

Love at first sight? –
The “Essen Manual
for the Treatment of School Absenteeism”

a multi-professional approach for educational and psychiatric
interventions for school absenteeism

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Agenda

1. Introduction
2. Team-Work: Therapy & Counselling
3. Cooperation: Detection & Prevention
4. Discussion

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No. XCVII. Verordnung, daß die Eltern ihre Kinder zur Schule, und die Prediger die Catechisationes, halten sollen; vom 28. Sept. 1717.

§ In Gottes Gnaden Friedrich Wilhelm, König in Preussen, Marggraf zu Brandenburg, des Heil. Römischen Reichs Erz-Cämmerer und Chur-Fürst. 1c.

Unsere 1c. Wir vernehmen missfällig und wird verschiedentlich von denen Inspectoren und Predigern bey Uns geklaget, daß die Eltern, absonderlich auf dem Lande, in Schickung ihrer Kinder zur Schule sich sehr säumig erzeigen, und dadurch die arme Jugend in grosse Unwissenheit, so wohl was das Lesen, Schreiben und rechnen betrifft, als auch in denen zu ihrem Heyl und Seeligkeit dienenden höchnötigen Stücken aufzuwachsen lassen. Weshalb Wir umb diesem höchst verderblichen Uebel auff ein mahl abzuhelfen in Gnaden resolviret, dieses Unser General Edict ergehen zu lassen, und darinn allergnädigst und ernstlich zu verordnen,

daß hinkünftig an denen Orten wo Schulen seyn, die Eltern bey nachdrücklicher Straffe gehalten seyn sollen Ihre Kinder gegen Zwey Dreyer Wochentliches Schuel Geld von einem jeden Kinde, im Winter täglich und im Sommer wann die Eltern die Kinder bey ihrer Wirthschaft benütiget seyn, zum wenigsten ein oder zweymahl die Woche, damit Sie dasjenige, was im Winter erlernt worden, nicht gänzlich vergessen mögen, in die Schuel zuschicken. Falsch aber die Eltern das Vermögen nicht hätten; So wollen Wir daß solche Zwey Dreyer aus jeden Ortz Allinosen bezahlet werden sollen. Dann wollen und befehlen Wir auch allergnädigst und ernstlich, daß hinführo die Prediger insonderheit auf dem Lande alle Sonntage Nachmittage die Catechisation mit ihren Gemeinden ohnfehlbar halten sollen; Wornach ihr

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No. XCVI. - - XCVIII.

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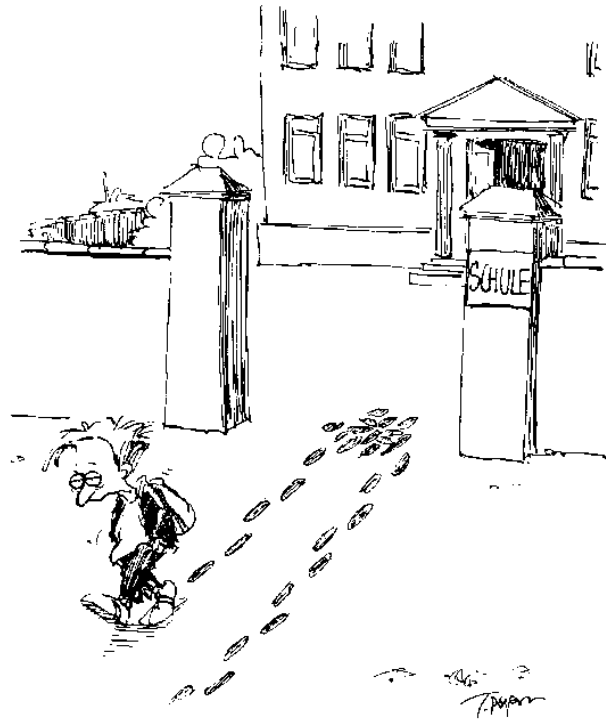
Euch gehorsamst zu achten, diesen Unsern allergnädigsten Willen und Befehl gehöriger Orten zu publiciren, darüber Nachdrücklich zu halten, auch selco auffzugeben habt, ein wachsammes Auge zu haben und die Contravenienten zur Bestrafung anzuzeigen. Daran geschiehet Unser allergnädigster Wille, und Wir

seynd Euch mit Gnaden gemogen. Geben Berlin den 28. Sept. 1717.

