

School refusal behaviour in students with autism spectrum disorder frequency, characteristics, and implications for practice.

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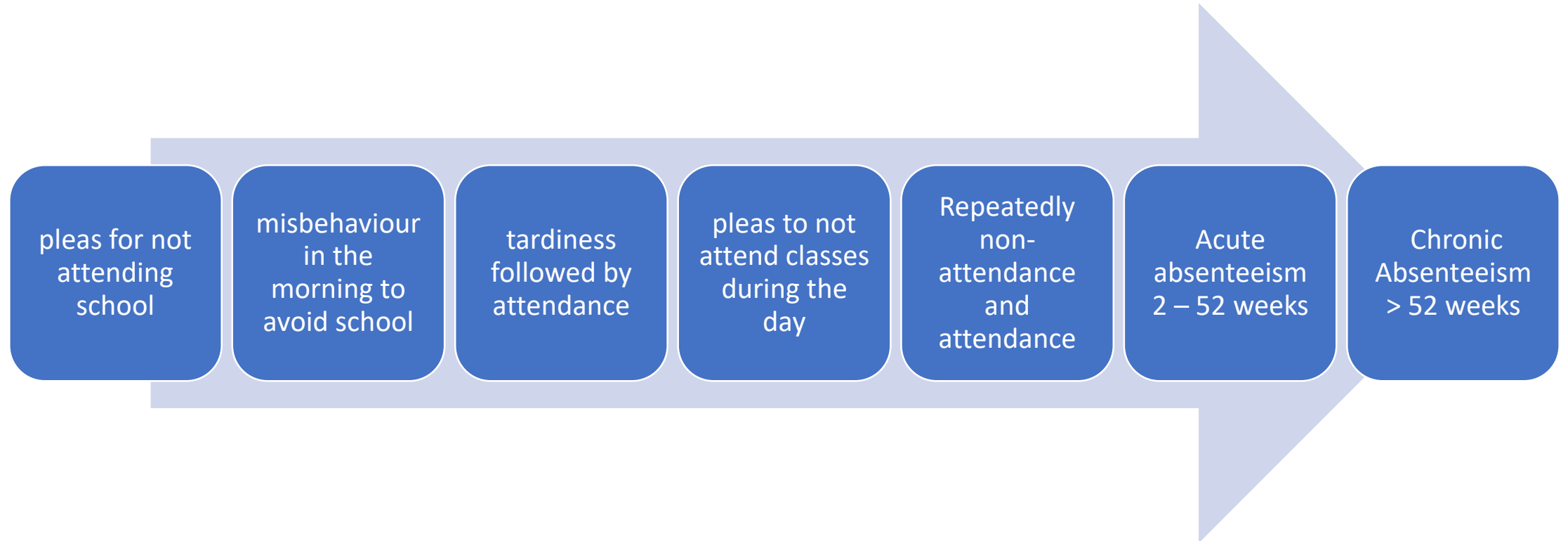
Aims

The overall objective of this study was to advance the understanding regarding SRB in students with ASD without intellectual disability who attend inclusive primary and secondary public schools.



School refusal behaviour (SRB)

(adapted from Kearney & Silvermann, 1994)



Methods

Design:

A cross-sectional design in 20 school days

Participants:

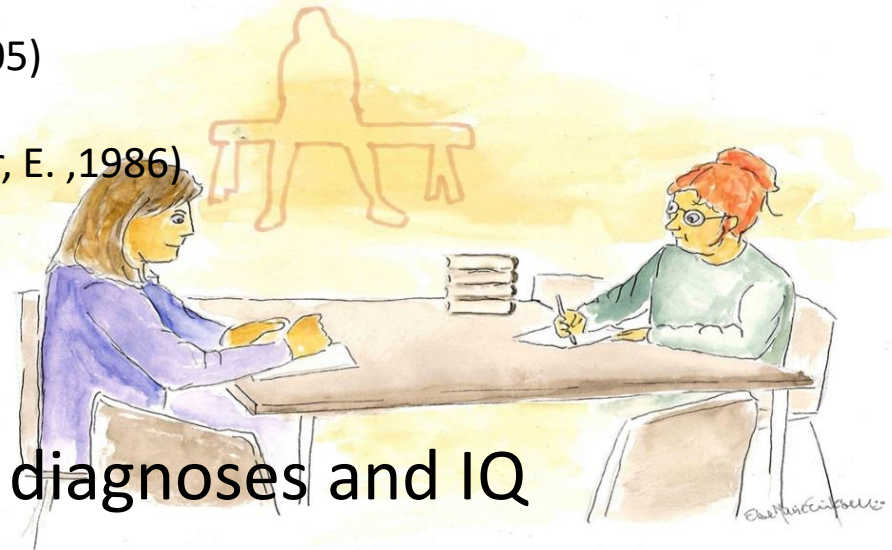
78 students aged 9 – 16 years with:

