



# Miksi lapsi tai nuori on poissa koulusta?

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Interviews and questionnaires  
in English/haastattelukysymykset  
ja kyselyt englanniksi.

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KouluKunnossa-hanke  
2024

## INTERVIEW WITH THE PARENTS

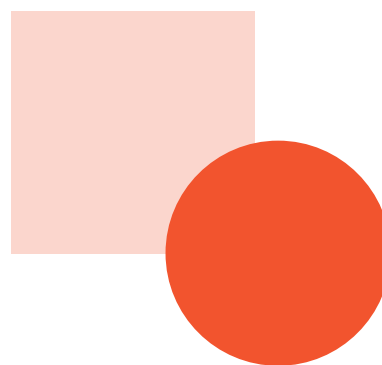
### **Child's or adolescent's everyday life and free time**

- What does your child/adolescent do in their free time? Do they have hobbies (if not, what hobbies did they use to have)?
- What is your child/adolescent interested in or has been interested in before?
- Tell us about the child's/adolescent's friendships: are there any, what are they like, what do they do together?
  - Are you worried about the child's/adolescent's social relationships?
  - Does the child/adolescent have friends who have absences from school?
- Who are the other important people in the child's/adolescent's life?
- What is the child/adolescent good at? What are the child's/adolescent's strengths?
- What is the child's/adolescent's daily rhythm like (sleep, evening and night routines, morning routines, meals, exercise)?
- Think about your everyday life and tell us what sort of things are generally challenging.
- How does your child/adolescent e.g. wait for their turn, transition from one situation to another, act in conflict situations or surprising/unexpected situations?
- Do you feel that your child/adolescent has difficulties with maintaining concentration on assigned tasks?
- Does the child/adolescent have difficulties with completing tasks they have been asked to do?
- How do they express different feelings? How do they show disappointment, annoyance, joy, anger or enthusiasm?

## **Family and parenthood**

- What is good about your family? What are your family's strengths?
- Does your family have enjoyable shared moments? What kind of moments?
- What kind of things do you do together with your child/adolescent as a parent?
- What are your family's routines like (meals, bedtimes, hobbies etc.)?
- Do you have lots of arguments in your family? What are your family's arguments like?
- Are there currently any particularly burdening factors or changes affecting your family?
- Has your family or the child/adolescent had to go through traumatic experiences?
- Is there mental illness or substance abuse in the family?
- Do you know where the child/adolescent spends their time and who they spend it with?
- How would you describe the child's/adolescent's relationship with you and their other parent?
- How would you describe the child's/adolescent's relationship with other family members?
- How are the child's/adolescent's challenges affecting your family?
- How does the child/adolescent adapt to difficulties or disappointments?
- Do you agree as parents on how you should act in different parenting situations?

- How do you set boundaries for the child/adolescent?
  - What works? What doesn't work? What sort of consequences/punishments, rewards etc. do you use?
- Do you agree as parents on how you should react to absences?
- How have the absences affected you (e.g. coping, work)?
- Do the child's/adolescent's siblings have issues with absences?



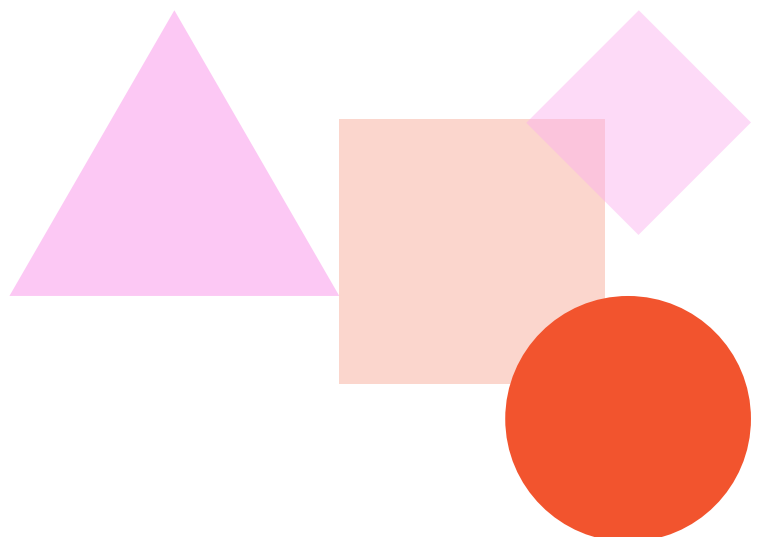
### **School**

- Tell us about your child's/adolescent's educational history. (Use e.g. a timeline.)
- Ask about their history from pre-primary education to the present day, try to identify any challenges and when they started.)
  - When did the first absences occur?
  - When did attending school start to become difficult?
- Has the child/adolescent changed schools at some point? If yes, how did the child/adolescent do at their previous schools?
- Were the absences from school triggered by a particular event or made worse by a particular thing?
- What does the child/adolescent do when they are not at school?
- Can you give an example of a typical day when the child/adolescent doesn't go to school?
- What kind of methods have you already tried in order to get the child/adolescent to go to school?