Auff Sr. Königl. Majest. allergnädigsten Special-Befehl.

v. Dohnhoff. Jigen. v. Blaspiegel v. Plotzo.

Paul, 302 years later ...

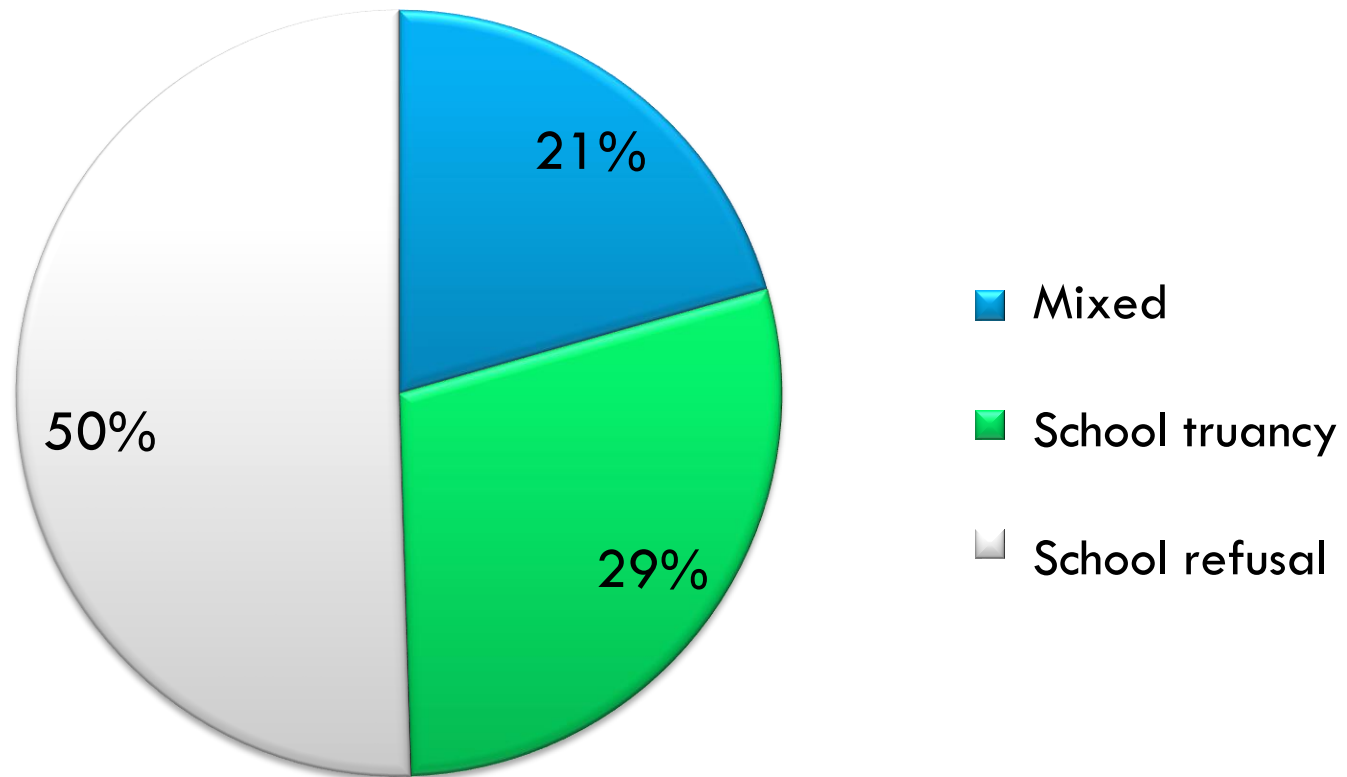


School absenteeism - Prevalence

- 60% „Staying away from school ...“ for some lessons or some days during their time at primary and secondary school
- 8.9 % of German students reported that they skipped a day of school at least once in the two weeks prior to the PISA test