- confirmed ASD
- IQ > 70
- 128 typically developing students

Parents and teachers answered questionnaires:

- School refusal behavior (P&T) (Munkhaugen, et al, 2012, adapted from Kearney & Silvermann, 1994)
- Emotional – and behavioral problems (P&T), (Achenbach T, Rescorla L., 2001)
- Executive functioning (P&T), (Gioia GA, Isquith PK, Guy SC, Kenworthy L., 2000)
- Social responsiveness (P), (Constantino, C.P., 2005)
- Socioeconomical questionnaire (P), (Taylor, E. ,1986)
- Collaboration (P&T), (Munkhaugen, et.al, 2012)

Clinicians confirmed the ASD, additional diagnoses and IQ



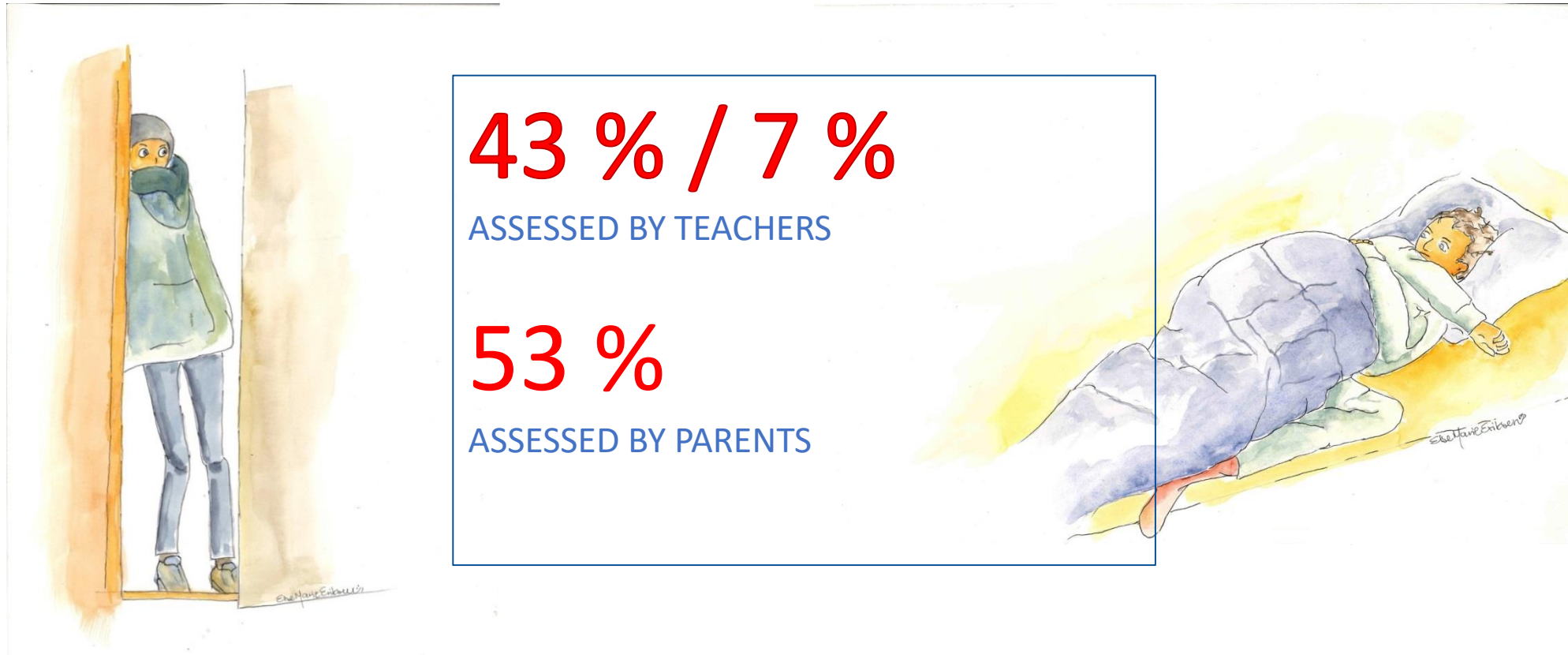
The SRB questionnaire comprised six categories:

- 0) attendance
- 1) pleas for not attending school
- 2) misbehaviour in the morning to avoid school
- 3) tardiness followed by attendance
- 4) pleas to not attend classes during the day
- 5) did not attend classes
- 6) did not attend school



School refusal behaviour: Are children and adolescents with autism spectrum disorder at a higher risk?