- (Rewards, punishments, threats etc.) Does one method work better than the others in your opinion?
- What sort of absences does the child/adolescent have, and how do these vary from day to day (being late, particular classes, part of the day, all day etc.)?
- What sort of attitude does the child/adolescent have towards school (do they find school meaningful)?
- What is good about the child's/adolescent's school? What is bad about the child's/adolescent's school?
  - How do these things affect whether the child/adolescent goes to school or not?
- How is the cooperation with the teachers?
- What kind of relationship does the child/adolescent have with their teacher(s)?
- What kind of relationship does the child/adolescent have with their classmates?
- Is there bullying, or has there been in the past?
- Does the child/adolescent feel lonely or like an outsider at school?
- How are the child's/adolescent's skills for making friends and maintaining friendships?
- Are there learning difficulties? Do you feel that the child/adolescent gets enough support for learning?
- Are there adults in the school who the child/adolescent particularly likes or doesn't like at all?
- Are the child's/adolescent's strengths taken into account at school?
- What do you expect from the child's school performance?
- Do you feel that
  - the child/adolescent skips school to avoid unpleasant things or situations (transitions between classes, particular subjects, breaks,

threatening peers, unpleasant teachers etc.)?

- the child/adolescent skips school because they want to avoid scary social situations and/or situations where they feel that they are being judged in a way that causes anxiety (teamwork, exams, presentations, social situations involving peers/adults)?
- the child/adolescent skips school because they want the attention of a parent or someone else? (If yes, how does this show: is the child clingy, or do they throw tantrums, call or send messages, seek attention verbally or leave school to be with a parent?)
- the child/adolescent skips school because they would rather do something else? (If yes, what would they rather do? E.g. watch TV, play games, spend time with friends, hang out in the city centre, sleep, spend time at a mall etc.)
- What has the school done to help the child/adolescent to come to school?
  - Have the measures taken by the school helped?
  - What has helped, what hasn't?



## Child's or adolescent's mental and physical wellbeing

- Has your child/adolescent had previous examinations? Do they have a care or support contact?
  - What assessments and/or diagnoses have been made?
- Does the child/adolescent often complain that they feel ill, sick or anxious when they should leave for school?
  - What kind of symptoms do they have? How do you act in these situations?
  - Do you react to the child's/adolescent's complaints in the same way every time? Why? Why not?
  - What works best? What doesn't work very well?
  - Do they also have symptoms at weekends and during holidays?
  - Have you discussed the child's/adolescent's symptoms with a doctor? What did the doctor suggest?
  - Did the advice help? Did it help to ease your own or your child's worries? Why? Why not?
- What is the child's/adolescent's mood like in your opinion?
- Are you worried about the child's/adolescent's mood?
  - What sort of things are you worried about?
  - Is the child/adolescent anxious or tense? How does it show?
  - Is the child/adolescent depressed or sad? How does it show in everyday life?
  - When did their mood change?
- Does the child/adolescent have behaviour problems? What kind of problems and in what kind of situations?
- How does your child deal with stress? What sort of things are causing stress to the child?
- Is going to school burdening for the child? What sort of things are

burdening the child at school?

- When you think back on the child's development, were you ever worried about their development?
- Has the child/adolescent tried or do they use alcohol or other substances? Which ones?
- Does the child/adolescent have friends who use alcohol or other substances?
- If the child/adolescent has a chronic illness (e.g. migraine, diabetes, asthma):
  - What sort of advice have you received from your healthcare provider?
  - Is the doctor or healthcare provider aware of the problems with school attendance?
  - Does the child's/adolescent's chronic illness play a role in the child/adolescent missing or neglecting school?
  - Would it be good for the child/adolescent to attend school more often despite their chronic illness?

### **Hope for change and motivation**

- How important is it to you that the child/adolescent attends school every day?
- Are there reasons why the child/adolescent can be absent from school occasionally or regularly?
- If the child/adolescent attends school every day, what advantages or disadvantages will it have?
- Is there anything in particular that prevents you as a parent from ensuring that the child/adolescent goes to school?



- Is there anything in particular related to you or the family that makes it more difficult to support the child/adolescent with their school attendance?
- What would you need to be able to get the child/adolescent to go to school?
- If everything were possible and you didn't have to consider any limitations or realities, what would help in this situation?

