

Neurodiagnoses and school attendance problems (SAP): A structured program for returning to a school setting

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Background 1

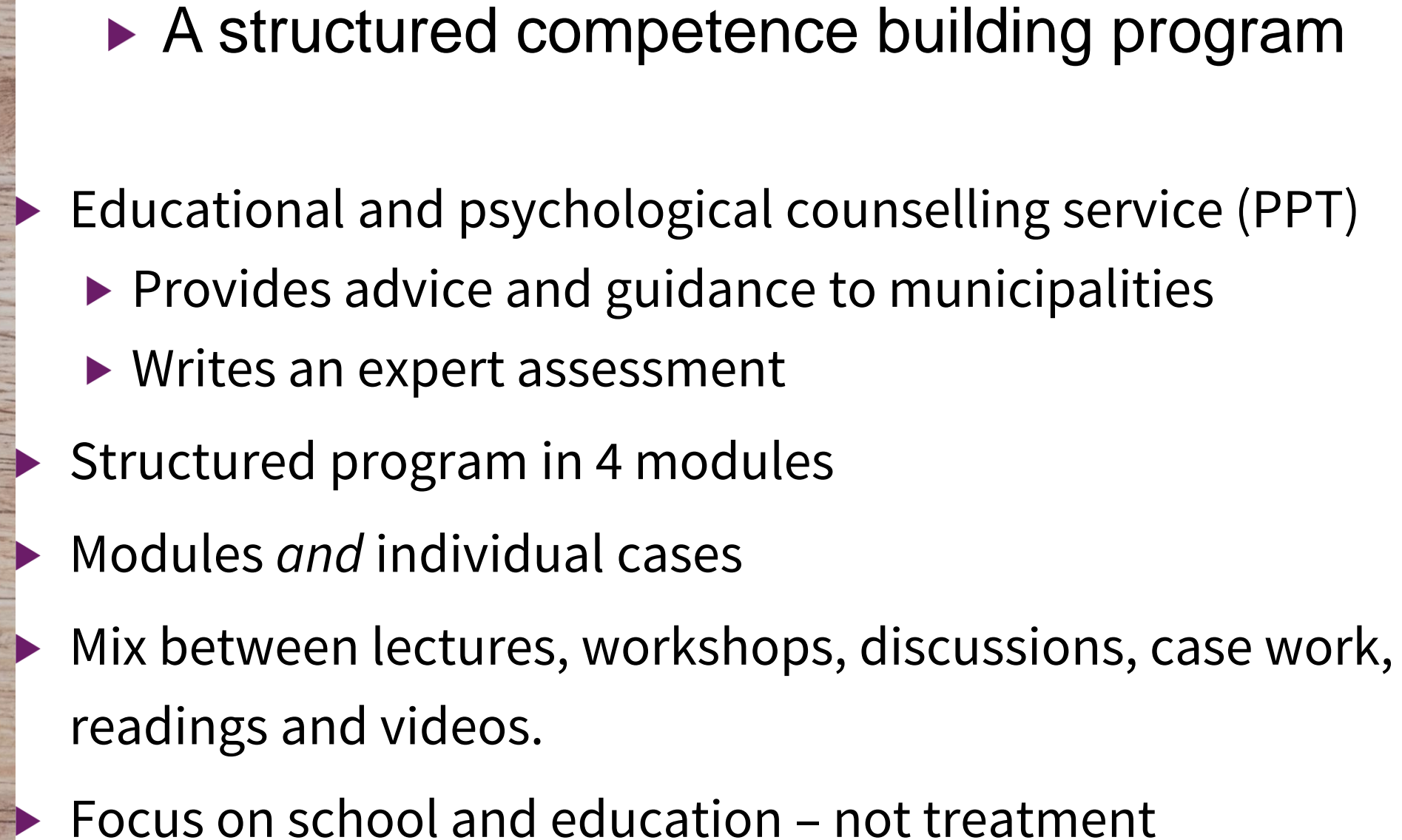
- ▶ Students with autism have a significantly higher risk for developing school non-attendance, compared to neurotypical students (Munkhaugen, Gjevik, Pripp, Sponheim & Diseth, 2017).
- ▶ Lack of adaptations for children with ASD and other neurodevelopmental disorders is a risk-factor for developing school attendance problems (Bühler, Karlsson & Österholm, 2018).



Background 2

- ▶ Statped provides individual services and system based services
- ▶ Statped is contacted daily for advice
- ▶ Statped's mandate is towards the most complex cases
- ▶ Each case is unique
- ▶ So how to do this in a systematic way?



