**School Non-Attendance Activity Scenario**

Donald is a healthy 14 year-old boy who lives with his mother and father in their well-appointed rural home. He has a longstanding history of disruptive behaviors (yelling, screaming, throwing things) and noncompliance (general and academic) at school, usually when asked to complete tasks that involve writing (putting pencil to paper) or complex planning and when in large unstructured groups (cafeteria, physical transitions). Parents report no challenging behaviors at home, stating that Donald keeps himself busy with videogames (some interactive) and maintaining his complex Lego structures. Since both parents work at home, he sometimes joins them while they work, talking about the latest YouTube demo video he watched.

|  |
| --- |
| *Your notes (what jumps out at you?):* |

As a result of the severity of his disruptive behaviors at school, Donald was evaluated in Grade 3 (psychological evaluation) and was determined eligible for special education services under the identifications of autism and emotional disturbance. The team determined that a day treatment program designed to manage and treat challenging behaviors would be the best educational option for Donald. The selected program emphasized the importance of interpersonal relationships in addressing/improving challenging behavior, group therapy, and self-management of trauma-related behavior such as cutting, hoarding, withdrawal, lashing out at others, etc. The typical student enrolled in this program had a history of trauma related to extreme negligence/abandonment, domestic violence/physical abuse, and prior psychiatric hospitalization.

|  |
| --- |
| *Your notes about this section (what jumps out at you?):* |

Although Donald initially attended the selected program (Grade 3), the severity of his behaviors increased markedly over the first few weeks, including increased arguing and disruption at home when asked to get ready for school and some property damage. Parents unilaterally pulled him from the program, citing bullying by peers that resulted in his being traumatized by the school experience. They asked the school to identify a different program that might better meet Donald’s needs and insisted on tutoring in the meantime to keep him from falling behind. Although home-based tutoring was set up immediately, Donald refused to let the teacher in the home, yelling that the tutor was just like all the other teachers who don’t understand him. At this point, parents decided to home-school Donald and informed the school of their decision.

|  |
| --- |
| *Your notes about this section (what jumps out at you?):* |

## In a follow-up conversation with the special education director, parents indicated that Donald was refusing to do the online program they had set up. Every time they ask him to get started, he slams the door and yells at them to leave him alone. Donald also does not join the family for meals and activities and does not leave the house for any reason. Parents would love for him to go to therapy to work through his issues around school, but he yells at them to shut up – he’s not going. Donald continues to enjoy viewing how-to videos on the YouTube, building the latest Lego models, and online gaming with friends, which often kept him up until 3 or 4 in the morning.

|  |
| --- |
| *Your notes about this section (what jumps out at you?):* |

## Assume that the goal is to return Donald to school again. Diagram relevant information as a first step in creating a re-entry plan.

*Attend school as a full-time Grade 5 student.*

*Access to academic*

*and social activities.*

**Desired Behavior**

**Maintaining Consequences**

**Antecedents**

**Maintaining**

**Consequences**

**Setting**

**Events**

*What makes refusal more likely?*

*When does refusal occur?*

*School Refusal is reinforced by…*

*Positive Reinforcement?*

*Negative Reinforcement?*

*School refusal looks like:*

**Target Behavior**

*What behavior can Donald use instead of school refusal behavior and still get to the same maintaining consequence?*

**Competing Response**

**School Re-Entry Plan**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Primary Contact**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Purpose of Plan/Goals
2. Statement of School Refusal Function

*SRAS-R Results*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Respondent** | **Avoid**  **Negative Affect (SPNA)** | **Avoid Aversive Social/Evaluative Situations**  **(EASE)** | **Attention Seeking (ASB)** | **Tangible Reinforcers Outside School**  **(TR)** |
| *Parent* |  |  |  |  |
| *Student* |  |  |  |  |

1. Personnel and Roles.
2. Schedule.
3. Special Accommodations.
4. Entry Routine.
5. Academic Work/Instructional Strategies.
6. Alternate Classroom Strategies.
7. Sick Policy (what is too sick to come to or stay at school?).
8. School-Based Contingencies (reinforcers for attendance).
9. Home-Based Contingencies (reinforcers for attendance, any restrictions for nonattendance).
10. Increasing Time/Production (goal and objectives, data driven).
11. Decreasing Time/Production (data-driven).
12. Data Collection and Review (what data will be used to increase/decrease time, how often reviewed and by whom).
13. Attached Protocols/Plans (behavior plan, relaxation plan, try to stay plan, etc.)