Ellen Kathrine Munkhaugen, Elen Gjevik, Are Hugo Pripp, Eili Sponheim, Trond H. Diseth

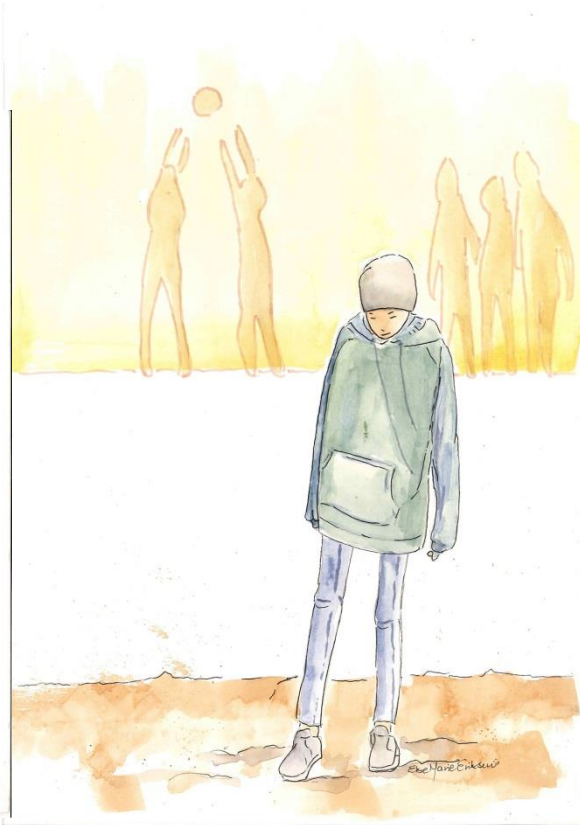


Conclusion paper I

- The study concludes that school refusal behaviour is pervasive in students with ASD.
- School refusal behaviour was significantly higher in students with ASD as compared to TD students.
- Students 9 – 12 years displayed SRB mainly as refusal/reluctance
- Students 13 – 16 years displayed SRB mainly as absenteeism
- Significant associations were found between school refusal behaviour and illness of other family members.

Individual characteristics of students with autism spectrum disorders and school refusal behavior

Ellen Kathrine Munkhaugen, Tonje Torske, Elen Gjevik, Terje Nærland, Are Hugo Pripp and Trond H Diseth



Conclusion paper II

- The findings demonstrated overall higher rates of social and executive deficits and emotional problems in students with ASD and SRB.
- Compared to students without SRB, students with SRB were significantly:
 - less socially motivated
 - displayed more deficits in initiating tasks or activities, in generating ideas, responses or problem-solving strategies
 - displayed more withdrawn and depressive symptoms.

Students with Autism Spectrum Disorder and School Refusal Behaviour: do the parents and teachers agree? (phd thesis).

Ellen Kathrine Munkhaugen, Elen Gjevik, Are Hugo Pripp, Trond H. Diseth



Conclusion paper III

- School – home collaboration was rated as good, however the teachers were more satisfied than the parents.
- Parents reported higher rates of emotional problems than teachers
- Less than half of the teachers and the parents were satisfied with the teachers competence in ASD

When students displayed SRB the discrepancy in agreement between parents and teachers increased regarding their perceptions of emotional symptoms, especially concerning symptoms of depression.

Other findings (unpublished)

Teachers perceptions of students with ASD and with or without School Refusal Behavior



Preliminary findings

- Teachers reported serious concerns regarding most of the students with ASD, together with perceptions of insufficient competence and low satisfaction with the supervision received.
- SRB present in the students did not make a clear difference regarding:
 - teachers' perceptions of the students' co-occurring conditions (EBP, ED)
 - supervision from external services
 - knowledge of school routines for SRB
- Second only to schoolnurse was referrals to child welfare care !

Practical implication

PAPER I

Our study underlined the importance of a broad understanding of school refusal behaviour to identify its early expressions in students with ASD.

PAPER II

Assessing **social and executive functioning**, as well as emotional problems, may help professionals provide tailored interventions for students with ASD and SRB.

Practical implications

PAPER III

These findings call upon teachers and parents **to be aware** of tension in school–home collaboration when students display SRB, and the school professionals’ responsibility to take action to establish a good climate.

Other findings (unpublished)

Schools needs to ensure teachers **competence in ASD**

School needs to acknowledge the complexity of SRB present in students with ASD, and establish **multidisciplinary teams** to support and increase teachers’ competence when students display SRB

Presently, SRB in students with ASD is poorly understood

SRB is pervasive in students with ASD

SRB in students with ASD represent a complex condition

The school administration should call for services from professionals in both educational and mental health to support the teachers to use best practice and to collaborate with the parents and the students when students with ASD display SRB



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Thank`s for your attention !

To my supervisors: Elen Gjevik, MD, PhD, Are Hugo Pripp, Trond H. Diseth, MD, PhD

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