I. Subject of Research

School absenteeism among students with Autism Spectrum Disorder (ASD)

II. Research Questions

How often occur different types of school absenteeism among students with ASD?

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

III. Methodological Approach

Systematic Review

1) What reasons for school absenteeism (SA) among students with ASD can be identified?
2) What influencing factors have been identified in previous studies as important for school absenteeism among students with ASD?

Population: children with ASD in school
Intervention: correlation between SA and ASD
Comparison: not considered
Outcome: school absenteeism
Study type: qualitative, quantitative and mixed method

First results

School Bullying

Individual

Anxiety

Social impairment

Comorbidity

Parents

Vacation

Illness

Relationship problems

Communication Impairment

Nonverbal Communicative Behavior

Social-Emotional Reciprocity

Pragmatic Language

Concretism

Difficulties in Social Interaction

Theory of Mind

Gestures and Facial Expressions

Mentalization

Behavior in Various Social Contexts

Social Cognition

Difficulties with Transitions

Idiosyncratic Phrases

Rigid Thinking Patterns

Special Interests

Figure 1: Own illustration based on comprehensive research (a.o. Kearney, 2018; Heyne et al., 2019; Tonge & Silverman, 2019; Reissner et al., 2019).

Figure 2: PRISMA flow chart

In Germany, there is no data available on any forms of school absenteeism among autistic students so far. That is why the planned nationwide study aims to determine:
1) the frequency of school absenteeism and
2) the involved communication and interaction processes.

The planned study will focus on self-reported data.

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).

Next Steps

Literature


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