

Assessing the outcome of treatment for school refusal

- Are we measuring up?

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Background to the study

- Absence from school can negatively impact academic achievement, socioemotional outcomes, and ultimately employment and earning potential
- Need for continued development of intervention for school attendance problems
- Little discussion about which outcomes to include in the evaluation of treatment for school refusal (SR)

Objectives of the study

- Facilitate development of a framework for evaluating SR treatment
- How has outcome of SR interventions been measured during the last 40 years?

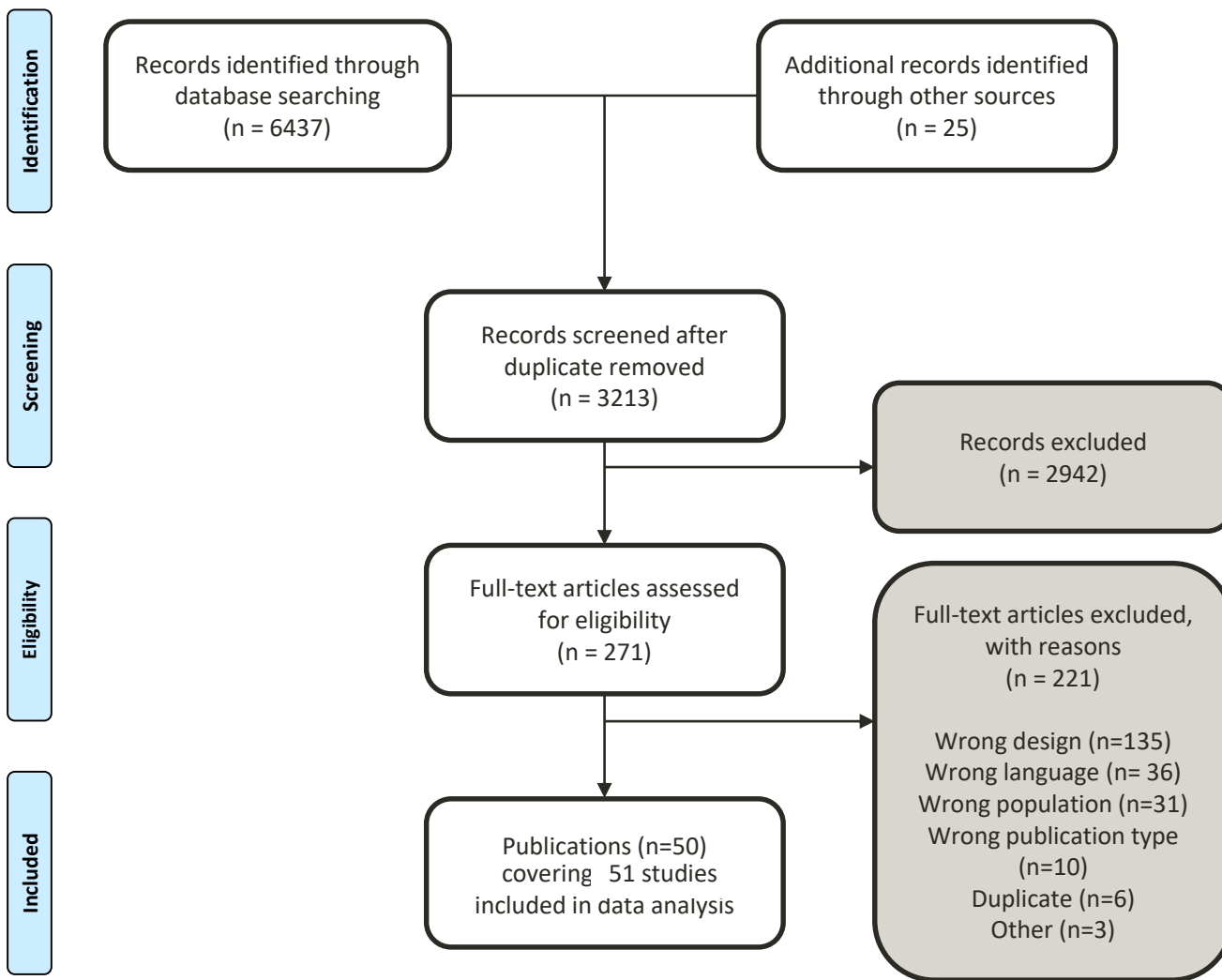
DATA GATHERING

INFORMANTS

CONSTRUCTS

MEASUREMENT PIONTS

INSTRUMENTS



Identification

Records identified through
database searching
(n = 6437)

Additional records identified
through other sources
(n = 25)

Screening

Records screened after
duplicate removed
(n = 3213)

Records excluded
(n = 2942)