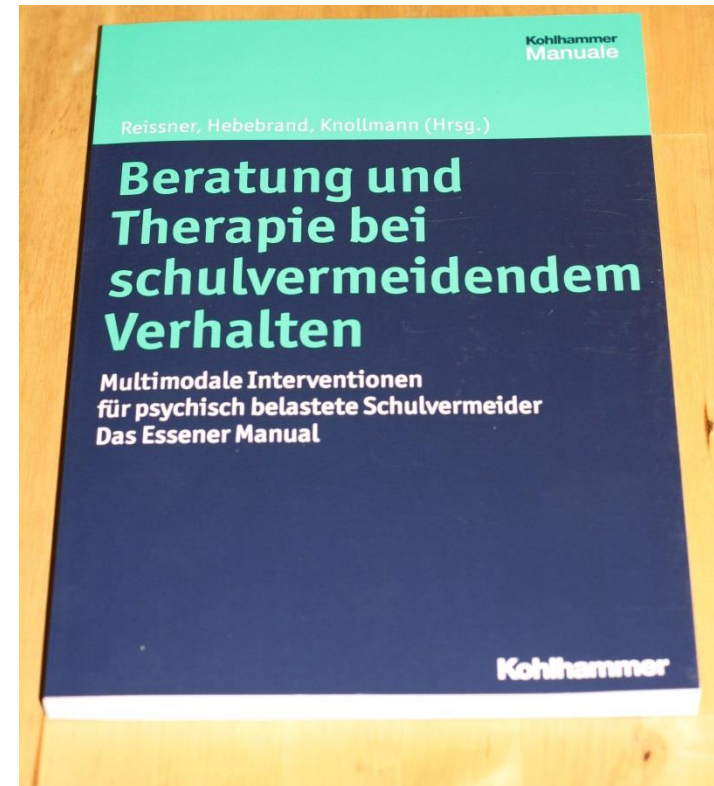
Psychiatric Outpatient Department (LVR-Clinic Essen)

Types of problematic school absenteeism (absenteeism + mental disorder)



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School absenteeism as multifaceted problem

■ Treatment should be modular:

1. Cognitive behavioral therapy
2. Family counselling
3. School counselling
4. Psychoeducational physical exercise

Mutliprofessional treatment **team**

- Psychotherapists / Psychiatrists
- Psychiatric nurses
- Teachers for children with special needs
- Sports scientist

Cooperation: Teachers - Therapists

Previous literature

- E.g. Heyne et al., 2002 / 2011: CBT + Parent/Teacher training

Previous cooperation:

- Ruhrland School for children with specific needs
- For children at a hospital >4 weeks
- Classrooms at the wards
- Close exchange between staff
- (Not in all German counties)

