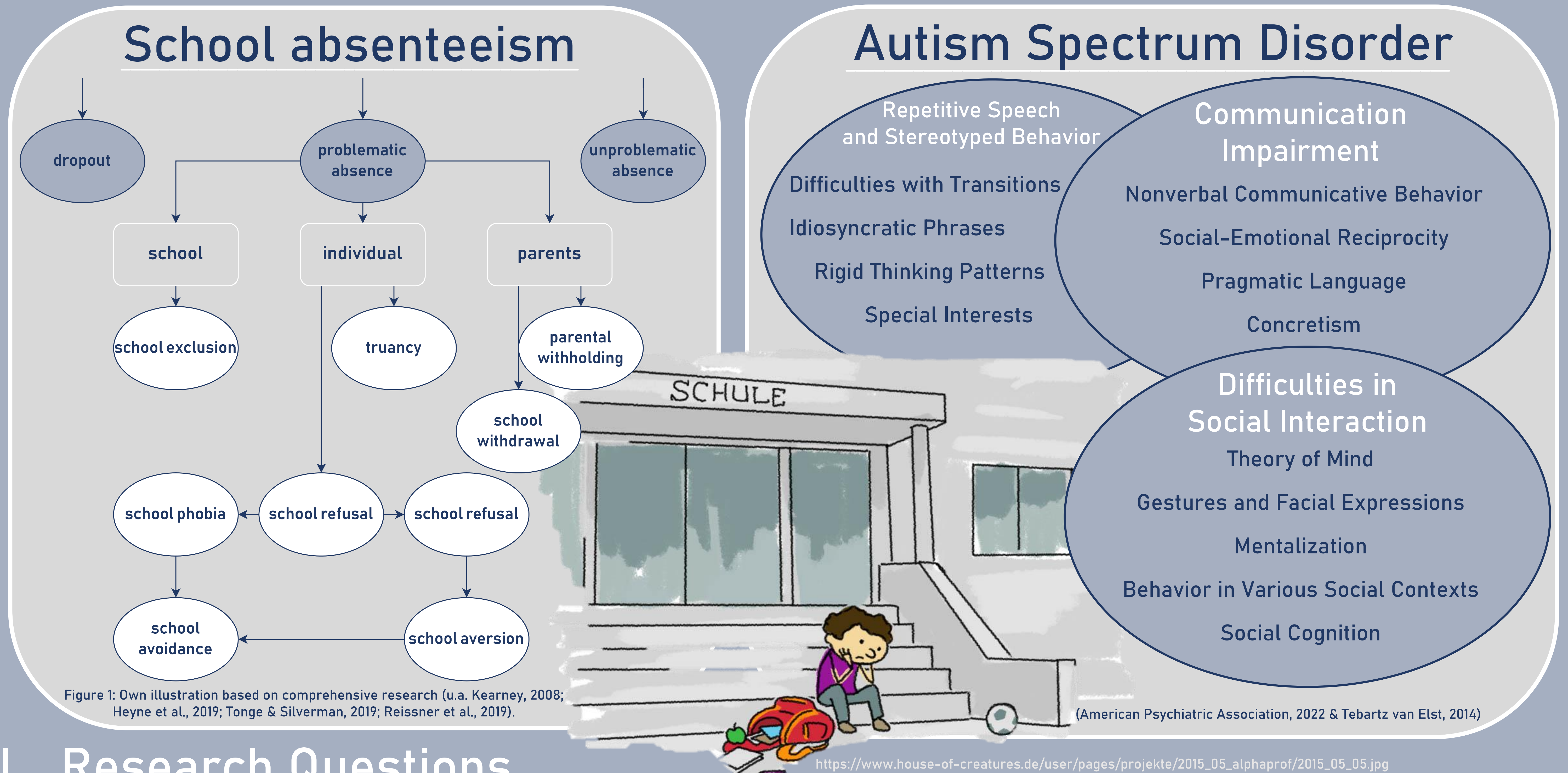


School absenteeism and dropout among students with Autism Spectrum Disorder (ASD)

I. Subject of Research



II. Research Questions

How often occur different types of school absenteeism among students with ASD?

Which interaction and communication processes are related to school absenteeism and dropout among students with ASD?

III. Methodological Approach

Systematic Review

- 1) What reasons for school absenteeism (SA) among students with ASD can be identified?
- 2) What influencing factors have been identified in previous studies as important for school absenteeism among students with ASD?

