

Give me five tools!

Drs. Cordula van Haersma Buma, the Netherlands

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Give me five tools!
...for outpatient clinical practice

Drs. Cordula van Haersma Buma, the Netherlands



WHO AM I?

- Educational psychologist (Orthopedagoog Generalist NVO BIG) and CBT (VGCT®) in the Netherlands
- Seeing children and adolescents suffering from SR in my private office (mainly CBT and EMDR) for the past 10 years + children with ASS, emotional problems, etc.
- Before I developed an approach to SR in a special needs school with autistic students (B!TS)
- Seeing parents of children with SR individually and in groups

INTRODUCTION

How I approach SR:

A. Schooling: Restart the journey to school as soon as possible

B. Individual therapy for the adolescent: CBT, Exposure, EMDR

C. Parental group sessions: Mutual exchange with other parents in same situation

Explain the rationale of treatment / approach

Better understanding of your role as a parent

How to help and approach your adolescent at home

TOOL #1

MUTUAL EXCHANGE BETWEEN PARENTS



‘So there is help possible?’

‘I thought I was completely alone with this problem’

‘It helps to talk with other parents with similar problems’

‘Finally some light at the end of the tunnel’

TOOL #1



How do we get parents to open up and discuss their difficulties with people they haven't known for a very long time?

Share your own experience!

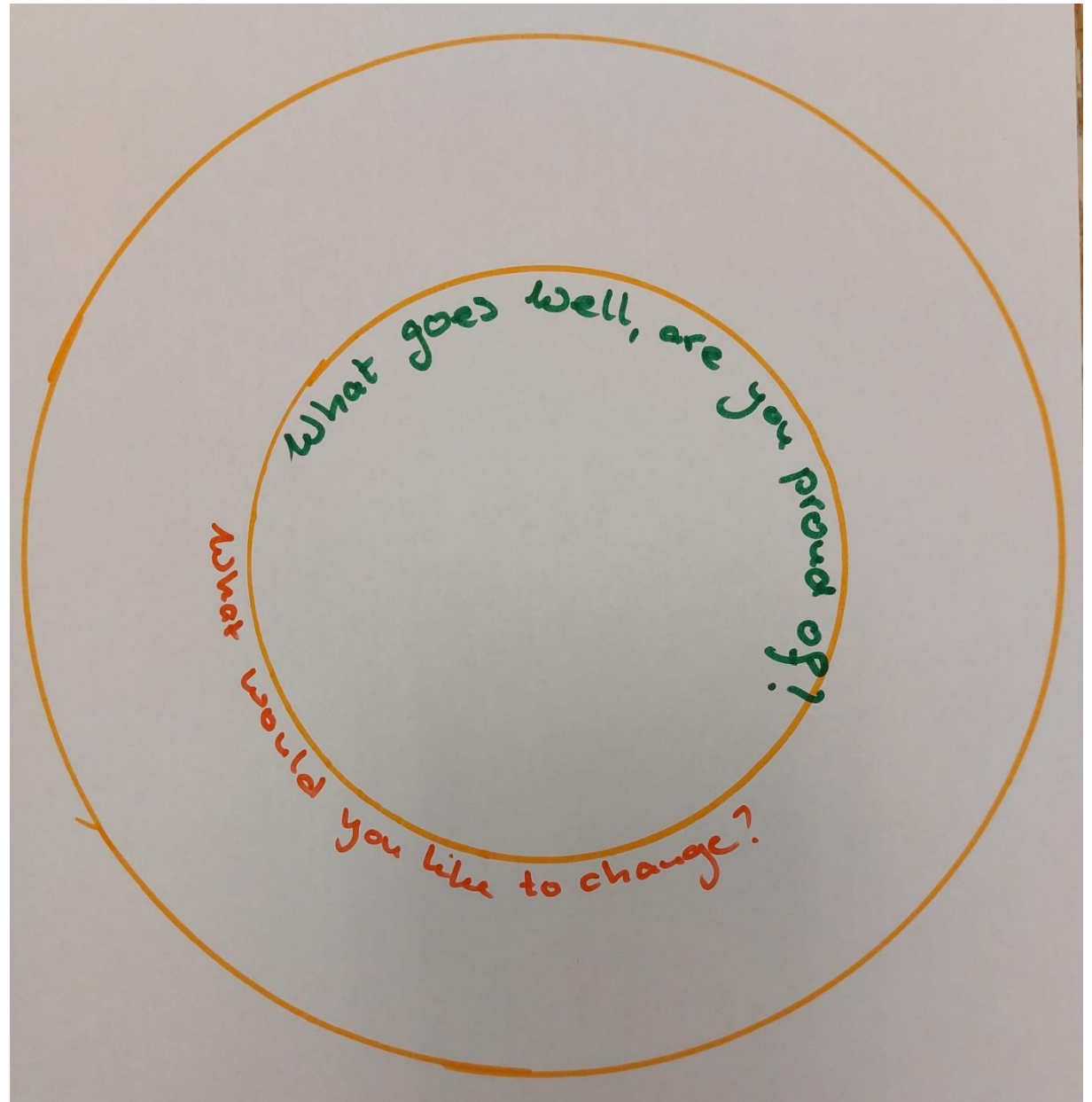
Choose the card that reflects your mood this last week ...

TOOL #1

Describe your week in 10 words

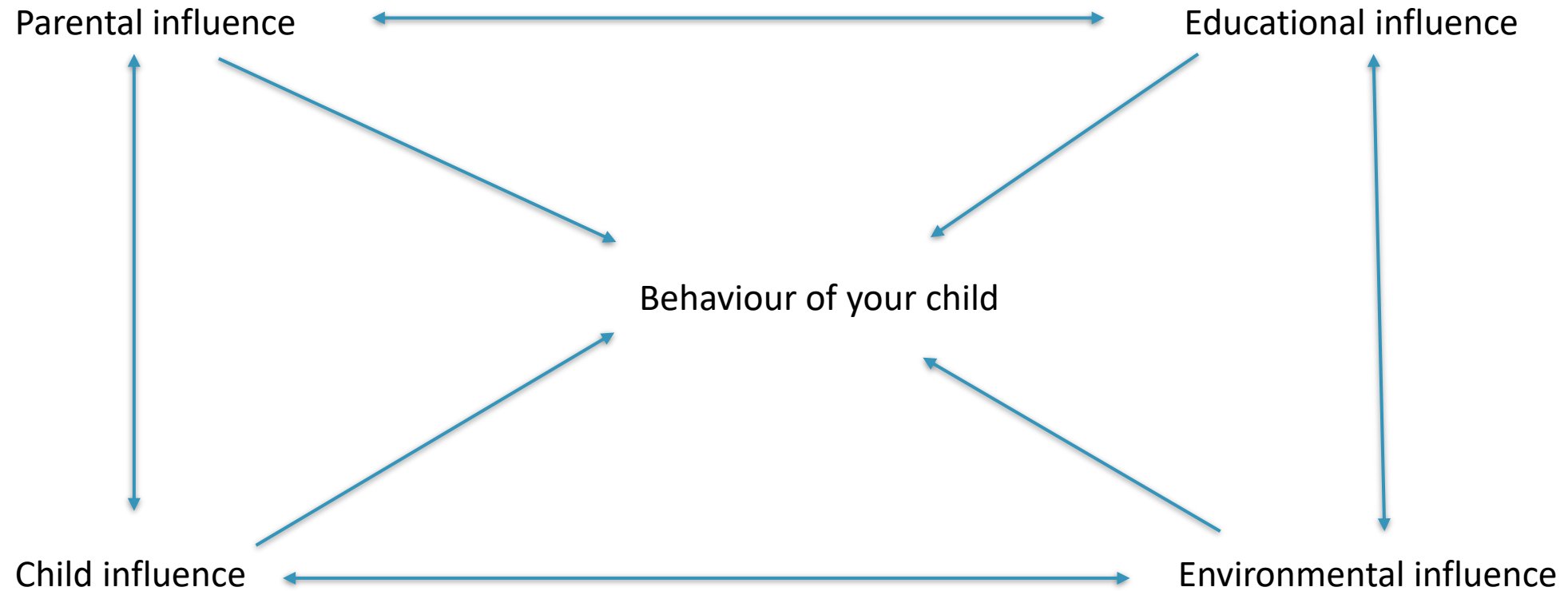
Tell us 1 thing that went fine, and 1 thing that you found difficult to handle

