts.

**Embracing complexity and flexibility:
A partnership to understand and address
school attendance problems in Canada.**

Dr Jess Whitely, University of Ottawa, Canada; Associate Executive Director Natasha McBrearty, Crossroads Children's Mental Health Centre, Canada; Dr Maria Rogers, Carleton University, Canada; Natasha Quesnel, Manager, Social worker, Coordinated Access, Canada; Dr. David Smith, University of Ottawa, Canada; Amanda Krause, University of Ottawa, Canada; Nilufar Mokhtarian, University of Ottawa, Canada.

In Canada, as in many other countries, school attendance problems (SAPs) have been a prevalent issue for decades, significantly interacting with mental health issues among children and youth. Canadian research in the field of SAPs, and attendance generally, is very limited. In order to develop deeper understanding to inform more effective interventions, we developed a partnership team of over 20 researchers, mental health and addictions agencies, and school boards focused on SAPs. In our interactive presentation, we hope to engage participants in exploring: (1) the development of our partnership; and (2) early research findings. Partnership Development: One of the challenges in addressing SAPs is navigating the multiple contexts in which children and youth live and learn. Our partnership prioritises the voices reflecting these contexts, informed by the Model of Community-University Collaborations (Suarez-Balcazar et al., 2005). Findings in our first year reveal that our partnership requires intentional processes and deep commitment to mutual understanding, and that unintended consequences of partnerships can be among the most impactful. Early Research Findings: We have several strands of ongoing attendance-related research including a scoping review of attendance-related definitions and measures; development of a brief measure of SAPs; a scan of attendance data collection practices; exploration of attendance-related experiences of youth; and a case study of educational hubs for Inuit youth. Our early findings suggest that

there is value in examining attendance in multiple ways, that first voice is essential in attendance-related research, and that attendance data are limited in value for informing interventions.

Marketplace (alphabetical order)

11 Point Plan Adviesraad EigenWijsheid: Our 11 goals towards inclusive education.

Elise Smidt, Young Person, Adviesraad EigenWijsheid, The Netherlands; Joël Smidt, Young Person, Adviesraad EigenWijsheid, The Netherlands; Melchior Wammes, Young Person, Adviesraad EigenWijsheid, The Netherlands; Nils Aukema, Young Person, Adviesraad EigenWijsheid, The Netherlands.

At their launch in 2021, Adviesraad EigenWijsheid (Self-Wisdom Advisory Council) wrote a list of 11 topics that can improve the overall quality of education when thoroughly addressed. The council wishes to start the conversation on each of these 11 topics, to make waves that will lead to a change in thinking as well as a change in policy. These changes will benefit both professionals and youth alike.

A school for me.

Hedda Gjæsti Tjäder, Senior Advisor, Statped, Norway.

The film shows four students with neurodiversity, school-non attendance, and co-occurring difficulties, telling their own stories in their own words. They give us insights into why they developed school non-attendance and reflect on what kind of school would be good for them. Parents, teachers, Educational and Psychological Counselling Services (PPT) contacts Statped (Special needs education support service) daily to get advice and help for students with neurodiversity, such as ADHD, Tourette's and/or autism and school non-attendance. They describe co-occurring difficulties, such as learning difficulties, anxiety, depression, behavioural difficulties and sleeping disorder. Research shows that students with autism have a significantly higher risk for developing school non-attendance, compared to neurotypical students (Munkhaugen, Gjevik, Pripp, Sponheim & Diseth, 2017). We also know that lack of adaptations in school for children with neurodiversity is a risk-factor for developing school non-attendance (Bühler, Karlsson & Österholm, 2018). One of the recurring themes in the film is bullying. Students with autism have higher risk of being the subject of bullying and violations (Kaland, 2017). Bullying is also linked with school non-attendance (Amundsen & Møller, 2020). The Convention on the Rights of the Child states in article 12 that state parties must assure that children are heard in all matters that affect them. Often, it is our experience that the student perspective is lacking due to a lack of relations and difficulties in getting the students to speak. The film will give insights into how students' stories and perspectives can be utilised and can also give hope to other students.

Early identification of potential dropouts by measuring school attendance in vocational education?

Dr Roel Klaver, ROC van Amsterdam - Flevoland, The Netherlands; Lucas Bootlink, Policy-maker, Researcher / Academic, ROC van Amsterdam - Flevoland, The Netherlands; Leila Odeh, Policy-maker, Policy-maker, Researcher / Academic, ROC van Amsterdam - Flevoland, The Netherlands; Sandra Linders, Policy-maker, Policy-maker, Policy-maker, Researcher / Academic, ROC van Amsterdam - Flevoland, The Netherlands.

Dropout is undesirable for both students and institutions, especially in vocational education. Compared to dropouts, graduates have a significantly higher chance on the job market and in society. Early identification of potential dropouts is important to determine if appropriate actions can be taken. Potential early indicators of dropouts in vocational education are gender, age, social economic status, and school attendance. In this study we investigated the difference in school attendance in the first 4 months of a students' school career between dropouts and non-dropouts. Subsequently we investigated if we could accurately predict potential dropouts using a neural network analysis. Indicators were age, gender, social economic status, school attendance, time between signing up and start of the study, and the level of prior education. The outcome variable was dropout or no dropout in the first year of the study. School attendance was significantly higher in the non-dropout group (84.0%) than in the dropout group (67.8%). Dropouts because of personal factors, such as relational problems and psychological problems, have the lowest attendance. So far, we were unable to accurately identify potential dropouts with data acquired in the first 4 months of a student's school career using a neural network analysis. Interestingly, often reported indicators as age, gender, and social economic status contributed little to the accuracy of the model. School attendance was the main predictor. Possibly the accuracy will improve by adding data such as exam results.

Gender differences in procrastination: Implications for students' attendance and dropout.

Dr Maria Vicent, University of Alicante, Spain; Dr Ricardo Sanmartin, University of Alicante, Spain; Dr Carolina Gonzàlez, University of Alicante, Spain.

Procrastination, defined as the intentional and unnecessary delay of a planned action despite knowing that this will inevitably lead to unfavourable consequences, is a prevalent issue which constitutes a barrier to the success and wellbeing of university students. This study aims to analyse the existence of differences in the levels of procrastination as a function of gender. A sample of 181 undergraduates (M age = 21.86, SD = 1.3) completed the Pure Procrastination Scale (PPS) online. This scale consists of 12 items divided into three dimensions (Decisional delay, Implemental delay, and Lateness/timeliness).

Items are valued with a 5-point Likert scale. Student's t-test and Cohen's d index were used to compare the scores in the three dimensions of the PPS between females and males. Significant differences were observed only for the scores on Lateness/timeliness. Specifically, males reported significantly higher means in comparison with females. The effect size for these differences was moderate ($d = .53$). Previous research has evidenced that this dysfunctional delay is associated with psychological and physical suffering, as well as other negative consequences, such as lower performance and dropout. Results of our research show that males are more likely to not get things on time, running out of time, etcetera. Because scientific literature has concluded that females, on average, are less likely to dropout, future empirical research should consider these gender differences in procrastination as one possible explanatory factor of student attendance and dropout.

How the tailor-made diploma can make the difference.

Johanna van Erp, Young Person; Adviesraad EigenWijsheid, The Netherlands.

How can the tailor-made diploma be shaped? Do you need a full diploma for every HBO-study? I am Johanna, I am 19 years old. I am good at mathematics, I am not good at language and manual work. This makes it very difficult to get a diploma with the system as it is now. Unfortunately, I see that many young people without a diploma get stuck in the education system. I see the education system as different sieves on top of each other. These young people are grains that slip between all these sieves. At the moment there is no overview about the tailor-made entry requirements, like a colloquium doctum, in the Dutch educational system. But by the time of the Conference I want to have a first prototype and present it to the experts. I present my plan from my own experience.

I'm glad to see you!

Ruerdtsje Halbertsma, Ambulant begeleider/ Education counselor; Steunpunt Onderwijs Noord, The Netherlands.

Re-Fit is a training for young people with school absenteeism as a result of persistent physical complaints including SOLK (medically unexplained physical symptoms). The attitude of our trainers forms the basis of our training. Re-Fit has participated in the study 'Knowing what Works' by Marije Borghuis-Brouwer and David Heyne. In our poster we present Signpost 3 that emerged from the 'Knowing What Works' project: 'Invest in your availability and the quality of contact with young people'. We cover: (1) Contact by recognition. The complaints are real. Take away your doubts. Solution-oriented, instead of looking for the cause. (2) Compliments. Focus on competencies that help master the challenges. (3) Submissive attitude. Rose

of Leary; behaviour provokes behaviour. Direction with the student. (4) Fixed approach. Self-confidence in the trainer gives confidence. Training with a fixed structure. Fixed period with start and end. Decision moments, "Is this approach right for you?"

LANS (all students go to school).

Cynthia Defourny, Drs, De Berkenschutse, The Netherlands; Hilde Hermes, MSc, De Berkenschutse, The Netherlands; Evelyne Karel, Drs, de Berkenschutse, The Netherlands.

Our poster and audio visual presentation gives an impression of LANS (all students go to school), reflecting the approach at our school the Berkenschutse for students displaying school refusal (with underlying depression or anxiety). We work with a CBT based treatment for students (@school protocol of D. Heyne and F. Sauter), in the school. In that way, we have a unique approach to help these students find their way back to school. With our poster presentation, combined with an audio visual presentation, we will show you the "why, how, and what" of our approach. You will see the key elements of LANS.

Looking beyond primary barriers: Support workers' perspectives on early school leaving among students with a migration background.

Lana Van Den Berghe, Researcher, Ghent University, Ghent University, Belgium; Dr Ellen Katrine Munkhaugen, Researcher, Ghent University, Belgium; Professor StijnVandeveld, Ghent University, Belgium; Professor Sarah De Pauw, Ghent University, Belgium.

Worldwide, students with a migration background are over-represented in statistics on early school leaving. Much attention has been directed towards quantitatively identifying risk factors for school dropout, showing that gender, parental involvement, social class, and ethnicity are key predictors for educational achievement. Yet, too often, educational differences are attributed to culture as the primary barrier to successful educational outcomes, coined as 'ethnicity effects'. Being labeled as 'a dropout student' may culminate in even more stigmatisation and stereotyping biases. To gain more insight into this topic from a holistic perspective, the study aims to explore the intersections of practitioners' perspectives on influencing factors on the process of early school leaving among students with a migration background. This qualitative study evaluates the perspectives of support workers (e.g., social workers, teachers, student support workers; n=15) in a large urban area in Flanders, Belgium, by means of in-depth interviews. It complements the scarce qualitative data on this subject and the lack of perspectives of support workers as 'significant others' in the lives of students. Results are structured based upon the Bioecological framework of development (Bronfenbrenner & Morris, 2016). Factors resulting in school dropout, as well as supportive activities to

prevent students with a migration background from leaving education early, are revealed.

Parent reported non-attendance in children with neuropsychiatric challenges.

Annika Borgström, Student, University of Helsinki, Finland; Professor Erika Löfström, Department of Education, University of Helsinki, Finland; Martin Lagerström, PhD Student, Åbo Akademi University, Finland; Katarina Alanko, Docent, Åbo Akademi University, Finland.

Studies conducted in different parts of the world show an association between neuropsychiatric challenges and school attendance problems (SAPs). However, there is little knowledge beyond the most common neuropsychiatric conditions (ADHD and ASD), and few empirical studies on the additive effects of holding several neuropsychiatric diagnoses, or a neuropsychiatric diagnosis in combination with other symptoms (e.g. sensory hypersensitivity, anxiety, depression). The present study aims to provide a more nuanced understanding of neuroatypical youth and possible challenges attending school. Guardians of 789 children (mean age 12 years, 68% boys) reported school non-attendance and the reasons for this (School non-attendance checklist, SNACK) through an online survey. Most of the children in the sample have multiple diagnosis (45%, n=356). The biggest groups that have only one diagnosis are ADHD/ADD (29%; n=228), Autism/Asperger (10 %; n=81), Sensory hypersensitivity (2%; n=15), and Tourette (.6%; n=5). During the 23-day long measurement period, the children missed, on average, 4 school days. Persistent absence (over 10 % absence) occurred in 38 % of the sample. We will report descriptive data about non-attendance and types of SAP, in addition to analysing the additive effects of multiple diagnoses on SAPs.

Perspective of future primary school teachers and physical education teachers to improve the attendance of the high academic performance classes.

Dr Ricardo Sanmartin, University of Alicante, Spain; Dr Maria Vicent, University of Alicante, Spain; Dr Carolina Gonzalez, University of Alicante, Spain.

After three years of implementation of the groups of High Academic Performance in the Faculty of Education in the University of Alicante, it is important to reflect on the motivations and difficulties that students identify and highlight when they choose to enrol in these groups. It is important to understand that these students will be future teachers, and they will have to create a good atmosphere to help and control the possible attendance problems of their future students. Consequently, the current research aims to identify motivational and problematic profiles of primary school teachers and physical education teachers when they study in English in the classes of High Academic Performance. It

reflects on the importance of implementing the changes proposed by the students to improve the attendance of their own classes and their future classes. The sample was formed by 95 students of the University of Alicante (primary school education degree = 27% first year, 33% second year, and 14% third year students; physical education degree = 14% first year and 12% second year students). Modifications were made to the Questionnaire of Motivations, Difficulties and Benefits of Studying in English, which included Likert-Scale questions and open responses. Results based on ANOVAs and reflection on the open responses helped to identify and improve the classes of the High Academic Performance group that subsequently could help to improve the attendance to these groups and give examples for the future teachers that could be implemented in their future classes.

Presenting Adviesraad ÉigenWijsheid (Self-Wisdom Advisory Council).

Elise Smidt, Young Person, Adviesraad ÉigenWijsheid, The Netherlands; Joël Smidt, Young Person, Adviesraad ÉigenWijsheid, The Netherlands; Melchior Wammes, Young Person, Adviesraad ÉigenWijsheid, The Netherlands; Nils Aukema, Young Person, Adviesraad ÉigenWijsheid, The Netherlands.

During the launch of the Adviesraad ÉigenWijsheid (Self-Wisdom Advisory Council) in 2021, a round table discussion was held with Laurentien van Oranje of the No. 5 Foundation, and Martijn Sanders, director for Equal Opportunities at the Ministry of Education, Culture and Science (OC&W). This was filmed, and we want to share this presentation at The Marketplace. The video is in Dutch so we will provide English subtitles. [Watch the video here.](#)

Remote teaching and school refusal behaviour: Lessons learned from the COVID-19 pandemic.