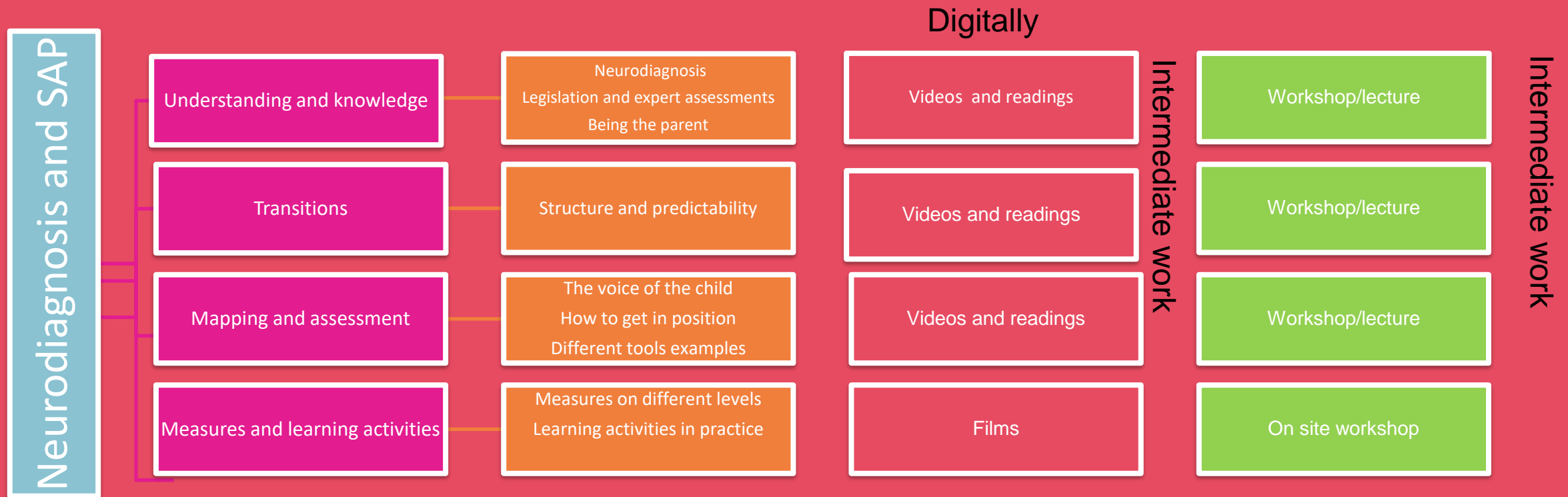
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- ▶ A structured competence building program
 - ▶ Educational and psychological counselling service (PPT)
 - ▶ Provides advice and guidance to municipalities
 - ▶ Writes an expert assessment
 - ▶ Structured program in 4 modules
 - ▶ Modules *and* individual cases
 - ▶ Mix between lectures, workshops, discussions, case work, readings and videos.
 - ▶ Focus on school and education – not treatment

Individual cases:

- ▶ Advisors from Statped work alongside PPT
- ▶ These cases are used as examples in the modules
- ▶ This is to
 - ▶ Ensure anchoring in the service
 - ▶ Ensure tailored services to the PPT
 - ▶ Ensure tailored services to the child/children



Collaboration between Statped and PPT



Module 1: Understanding and knowledge

Neuro-
diagnosis

Co-occurring
difficulties

Stress

Being a
parent

Relationships

Cooperation

Legislation
and expert
assessments

Module 2: Transitions

Executive
functions

Structure
and
predictability

Module 3: Mapping and assessment

The voice of
the child

How to get
in position

What do we
need to
know?

Tools

What do we need to know?



