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Universitat d'Alacant
Universidad de Alicante

SYMPOSIUM 12: Instruments to Screen and Assess School Attendance Problems

Identification of profiles derived from the School Refusal Assessment Scale-Revised

Ricardo Sanmartín – University of Alicante, Spain.

Carolina Gonzálvez – University of Alicante, Spain.

Inaugural INSA Conference October 16th - 18th 2019 Oslo, Norway

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1. What are the school refusal profiles?

2. How is the relation between school refusal and psychoeducational variables?

3. Which are the characteristics of the school refusal profiles in Spain and Ecuador?

4. Conclusions

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1) What are the school refusal profiles?

There are multiple causes of school refusal (Kearney and Silverman, 1993)

Limitation considering a homogeneous group

IDENTIFICATION OF GROUPS OF SCHOOL REFUSAL PROFILES!

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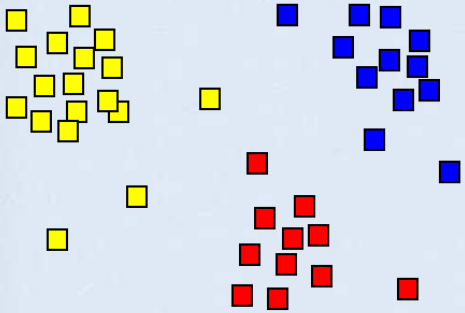
1) What are the school refusal profiles?



Dave and Orpinas (2009)

- 99 US students (*M*=12,5; *SD*=1,38).
- **Three profiles**:
  - ✓ Mixed school refusal profile.
  - ✓ School refusal by positive reinforcement.
  - ✓ Non-school refusal profile.

LACK OF INVESTIGATIONS IN SPANISH ADOLESCENTS!

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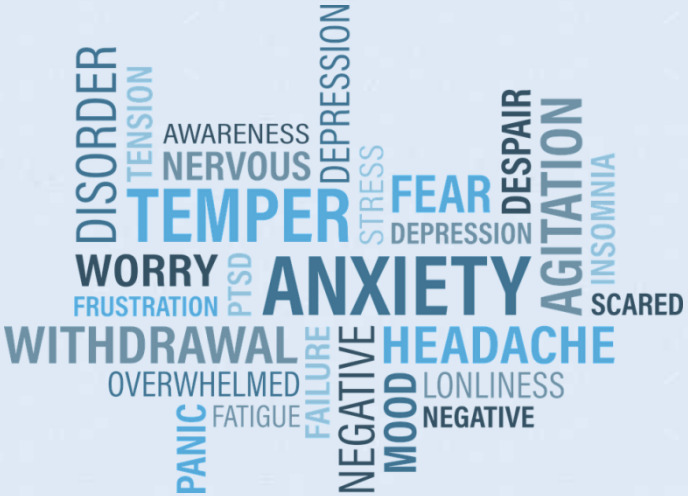
2) How is the relation between school refusal and psychoeducational variables?

ANXIETY

- Negative school refusal behaviour high on anxiety.
- School refusal behaviour (positive reinforcement: III) high separation anxiety disorder.
- School refusal behaviour on tangible reinforcements (IV) positive correlated to behaviour problems.



SCHOOL ANXIETY

- School refusal behaviour (negative and positive reinforcement) positive predictor of high school anxiety.

SOCIAL ANXIETY

- School refusal behaviour comorbidity with social anxiety.

