

Teamwork at Schools to Promote Attendance

Experiences in trialing the “On
The Frontline”- project in Norway
in 2020

How did school attendance teams
(SAPs) experience their
participation

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Background

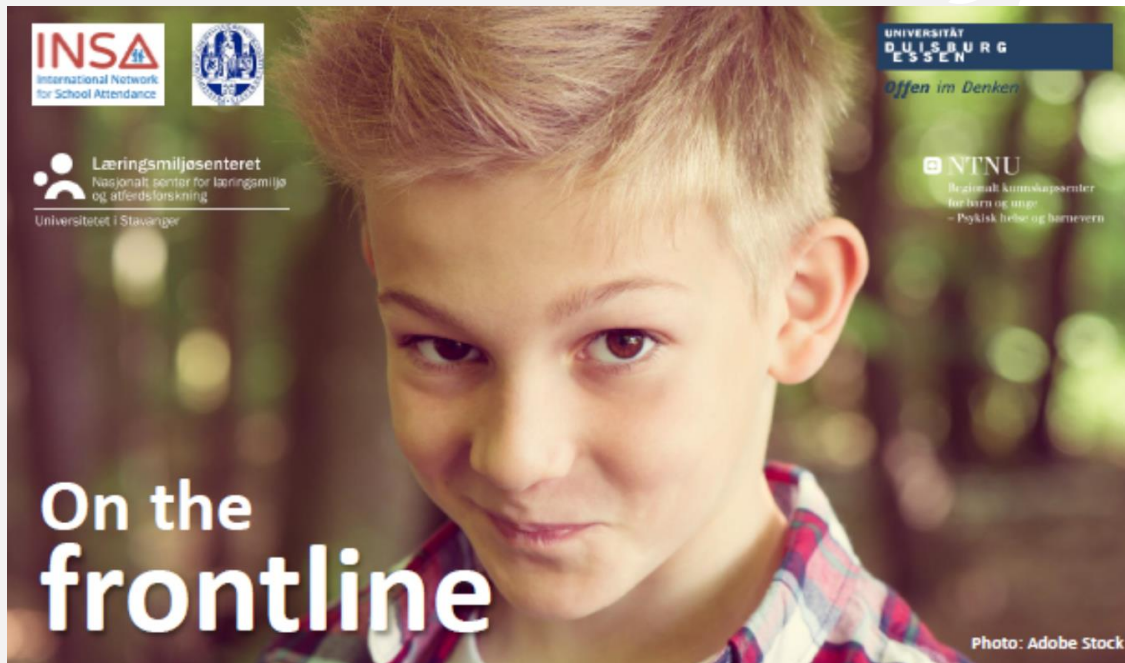
- Collaboration between researchers from different countries: develop workshop materials and model (content and process)
 - David Heyne (NL), Volker Reissner (G), Jo Magne Ingul (N), Trude Havik (N)
- Piloting efforts of a **school-based framework** presented in *'Emerging school refusal: A school-based framework for identifying early signs and risk factors'* (Ingul, Havik, & Heyne, 2018), the Rtl-model (Kearney & Graczyk, 2014) and the intervention part draw mostly on Kearney (2016)
- Trial with members from school attendance teams (SATs) at two sites of Norway (Trøndelag and Rogaland) in 2020
 - Facilitators: Jo Magne Ingul and Trude Havik (each site)



SATs and workshops

- Schools established SAT-team with 3-6 members (teachers/social workers, principal, psychological educational services/"PPT", school health nurse, mental health professionals)
 - Participate in all workshops
- Workshop series: combination of didactic sessions with active participation (discussion and activities) - 'home tasks' given at the end of the workshops

Workshop content



- Workshop 1: Principal and leaders of participating help services: motivate and introduce the topic and reasons for promoting attendance

Workshop 2-6: members of SATs:

- Workshop 2: Presentation of OTF, the Rtl-model, SAP-types and risk-factors
- Workshop 3: Monitoring attendance, Tier1 interventions
- Workshop 4: Tier 2 assessment and interventions
- Workshop 5: Tier 3 assessment and interventions
- Workshop 6: Progress, barriers and solutions, fine tuning

Positive experiences

Content:

- Relevant
- Common frame in theory and updated research
- A good link between interventions and different tiers; more conscious of interventions at different tiers
 - Preventing interventions
- Better in planning and performing interventions
- More aware of the importance of different assessments
- The workshops showed the importance of cooperation between different municipal services
- Better understanding of the complexity of SAPs
- More aware of different types of SAPs (not only SR)

Process:

- Aware of the importance of working in the SATs between the workshops





Negative experiences

Content:

- Mostly relevant, but some of it was too complicated to understand
- Some of the interventions are too complex for the schools to do by themselves - use of existing resources in the municipality
- More about the parents' role when absence is not mainly related to the school context – who can help the parents?
- More about tier 3 interventions
- More about maintaining factors in the school context
- More time to share experiences between the SATs, e.g., to hear more success stories from other SATs
 - More time to work within the SATs at the workshops (difficult between the workshops)
 - Workshop split in two: half time theory and half time to share (less time needed for meetings between workshops)



Negative experiences

Process (between the workshops):

- Need concrete dates for supervision between workshops
- Need to use more time to do the home tasks
 - Home tasks should be more concrete, for instance to work with concrete cases or concrete preventive work
- Last 2 years more complex cases: need for supervision in these cases

Because of the corona situation: the last two workshops on Zoom: was not as good as physical meetings: more benefits to meet



Challenges to find a wave for SATs

- Time constraints
- Difficult to change old routines and: be patient and have enough time
- Difficult to implement this work with all teachers: should this be discussed more?
- Barriers with respect to intervention in the municipality. Who does what and when?
- Difficult to find meeting points for all members of the SATs
- More time and meeting points to make a good structure and to cooperate in the SATs – who does what, how and when to meet (need a plan)

Working in SATs

- They all want to continue to work as SATs
- Most of them incorporated the work in SATs in the schools existing teams (“ressursteam”)
 - regularly meetings every second week
- When planning in advance to meet the day after the workshop; able to implement what they learned
- As a team they are more secure when working with SAPs: more confident in making whole school procedures/approaches
- Want to spend more time to prevent SAPs





Conclusion

- Time was a major challenge for both facilitators and the SATs members
 - The facilitators experienced challenges related to a lack of time to deliver the content
 - Members of the SATs experienced lack of time to be able to meet regularly and do the home tasks in between workshops
- SAT members wanted to share, discuss, and learn from each other's experiences (more time to share at the workshops)
- SAT members wanted to continue to work as a team
 - Most of them incorporated SATs into an existing structure at their schools
 - They might therefore be able to ride the wave together....
- These experiences are of importance to further develop this framework