We always start with this in the whole group



TOOL #2

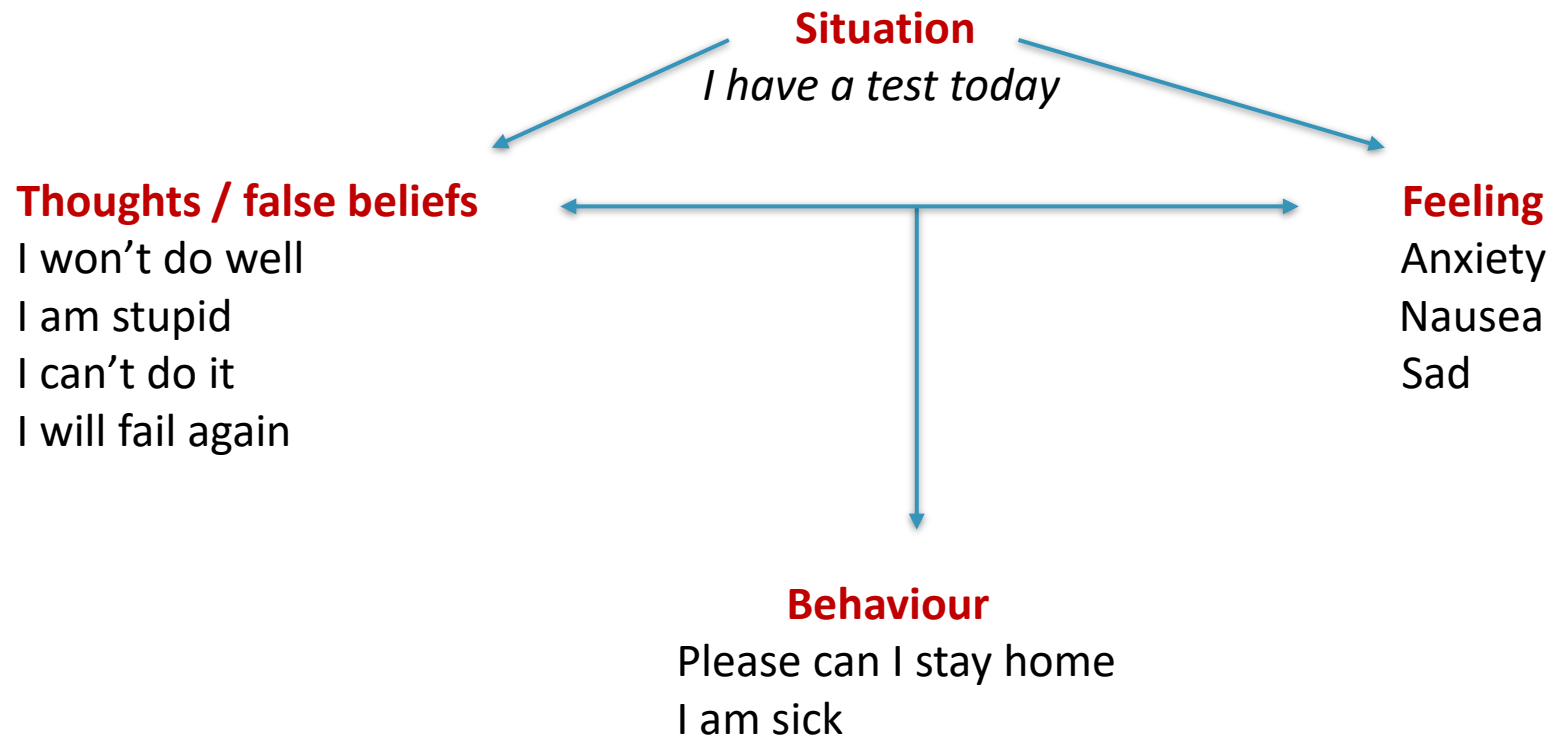
EXPLANATION OF ORIGINE OF BEHAVIOUR



TOOL #3

EXPLANATION OF THERAPY POSSIBILITIES

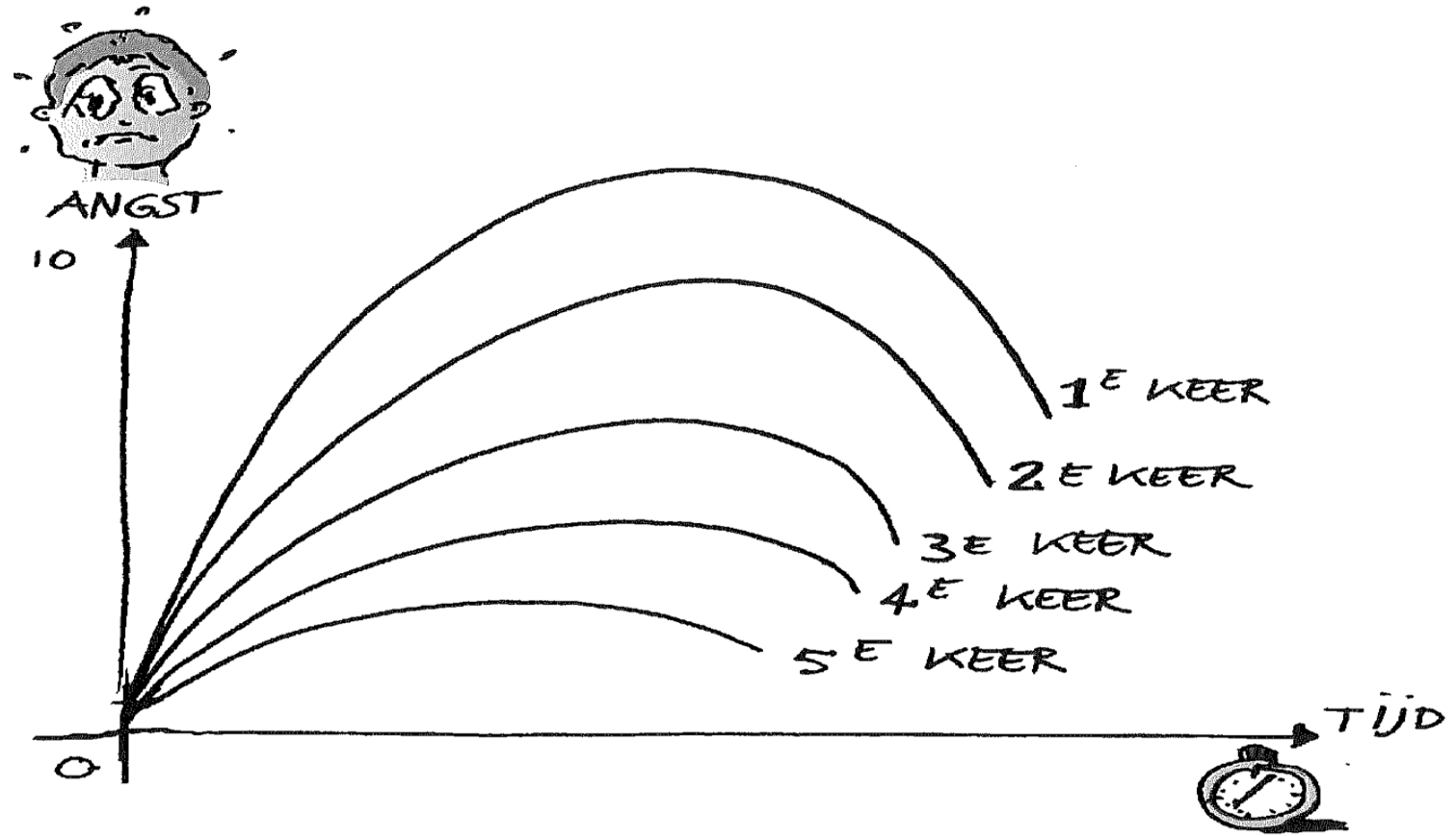
CBT:



TOOL #3

EXPLANATION OF THERAPY POSSIBILITIES

Exposure:



TOOL #3

EXPLANATION OF THERAPY POSSIBILITIES

Exposure and activation:



TOOL #3

EXPLANATION OF THERAPY POSSIBILITIES

EMDR:



TOOL # 4

(DIS)ADVANTAGES OF STAYING HOME



TOOL # 4

(DIS)ADVANTAGES OF STAYING HOME

YOUR CHILD GOES TO SCHOOL

Advantage for you as parent	Disadvantage for you as parent	Advantage for you child	Disadvantage for your child
You can do your own things	Is my child safe?	Join in with peers	Anxious about insecurity of going to school
Your child develops like everyone else	Worries about your child being at school	Stay on track with school / lessons	Physical reaction, feeling sick or even faint or not able to walk, due to anxiety
You can have your own social life	Anxious and insecure about your child going to school, refraining you from all the advantages of doing your own things	Better understanding of schoolwork	Anxiety and stress for tests and going to school
You can go to your own job without stress	Stress, so you can't perform as you would like	Positive feedback from teachers and peers	Falling behind the group gets visible

TOOL # 4

(DIS)ADVANTAGES OF STAYING HOME

YOUR CHILD STAYS HOME

Advantage for you as parent	Disadvantage for you as parent	Advantage for you child	Disadvantage for your child
Your child is safe	No time for yourself	No overstimulation (by too much input of incentives)	Getting behind on schoolwork
Your child is calm, no stress	School keeps nagging at you	No need to approach anxiety inducing situation or person	School keeps nagging about attendance
You know where your child is	Anxiety about school or the authorities calling you	No physical uneasiness, tummy ache / headache etc.	Classmates ask questions (socials!)
Your child or the school don't call to say that he or she wants to come home being sick	That little internal voice that says your child should go to school, feeling sad and unhappy	No stress or tension	Anxiety and stress about homework or tests to catch up on

TOOL # 5

PARENTING

Sometimes very challenging and I don't have the perfect solution!

Getting a normal rhythm, wake and sleep

Gaming

Behaviour

Educational style

Adolescence

How to use consequences on negative behaviour

Social media

How to deal with gaming

Friends

Taking back your role as parent

Bullying

Feeling of not fitting in

TOOL # 5



PARENTING

Give me five tools!
...for outpatient clinical practice

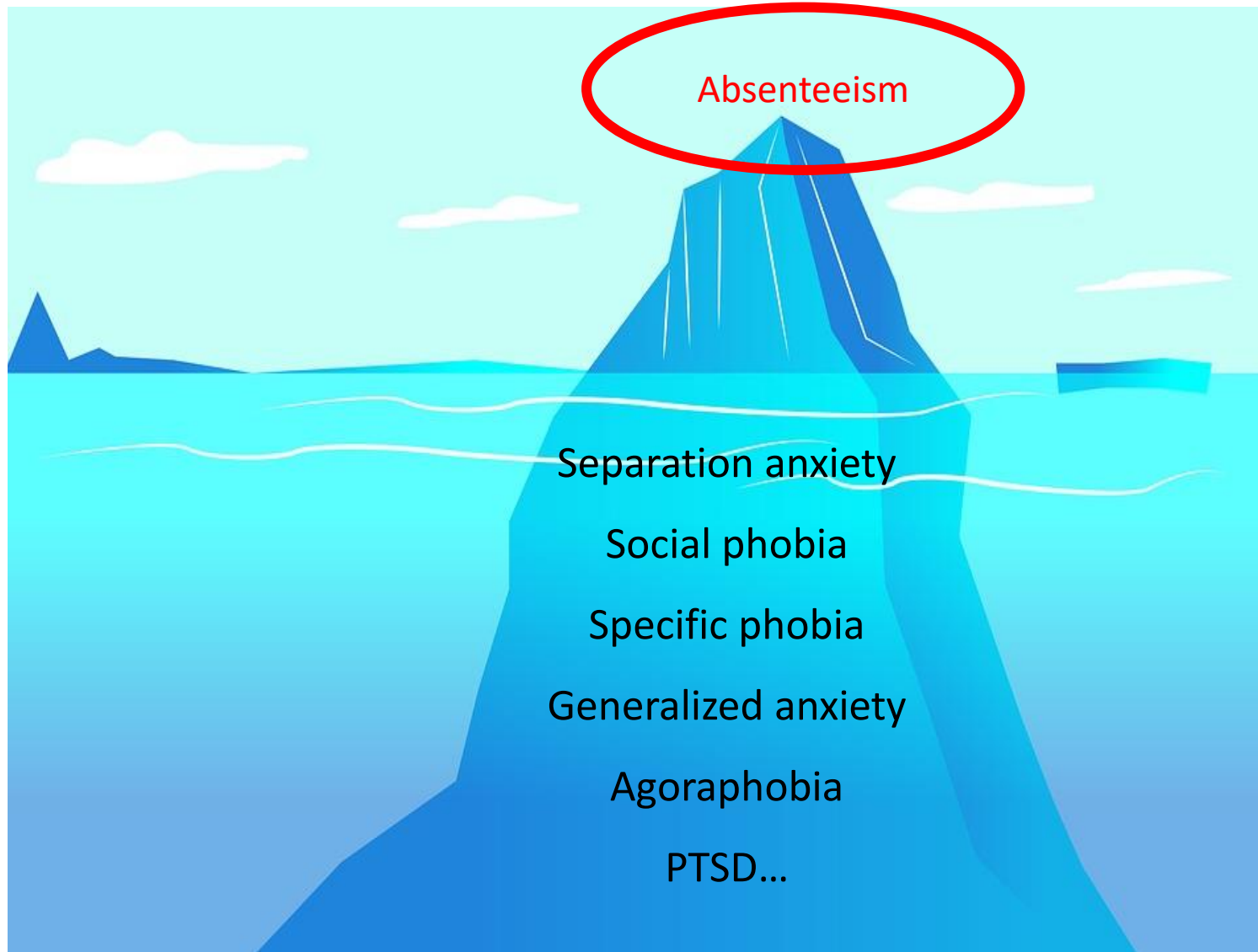
Dr. Marie Gallé-Tessonneau



WHO AM I?

- Doctor of psychology and psychotherapist in France
- Seeing children and adolescents suffering from SR in my office (mainly CBT) for the past 10 years
- Courses and training sessions on SR for professionals in the field
- Write books and articles on SR

TOOL #1: ICEBERG



TOOL #2: THE SCHOOL REFUSAL EVALUATION (SCREEN)

School Refusal Evaluation¹(SCREEN)^{ENGLISH}

Gallé-Tessonneau, M., & Gana, K. (2019)

The sentences below describe what young people sometimes do or feel. Read each sentence carefully. For each sentence, indicate how much this applies to you at the moment. Tick the box matching your choice. There are no right or wrong answers. If there are words or sentences you don't understand, please ask for them to be explained.

As an example, please answer the following question :

N° Item	Item	Doesn't apply to me at all	Applies to me a little	Applies to me a lot	Applies to me very much
EX	I watch television on Wednesday afternoons				

If you understand what to do, please continue :

	Item	Doesn't apply to me at all	Applies to me a little	Applies to me a lot	Applies to me very much
1 B4	I'm afraid of what others in my class think of me				
2 Q1	I tell my parents that I don't want to go to school and I want to stay at home				
3 Q3	I can't explain why I can't go to school				
4 L2	When I get to school, I don't feel well when the time comes to go into the building				
5 B1	In class, I'm scared of doing a bad job				
6 I1	I'm absent more often this year than last year				
7 K3	I feel like I have a mental block when it comes to going to school, as if I won't be able to				
8 K2	In the morning, I don't want to go to school				

18 items

5-point Likert scale

Global score from 18 to 90

Higher score → higher SR

Clinical score = 41

Precision of the SCREEN = 96%

Sensibility = 94%

Specificity = 88%

marie.galle-tessonneau@hotmail.fr

TOOL #3: THE SCHOOL ATTENDANCE MONITORING FORM

Objective of the week

Date	School attendance	Comments / anxiety level

- An objective and rigorous attendance tracker
- Very quick to complete for the patient and to read for the therapist
- At the beginning of the therapy (evaluation step) and/or during the therapy to see progress
- Stops conflicts/debates between parents and child over attendance and false memories

TOOL #3: THE SCHOOL ATTENDANCE MONITORING FORM

Example monitoring form during the evaluation step of the therapy

The school attendance monitoring form

Gallé-Tessonneau et Dahéron, 2020 – Comprendre et soigner le refus scolaire anxieux - Dunod

Objective of the week : *None*

Date	School attendance	Comments / anxiety level
Monday 4th March 22	1 pm - 5 pm	anxiety 6-7/10 in class school nurse 4 pm to 5 pm (anxiety 8/10)
Tuesday 5th March 22	2 pm - 4 pm	Math class, my favorite Anxiety 3/10
Wednesday 6th March 22	-	No school
Thursday 7th March 22	-	Anxiety 9/10 - I can't go out - stay at home
Friday 8th March 22	1pm - 4pm	Mom drives me to school 4/10 Anxiety 6-7/10 in class

TOOL #3: THE SCHOOL ATTENDANCE MONITORING FORM

Example of a monitoring form completed in the therapy step with one objective

The school attendance monitoring form

Gallé-Tessonneau et Dahéron, 2020 – Comprendre et soigner le refus scolaire anxieux - Dunod

Objective of the week : *Go in the morning and stay until the first break*

Date	School attendance	Comments / anxiety level
<i>Monday 11.14</i>	<i>morning until the first break</i>	<i>Leave home 5/10 the teacher says that the class time went well Tom estimates the maximum at 5 and then a rapid decline</i>
<i>Tuesday 11.15</i>	<i>Morning until the first break we arrived 20 minutes late</i>	<i>Leave home 6/10, cried "I don't want to go" Tom said it was more difficult with the Tuesday teacher</i>
-	-	<i>No school</i>
<i>Thursday</i>	<i>morning until the first break</i>	<i>Leave home 4/10 "there is a sports class today, I love it!"</i>
<i>Friday</i>	<i>morning until the first break</i>	<i>Leave home 3/10 it's the end of the week, it's easier</i>

The school attendance monitoring form

Gallé-Tessonneau et Dahéron, 2020 – Comprendre et soigner le refus scolaire anxieux - Dunod