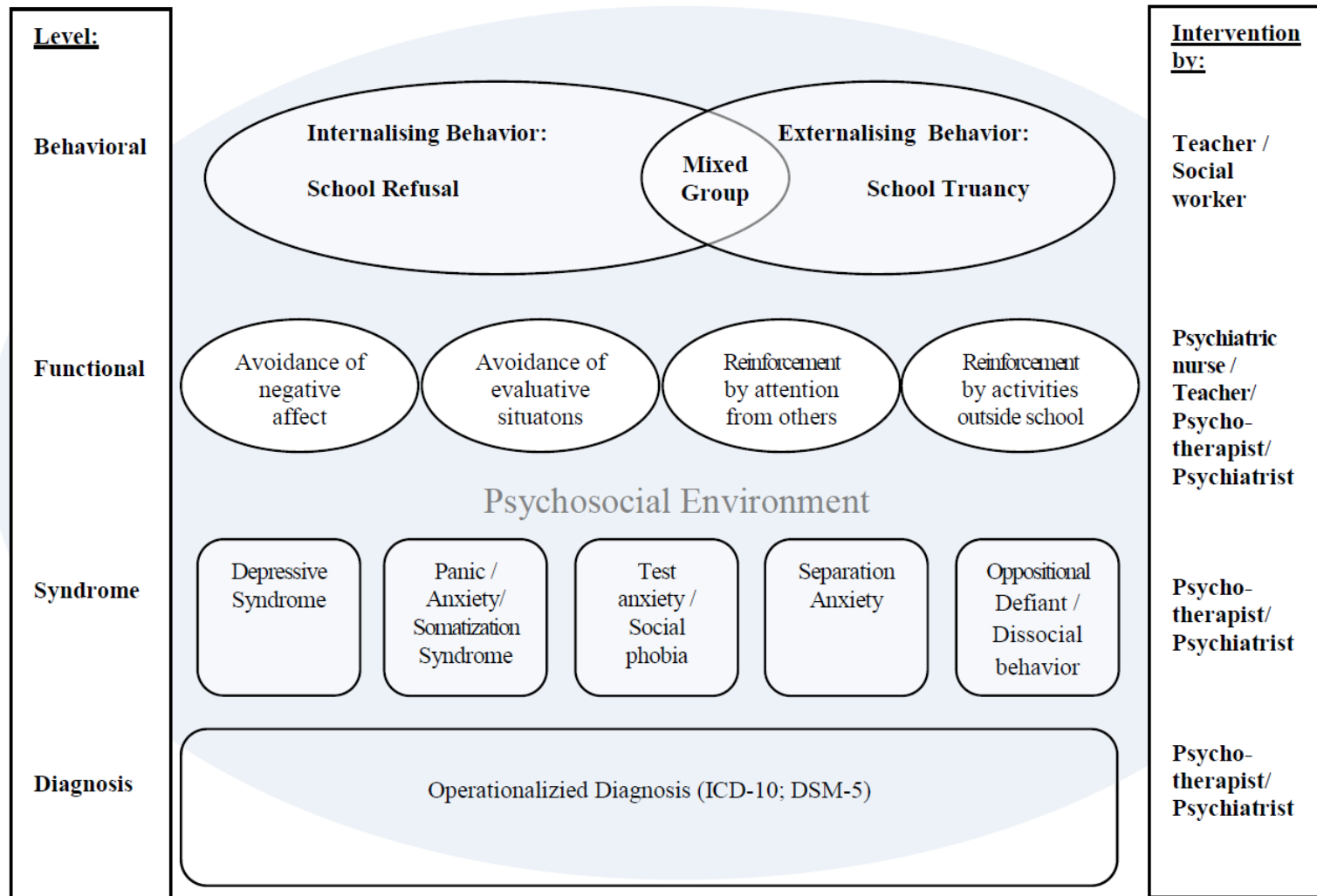


Team-work: Opportunities and risks

- Include knowledge from a special environment / culture / setting
- Facilitate communication between treatment team and teachers from the regular school
- Implement specific interventions from educational sciences