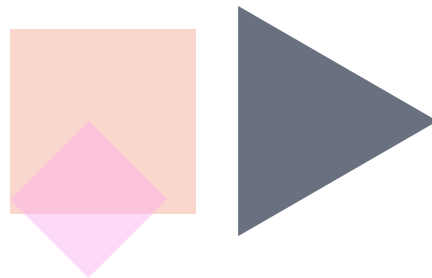
## **INTERVIEW WITH THE CHILD/ADOLESCENT**

### **Everyday life, free time and family**

- What do you do in your free time and when you are not at school, and what are you interested in (hobbies, other interests, pets, seeing friends etc.)?
- Do you have meaningful, enjoyable things to do in your free time?
- Do you have friends or other social relationships in your free time?
  - Do you meet with friends in your free time, and what do you do with them?
  - Do you have online friends? How do you keep in touch with them?
- When do you go to bed? When do you fall asleep? What do you do at night? When do you wake up?
- Use of mobile phones, computers, gaming consoles etc.: What do you use these devices for? How much time do you spend on them? Does your screen time have a negative effect on your ability to take care of or do other things?
- What are your eating habits like?

- How is your relationship with your parents?
- What kind of things do you enjoy doing together with your parents or siblings?
- How is your relationship with your siblings?
- Do you have lots of arguments in your family? If yes, what are these arguments about?

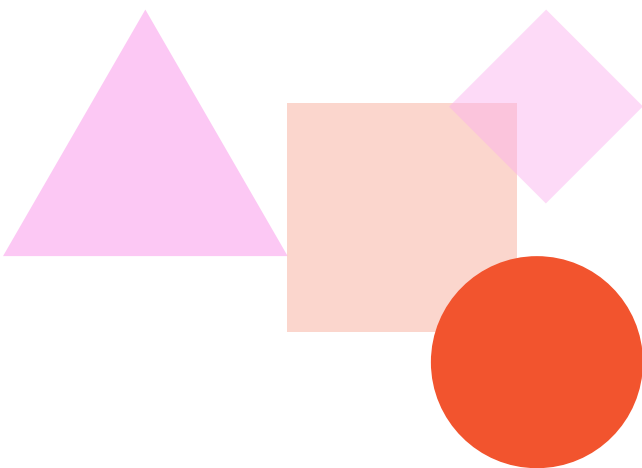
### **School**



- How do you feel about school?
- How well do you do at school in your own opinion?
- Do you have friends in your class or in the school?
- What is the atmosphere at school or in the classroom like?
- Is there an adult in the school you can talk to about your problems?
- How do you get along with the teachers?
- Are there any adults in the school that you don't get along with?
- Do you have difficulties with going to school?
- Do you have difficulties with being at school?
- Does leaving for school or being there make you feel nervous or scared?
- What helps you to leave for school or to stay at school or in the classroom?
- What sort of things make leaving for school or being in the classroom difficult for you?
- Do you sometimes leave school in the middle of the school day? Why?

- Do you sometimes feel physically unwell when you should leave for school or be there?
  - What do you do in these situations (e.g. leave early, call home or tell the teacher)?
- Are you absent from school because being at home is nicer (e.g. more peaceful, playing games, doing other things you enjoy)?
- There can be various reasons why going to school feels difficult.
- Next, I'll mention some things that might cause difficulties. Answer either yes or no depending on whether the mentioned thing applies to you.
  - Teachers or the headteacher
  - Other staff
  - Other children/adolescents
  - Feeling lonely or like an outsider
  - Talking to others
  - Answering in class or in front of the class
  - Exams
  - Getting good grades or doing well at school
  - Teamwork
  - Being away from your parents
  - Going to school by bus/car or on foot
  - Substitute teachers
  - Eating in the canteen or in the classroom
  - Homework
  - Something else that makes going to school difficult?
- In your own opinion, what is the reason you don't go to school?

- If going to school suddenly stopped being difficult or the problems involved in going to school disappeared (e.g. as a result of a magic trick or if a miracle happened), how would going to school be like then?
- If you had to go to school tomorrow, what would be the most difficult thing for you?
- What would have to happen for you to attend school more often?
  - What would have to be different?
  - What would have to happen for this to be possible?
- Do your parents want to help you to go to school?
  - What can they do to help you?
- Is there anything else you would like to tell about yourself or going to school that I haven't asked you about?
- If you didn't have the problems you currently have, how important would you say attending school every day is?
  - What would be good about attending school? What benefits would attending school have from a social/educational point of view or otherwise?
- If you didn't have the problems you currently have, how well do you think you could manage to attend school if you decided to do so (and the adults around you helped)?
- How willing are you to start working towards being able to attend school more often (with the help of adults)?



