**School Refusal Survey and Intervention Planning Worksheet - SMAC 3/7/20**

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| **Identify the Problem (circle or X)** | | | | | | | |
| **I am working on this school refusal problem** | **Home** | Sleep/Wake Time | Morning Routine | Leaving the House | Getting on Transport  (at home) | Getting off transport  (at school) | Other (tell me more)… |
| **School** | Entering Building | Attending Class | Engaging with Class | Staying at School | Stress at School | Other (tell me more)… |
| **What does school refusal “look like” at home?**  (e.g., remains in bed, ignores your request to get ready while still gaming, yells at you to go away, somatic complaints, etc.) | | |  | | | | |
| **What does school refusal “look like” at home?**  (e.g., ignores task requests, head down, demands you leave them alone, somatic complaints, etc.) | | |  | | | | |
| **My goal for school attendance is**:  (e.g., attends a full school day, switches to a different smaller school, graduates, earns diploma, etc.) | | |  | | | | |
| **What have you tried already to meet this goal?**  (e.g., consultation/treatment with physician and other medical professionals, therapists, BCBA, medication, homeopathy, other interventions) | | |  | | | | |

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| **Intervention Process and Selection (circle or X)** | | | | | | | | | | |
| **What is your starting point?** | Manage medical and mental health concerns | | | Improve sleep quality | | Establish structure  & routine | | | Get all family members on the same page | |
| Identify school person you can communicate with | | | Other… | | Other… | | | Other… | |
|  | | | | | | | | | | |
| **Based on the School Refusal Assessment Scale, what is the most likely reason or function for refusal at this time?** | | | ***Avoid*** | General bad feelings associated with school | | | | Avoiding social, academic evaluation or a specific person/thing/activity at school | | |
| ***Access*** | Home, creature comforts, family members (including pets). Also includes keeping tabs on those people/things they worry about. | | | | Fun things and people during the day that they can’t access at school | | |
|  | | | | | | | | | | |
| **What is your intervention starting point?** | ***Avoidance Strategies*** | Reinforce therapy attendance and medical compliance | | | Establish relaxation and coping routine, reinforce use | | Set reasonable attendance goal | | | Set reasonable “escape plan” |
| ***Access Strategies*** | Parent-child separation | | | Clearly communicate expectation for attendance | | Reinforce attendance, not refusal by turning off the fun stuff during school hours and limiting fun events if refusal | | | Other… |