School absenteeism and dropout among students with Autism Spectrum Disorder

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Subject of Research

School absenteeism (SA)

dropout
problematic absence
unproblematic absence
school exclusion
school refusal
school refusal behavior
school aversion
school phobia
school withdrawal
parents
truncy
parental withholding

Autism Spectrum Disorder (ASD)

Range of restricted, repetitive, and inflexible patterns of behaviour, interests or activities

Deficits in the ability to initiate and to sustain reciprocal social interaction and social communication

Deficits cause impairment in important areas of functioning, are a pervasive feature of the individual’s functioning, may vary according to context

Systematic Review

What reasons for SA among students with ASD can be identified? What influencing factors have been identified as important?

First results:

School Bullying
Lack of support
Lack of understanding/autism competence
Problems with teachers/peers
Transitions
Avoiding specific subjects
Environmental factors

Parents
Family background
Parental illness
Family bereavements
Vacation

Individual Comorbidity
Late diagnosis
Social impairment
Executive deficits

Self-Report Study

How often occur different types of SA among students with ASD?

Which interaction and communication processes are related to SA and dropout among students with ASD?

In Germany, there is no data available on any forms of school absenteeism among autistic students so far. The planned nationwide study aims to determine

1) the frequency of school absenteeism and 2) the involved communication and interaction processes.

Self-reported data from students with ASD and any form of SA will be used for the study.

Pupils with ASD (without intellectual disability) in the inclusive school system from the 4th grade onwards are interviewed via webbased questionnaire.

The construction of the questionnaire is based on

1) Scales determined in the Systematic Review, as well as

2) ICF Core Set for individuals with ASD (Bölte et al., 2019).

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Literature