Ulla Irene Hansen, PhD Student, Oslo University Hospital- Ullevål sykehus, Norway; Dr Kenneth Larsen, University Soth- East of Norway, Norway; Dr Ellen Katrine Munkhaugen, Oslo University Hospital- Ullevål, Norway.

When the Norwegian government closed down schools and kindergartens in response to the increased spread of COVID-19, the use of homeschooling raised concerns about how this could affect students with school refusal behaviour (SRB). This study aimed to explore the views of students with school refusal behaviour on remote teaching academically, emotionally, and socially, to examine whether this information may have relevance for assessment and treatment of SRB. Studies on interventions for SRB indicate that heterogeneity and complexity call for multifactorial assessments to design individually tailored interventions for students with SRB (Melvin et al., 2019). There is consensus that assessing factors in the student, family, and school that are associated with SRB is crucial for effective interventions (González et al., 2021). Interviews with six students with SRB, aged 9-16 years,

indicate multiple factors that may be considered in intervention planning, including individual factors, school environment, emotional distress, social factors, academic achievement, as well as the organisation of lessons. Furthermore, the results indicate that the students rated homeschooling as very satisfactory. Students with SRB participated in homeschooling and their attendance continued during the initial reopening of schools. The findings add knowledge to the field based on the students' thoughts, feelings, and experiences in a particular setting, and may provide valuable information regarding assessment of school factors.

School absenteeism among students with autism spectrum disorder.

Isabella Sasso, M.A.; Carl von Ossietzky University of Oldenburg, School of Educational and Social Sciences, Department for Special Needs Education and Rehabilitation, Germany.

This PhD project addresses the frequency and reasons for school absenteeism among students with an autism spectrum disorder (ASD). In addition, the possible connection to involved communication and interaction processes will be investigated. School absenteeism among pupil with ASD is a serious problem which has received little systematic study so far, especially in Germany. The gap in research concerns the pedagogical handling of ASD, the combination of ASD and school absenteeism, as well as communicational and interactional processes. To address this research deficit, the planned project aims to systematically investigate school absenteeism among children and youth with ASD in Germany. In order to determine the state of research internationally, I am working on a systematic review of reasons for school absenteeism among children with ASD. The first results will be presented at the Conference. The special features among people with ASD can be located especially on the pragmatic-communicative level, which is why this aspect is focused on more closely. A special feature of the study is that the students themselves will be asked about their reasons for staying away from school. For this purpose, a questionnaire will be developed. The goal of this work is to provide a basis for further research and interventions to offer students with ASD an inclusive education that meets their individual communicative and interactional needs.

School students in charge.

Jacqueline Blokker, Specialist/begeleider Passend onderwijs, Netherlands; Corrie Mors, Netherlands, Eva Schoots, Netherlands.

The Heliomare Intervention team for school attendance (HITT) is available for school students in primary and secondary school. HITT is there for vulnerable students who stopped attending school for various reasons. As a consequence they have stayed at home, often for quite a long time. Since they've stopped attending school, no progress of change has been made in their situation.

Aim: Together with the school student, a worker of the HITT team seeks to lead the student into a new pathway to any form of education. They encourage the school student to express his/her wishes and dreams to stir his/her motivation. From there, a new entrance can be found to pick up his/her education and pursue their personal development path that fits their capacity and talents.

Practice: The situation of these school students who stopped attending school usually has developed in a complex situation with a cumulative set of problems. When the Heliomare intervention team is called upon, they first make an effort to untangle the situation. At this stage it is usually unclear which developmental path will be suitable to get the school student motivated for any form of education again. The HITT approach is student-centered, acknowledging all involved around the student, such as parents, school, mentor, etcetera. The school retains its responsibility for the student. For our intervention, we use the Person Driving planning method, and a 10 step model for the intervention process.

The Dutch way: How do we protect the right to education and development for young people at national, regional, and local levels?

Selma Hulst, MSc, Ingrado, Netherlands.

Ingrado would like to share some of its products at the Marketplace during the INSA Conference. These products were developed to support the work of school attendance officers and related professionals, addressing the prevention of severe and chronic absenteeism. For example: the Dutch Early School Leaving approach, the MAS (Methodic Approach to School absenteeism), and Ways to think and talk about the role and image of the school attendance officer. Through posters, leaflets, and audio-visual presentations, Ingrado will share its knowledge and the practical experience of its members.

The Link Almelo: An educational intervention for youths displaying school refusal.

Anouk Voshaar, MSc., School psychologist, The Netherlands; Marjan Tuut, MSc., School psychologist, The Netherlands; Marije Brouwer-Borghuis, School psychologist, SWV 23-01 VO, Netherlands.

The Link Almelo is an alternative educational program that helps youths displaying school refusal to reengage with school. In the poster, data from recent school years will be included, such as mean length of the Link program and the type of schools youths go to after attending the Link. The poster will also specify the method of the Link, by means of the three key elements that characterise the Link: (1) an adapted educational setting; (2) adoption of a CBT orientation by members of the Link expertise team; and (3) collaboration between Link staff, the adolescent, parents, and all other involved professionals.

Time for a new notification standard.

Jennifer Roseval-Splinter, JGZ Almere, Netherlands.

We examined: (1) how much missed education time is reported in primary education in the Dutch municipality of Almere; (2) how this relates to the current standard for reporting both authorised and unauthorised missed education time; and (3) whether a focus on teachers' concerns about a student's absenteeism and personal situation improves the identification of alarming missed education time. In addition, we investigated: (4) which factors are related to the different types of absenteeism. Method: For this descriptive study, school principals, internal counsellors, and teachers of twenty elementary schools, amongst which special education schools, were included. Through questionnaires, information was obtained about the characteristics of the school, the class, and students, who were partly or completely absent on one random school day on which the questionnaire was completed. Results: The 179 absent students (7.6% of 2,364) missed 500 class hours on the day of the research: 31.2% was unauthorised absenteeism, 54.5% was authorised absenteeism, and 14.3% was other absenteeism. In 22.9% of the cases the teacher was concerned about the student or the student's absenteeism (alarming missed education time). Teacher shortage and school policy regarding absenteeism were related to the type of absenteeism. Discussion: Missed education time is not restricted to school absenteeism. Further research into a reporting standard with more focus on teachers' concerns about students and their absenteeism is needed. The interventions that can have the greatest effect are reducing the teacher shortage and improving absenteeism policy, in such a way that parents, youth health care, and attendance officers can be involved more easily.

What makes the difference in preventing students from dropping out of school?

Lindsay Janssen, Researcher, Ghent University, Belgium.

Early school leaving is the result of complex processes of various risk factors. European, Flemish, and local policy mainly focus on reducing the number of early school leavers through identification, monitoring, coordination, and preventive measures. This research focuses on school and career coaching with unqualified young adults between 18 and 25 years, using a case file study in De Stap Leerwinkel Oost-Vlaanderen – Word Wijs! Using a thematic analysis, risk factors leading to school dropout are identified. In addition, this study highlights supportive factors using a phase model of coaching. Several risk factors are distinguished: individual, family, peer, and neighborhood factors, influencing the dropout process. In several trajectories a cumulative process of these factors plays a significant role, while in other trajectories, sudden events contribute to early school leaving.

Influencing factors that motivate young adults to continue their learning process are: intensive follow-up (e.g., positive reinforcement, tailored work and process monitoring), the attitude of the Word Wijs! staff members (strength-based perspective), and a broad personal and professional network. From this study, context-oriented working (e.g., young people in vulnerable educational situations), cooperation, mentoring, the self-determination theory (cf. autonomy, connectedness and competence), and the importance of faith and trust in young people are put forward as success factors for coaching young people who are at risk for early school leaving.

Round Table Discussions (alphabetical order)

Action on education: What needs to happen next?

Dr Trude Havik, Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Norway.

The Conference theme invites us to make waves in the field of school attendance. INSA suggests that one of the 6 key areas for wave-making is education. We know that the school setting is a great setting for the promotion of attendance and engagement in learning, and for prevention, early identification, and intervention for absenteeism. The head of the school and the school's leadership team can play an important role in prioritising school attendance and engagement, and in building competence among teaching staff. Teaching staff are key to building relationships with students, building relationships between students, and fostering positive home-school collaboration. Teachers are also in a position to reduce stressors for students, promote a safe learning environment, and make individual adaptations for students as needed. But which concrete steps need to be taken, to optimally capitalise on this potential within the education setting? Topics to be discussed during this Round Table Discussion include (but are not limited to): How can schools best promote attendance, prevent absenteeism, and address attendance problems? What are the ideal roles of school staff in achieving these things? What support do school staff need, and where can that support come from? What are the barriers to advancing school attendance within the education setting? Importantly, how can we as active participants in 'the field of school attendance' help move things forward in the education setting? What would we like to see different in 2 years' time?

Action on networking: What needs to happen next (e.g., how to set up a local INSA network in your country)?

Lana Van Den Berghe, Researcher, Ghent University, Belgium.

We all know how complex school attendance problems can be, and we all know the benefit of collaboration and using an integrated multi-tiered

system of supports. At INSA's online Conference in 2021, particular attention was given to collaboration, whereby the Conference theme was 'Collaboration: Working together towards improved attendance'. Following that Conference, the INSA network has been challenged to seek options to work together on all levels. Participants in this Round Table Discussion will be inspired to start a local network, have opportunities to exchange examples of good practice, and be able to share concerns, questions, and ideas about networking.

Action on policy: What needs to happen next?

Dr Carolyn Gentle-Genitty, Indiana University School of Social Work, USA.

We called for data, definitions, and accuracy in categorisation, classification, and response, now it's time to change policy. Long-term change must be gradual, to enable people, systems, and policies to keep pace. This Round Table Discussion is an open dialogue focused on stakeholder input, to shape what must happen next in action for policy on attendance and school absenteeism. Participants in the Round Table Discussion will discern expectations for new policy, identify who should be in conversations, and list topics for future dialogue or research.

Action on practice: What needs to happen next?

Dr Volker Reissner, Department of Child and Adolescent Psychiatry, LVR-Klinikum Düsseldorf, Germany.

The practice of helping students reintegrate in school after prolonged or chronic absence is often a challenge, not only for the student but also for staff from youth services, health services, schools, and other settings. Long periods of school truancy or school refusal (i.e., more than six months of absence) are often paired with numerous problems such as lack of daily routines, reversal of sleep patterns, mental health problems, and lack of resources for family members to support their child. These are only a few of the problems to be addressed in the lead up to the first day back at school. In our Round Table Discussion we would like to address the following questions: (1) in relation to our topic, what are current practices and procedures to prepare students for their first day back?; (2) in relation to our topic, what would be the ideal situation or procedure?; and (3) in relation to our topic, are there barriers to improve the situation for students with chronic school absenteeism, and how can we remove these barriers? We are looking forward to an inspiring discussion, with the international backgrounds of our discussants broadening the horizon.

Action on research: What needs to happen next?

Dr Laelia Benoit, Yale Child Study Center, USA.

There is a wealth of research on school attendance and absenteeism. By simply taking a look at the 2022 publications listed in the research menu of INSA's

website (<https://www.insa.network/research/journal-articles>), one quickly gets a sense of how many people around the world are investing time and money, creativity and collaboration, to understand more about so many aspects of attendance and absence. This is to be celebrated. It also leads to questions about the research questions we're asking, the methodologies we're using, and ways in which research results are (or are not) influencing work in the field of school attendance. In our Round Table Discussion we would like to address the following questions: (1) What are we currently doing, in the area of research, to make waves in the field of school attendance?; (2) What would be some ideal ways forward, with respect to research (e.g., which research questions deserve our greatest attention; how can we work together to answer some of these questions; how can we ensure our research has impact for the field?); and (3) What are the barriers to enhancing our research work, and how can we remove these barriers? Join us for a rich discussion.

Action on tools for the field: What needs to happen next?

Dr Katarina Alanko, Åbo Akademi University, Finland;
Johan Strömbeck, PhD Student, Magelungen/Åbo Akademi University, Finland.

School attendance problems (SAP) are heterogenous and can have various causes. Tools to assess and understand the connected problems for a specific individual, family, and school, are important. Tools to evaluate outcome following intervention are also crucial to capture meaningful change. Questionnaires are a common type of tool used in the field of school attendance. Numerous questionnaires exist, such as the Inventory of School Attendance Problems (ISAP), the School Refusal Assessment Scale (SRAS), and the School Refusal Evaluation Scale (SCREEN). These have been summarised and reviewed by González and colleagues in 2021. There is also a questionnaire database in INSA's website, free to use by researchers and practitioners (<https://www.insa.network/resources/questionnaires>). Although numerous questionnaires exist, usage is often limited by the lack of translations. Further, the quality of the questionnaires could be questioned due to the scarce number of psychometric evaluations. Tools (e.g., standardised questionnaires) could be used for screening, assessment, or measurement of outcome. Having shared definitions and measurement methods would be helpful for the field. So what needs to happen next? Which tools can be recommended for use, and how do we know that? Is there a need for a core outcome set when evaluating interventions for SAPs? Do you have other ideas about how we can make waves with respect to tools that help us address SAPs? Please come and engage in the discussion.

Arranging school-based clinical interventions for anxious adolescents: Could school attendance be improved?

Dr Klaus Ranta, Department of Psychology, Tampere University, Department of Psychiatry, University of Helsinki, Finland; Siiri Lampinen, Department of Psychology, Tampere University, Finland; Jaakko Monthan, Department of Psychology, Tampere University, Finland; Jaana Minkkinen, Department of Psychology, Tampere University, Finland.

Anxiety and anxiety disorders are highly prevalent among adolescents, and evidence suggests that they may even be increasing in this age group. Anxious adolescents have an increased risk for school non-attendance. This Round Table Discussion will focus on the possibilities of clinical interventions for anxiety provided in schools, to improve school attendance among adolescents. Three themes related to the arrangement of school-based anxiety interventions are introduced for open discussion. Participants will be encouraged to present their new ideas, professional experiences, models of providing clinical interventions, models of professional collaboration, research projects, and findings on school-based clinical work with anxious adolescents. Theme 1: Building detection tools and models for anxiety and defining target groups for clinical interventions. Possible topics for discussion include: tools for identification of anxiety; and the pros and cons / experiences / research evidence for providing universal preventive interventions, selective preventive interventions, or transdiagnostic/disorder-specific school-based interventions for anxious adolescents. Theme 2: Overcoming stigma related to anxiety in adolescents in the school. Possible discussion topics include: how to arrange and to provide information on clinical interventions or intervention groups in schools; how to enhance a normalising attitude towards anxiety in school; possibilities of introducing a dimensional, non-pathologising approach to anxiety; and how to create a school climate in which participation for anxiety interventions is non-stigmatising. Theme 3. Multi-professional coordination in the school. Possible discussion topics include: how to coordinate/unify multi-professional working models for anxiety; possibilities to set up a cross-professional/school-wide approach to anxiety; provision of either anxiety normalisation versus anxiety symptom management; and coordinating approaches to anxiety-based avoidance behaviour in classrooms.