Population: children with ASD in school
 Intervention: correlation between SA and ASD
 Comparison: not considered
 Outcome: school absenteeism
 Study type: qualitative, quantitative and mixed method

First results show reasons for SA by way of example

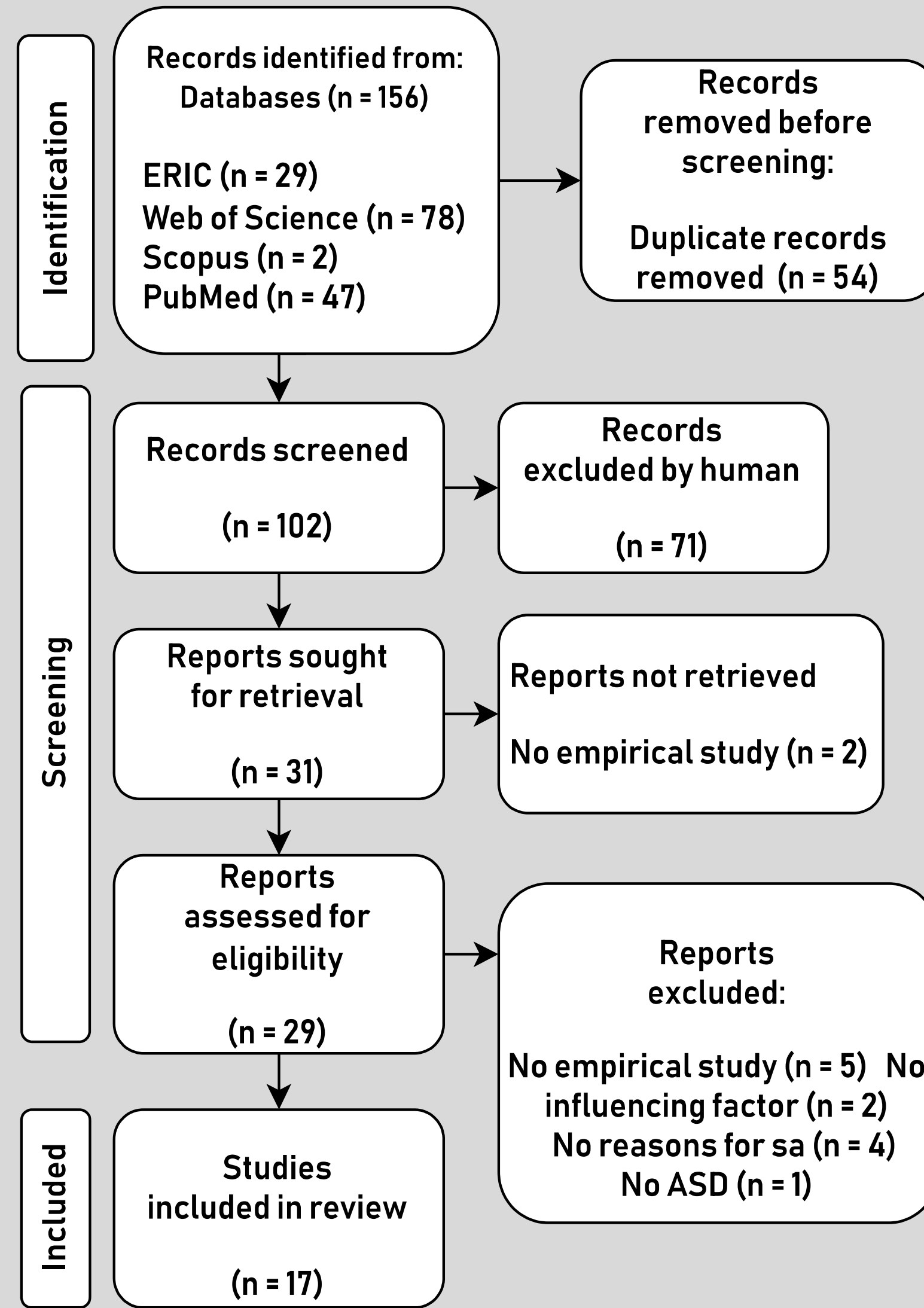
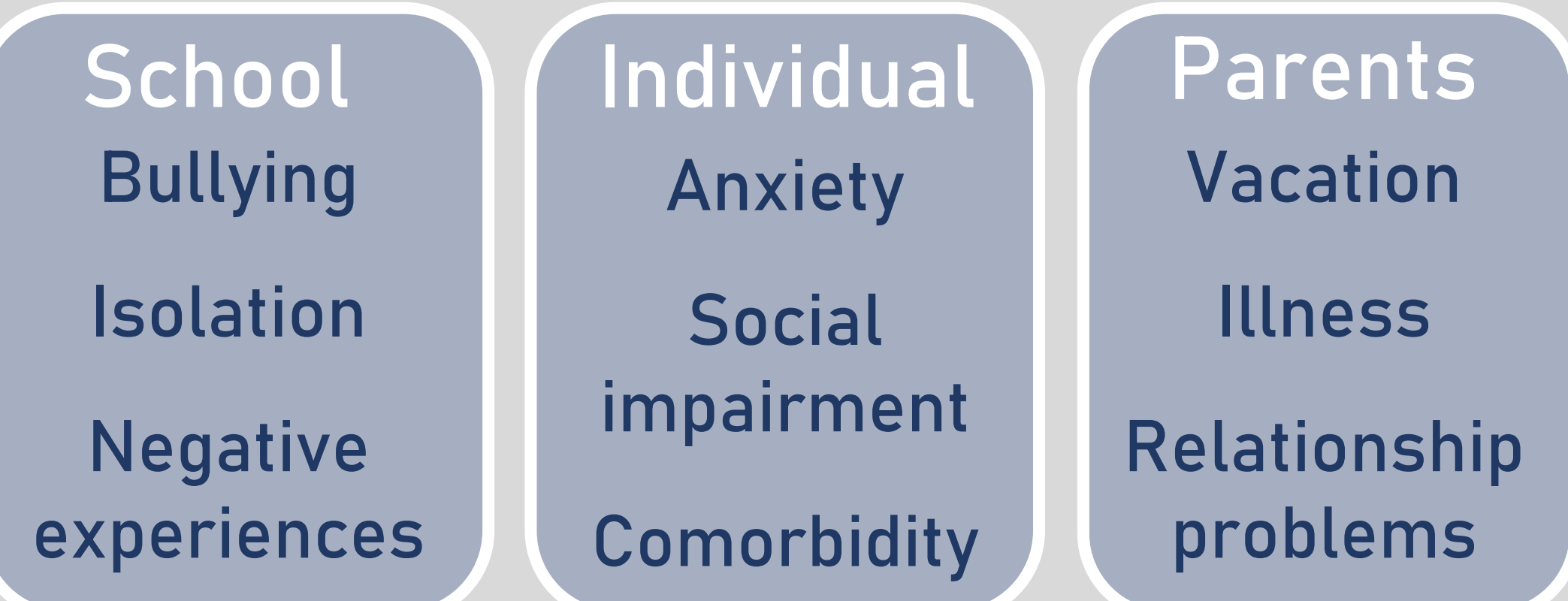


