

Bayside | School Refusal | Clinic

UNDERSTANDING **AND** MANAGING: **SCHOOL REFUSAL**

JOHN CHELLEW – Mental Health Social Worker
KERRY MILLIGAN – Educational Consultant & Trainer

SPEAKERS



**JOHN
CHELLEW**

- Director
Bayside School Refusal Clinic
- Accredited Mental Health
Social Worker (Youth & Family
Therapist)
- Over 25 Years clinical
experience.



**KERRY
MILLIGAN**

- Educational Consultant & Trainer
Bayside School Refusal Clinic
- B. Ed. Mental Health focussed
Teacher.
 - 25 years' at Monash Health
(*Adolescent In-patient Unit*)

CATEGORIES EXPLAINED

- **School Refusal**
 - **School Withdrawal**
 - **School Exclusion**
 - **Truancy**
 - **Other**
- **Severe difficulty attending School**
 - **Severe emotional upset**
 - **At home with parents knowledge**
 - **Reasonable efforts by parents to enforce attendance**
 - **Absence of anti-social behaviour**

CATEGORIES EXPLAINED

- School Refusal
- School Withdrawal
- School Exclusion
- Truancy
- Other
- Parent condoned absence from school
- Parent unsupportive of education
- Parents have support needs at home

CATEGORIES EXPLAINED

- School Refusal
 - School Withdrawal
 - School Exclusion
 - Truancy
 - Other
- Students with special needs
 - Students with disabilities; severe social, emotional or behavioural problems
 - Lacking support structure within school (Student aide)