Eligibility

Full-text articles assessed
for eligibility
(n = 271)

Full-text articles excluded,
with reasons
(n = 221)

Publications (n=50)

Wrong design (n=135)
Wrong language (n= 36)
Wrong population (n=31)

Included

51 studies

Wrong publication type
(n=10)
Duplicate (n=6)
Other (n=3)

About the sample



19 Group-based studies
(9 RCT, 2 Non-RCT, 8 No Control)
8 Follow up only
24 Case Studies



1980-1989 – 9
1990-1999 – 15
2000-2009 – 14
2010-2019 – 13



N= 1114 (M=22)
Age: M=12,7 (SD=2,4)
55 % Male



Psychosocial + other – 13
CBT – 12
Behavioral – 10
Not specified – 4
Other + medication – 4
CBT + Psychosocial – 4
CBT + Medication – 2
Medication – 2
Virtual reality – 1

And now, the results!
What did we find?



	Group N= 19	FU N= 8	CS N= 24	Total N= 51
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This is how outcome was measured...

	Group N= 19	FU N= 8	CS N= 24	Total N= 51
Attendance data	16	3	18	37
Diagnostic interview	5	1	2	8
Structured interview schedule	3	2	0	5
Clinical interview	0	0	3	3
Interview (other)	5	5	1	11
Questionnaire	16	5	9	30
Clinical rating scale	12	2	4	18
Rating scale (other)	6	0	6	12
Test	1	0	0	1
Review of medical record	2	3	0	5
Diary	0	0	1	1
Functioning	0	3	0	3
Observation	0	0	1	1
Other	3	1	1	4

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Clinical interview	0	0	3	3
Questionnaire	16	5	9	30
Clinical rating scale	12	2	4	18
Rating scale (other)	6	0	6	12
Diary	0	0	1	1
Functioning	0	3	0	3
Observation	0	0	1	1
Other	3	1	1	4

...and these are the informants

INFORMANTS

	Group N= 19	FU N= 8	CS N= 24	Total N= 51
Clinician	13	2	3	18
Parent	11	2	9	22
Teacher	4	2	3	9
Youth	17	5	9	31

This is what was asked about

CONSTRUCTS

	Group N=19	FU N= 8	CS N= 24	Total N= 51
Attendance	16	3	18	37
Global functioning	10	1	4	15
Mental health	1	1	0	2
Quality of life	1	0	1	2
Diagnosis	5	1	1	7
Emotional and behavioural symptoms	9	2	8	19
Anxiety and depression ^a	0	2	1	3
Anxiety	12	2	6	20
Fear	7	1	2	10
Fear of going to school / school related fear	5	0	3	8
Depression	10	2	7	19
Self-efficacy	5	0	3	8
Parent self-efficacy for managing school attendance problems	1	0	0	1
Self-esteem	1	1	0	2
Adverse effects of medication	1	0	1	2
Cognitive and behavioral dimensions in motivation and engagement	1	0	0	1
Consumer satisfaction + parent and adolescents desire for child to return to school	1	0	0	1
Dimensions of personality	1	0	0	1
Family functioning	0	1	0	1
Function of refusal of going to school	1	0	1	2
Reading ability	1	0	0	1
Outcome of services - general health, social functioning	2	0	0	2
Overall improvement since starting treatment	1	0	0	1
Parent variables	1	0	0	1
Personal functioning	1	0	0	1
Psychological well-being and psychological stress	1	0	0	1
Psychopathology (dimensional)	0	1	0	1
Self-Concept (intrapersonal competence)	0	0	1	1
Severity of diagnosis	0	0	2	2
Social Adjustment	0	1	0	1

This is what was asked about

CONSTRUCTS

	Group N=19	FU N= 8	CS N= 24	Total N= 51
Attendance	16	3	18	37
Global functioning	10	1	4	15
Emotional and behavioural symptoms	9	2	8	19
Anxiety	12	2	6	20
Depression	10	2	7	19
Reading ability	1	0	0	1
Outcome of services - general health, social functioning	2	0	0	2
Overall improvement since starting treatment	1	0	0	1
Parent variables	1	0	0	1
Personal functioning	1	0	0	1
Psychological well-being and psychological stress	1	0	0	1
Psychopathology (dimensional)	0	1	0	1
Self-Concept (intrapersonal competence)	0	0	1	1
Severity of diagnosis	0	0	2	2
Social Adjustment	0	1	0	1

And this is when they asked for it

MEASUREMENT POINTS

	Group N= 19	FU N= 8	CS N= 24	Total N= 51
Daily/weekly	0	0	7	7
Pre-Post & Follow up	8	0	9	17
Pre-Post	5	0	1	6
Pre + after certain time ^b	5	0	0	5
Only follow up	1	8	0	9
Not specified	0	0	7	7

What instruments were used to measure these constructs?

