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| **School Avoidance/ School Refusal-** **assessing the function of behaviour** |

*“School refusal behavior refers to a child-motivated refusal to attend school or difficulty remaining in classes for an entire day”* (Kearney & Silverman 1996)

**SCHOOL REFUSAL ASSESSMENT SCALE-REVISED (SRAS-R)** **(Kearney 2002)**

The SRAS-R can be used in school by wellbeing staff and any other mental health professionals to help identify the function of School Refusal Behaviours. The results, used in combination with other information, can assist with developing strategies to support the student, parents and school to enable a return to school or an increase in school attendance.

The **SRAS-R** is a self-reporting questionnaire completed by the child and parent, to be done independently of each other, to help identify the function of School Refusal Behaviour (SRB).

 **Children generally refuse to go to school for one or more**

 **of the following reasons:**

* *Function 1*- To avoid school-based stimuli that provoke a general sense of negative affectivity (anxiety and depression)
* *Function 2-* To escape aversive school-based social and/or evaluative situations
* *Function 3-* To pursue attention from significant others
* *Function 4-* To pursue tangible reinforcers outside of school

**The SRAS-R is available on the following links:**

**Child**

[http://www.oxfordclinicalpsych.com/view/10.1093/med:psych/9780195308297.001.0001/med-9780195308297-interactive-pdf-003.pdf](http://www.oxfordclinicalpsych.com/view/10.1093/med%3Apsych/9780195308297.001.0001/med-9780195308297-interactive-pdf-003.pdf)

**Parent**

[http://www.oxfordclinicalpsych.com/view/10.1093/med:psych/9780195308297.001.0001/med-9780195308297-interactive-pdf-004.pdf](http://www.oxfordclinicalpsych.com/view/10.1093/med%3Apsych/9780195308297.001.0001/med-9780195308297-interactive-pdf-004.pdf)



**Scoring the SRAS** - Once the questionnaires are completed by the child and parent, the data can be scored on the tables below. For each question write the score in the grid below.- ie Q 1 = 5

 Function 1 Function 2 Function 3 Function 4

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| **Child** |  |  |  |  |
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| **Total score** |  |  |  |  |
| **Relative ranking** |  |  |  |  |

 Function 1 Function 2 Function 3 Function 4

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| --- | --- | --- | --- | --- |
| **Parent** |  |  |  |  |
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| **Total score** |  |  |  |  |
| **Relative ranking** |  |  |  |  |

Combining the child & parent SRAS scores.

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| --- | --- | --- | --- | --- |
| **Function of school avoidant behaviour** | **Function 1**To avoid school based stimuli that provoke a general sense of negative affectivity | **Function 2**To escape aversive school-based social and/or evaluative situations | **Function 3**To pursue attention from significant others  | F**unction 4**To pursue tangible reinforcers outside of school |
| **Total Score** | **Child** |  |  |  |  |
| **Parent** |  |  |  |  |
| **C + P combined** |  |  |  |  |
| **Ranking** | **Child** |  |  |  |  |
| **Parent** |  |  |  |  |

**Further Reading:**

 

<http://psycnet.apa.org/fulltext/2014-44015-005.pdf>