

School absenteeism and dropout among students with Autism Spectrum Disorder

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Subject of Research

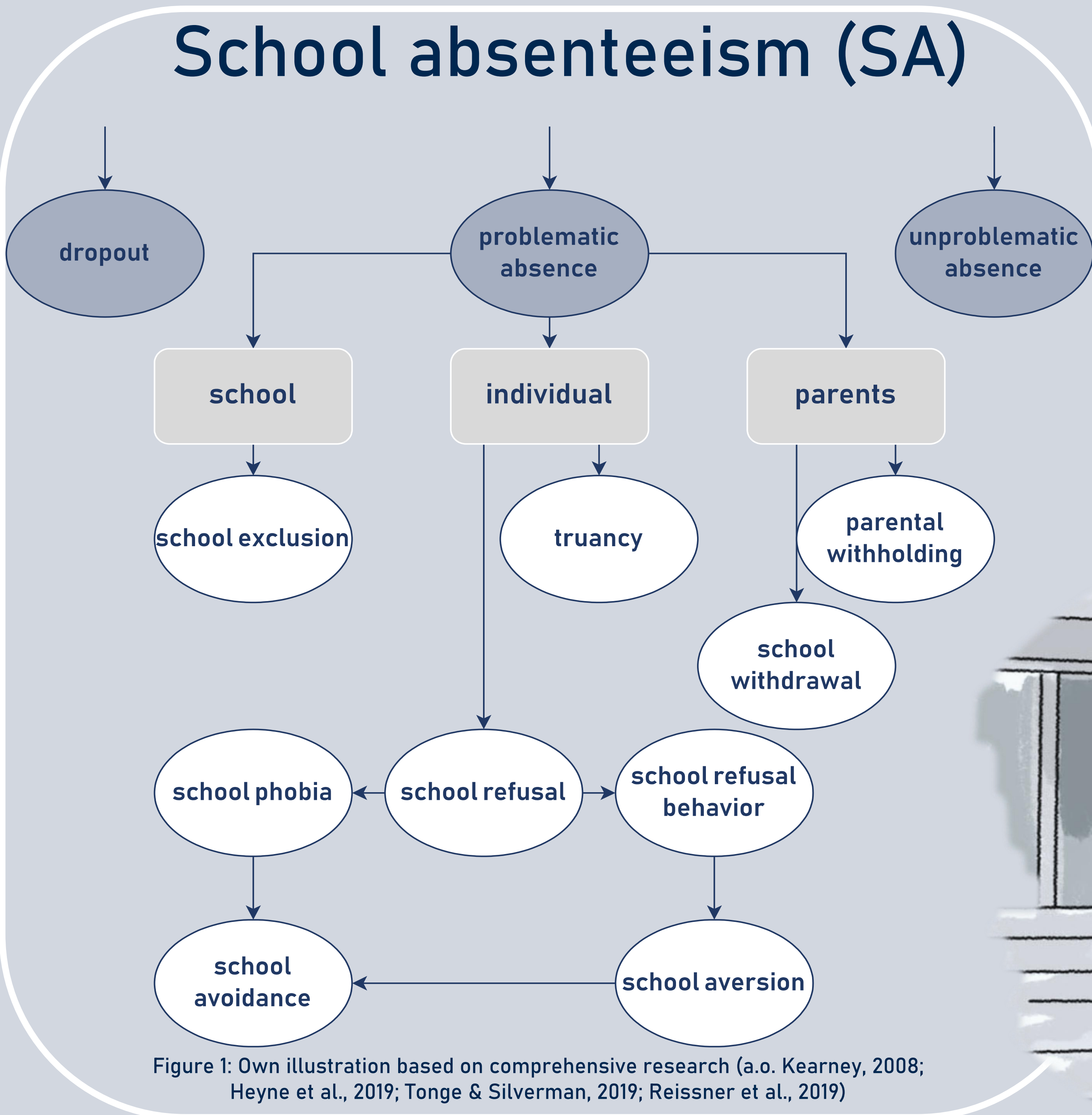
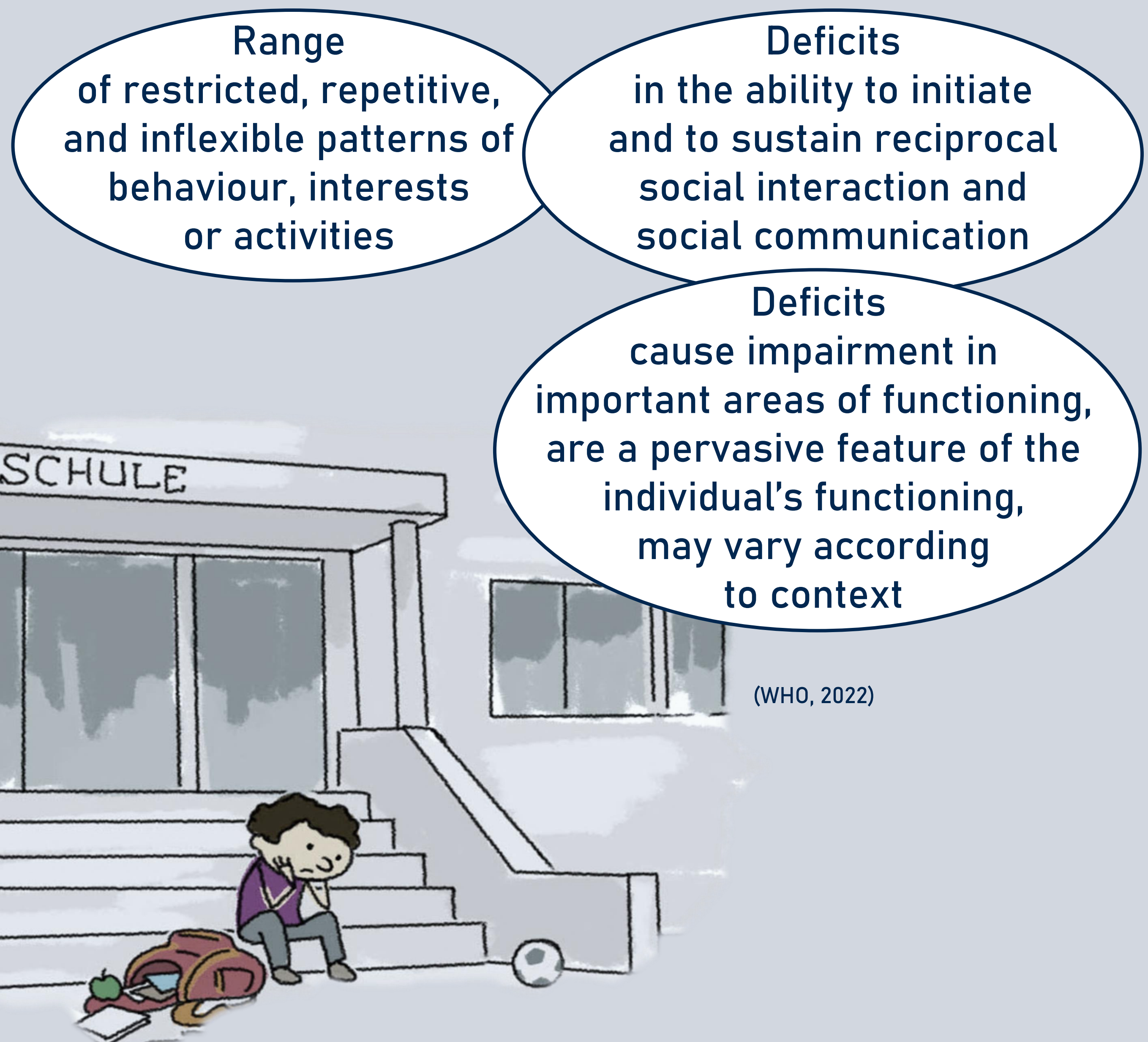