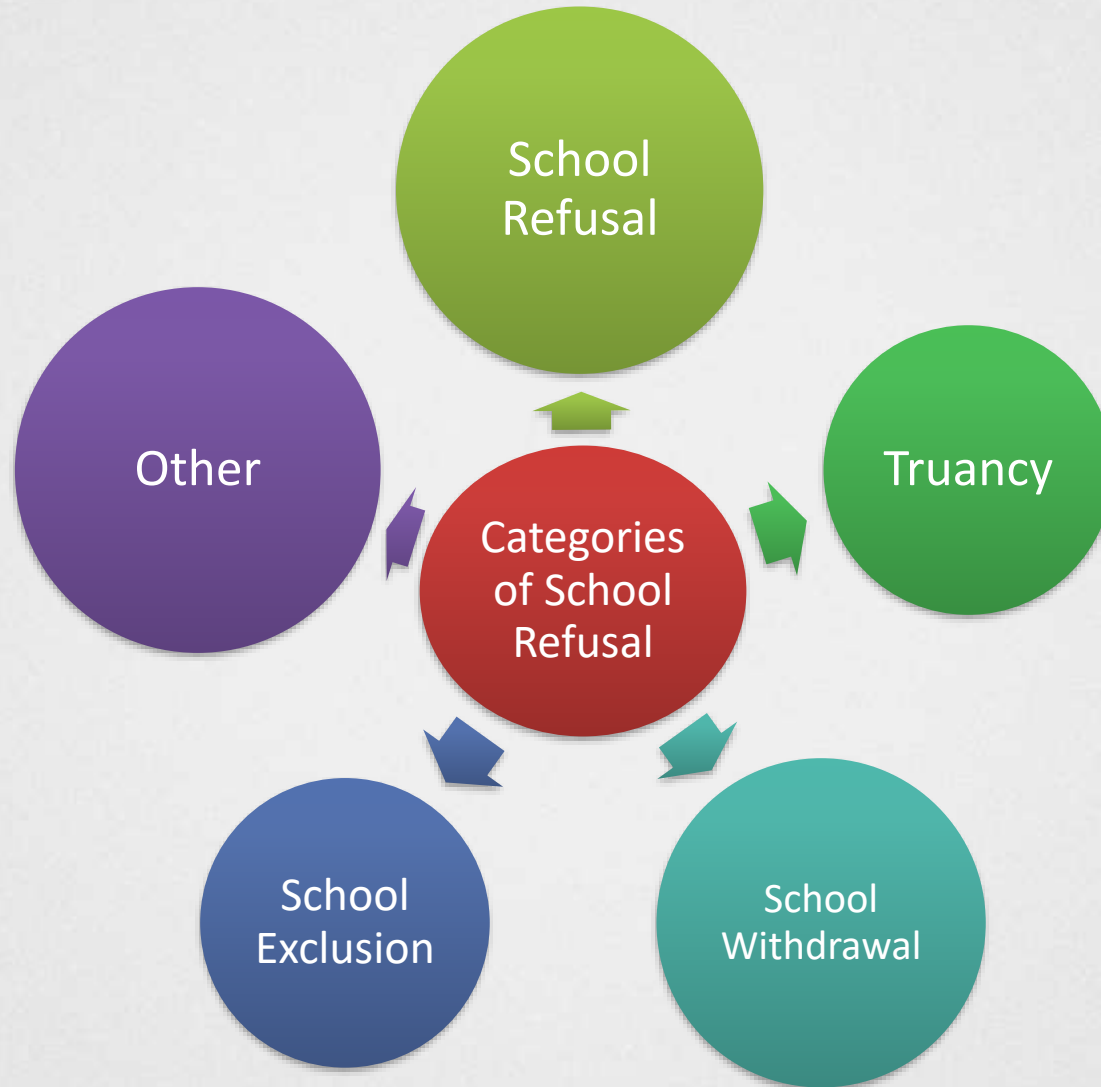
CATEGORIES EXPLAINED

- School Refusal
 - School Withdrawal
 - School Exclusion
 - **Truancy**
 - Other
- **Unauthorised absence from school**
 - **Attempts by student to conceal absenteeism from parents and/or teachers**
 - **Student avoids home when absent from school**

CATEGORIES EXPLAINED

- School Refusal
- School Withdrawal
- School Exclusion
- Truancy
- Other
- Undiagnosed learning difficulties
- Medical problems
- Parental conflict
- Parental separation
- Death in the family

CATEGORIES OF SCHOOL REFUSAL



SCHOOL REFUSAL

- Affects **2-5%** of students at any one point
- **8%** refuse during their schooling.
- Across both **genders**
- Across **socio-economic** groups
- Typically appears during **transition**

IMPACT OF SCHOOL REFUSAL

- **Short Term Impact**
 - **Academic difficulties**
 - **Social isolation**
 - **Family conflict**
 - **Disruption in daily routines**

IMPACT OF SCHOOL REFUSAL

- **Long Term Impact**
 - Academic failure
 - School disengagement
 - Occupational & marital problems
 - Mental health
 - Substance abuse
 - Criminal behaviour

ASSESSMENT OF SCHOOL REFUSAL

Four categories of School Refusing

1. **Avoiding** negative feelings about attending school
2. **Escaping** negative social and evaluative situations
3. **Obtain rewards** outside of school
4. **Positive reinforcement** (*e.g. More fun at home*)

HOW SCHOOLS CAN HELP

What can Schools and Teachers do?

- **EASE** the students arrival at school
- **IGNORING** psychosomatic complaints
- **IMPLEMENT** buddy system
- **MODIFY** curriculum
- **REWARDS** or special privileges
- **QUIET SPACE**
- **IDENTIFY CONCERNS** of student

e.g. Exclusion, Isolation and bullying

CHECKLIST

School Refusal Identification Checklist

1. Complaints about attending school
2. Reluctance to talk with parents about school
3. Sleeping difficulties (under or over sleeping, frequently tired at home and school)
4. Social withdrawal, isolating behaviour at home
5. Excessive internet use (gaming, youtube and social media)
6. Feeling sick before school (waking up with a headache, stomach ache or sore throat)
7. Frequent crying spells or temper tantrums / aggressive behaviour
8. Separation anxiety (difficulty leaving the house, getting out of the car or in the school gate)
9. Unexplained absences (or often running late to school)
10. Frequent crying with requests to go home
11. Absences on significant days (tests, oral presentations, physical education classes)
12. Conflict with teacher/s and parents
13. Peer relational problems (being bullied)
14. Academic difficulties
15. Excessive worry about a parent when at school
16. Panic symptoms
17. Threats of self-harm

HOW SCHOOLS CAN HELP

What can Schools and Teachers do?

- **EASE** the students arrival at school
- **IGNORING** psychosomatic complaints
- **IMPLEMENT** buddy system
- **MODIFY** curriculum
- **REWARDS** or special privileges
- **QUIET SPACE**
- **IDENTIFY CONCERNS** of student

e.g. Exclusion, Isolation and bullying

HOW SCHOOLS CAN HELP

What can Schools and Teachers do?

