

School Refusal Assessment Scale-Revised (SRAS-R)

The School Refusal Assessment Scale-Revised is made up of 24 items to determine the underlying function(s) of a student's school refusal behavior. Kearney and Albano (2018) have established 4 functional areas that reinforce school refusal behavior. Parent- and self-rating scale results are listed below in each of these four areas. Questions on this instrument scale include the following Likert-scale:

| | | | | | | |
|-------|--------|-----------|---------------|---------|---------------|--------|
| Never | Seldom | Sometimes | Half the Time | Usually | Almost Always | Always |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

School Refusal Assessment Scale-Revised (SRAS-R)

Functional Areas:

| Parent Mean Rating: | Student Mean Rating: |
|--------------------------------|---------------------------------|
|--------------------------------|---------------------------------|

1st – to avoid school-related objects and situations (stimuli) that provoke negative affectivity (symptoms of dread, anxiety, depression, and somatic complaints)

2nd – to escape aversive social and/or evaluative situations at school

3rd – to receive or pursue attention from significant others outside of school

4th – to obtain or pursue tangible rewards outside of school

| | | | | | | |
|---|--|--|--|--|--|---|
| <-----> | | | | | | |
| School attendance with stress and pleas for nonattendance | Repeated misbehaviors in the morning to avoid school | Repeated tardiness in the morning followed by attendance | Periodic absences or skipping of classes | Repeated absences or skipping of classes mixed with attendance | Complete absence from school during a certain period of time | Complete absence from school for an extended period of time |

School Refusal Assessment Scale-Revised (SRAS-R)

The School Refusal Assessment Scale-Revised is made up of 24 items to determine the underlying function(s) of Amy's school refusal behavior. Kearney and Albano (2018) have established 4 functional areas that contribute to student school refusal, Amy's parent- and self-ratings are listed below in these four areas. Questions on this instrument scale include the following Likert-scale:

| | | | | | | |
|-------|--------|-----------|---------------|---------|---------------|--------|
| Never | Seldom | Sometimes | Half the Time | Usually | Almost Always | Always |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 |

| School Refusal Assessment Scale-Revised (SRAS-R) | | |
|---|----------------------------|-----------------------------|
| Functional Areas: | Parent Mean Rating: | Student Mean Rating: |
| 1st – to avoid school-related objects and situations (stimuli) that provoke negative affectivity (symptoms of dread, anxiety, depression, and somatic complaints) | 4.3 | 3.8 |
| 2nd – to escape aversive social and/or evaluative situations at school | 3.8 | 3.8 |
| 3rd – to receive or pursue attention from significant others outside of school | 2.5 | 4.7 |
| 4th – to obtain or pursue tangible rewards outside of school | 1.7 | 2.5 |

Based on assessment results, Amy and her mother rated the 2nd behavioral function with the same rating (3.8), agreeing that Amy avoids school to escape aversive social and/or evaluative situations. Due to missing extensive amounts of school, Amy shared that she struggles to maintain the pace of her academic classes and is fearful of tests and being viewed as “dumb” or unintelligent by her peers and teachers. Although Amy is kind and friendly, she has struggled to make friends at school due to her inconsistent attendance, this has resulted in some social anxiety when thinking about going to school.

Amy's mother rated the area of avoidance -due to school-related objects and situations that provoke negative affectivity- as the highest contributor (4.3) to her daughter's school refusal behavior. Amy also rated this area as relatively high (3.8) compared to the other areas. Amy and her mother both shared that Amy has been physically assaulted on her way to school in the past. This incident resulted in significant fear and concern for Amy's safety and as a result, Amy will only attend school when her mother can drive her.

Amy's highest ratings on this tool indicate that her school refusal is strongly connected to her desire to receive or pursue attention from significant others outside of school (4.7); Amy's mother rated this area as the 3rd (of the 4) lowest contributor to Amy's school absence (2.5). While this may indicate that Amy is seeking attention from her mother, other care providers, or

significant others outside of school, it was not necessarily recognized by her mother as a significant contributor. In the past, Amy has lived with her grandmother while her mother sought treatment for struggles with substance abuse. Only recently, Amy reunited with her mother and began living with her full-time. Amy has described wanting to be with her mom during the day to “hang out” and spend time together.

Currently, Amy has repeated full day absences as well as days where she is missing select early morning classes on a regular basis. Amy’s current level of sustained impact observed in her attendance is indicated on the spectrum below.

| | | | | | | |
|---|--|--|--|--|--|---|
| <-----X-----> | | | | | | |
| School attendance with stress and pleas for nonattendance | Repeated misbehaviors in the morning to avoid school | Repeated tardiness in the morning followed by attendance | Periodic absences or skipping of classes | Repeated absences or skipping of classes mixed with attendance | Complete absence from school during a certain period of time | Complete absence from school for an extended period of time |