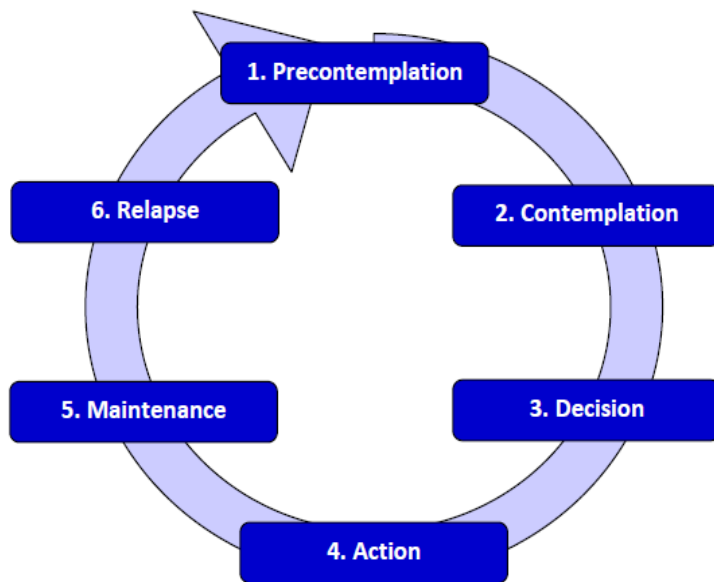
- Different culture and perspective
- Different language for different/same problems?

Developing a joint vision & model



Fostering a motivational attitude

Motivational Interviewing



Stages of Change nach Prochaska, DiClemente und Norcross (1992)

1. Information on problems
2. Building motivation for change
3. Strengthening change commitment
4. Supporting change
5. Transfer and continuation
6. Motivate to consider change

Working together

- Case presentation and case conceptualization
- Major follow-up case conference (60 minutes; 9 weeks later)
- Mini case conferences (30 minutes; whole team; at least once/ 2 weeks)

CBT as central module

Cognitive Behavioral Therapy

- Indication: Absenteeism + mental disorder
- Frequency: Up to 2 hours per week

- Motivation for change
- Multiprofessional case conceptualization
 motivational checks, Developing a joint
 treatment plan (Team)
- Exposure training
- School reintegration plan (Team)

