

SRAS-R

The School Refusal Assessment Scale-Revised (SRAS-R) was originally developed by Kearney and Silverman (1990; 1993) and then revised (Kearney, 2002) and evaluated across many subsequent studies (e.g., Haight, Kearney, Hendron, & Schafer, 2011). The scale was constructed to help determine the function of, and assign prescriptive treatment for, acute school attendance problems in conjunction with other assessment measures. The instrument evaluates the relative strength of 4 key functions of school attendance problems along dimensions of positive and negative reinforcement that comprise its subscales.

Items

24

Subscales

- 1) Avoidance of stimuli provoking negative affectivity
- 2) Escape from aversive social or evaluative situations
- 3) Attention-getting behavior
- 4) Positive tangible reinforcement

Scoring

7-point Likert scale: 0-6, 'never' to 'always'

Informants

Youth and Parent

Reference

- Haight, C., Kearney, C.A., Hendron, M., & Schafer, C. (2011). Confirmatory analyses of the School Refusal Assessment Scale-Revised: Replication and extension to a truancy sample. *Journal of Psychopathology and Behavioral Assessment*, 33, 196–204.
- Kearney, C. A. (2002). Identifying the function of school refusal behavior. A revision of the School Refusal Assessment Scale. *Journal of Psychopathology and Behavioral Assessment*, 24, 235-245.
- Kearney, C. A. & Silverman, W. K. (1990). A preliminary analysis of a functional model of assessment of treatment for school refusal behavior. *Behavior Modification*, 14, 340-366.
- Kearney, C. A. & Silverman, W. K. (1993). Measuring the function of school refusal behavior. The School Refusal Assessment Scale. *Journal of Clinical Child Psychology*, 22, 85-96.

Contact

Christopher Kearney
chris.kearney@unlv.edu