Objective of the week

Date	School attendance	Comments / anxiety level

Objective of the week

Date	School attendance	Comments / anxiety level

Objective of the week

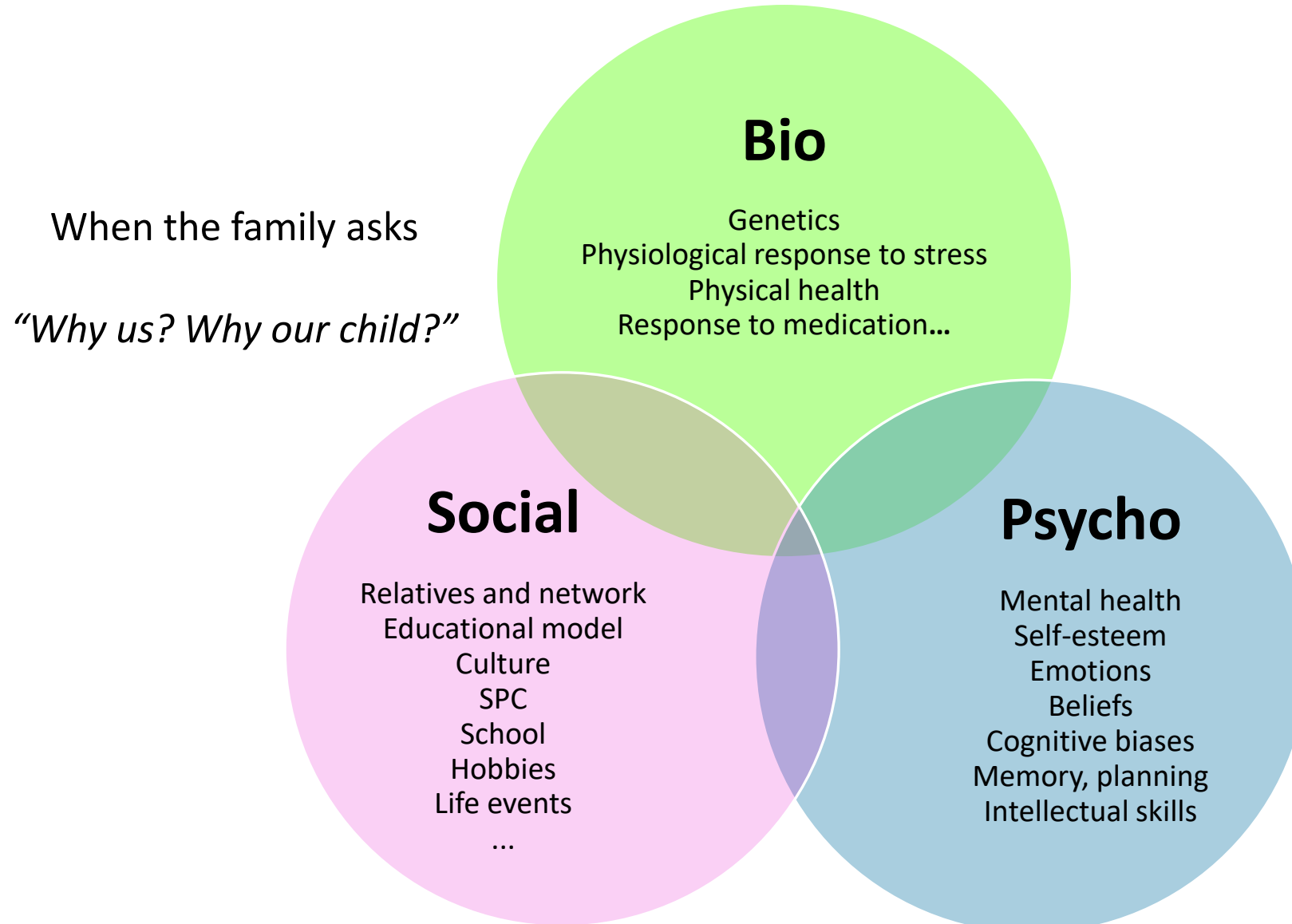
Date	School attendance	Comments / anxiety level

Objective of the week

Date	School attendance	Comments / anxiety level

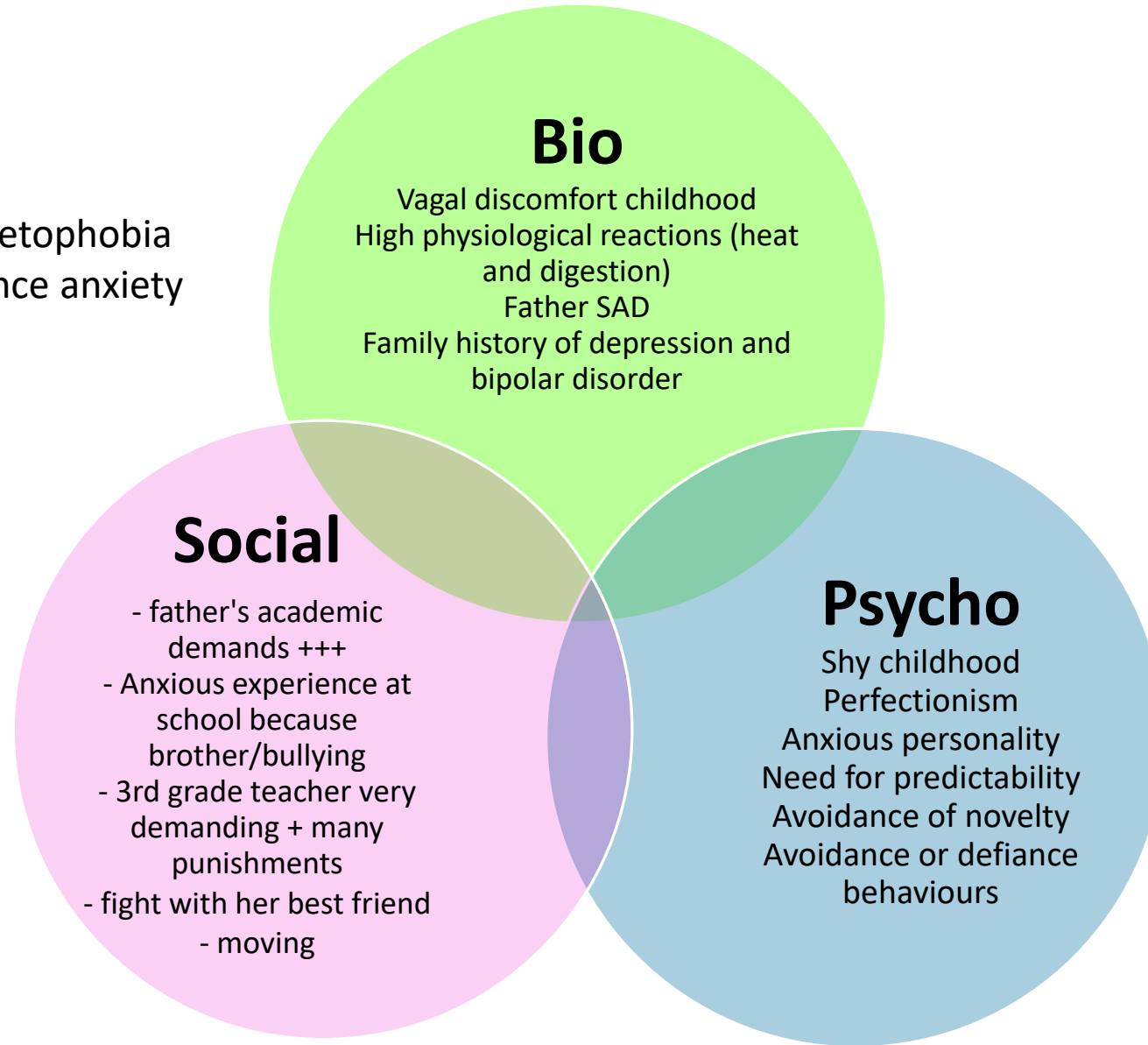
One full month (4 weeks) on one sheet

TOOL #4: BIO-PSYCHO-SOCIAL MODEL



TOOL #4: BIO-PSYCHO-SOCIAL MODEL

Teenage girl with emetophobia
and social/performance anxiety



TOOL #5: TEXT MESSAGES

*Good luck today!
One day at a time,
one step at a time!*



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

Margarita Garcia Amador, MD

drgarcia.psy@gmail.com

Who am I?

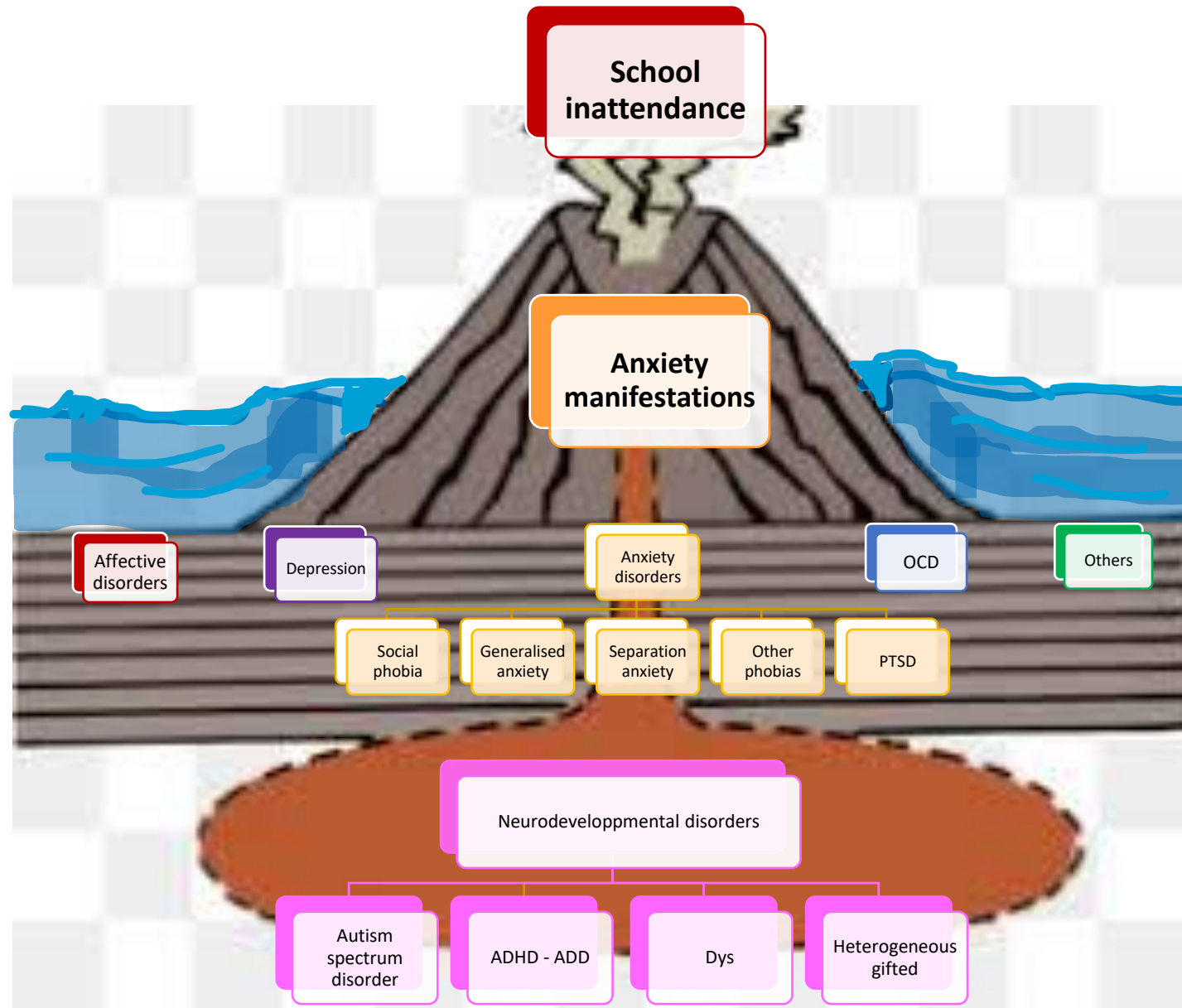
I am / I do: Margarita Garcia Amador

- A Spanish child psychiatrist practising in Toulouse (South-east France)
- I had worked in anxious school refusal in different settings
 - 2016-2020 Day-care and hospitalisation clinic – DALy program
 - 2020- Private practice
 - Individual and group therapy
- Teaching and training other caregivers in anxious school refusal

