



INFORMATIONAL: UNDERSTANDING CHRONIC CHILD ABSENTEEISM



MEET OUR TEAM



OVERVIEW

01

Increase In Absenteeism

02

Why Don't Kids Want to
Come To School?

03

What Can Stress/Anxiety
Look Like In A Child?

04

Intervention Strategies

05

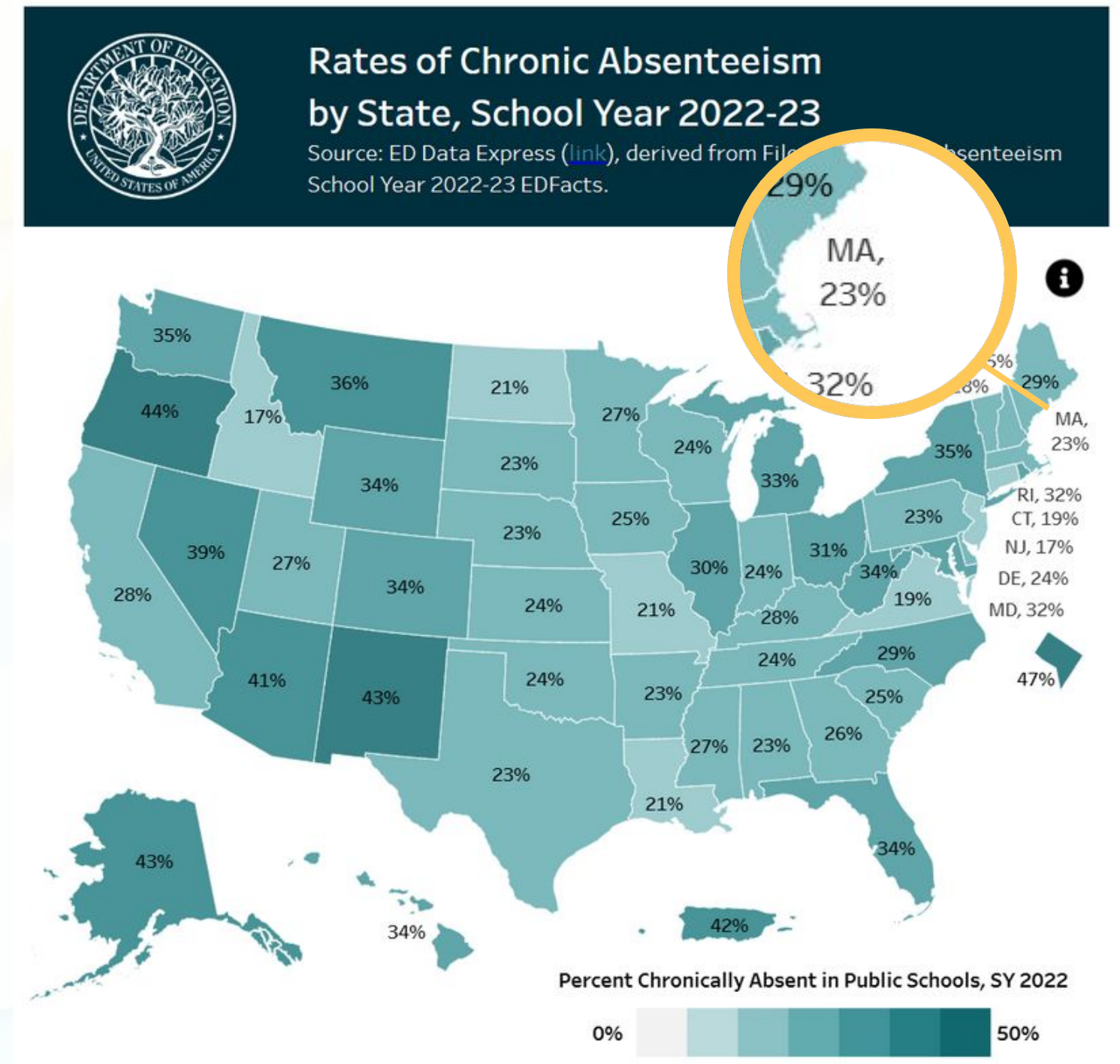
How To Respond

06

How We Can Help

NATIONAL INCREASE IN ABSENTEEISM

- Chronic absenteeism is defined as students missing 10% or more of school.
- The U.S. chronic absenteeism rate reached about 31% in the 2021-2022 school year and decreased to 28% in the 2022-23 school year.
- While chronic absenteeism rates improved across states in 2023, they still remain 75% higher than before the COVID-19 pandemic.



WHY DON'T KIDS WANT TO COME TO SCHOOL?

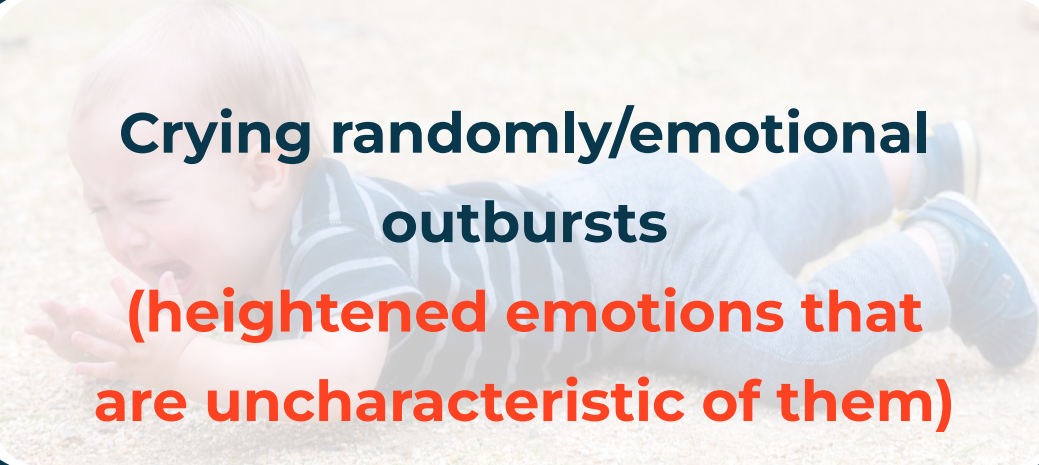
Vacation After Effects

- Disrupted comfort zones
- Transition from unstructured to structured time (sleeping in/going to bed late)
- Morning routines have the pressure of time sensitivity
- Evenings may provide less time together and have to be structured