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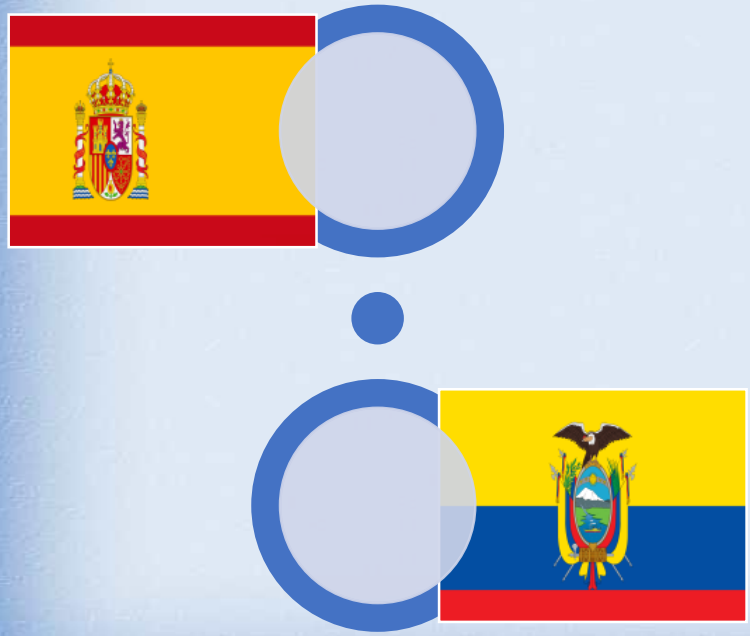
3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?



OBJECTIVES (5 articles)

- To identify school refusal behaviour profiles in Spanish and Ecuadorian children (quick cluster analysis and latent class analysis).
- Relationship wit:
  - ❖ School anxiety.
  - ❖ Depression, anxiety and stress.
  - ❖ Social functioning.
  - ❖ Social anxiety and family functioning.

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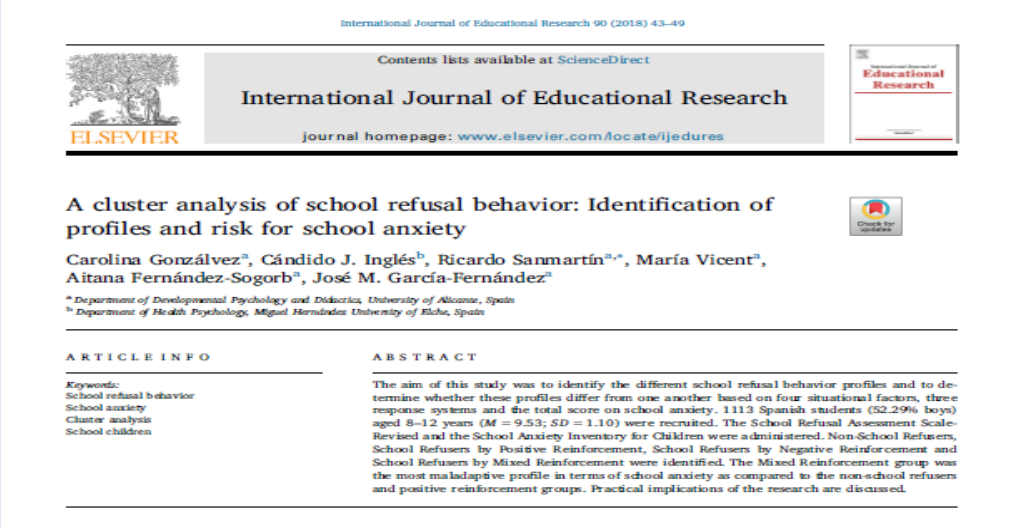
Spain

3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?



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International Journal of Educational Research

journal homepage: www.elsevier.com/locate/ijedures

A cluster analysis of school refusal behavior: Identification of profiles and risk for school anxiety

Carolina Gonzálvez[a], Cándido J. Inglés[b], Ricardo Sanmartín[a,*], María Vicent[a], Aitana Fernández-Sogorb[a], José M. García-Fernández[a]

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ARTICLE INFO

Keywords:
School refusal behavior
School anxiety
Cluster analysis
School children

ABSTRACT

The aim of this study was to identify the different school refusal behavior profiles and to determine whether these profiles differ from one another based on four situational factors, three response systems and the total score on school anxiety. 1113 Spanish students (52.2% boys) aged 8–12 years ($M = 9.53$; $SD = 1.10$) were recruited. The School Refusal Assessment Scale-Revised and the School Anxiety Inventory for Children were administered. Non-School Refusers, School Refusers by Positive Reinforcement, School Refusers by Negative Reinforcement and School Refusers by Mixed Reinforcement were identified. The Mixed Reinforcement group was the most maladaptive profile in terms of school anxiety as compared to the non-school refusers and positive reinforcement groups. Practical implications of the research are discussed.

