

MANAGING SCHOOL REFUSAL: AN EVIDENCE BASED APPROACH

School refusal occurs when a student stays home from school with parental permission due to emotional distress about some aspect of attendance.

School refusal is often a challenging problem to manage as it requires the child or teen to do something that provokes fear, and it requires family and the school to be working together towards a common goal of improved attendance.

This interactive workshop will provide a model for understanding and supporting families where a child/teen is refusing to attend school. It will include evidence-based assessment and management techniques used by the School Refusal Program, run by the Centre for Developmental Psychiatry & Psychology, Monash University. The workshop will feature case study material and contemporary research findings on school refusal.

The workshop is aimed at health, mental health and welfare staff who have an active role in supporting students who are refusing school.

Topics covered on the day will include:

- Who refuses school and why?
- The impacts of school refusal on the child, family and school
- Assessment of school refusal using questionnaires and interviews
- Developing effective school return plans
- Preparing students to return to school or boost attendance
- Working with parents and families
- Classroom strategies for teachers
- And, what to do when it doesn't go to plan

The workshop will include consideration of strategies that may help to prevent school refusal and boost school-wide attendance.

DATES

Thursday 25 October 2018

TIME

9.00am – 4.00pm

VENUE

Monash University
Caulfield Campus
Dandenong Road
Caulfield East VIC 3145
Building H Room H220

COST

\$330 incl. GST
Student: \$170 incl. GST

ENQUIRIES

E: kites@monash.edu

TO REGISTER ON LINE

<https://goo.gl/ncz6k8>

FACILITATORS



Associate Professor David Heyne

Leiden University, The Netherlands

Associate Professor David Heyne (Developmental & Educational Psychology Unit, Leiden University) has a specific interest in ways to support young people who find it hard to attend school because of anxiety or depression (i.e., school refusal). When he came to Leiden from Australia he drew on his clinical and research experience in Melbourne's Centre for Developmental Psychiatry & Psychology to establish a treatment program focused on school refusal in adolescence, the @school program. The program includes interventions with the young person, their parents, and school staff. His research addresses questions such as 'for whom' treatment works, 'how' it works, and ways to 'identify' emerging absenteeism. In the last year A/Prof Heyne delivered keynote addresses at conferences in the USA, Denmark, and Norway, and he has been working on a special 'school absenteeism' issue of Cognitive and Behavioral Practice, published later this year.



Associate Professor Glenn Melvin

Centre for Developmental Psychiatry & Psychology, Monash University

Glenn is a clinical psychologist at the Monash University Centre for Developmental Psychiatry & Psychology and an honorary Associate Professor at the University of Warwick, UK. Glenn has a research and clinical interest in school attendance problems. He was a director and clinician at the School Refusal Program at Monash Medical Centre which investigated the efficacy of treatments for school refusal. He is currently leading a statewide survey in attendance problems in students with intellectual disabilities. He provides clinical consultation to services on the management of school attendance problems and works in private practice treating teenagers with school refusal.
