Trude Havik – Associate Professor

To provide caring and safe schools for all students

- preventing school non-attendance

INSA conference 17.-19.10.2019

Safe and Healthy Workplace/ Learning Environment

- How do you experience your workplace environment?

- Do you have anyone to talk to – someone who care?

  - How does it feel - what does this mean for you?

- The Working Environment Act

- Students rights for a safe and good learning environment is regulated in The Education Act in Norway: Chapter 9a. The pupils' school environment

This is not the reality for all students

- factors in school might be stressful, unsafe, fearful and anxiety provoking

Illustration: Hilde Thomsen

- or boring, meaningless or they do not feel belonging to school

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School is an Important Social Arena

10C

Trude Havik

What do most students look forward to after a long school break?

- Some of the finding indicated that SR-related reasons for absence develops independently of students' emotional instability and relevant parental factors

- Importance to investigate all possible factors in school for why some students find it difficult to attend: relationships with teachers and peers

(Havik, 2015)

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Bullying

- Bullying: 1) intentionality, 2) repetition, and 3) imbalance of power (Olweus, 2013)

- Verbal attacks (e.g. name calling, threats), physical behaviors (e.g. hitting, kicking, damaging victim's property), relational/indirect/social aggression (e.g. social exclusion, rumour spreading) or attacks through Internet/new technologies (cyberbullying)

- Wide variation in prevalence rates of bullying. 14–30 % directly involved in bullying as bullies, victims or both. Victims: 7-25 % (Olweus & Breivik, 2014; Juvonen & Graham, 2014; Nansel et al., 2001)

- Victims, bullies, assistants, enforcers, outsiders, defenders, or without a clear role; intervention should be directed towards the **entire peer group** (Salmivalli, 1999)

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Bullying

- Bully victimization is an important risk factor for SR, TR and dropout (e.g. Reid, 2005; Gastic, 2008; Sheppard, 2005; Egger et al,. 2013: Havik et al., 2014/2015; Kearney & Haight, 2011; Cornell et al., 2013)

- Students might have experienced bullying previous (as schools do not follow-up victims long enough) (Tharaldsen et al., 2017)

- One challenge: around 70 % tell someone (at best), to a friend rather than an adult (Hunter, et al., 2004), to parents rather than teachers (Fekkes et al., 2005; Smith & Shu, 2000; Blomqvist et al., 2019)

Cyberbullying

- A mobile phone is available 24 hours a day…..bullying might happen all day long……(never safe)….

- Carries over to the school social life

- More fearful, apprehensive and subject to anxiety attacks than victims of traditional bullying (Sjursø et al., 2015)

- Critically important for educators to understand cyberbullying, as it upsets the victim's social network

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Feeling of Loneliness
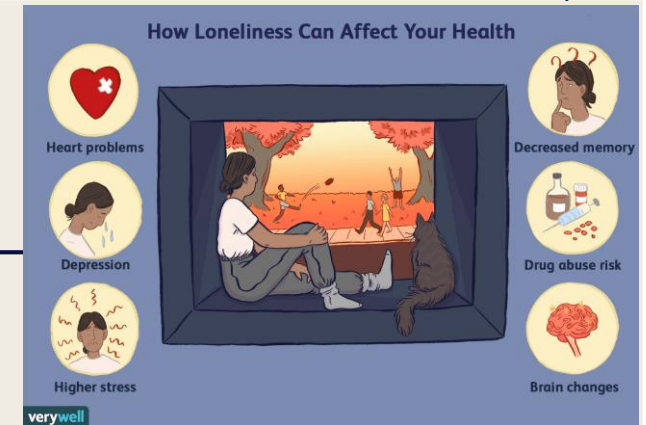
- As social beings, we have a basic "need to belong" and to form social relationships (Baumeister & Leary, 1995)

- Prevalence rates: 8-20 % (Asher & Gazelle, 1999; Asher & Paquette, 2003; Bartels et al., 2008; Cassidy & Asher, 1992; Frostad & Pijl, 2007; Skaalvik & Skaalvik, 2006)