Figure 2: PRISMA flow chart

Next Steps

In Germany, there is no data available on any forms of school absenteeism among autistic students so far.

That is why the planned nationwide study aims to determine

- 1) the frequency of school absenteeism and
- 2) the involved communication and interaction processes.

The planned study will focus on self-reported data.

Pupils with ASD (without intellectual disability) in the inclusive school system from the 4th grade onwards are interviewed via webbased questionnaire.

The construction of the questionnaire is based on

- 1) Scales determined in the Systematic Review, as well as

- 2) ICF Core Set for individuals with ASD (Bölte et al., 2019).

Registered on Prospero:

https://www.crd.york.ac.uk/prospero/display_record.php?ID=CRD42022343467

Literatur

American Psychiatric Association. (2022). Diagnostic Criteria for the 299.00 Autism Spectrum Disorder. Diagnostic and Statistic Manual, Fifth Edition (DSM-5-TR).
 Bölte, S., Mahdi, S., de Vries, P. J., Granlund, M., Robison, J. E., Shulman, C., Swedo, S., Tonge, B., Wong, V., Zwaigenbaum, L., Segeer, W., & Selb, M. (2019). The Gestalt of functioning in autism spectrum disorder: Results of the international conference to develop final consensus International Classification of Functioning, Disability and Health core sets. *Autism, 23*(2), 449–467.
 Heyne, D., Gren-Landell, M., Melvin, G., & Gentle-Genitty, C. (2019). Differentiation Between School Attendance Problems: Why and How? *Cognitive and Behavioral Practice, 26*(1), 8–34.
 Kamp-Becker, I., & Bölte, S. (2021). *Autismus (Third Edition)*. München: Reinhardt.
 Kearney, C. A. (2008). An interdisciplinary model of school absenteeism in youth to inform professional practice and public policy. *Educational Psychology Review, 20*(3), 257–282.
 Reissner, V., Knollmann, M., Spie, S., Jost, D., Neumann, A., & Hebebrand, J. (2019). Modular treatment for children and adolescents with problematic school absenteeism: Development and description of a program in Germany. *Cognitive and Behavioral Practice, 26*(1), 63–74.
 Tebartz van Elst, L., Biscaldi, M., & Riedel, A. (2014). Autismus als neuropsychiatrische Entwicklungs- und psychiatrische Basisstörung. *Autismus-Spektrum-Störungen im DSM-5. InFo/Neurologie & Psychiatrie, 16*(4), 51–59.
 Tonge, B. & Silverman, W. (2019). Reflections on the Field of School Attendance Problems: For the Times They Are a-Changing?. *Cognitive and Behavioral Practice, 26*(1), 119–126.
 Totsika, V., Hastings, R. P., Dutton, Y., Worsley, A., Melvin, G., Gray, K., Tonge, B., & Heyne, D. (2020). Types and correlates of school non-attendance in students with autism spectrum disorders. *Autism, 24*(7), 1639–1649.

Isabella Sasso, M.A., PhD student
 isabella.sasso@uni-oldenburg.de

Carl von Ossietzky University of Oldenburg
 Faculty I – School of Educational and Social Sciences
 Department for Special Needs Education and Rehabilitation