Figure 1: Own illustration based on comprehensive research (a.o. Kearney, 2008; Heyne et al., 2019; Tonge & Silverman, 2019; Reissner et al., 2019)

Autism Spectrum Disorder (ASD)



Systematic Review

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

- P** children with ASD in school
- I** correlation between SA and ASD
- C** not considered
- O** school absenteeism
- S** qualitative, quantitative and mixed method

First results:

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

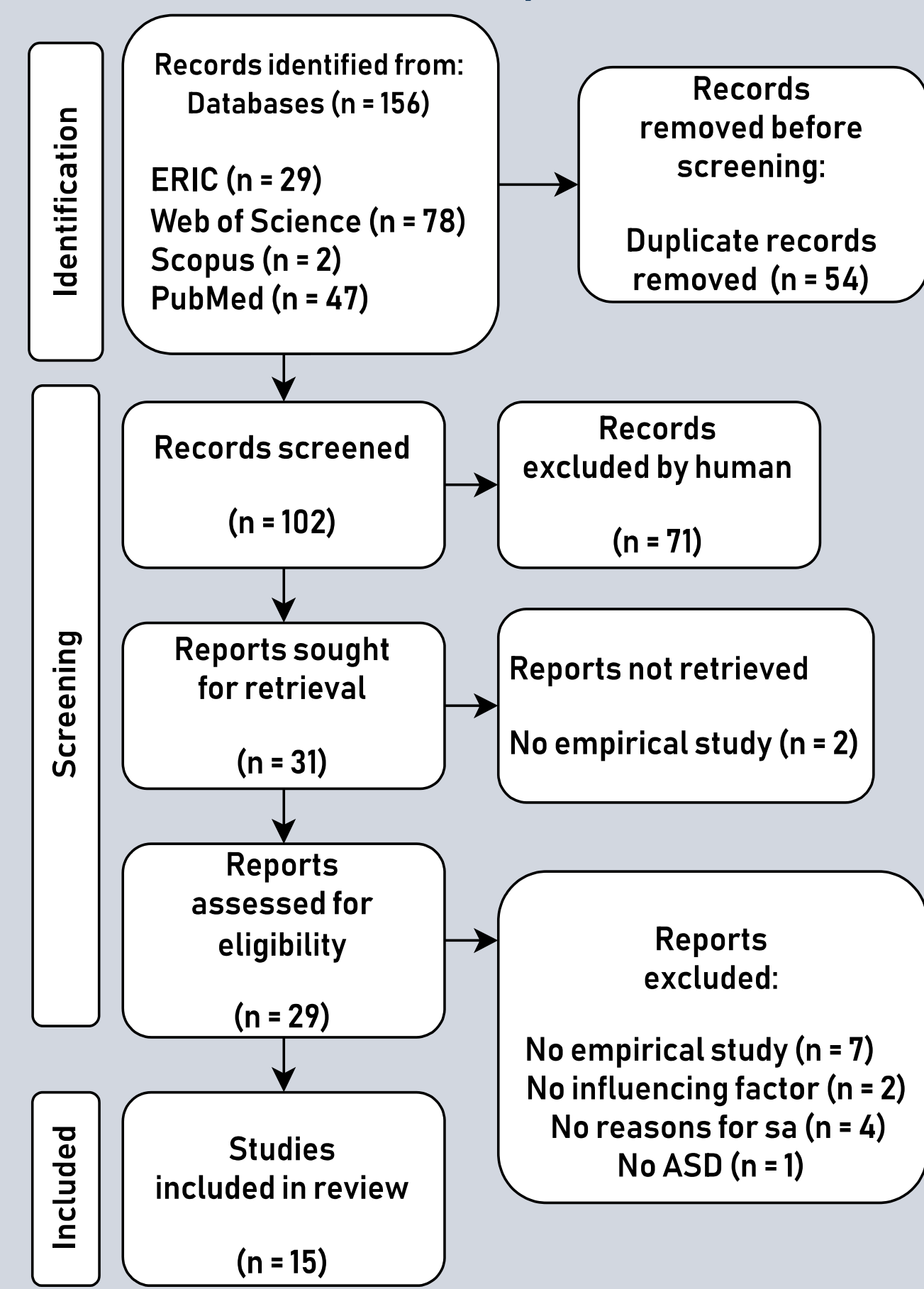


Figure 2: PRISMA flow chart

- 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).

Registered on Prospero:

https://www.crd.york.ac.uk/prospero/display_record.php?ID=CRD42022343467

Literature

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