Module 4: Measures and learning activities

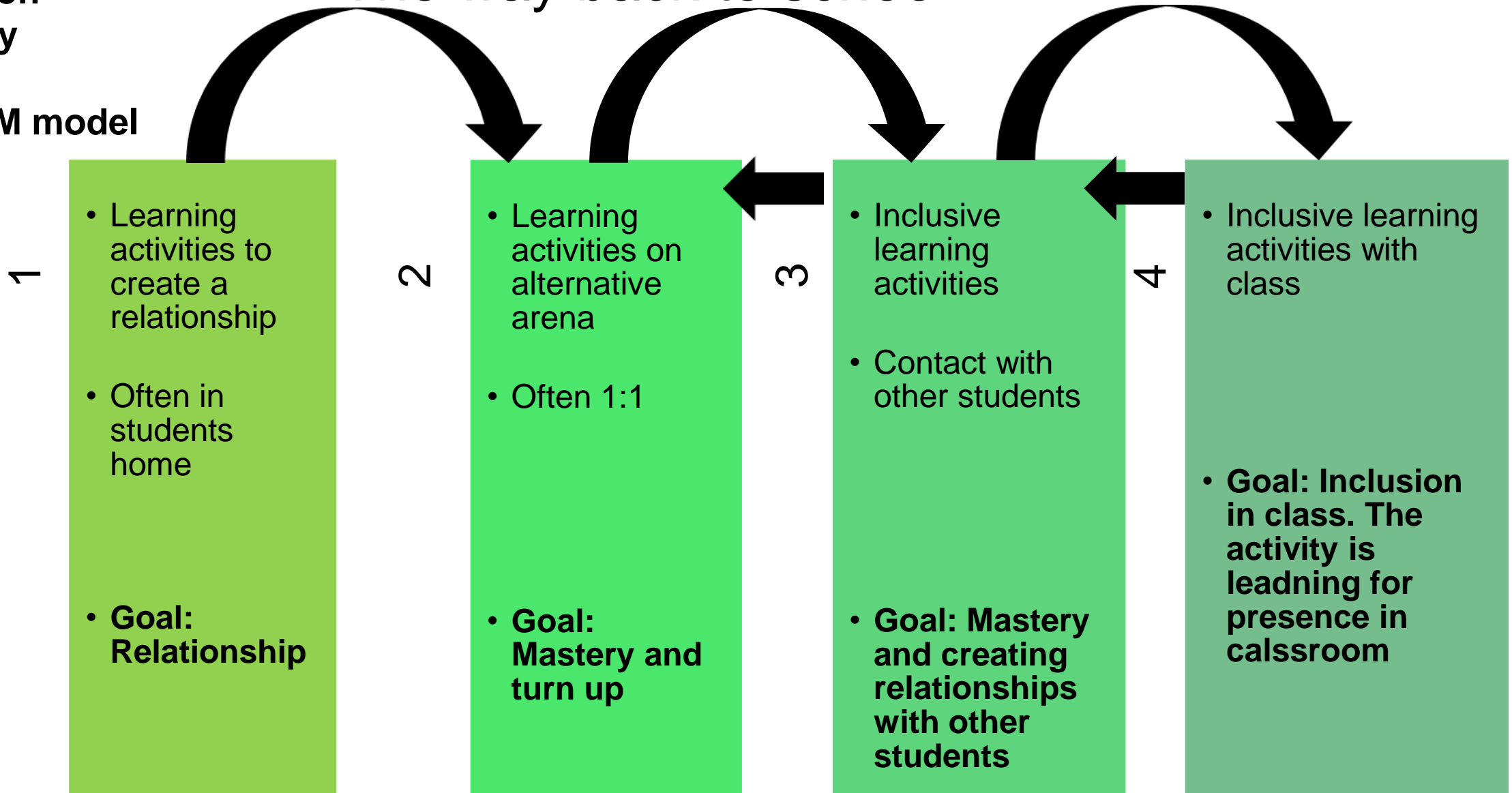
Measures
on different
levels

Inclusive
learning
activities

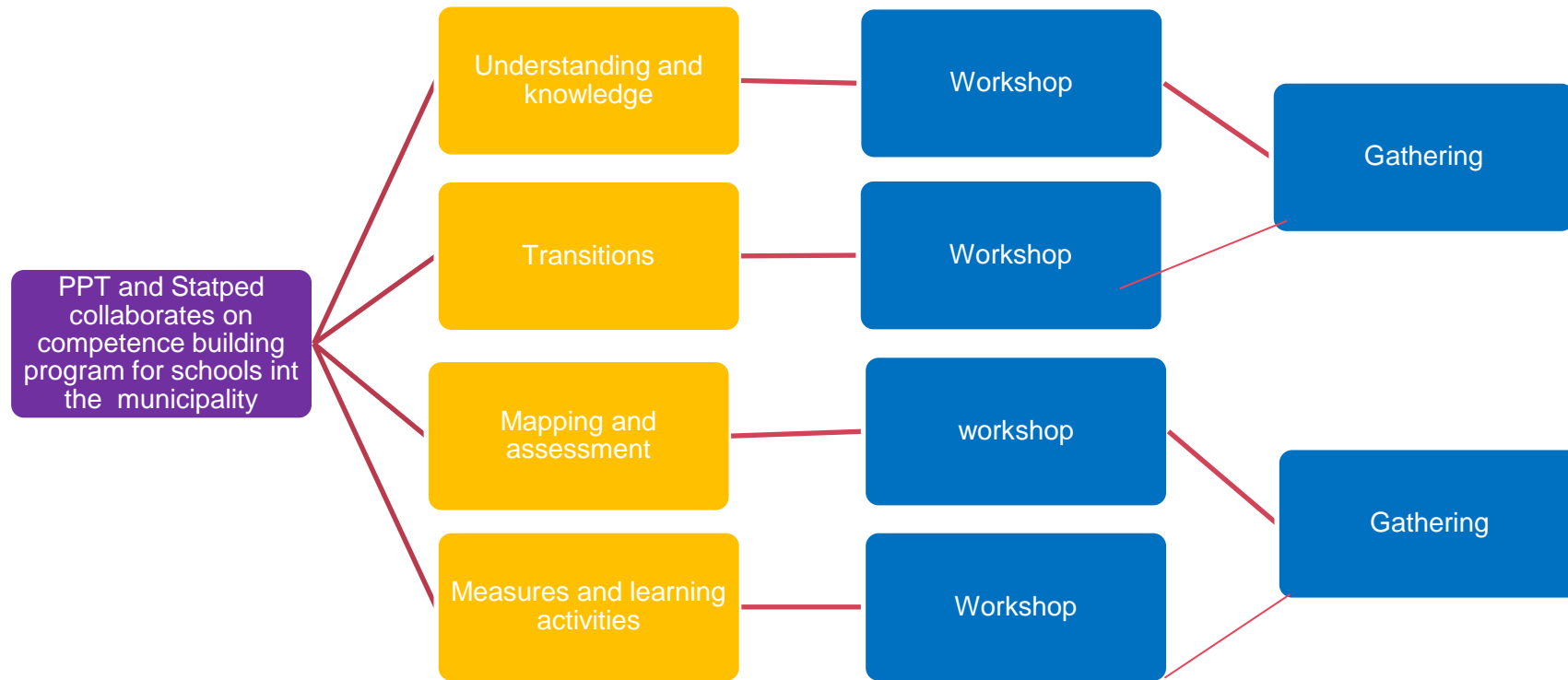
Relationships
Inclusion
Mastery

The way back to school

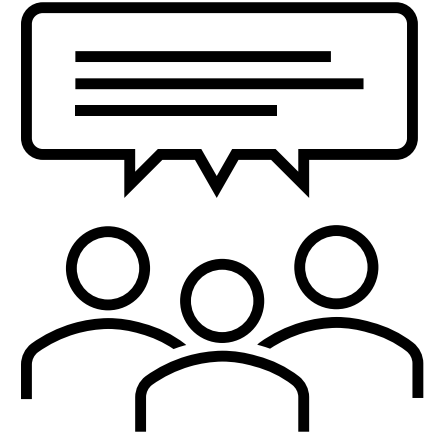
The RIM model



Getting it out there



Feedback



- ▶ Færder municipality
- ▶ Population: 27 115
- ▶ PPT for children in nursery, primary and half of secondary school

- ▶ Forms
 - ▶ 14 questions with possibility for comments
 - ▶ Feedback from 20 councillors
 - ▶ 8 from nursery school, 11 from primary school, 6 from secondary school
 - ▶ Scale 1-5

Overall more competence on
SAP and ND

• 4/5

Content useful?

• 4,25/5

Did the intermediate work

• 4,67/5

Intermediate work useful?

- 3,67/5
- Redundancy
- Should adapt lectures more to what the discussed

Balance between presentations
and practical work

- 4,33/5
- Wanted more practical work

Module 1 – Understanding and knowledge

- 4.42/4
- Especially the part about the law, practices and expert assessments

Module 2 – Transitions

- 4.25/5
- Especially the examples of different practices

Module 3 – Mapping and assessment

- 4.67/5
- Especially the home made questionnaires etc

Module 4 – Measures and learning activities

- 5/5