- 1 of 10 have no close friends (age 13-19) (Ungdata.no; Bakken, 2018, 2019)

- Loneliness and social anxiety symptoms (review Maes et al., 2019)

- Loneliness might have serious health consequences (meta-analytic review Holt-Lunstad et al., 2015)

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Loneliness

- Students with poor school attendance: difficulties in social situations, like making and keeping friends (Wilson et al., 2008; Carroll, 2011; Egger et al., 2003)

- Socially isolation and absence (Place et al., 2000), in particular among lower secondary school students (Havik et al., 2015)

- Strong relation between thoughts about quitting upper secondary school and loneliness and lacking teacher support (Frostad et al., 2014)

- "Fallen out with peers": a warning sign for truancy (Reid, 2000)

Classroom Interactions

- Classroom interaction is understood as the quality of interactions between teachers and students and between students (Pianta, Hamre, & Allen, 2012)

- Strong classroom interactions are more beneficial for student at risk of failure in school (Baker, 2006; Rimm-Kaufman et al., 2002; Hughes, 2002; Murray & Pianta, 2007; Pianta, 2016; Vaaland & Roland, 2013). Some students perceive less classroom interactions

- Students' perceptions of teachers support decrease from primary to secondary school (Bru et al., 2010; Malecki & Demaray, 2002; Bokhorst et al., 2009), at the same time as many students experience school as increasingly demanding

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Relations teacher-students

- Supportive teacher-student relationships might protect against stress and negative emotions (Murberg & Bru, 2009) might be risk factors for SR

- Conflict or resistance (enmity) between teacher-student, increase absenteeism (Bealing, 1990; Harte, 1994; Pomeroy, 1999)

- Weak teacher support and fear for the teachers (e.g. Havik et al., 2014, Egger et al., 2003)

- The importance of the ONE (who care and show respect) (Havik et al., 2014)

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Per's mother

"Knut [the teacher] came and he did something that turned everything around. He [Per] enjoyed school even more, and. . . I think Per felt taken care of; he was appreciated, taken seriously and he felt safe with Knut . . . Our experience is that one specific teacher matters a lot"

(Havik et al., 2014)

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Stories about «the ONE»
NRK #dusåmeg

Who will remember your in 10 years?

Even almost gave up...
«She saw the good things in me»

Even (17)

Even #dusåmeg

05:05

Relations student-student

- Teachers promote and structure supportive social interactions among themselves and students and among peers (Luckner & Pianta, 2011)

- Teachers as role-models and facilitators for relations (Mikami et al., 2011)

- Social relations between students in secondary school (the importance of friends increase with age)