González, C., Inglés, C. J., Sanmartín, R., Vicent, M., Fernández-Sogorb, A., and García-Fernández, J. M. (2018). A cluster analysis of school refusal behavior: Identification of profiles and risk for school anxiety. *International Journal of Educational Research, 90*, 43-49. doi: 10.1016/j.ijer.2018.05.006

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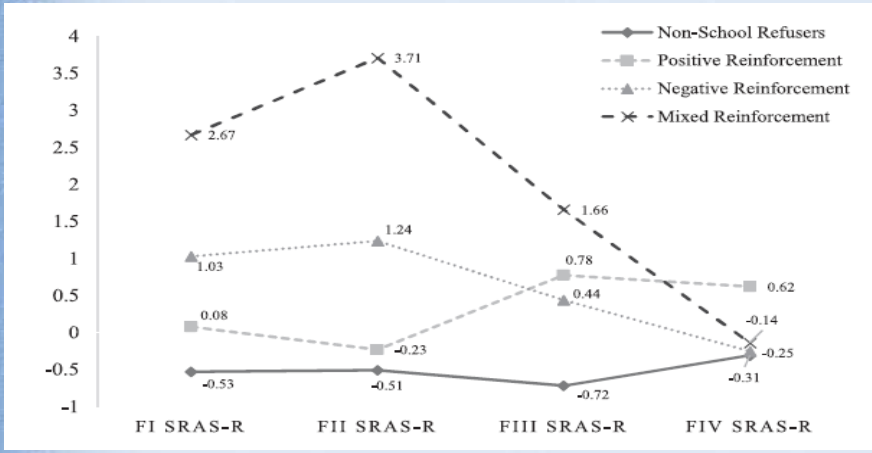
Spain

3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?



STUDY 1

- 1113 students ages ranged from 8 to 12 (*M*=9.53; *SD*=1.10) from Alicante Spain.
- The 18-items Spanish version of the SRAS-R (Gonzálvez et al., 2016).
- School Anxiety Inventory for Children (SAI-C; Gómez-Núñez, 2015).
- Quick cluster analysis.
- Four profiles.
- School anxiety (Mixed Reinforcement and Negative Reinforcement).

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Ecuador

3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?

Contents lists available at ScienceDirect

Psychiatry Research

journal homepage: www.elsevier.com/locate/psychres

Functional profiles of school refusal behavior and their relationship with depression, anxiety, and stress

Carolina González[a,*], Christopher A. Kearney[b], Carlos E. Jiménez-Ayala[c], Ricardo Sanmartín[a], María Vicent[a], Cándido J. Inglés[d], José M. García-Fernández[a]

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ARTICLE INFO

Keywords:
Adolescents
School refusal behavior
Depression
Anxiety
Stress

ABSTRACT

Negative emotional states are common among youth with problematic school absenteeism, but little is known about their presence across different school refusal behavior profiles. The aim of this study was twofold: to identify different cluster solutions across functional profiles of school refusal behavior (I. Avoidance of Negative Affectivity, II. Escape from Social and/or Evaluative Situations, III. Pursuit of Attention, and IV. Pursuit of Tangible Reinforcement) and to determine whether these profiles differ from each other based on dimensions of depression, anxiety, and stress. The sample consisted of 1582 Ecuadorian adolescents aged 12–18 years ($M = 14.83$; $SD = 1.86$) who completed the School Refusal Assessment Scale-Revised (SRAS-R) and the Depression, Anxiety and Stress Scale-21 (DASS-21). Latent class analysis revealed three school refusal profiles: non-school refusal behavior, school refusal behavior by tangible reinforcements, and school refusal behavior by multiple reinforcements. The last group displayed the most maladaptive profile and revealed highest mean scores on the three dimensions of the DASS-21 compared to other groups. To promote mental health in this group it is a necessary goal due to their link with these negative emotional states. Prevention measures to strengthen emotional self-regulation should be considered in these cases.