Collaborating to spread research-based knowledge on school absence to practitioners and policy makers in Scandinavia.

Dr Kristin Gärtner Askeland, RKBU Vest, NORCE Norwegian Research Centre, Norway.

Being professionals in the field of school absence, we have access to a wealth of research-based knowledge on how we can promote school attendance and prevent school absenteeism,

and on the interventions that can be put into place once a problem arises. However, professionals working with students in schools and municipal services, as well as policy-makers who decide routines and frameworks, are not always aware of the best practices supported by research. It is therefore important that we share our knowledge and help support the important work being done in the municipalities, especially because the help provided is largely dependent on the local professionals. For instance, in Norway, each municipality is responsible for registering school absence and intervening, when necessary, but there are no national guidelines supporting this work, and there are large differences between municipalities in the help that is provided. The topic of this Round Table Discussion will be how we can collaborate both within countries, and between the Scandinavian countries, to spread our knowledge and to influence decision-makers and policy-makers to implement policies and routines that will benefit children and youth in our schools. We will start the discussion by providing some examples from Sweden and Norway. How have our approaches worked so far? How can we collaborate to make our voices heard?

Enablers and barriers in implementing an intervention for problematic school absenteeism in a municipality team.

Ulla Irene Hansen, PhD student, Oslo University Hospital and University of South-Eastern Norway, Norway; Ellen Kathrine Munkhaugen, PhD, Oslo University Hospital, Norway.

How to implement an intervention for problematic school absenteeism in a school absenteeism team (SAT)? This Round Table Discussion includes the experiences from a pilot project in a Norwegian municipality. Background: Hemmasittarprogrammet (HSP) is a multimodal psychosocial intervention developed by Magelungen Utveckling AB in Sweden, with the purpose to help students with prolonged problematic school absenteeism. HSP comprises assessment, treatment, and maintenance phases, across a total duration of 12 months. The municipality leadership decided to explore the design of HSP in a SAT due to reported positive outcomes, and the potential to get training, supervision, a book, and a manual in a Scandinavian language from Magelungen Utveckling AB. The SAT consisted of 3 social workers and 1 teacher, 2.6 positions. They had worked together for one year when the project started in September 2019. Two experienced clinicians from Oslo University Hospital led the project and supervised the SAT across a period of 13 months. Four students, aged 9 – 15 years, their parents, and their teachers participated in the project. The project had no external financing and the Covid pandemic hampered a full-scale implementation. However, it was the experience of the SAT that using the HSP increased their efficacy and self-confidence in meeting with the students, parents, teachers, and other professionals. Adapting

the program from a specialised Swedish team to the municipality revealed several barriers related to mandate, organisation, competence, resources, and collaboration, which were necessary to overcome in order to make the implementation of HSP sustainable. At present, this process continues, as a Phd project, and preliminary results will be shared. Process during the Round Table Discussion: The facilitators will share some experiences that could inspire Conference delegates in their work, especially how to adapt programs often used in settings with highly specialised professionals so that they can be applied under local conditions. Further, there will be discussion around the role these local teams could play in advancing school attendance.

'Give me five' for school refusal!

Dr Marie Gallé-Tessonneau, Psychologist and psychotherapist in private practice, trainer for school refusal therapy, France; Dr Glenn Melvin, Deakin University, Australia.

This Round Table Discussion is for professionals (e.g., therapists, social workers, counsellors) who work with children and adolescents with school refusal and school attendance problems to share their practices. The objective is for everyone to share concrete actions that can be reproduced immediately and easily. Participants will leave the discussion with concrete ideas and tools for working with children and adolescents displaying school refusal, and their families. The discussion will enrich participants' practice and spark their own new ideas for practice. The Round Table Discussion is linked to the symposium called 'Give me five for school refusal!'

How can we ensure that the PISA studies and other international surveys collect more relevant school attendance data?

Dr Malin Gren Landell, Gren Landell i skolan AB, Sweden; Aggie Öhmann, Management Consultant within School and Education, Prestationsprinsen, Sweden.

During the last decade, school attendance data has been used in such a way that it has increased our knowledge on how to promote school attendance and prevent absence. Digital registration systems have facilitated data collection. More knowledge is still needed, for example about correlations between school non-attendance and other variables, risk factors, and consequences. There are world-wide surveys already in place that could be better used to gain more knowledge on school attendance problems. The regularly conducted PISA studies have included items on truancy, addressed to students. This data collection could constitute a gold mine for extended knowledge. However, the wording of the items, the concepts, and the definitions do not reflect contemporary knowledge on school attendance problems (SAPs). For example, the concept and definition used do not cover persistent absence or different forms of SAPs. This makes the findings less

usable, both in practice and research, so we cannot learn so much from them. It would be valuable to increase the use of PISA data for comparisons, and the PISA survey could help us set international wording and definitions. This Round Table Discussion aims to create an agenda for actions, by starting a discussion on the definitions of the items covering 'truancy' in the PISA studies, with a view to having more accurate data and data which is more usable. Are there current initiatives looking into the present items about 'truancy' in the PISA studies? Which people, groups, and organisations associated with the PISA studies need to be approached? Which other international comparative surveys are of interest with respect to the collection of attendance data? How can we coordinate actions and influence policymakers in the field? Researchers, policymakers, educational debaters, and influencers in the field are among the many people needed in this work.

How can we help students back to school, in the late teens, after a long period of school absence?

Lena O'Connor, Principal, Nyköpings Gymnasium, Upper secondary school, Sweden; Måns Hake, Teacher, Nyköpings Gymnasium, Upper Secondary school, Sweden.

How can we improve school attendance for older students (16-20 years) with autism spectrum disorder and in a non-obligatory school. We will share and discuss examples of practice where we have been successful in helping students improve their school attendance and their motivation for further studies or work/practice. In addition, we will discuss how students with school anxiety can be helped to feel more at ease in school and handle the stress that comes with school attendance (e.g., terminology, assessments, getting to and from school, daily routines)?

Let's talk about tier two: School based approaches for emerging school refusal.

Johanna Taylor, Researcher, University of Melbourne, Australia.

It is easy enough to find references to school-based, tiered approaches to school refusal interventions. However, the depth of actionable strategies and recommendations needs to be enhanced. Given the prevalence of school refusal, a wealth of information can be gained through sharing one's experiences of supporting students in the early stages of school refusal, where tier two interventions can likely have their greatest impact. This collegial discussion will feature the initial signs and processes through which cases of school refusal came to light, process that were effective in strengthening collaboration between parents and schools, and initial strategies that have been or can be employed to maintain the connection between students and school. Delegates will be encouraged to share their successes and challenges, and to engage in discussion of facilitators and barriers to effective implementation. Via participation in this Round Table Discussion,

delegates can expect to improve their understanding of the potential signs and early strategies adopted to support students in the early stages of school refusal.

Multidimensional family therapy: A role in intervention for school refusal?

Jacolien Kaljouw, MSc, Timon Youth Care, Netherlands.

Multidimensional family therapy (MDFT) is an evidence-based treatment for adolescents showing substance abuse, delinquency, and comorbid behaviour problems. In comparison with regular individual psychotherapy such as CBT, MDFT is more effective, especially for serious problems. MDFT views family functioning as instrumental in creating adaptive lifestyle alternatives, not only in the adolescent's individual functioning but also in their functioning on the school domain. What can we learn from MDFT in the treatment of young people displaying school refusal? The most successful interventions for severe school refusal seem to be alternative educational programs which include elements of CBT. However, not all these interventions involve parents in an equally intensive way. Can we conclude that it does not make sense to involve parents? Or can MDFT be a useful element in a broader palette of interventions? What are the possibilities and limitations? And what are the risks of applying a treatment for externalising problems when applied to internalising problems? You are cordially invited to discuss your experiences and dilemmas surrounding this topic. This Round Table discussion is an accompaniment to the oral presentation titled 'School refusal: Are parents the medicine?'

Reading aloud as an educational policy to encourage school attendance.

Dr Maria Ermelinda De Carlo, University of Perugia, Italy; Professor Federico Batini, University of Perugia, Italy.

The reasons that lead a student to avoid school or to attend less include school failure, critical emotional-relational situations, and an absence of a climate of well-being in the classroom. Reading aloud, as evidence-based research shows, acts on language skills, which are one of the significant predictors of academic success (Batini, 2022; Scierri et al., 2018). The vocabulary with which the student first enters school is a determining factor in the acquisition of subsequent learning (Cetinkaya et al., 2019). Reading aloud also acts on the emotional-relational competence of the subject (Tijms et al., 2018). Through the characters' stories, it is possible to learn to identify emotions, to understand them, to value them, and to self-regulate them. Exposure to reading fosters a class climate of sharing ideas, in which one learns to know and accept everyone's thoughts, dreams, fears, and interests, and to respect them (Wright et al. 2019). The research-action project 'Leggere Forte!' promoted by the Region of Tuscany and coordinated by the University

of Perugia is introducing reading aloud within the entire educational and school system, making it a real educational policy. Reading training from 0 to 19 years was monitored for three years, through quantitative and qualitative instruments, on a sample of over 1000 children per year. In this Round Table Discussion, some of the outcomes are presented that confirm, for different age groups, the linguistic, emotional-relational, and classroom climate improvement benefits, determining factors in encouraging educational success, a positive view of oneself as a student, relational well-being and, therefore, school attendance. The discussion aims to raise awareness of the practice of reading aloud, its benefits, but above all its predictive potential within the school system in terms of the development of linguistic, emotional-relational, and well-being skills, determining factors for attendance and success.

Reflections on the recording, reporting, and use of school attendance data: Making waves for future collaboration.

Dr Gil Keppens, VUB, Belgium; Dr Carolina Gonzalvez Macia, Universidad de Alicante, Spain.

This Round Table Discussion builds on the discussions and conclusions from the two-part symposium on Day 1 of the Conference, titled 'How Different Countries Record, Report, and Use School Attendance Data: What Needs to Change, and What Needs to Stay the Same?'. The two-part symposium is itself an extension of the soon-to-be-published special issue hosted by INSA in collaboration with the academic journal *Orbis Scholae*. The different ways in which school attendance and absenteeism are defined and measured across different countries and regions opens the way towards a more comparative perspective on school attendance (data). The Round Table Discussion provides an opportunity to explore avenues for future collaboration in the field of school attendance, using the school attendance data referred to in the symposium. Which steps need to be taken to plan and prepare projects that adopt a comparative perspective on school attendance using the administrative data from different countries? What role can INSA play in this? And what about other organisations and stakeholders?

School withdrawal: What action do we need to take?

Professor Heinrich Ricking, University of Leipzig, Germany.

The Round Table Discussion on the topic 'School withdrawal: What action do we need to take?' deals with the phenomenon of poor attendance due to parents. The frequency of these cases - the parents initiate the absence of their child - is often underestimated. The most important terms that shape this field of discourse will be addressed, as well as the conditions of formation of school withdrawal. Because of the heterogeneity of family circumstances and motives it is not possible to speak of a single theoretical unit. In this context, a

continuum between active and passive behaviour patterns of parents is recognisable. The parental roles in withdrawal are multifaceted and range from active prohibition of school attendance to a consenting or tolerant attitude towards the absence of their children and adolescents from school. Despite the lack of literature, this is a highly relevant topic. Parentally condoned absence is often a sign of serious family problems and leads to the fact that children are denied educational opportunities. The relevance of the issue of parental school absenteeism requires further progress in science and practice. The fields of prevention and intervention are largely unsolved. So this Round Table Discussion will be focused on the question: What action do we need to take?

The effects of mental health in the classroom.

Elise Smidt, Young Person, Adviesraad EigenWijshheid, Netherlands.

This Round Table Discussion focuses on mental health in education. We will consider mental health in a dual perspective: the perspective of youth, and the perspective of professionals. Several of us have experience with mental health issues both during and outside school. Discussing this is often still a taboo. Furthermore, schools often do not know how to deal with students with mental health problems, nor how to deal with teachers and board members (colleagues) struggling with their mental health. 'Exempli gratia', teaching whilst suffering from a burnout has its effects on the classroom, and the taboos around speaking about it make it difficult to deal with. How can we be aware of and acknowledge our own mental health? How to talk about it? And how can we be there for each other? What role does policy play? We hope that the participants in this Round Table Discussion will know, through our stories, what the impact of having mental health problems means for young people. We also want to share and collect ideas around the theme of mental health from more than one perspective.

The role of the school attendance officer within the social domain.

Rene Halberstadt, MSc, Ingrado, Netherlands; Henrie Mastwijk, BSc, Ingrado, Netherlands.

This Round Table Discussion includes an excerpt from a documentary showing the day to day work of a Dutch attendance officer in her approach with four young people who have dropped out of school. It shows the difficulty youngsters and their parents have in being heard by officials, and their struggle to capitalise on their rights to education and development. The focus is on the advisory, mediating, and supportive role of the attendance officer towards all stakeholders in this process (e.g., parents, youngsters, schools, and youth health workers). However, in most cases, the role of the attendance officer is experienced as repressive rather than supportive. This raises a question about the most optimal position for the attendance officer

in the social domain. This question is especially now, because there is an imminent paradigm shift from a focus on absenteeism to a focus on attendance. Participants' experiences and opinions on this can be exchanged during this Round Table Discussion.

Working with signposts when designing or delivering an intervention for school refusal.

Marie Brouwer-Borghuis, MSc, SWV 23-01 region Almelo, Netherlands; Dr David Heyne, Associate Professor in Developmental and Educational Psychology, Institute of Psychology, Leiden University, Netherlands.

What are the 'universal conditions', if any, for helping young people displaying school refusal? In this Round Table Discussion we will discuss this question by means of the 14 signposts described in our article 'Signposts for school refusal interventions, based on the views of stakeholders'. These signposts were derived from interviews with 76 professionals associated with 21 school refusal interventions in the Netherlands, along with questionnaires administered to 39 youths and 86 parents who participated in these interventions. After a short introduction to the signposts, we encourage discussion by drawing on questions such as: (1) When you see these signposts, what comes to mind about intervention for school refusal? (2) Which signposts do you consider most important for intervention, which less important, and which signposts are missing? (3) How might a set of signposts like this be used to help create waves in practice or research?