- How to fend off loneliness? UK (2020): Teach students social-support and empathy skills in school, e.g. The new curriculum mandatory
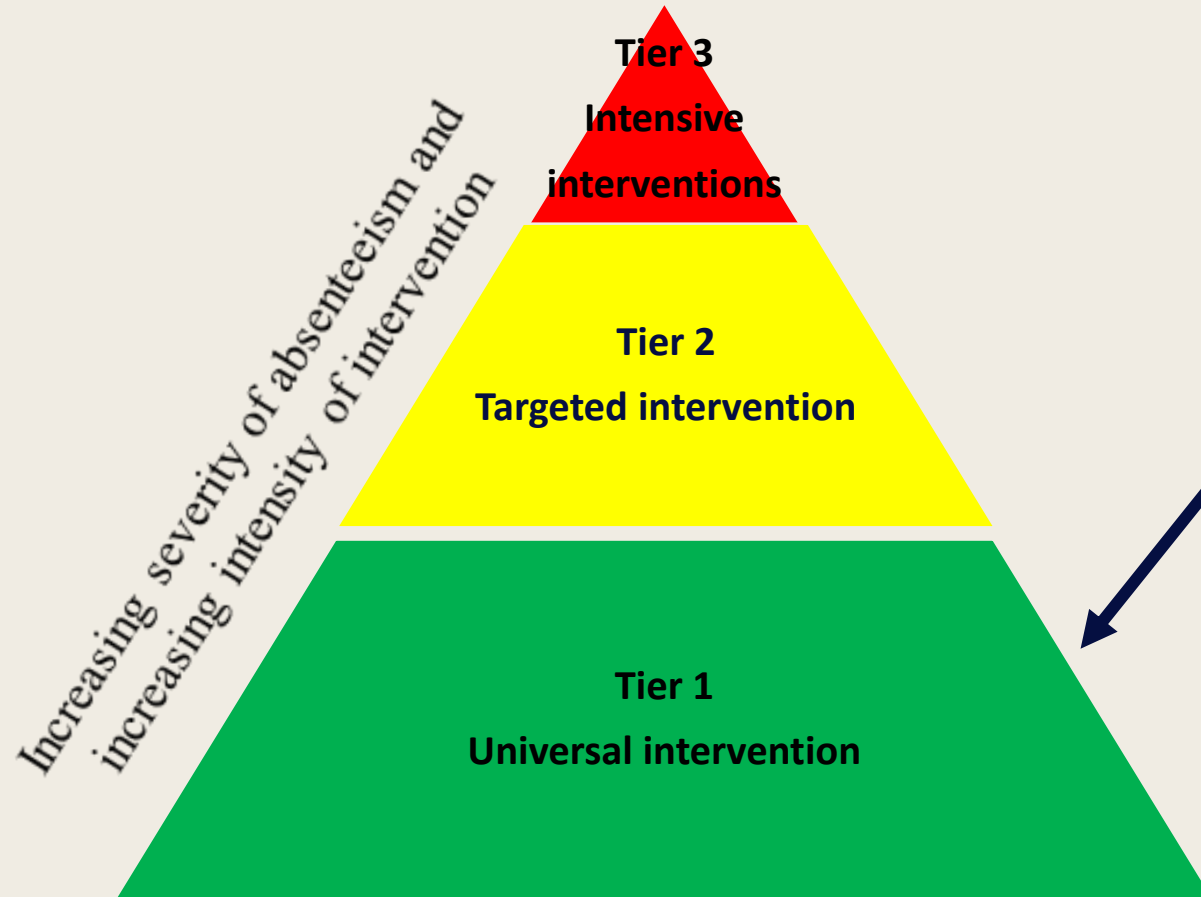
- Knowledge: why important and what to do? «Observation-lenses» (e.g. indirect/relational bullying has a covert nature: challenging to detect) (e.g. Archer & Coyne, 2005; Craig et al., 2000)

- Not telling adults in school –why? How peers and parents react when being told?

"It doesn't help to tell, they don't do anything"

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- **Prevent**! Whole school anti-bullying programs: "Choosing the right program is crucial in successfully preventing bullying" (Zych et al., 2017, p. 127) Should include training in emotional control, peer counseling and establishment of a school policy on bullying (Lee, Kim & Kim, 2015)

- **Identify!** (observations, communications (formal and informal) with students and parents, social network analyses (sosiogram), surveys, Specter (non-anonymous))

- **Stop!** Bullying. Entire peer group (the many roles of bullying)

- Interventions for victims. Follow up after bullying has stopped

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Response-to-Intervention Model

Tier 3
Intensive interventions

Tier 2
Targeted intervention

Tier 1
Universal intervention

Increasing severity of absenteeism and increasing intensity of intervention

Kearney & Graczyk, 2014

Tier I: Prevent absenteeism and promote school attendance: strategies to encourage absence among all students , e.g.:

Relations teacher-student and student-student, preventive bullying and loneliness

Classroom management and school climate - Emotional support + Classroom organization + Learning Support

Adapted education

Home-school cooperation

Student engagement

Mastery-oriented classroom goal structure

Predictability

Transitions

Priority by the school leadership

Knowledge/information/training about SNA to teachers/staff/parents/students

Registrations of absence in ALL lessons

SNA-team in school

My dream ☺

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