- **REDUCE** Homework demands
- **MAINTAIN** Close Communication with parents
- **NO REFERENCE** to Absences In classroom
- **SMILE** often
- **ASSIST RE-ENGAGEMENT** in class
- **SOCIAL CONNECTION** *someone to sit & work with*
- **PROVIDE OPPORTUNITIES** to experience Success
- **BE AWARE** of 'Return To School Plan'

WHOLE SCHOOL APPROACH

The Goal:

To **identify** students at risk of school refusal

THE SCREENING TOOLS

Bayside Child Health Clinic	<h1>K10</h1>	Today's date <table border="1" style="display: inline-table; width: 100px; height: 20px; vertical-align: middle;"> <tr> <td style="width: 33%;">Day</td> <td style="width: 33%;">Month</td> <td style="width: 33%;">Year</td> </tr> </table>	Day	Month	Year
Day	Month	Year			
Name: _____		Surname: _____			
Please answer all questions by filling in the appropriate response circle. Fill in the circles like this: ●					
In the past 4 weeks:					
	None of the time	A little of the time	Most of the time		
1. About how often did you feel tired or for no good reason?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2. About how often did you feel nervous?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
3. About how often did you feel so nervous that nothing could calm you down?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4. About how often did you feel hopeless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
5. About how often did you feel restless or fidgety?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
6. About how often did you feel so restless you could not sit still?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
7. About how often did you feel depressed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
8. About how often did you feel that everything was an effort?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
9. About how often did you feel so sad that nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
10. About how often did you feel worthless?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

[illegible]

NAME _____

DATE _____

PERIOD _____

UNIT 1: THE HISTORY OF THE UNITED STATES

1. The first settlers who came to the United States were the _____.

2. The first settlers who came to the United States were the _____.

3. The first settlers who came to the United States were the _____.

4. The first settlers who came to the United States were the _____.

5. The first settlers who came to the United States were the _____.

6. The first settlers who came to the United States were the _____.

7. The first settlers who came to the United States were the _____.

8. The first settlers who came to the United States were the _____.

9. The first settlers who came to the United States were the _____.

10. The first settlers who came to the United States were the _____.

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5. The first settlers who came to the United States were the _____.

6. The first settlers who came to the United States were the _____.

7. The first settlers who came to the United States were the _____.

8. The first settlers who came to the United States were the _____.

9. The first settlers who came to the United States were the _____.

10. The first settlers who came to the United States were the _____.

- [illegible]

REFERRAL PATHWAY

HOMEROOM

1. **FLAG** students **during roll**
2. using a basic **K10 Mood screening tool**
3. **REFER** these students to Coordinator

COORDINATORS

1. **RECEIVE** Flagged students from Home Room teacher
2. **perform K10 Mood Analysis**
3. **REFER** at-risk students to Welfare team

EXTERNAL AGENCIES

1. **ASSESS**
2. **RETURN TO SCHOOL PLAN**
3. **TREAT**
4. **LIAISE**
5. **REPORT**
6. **FOLLOW-UP**

WELFARE TEAM

1. **ENGAGE** the student
2. **PERFORM K10**
3. **PERFORM DAS21**
4. **TREAT or REFER** Decision
5. **RETURN TO SCHOOL PLAN**

K10 – MOOD SCREEN

1 pages
10 questions

In the past 4 weeks:

None of the time

A little of the time

Some of the time

Most of the time

All of the time

1. About how often did you feel tired out for no good reason?
2. About how often did you feel nervous?
3. About how often did you feel so nervous that nothing could calm you down?
4. About how often did you feel hopeless?
5. About how often did you feel restless or fidgety?
6. About how often did you feel so restless you could not sit still?

The diagram consists of six identical horizontal rows. Each row contains five blue circles with black outlines, arranged in a straight line. The circles in each row are connected to each other by thin black horizontal lines. There are no vertical lines connecting the circles between different rows, resulting in a total of 30 circles and 24 horizontal line segments.

