## Intervention or Actions Assessment

<table>
<thead>
<tr>
<th>Restorative</th>
<th>Non- restorative</th>
</tr>
</thead>
<tbody>
<tr>
<td>We work “with” the student and family – engagement.</td>
<td>We do things “To” or “For” the student or family or neglect the student or family - “not”.</td>
</tr>
<tr>
<td>Our role is that of a facilitator.</td>
<td>Our role is that of an authority figure or dictator.</td>
</tr>
<tr>
<td>The family is knowledgeable and must be involved in actions/interventions with the student.</td>
<td>We know what is best.</td>
</tr>
<tr>
<td>A belief that the student and/or their family are valuable members of the community and our actions reflect that belief.</td>
<td>A belief that the student and/or their family are expendable or not worthy of our investment of time and energy.</td>
</tr>
<tr>
<td>A belief that the family can support their child in finding success.</td>
<td>A belief that the family is incompetent or doesn’t care.</td>
</tr>
<tr>
<td>Actions/interventions are mostly proactive (building relationships) and will be reactive when needed. (restoring relationships)</td>
<td>Actions are more reactive and related to negative events.</td>
</tr>
<tr>
<td>Participatory decision making -inclusive – casting a wider net – we involve individuals who are involved with the child –family, friends, community members.</td>
<td>Decisions are made excluding others – we make the decisions and tell others what we decide - authoritative mode of decision making.</td>
</tr>
<tr>
<td>Inclusive – When disciplining a student, we try to keep them engaged and support their progress in school.</td>
<td>Exclusive – When disciplining a student, we rely on suspensions and other exclusions in a punitive manner, increasing disengagement.</td>
</tr>
<tr>
<td>Views the student/family as separate from their behavior – &quot;separates the deed from the doer&quot;.</td>
<td>Views the individual as bad or undesirable due to their behavior.</td>
</tr>
<tr>
<td>Interventions/actions are supportive with boundaries and control.</td>
<td>Interventions/actions are punitive or lacking boundaries and or support.</td>
</tr>
<tr>
<td>Actions work to build empathy – helping individuals to understand the repercussions of their behavior and take responsibility to make corrections and reparations.</td>
<td>Actions contribute to alienation of student/ family by lacking empathy. May avoid expressions of affect.</td>
</tr>
<tr>
<td>Actions embrace fair process – Engagement, explanation and expectation clarity.</td>
<td>Actions are discriminatory or arbitrary, non-participatory, unclear.</td>
</tr>
<tr>
<td>We understand shame and affect theory and use the shame reaction to support behavioral change. Reintegrative shaming – supports rejoining the community in a healthy manner.</td>
<td>Shaming without restoring – creates disengagement, avoidance and anger. Does not help build empathy. May cause lowered self-esteem.</td>
</tr>
</tbody>
</table>
**Prevention Strategies**

Are all of your staff trained in restorative practices?  
Yes ___  No ___

Does your staff create a welcoming environment for students and their families at the school?  
Yes ___  No ___

Is there safe access/transportation to school?  
Yes ___  No ___

Is your school environment safe for all students?  
Yes ___  No ___

Is your staff culturally competent?  
Yes ___  No ___

Do your staff understand that creating an environment that welcomes students and their families is a priority for the school?  
Yes ___  No ___

Are there opportunities for all children to experience success at something real?  
Yes ___  No ___

Do the teaching strategies used, promote cooperation and collaboration amongst students or do they promote only competition?  
Yes ___  No ___

Are there systems in place to acknowledge student success in a variety of competencies?  
Yes ___  No ___

Are staff trained in proactive relationship building activites that reach all students?  
Yes ___  No ___

Does your school offer opportunities for parents to be actively involved in the school?  
Yes ___  No ___

Does your school see parents as important participants in their child’s school experience?  
Yes ___  No ___

Do your school see parents as the experts on their child?  
Yes ___  No ___

Does your school see student and parent participation in decision making as critical to getting a positive outcome?  
Yes ___  No ___

Do your school see restorative techniques modeled by the administration?  
Yes ___  No ___

Are restorative practices used by administration in their interactions with staff?  
Yes ___  No ___

Is your staff aware that attendance and timeliness is a priority at your school?  
Yes ___  No ___

Are there clear expectations of attendance and timeliness at your school?  
Yes ___  No ___

Are the attendance policies fair and yet at times, flexible?  
Yes ___  No ___

Are these policies shared with students and families?  
Yes ___  No ___

Is a child’s attendance information communicated to the family in a timely and effective manner?  
Yes ___  No ___