- Especially trying out different tools
- Inspirational

Anything missing?

- More practical
- More on cooperating with parents
- More on systemic change

Future use in work with children

- 4.67/5
- Many had already started

Future use in work with schools

- 4.67/5
- Many had already started

Comments

- Overall useful
- Unrealistic expectations – resources (human and financial)

Future work

- ▶ Made changes on intermediate work
- ▶ Closer contact between meetings
- ▶ More practical
- ▶ 5 more system based services
 - ▶ Enebakk municipality – population: 11 269
 - ▶ Asker municipality– population: 97 129
 - ▶ Kongsvinger municipality– population: 17 966
 - ▶ Nord-Østerdalen region – population: 19 000
 - ▶ Vestfold og Telemark county – population: 424 832



▶ Source: ssb.no/kommunefakta

Sources

- ▶ Bühler, M., Karlsson, A. & Österholm, T. (2018): Lågaffektivt bemötande och problematisk skolfraånvaro. Lund: Studentlitteratur.
- ▶ Munkhaugen, E.K, Gjevik, E., Pripp, A.H, Sponheim, E., Diseth, T.H (2017) School refusal behaviour: Are children and adolescents with autism spectrum disorders at a higher risk? Research in Autism Spectrum Disorders, Volume 41-42, p. 31-38.
- ▶ www.ssb.no/kommunefakta

Thank you!

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