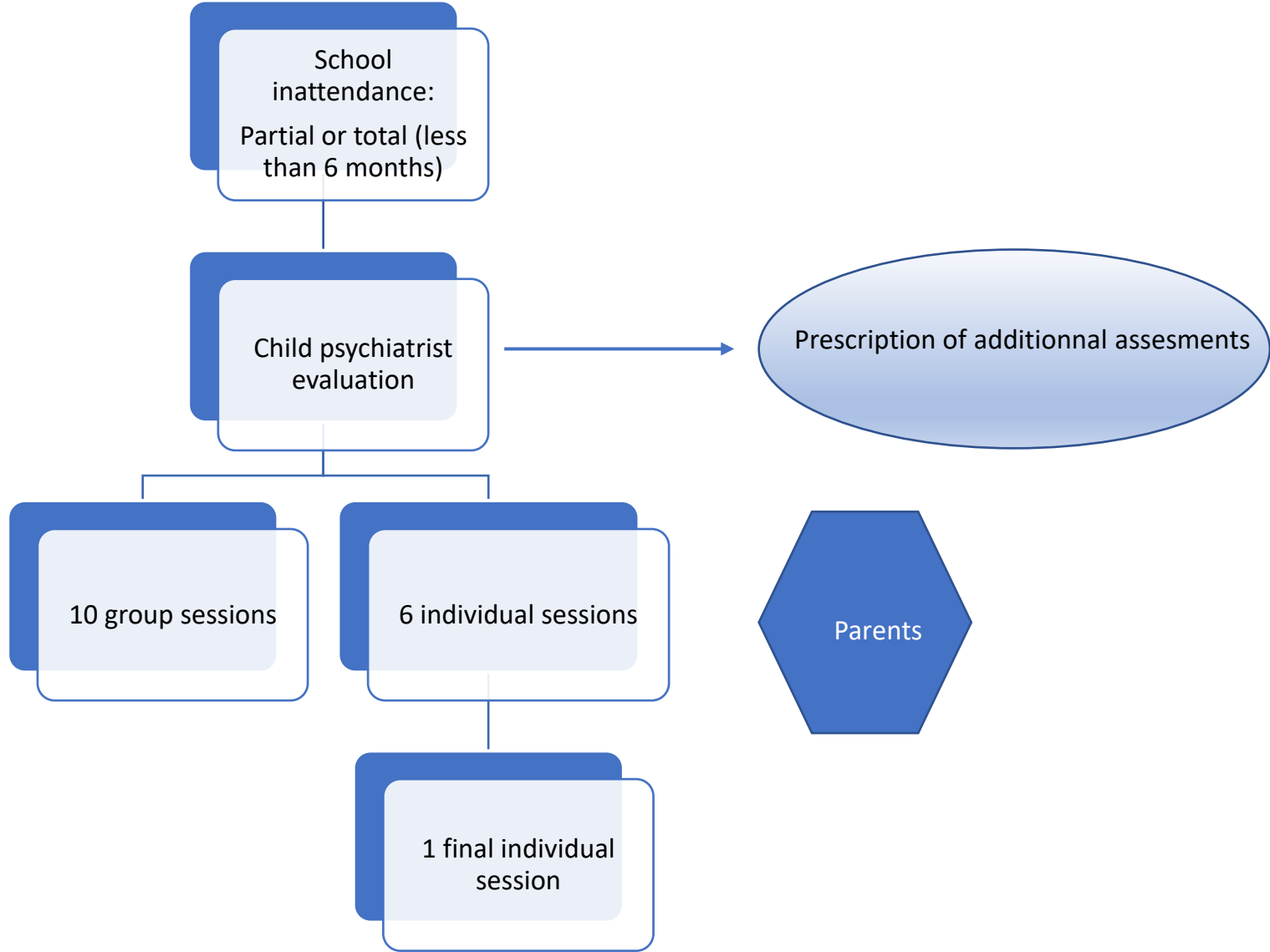
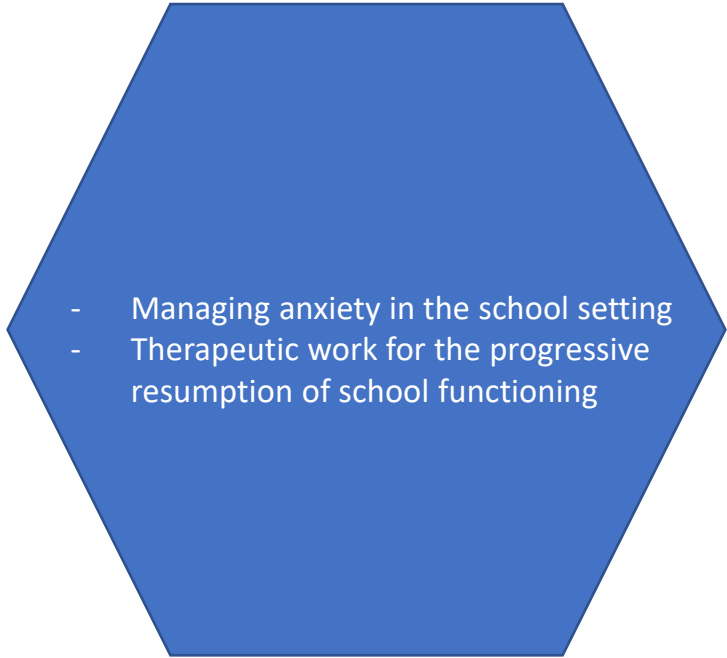
Diagnosis



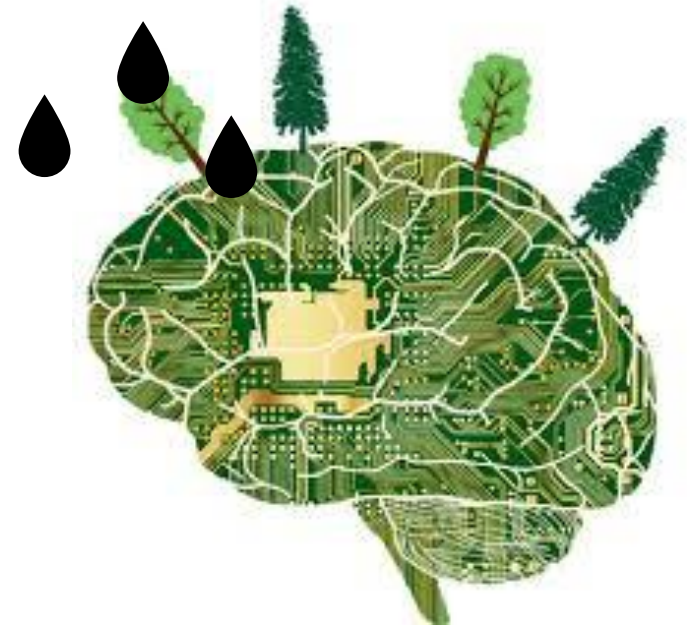
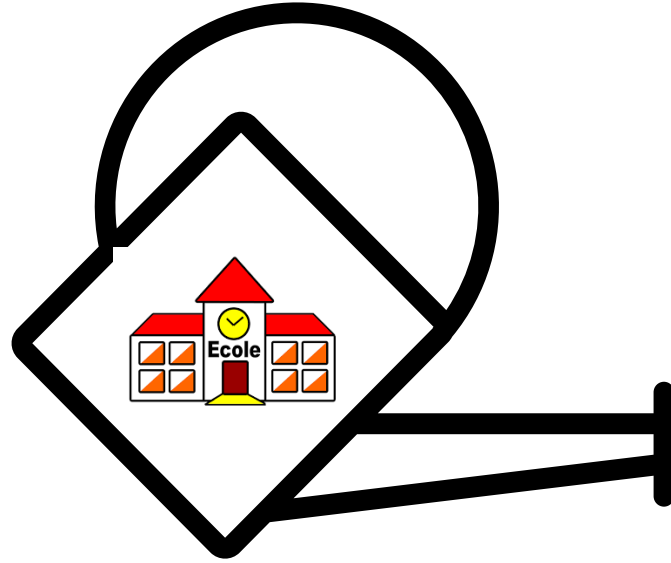
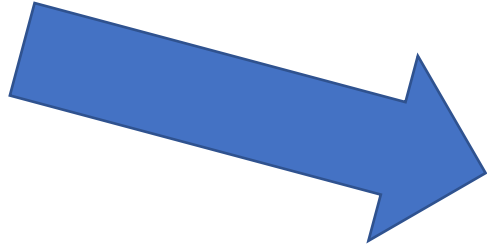
Mauna Loa



Individual and group therapy

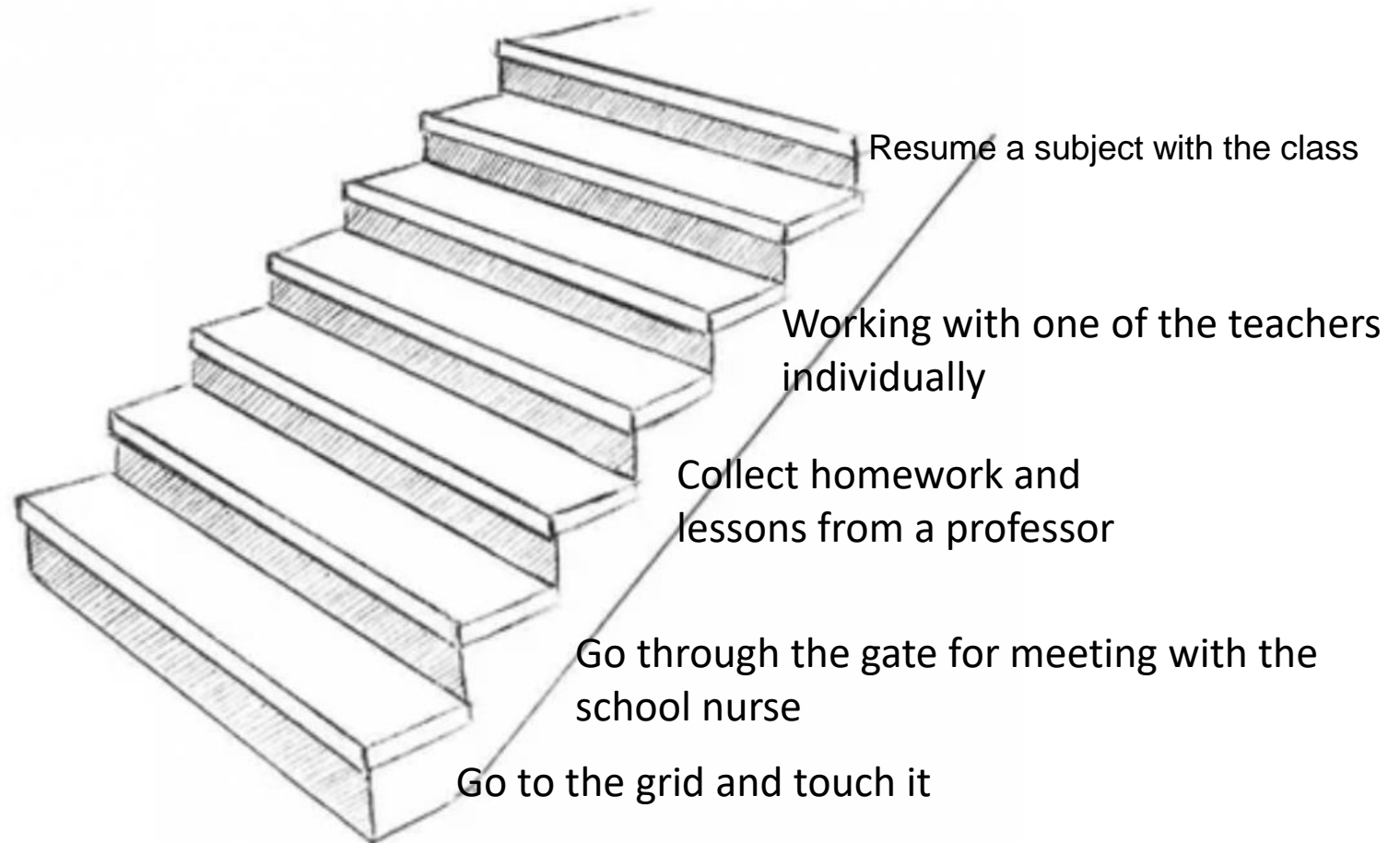
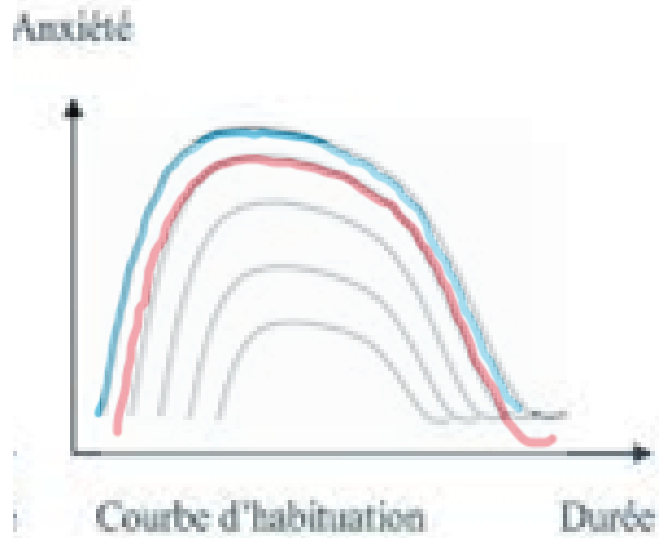


Why going to school???