González, C., Kearney, C. A., Jiménez-Ayala, C. E., Sanmartín, R., Vicent, M., Inglés, C. J., and García-Fernández, J. M. (2018). Functional profiles of school refusal behavior and their relationship with depression, anxiety, and stress. *Psychiatry Research, 269,* 140-144. doi: 10.1016/j.psychres.2018.08.069

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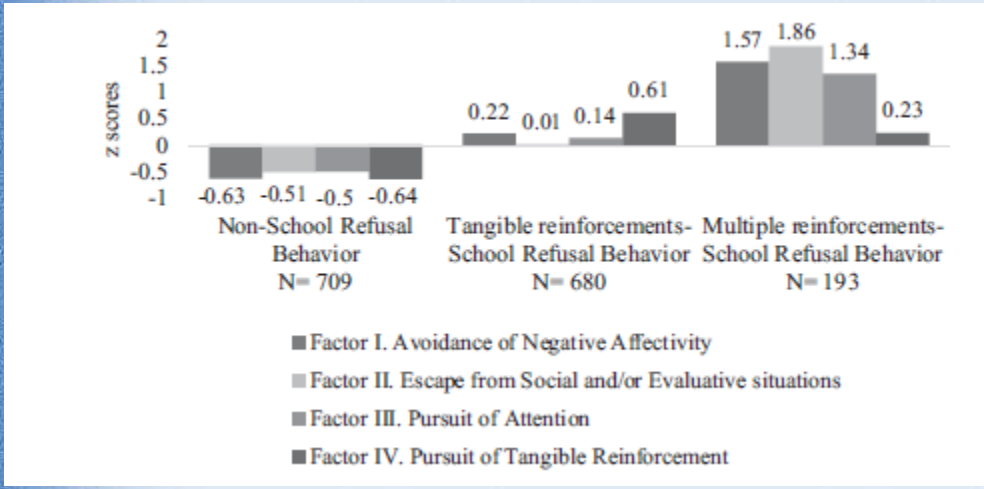
Ecuador

3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?



STUDY 2

- 1582 aged 12–18 years (*M*=14.83; *SD*=1.86) Ecuadorian sample from Quito.
- The Spanish version developed by Gonzálvez et al. (2016)
- Spanish version provided by Fonseca et al. (2010) Depression, Anxiety and Stress Scale-21 (DASS-21; Lovibond and Lovibond 1995).
- Latent class analysis.
- Three profiles.
- Depression, anxiety and stress (Multiple-SR high and Non-SR low).

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Spain

3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?

EDUCATIONAL PSYCHOLOGY
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Routledge
Taylor & Francis Group

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Profiles derived from the School Refusal Assessment Scale-Revised and its relationship to anxiety

Carolina González[a], Cándido J. Inglés[b], Aitana Fernández-Sogorb[a], Ricardo Sanmartín[a], María Vicent[a] and José M. García-Fernández[a]

[a]Department of Developmental Psychology and Teaching, University of Alicante, San Vicente del Raspeig, Alicante, Spain; [b]Department of Health Psychology, Miguel Hernandez University of Elche, Elche, Alicante, Spain

ABSTRACT

Anxiety is a common mental health factor associated with school refusal behaviour. This study aims to identify different school refusal behaviour profiles and to determine whether or not these profiles differ from each other based on three anxiety dimensions (Anticipatory Anxiety, School-based performance anxiety and Generalized Anxiety). Participants were Spanish children ($N = 1113$; 52.3% male) aged 8–11 years ($M = 9.53$; $SD = 1.10$). The School Refusal Assessment Scale-Revised (SRAS-R) and the Visual Analogue Scale for Anxiety-Revised (VAA-R) were administered. Cluster analysis revealed four school refusal behaviour profiles: Non-School refusal, School Refusal by Positive Reinforcement, School Refusal by Negative Reinforcement, and School Refusal by Mixed Reinforcement. The Mixed Reinforcement group was the most maladaptive profile since it obtained the highest mean scores on the three dimensions and the total score of the VAA-R. In contrast, Non-School Refusal and Positive Reinforcement groups revealed the lowest scores in all of the anxiety dimensions. Our findings underscore the idea certain school refusal behaviour profiles have a higher risk of presenting anxious symptoms. In these cases, the control of anxiety may be an important goal of preventive interventions.