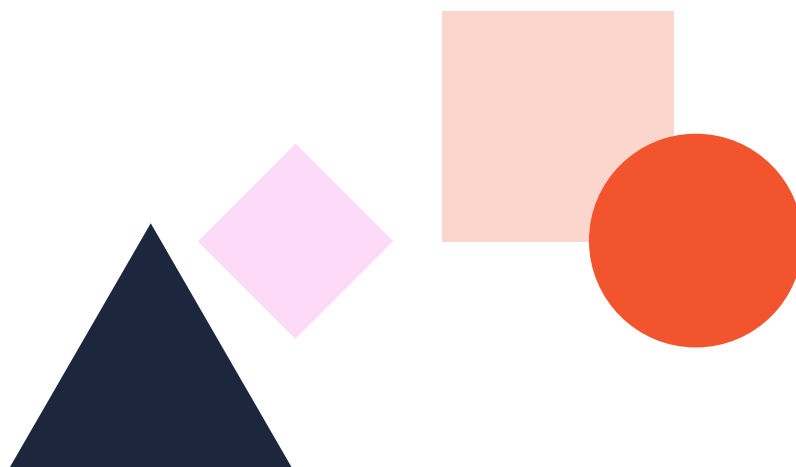
## Mental and physical wellbeing

- How do you usually feel? Today, yesterday or if you think about the past week? (Try to find out how the child perceives their own mood.)
- Are you often worried about particular things? What sort of things and how often?
- Do you often feel nervous or tense? How often and in what sort of situations (e.g. speaking in class, situations involving many other people, changes to the timetable)?
- Have you felt depressed, sad or hopeless? How often? When was the last time? How long did this feeling last?
- Have you been more irritable than usual? Have you felt more tired than usual? Has sleeping or falling asleep been more difficult than usual? Have you needed more sleep than usual?
- How do you feel about yourself? How do you feel about your appearance?
- Does school or being at school cause you stress? What sort of things cause you stress?
- Are you being bullied or have you been bullied before (at school, in your free time, on social media etc.)?
- Do you often get into arguments or fights with others? Do you easily get angry? In what kind of situations do you find it difficult to follow rules?
- Do you use alcohol or other substances? If yes, which ones?
- Do you have an illness that causes you to miss school?
- Do you feel ill or sick when you should leave for school or when you think about things related to school?
  - What kind of sensations do you feel in your body then (stomach-ache, headache, tightness in the chest, feeling faint etc.)?
  - Is there anything that helps with these sensations?
  - When do these sensations disappear?

## INTERVIEW WITH THE TEACHER

- Tell us about the pupil's school attendance in your own words.
- Describe the pupil (outward appearance, being in contact, mood).
- What sort of strengths does the pupil have?
- How are the pupil's social skills?
- How are the pupil's cognitive abilities?
- Does the pupil have learning difficulties? If yes, what kind of difficulties?
- Does the pupil have friends at school?
- How would you describe the atmosphere in the classroom? Are there any particular challenges in the classroom?
- How does the pupil get along with the adults in the school?
- Do you know whether the pupil is being bullied or has been bullied?
- Are there any support measures in place for the pupil? If yes, what kind of measures (level of support, different teaching arrangements, practical support measures)?
- When did attending school start to become difficult?
- How would you describe the pupil's behaviour in the classroom (ability to concentrate on tasks, teamwork skills), with classmates, during transitions between classes, during breaks and at lunchtime?
- Does the pupil often get into arguments or fights with others? Do they get angry easily?
- Does the pupil have difficulties with following rules? If yes, in what kind of situations?
- How many absences has the pupil had (this term, last year, before)?

- What are these absences like (are they absent from particular classes, do they leave at some point during the day, do they arrive late etc.)?
- Is there a pattern to the absences (particular day, particular subject etc.)?
- Why do you think the pupil is absent from school?
- How has the school tried to resolve the situation with the absences, what has been done and for how long?
- Has the pupil fallen behind? How many missed assignments/exams do they have? What sort of plan do you have in place for the completion of these?
- Which professionals in the school are involved in this pupil's care? What are their roles? Who is the responsible person?
- What kind of records/feedback do you have for the pupil (arriving late, the amount of positive feedback in relation to the amount of negative feedback etc.)?
- Does the pupil have recorded disciplinary issues?
- How is the cooperation between the school and the family?
- If you could do anything without any limitations, what do you think would help in this situation?



