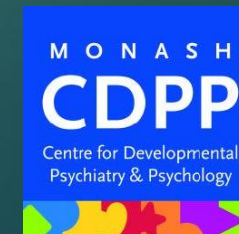


The School Non-Attendance Checklist (SNACK) – Screening for Non-Attendance Type

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Skolebolle



Rosinbolle



Kjekssjokolade

PÅ INNSIDEN

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12
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22
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Overview

- ▶ Rationale for a Typological Approach
- ▶ Rationale for the SNACK
- ▶ Description of the SNACK
- ▶ Use of the SNACK

Types of School Attendance Problems

- ▶ School Refusal – emotional distress
- ▶ Truancy – concealment/absconding
- ▶ School Withdrawal – parent motivated
- ▶ School Exclusion – school motivated

Evidence for Typology - Part 1

- ▶ Different associations
 - ▶ Anxiety in school refusal but not truancy (Egger et al. 2003)
 - ▶ Truancy – externalising behaviour (Vaughan et al. 2013)
 - ▶ Some associations between internalising and truancy (Finning et al. 2019a,b); questionable operationalisation of truancy
- ▶ Component, cluster and confirmatory factor analyses (Heyne et al., 2019)

Evidence for Typology - Part 2

- ▶ Co-occurrence between types is expected but small (5-9%; 4 studies) to modest (17%; 2 studies) Heyne et al. (2019)
- ▶ Little change in type over time (Steinhausen et al. 2008)
 - ▶ 10% cross over of School refusal → truancy,
 - ▶ 0% truancy → school refusal

Utility of Typology

- ▶ Mirrors current practice in classifying behaviour via diagnoses, although dimensional approaches are gaining momentum
- ▶ Consistent with current school practices in classifying absence
- ▶ May guide decision making for assessment

Limitations of Prior Measures

- ▶ School withdrawal and/or school exclusion not assessed
- ▶ Assessed absence globally (e.g., last two weeks) rather than every day or half day.
- ▶ Did not include non-attendance often considered legitimate (e.g., sick, religious holiday)

The SNACK

- a) A brief measure accounting for a range of possible types of absence: non-problematic (e.g., illness, funeral) and problematic (truancy, school refusal, school withdrawal, school exclusion)
- b) Reasons grouped by Child, Parent, Family, School, or Other factors
- c) Parent and teacher report (student version under development)
- d) One month timeframe (shorter for students)

The SNACK

18A. Over the PAST 4 WEEKS your child missed days and half days of school.

Students may miss school for all sorts of reasons. We would like to understand the reason(s) your son/daughter missed school. His/her absences are highlighted in the calendar below.

There is a list of reasons below the calendar. For each absence, choose the reason that best explains the absence. For example, if your child was absent on a particular day due to a bushfire, you would put "14" as the reason for absence on that day.

Your diary may help you remember (e.g. trip to the doctor, religious holiday)

PLEASE INSERT REASON BELOW:

_____	Monday	Tuesday	Wednesday	Thursday	Friday
	—	—	—	—	—
	—	—	—	—	—
	—	—	—	—	—

Reason	Examples
My child:	
1. had an appointment	<ul style="list-style-type: none"> a doctor's appointment an appointment with a specialist
2. was sick	<ul style="list-style-type: none"> had a cold or flu; had asthma was in hospital
3. was reluctant or refused	<ul style="list-style-type: none"> he/she said it was hard to go to school or to stay there the whole day he/she seemed upset/anxious/scared about school
4. skipped/wagged/truanted	<ul style="list-style-type: none"> he/she headed to school but did not arrive there he/she left school without permission
I or my partner:	
5. gave my child a day off	<ul style="list-style-type: none"> to give him/her a rest
6. kept my child home for other reasons	<ul style="list-style-type: none"> so he/she could help out at home because school is not helping him/her
7. arranged extra holidays	<ul style="list-style-type: none"> to take a family holiday during school-time
Our family:	
8. had an urgent situation	<ul style="list-style-type: none"> a funeral someone in the family was taken to hospital
9. had other difficulties	<ul style="list-style-type: none"> the car broke down someone in the family had a medical appointment
10. had a religious holiday or cultural observance	<ul style="list-style-type: none"> Chinese New Year Jewish holidays
The school:	
11. was closed	<ul style="list-style-type: none"> public holiday / term holidays curriculum day / teacher training day
12. sent my child home due to his/her behavior	<ul style="list-style-type: none"> he/she was suspended or expelled from school he/she was asked to leave school for the remainder of the day
13. asked that my child stay away from school	<ul style="list-style-type: none"> because the school could not take care of my child's needs because the school could not keep my child safe at school
Other:	
14. weather conditions	<ul style="list-style-type: none"> snow, floods fire
15. something else (please describe in the space provided)	

SNACK Data

Gray et al. Unpublished data MySay
N=308 parent report SNACK – children and teens with
Intellectual disability

Withdrawal	22.9% (n=43)
School Refusal	19.7% (n=37)
Exclusion	8.0% (n=15)
Truancy	0.5% (n=1)

SNACK Data

Gray et al. 2019 INSA KiTeS Project

N=629 parent report SNACK – children and teens with Intellectual disability

Withdrawal	11.13% (n=70)
School Refusal	5.25% (n=33)
Exclusion	1.91% (n=12)
Truancy	0.32% (n=2)



Conclusions

- ▶ SNACK is a new instrument to screen for types of absenteeism
- ▶ Next step –evaluate the psychometric properties starting with inter-rater reliability
- ▶ SNACK relies upon parent/teacher recall and transparency
- ▶ Available in English, Dutch, French, German, and shortly Danish
- ▶ To develop and evaluate in other languages contact

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