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**

**Contact**
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