Applying desensitization
therapy in anxious school refusal

Steps metaphore



Coordination form

Last name, first name :

Date of birth:

School:

Diagnostics :

Treatments:

Main difficulties

Anxiety attack

Fatigability

Difficulties with evaluations

Difficulty getting into school

Bullying

Social difficulties

Inability to get to class

Adaptations

Soothing and possibility of getting out of class

Medical treatment

Course reduction

Evaluations without being graded

Pick up the student at the gate to let him/her in

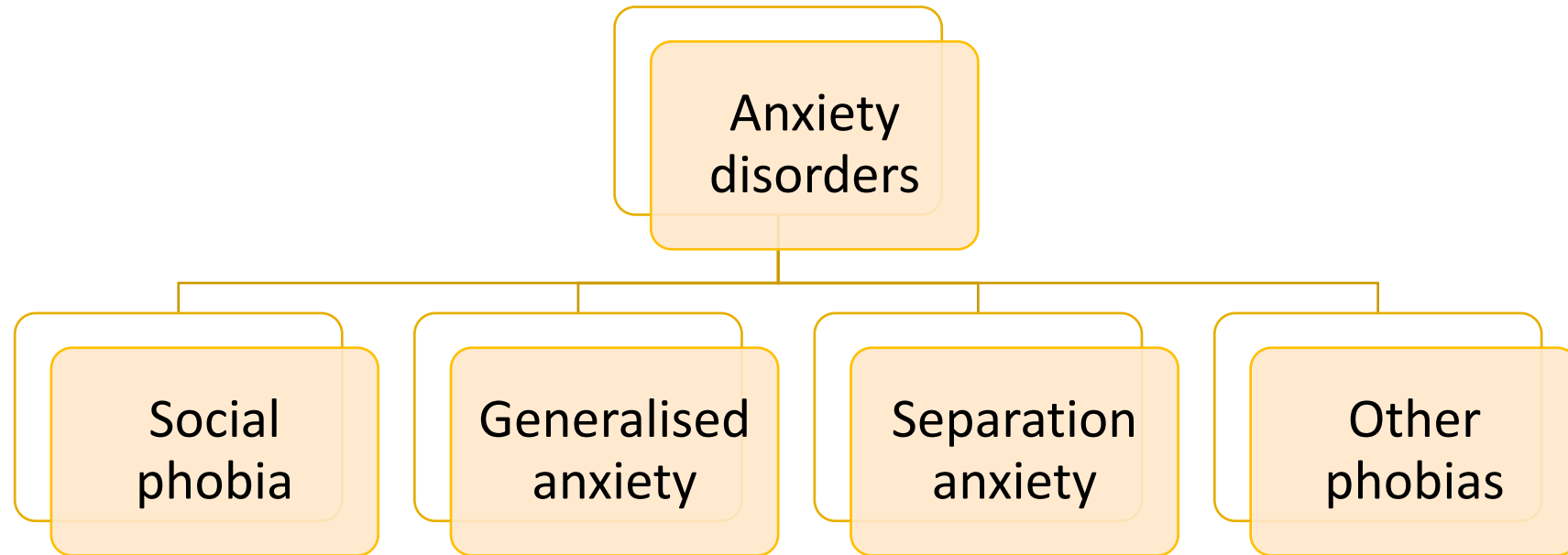
Intervention

Alternatives for breaks

Canteen adaptation

Homeschooling

Progressive expositions program:



**Anxiety
manifestations**

**School
inattendance**

Others

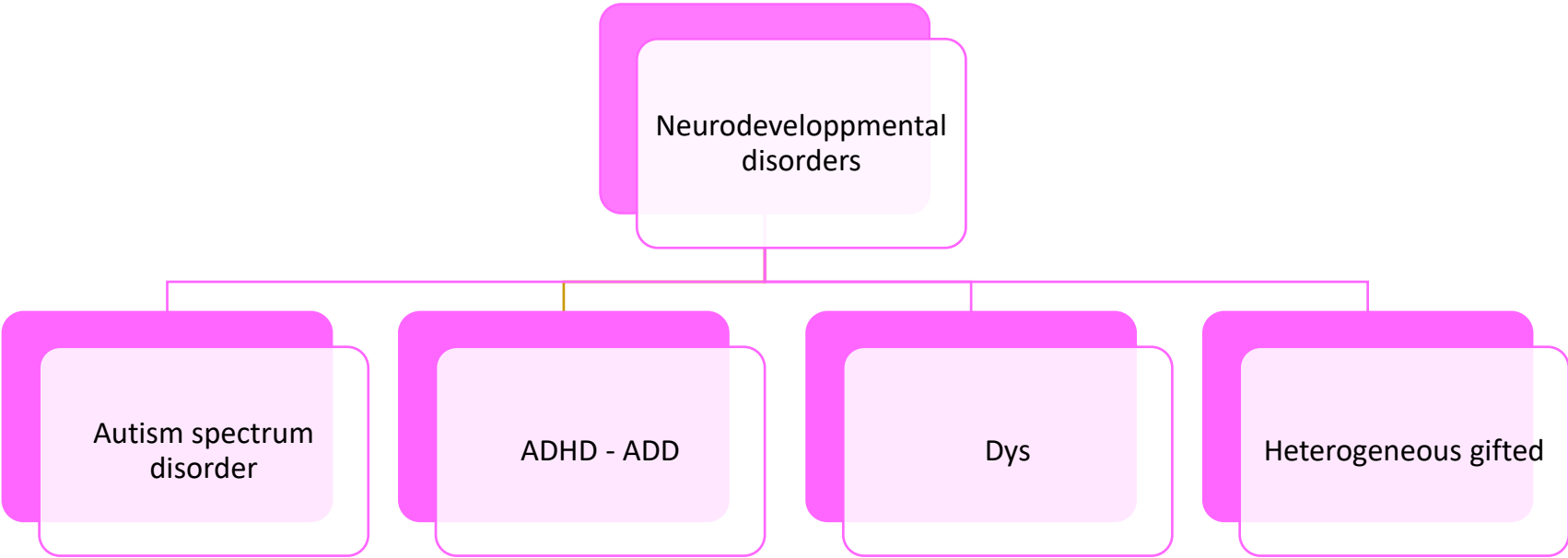
Depression

**Affective
disorders**

ADHD

**Affective
disorders**

OCD



Nom, prénom :
Date de naissance :
Établissement :

Diagnostics :

Traitements :

Difficultés principales

Crise d'anxiété

Fatigabilité

Difficulté au niveau des évaluations

Difficultés pour rentrer dans l'établissement

Harcèlements

Difficultés sociales

Impossibilité de se rendre en cours

Aménagements

Apaisement et qu'il puisse sortir de cour
 Traitement médicamenteux (PAI)

Réduction des cours

Evaluations sans être noté

Aller chercher l'élève à la grille pour le faire rentrer

Intervention événement

Alternatives pour la récré
 Adaptation cantine

APADHE
 CNED réglementé

Programme exposition progressive:

Give Me Five – Parenting Strategies that Address School Refusal and Support Attendance

Glenn A. Melvin PhD



DEAKIN
UNIVERSITY

About Me...

- Associate Professor, School of Psychology, Deakin University, Australia
- Honorary Associate Professor, Centre for Educational Development, Appraisal & Research, University of Warwick, UK
- Clinical Psychologist, Private Practice


- Researcher
 - Conceptualising and describing attendance problems
 - Assessment, intervention and support, particularly for parents
- Clinician
 - Therapy with students experiencing attendance problems
 - Consultation to Schools and Clinical Services on Attendance

Child Psychiatry Hum Dev (2017) 48:485–497
DOI 10.1007/s10578-016-0675-y



ORIGINAL ARTICLE

Augmenting Cognitive Behavior Therapy for School Refusal with Fluoxetine: A Randomized Controlled Trial

Glenn A. Melvin¹  · Amanda L. Dudley¹ · Michael S. Gordon^{1,2} · Ester Klimkeit¹ · Eleonora Gullone¹ · John Taffe¹ · Bruce J. Tonge¹

Published online: 2 August 2016
© Springer Science+Business Media New York 2016

Abstract This study investigates whether the augmentation of cognitive behavior therapy (CBT) with fluoxetine

Keywords School refusal · Anxiety disorders · Cognitive behavior therapy · Fluoxetine

teacher training) or together with their children (combined child therapy and parent/teacher training). **Conclusion** to expectations, combined child therapy and parent/teacher training did not produce better outcomes at posttreatment