Anxiety

- Anticipation of transitions or separation from safe space/home

**WHAT CAN
STRESS/ANXIETY
LOOK LIKE IN A
CHILD?**



Crying randomly/emotional outbursts
(heightened emotions that are uncharacteristic of them)



Changes in eating



Reduced tolerance to changes/flexibility



Changes in sleep



Clinginess



Defiance

INTERVENTION STRATEGIES



Identify Stressors

Gauge what stressors/thought processes are causing anxiety.



Identify Changes In Behavior

Notice and name what changes in behaviors are taking place due to the anxiety.

HOW TO RESPOND



Validate

1. Validate their feelings
2. Normalize expected changes
3. Identify and name the stressors/behaviors



Preview

1. Provide a preview of the routine expectations
2. Use looking forward statements
3. Plan for comfort activities to look forward to



Encourage

1. Encourage positive thinking and provide reassurance that they can do it.
2. Present it lightly
3. Use zones strategies

The Zones of Regulation



“Problems require different reactions, emotions, and solutions based on their size.”

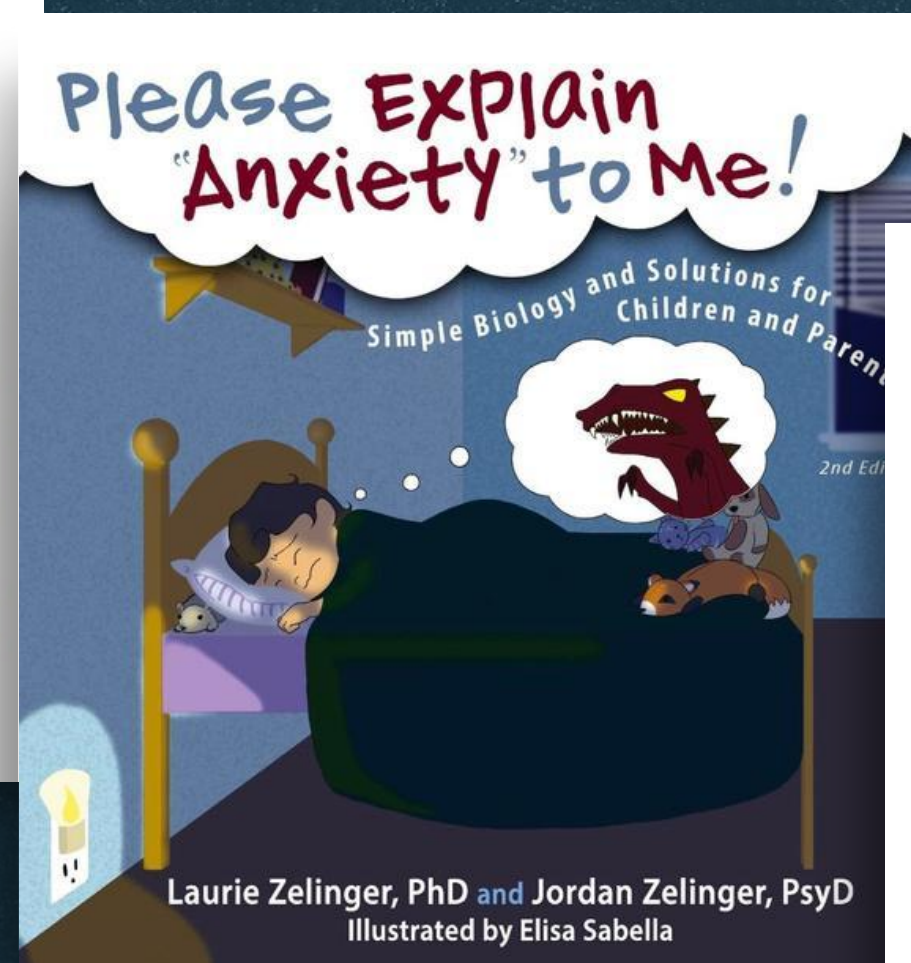
RESPONSE TOOLS

Morning Routine

Put a checkmark when you are done. ✓

	Wake Up	Bathroom	Brush Teeth	Brush Hair	Dressed	Eat Breakfast	Coats Jacket Backpack	Go to school	Here and ready ontime 7:45
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Please Explain "Anxiety" to Me!



The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

HOW WE CAN HELP

Assistance With Structuring Home Routines

- Phone call
- Video recording
- Mailed Letter
- Picture
- Consider in-class routine to prep your kid for excitement

Help With Assessing The Problem

- Conceptualize the potential problem based on your observations and experience
- Consult with the school faculty

Coaching and Consultations

- Coaching
- Reflections
- Perspective talking
- Development understanding

QUESTIONS?

SOURCES

<https://www.ed.gov/chronic-absenteeism>

<https://www.nagb.gov/naep/chronic-absenteeism.html>



Thank You!!