A LOT OF INSTRUMENTS

	Group N=19	IG N= 8	NC= 11	
Child Behavior Checklist (CBCL)	7	1	7	15
Children's Depression Inventory (CDI)	8	0	8	14
Children's Manifest Anxiety Scale (CMAS/BMAS)	7	0	7	12
Fear Survey Schedule for Children (FSSC-2/FSSC-R)	7	0	7	9
Self-efficacy Questionnaire for School Situations (SEQ-SS)	5	0	5	8
School Fear Thermometer (SFT)	4	0	4	7
Global Assessment of Functioning Scale (GAF)	6	0	6	7
Teacher's Report Form (TRF)	3	0	3	6
State-Trait Anxiety Inventory (STAI/STAI-R)	3	1	2	6
Diagnostic Interview Schedule for Children (DISC-2.3C)	0	1	0	1
Measures Assessment of Genesities Interview for Children (MAGIC)	1	0	1	1
Schedule for Affective Disorders and Schizophrenia for School-Age Children - Present Episode version (K-SADS-P)	1	0	0	1
Child Behavior Checklist (CBCL)	2	2	2	12
Teacher's Report Form (TRF)	3	0	3	6
Youth Self-Report (YSR)	3	0	3	6
Adolescent Young Adult Self-Report (YAASR)	0	1	0	1
Devereux Behavior Rating Scales - School Form	0	0	0	1
Revised Behavior Rating Scales (RBRCS)	1	0	0	1
Strengths and Difficulties Questionnaire (SDQ)	1	0	1	1
Young Adult Behavior Checklist (YABCL)	0	1	0	1
Lonely Anxiety and Depression Scale	0	2	0	2
Revised Child Anxiety and Depression Scale (RCIDAS)	0	0	0	1
Children's Manifest Anxiety Scale (CMAS-R/MAS)	2	0	2	14
State-Trait Anxiety Inventory (STAI/STAI-R)	2	0	2	6
Multidimensional Anxiety Scale for Children (MASC)	2	2	2	6
Anxiety Rating for Children (ARC-R)	2	2	2	2
Social Anxiety Scale for Children (SASC-R)	2	0	2	2
Self-Rating Anxiety Scale (SAS)	1	0	0	1
Fear Avoidance Schedule for Children (FAS-2/FAS-2-R)	2	2	2	2
Fear Questionnaire	0	1	0	1
School Fear Thermometer (SFT)	4	0	4	7
Inventory de Miedo Escolar (School-Related Fear Inventory) (IME)	1	0	0	1
Children's Depression Inventory (CDI)	8	0	8	14
Children's Depression Rating Scale (C-DRS-C/DRS-R)	2	1	1	7
Beck Depression Inventory (BDI)	2	0	2	2
Self-rating Depression Scale (SRD)	1	0	1	2
Zung Depression scale	0	1	0	1
Self-efficacy Questionnaire for School Situations (SEQ-SS)	5	0	5	8
Self-efficacy Questionnaire for Responding to School Attendance Problems (SEQ-ESAP)	1	0	1	1
Rosenberg Self-Esteem Scale	0	1	0	1
Self-esteem Inventory	1	0	0	1
New York state psychiatric institute side effect form	1	0	0	1
UKU scale (side-effects)	0	0	0	1
Motivation and Engagement Scale - High School version (MUS-HS)	1	0	0	1
School Referral Program Consumer Satisfaction Questionnaire (SRP-CSQ)	1	0	0	1
Junior Eysenck Personality Questionnaire (JEPQ)	1	0	0	1
Family Adaptability and Cohesion Scale 2 (FACES 2)	0	1	0	1
School Referral Assessment Scale (SRAS)	1	0	1	2
Bar Reading Test (BRT)	1	0	0	1
Health of the Nation Outcomes Scale Child and Adolescent (HONOSCA)	2	0	0	2
Global Improvement Scale	1	0	0	1
Parent Interview Schedule (PIS)	1	0	0	1
Personal Performance Scale (PPS)	1	0	0	1
General Well-being Scale	1	0	0	1
Maudsley Symptom Checklist	0	1	0	1
Piers-Harris Self-concept Scale (P-H)	0	0	0	1
Clinical Severity Rating (part of ASRS)	0	0	0	2
Social Adjustment Scale	0	1	0	1