Workshops (alphabetical order)

Addressing school refusal among adolescents with autism: Key learnings shared by the LANS team.

Hilde Hermes, MSc, de Berkenschutse, The Netherlands; Cynthia DeFourny, Drs, de Berkenschutse, The Netherlands; Evelyne Karel, Drs, de Berkenschutse, The Netherlands.

In our setting (de Berkenschutse, a school for special education in the Netherlands), we often work with autistic youths who display school refusal. We offer treatment in the school, for the adolescents, and for their parents, addressing problems underlying school refusal (anxiety and depression). We work with the @school protocol (Heyne and Sauter, 2013), a modular CBT intervention for school refusal which emphasises work with the young person, parents, and school personnel. In daily practice, we see that it can be difficult for students with autism to participate in education. From research, we know that school refusal is significantly higher among children with autism relative to those without (Munkhaugen et al, 2017). In this workshop, through propositions based on our experience, we want to explore together the challenges professionals face in helping young people with autism to reengage with education. In addition, we will explore best practices for working in this area. How can we sail the waves together?

Back2School, a manualised modular CBT program for youths with school absenteeism.

Professor Mikael Thastum, Dep. of Psychology, Aarhus University, Denmark.

Back2School (B2S) is a manualised modular CBT program aimed at helping youths with school absenteeism increase their school attendance, by involving the youths, their parents, and the schools in the treatment. The intervention consists of: (1) A 3.5-hour clinical interview with the young person and parents, aimed at designing a case-formulation and a treatment plan and preparing the family for the first therapy session; (2) Eleven 1-hour sessions with the young person and parents together (except for session 2, 3, and 7 which is only with the parent); (3) Three months after the treatment, a 1-hour booster session with the child and parents together; and (4) An important part of the B2S intervention is to collaborate with the school. In addition to the sessions with the child and parents, there are four meetings with participation of teachers from the young person's school, the therapists, and the parents. The meetings take place at the child's school at the beginning, the middle, and the end of the treatment period, and shortly after the booster session. During the workshop, the B2S program will be presented, along with the theoretical background and research on the program. Participants will learn about the assessment instruments and the assessment interview with the parents and the young person, the caseformulation method, and the CBT methods used in the program, as well as the content and the format of the school meeting. The recommended qualifications for conducting the program will also be discussed.

Data + community-based teamwork = effective interventions for promoting attendance and reducing chronic absenteeism in Chile.

Carolina Soto, Teacher, Fundacion Educacional Oportunidad, Chile; Marcela Marzolo, Teacher, Fundacion Educacional Oportunidad, Chile; Yanira Alee, Counsellor, Fundacion Educacional Oportunidad, Chile; Dr Mary Cathrine Arbour, Harvard University, USA.

Decades of research describe the importance of school attendance and the associations between absenteeism and poor outcomes. Less is known about how to promote attendance and reduce absenteeism, especially across diverse contexts. In Chile, absenteeism rates are high, and chronic absenteeism has been shown to diminish the impacts of interventions that improve classroom quality. Since 2012, Chilean Fundación Educacional Oportunidad developed and tested strategies to promote regular attendance and decrease chronic absenteeism. The resultant theory of change, applied by 46 schools in a Learning Network, reduced school days absent per student from 13.6% to 10.1%, and chronic absenteeism from 54% to 35%. In this workshop, the Foundation team will present the Theory of Change that includes strategies,

measurement system, and interventions. We will simulate an 'Absenteeism Committee' meeting to demonstrate how school-based teams use data to inform how they apply universally-applied strategies to promote attendance and targeted interventions to redress problematic absenteeism. Workshop participants will then receive materials and instructions to role play their own 'Absenteeism Committee', in which they can practice applying the Theory of Change and interventions to their own fictitious classroom or school. Finally, we will end with a facilitated reflection section and opportunities for question and answer with the experienced Fundacion Oportunidad Educacional team.

Educational interventions for school refusal: Examining the In2School model.

Associate Professor Lisa McKay-Brown, University of Melbourne, Australia; Rebecca McGrath, Researcher, Travancore School, Australia; Chrystie Mitchell, Counsellor, The Royal Children's Hospital Melbourne, Australia; Sonja Van Buuren, Teacher, Travancore School, Australia.

This workshop describes In2School, a wraparound intervention that is co-located within a specialist school setting and a community mental health service in Victoria, Australia. It is designed to meet the needs of students with school refusal (SR) who have missed more than 50% of school in the previous six weeks and who have a diagnosed mental health disorder. The intervention occurs over a six-month period. Research into SR suggests that a wraparound response is required that involves education and health professionals, families, and the child. Wraparound is a philosophy of care with a defined planning process used to build constructive relationships and support networks among youth and their families. It is particularly relevant when using multi-tiered systems of support to plan interventions. The In2School program uses an action research methodology, including a cyclical model of inquiry, action, and reflection. In practice, and in keeping with the philosophy of wraparound, interventions are individualised for each young person based on their educational and mental health needs. The therapeutic and educational interventions are delivered by a multidisciplinary team and integrated into the learning environment. Parent support is also provided. This workshop will give participants an opportunity to explore the In2School model, including its practice guide that is used with each intake of young people. A range of interventions will be described, and participants will have the opportunity to engage with learning activities that promote re-engagement with education.

Exploring why autism/neurodivergence and hypermobility are 'double jeopardy' in education.

Jane Green, exAssistant Headteacher, MA Ed. ex.Asst. Headteacher, Adv.Dip.Ed. (Child Dev.), PGCE Sec. QTS, BSc (HONS) Psych. Parent and carer parent representative and policy change maker, Founder and Chair of www.sedsconnective.org, UK ; Dr Jessica Eccles, Senior Clinical Lecturer BM BCh PhD, Brighton and Sussex Medical School, United Kingdom.

There is increasing understanding of the physical and psychological factors that may influence school attendance for children and young people, however these are often considered in isolation. A growing body of work links a common physical characteristic, joint hypermobility (often thought of as double jointedness), with many such factors including neurodevelopmental conditions (e.g., autism, ADHD, dyslexia, dyspraxia), anxiety, musculoskeletal pain, and a variety of medical conditions (e.g., constipation, migraine). Joint hypermobility affects 1 in 5 school-aged children. It is likely that this constellation of features has broad effect on school, and early recognition of hypermobility, screening for associated factors, and implementation of adjustments will have substantial impact in mitigating non-attendance and improving the life trajectory and educational attainment of children and young people. This interactive workshop will be led by a leading hypermobility researcher (Dr Jessica Eccles) and professional autism educationalist (Jane Green). It will comprise a mixture of group discussions, practical exercises, case studies, and scenarios. This workshop will enable attendees to achieve the following learning outcomes: (1) learn how to 'spot' hypermobility; (2) learn about the impact of hypermobility on education; (3) understand the strengths and needs of hypermobile children and young people; (4) develop strategies to help hypermobile children attain in education; and (5) feedback their experiences to facilitate group learning.

Implementing outdoor therapy within a systemic school refusal treatment approach.

John Chellew, Counsellor / mentor, Manager, Social worker, School Refusal Clinic, Australia.

I am a Mental Health Social Worker and family therapist from Melbourne, Australia. In private practice, I provide a unique service to school-refusing children. In this workshop, I discuss how a small clinic addressing school refusal can effectively use outdoor therapy in combination with traditional clinical therapy to address school refusal. The breadth we offer has expanded into the inclusion of pet-assisted therapy, outdoor therapy, group therapy, and more recently Drone therapy, each of which have contributed to improved engagement in therapy and clinical outcomes. Importantly, I will then show how these approaches are underpinned by evidence-based research. The most important aspect of this workshop will leave you with an understanding of how important a systemic approach is to addressing school refusal. I will cover how we implement this model of therapy to include child, parent, family, and school, to deliver a strong, enduring, and highly effective treatment offering for children and adolescents displaying school refusal. The workshop aims to inspire other practitioners, showing how a small clinic's focus on innovative therapy options has led to improved outcomes, but also a stronger passion for offering high quality counselling for an under-served issue in our communities.

Make change! Key findings and tips on school attendance advocacy.

Aggie Öhman.

There are large differences across countries regarding whether and how school attendance (SA) and school attendance problems (SAPs) are addressed. Many countries do not collect regional or national data concerning SA. Even if they do, these data are not necessarily analysed and used in educational policy. In Sweden, and probably in many other countries, the quality of SA data is uncertain. We do not regularly collect such data, and until recently, data that was collected was not based on research and common knowledge concerning SA. We know that the data is incomplete, unreliable, and not comparable, because each school and community or private organisation collects data in different ways due to the absence of national guidelines and definitions. Clear guidelines are needed, to be able to conduct research, develop educational policy, and identify which interventions work (i.e., best practices). We who have knowledge need to make an impact on how SA is handled in educational policy. This workshop will guide participants through a process of understanding: (1) what needs to be done in their region, country, part of the world, or in their international organisation (e.g., European Union and OECD); (2) how this can be done; and (3) how this work can be planned. Participants can form sub-groups during the workshop, as they prefer, to better impact their community, region, or country, or to have greater international impact. Aggie Öhman will lead the workshop, based on her advocacy work in Sweden and the advocacy work of NPO Prestationsprinsen (<https://prestationsprinsen.se/about-us-school-attendance-problems-in-sweden/>). This advocacy work includes debate articles, a report on SAPs in Sweden (Skolans tomma stolar, 2016), work in social media, and making personal contact with politicians and other policy makers. The workshop process involves short information sessions mixed with guided exercises.

Mentalising as a motor in the approach to school refusal.

Gino Ameye, Manager, Psychologist, Center for Mental Health Karus Melle, Belgium; Nele Van Driessche, Psychologist, Center for Child & Youth Mental Health Karus Melle, Belgium; Griet De Nys, Researcher, HOGENT, Belgium.

Understanding school refusal, a type of school attendance problem (SAP), is not easy. It is a multifaceted issue with significant personal and social consequences, which requires a multidisciplinary approach. Youngsters with school refusal are hard to reach. Sometimes they refuse help and feel misunderstood. Parents do not know how to deal with the situation. Communication between the school and parents is often disrupted. The whole situation causes a sense of disintegration, with problems in cooperation between the people

involved. There is a problem in mentalising, of the young person, the parents, and between the actors involved in the network. Ambit (adaptive mentalising-based integrative therapy) is a systemic working model in which “mentalising” is the driving force in working with hard-to-reach youth. The model is presented as a wheel with four quadrants: working with the client, working with the team, working with the network, and learning at work. In our approach, we take inspiration from Ambit to develop a model of “understanding and collaboration” in school refusal. Mentalising is fundamental in this approach, with the client, and between the main actors (parents, school staff, mental health professional, etc.). Collaborative tools – such as the disintegration grid - are useful to understand each other and create a common goal. In our workshop we illustrate how Ambit can be translated into a working model for school refusal. We want to inspire the workshop participants and provide some tools to stimulate mentalisation, with the client, in the team, and in the network.

Promoting school attendance in the Netherlands through regional and national policy and initiatives.

Bea Van Heukelom, Project leader, Steunpunt Passend Onderwijs, Netherlands; Marije Brouwer-Borghuis, Policymaker, Psychologist, Researcher / Academic, SWV 23-01 Region Almelo, Netherlands; Irma de Wit, Policy-maker, Psychologist, Samenwerkingsverband secondary education region Noord Kennemerland, Netherlands; René Halberstadt, Policymaker, Researcher / Academic, School attendance officer, Ingrado, Netherlands.

In a plenary presentation, we will provide a short historical overview of national policy regarding the so called ‘thuiszitters’ (i.e., youths staying at home, unauthorised, for four weeks or more). We will explain where we came from in the Netherlands, and how we are moving toward a broader focus on promoting school attendance for all youths and preventing school attendance problems. We will zoom in on the role of national policy and national organisations representing different stakeholders, and how this translates to practice at the regional level. After the plenary presentation, participants will attend one of four subgroups for further sharing out and discussion. They will be challenged to think about how they can translate the content to their own organisation. Each subgroup will focus on a different perspective: (1) National policy: how politics, interest groups, and the educational field interacts in promoting school attendance; (2) Role of national organisations: how national organisations can create waves towards school attendance; (3) Regional collaboration: how partners in the region (e.g., school attendance officers, the regional partnership, youth health care) can shape school attendance policy together; and (4) Scientific collaboration: how the National Expertise Network for School Attendance promotes school attendance by facilitating the exchange between research and practice.

Schools for presence: A practical guide to building a school culture for attendance.

Marit Wiik, Teacher, CEO, Cymra AS, Norway.

In this workshop we will focus on prevention and early intervention in schools to curb the development of school attendance problems (SAPs). In Norway, a lot of work has been done in schools and municipalities to create documents that present guidelines for the prevention of SAPs. The problem is that the guidelines in many cases rest comfortably in their documents, instead of being put to use in the hectic life of schools. We will talk about how school administrators can operationalise guidelines for prevention and early intervention by setting up specific practical week-to-week routines for their school that fit into the way administrators and teachers work. These routines are ways to ensure that the school environment is safe for all students and that school staff, students, and their parents work together to promote school attendance. In this way, the guidelines become a useful tool to ensure quality in the organisation, and they help school staff build a culture for attendance. We are heavily informed by the concept 'Nærværsskolen', developed by Silje Hrafa Tjersland. This concept is a holistic approach to prevention, early intervention, and follow-up of school absence, that encompasses the need for knowledge, overview, and effective routines and leadership. The results in the school where Tjersland has tested her concept are incredible. In addition, we have learned from other local projects in schools in Oslo. People attending this workshop will learn about practical tools to build a school culture for attendance and understand why these tools work. The workshop also demonstrates that although SAPs are a difficult problem to deal with, in most cases, they are not that difficult to prevent.

Supporting parents of students who refuse to attend school.

Dr Glenn Melvin, Deakin University, Australia; Clare Nowell, Student, Monash University, Australia; Dr Mairead Cardamone-Breen, Turner Institute for Brain and Mental Health, School of Psychological Sciences, Monash University, Australia; Anthony Jorm, Professor Emeritus, Melbourne School of Population and Global Health, University of Melbourne, Australia; Associate Professor Marie Yap, Turner Institute for Brain and Mental Health, School of Psychological Sciences, Monash University, Australia.