School counselling

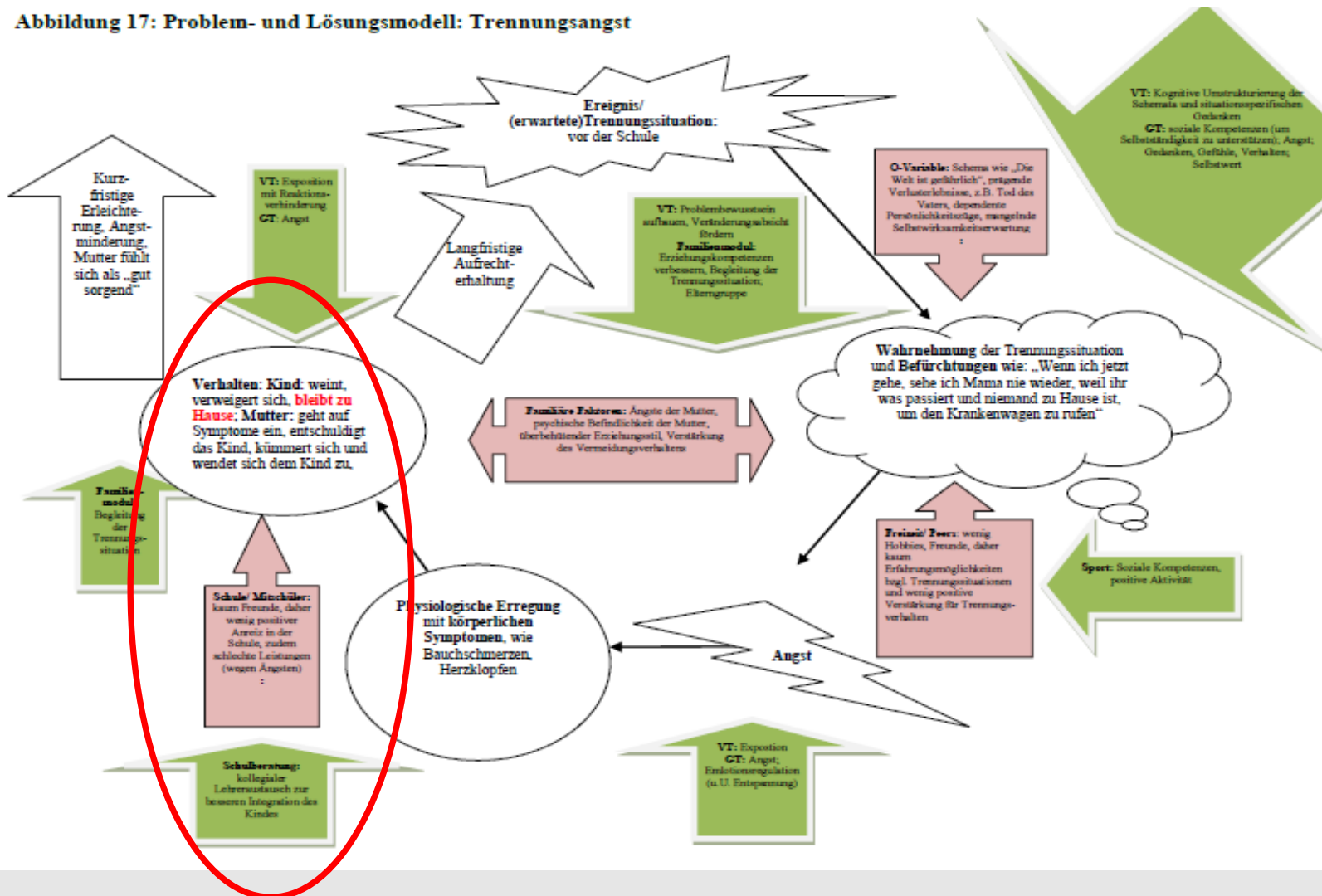
School Counselling

- Indication: Case conference
- Frequency: 1 hour per week

- Analysis of learning and social behaviors
- Counselling with regard to future (school) career
- Accompanying the student to/into the classroom
- Counselling/coordination with the (regular) teacher
- Improving communication between parents and school

Joint problem & solution model

Abbildung 17: Problem- und Lösungsmodell: Trennungsangst



Focus on mental disorder AND school reintegration

Graduated approach: Plan A, B & C

Coping with going to school

Introducing youth services in the family

Choice of a suitable school

„Come-back scenario“

Stepped reintegration

Comparison of randomized treatment studies

	King et al., 1998	Last et al., 1998	Heyne et al., 2002	Reissner et al., 2015
N	34	56	61	112
Type of disorder	Internalising	Internalising	Internalising	In- & externalising
Response-rate CBT	82,3%	65%	60,3%	65,5%

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Teachers' self-efficacy to address school absenteeism

- Aim: Increase awareness and self-efficacy beliefs in teachers
- Four-hour training for teachers in school attendance related
 - Motivational Interviewing (experimental group 1; MI)
 - Reinforcement behaviour plans (experimental group 2; RBP)

will increase self-efficacy and ability for (MI-) counselling in comparison to

- teachers who received no training (control group; waiting list)

Teachers' self-efficacy to address school absenteeism



- Self-efficacy increased between in teachers receiving training in MI or RBP ($p \leq 0.01$)
- No differences with regard to self-efficacy-increase between MI and RBP ($p > 0.05$)

