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Introduction

There is ongoing concern about the rise of EBSA for children in primary school since the pandemic (1). To mitigate this, it will be important to **intervene early** (2).

Previous research has informed the development of this new intervention for primary school children experiencing EBSA, including:

- Formative research (interviews and surveys) to explore the nature of school attendance problems and stakeholders' experiences and priorities for support [3]
- Co-design workshops and consultations to inform initial intervention modelling.

This collaboration has developed the intervention explained in this poster.

The current research will be **field testing** and **refining** an initial pilot version through evaluating the feasibility and acceptability of the intervention for parents.

Objectives

Primary objective

To assess feasibility and acceptability of self-guided intervention with coaching for families where children are experiencing or at risk of EBSA

Secondary objective

The extent to which there are **indicators** that this intervention achieves the outcomes we want it to achieve:

- Lowering child anxiety about school
- Increasing school attendance
- Lowering parent stress

A feasibility study of ISAAC - a brief parent-focused intervention to reduce Emotional Based School Avoidance (EBSA) Pending ethics

- Retention
- Dosings
- Barriers:

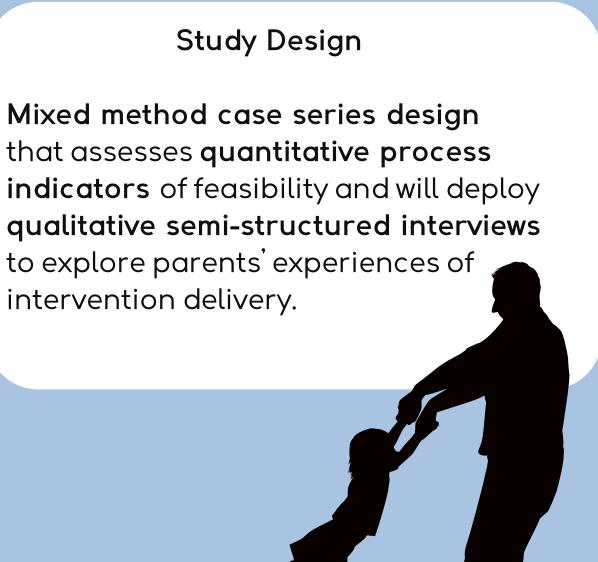
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NIHR Applied Research Collaboration Kent, Surrey and Sussex

- experiencing EBSA.
- This study aims for parents to enrol and begin the intervention in May.
- For further information, please contact: bm333@sussex.ac.uk
- See QR code for references

Methods



Participants

Approx. 15 parents recruited in partnership with local inclusion services and schools

- Parent/carers of a primary school child enrolled in a mainstream primary school who is **experiencing** emotional distress and avoidance associated with school attendance
- The parent/carer will need to have access to an internet-enabled device
- The parent/carer will need to be able to read and speak English, as required to engage with the verbal content of the intervention.



• Uptake

• Coaching fidelity

Outcomes

(brief survey and further depth in follow-up interviews)(9)

Acceptability

- Affective attitude
- Burden
- Ethicality
- Intervention Coherence
- Opportunity cost
- Perceived effectiveness
- Self-efficacy

• This study will indicate the feasibility and acceptability of a new brief intervention for families where primary school- aged children are

The intervention

Three modules addressing

- Parental management of child anxiety
- Effective home-school communication
- Support for parents with their own wellbeing in stressful situations.

Online modules: videos and reflective tasks for parents to complete at their own pace before the coaching session Coaching sessions: discuss the learning tasks set, problem-solve any barriers and signpost to any further materials.

Clinical outcomes

(baseline and post assessment survey)

3

• Lowering children's anxiety around attending school

SCAS-P (4); The School Refusal Assessment Scale (5) Parent-School Collaboration

Parent engagement in early childhood education (6)

- Lowering parent stress
- The Perceived stress scale, (7)

 Lowering parent accommodation Family accommodation Scale-Anxiety, (8)