When a child or teen experiences reluctance or refusal to attend school, we must look at the systems that support school attendance along with the barriers to attendance, to inform our approach to supporting the child's or teen's education. Parent and caregivers play a critical role in supporting children and teens who are reluctant or refuse to attend school. However, limited guidance exists to inform parents about how best to respond. In this context, we developed expert-informed consensus-based guidelines to support parents in responding

to school reluctance and refusal. The guidelines include actionable parenting strategies including communication techniques, supporting parents to work with school staff, supporting school return, and parent self-care. Clinicians and school wellbeing staff often have the important job of supporting parents who have a child or teen struggling with school reluctance or refusal. This workshop will commence with a summary of the endorsed parenting strategies for school reluctance and refusal that were included in the guidelines, followed by 'hands-on' experience in the application of these strategies in a workshop setting. This workshop is aimed at clinicians and school wellbeing staff who provide direct support to families where a child or teen is refusing or reluctant to attend school.

Whatever it takes: A Tier 3 multidisciplinary approach to support attendance.

Cate Munro, Counsellor, Catholic Diocese of Parramatta, Australia; Rebecca Gorbach, Catholic Education Diocese Parramatta, Australia; Dr Matthew White, Catholic Diocese of Parramatta, Australia.

In 2016, one Australian non-government Catholic education system of schools in Western Sydney found itself adrift on discovery that many students enrolled were not attending school regularly. Furthermore, there was a growing understanding that some of these students were experiencing attendance problems that were highly complex, heterogeneous in nature, and maintained by a wide variety of systemic factors. In response, a specialist multidisciplinary team was established that now includes Teachers, Social Workers, School Counsellors, Family Liaison and Cultural Support Officers to provide a systemic, holistic, child and family centred, problem solving approach that targets an individual child's or young person's circumstances within the school system, as well as the family and broader social/cultural systems in which they live. This workshop will explore a 'whatever it takes' approach and examine: (a) how a systemic bioecological framework is applied to understanding and responding to school attendance problems; (b) the use of case conceptualisation and therapeutic case management; (c) attendance problem types referred and parent engagement with the service; (d) attendance and enrolment outcomes following intervention; and (e) the benefits of resourcing a nuanced Tier 3 approach to address complex attendance problems and the lessons learned about such an approach. Participants will see how a multidisciplinary team approach and therapeutic case management is put into practice in a system of 80 plus schools. This will include a sharing of the practices and resources that we use to support students, families, and schools with complex attendance issues. Participants will also have an opportunity to engage in systemic thinking around school attendance problems, practice case conceptualisation, and share their own experiences of working in this space.

Invited Address

Therapeutic approaches with 'difficult to help' youths experiencing chronic absence.

Martin Knollmann, PhD, Leading Psychologist, Clinic for Child and Adolescent Psychiatry, Psychosomatics, and Psychotherapy, in Essen, Germany.

The intensity of school absenteeism and school refusal behaviour can be displayed on a continuum, ranging from rather mild forms such as regular school attendance accompanied by morning tantrums and pleas to stay at home, to chronic absenteeism for a long period of time, often embedded in multiple psychiatric symptoms and severe psychosocial problems (Kearney, 2008). Preventive measures such as monitoring school attendance or fostering school and class climate, and interventions at early stages such as anti-bullying programs or cognitive behavioural outpatient therapy, remain pivotal to minimise the development of chronic school absenteeism. However, even when best-practice models and resources such as school attendance teams are available, still a small proportion of students will most likely continue to develop chronic forms of school absenteeism. In tiered intervention models for school absenteeism, these students form the top of tier 3 and receive complex and intensive interventions (Kearney & Graczyk, 2020). This Invited Address focuses on the characteristics of these young people, and the treatment they are offered. The first part of the presentation provides an overview of available knowledge about youth displaying chronic school absenteeism, addressing the following questions: (a) What is known about the development of chronic school absenteeism?; (b) How can high-risk students be identified?; (c) What kind of interventions have been developed and evaluated for severe school absenteeism?; and (d) Which variables predict a chronic course of school absenteeism, despite intervention? The second part of the presentation highlights a very common, yet not well understood problem in the treatment of chronic school absenteeism. A significant proportion of these students not only refuse school, they also refuse help from professionals like teachers, social workers, and therapists. For example, they refuse to attend alternative education programs or psychiatric inpatient treatment, or, once forced to go there, are reluctant to engage in therapy or supportive educational measures. Despite intensive and prolonged efforts, these 'therapy resistant' youths often refuse to take even the first small steps towards reintegration into school, which leads to the maintenance of absenteeism as well as frustration, helplessness, and hopelessness of the students, their families, and the professionals involved. Clinical case examples are used to illustrate approaches to respond to resistance towards help and to build a therapeutic alliance with these youths and their parents. The approaches primarily include youth-centered therapeutic techniques such as

Motivational Interviewing, Dialectic Behavioural Therapy, and Schema Therapy, but also systemic strategies at the community, family, peer, and school levels. I will highlight pragmatic ways to transfer aspects of these clinical strategies to other settings, and discuss possible objectives for future research.

Parallel Session 12: Influences on Attendance and Absence: Quantitative Research and Qualitative Research

Family socioeconomic status and academic achievement: The mediating role of school absenteeism.

Dr Markus Klein, University of Strathclyde, Scotland;
Dr Edward Sosu, University of Strathclyde, Scotland.

Although a strong relationship between family socioeconomic status (SES) and student achievement is well-established, knowledge of potential mechanisms is not fully understood. School absenteeism is a potential mediating pathway by which SES may affect student achievement. Students from lower SES backgrounds are disproportionately absent from school, while absenteeism is associated with fewer teacher-led lessons, peer interactions, or other activities that may stimulate learning and, ultimately, performance in exams. It is also likely that school absenteeism has a more detrimental effect on the achievement of children from low-SES backgrounds than more affluent peers due to differences in parental ability to compensate for missed lessons. However, very few studies have simultaneously considered the link between socioeconomic background, school absenteeism, and academic achievement. Based on a series of studies drawing on data from the Scottish Longitudinal Study, we investigated whether school absenteeism mediates the association between family SES and academic achievement. In study 1, we found that multiple SES dimensions (parental class, parental education, free school meal registration, neighbourhood deprivation, housing tenure) are uniquely associated with higher levels of absenteeism in secondary schooling. Study 2 showed that overall and specific school absences (truancy, sickness, exceptional domestic circumstances) were negatively associated with secondary academic achievement. In study 3, we found that sickness absences were more harmful to the achievement of lower compared to higher SES students, although the effects were similar for overall absences and truancy. The final study directly estimates the extent to which overall and specific forms of absences mediate the SES-achievement association.

School refusal in immigrant and ethnic minority groups: Lessons learned from young people's, parents', and school personnel's experiences.

Dr Laelia Benoit, Yale Child Study Center, USA; Dr Camille Brault, EPS Ville Evrard, France; Dr Lucie

Rosenthal, Toulouse University Hospital, France; Dr Robin Martin, Intersecteur de Psychiatrie de Seine Saint Denis, France; Isaiah Thomas, Medical Student, Yale School of Medicine, Marie Rose Moro, Professor of Child and Adolescent Psychiatry, Cochin Hospital, Paris, France.

Background: School absenteeism behaviours among students from immigrant and ethnic minority groups are subject to misdiagnosis and decreased access to care. For instance, school refusal is one cause of school absenteeism along with truancy, and the two can be difficult to distinguish. To improve the care provided, we conducted three qualitative studies to address: (1) the experience of young people engaging in school refusal, from immigrant and ethnic minority groups; (2) the experience of their parents; and (3) school personnel's understanding of school attendance problems in immigrant and ethnic minorities.

Methods: Fifty-seven persons participated in this series of qualitative studies. Interviews were conducted with 16 young people between the ages of 16 and 20 years who presented with school refusal, 11 parents, and 30 school personnel. All participants presenting with school refusal were either immigrants, children of immigrants, or from an ethnic minority group. We conducted qualitative analyses based on Interpretative Phenomenological Analysis and Grounded Theory.

Results: School refusal complicates identity construction, autonomy, and integration into society. For adolescents and young adults from immigrant and ethnic minority backgrounds, it also triggers guilt, transgenerational traumatic memories, and the fear of marginalisation. For parents, school refusal was seen as a failure of the family's obligation to succeed after migration, calling into question parents' relations with the school and health systems, their previous experiences of stigma, and their immigration choices. Many school personnel reported experiencing difficulties and destabilising feelings in situations involving families from underrepresented minorities.

Parallel Session 13: Tools to Understand Absenteeism

Which students are absent from school and their results on PISA in reading comprehension, mathematics, and science: A comparative study of students in Germany, Japan, Sweden, and United Kingdom.

Dr Ulf Fredriksson, Stockholm University, Sweden; Dr Maria Rasmusson, Uppsala University; Dr Åsa Backlund, Stockholm University, Sweden; Dr Malin Gren Landell, Stockholm University, Sweden; Dr Joakim Isaksson, Stockholm University, Sweden; Dr Susanne Kreitz-Sandberg, Stockholm University, Sweden.

The presentation compares student absenteeism between Germany, Japan, Sweden, and United Kingdom using data from the PISA-studies. An objective is to explore whether PISA-data can be used for further comparative analysis of school absence. In the PISA-studies students were asked about whether they had skipped school in the student questionnaires in 2000, 2012, 2015, and 2018. As the wording in 2000 was partly different to the wording in the other years, the data from 2012, 2015, and 2018 were used for the comparison. It is possible to use the PISA data to see the proportion of students who indicated in the student questionnaire that they had skipped a whole school day at least one time in the last two full weeks of school prior to their completion of the PISA student questionnaire. These students were also compared with all the students in the country in relation to their results on the PISA test (reading comprehension, mathematics, and science) and on some background variables (gender, socio-economic background, migration background, private and public schools, and the location of the school).

Translation and evaluation of the 'Inventory of School Attendance Problems' (ISAP) into Swedish.

Johan Strömbeck, PhD student, Åbo Akademi University, Sweden; Dr David Heyne, Leiden University, The Netherlands; Dr Laura Ferrer-Wreder, Stockholm University, Sweden; Dr Katarina Alanko, Åbo Akademi University, Finland.

Instruments to better understand school attendance problems are important for practice and research. It is essential that these instruments are reliable and valid, in order to have more confidence in the data derived from them. The 'Inventory of School Attendance Problems' (ISAP) is a screening instrument targeting both the nature and the function of numerous factors that might be associated with school attendance problems (SAPs). It is unique in that it was designed to measure factors related to SAPs among students missing school, but also among students who are struggling but who are still attending school. The ISAP is also unique in that it yields information about 13 scales, or categories: depression, social anxiety, performance anxiety, agoraphobia/panic, separation anxiety, somatic complaints, aggression, school aversion/attractive alternatives, problems with teachers, dislike of the specific school, problem with peers, problems within the family, and problems with parents. The student version of the instrument was translated into Swedish and administered to a sample of lower secondary school students, aged 12-16 YEARS, with and without SAPs. During the process of developing a Swedish version of the ISAP, it was tested during a small-scale pilot study and evaluated with respect to its psychometric properties. This presentation includes reflections from the translation process, the pilot, and the psychometric evaluation.

Information is the key to supporting pupils' school engagement.

Niina-Kaisa Perälä, Project Manager, Municipality of Lohja, Finland.

We have been building a model and digital platform for information-based management for teachers, schools, and municipalities. We have categorised the 15,000 pupils in our area into four categories based on their attendance percentage. The data updates every three months, so we have a very current view of absenteeism in our municipalities. In addition to this, we need to have available information that explains the pupils' absenteeism. We know that behind absenteeism there are many different factors. Up-to-date information about each pupil helps us identify risk factors. We are assessing our pupils' basic mathematic skills, reading fluency, and well-being, using a standardised and validated test. Pupils answer the test once or twice a year, giving us valid and accurate data about pupils' learning and well-being. In addition to viewing the data on a municipality level, we can look into each individual school's data and the classes within that school. The data combined with all the knowledge and understanding schools already have of their pupils gives us better insight into how to offer support on every level, from individuals to the community. If we can identify trends and find the right pupils to support early on, we can reduce and prevent absenteeism.

Parallel Session 14: School Attendance and Elective Home Education Among Children with Neurodevelopmental Conditions, A Year After the COVID-19 Pandemic

Symposium Organiser: Dr Vaso Totsika, University College London, England.

Education changed dramatically due to the COVID-19 pandemic. Repeated school closures and re-openings caused disruptions in children's educational experiences. School attendance in 2020-21 was lower compared to other years. Many children were de-registered from school. Before the pandemic, many children with neurodevelopmental conditions missed school. Children with neurodevelopmental conditions, in particular intellectual disability and autism, are the most vulnerable of vulnerable groups. Among children with special educational needs and disabilities, children with intellectual disability and/or autism consistently struggle to meet the required standards in education. Over 1,200 parents of 5-15 year old children with neurodevelopmental conditions participated in a survey sharing the educational experiences of their children approximately one year after the pandemic started in the UK. In this symposium we will share

findings on: (1) School attendance problems among children with neurodevelopmental conditions one year following the start of the COVID-19 pandemic (Presenter: Ms Nancy Kouroupa); (2) Home learning during school closures and its association with subsequent school attendance in children with neurodevelopmental conditions (Presenter: Associate Professor Glenn Melvin); and (3) The experience of elective home education in families of children with neurodevelopmental conditions, and implications for child mental health (Presenter: Associate Professor Vaso Totsika). After the presentations there will be time for Q&A and discussion.

School attendance problems among children with neurodevelopmental conditions, one year following the start of the COVID-19 pandemic.

Nancy Kouroupa, University College London, England.

Background: The study aimed to investigate school non-attendance among children with neurodevelopmental conditions approximately one year following the start of the coronavirus pandemic in the UK. Methods: Data on school attendance of 1,076 5-15 year-old children with an intellectual disability and/or autism were provided by their parents in an online survey. Regression models examined the association of total days absent, persistent absence, and types of absence with child, school, and family variables. Parents reported barriers and facilitators of school attendance. Results: During May 2021, 32% of children presented with persistent absence. The most frequent types of absence were school refusal and absence due to ill-health (37% and 22% of days missed, respectively). Parent pandemic anxiety was systematically not associated with school absence, while child anxiety was associated with more days absent, a higher likelihood of persistent absence, and more days missed because of school refusal, after controlling for other factors. Child unmet need was the most significant barrier to attendance. Conclusion: COVID-19 appears to have had a limited impact on school attendance problems during this period. Findings highlighted the role of child mental health in different types of school absence.

Home learning during school closures and its association with subsequent school attendance, in children with neurodevelopmental conditions.

Dr Glenn Melvin, Deakin University, Australia.

