**School Refusal Assessment Scale Scoring Sheet**

**Parent**

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| --- | --- | --- | --- | --- |
|  | **Function 1** | **Function 2** | **Function 3** | **Function 4** |
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|  |  |  |  |  |
| **Total score** |  |  |  |  |
| **Mean score** |  |  |  |  |
| **Relative ranking** |  |  |  |  |

**Child**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Function 1** | **Function 2** | **Function 3** | **Function 4** |
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|  |  |  |  |  |
| **Total score** |  |  |  |  |
| **Mean score** |  |  |  |  |
| **Relative ranking** |  |  |  |  |

**Parent and Child Score**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Parent total score** |  |  |  |  |
| **Child total score** |  |  |  |  |
| **Combined total** |  |  |  |  |
| **Relative ranking** |  |  |  |  |

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| **Function** | **Description** |
| Function 1: | To avoid school-based stimuli that provoke a sense of negative affectivity, or combined anxiety and depression; examples of key stimuli include teachers, peers, bus, cafeteria, classroom, and transitions between classes |
| Function 2: | To escape aversive social or evaluative situations such as conversing or otherwise interacting with others or performing before others as in class presentations |
| Function 3: | To pursue attention from significant others, such as wanting to stay home or go to work with parents |
| Function 4: | To pursue tangible reinforcers outside of school, such as sleeping late, watching television, playing with friends, or engaging in delinquent behavior or substance use. |