DASS21

Depression Anxiety Stress Scale

2 pages
21 questions

		N	S	O	AA	D	A	S
1	I found it hard to wind down	0	1	2	3			
2	I was aware of dryness of my mouth	0	1	2	3			
3	I couldn't seem to experience any positive feeling at all	0	1	2	3			
4	I experienced breathing difficulty (eg, excessively rapid breathing, breathlessness in the absence of physical exertion)	0	1	2	3			
5	I found it difficult to work up the initiative to do things	0	1	2	3			
6	I tended to over-react to situations	0	1	2	3			
7	I experienced trembling (eg, in the hands)	0	1	2	3			
8	I felt that I was using a lot of nervous energy	0	1	2	3			

SCHOOL REFUSAL (C) - CHILDREN

5 pages
24 questions

1. How often do you have bad feelings about going to school because you are afraid of something related to school (for example, tests, school bus, teacher, fire alarm)?

Never Seldom Sometimes Half the Time Usually Almost Always Always

☐ ☐ ☒ ☐ ☐ ☐ ☐

2. How often do you stay away from school because it is hard to speak with the other kids at school?

Never Seldom Sometimes Half the Time Usually Almost Always Always

☐ ☐ ☐ ☒ ☐ ☐ ☐

3. How often do you feel you would rather be with your parents than go to school?

Never Seldom Sometimes Half the Time Usually Almost Always Always

☐ ☐ ☐ ☒ ☐ ☐ ☐

4. When you are not in school during the week (Monday to Friday), how often do you leave the house and do something fun?

Never Seldom Sometimes Half the Time Usually Almost Always Always

☐ ☐ ☐ ☐ ☐ ☒ ☐

SCHOOL REFUSAL (P) – PARENT

5 pages
24 questions

1. How often does your child have bad feelings about going to school because he/she is afraid of something related to school (for example, tests, school bus, teacher, fire alarm)?

Never Seldom Sometimes **Half the Time** Usually Almost Always Always



2. How often does your child stay away from school because it is hard for him/her to speak with the other kids at school?

Never Seldom Sometimes **Half the Time** **Usually** Almost Always Always



3. How often does your child feel he/she would rather be with you or your spouse than go to school?

Never Seldom Sometimes **Half the Time** Usually Almost Always Always



4. When your child is not in school during the week (Monday to Friday), how often does he/she leave the house and do something fun?

Never Seldom **Sometimes** **Half the Time** Usually Almost Always Always



SCORING THE SRAS (C) – CHILDREN

1. How often do you have bad feelings about going to school because you are afraid of something related to school (for example, tests, school bus, teacher, fire alarm)?

Never Seldom Sometimes Half the Time Usually Almost Always Always

☐ ☐ ☒ ☐ ☐ ☐ ☐

2. How often do you stay away from school because it is hard to speak with the other kids at school?

Never Seldom Sometimes Half the Time Usually Almost Always Always

☐ ☐ ☐ ☒ ☐ ☐ ☐

3. How often do you feel you would rather be with your parents than go to school?

Never Seldom Sometimes Half the Time Usually Almost Always Always

☐ ☐ ☐ ☒ ☐ ☐ ☐

4. When you are not in school during the week (Monday to Friday), how often do you leave the house and do something fun?

Never Seldom Sometimes Half the Time Usually Almost Always Always

☐ ☐ ☐ ☐ ☐ ☒ ☐

SCORING THE SRAS(C) – CHILDREN

1. _____	2. _____	3. _____	4. _____
5. _____	6. _____	7. _____	8. _____
9. _____	10. _____	11. _____	12. _____
13. _____	14. _____	15. _____	16. _____
17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____

Total
Score = _____

Mean
Score = _____

Relative
Ranking
= _____

SCORING THE SRAS(C) – CHILDREN

RECENT SCORED EXAMPLE 15yo MALE

1.	<u>5</u>	2.	<u>6</u>	3.	<u>6</u>	4.	<u>3</u>
5.	<u>1</u>	6.	<u>6</u>	7.	<u>5</u>	8.	<u>2</u>
9.	<u>1</u>	10.	<u>6</u>	11.	<u>5</u>	12.	<u>3</u>
13.	<u>1</u>	14.	<u>5</u>	15.	<u>4</u>	16.	<u>0</u>
17.	<u>5</u>	18.	<u>6</u>	19.	<u>0</u>	20.	<u>5</u>
21.	<u>6</u>	22.	<u>5</u>	23.	<u>2</u>	24.	<u>0</u>