ARTICLE HISTORY
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KEYWORDS
School refusal behaviour profiles; anxiety; cluster analysis; children

González, C., Inglés, C. J., Fernández-Sogorb, A., Sanmartín, R., Vicent, M., and García-Fernández, J. M. (2018): Profiles derived from the School Refusal Assessment Scale-Revised and its relationship to anxiety. *Educational Psychology*. doi: 10.1080/01443410.2018.1530734

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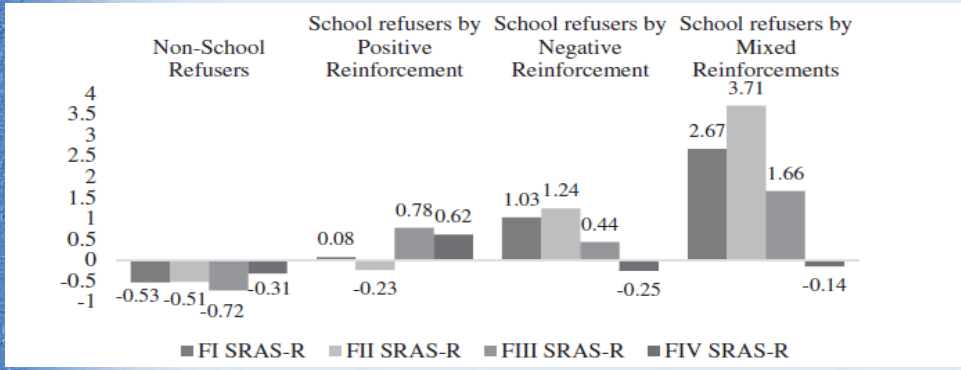

STUDY 3

- 1113 students aged between 8 and 11 years (*M*=9.53; *SD*=1.10) from Alicante Spain.
- The Spanish version of the SRAS-R by Gonzálvez et al. (2016).
- The Spanish version of the Visual Analogue Scale for Anxiety-Revised (Bernstein and Garfinkel, 1992).
- Quick cluster analysis.
- Four profiles.
- Anxiety: Mixed Reinforcements highest and Non-School Refusers (lowest).

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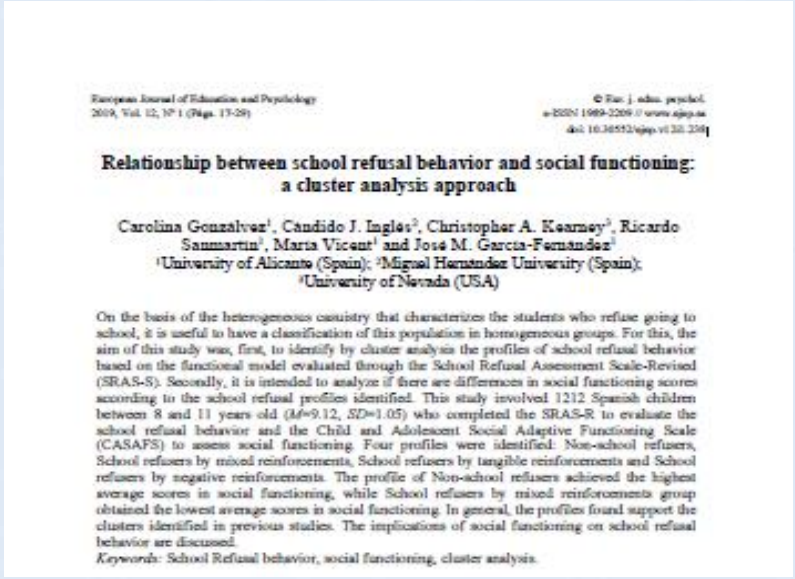
3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?