## LINKS TO QUESTIONNAIRES

### **ISAP (Inventory of School Attendance Problems) Knollman y.m. (2019) - KOULUPOISSAOLOJEN OIREET JA SYYT KARTOITUSLOMAKE.**

Child or young person's form / Lapsen tai nuoren kysely:

[https://insa.network/cms/wp-content/uploads/2024/11/ISAP\\_-\\_English\\_-\\_Youth.pdf](https://insa.network/cms/wp-content/uploads/2024/11/ISAP_-_English_-_Youth.pdf)

Parent's form / Vanhemman kysely:

*Not available in English. / Ei ole saatavilla englanniksi.*

### **A-SRAS-R (Adapted School Refusal Assessment Scale -Revised) Heyne et al. (2017), muokattu versio SRAS-R-kyselystä Kearney (2002) - Koulupoissaolokysely**

Child or young person's form / Lapsen tai nuoren kysely:

<https://schoolavoidance.org/wp-content/uploads/2021/11/sras-child-version.pdf>

Parent's form / Vanhemman kysely:

<https://schoolavoidance.org/wp-content/uploads/2021/11/SRAS-interactive-pdf-004.pdf>

### **SNACK (School Non-Attendance CheckList) Heyne ym. (2019) - Koulupoissaolojen tarkistuslista**

Parent's form / Vanhemman kysely:

[https://insa.network/cms/wp-content/uploads/2024/11/SNACK\\_English\\_with\\_extra\\_Covid\\_item\\_08-03-2021.pdf](https://insa.network/cms/wp-content/uploads/2024/11/SNACK_English_with_extra_Covid_item_08-03-2021.pdf)

### **SEQ-SS & SEQ-RSAP Heyne ym. (1998), Heyne, Maric & Westenberg (2007) - Minäpystyvyyss-kysely**

Child or young person's form / Lapsen tai nuoren kysely (SEQ-SS):

<https://www.koulukunnossa.fi/wp-content/uploads/2024/12/SEQ-SS-12-ENG.pdf>



Parent's form / Vanhemman kysely (SEQ-RSAP):

[https://www.koulukunnossa.fi/wp-content/uploads/2024/12/SEQ-RSAP-in-English\\_fixed.pdf](https://www.koulukunnossa.fi/wp-content/uploads/2024/12/SEQ-RSAP-in-English_fixed.pdf)

#### **SDQ Goodman (1997) - Vahvuudet ja vaikeudet -kysely:**

Young person's, parent's and teacher's/professional's form / Nuoren, vanhemman ja opettajan/ammattilaisen kysely:

[https://sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz\(UK\)](https://sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz(UK))

#### **R-BDI Raitasalo (2007) - Mielialakysely**

Child or young person's form / Lapsen tai nuoren kysely:

[https://www.vantaa.fi/sites/default/files/document/126086\\_MOOD\\_QUESTIONNAIRE26072016.pdf](https://www.vantaa.fi/sites/default/files/document/126086_MOOD_QUESTIONNAIRE26072016.pdf)

#### **PECK Hunt, Peters & Rapee (2012) - Omien kokemusten tarkistuslista (kiusaaminen)**

Child or young person's form / Lapsen tai nuoren kysely:

[https://www.mq.edu.au/\\_\\_data/assets/pdf\\_file/0016/503512/PECK\\_Checklist\\_2015\\_copyright\\_V2.pdf](https://www.mq.edu.au/__data/assets/pdf_file/0016/503512/PECK_Checklist_2015_copyright_V2.pdf)

#### **GAD-7 Spitzer, Kroenke, Williams, & Löwe (2006) - Yleisen ahdistuneisuushäiriön oirekysely**

Child or young person's form / Lapsen tai nuoren kysely:

<https://www.mielenterveystalo.fi/en/questionnaires/anxiety-screening-gad-7>

#### **SCARED Birmhaer ym. (1999) - Ahdistuneisuuskysely**

Child or young person's form / Lapsen tai nuoren kysely:

<https://www.pediatricbipolar.pitt.edu/sites/default/files/assets/ScaredChild-Boris.pdf>

Parent's form / Vanhemman kysely:

[https://www.pediatricbipolar.pitt.edu/sites/default/files/assets/SCAREDParentVersion\\_1.19.18\\_0.pdf](https://www.pediatricbipolar.pitt.edu/sites/default/files/assets/SCAREDParentVersion_1.19.18_0.pdf)

**Screenin tool for assessing pupil's ability to attend school -  
Koulunkäyntikyvyn arviointiseula**

Teacher's or other professional's form / Opettajan tai muun ammattilaisen:

<https://koulu.toimintakykyarvio.fi/>