Background: Children with neurodevelopmental conditions have high levels of school absence. During the COVID-19 pandemic, schools were closed for many students. The relationship between home learning during school closures and subsequent school attendance requires attention, to better understand the impact of pandemic education policy decisions on this population. Study Aim: To investigate the association between home learning, hybrid learning, and school learning during school closures (in January – March 2021) with subsequent

school attendance (May 2021) in children with neurodevelopmental conditions. Methods: An online survey was completed by 809 parents/carers of 5-15-year-old autistic children or children with intellectual disability. Regression models examined the association of learning location during school closures with subsequent school absence (total days missed and persistent absence). Results: Children who were learning from home during school closures later missed 4.6 days of a possible 19 days. Children in hybrid and school learning missed 2.4 and 1.6 school days, respectively. The rates of school absence and persistent absence were significantly higher in the home learning group, even after adjusting for confounders. Conclusions: Policies for school closures and learning from home during public health emergencies may exacerbate school attendance problems in this group of vulnerable children.

The experience of elective home education in families of children with neurodevelopmental conditions, and implications for child mental health.

Dr Vaso Totsika, University College London, England.

Background: The number of children in home education has been rising steadily in the UK and across the world, while the pandemic likely accelerated the rate of elective home education in the UK. There is a dearth of research on elective home education in families of children with a neurodevelopmental condition. Aim: To investigate the experience of elective home education (EHE) in children with a neurodevelopmental condition approximately one year after the pandemic, and examine the association of EHE with child mental health. Methods: Data on 158 5-15 year old children were provided by their parents in an online survey between June and November 2021. Of those, 93 were electively home educated before the pandemic started (pre-pandemic EHE group) and 65 were de-registered from school after the pandemic started (post-pandemic EHE group). Results: The most frequent reason for school deregistration was the child's additional needs not being sufficiently met in school. Child mental health levels (anxiety, internalising and externalising problems) were similar between the two EHE groups, and also similar to those of school registered children. Parents reported high levels of satisfaction with EHE. Conclusion: COVID-19 appeared to have a restricted role in school deregistration. EHE appears to suit the needs of children and families who responded to this survey, and although child mental health levels one year after the pandemic are similar between groups, parents seem to think child well-being is enhanced in EHE.

Day Three: Abstracts

Keynote Address

Our journey for school attendance:

The perspectives of youth representatives.

Merlijn Goldsack, Melchior Wammes, Joël Smidt, Femke van Zoggel, and Linde Brinkhorst, JongPIT (Young Perspective, Inclusion, and Talent); Adviesraad EigenWijsheid (Self-Wisdom Advisory Council), Netherlands.

Following the Conference, everyone will return home to make waves in the field of school attendance. We will have discussed and learned a lot during the Conference, but what are the key lessons we will have learned? What work is still to be done? Importantly, what can we learn from the perspectives of young people? What can they teach us about how learning, and school, can become easier, more engaging, and more fulfilling for young people? We explore these questions based on three fragments from the video 'My Journey For Education'. Numerous young people will deliver this Keynote Address, with support from Carolyn Gentle-Genitty as the moderator. Through this Address, Conference participants will realise that there are different solutions to school attendance problems in different countries, but there are also global themes about the needs of youths across the world. Participants will be inspired to think about the needs of youths in their home countries, and how these needs are unique to their own country, or not.

Parallel Session 15: School Attendance From the Perspective of Young People

Symposium Organisers: Elise Smidt, Adviesraad EigenWijsheid, Netherlands; Joël Smidt, Adviesraad EigenWijsheid, Netherlands; Melchior Wammes, Adviesraad EigenWijsheid, Netherlands; Nils Aukema, Adviesraad EigenWijsheid, Netherlands; Johanna van Erp, Netherlands; Femke van Zoggel, Netherlands.

Adviesraad EigenWijsheid and JongPIT are two important youth representative organisations in the Netherlands. Each organisation tells, from their own perspective, where we can make waves. How and what you say is important. Through the eyes of a youngster you learn as participant what is important. After this symposium you will speak another language. Another point of view in this symposium is the impact of the peer group. They are more important than we often think.

'What you say matters' by Adviesraad EigenWijsheid.

Part 1: What you say matters - insights on using labels to define groups of people. When we talk about school absenteeism we are likely to refer to the student as an absentee. While this may seem normal, it unconsciously creates an estrangement from the young person you are working with / trying to help, and estrangement from the reason why they are actually absent in the first place. When it's about an 'absentee', the person automatically becomes the problem. But as human beings, we don't appreciate being regarded as a problem, do we? We all want to be regarded as human beings. Only then, are we equal, and only then can we work together to solve problems. Part 2: Why school attendance shouldn't be the goal we want to pursue, and how the term leads to aversion that distracts from the true intentions. As a council, we have spoken with different people working in different jobs within education, and these people focus on solving the school attendance problem by putting the focus on attendance. From our experiences we see that this approach isn't always helpful and can even have harmful effects. So, what could be an approach towards the goal where every young person can be offered accessible education and participate in education?

The role of the peer group in the prevention of absenteeism.

In the policy on attendance there is a lot of focus on the system, the school, teachers, etc. There is rarely focus on the peer group or the class around the young person that has a risk of being absent. However, the peer group is very important in the prevention of absence and in the connection between 'school-misser' and the class. Why is there so little focus on the class, even though those in the class are directly in the network of the young person? JongPIT shares experiences about the diversity of causes of absence linked to the class, and the positive and negative effects of the peer group in relation to absence, attendance, and connection between pupils. In addition, there will be a conversation about how we can involve the peer group in the policy on attendance, how we can involve the youth in the creation of the policy, and how we can guarantee connection with the class.

Parallel Session 16: Cooperation and Collaboration

'Navigator' in action: A case series describing return to education for three youth disengaged from school.

Sandra Inserra, Anglicare Victoria, Australia; Tracy McDonald, Anglicare Victoria, Australia.

Background: The journey back to education for our most vulnerable young people is rarely a linear one and no two stories are exactly the same. However, we can take learning from the success stories to better understand the crucial elements required for successful reengagement, and we can take learning from our clients, who after all, are their own story teller. Evidence based treatments for the management of complex school non-attendance are limited. In the absence of such evidence, we need to look towards learning from case studies. Method: A case series methodology was used to describe the pathway back to education of three adolescents seen within the Navigator Program, a program funded by Department of Education Victoria (Australia). The Western Melbourne Navigator reengagement model has evolved based on crucial supports required to meet disengagement needs and identified support gaps in the local area. Although the model is structured in its service supports (Intake and Assessment Workers, Youth Counselling, Education Support Groups Facilitator and Youth Mentors, Short Term and Long Term Case Managers), it also offers "flexibility" so that every young person is given a chance to thrive. We will share how this has created further opportunities for school re-engagement. Outcomes & Discussion: We will unpack the details of the supports received in each case, including those within the program, alongside the young person, family, schools, and external collaboration. We will detail the challenges as well as the crucial points that led to their school reengagement.

What promotes school attendance? Parents' and students' perspectives.

Eeva Lisa Markkanen, Senior Evaluation Advisor, Finnish Education Evaluation Centre, Finland; Niina Rumpu, Senior Evaluation Advisor, Finnish Education Evaluation Centre, Finland; Dr Jaana Saarinen, Counsellor of Evaluation, Finnish Education Evaluation Centre; Johanna Sergejeff, Ministerial Adviser, Ministry of Education and Culture.

School attendance problems (SAP) in compulsory education appear to be increasing in Finland. In this presentation, the results from a first stage of a national enhancement-led evaluation focusing on parents' and students' perceptions of what promotes attendance will be outlined. The multi-dimensional data consists of a survey for parents with children in grades 5-9 (n = 3520), qualitative interview data of parents of students with a SAP (n = 9) as well as qualitative data gathered from students with interviews (n=24) and participative methods (n =

54) on evaluation workshops. The enhancement-led evaluation is part of the ongoing 'Engaging school community work' (SKY) program to create a national model that promotes student engagement and reduces absenteeism. Local action plans for tackling SAPs have been developed mostly by education providers or schools. However, the results show that these action plans are often unknown among parents. In this presentation the different perspectives of parents', students', and school personnel's understanding of the characteristics, reasons, and development of SAPs is discussed. The context for the parents and the school staff is very different and this has consequences for the quality of the collaboration. On the other hand, the data gathered from students shows that in the school's culture, students identify factors that are easily hidden from school adults. These findings indicate the importance of good, clear, and respectful communication, collaboration, and common goals of early interventions between the school, parents, and students, to address the factors related to SAPs. The importance of student participation in developing methods to promote school attendance is especially emphasised.

Nordic systematic review of qualitative studies with teachers, students, and parents, on school attendance problems.

Rebecca Birner Hansen, Master's Student, Aarhus University, Denmark; Charlotte Hejl, Student, Aarhus University, Denmark; Nadine Ezzaaf, Student, Aarhus University, Denmark; Dr Mikael Thastum, Aarhus University, Denmark.

This presentation addresses the results of a systematic review of peer-reviewed and non peer-reviewed qualitative studies on school attendance problems (SAPs) in Norway, Denmark, Sweden, and Finland. It raises awareness of the voices of students, teachers, and parents, and how they perceive and experience SAPs at both individual and system levels. It examines the experiences and relations between the students, parents, and teachers, and how the communicative cooperation between these agents play out. This review is part of the theoretical background for the Erasmus+ project. The results, discussion, and recommendations from the systematic qualitative review will be presented at the conference. This is a collaborative work to promote attendance and prevent SAPs in the Nordic countries.

Organisational strategies and professional perspectives on school attendance.

Dr Åsa Backlund, Stockholms University, Sweden.

This presentation provides some preliminary results from a research project about national, organisational, and individual dimensions of school attendance problems (SAPs) among 15 to 17-year-olds in Sweden, the UK, Germany, and Japan. The project uses a mixed methods approach, combining quantitative analysis of large-scale data at the national level with qualitative case studies at the

organisational and individual level. This presentation will focus on the qualitative parts from Sweden, including analysis of the organisation of support systems from the perspective of professionals. We know little about how practical work with school absence is conducted in Sweden, and even less in a comparative perspective. By studying and comparing cases of how this is handled in the various countries, this study will provide a context to the national statistics and a broader understanding of different ways of looking at problems and solutions regarding SAPs. The study investigates questions like: How are support systems structured and practiced? How are problems and solutions formulated in policies and by professionals, and in support systems for SAPs? What are their experiences of and perspectives on existing support systems and preventive strategies for school absenteeism? The presentation builds on data from focus-group and individual interviews with professionals from different support systems in and around school, in three Swedish municipalities.

Parallel Session 17: Autism, Other Neurodevelopmental Conditions, and Intervention

Early signs and early strategies for autistic students who school refuse.

Johanna Taylor, University of Melbourne, Australia, Associate Professor Lisa McKay-Brown, University of Melbourne, Australia; Associate Professor Glenn Melvin, Deakin University, Australia.

We have seen evidence that autistic students are more likely to refuse school than non-autistic students; now is the time to keep looking and see what can be done to improve the likelihood that they do not refuse school. Identifying and responding to early signs of school refusal is a critical task that requires responsiveness from home and school settings, as well as collaboration between both parties. An ongoing study which adopts a multi-phase mixed methods approach, seeks to understand the effectiveness of school-based strategies in supporting autistic students in the early stages of school refusal. The first phase of this study considers the early signs, successful strategies, and potential skills required to promote continued engagement in school. Two groups of participants were interviewed; parents of autistic students who began showing signs of school refusal in primary school, and teachers from varied education settings with experience in supporting autistic students who refused school. Responses were analysed using reflexive thematic analysis. Preliminary findings from this first phase of the study will be shared.

Neurodiversity, mental health, and school attendance: A UK perspective.

Dr Abby Russel, University of Exeter, United Kingdom.

This presentation outlines the features of the most common neurodevelopmental disorders (NDDs),

relates this to the concept of neurodiversity, and covers the types of school attendance problems that occur for young people who are neurodivergent. I will discuss in more detail common contributing factors to problems with school attendance for young people with NDD at both the individual and school level. Suggestions for promoting attendance and understanding attendance problems for young people who are neurodivergent will be presented. Neurodivergent young people are likely to have many of the risk factors for poor school attendance, and often experience multiple school placements across their development, over which they and their families often have little control. School absences in neurodivergent young people may be due to a multitude of reasons, embedded in complex social conditions including family and school factors, and each individual case will be different. I will explicitly consider school-level and policy-level adaptations that could be made to improve attendance for this marginalised group of young people.

School refusal behaviour in students with autism: Frequency and characteristics, with implications for practice.

Ellen Munkhaugen, Oslo University Hospital, Norway.

School refusal behaviour (SRB) in students with Autism Spectrum Disorder (ASD) is a serious condition as reported by parents, clinicians, and teachers. In recent years, there has been an increasing number of papers concerning SRB in clinical and general child and adolescent populations. However, the relevance of these findings as applied to students with ASD remains unknown. The overall aim for this cross-sectional study was to advance the understanding of SRB in students with ASD without intellectual disability who attend inclusive primary and secondary schools. In 78 students with ASD (9-16 years) who attended inclusive schools, parents and teachers assessed the frequency, duration, and expression of SRB during a period of 20 school days. Furthermore, factors commonly associated with SRB in the students, the family, and the schools were assessed. Our results indicate that SRB is pervasive in students with ASD and that social, executive, emotional, and behavioural characteristics of the students were highly associated with SRB. The high rates of SRB in this study emphasise the importance of awareness of SRB in students with ASD. The findings are in line with studies conducted in the general child and adolescent population, and indicate that general recommendations for assessment could be relevant for students with ASD. Furthermore, limited competence in ASD by the teachers, in addition to the high level of burden on the parents, calls for clinicians to support teachers and parents in the assessment and treatment of SRB.

School absenteeism in children and adolescents on the autism spectrum: A scoping review.

Viviann Nordin, MD, PhD, Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health,

Karolinska Institutet & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden; Anna Lindbladh, MSc, Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden; Maud Palmgren, MSc, Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden. Child and Adolescent Psychiatry, Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden; Professor Sven Bölte, Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden. Child and Adolescent Psychiatry, Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden. Curtin Autism Research Group, Curtin School of Allied Health, Curtin University, Perth, Australia, Sweden; Assistant Professor Ulf Jonsson, Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Centre for Psychiatry Research; Department of Women's and Children's Health, Karolinska Institutet & Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden. Child and Adolescent Psychiatry, Stockholm Health Care Services, Region Stockholm, Stockholm, Sweden. Department of Medical Sciences, Child and Adolescent Psychiatry, Uppsala University, Uppsala, Sweden. Psychologist Researcher/academic Research Institute, Mental Health Service, Higher Education.