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Relationship between school refusal behavior and social functioning: a cluster analysis approach

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[1]University of Alicante (Spain); [2]Miguel Hernández University (Spain);
[3]University of Nevada (USA)

On the basis of the heterogeneous casuistry that characterizes the students who refuse going to school, it is useful to have a classification of this population in homogeneous groups. For this, the aim of this study was, first, to identify by cluster analysis the profiles of school refusal behavior based on the functional model evaluated through the School Refusal Assessment Scale-Revised (SRAS-S). Secondly, it is intended to analyze if there are differences in social functioning scores according to the school refusal profiles identified. This study involved 1212 Spanish children between 8 and 11 years old (M=9.12, SD=1.05) who completed the SRAS-R to evaluate the school refusal behavior and the Child and Adolescent Social Adaptive Functioning Scale (CASAFS) to assess social functioning. Four profiles were identified: Non-school refusers, School refusers by mixed reinforcements, School refusers by tangible reinforcements and School refusers by negative reinforcements. The profile of Non-school refusers achieved the highest average scores in social functioning, while School refusers by mixed reinforcements group obtained the lowest average scores in social functioning. In general, the profiles found support the clusters identified in previous studies. The implications of social functioning on school refusal behavior are discussed.
Keywords: School Refusal behavior, social functioning, cluster analysis.

González, C., Inglés, C. J., Kearney, C. A., Sanmartín, R., Vicent, M., and García-Fernández, J. M. (2019). Relationship between school refusal behavior and social functioning: a cluster analysis approach. *European Journal of Education and Psychology, 12*(1), 17-29. doi: 10.30552/ejep.v12i1.238

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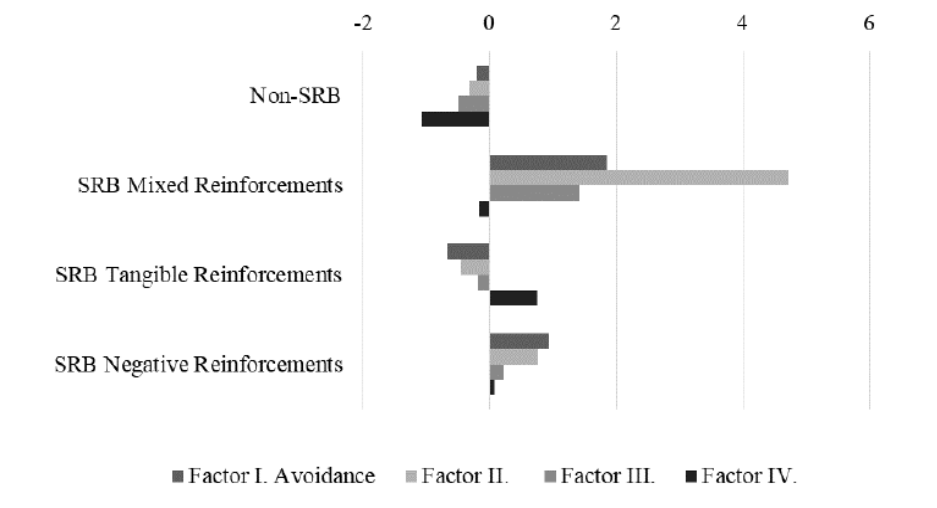
3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?



STUDY 4

- 1212 students aged between 8 and 11 years (*M*=9.12; *SD*=1.05) from Alicante and Murcia (Spain).
- The Spanish version of the SRAS-R (Gonzálvez et al., 2016).
- Child and Adolescent Social Adaptive Functioning Scale (CASAFS; Price, Spence, Sheffield, and Donovan, 2002).
- Quick cluster analysis.
- Four profiles.
- Social functioning: Non-SRB high; Mixed and tangible low.

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Spain

3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?