Are these policies shared with students and families in an accessible manner? (Language and terminology)  
Yes ___  No ___

Do these policies explain what will happen if expectations are not met?  
Yes ___  No ___

**Supportive Services**

Does the school provide breakfast and lunch programs?  
Yes ___  No ___

Does the school provide safe and consistent transportation to school?  
Yes ___  No ___

Does the school provide mentoring services with caring adults?  
Yes ___  No ___

Does the school provide tutoring services for students?  
Yes ___  No ___

Does the school provide buddy systems that pair older students with younger students to create connections?  
Yes ___  No ___

Does the school provide character education programs?  
Yes ___  No ___

Does the school provide English Language Learner supportive services?  
Yes ___  No ___

Does your school provide appropriate supportive services for children with disabilities?  
Yes ___  No ___

Does your school provide appropriate supportive services for children with emotional needs?  
Yes ___  No ___

Does your school provide opportunities for extra-curricular activities?  
Yes ___  No ___

Does your school provide parent education programs?  
Yes ___  No ___

Does your school have restorative discipline strategies that do not require exclusion?  
Yes ___  No ___

Does your school have trained facilitators for restorative conferences?  
Yes ___  No ___

**Education Strategies**

Does your school provide information to families about how they can support their child’s attendance and therefore success at school?  
Yes ___  No ___

Does your school provide information to families about what supports the school can provide to encourage good attendance?  
Yes ___  No ___

Does the school provide information about whom the parents should contact if they needed help?  
Yes ___  No ___

Are parents fully informed about the kind of response they should expect?  
Yes ___  No ___

Are parents and students informed of the truancy process so that they can make informed decisions?  
Yes ___  No ___

Does your school provide information and resources to parents that help them understand truant or school avoidant behaviors?  
Yes ___  No ___

Does your school provide parents with information on strategies to help their children become more connected to school?  
Yes ___  No ___

**Identification Strategies**

Is there a clearly defined process of how to identify students who may be experiences challenges to attending school?  
Yes ___  No ___

Are there clear and consistent expectations of recording attendance and tardiness?  
Yes ___  No ___

Is there actual consistency of recording attendance and tardiness? (across the school? across the district?)  
Yes ___  No ___

Are there clear and consistent thresholds for triggering a response to truancy and tardiness?  
Yes ___  No ___

Is there training/education for school personnel on how to identify children who may be at risk for non-attendance?  
Yes ___  No ___

Is there training/education for school personnel on how to refer children for further supports after identification?  
Yes ___  No ___
### Post-intervention Reflection

Does the school have process, by which, there is reflection on the process and the outcome of the interventions?  
Yes ___  No___

If yes, there is a reflection process, do all participants in the interventions have an opportunity to provide feedback?  
Yes ___  No___

Does your school provide a process, by which, policies and procedures can be changed when indicated?  
Yes ___  No___

### Intervention Strategies

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Does your school have engagement of the child and the family as a priority?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Does your school have consistent and equitable responses to truancy and tardiness?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Does your school embrace the concept of providing high support with high control?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Does your school connect parents with additional resources within the school?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Does your school connect parents with additional resources outside of the school?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Does your school offer opportunities to assess the needs of the child and/or family?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Does your school embrace participatory decision making with the child and the family?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Does your school help to create a collaborative action plan to address the concerns?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Do your action plans contain clear and specific goals?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Do your action plans have shared responsibilities for the school, the child and the family?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Do your action plans have specific expectations for when the goals should be completed?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Do your action plans explain what happens next?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Do your action plans include both positive and negative consequences?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Do your action plans allow for follow-up and reconfiguration if needed? (flexibility)</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Does your school have a collaborative relationship with law enforcement officials?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Do law enforcement officials have input into your overall truancy prevention or intervention goals and plans?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>Does your school have a collaborative relationship with the truancy court personnel?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Does your school have a team which focuses on increasing attendance and timeliness?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>If yes, your school has a committee, does it include parents?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>If yes, your school has a committee, does it include students?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>If yes, your school has a committee, does it include community members? (law enforcement, court representatives, other interested parties)</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Are the judgments from the court fair and just?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>Are the court judgments relevant and focused on getting the child back to school?</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
Resources


Haarman, G. B. (2012). *School refusal: Children who can’t or won’t go to school*. Louisville, Kentucky: Foundations Education and Consultation


www.safersanerschools.org - SaferSanerSchools whole school change helps proactively build positive school climate & address wrongdoing using restorative practices (program of IIRP.edu)

www.attendanceworks.org – Information about how to support good attendance at school. Parental engagement strategies and parent group activities.