School absenteeism is a major societal problem, with a range of potential adverse long-term consequences for the individual and society at large. This scoping review aimed to provide a comprehensive and updated overview of the research on school absenteeism in autistic children and adolescents. Five relevant databases were searched systematically from inception to February 2022, yielding a total of 36 reports from 32 eligible studies. All studies were conducted in high-income countries, and 27 were published in the last decade. Three major themes were covered by the literature: occurrence, contextual factors, and interventions. The included studies used diverse definitions and methodologies. The results of several studies, including some large-scale population-based studies, clearly suggest that autistic children and adolescents are at increased risk of chronic school absenteeism. Bullying and psychiatric comorbidities were identified as possible risk factors. The few available studies on targeted interventions were based on single cases or a small number of participants. There is an urgent need for more research into the mechanisms leading to and maintaining school absenteeism among children and adolescents on the autism spectrum, as well as development and evaluation of strategies to remove barriers to school attendance in this group of students.

Neurodiagnoses and school attendance problems: A structured program for returning to a school setting.

Hedda Gjeste Tjäder, Statped, Norway; Maren-Johanne Nordby, Statped, Norway.

We know from research that students with autism have a significantly higher risk for developing school non-attendance, compared to neurotypical students (Munkhaugen, Gjevik, Pripp, Sponheim, & Diseth, 2017). Lack of adaptations for children with ASD and other neurodevelopmental disorders is a risk-factor for developing school attendance problems (Bühler, Karlsson, & Österholm, 2018). The Special Needs Education Support Service in Norway, Statped, are contacted daily by teachers, parents, and the Educational and Psychological Counselling Services (PPT) for advice concerning students with different neurodevelopmental disorders and school attendance problems. Many Norwegian municipalities have made guidelines for handling school attendance problems. However, they lack competence on neurodevelopmental disorders, and the students tend to fall through the gaps. Statped has developed a competence-building program consisting of four modules, intended to help the PPT work systematically to create a better learning environment. There are four modules: (1) understanding the students; (2) transitions; (3) assessment; and (4) learning activities. We will also present our RIM-model. This model is used within the modules and visualises the process of helping students back to a school environment. We will describe the modules, implementation of this work, and feedback we have received.

Parallel Session 18: Understanding and Responding to Emotionally-Based School Absenteeism (School Refusal) and Other Attendance Problems

Development of a psychological intervention for primary school attendance problems: Co-design workshops with parent and educational professionals.

Bronte McDonald, University of Sussex, England; Dr Daniel Michelson, University of Sussex; Dr Kathryn Lester, University of Sussex.

The Covid-19 pandemic has caused widespread disruptions to education and this has been particularly difficult for children with emotional difficulties, including emotionally based school avoidance (EBSA). This study aims to develop a new intervention specifically for families affected by EBSA, taking into account the evolving Covid-19 context. We carried out two co-design workshops with parents (n=10) and one with professionals (n=9). Co-design activities included commenting on

a draft intervention model informed by previous research; sharing previous helpful and unhelpful experiences of specific interventions and services; and relating lived experiences to specific parameters of the putative new intervention. The results formed an intervention 'blue-print' that addressed: (1) What should the intervention aim to change?; (2) What intervention components might work best?; (3) How should the intervention be delivered?; and (4) Who should deliver the intervention? Feedback from participants was consistent with an applied ecological systems model of EBSA (e.g., Melvin et al., 2019), highlighting relevant risk and protective factors across environmental, family, and individual child domains. In particular, participants endorsed strategies to improve parent-school communication, and better understand statutory requirements around attendance. Strategies were also recommended to help parents effectively respond to a child's anxiety/distress about school through cognitive-behavioural techniques. There were additional suggestions about teaching parents how to model and scaffold children's use of adaptive coping strategies. In terms of intervention providers, stakeholders pointed to the need for knowledgeable and impartial facilitators with scope for parents to obtain group-based peer support. Additionally, stakeholders advocated for in-person delivery that is accessible and manageable with additional supportive resources such as a website and/or workbook. Also, value was given to providing the intervention at the early stage/onset of EBSA.

School refusal: Are parents the medicine?

Jacolien Kaljouw, Msc, Timon Youth Care, Netherlands.

The aim of the present study was to examine the application of Multidimensional Family Therapy (MDFT) for adolescents with school refusal (SR). MDFT is an evidence-based treatment for adolescents showing substance abuse and delinquency. The effectiveness in reducing SR is unknown. The degree of absenteeism, individual functioning, and family functioning was measured in relation to eight young people (14 – 17 years) during ten weeks of treatment. Seven youths had 100% SR (1-30 months) and one had 40% (6 months). Two youths followed an ambulatory MDFT program. The others followed MDFT integrated with an Educational Care Centre (OZC-MDFT). Two youths with an MDFT-OZC trajectory recovered from SR. Two youths with ambulatory MDFT stabilised or deteriorated. Four young people with an MDFT-OZC trajectory showed only partial recovery or stabilisation. The lack of recovery may be due to the seriousness of the problems and/or the low frequency of exposure to OZC participation. It appears that the integrated MDFT-OZC program contributed to SR recovery due to its safe environment and supportive relationships. This created a positive interaction between school attendance and individual and family functioning. Follow-up research is needed to determine the tenability of the conclusions.

Back2School: A multisite pilot study in Norway.

Dr Kristin Gärtner Askeland, RKBU Vest, NORCE Norwegian Research Centre, Norway; Dr Jo Magne Ingul, RKBU Midt, NTNU Norwegian University of Science and Technology, Norway; Dr Trude Havik, Norwegian Centre for Learning Environment and Behavioural Research in Education, University of Stavanger, Norway; Dr Frode Adolfsen, RKBU Nord, UiT The Arctic University of Norway, Norway; Henriette Kyrrestad, RKBU Nord, UiT The Arctic University of Norway; Marte Rye, RKBU Nord, UiT The Arctic University of Norway; Simon-Peter Neumer, Centre for Child and Adolescent Mental Health, Oslo, Norway; Bente Storm Mowatt Haugland, Department of Clinical Psychology, The University of Bergen; Elisabeth Valmyr Bania, RKBU Midt, NTNU; Kari Walmsness, RKBU Midt, NTNU; Toril Sørheim Nilsen, Institute of Psychology, UiT The Arctic University of Norway.

In Norway, there is no systematic approach to helping youth with school attendance problems. It is therefore important to evaluate potential effective interventions and procedures for these youths. Back2School (B2S) is a modular cognitive behavioural intervention for youth with school attendance problems. In a nationwide pilot study in Norway, B2S is being evaluated in 9 municipalities. The pilot study is a collaboration with Professor Mikael Thastum at the University of Aarhus, Denmark, who developed the original B2S intervention. The pilot study is a multiple baseline study, combined with a pre-post design. The B2S team members will collect quantitative data on psychological difficulties, quality of life, and school related-self efficacy at baseline and after the intervention, and data on school absence will be collected continuously throughout the pilot. Data will be collected during the school term of 2022-2023. The overall aim of the pilot is to gain experience in using the B2S program in Norwegian community school- and health services, using interdisciplinary teams from the health and educational sectors. We further aim to prepare and establish resources and infrastructure for a large intervention study, and to establish a well-functioning cooperation between researchers, research organisations, and municipalities in different regions. Hopefully, this will be the start to improve the help offered to youth and families struggling with school attendance problems in Norway. Representatives of the study group will present the plan and research design for the pilot, as well as the group's experiences so far, and some preliminary results.

From In2School to In2School@school: Replicating a model into a new setting.

Professor Lisa McKay-Brown, University of Melbourne, Australia; Rebecca McGrath, University of Melbourne, Australia.

The In2School project is a three-phase intervention program that uses a wraparound model of care for chronic school refusal where a mental health clinician and a teacher work in partnership to support school

return over a six-month period via a transitional classroom. The program has proved highly successful with an 80% return to school rate. However, the program is currently only accessible to students who are linked to a specific mental health service and live in a defined geographic area in Melbourne, Australia. One outcome of the pilot is that a school-based version of the program is needed. In2School@school is a replicated version of In2School that is being hosted in an alternative school setting. The new version includes: (a) a changed staffing profile with one classroom teacher and two education support workers for the group; (b) students transition to a new teacher rather than transitioning to a new school at the end of the program; (c) monitoring the adaptation of the current In2School practice guide for the new project; (d) changing the original inclusion criteria to enable a wider range of students to access the program; (e) changing the assessment measures used with students, parents, and staff; (f) whole school psychoeducation about school attendance problems, so that all school staff become skilled in identifying early warning signs that would allow early intervention to take place. This presentation will examine the first intake of In2School@school and provide preliminary outcomes from this new model of care for students with school attendance problems.

Parallel Session 19: School-Based Prevention and Intervention

Strengthening the holding force: School-based prevention of school absenteeism.

Professor Heinrich Ricking, University of Leipzig, Germany.

Students with attendance problems are often in danger of a low educational participation and drop out. Thus, these young people form a pedagogical challenge in many schools. Against this background, two foundations, four schools, the Hamburg school board, and the Institute of Special Education of the University of Oldenburg created a research community to carry out the project "Jeder Schultag zählt" (every school day counts). They pursue the goal to support the involved schools to develop more "holding force" and counteract processes of disintegration. This presentation addresses the design of the study and first results.

How classroom communities may influence school attendance.

Wilma Walther-Hansen, Aalborg University, Department of Communication and Psychology, Denmark.

This presentation explores pedagogical and didactic prevention strategies for school professionals, regarding school attendance problems. Through the perspectives of children, the study investigates barriers and facilitators for presence and belonging in classroom communities. My aim with the

presentation is to discuss empirical findings. These findings are based on a phenomenological-hermeneutic field study in a Danish school context. My progressing PhD study includes: (1) interviews with pupils suffering from excessive school absenteeism; (2) observations in three public primary school classes; and (3) interviews with selected pupils from the three included school classes. According to recent studies and reports, a key challenge related to school absenteeism is that interventions are being carried out at a very late point. This may cause individualisation of school absenteeism problems. Thereby, there is an inherent risk of missing the opportunity of dealing with the problems in a pedagogical frame in school. Previous research shows that school absenteeism (e.g., truancy, school rejection, and school exclusion) is an increasing problem in the Western World. These problems weaken the pupils' possibilities for participation and well-being and influence economic, health, and educational issues. There are several explanations for school absenteeism; feeling excluded and experiencing a lack of meaning are significant risk factors. Therefore, I find it necessary to do research on both inclusion and exclusion processes in the classroom and to view school attendance from a community-based perspective. To explore barriers and facilitators for presence and belonging, I draw on Hartmut Rosa's philosophy of resonance.

A school reentry program to help student and teacher reengagement after the Covid lockdown.
Professor Michele Capurso, University of Perugia, Italy.

Isolation related to the COVID-19 pandemic has caused a dramatic interruption in school attendance around the world. Once the schools reopened, students and teachers reunited, bringing all their lockdown experiences and emotions. This time was particularly challenging for teachers, who had to deal with the psychological effects of this unprecedented situation, in addition to the uncertainty of how to restart normal school activities. This presentation describes a school reentry program aimed at creating an arena where children could process emotions, rediscover interpersonal connections, and develop an awareness of effective coping strategies at the end of the first Italian lockdown in September 2020. The program included an online teacher training module recognised by the Italian Ministry of Education and delivered during lockdown, a book, and a set of activity packs for kindergarten, primary, and middle school children. During the presentation, we will: (1) Explain the key educational factors that informed our post lockdown school reentry program (1. Facilitate classroom discussions about the event; 2. Be open to feelings and uncertainty; 3. Provide opportunities for children to reconnect socially and with the environment; 4. Shift attention from stressful memory to coping awareness; 5. Present facts and provide information to manage the situation); (2) Illustrate the structure of the program and the children's workbook that guided the activities in the class; (3) Present the results of the program

evaluation that involved 60 classes, 54 teachers, and more than 900 students (mean age 7.8, SD 3.5, 48.8% female); and (4) Show some sample written and drawing materials from the children's narratives of their lockdown experience.

In the waves of change we find our true direction: Leading attendance together.

Dr Matthew White, Catholic Education Diocese Parramatta, Australia; Cate Munro, Catholic Education Diocese Parramatta, Australia.

There is increasing demand on education authorities in Australia and around the world to engage young people who have become disconnected from education. The long-established approach when schools have exhausted all efforts to get a young person back to school has been to turn to adversarial measures (e.g. threaten non awarding of grades, pursuing legal action). In some cases these measures can provide leverage to engage parents. However, for a majority of young people, and often families, the attendance problem continues to develop, becoming intractable as it is not properly understood or addressed. The multifaceted nature of attendance problems is often beyond the resources of schools and even large education jurisdictions. This has been increasingly the case in Australia as education jurisdictions struggle to support young peoples' 'bounce back' from the pandemic. This presentation attempts to critically examine an education system's efforts to strengthen attendance through a strategic program of change. We demonstrate the challenge of driving change when leading from the middle. Specifically, we examine the outcomes of our efforts to scale, at a system level, a nuanced multi-tiered systems of support framework focused on supporting engagement and reducing attendance problems. We investigate this change through the lenses of disruptive innovation, implementation science, and organisational change. We demonstrate that low-cost investment in a novel approach that fosters collaboration and deep understanding, and addresses the nuances of each young person's situation, has the potential to make waves in tackling school attendance problems.

Keynote Address

Addressing the whole person: Developmentally informed strategies to align and empower youths, parents, and schools.

Anne Marie Albano, Ph.D., ABPP, CUCARD Professor of Medical Psychology in Psychiatry; Founder, Columbia University Clinic for Anxiety and Related Disorders (CUCARD) and Clinical Director of the New York Presbyterian Hospital's Youth Anxiety Center at CUCARD.

For many youth, school avoidance behaviour is related to difficulties in attending or remaining in class for the full day, with the overall aim of avoiding

situations prompting negative emotions such as depression, social anxiety, or fears of separating from home or loved ones. The consequences of school avoidance are well documented and include disruption in academic achievement, social functioning, and increased family conflict, as well as serious mental health sequelae and long-term dependence on family or public support systems. Early identification and intervention with an empirically-based, collaborative treatment model that involves parents, school personnel, and mental health providers offer the best options for returning youth to school. Often missing from the treatment conceptualisation and plan, however, is that the conditions leading to school avoidance start early and exert an impact on the youth's overall development as well as on parenting. Research shows that overprotective parenting is related to a range of child behaviour symptoms. Parenting occurs over the substrate of development, where the child's independent interactions with the environment shape to refine skills and cognitive-emotional abilities that propel the child towards greater independence and self-confidence. School is the primary environment outside of the home where developmental tasks are ever present. As parents observe the child taking on age-related tasks and meeting developmental milestones, the natural parental instinct to overprotect is replaced with confidence in the youth's autonomy. For youth with anxiety, behaviour problems, and associated school avoidance, developmental tasks can feel insurmountable and result in ever more parental involvement. Traditionally, families have been of secondary focus or minimally involved in child therapy, with developmental milestones and age-appropriate functioning not assessed or addressed. The unique features of the environments and situations experienced by youth at each specific age and stage calls for attention of educators and therapists to assist youth and their caretakers in understanding and meeting the tasks of development as well as address anxiety and other mental health conditions. Central to treatment, is for youth to take on these tasks as well as the challenges of anxiety and daily living, with appropriate parental and school guidance and support. In this Keynote, Dr. Albano will discuss a model integrating the core components of effective CBT for anxiety and school avoidance in youth, with novel components designed to address attainment of behaviours necessary for greater independent functioning.