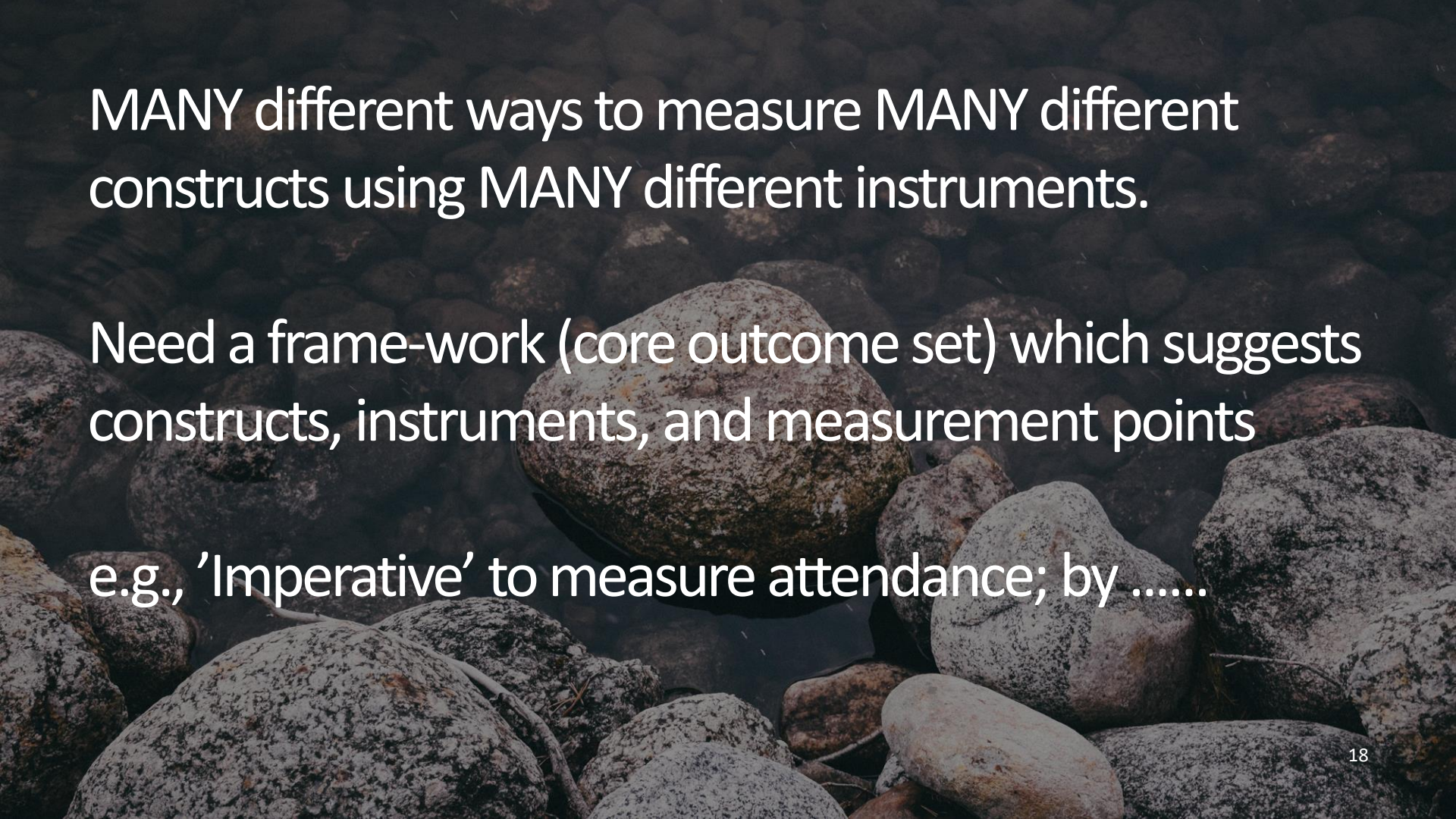
What instruments were used to measure these constructs?

MOST COMMONLY USED INSTRUMENTS

	Group N=19	FU N= 8	CS N= 24	Total N= 51
Child Behavior Checklist (CBCL)	7	1	7	15
Children's Depression Inventory (CDI)	8	0	6	14
Children's Manifest Anxiety Scale (CMAS/RCMAS)	7	0	5	12
Fear Survey Schedule for Children (FSSC-2/FSSC-R)	7	0	2	9
Self-efficacy Questionnaire for School Situations (SEQ-SS)	5	0	3	8
School Fear Thermometer (SFT)	4	0	3	7
Global Assessment of Functioning Scale (GAF)	6	0	1	7
Teacher's Report Form (TRF)	3	0	3	6
State-Trait Anxiety Inventory (STAI/STAIC)	3	1	2	6



So, what does this mean?



MANY different ways to measure MANY different constructs using MANY different instruments.

Need a frame-work (core outcome set) which suggests constructs, instruments, and measurement points

e.g., 'Imperative' to measure attendance; by

Thanks for listening!

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