

## SCHOOL REFUSAL ASSESSMENT SCALE-REVISED (C)

Children sometimes have different reasons for not going to school. Some children feel badly at school, some have trouble with other people, some just want to be with their family, and others like to do things more fun outside of school.

This form asks questions about why you don't want to go to school. For each question, pick one number that describes you best for the last few days. After you answer one question, go on to the next. Don't skip any questions.

There are no right or wrong answers. Just pick the number that best fits the way you feel about going to school. Circle the number.

Here is an example of how it works. Try it. Circle the number that describes you best.

Example:

How often do you like to go shopping?

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

Now go to the next page and begin to answer the questions.

SCHOOL REFUSAL ASSESSMENT SCALE-REVISED (C)

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Date: \_\_\_\_\_

Please circle the answer that best fits the following 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
0	1	2	3	4	5	6

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
0	1	2	3	4	5	6

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
0	1	2	3	4	5	6

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
0	1	2	3	4	5	6

5. How often do you stay away from school because you will feel sad or depressed if you go?

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

6. How often do you stay away from school because you feel embarrassed in front of other people at school?

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

7. How often do you think about your parents or family when in school?

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

8. When you are not in school during the week (Monday to Friday), how often do you talk to or see other people (other than your family)?

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

9. How often do you feel worse at school (for example, scared, nervous, or sad) compared to how you feel at home with friends?

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

10. How often do you stay away from school because you do not have many friends there?

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

11. How much would you rather be with your family than go to school?

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

12. When you are not in school during the week (Monday to Friday), how much do you enjoy doing different things (for example, being with friends, going places)?

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

13. How often do you have bad feelings about school (for example, scared, nervous, or sad) when you think about school on Saturday and Sunday?

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

14. How often do you stay away from certain places in school (e.g., hallways, places where certain groups of people are) where you would have to talk to someone?

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

15. How much would you rather be taught by your parents at home than by your teacher at school?

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

16. How often do you refuse to go to school because you want to have fun outside of school?

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

17. If you had less bad feelings (for example, scared, nervous, sad) about school, would it be easier for you to go to school?

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

18. If it were easier for you to make new friends, would it be easier for you to go to school?

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

19. Would it be easier for you to go to school if your parents went with you?

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

20. Would it be easier for you to go to school if you could do more things you like to do after school hours (for example, being with friends)?

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

21. How much more do you have bad feelings about school (for example, scared, nervous, or sad) compared to other kids your age?

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

22. How often do you stay away from people at school compared to other kids your age?

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

23. Would you like to be home with your parents more than other kids your age would?

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

24. Would you rather be doing fun things outside of school more than most kids your age?

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

Do not write below this line

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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  
= \_\_\_\_\_

Following completion of each questionnaire, derive item means for each function. On the SRAS-R-C and each SRAS-R-P, therefore, scores are added for:

- Items 1, 5, 9, 13, 17, and 21 (first function).
- Items 2, 6, 10, 14, 18, and 22 (second function).
- Items 3, 7, 11, 15, 19, and 23 (third function).
- Items 4, 8, 12, 16, 20, and 24 (fourth function).

These four total scores are then each divided by six (or number of items answered in each set). For example, if a child's total rating score across the:

- First item set was 18, then the item mean would be 3.00.
- Second item set was 12, then the item mean would be 2.00.
- Third item set was 36, then the item mean would be 6.00.
- Fourth item set was 6, then the item mean would be 1.00.

Do this separately for ratings from the child, mother, and father.

After this is done, compute the mean item scores per functional condition across all SRAS-R versions given. Assume, for example, that the:

- Child's mean item scores from the SRAS-C were: 3.00, 3.50, 6.00, and 0.50.
- Mother's mean item scores from the SRAS-P were: 4.00, 4.50, 5.50, and 1.00.
- Father's mean item scores from the SRAS-P were: 3.50, 4.50, 5.00, and 1.50.

In this case, therefore, the:

- Overall mean for the first function would be: 3.50  $(3.00 + 4.00 + 3.50/3)$ .
- Overall mean for the second function would be: 4.17  $(3.50 + 4.50 + 4.50/3)$ .
- Overall mean for the third function would be: 5.50  $(6.00 + 5.50 + 5.00/3)$ .
- Overall mean for the fourth function would be: 1.00  $(0.50 + 1.00 + 1.50/3)$ .

*The highest scoring function is considered to be the primary reason why a particular child is refusing school.* Scores within 0.25 points of one another are considered equivalent (in one treatment study, scores within 0.50 points of one another were also considered equivalent). In this case, therefore, the highest scoring function is the third one, or attention-seeking (5.50). However, these numbers also provide a *profile of related influences*. In this case, for example, the child may be somewhat refusing school for the first and second functions (i.e., avoidance of stimuli provoking negative affectivity and escape from aversive social and/or evaluative situations; 3.50 and 4.17). However, the relative influence of the fourth functional condition, tangible rewards, is low (1.00) and may not be a substantial factor. *Remember that these are hypotheses based on child and parent ratings.*