1. Provide parents helpful information that increases understanding of school refusal



PARENT/CAREGIVER/FAMILY FACTORS



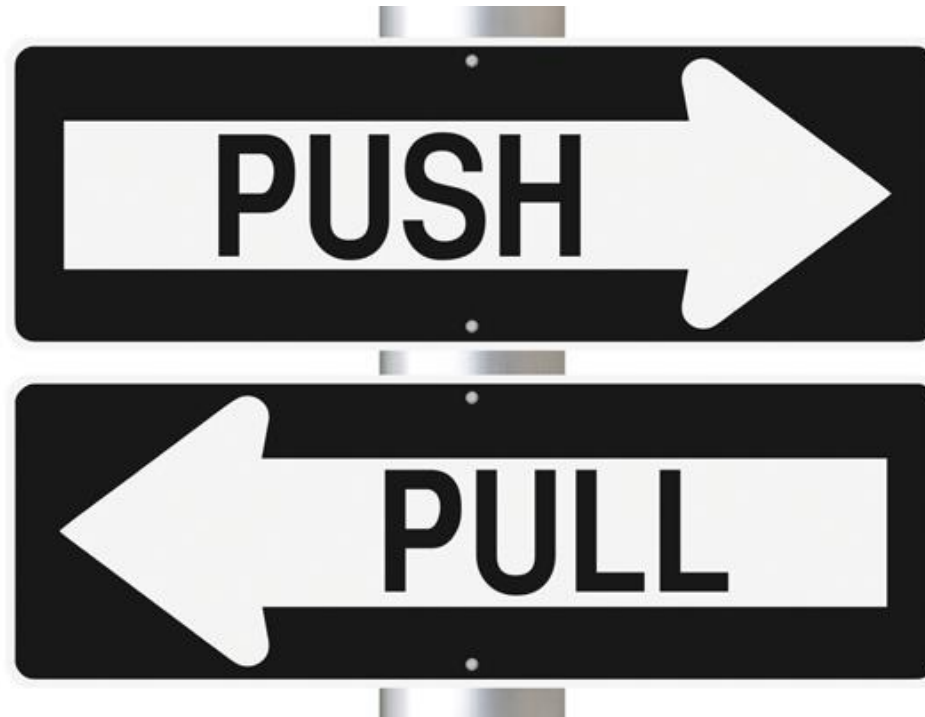
CHILD/
TEEN FACTORS



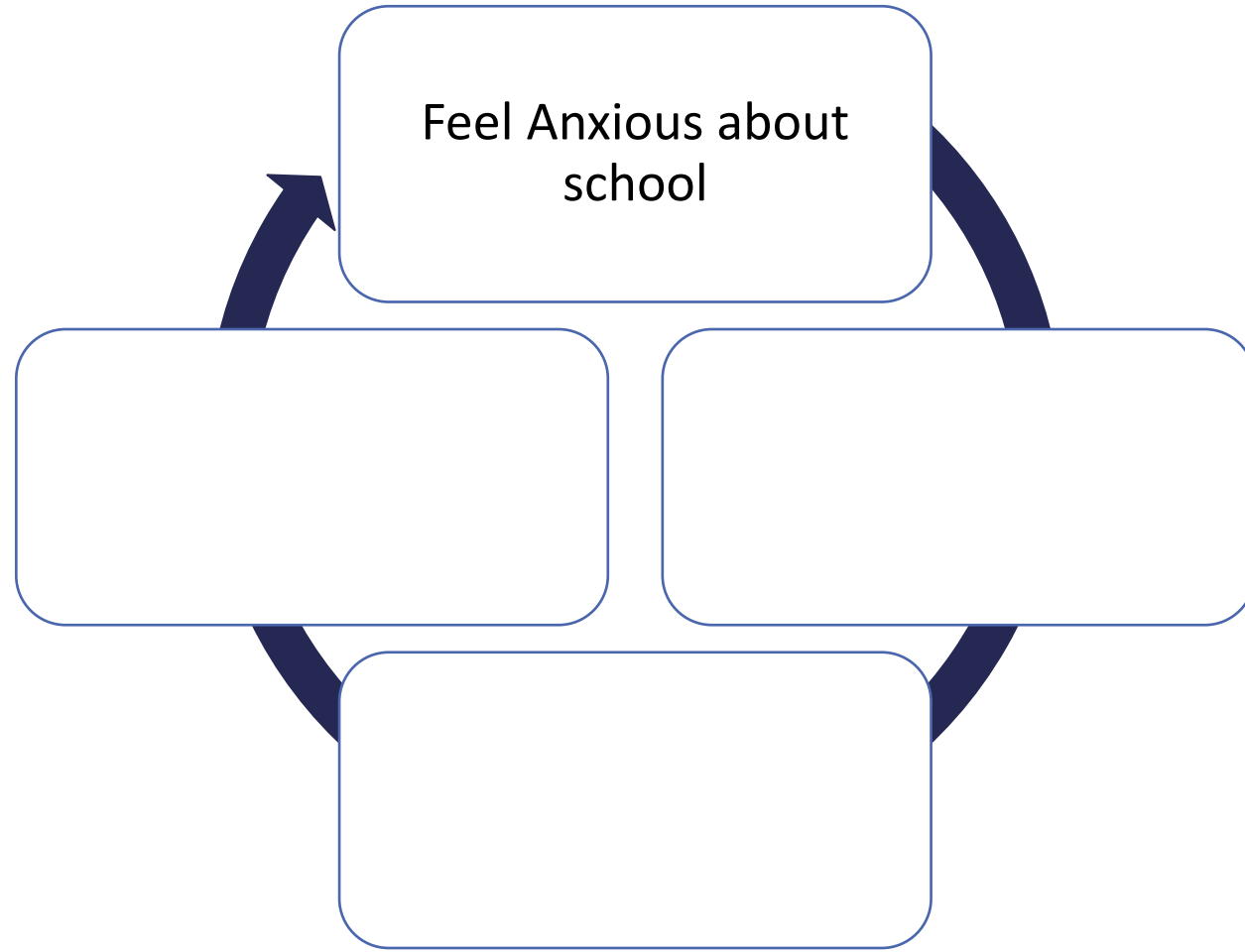
SCHOOL/COMMUNITY FACTORS

Melvin et al., 2019

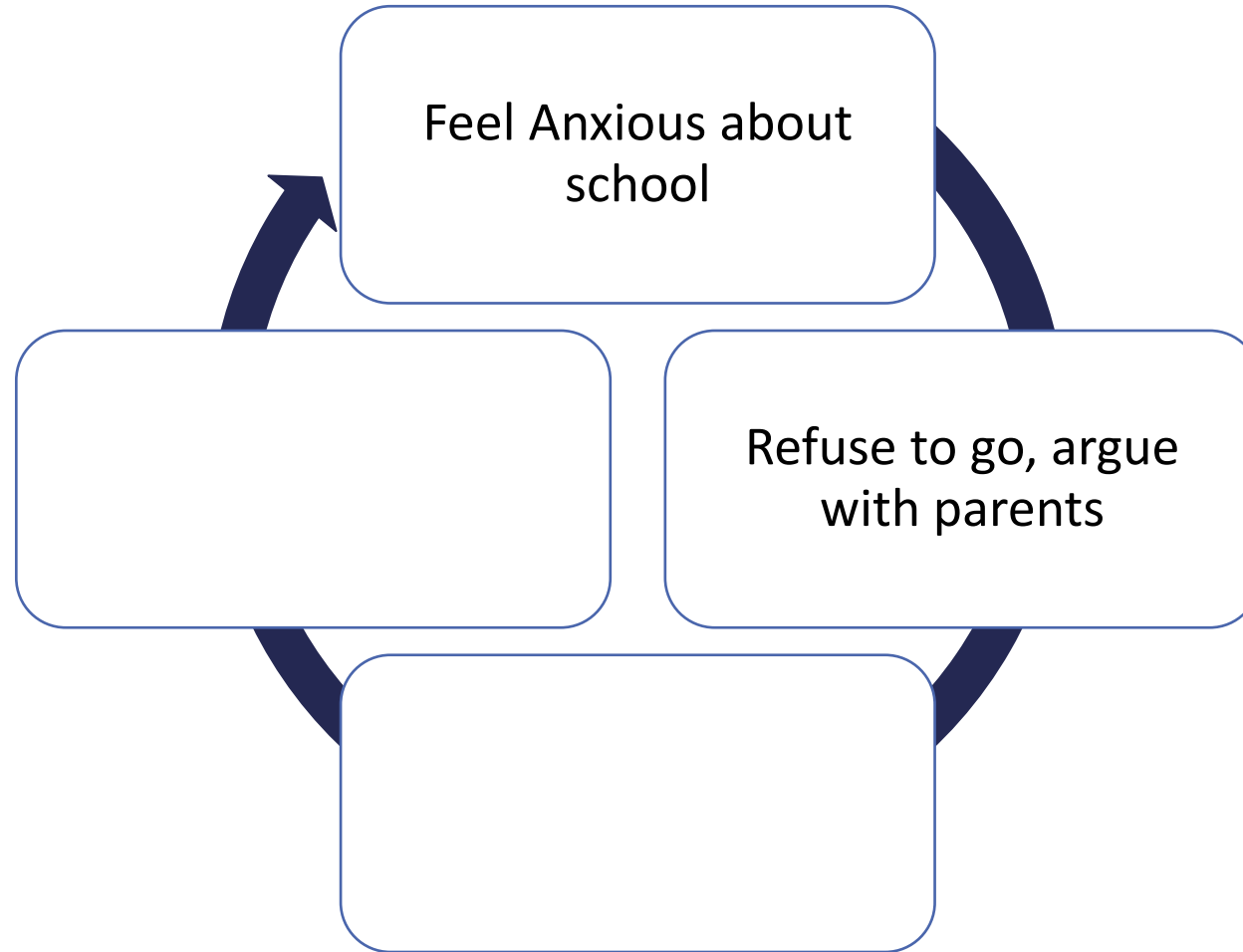
Understanding School Refusal



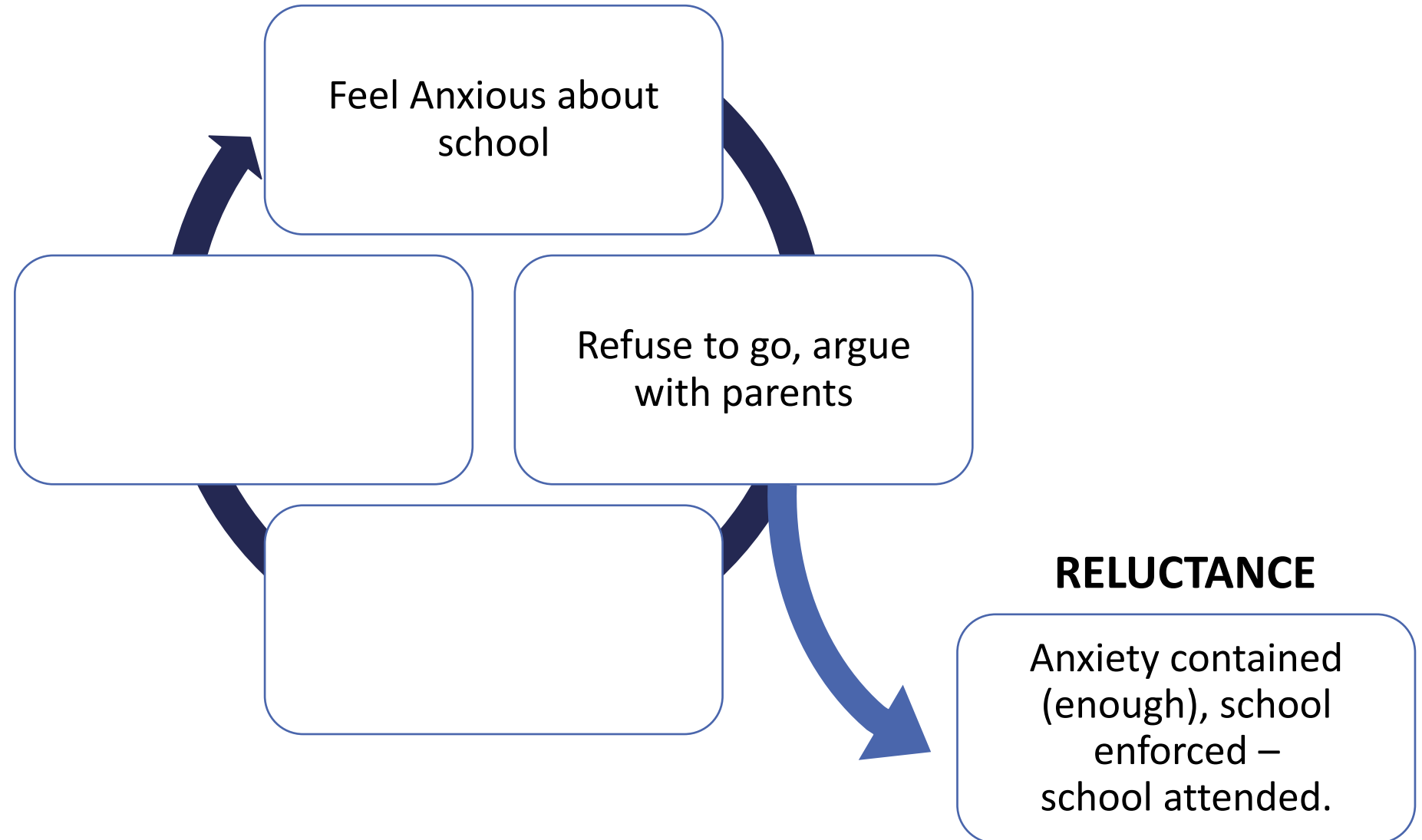
Negative Reinforcement Loop - School Refusal



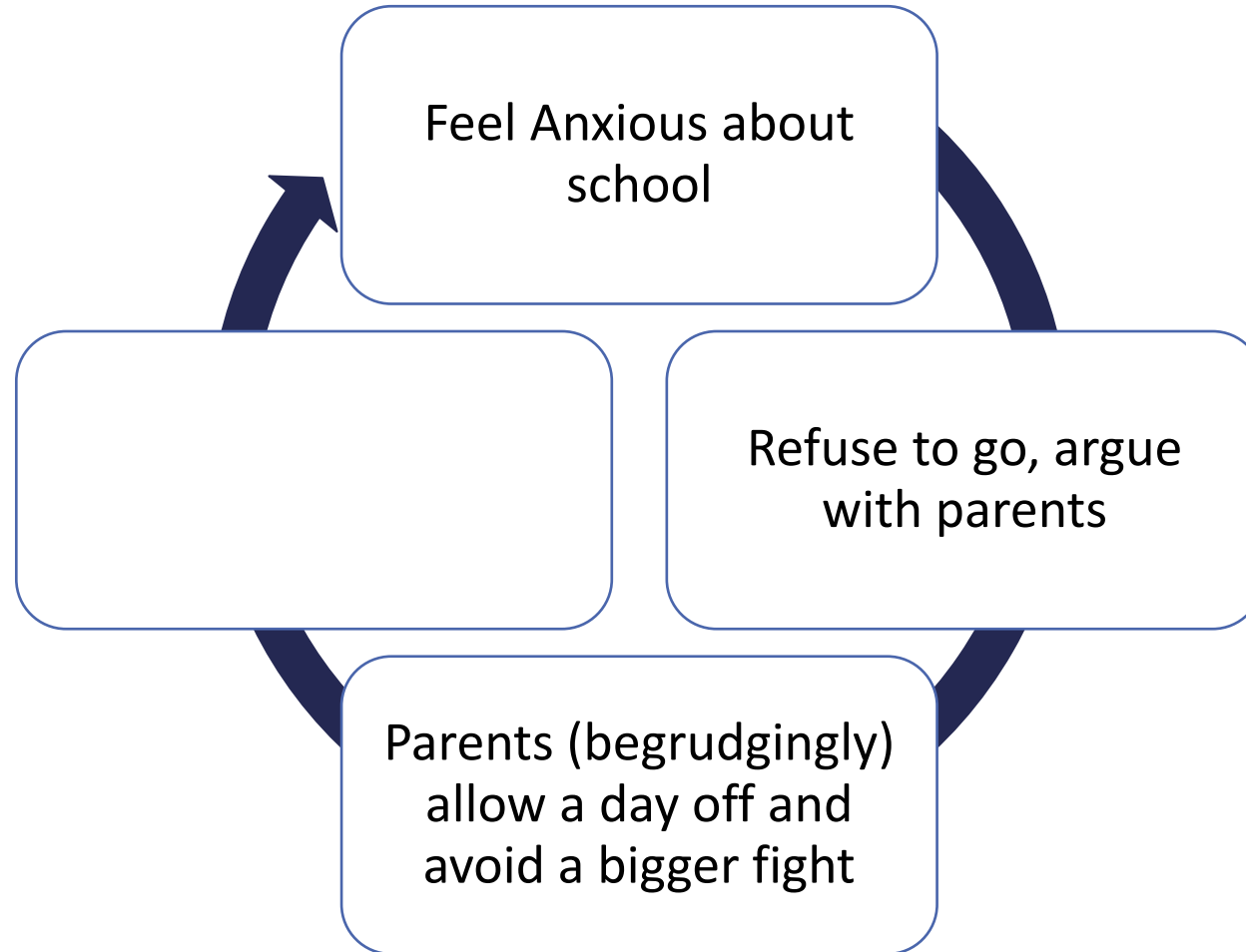
Negative Reinforcement Loop - School Refusal