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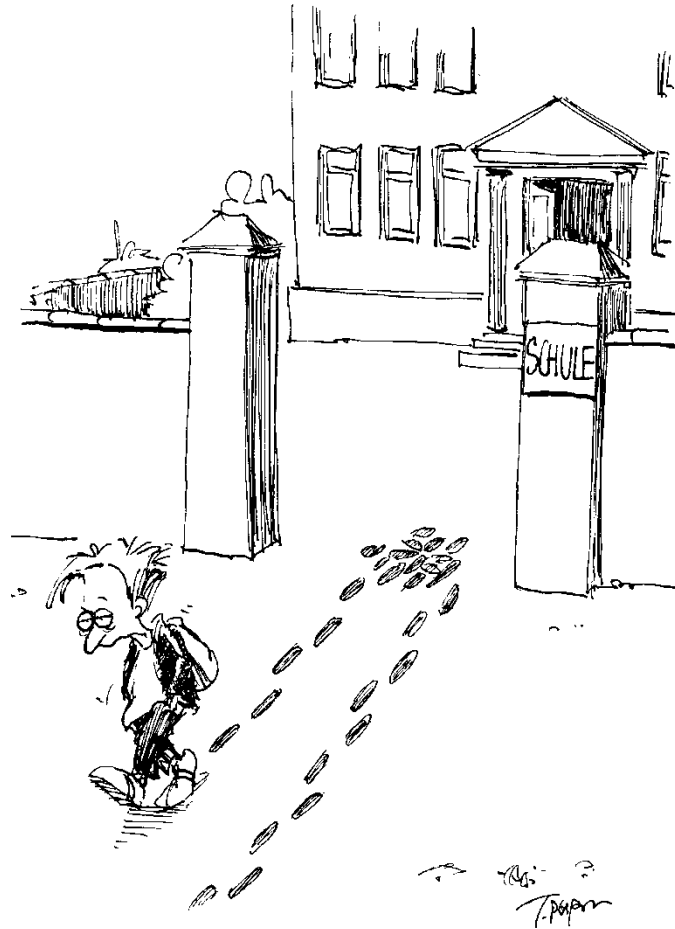
Summary and Discussion

- Love at first sight?
- Awareness and immediate identification/treatment are important
- Close collaboration between teachers and psychiatrists/psychotherapists is essential to develop a mutual understanding for treatment/counselling

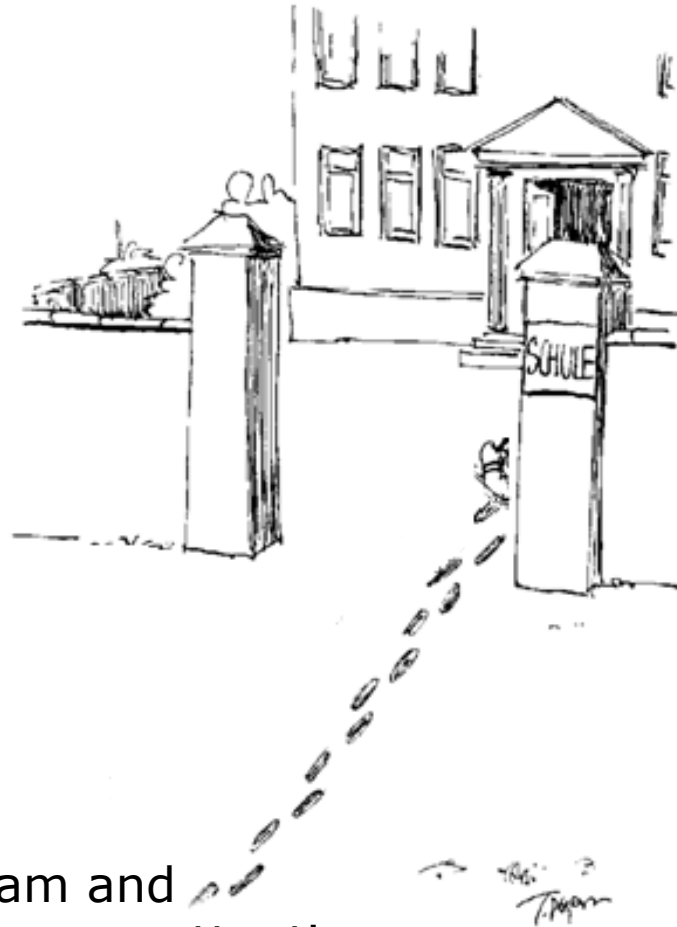
Future steps:

- Implementation of School Attendance Teams
- Implementation of preventive interventions for school absenteeism / mental disorders in school curricula?
- Research: We still do not know which interventions/ modules are effective ...
Closer cooperations between practitioners and scientists from different fields

Paul again ...



That's what we strive for ...



Thank's to the Essen team and
thank you very much for your attention.