Social Program

Pre-conference Day: Tuesday October 4

| | |
|------------------|--|
| 11 AM – 6 PM | Pre-conference day excursion to Alkmaar As a pre-conference day activity we'll be visiting a school for Special Needs Education in Alkmaar. After getting acquainted with this school we will also have lunch there. This is followed by a guided walk through the historical city of <u>Alkmaar</u> . Alkmaar is well known for its cheese market and is a popular cultural destination for many tourists. Transfer from and to the conference hotel by taxi. 40 EUR; you will need to register in advance. |
| 6:45 PM – 8:15PM | Pre-conference dinner For those arriving a day before, there is a possibility to have dinner at the conference restaurant. There are also other restaurants nearby. No booking required, pay at location. |
| 8:30 PM – 10 PM | Get to know your fellow delegates As a start of building a network during the conference the delegates can introduce themselves in a relaxed atmosphere. Participants are asked to bring a personal object (for example a photo). By having short conversations with each other about these objects, you get to know the person behind the participant. Admission free, no booking required. |

Conference Day 1: Wednesday October 5

| | |
|----------------|--|
| 8 AM – 8:45 AM | Morning walk For the early birds and sportive participants who want to get a "fresh nose" there is a guided morning walk along the shore and through the dunes near the conference hotel. This ensures you have enough energy to start a fresh new conference day. Admission free, no booking required. |
|----------------|--|

Conference Day 2: Thursday October 6

| | |
|--------------------|--|
| 7:30 AM - 8:15 AM | Morning walk For the early birds and sportive participants who want to get a "fresh nose" there is a guided morning walk along the shore and through the dunes near the conference hotel. This ensures you have enough energy to start a fresh new conference day. Admission free, no booking required. |
| | Chi Neng Qigong Chi Neng Qigong is a Chinese medical qigong form that is practiced all over the world. The simple effective movements promote your health and make your body strong and flexible. Your mind comes to rest and emotions stabilise. The beneficial effect is quickly noticeable. Experience it for yourself! Because the exercises are so effective, you will feel that you are more energetic and you will experience more focus and peace in your head. That is good for your health, but also to shape your daily life from peace and stability. Qigong increases your strength, flexibility and concentration. It balances you and strengthens your immune system. No booking required, pay at location. Meet at the meeting point in Lounge 2. |
| 7 PM – 9 PM | Visit a local pub After two days of conference it is time to unwind. We'll be visiting the pub at the conference venue or stroll across the street to O'Donnells Pub. No booking required. Pay for personal drinks at location. |
| 9:30 PM – 11:30 PM | Bowling event and option to dance There is a bowling alley inside the conference venue. This is of course also a perfect way to meet and network with other participants. And who knows, for the competitive players under us, maybe there is a prize for the one who throws the most strikes? For those who don't feel like bowling, there is also the possibility to just relax together. We'll provide the music, and there is a (small) dance floor for those who feel like it. Admission free, no booking required. Pay for personal drinks at location. |

Conference Day 3: Friday October 7

8 AM – 8:45 AM

Morning walk

For the early birds and sportive participants who want to get a “fresh nose” there is a guided morning walk along the shore and through the dunes near the conference hotel. This ensures you have enough energy to start a fresh new conference day.

Admission free, no booking required.

Chi Neng Qigong

Chi Neng Qigong is a Chinese medical qigong form that is practiced all over the world. The simple effective movements promote your health and make your body strong and flexible. Your mind comes to rest and emotions stabilise. The beneficial effect is quickly noticeable. Experience it for yourself! Because the exercises are so effective, you will feel that you are more energetic and you will experience more focus and peace in your head. That is good for your health, but also to shape your daily life from peace and stability. Qigong increases your strength, flexibility and concentration. It balances you and strengthens your immune system.

No booking required, pay at location. Meet at the meeting point in Lounge 2.

Post Conference Day: Saturday October 8

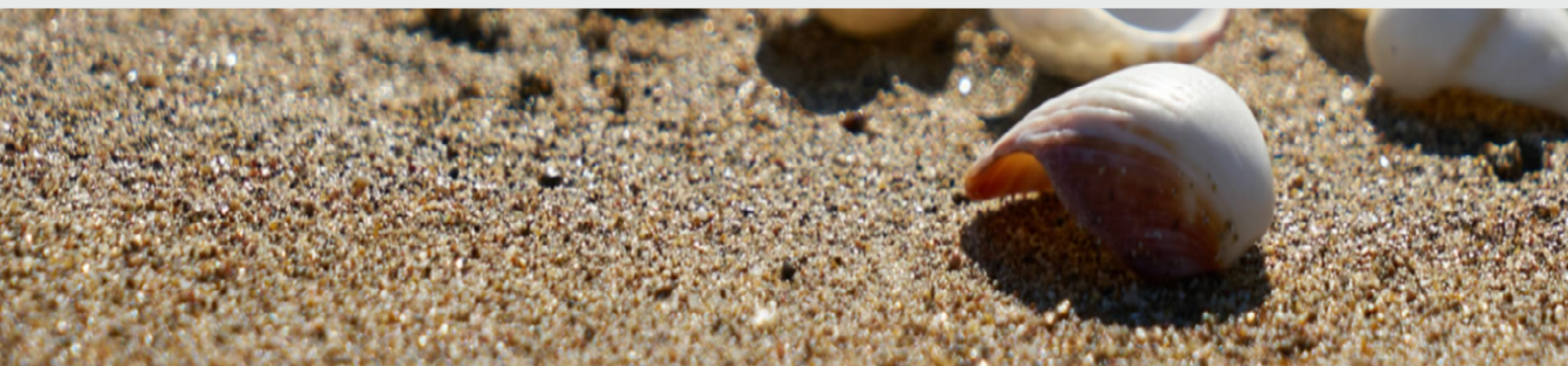
9 AM – 3 PM

Visiting Amsterdam

We'll spend the day in the capital of the Netherlands: Amsterdam. Starting out with breakfast at a central location is the perfect way to get in a relaxed atmosphere for an interesting trip. We'll have a boat trip through the canals and visit the world famous [Rijksmuseum](#), which has an amazing collection of art and historical artefacts and makes Dutch history almost tangible. During the day we'll also have lunch together. After this program there's enough time to wander the city on your own if you want to do some serious shopping or visit some of the other museums.

(For this post day activity you must book your own hotel in Amsterdam or elsewhere near the city)

75 EUR, excluding lunch.



Supporters of the 2022 Conference

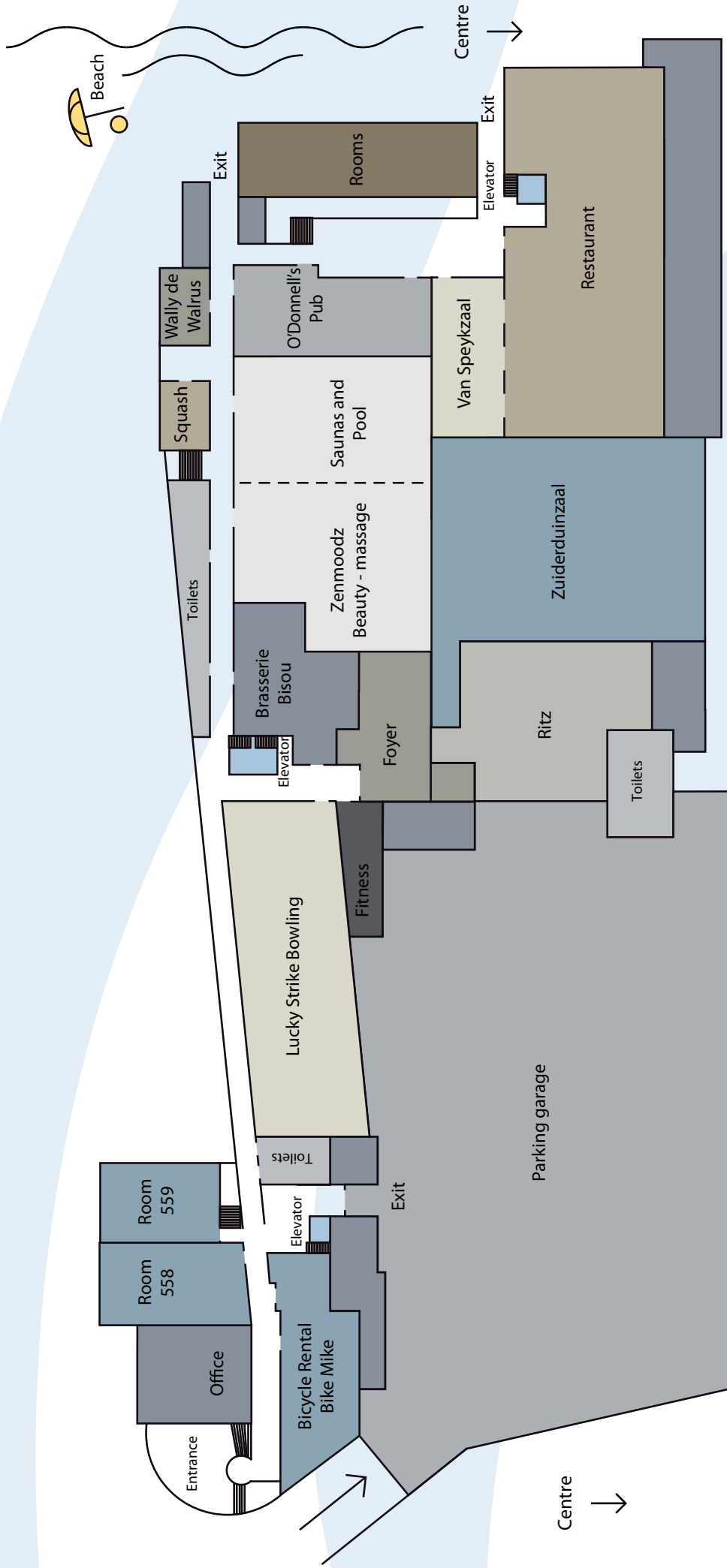
INSA is extremely grateful to the many people and organisations supporting this Conference. We extend special thanks to the four Dutch organisations supporting the attendance of young people at the conference: GGD Hollands Noorden, Ingrado, Samenwerkingsverband VO Noord Kennemerland (VWVNK), and the Nederlands Jeugdinstituut.



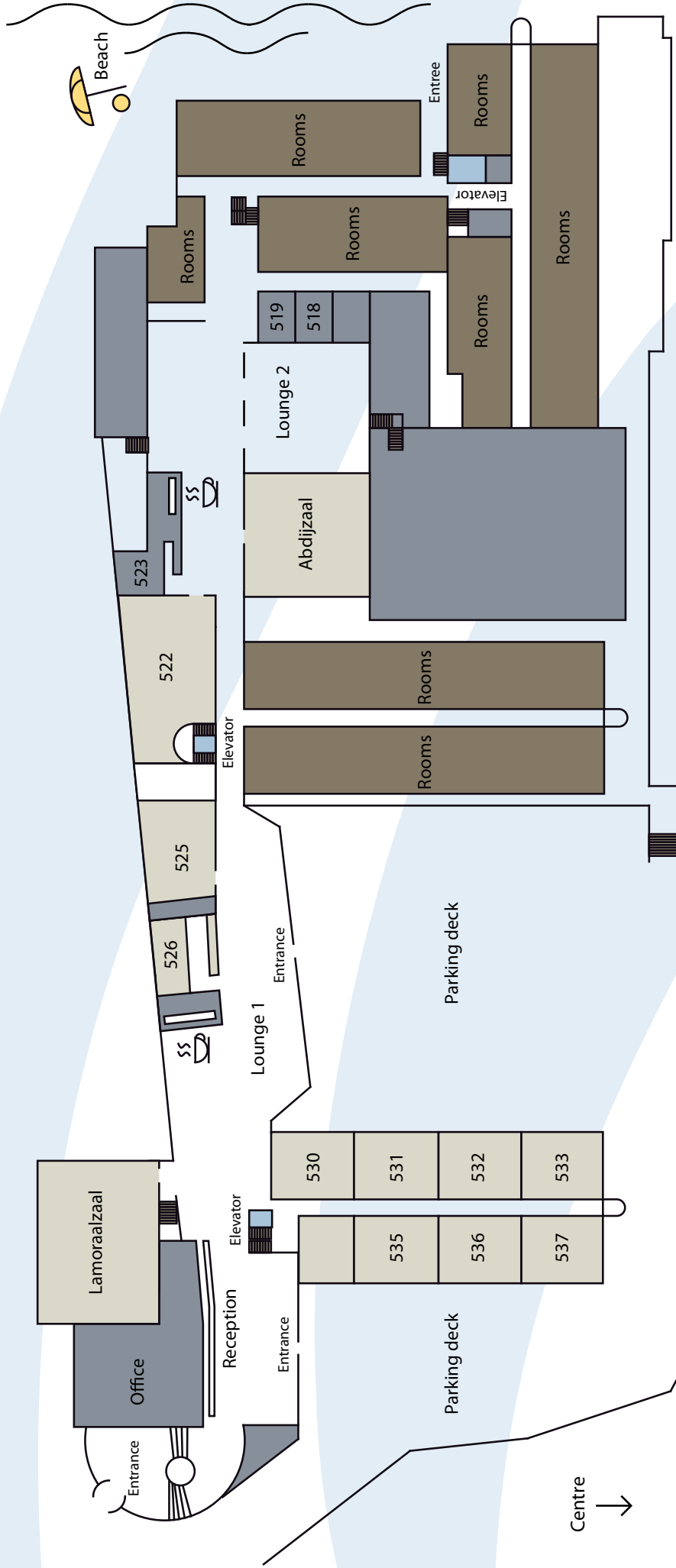
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Floor 1



Floor 4

