



Guiding Questions & Prior Knowledge Considerations:

From School Refusal to School Re-Engagement

Module #1: School Refusal Basics

1. What is School Refusal?
 - When you think of school refusal, what do you think about?
2. What are the 5 contextual factors impacting School Refusal?
 - What factors outside of school have you seen impact a student's attendance patterns?
3. How is Truancy different from School Refusal behavior?
 - What does it mean for a student to be Truant to you?
4. What are the common features of School Refusal?
 - When you have a student struggling with attendance what have you seen and heard (from family and staff)?
5. Who does this behavior impact?
 - Is there a profile or pattern within your buildings around who is most often absent?

Module #2: Assessment: Defining the Behavior

1. How do we define behavior?
 - Do the teams you work on talk about behavior in a measurable and observable way?
2. How do we define the environment impacting the behavior?
 - What are elements (internal or external) of the environment that you have seen overlooked for your current students?
3. What are additional contextual factors to consider for students struggling with school refusal?
 - How did you and your team talk about these factors impacting your students prior to this training, positive/negative, unsolvable/places for intervention?
4. What are effective methods of collecting data and examples of tools to do so?



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- Where has data collection helped or been lacking when you think of a student you've worked with struggling with school refusal?

Module #3: Assessment: Determining the Function

1. What are the four functions of behavior and the related four reasons for refusing school?
 - Can you think of a student you are supporting and link their behavior with one of these functions?
2. How can we use competing pathways when working with school refusal behavior and its replacement behavior school re-engagement?
 - Does your team use competing pathways to support structured analysis of functional components?
3. When determining the function of school refusal what is the challenging/target behavior and what is and replacement behavior?
 - How have you thought of challenging and replacement behavior in the past, did it have a focus on the replacement behavior?
4. What does the anxiety and avoidance cycle in relation to school refusal look like and how can we support its reversal?
 - What has been your experience with supporting your students in managing anxiety and flipping it to coping and self-confidence?
5. What can a gradual introduction to stressors hierarchy look like and how can it be used to support students with school re-engagement?
 - How have you heard gradual introduction to stressors hierarchy talked about in the school, home and clinic setting?

Module #4: Intervention: Tier 1 - For all Students

1. What must a tier one intervention enhance to have a positive impact on school attendance?



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- What do you think is missing from your current tier one interventions? What is effective?
2. What are the 9 areas of focus for tier one interventions?
 - How have you grouped interventions in the past, was it effective or confusing?
 3. What constitutes a supportive school climate for students struggling with or developing school refusal behaviors?
 - Do you consider your school climate supportive to staff and students? What is supportive/what's missing?
 4. Why are school-based mental health and social emotional tier one interventions instrumental in preventing school refusal?
 - Have you seen the impact of effective SEL and mental health services or not in your work?
 5. What are the early warning signs of school refusal that schools can keep an eye out for?
 - What does your school/agency use to determine risk for the development of school refusal?

Module #5: Intervention: Tier 2 - For Small Groups of Students

1. Why is a multidisciplinary team important in supporting a student's struggling with school refusal?
 - What has your experience been teaming in support of a student struggling with school refusal?
2. How do we link tier two intervention with the right student groups for effective support?
 - How have you selected tier two interventions in the past? Was it effective?



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3. What are the 3 areas of focus for tier two interventions?
 - Do any of your current strategies fit within these areas?
4. What is student engagement?
 - Can you think of an example for both a student who is fully engaged in school and one who is not?
5. What are things to consider when determining your method of on-going data collection?
 - How has data collection informed your on-going adaptation of student support for school refusal?

Module #6: Intervention: Tier 3 - For Individual Students

1. What is important to consider when determining who should administer tier three interventions?
 - How do you determine who provides intervention to students at your school/agency?
2. What interventions can be used to support students at tier three based on the function of their behavior?
 - Was the function of a behavior talked about at your team meetings with considering tier three interventions?
3. What are the 4 areas of focus for their three interventions?
 - Where is your go to resource for finding tier three interventions?
4. How can we build on existing tier one and two interventions to support tier three interventions?
 - Does your team consider tier one and two interventions **when** looking at next steps for tier three interventions?

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5. What are things to consider when determining your method of on-going data collection?
 - How has data collection at tier three helped you and your team to determine next steps?

Module #7: Reviewing the Data: Where to Next?

1. What can we ask ourselves to assess fidelity and integrity?
 - Have you ever wondered if there was something missing from your or the team's implementation, or see an outside factor derail your best attempts?
2. What are the most common pitfalls that school teams can make?
 - Which one connects the most for you/your team?
3. When should the team consider reducing interventions for a student demonstrating school engagement?
 - What have you done in the past to help **decide** when interventions can be gradually removed?
4. What are relapses and slips and how do they differ?
 - How have you or your team responded to slips or relapses with past cases?
5. What are strategies for preventing relapse?
 - What is your experience with a team's response to relapses, that includes parents?

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