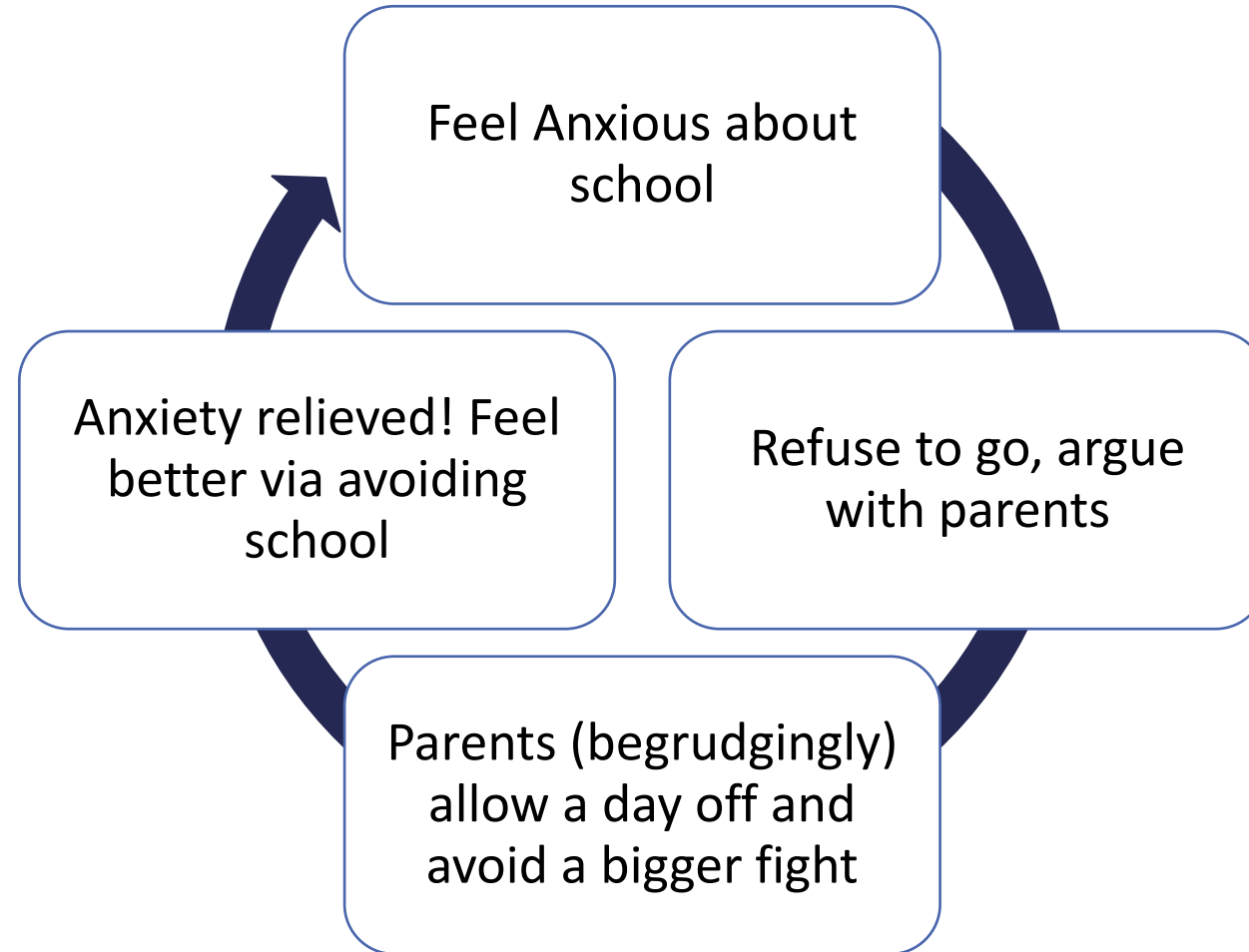
Negative Reinforcement Loop - School Refusal



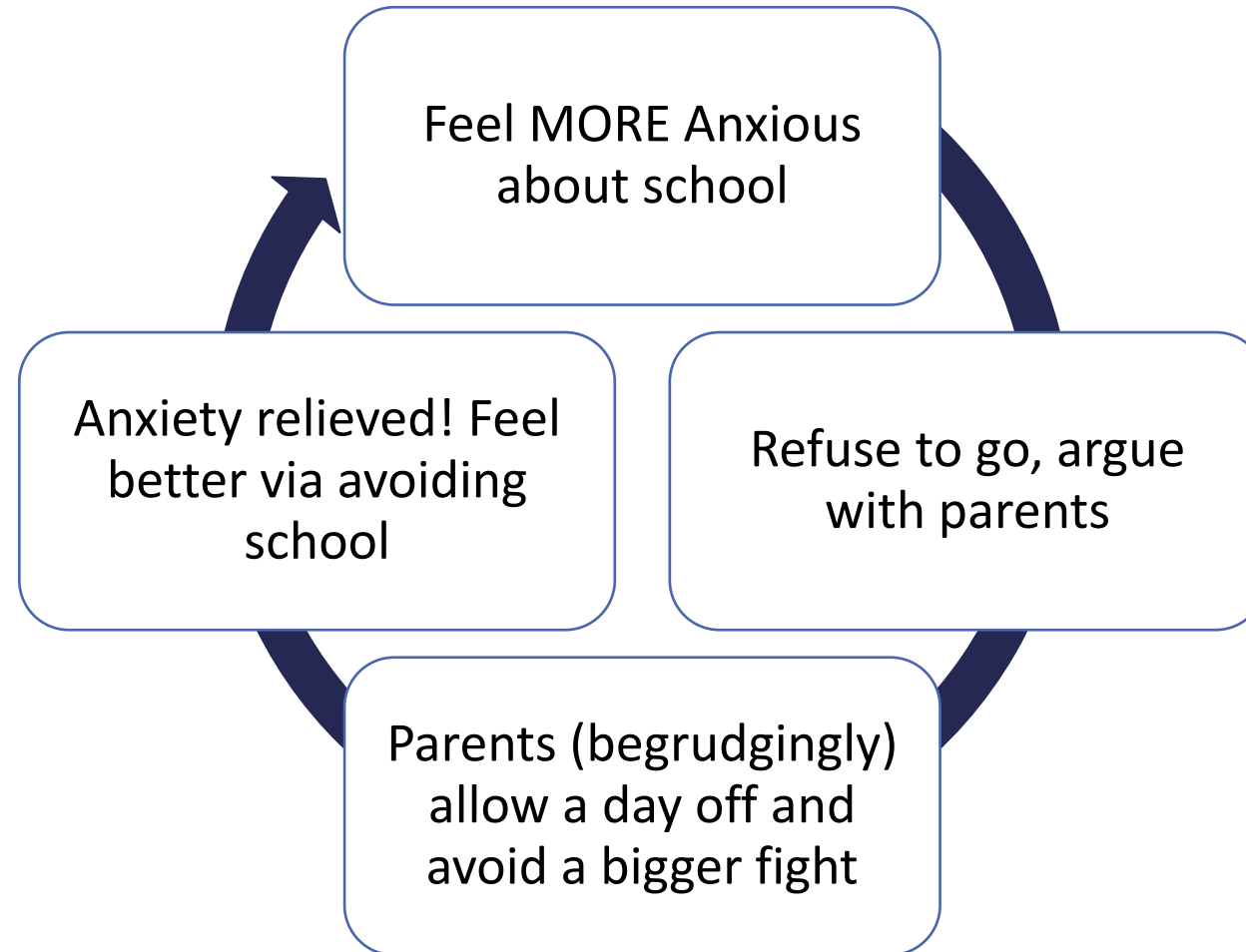
Negative Reinforcement Loop - School Refusal



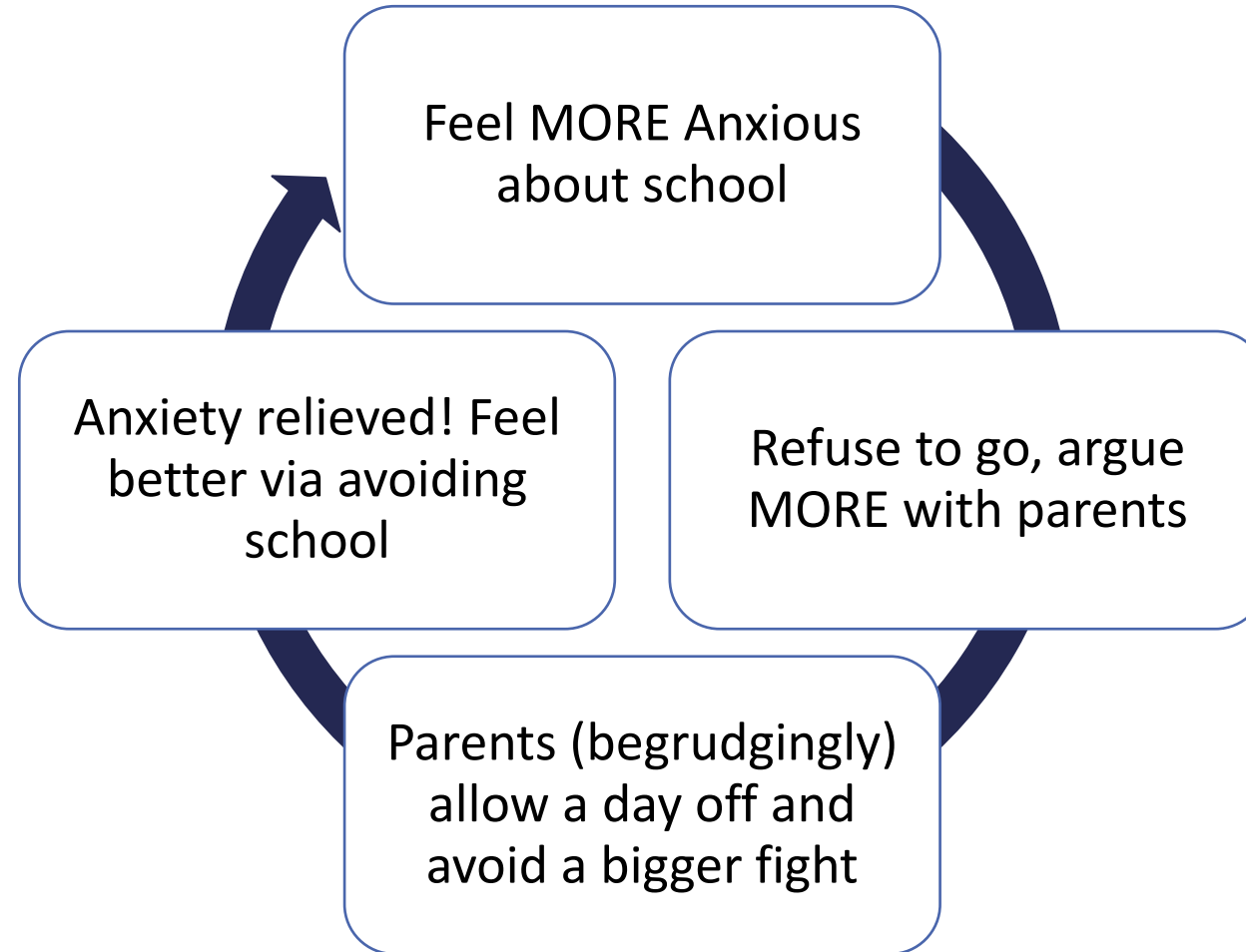
Negative Reinforcement Loop - School Refusal



Negative Reinforcement Loop - School Refusal



Negative Reinforcement Loop - School Refusal



2. Support parents to work with the school



- Parents send their kids to schools that they feel comfortable with and trust
- Sometimes relationships with schools break down in the context of attendance problems
- Relationships may need to be mended
- Facilitate meetings with school & model good communication skills
- Advocate for the family at the school



3. Parenting skills to support a calm morning before school



- Morning before school can be a time of high distress and protest behaviour from an anxious young person
- Review morning routines in detail from time get up to time leave house
- Identify sources of stress and tension – “Where do things get stuck?” as well as calm and routine - “what helps keep things calm in the morning”
- Problem solve sources of stress and tension

3. Parenting skills to support a calm morning before school



- Coping statements for parents e.g., I'm prepared. I'm expecting anxiety. I know what I can do"
- Prepared responses for anxious statements "That's the anxiety, remember it will come down as the morning at school progresses" "I know you must be feeling awful and its hard, but we have to keep going to school today"
- Empowering child to use anxiety management strategies so they are "in charge"
 - E.g., use distraction e.g., listening to music but not too absorbing e.g., computer game



3. Parenting skills to support a calm morning before school



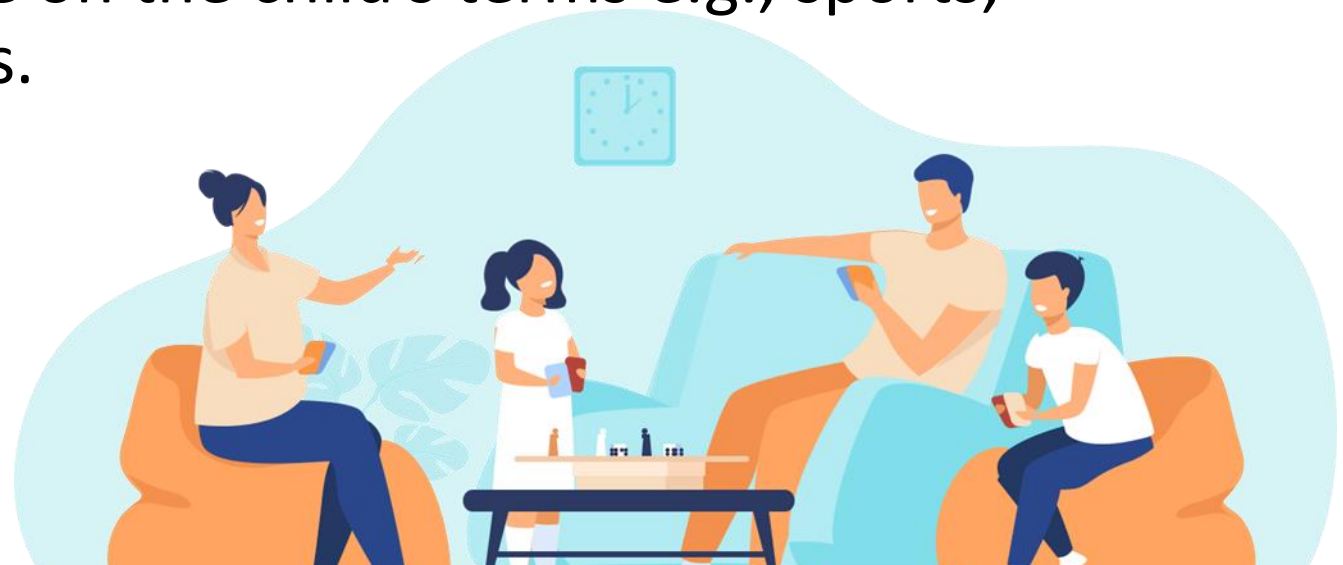
- 'Avoidance of spare time' versus 'Keep things moving'
- Troubleshoot breakfast in context of anxiety related nausea
- Reducing risk of sibling conflict
- Addressing organisation tasks night before e.g., school bag, uniform.