Total
Score = 19

34

22

13

Mean
Score = 3.1

5.6

3.6

2.1

Relative
Ranking
= 3

1

2

4

SCORING THE SRAS(C) – CHILDREN

1. Classroom anxiety and depression
2. Avoiding evaluative situations
3. Refuse School to be with parents
4. Out of the house when not in school

1. 5
 5. 1
 9. 1
 13. 1
 17. 5
 21. 6

Total
 Score = 19

Mean
 Score = 3.1

Relative
 Ranking
 = 3

2. 6
 6. 6
 10. 6
 14. 5
 18. 6
 22. 5

34

5.6

1

3. 6
 7. 5
 11. 5
 15. 4
 19. 0
 23. 2

22

3.6

2

4. 3
 8. 2
 12. 3
 16. 0
 20. 5
 24. 0

13

2.1

4

SCORING THE SRAS(C) – CHILDREN

1. Classroom anxiety and depression
2. Avoiding evaluative situations
3. Refuse School to be with parents
4. Out of the house when not in school

1. 5
 5. 1
 9. 1
 13. 1
 17. 5
 21. 6

Total
Score = 19

Mean
Score = 3.1

Relative
Ranking
= 3

2. 6
 6. 6
 10. 6
 14. 5
 18. 6
 22. 5

34

5.6

1

3. 6
 7. 5
 11. 5
 15. 4
 19. 0
 23. 2

22

3.6

2

4. 3
 8. 2
 12. 3
 16. 0
 20. 5
 24. 0

13

2.1

4

SCORING THE SRAS(C) – CHILDREN

1. Classroom anxiety and depression
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3. Refuse School to be with parents
4. Out of the house when not in school

1. 5
 5. 1
 9. 1
 13. 1
 17. 5
 21. 6

Total
 Score = 19

Mean
 Score = 3.1

Relative
 Ranking
 = 3

2. 6
 6. 6
 10. 6
 14. 5
 18. 6
 22. 5

34

5.6

1

3. 6
 7. 5
 11. 5
 15. 4
 19. 0
 23. 2

22

3.6

2

4. 3
 8. 2
 12. 3
 16. 0
 20. 5
 24. 0

13

2.1

4

SCORING THE SRAS(C) – CHILDREN

1. Classroom anxiety and depression
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4. Out of the house when not in school

1. 5
 5. 1
 9. 1
 13. 1
 17. 5
 21. 6

Total
Score = 19

Mean
Score = 3.1

Relative
Ranking
= 3

2. 6
 6. 6
 10. 6
 14. 5
 18. 6
 22. 5

34

5.6

1

3. 6
 7. 5
 11. 5
 15. 4
 19. 0
 23. 2

22

3.6

2

4. 3
 8. 2
 12. 3
 16. 0
 20. 5
 24. 0

13

2.1

4

SCORING THE SRAS(C) – CHILDREN

1. Classroom anxiety and depression
2. Avoiding evaluative situations
3. Refuse School to be with parents
4. Out of the house when not in school

At School

1. 5
5. 1
9. 1
13. 1
17. 5
21. 6

2. 6
6. 6
10. 6
14. 5
18. 6
22. 5

Total
Score = 19

34

Mean
Score = 3.1

5.6

Relative
Ranking
=

3

1

3. 6
7. 5
11. 5
15. 4
19. 0
23. 2

4. 3
8. 2
12. 3
16. 0
20. 5
24. 0

22

13

3.6

2.1

2

4

SCORING THE SRAS(C) – CHILDREN

1. Classroom anxiety and depression
2. Avoiding evaluative situations
3. Refuse School to be with parents
4. Out of the house when not in school

At Home

1. 5
5. 1
9. 1
13. 1
17. 5
21. 6

2. 6
6. 6
10. 6
14. 5
18. 6
22. 5

Total
Score = 19

34

Mean
Score = 3.1

5.6

Relative
Ranking
=

3

1

3. 6
7. 5
11. 5
15. 4
19. 0
23. 2

4. 3
8. 2
12. 3
16. 0
20. 5
24. 0

22

13

3.6

2.1

2

4

SCORING THE SRAS(C) – CHILDREN

1. Classroom anxiety and depression
2. Avoiding evaluative situations
3. Refuse School to be with parents
4. Out of the house when not in school

