

How you can help your child

- Listen to and validate your child's feelings. Contact school as soon as you notice any initial signs of EBSA. Ask for a meeting with class teacher/year head and any other relevant staff and work collaboratively together to create a Support Plan.
- Advise the school if there are any known risk factors contributing to EBSA, ie anything happening your child's life that may be contributing to the EBSA.
- Let your child know you understand EBSA and how it can impact school attendance without intervention.



- Identify factors that might discourage your child from going to school. These are called **push factors**. Create strategies to deal with these
- Identify factors that might encourage your child to stay at home. These are called **pull factors**. Create a plan to deal with these.

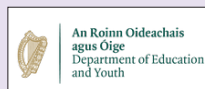
- Identify maintenance factors. These are things that can encourage EBSA to continue, e.g. extra attention at home, negative attitude towards school, excessive access to screen time, and unhelpful bedtime routines
- Ensure you maintain a healthy routine, including school routine, even if your child has stopped attending. For example, follow the typical wake up time and bedtime and meal time routines associated with school days



Support

For information and support available in your area please contact Wexford Parents Hub.

- 📞 086 0491118
- ✉ wexfordparentshub@barnardos.ie
- 📱 @CountyWexfordParentsHub
- 📷 @Wexford Parents Hub
- 🌐 <https://www.wexfordcypsc.ie/resources/emotionally-based-school-avoidance-ebsa-resource-pack>



Understanding Emotionally Based School Avoidance (EBSA)

Information for Parents



CO. WEXFORD EBSA
GUIDANCE GROUP

EBSA: Understanding Emotionally Based School Avoidance Information for Parents

What is Emotionally Based School Avoidance (EBSA)?

- EBSA is a term used to describe a group of children and young people who struggle severely to attend school due to emotional factors, often resulting in frequent or prolonged absences.
- There is no single known cause for EBSA
- There are various contributing factors that can influence why a child may be finding it difficult to attend school
- Each EBSA situation is unique



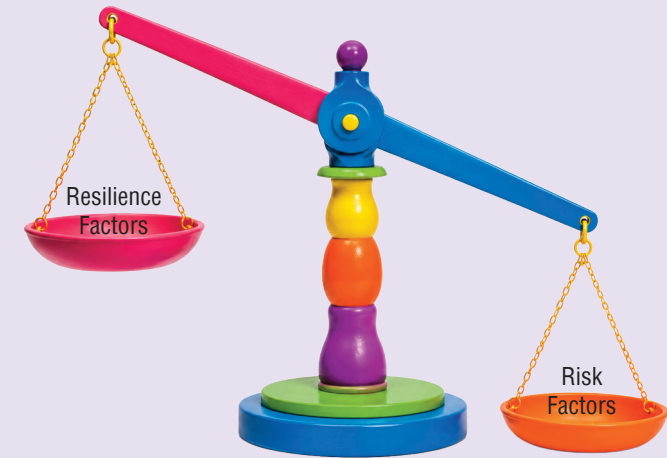
Initial Signs of EBSA

- Frequent minor absences
- Separation anxiety from caregiver
- Unexplained illness
- Mood changes or negativity about school
- Less engagement in school or family activities
- Loss of appetite
- Increased tearfulness or irritability
- Increase in self-consciousness
- Increase in friendship or relationship issues

Signs of Emotionally Based School Avoidance (EBSA)



Risk and Resilience Factors



- All children have risk and resilience factors shaped by their experiences at home and school
- Resilience factors include emotional regulation skills, positive relationships with peers and key adults, and engagement in hobbies and healthy activities and a home environment that values education
- EBSA is more likely when risk factors outweigh resilience factors
- Support plans should focus on strengthening resilience in all areas
- Harnessing and developing a child's strengths and resilience factors is a job for all involved: parents, their school and the child/young person themselves