International Journal of Environmental Research and Public Health

MDPI

Article

Identifying Risk Profiles of School Refusal Behavior: Differences in Social Anxiety and Family Functioning Among Spanish Adolescents

Carolina González [1], Ángela Díaz-Herrero [2,*], Ricardo Sanmartín [1], María Vicent [1], Antonio M. Pérez-Sánchez [1] and José M. García-Fernández [1]

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Abstract: School attendance problems negatively affect students' development. This study attempted to identify different school refusal behavior profiles and to examine their relationship with three dimensions of social anxiety (fear of negative evaluation, social avoidance and distress in new situations, and social avoidance and distress that is experienced more generally in the company of peers) and the perception of family functioning. Participants included 1842 Spanish adolescents (53% girls) aged 15–18 years ($M = 16.43$; $SD = 1.05$). The School Refusal Assessment Scale—Revised (SRAS-R), the Social Anxiety Scale for Adolescents (SAS-A), and the Family APGAR Scale (APGAR: Adaptation, Partnership, Growth, Affection, and Resolve) were administered. Latent class analysis revealed four school refusal behavior profiles: non-school refusal behavior, high school refusal behavior, moderately low school refusal behavior, and moderately high school refusal behavior. Analyses of variance (ANOVA) indicated that adolescents' with the profile of high school refusal behavior showed higher scores in all the subscales of social anxiety. In contrast, the non-school refusal behavior group revealed higher scores in the perception of good family functioning, whereas the high school refusal behavior profile obtained the lowest scores in this scale. These findings suggest that students who reject school are at a higher risk of developing social anxiety problems and manifesting family conflicts. These students should be prioritized in order to attend to their needs, promoting self-help to overcome social anxiety and family problems with the purpose of preventing school refusal behaviors.

Keywords: school refusal behavior; social anxiety; family functioning; adolescents; latent class analysis

González, C., Díaz-Herrero, A., Sanmartín, R., Vicent, M., Pérez-Sánchez, A., and García-Fernández, J. M. (2019). Identifying Risk Profiles of School Refusal Behavior: Differences in Social Anxiety and Family Functioning Among Spanish Adolescents. *International Journal of Environmental Research and Public Health, 16*(3731), 1-17. doi: 10.3390/ijerph16193731

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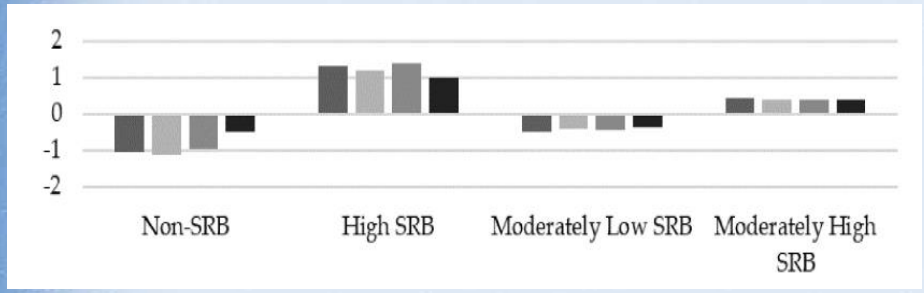
3) Which are the characteristics of the school refusal profiles in Spain and Ecuador?



STUDY 5

- 1842 students whose ages ranged between 15 and 18 years (*M* = 16.43, *SD* = 1.05) from Alicante and Murcia (Spain).
- The Spanish version of the SRAS-R Gonzálvez et al. (2016)
- Social Anxiety Scale for Adolescents (SAS-A).
- Family APGAR Scale (APGAR; Smilkstein, 1978).
- Latent class analysis.
- Social anxiety: High SRB highest and Non-SRB lowest.
- Family functioning: High SRB lowest and Non-SRB highest.

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- Variety of existing school refusal behaviour profiles and attend to their particularities.
- Offering a more targeted response adapted to these characteristics.
- Controlling mixed and negative reinforcement and High SRB groups.
- Improving social skills, developing positive relationships and reducing emotional distress (prevention).
- More research is needed.

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thank you!

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