School based intervention

1.	6
5.	1
9.	1
13.	1
17.	5
21.	6
2.	6
6.	6
10.	6
14.	5
18.	6
22.	5

Total Score = 19 34

Mean Score = 3.1 5.6

Relative Ranking = 3 1

3.	6
7.	5
11.	5
15.	4
19.	0
23.	2
4.	3
8.	2
12.	3
16.	0
20.	5
24.	0

22 13

3.6 2.1

2 4

SCORING THE SRAS(C) – CHILDREN

1. Classroom anxiety and depression
2. Avoiding evaluative situations
3. Refuse School to be with parents
4. Out of the house when not in school

Home based intervention

1. 5
5. 1
9. 1
13. 1
17. 5
21. 6

Total
Score = 19

Mean
Score = 3.1

Relative
Ranking
= 3

2. 6
6. 6
10. 6
14. 5
18. 6
22. 5

34

5.6

1

3. 6
7. 5
11. 5
15. 4
19. 0
23. 2

22

3.6

2

4. 3
8. 2
12. 3
16. 0
20. 5
24. 0

13

2.1

4

SELECT APPROPRIATE THERAPY

1. Classroom anxiety and depression
2. **Avoiding evaluative situations**
3. Refuse School to be with parents
4. Out of the house when not in school

1. <u>5</u>	2. <u>6</u>	3. <u>6</u>	4. <u>3</u>
5. <u>1</u>	6. <u>6</u>	7. <u>5</u>	8. <u>2</u>
9. <u>1</u>	10. <u>6</u>	11. <u>5</u>	12. <u>3</u>
13. <u>1</u>	14. <u>5</u>	15. <u>4</u>	16. <u>0</u>
17. <u>5</u>	18. <u>6</u>	19. <u>0</u>	20. <u>5</u>
21. <u>6</u>	22. <u>5</u>	23. <u>2</u>	24. <u>0</u>
Total Score = <u>19</u>	<u>34</u>	<u>22</u>	<u>13</u>
Mean Score = <u>3.1</u>	<u>5.6</u>	<u>3.6</u>	<u>2.1</u>
Relative Ranking = <u>3</u>	<u>1</u>	<u>2</u>	<u>4</u>

SELECT APPROPRIATE THERAPY

1. Classroom anxiety and depression
2. **Avoiding evaluative situations**
3. **Refuse School to be with parents**
4. Out of the house when not in school

1. <u>5</u>	2. <u>6</u>	3. <u>6</u>	4. <u>3</u>
5. <u>1</u>	6. <u>6</u>	7. <u>5</u>	8. <u>2</u>
9. <u>1</u>	10. <u>5</u>	11. <u>5</u>	12. <u>3</u>
13. <u>1</u>	14. <u>5</u>	15. <u>4</u>	16. <u>0</u>
17. <u>5</u>	18. <u>6</u>	19. <u>0</u>	20. <u>5</u>
21. <u>6</u>	22. <u>5</u>	23. <u>2</u>	24. <u>0</u>
Total Score = <u>19</u>	<u>34</u>	<u>22</u>	<u>13</u>
Mean Score = <u>3.1</u>	<u>5.6</u>	<u>3.6</u>	<u>2.1</u>
Relative Ranking = <u>3</u>	<u>1</u>	<u>2</u>	<u>4</u>

Bayside
School Refusal
Clinic

Q & A

Bayside
School Refusal
Clinic

**THANK YOU FOR
YOUR TIME**

SCHOOLREFUSAL.COM.AU

Bayside
School Refusal
Clinic

USING AND SCORING THE SRAS

WWW.SCHOOLREFUSAL.COM.AU/CLIENT-RESOURCES

SCHOOLREFUSAL.COM.AU

Bayside
School Refusal
Clinic

INFORMATION & SUPPORT FOR PARENTS
‘SCHOOL REFUSAL’

ST KILDA LIBRARY
SEPT – OCT – NOV
3 NIGHTS / 2 HRS / \$50



BAYSIDE SCHOOL REFUSAL CLINIC



SCHOOLREFUSAL.COM.AU