4. Connect with their child/teen



- Attendance problems, of course, require parental attention
- However, focusing too much just on 'problems' may interfere in parent-child relationships or parent-parent relationships.
- Encourage parents to connect with their child on other matters, particularly those that might be on the child's terms e.g., sports, activities, play computer games.



5. Seek Self Care



- Supporting return to school or managing with a child at home can add burden and stress for parents (Carless et al., 2015)
- Helping yourself is helping your child – parent and child mental health are linked - improvement in parental mental health leads to improvement in child mental health (Weissman et al. 2006)
- Give parents permission to engage in self care and support find the appropriate formal (e.g., mental health professional) and/or informal (e.g., friends, family, exercise, meditation) supports





Marit Sahlström

Educator and author



MAGELUNGEN



1. Things to do online

What do you do online?

If you need to get in a good mood, what do you look at online?

Do you follow any vlogs?

Can you show me the game you play?

This is the place I'm sitting can you take a photo of your room?

Play a game together

Chat or talk in another language

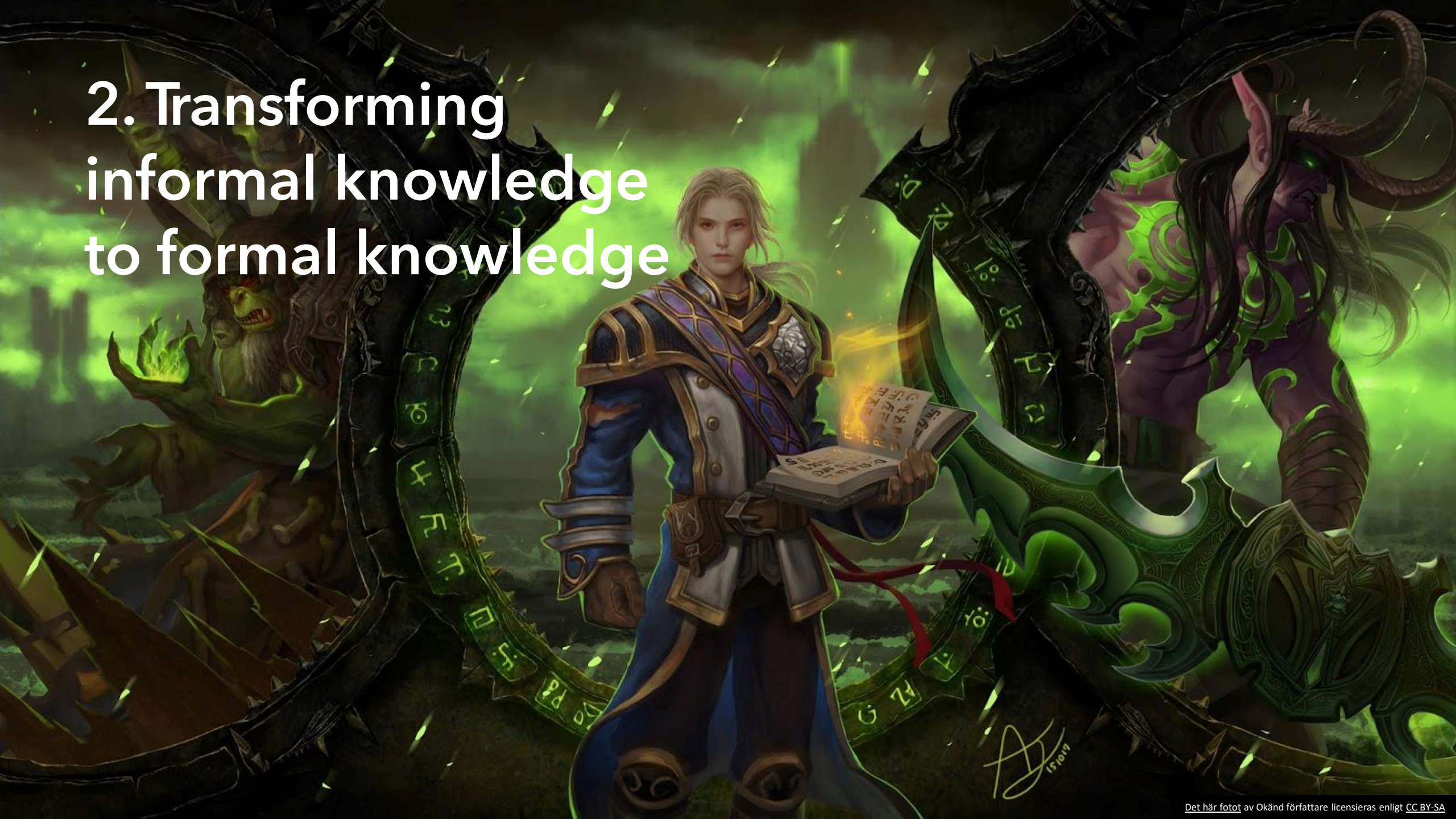
Find a tricky question and see who first finds the answer

Send songs you like to each other

Send some funny clips

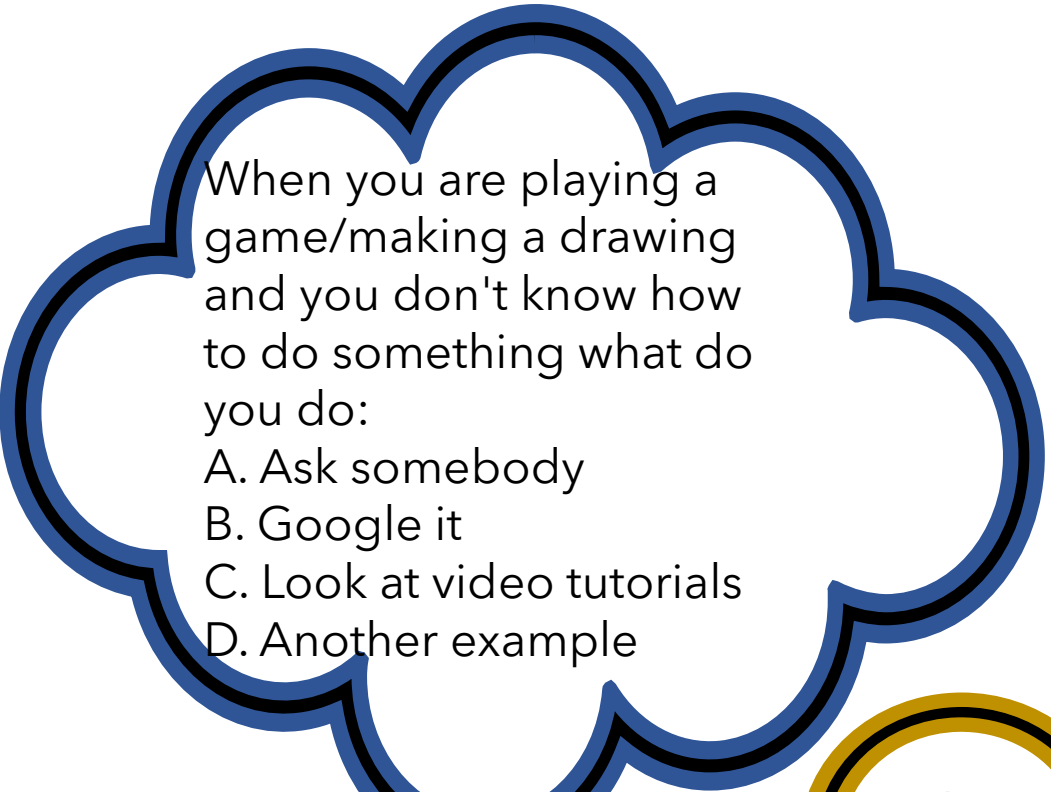


2. Transforming informal knowledge to formal knowledge



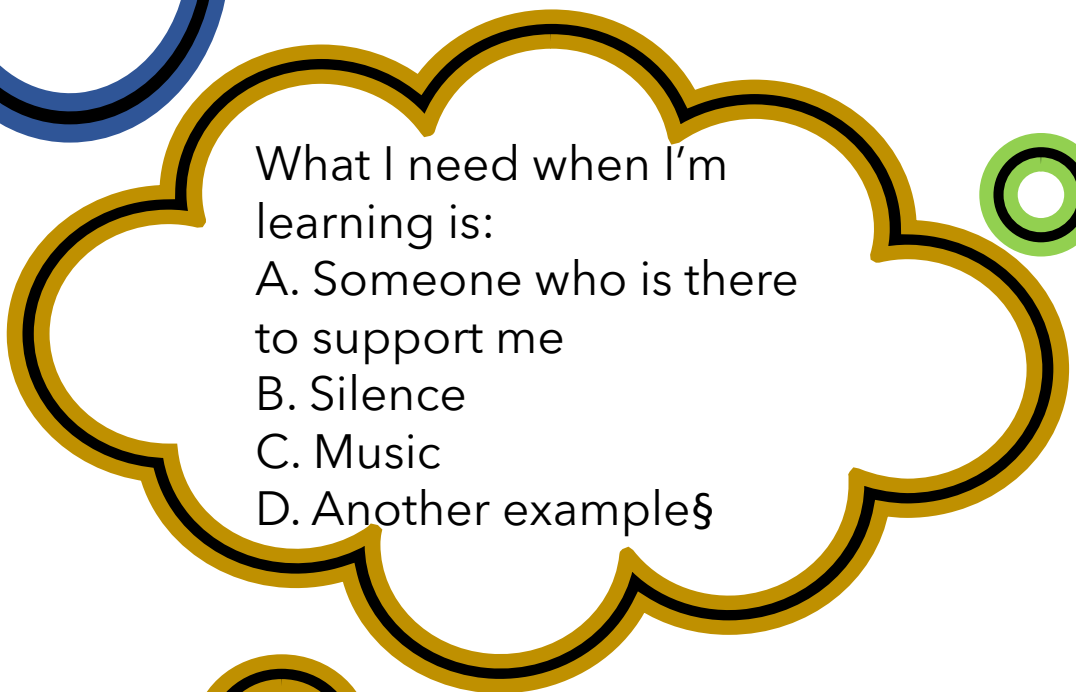
3. Learning strategies





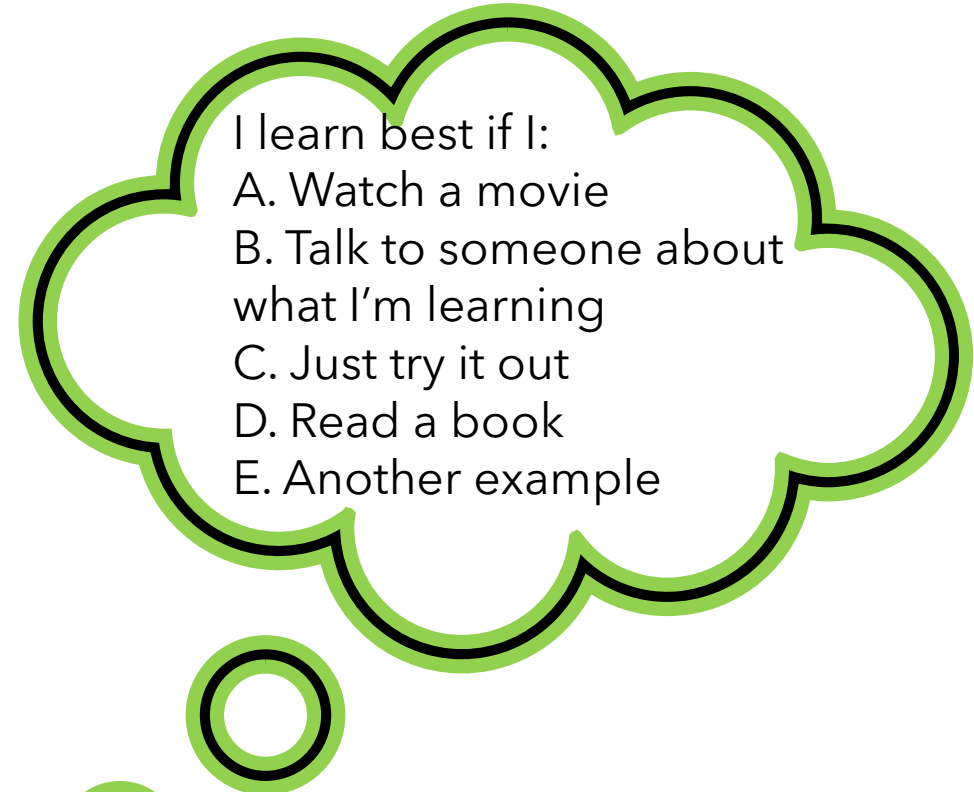
When you are playing a game/making a drawing and you don't know how to do something what do you do:

- A. Ask somebody
- B. Google it
- C. Look at video tutorials
- D. Another example



What I need when I'm learning is:

- A. Someone who is there to support me
- B. Silence
- C. Music
- D. Another example



I learn best if I:

- A. Watch a movie
- B. Talk to someone about what I'm learning
- C. Just try it out
- D. Read a book
- E. Another example

4. How to use media in facilitating school attendance





**5. The importance of being
important to someone**

Photo: Robin Haldert