

Intervention or Actions Assessment

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

Truancy Prevention and Intervention - Whole School Assessment

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 ___
Does 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 activities 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 ___
Does 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 ___
Does your staff 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 ___

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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

- Does your school have engagement of the child and the family as a priority? Yes ___ No___
- Does your school have consistent and equitable responses to truancy and tardiness? Yes ___ No___
- Does your school embrace the concept of providing high support with high control? Yes ___ No___
- Does your school connect parents with additional resources within the school? Yes ___ No___
- Does your school connect parents with additional resources outside of the school? Yes ___ No___
- Does your school offer opportunities to assess the needs of the child and/or family? Yes ___ No___
- Does your school embrace participatory decision making with the child and the family? Yes ___ No___
- Does your school help to create a collaborative action plan to address the concerns? Yes ___ No___
- Do your actions plans contain clear and specific goals? Yes ___ No___
- Do your action plans have shared responsibilities for the school, the child and the family? Yes ___ No___
- Do your action plans have specific expectations for when the goals should be completed? Yes ___ No___
- Do your action plans explain what happens next? Yes ___ No___
- Do your action plans include both positive and negative consequences? Yes ___ No___
- Do your action plans allow for follow-up and reconfiguration if needed? (flexibility) Yes ___ No___
- Does your school have a collaborative relationship with law enforcement officials? Yes ___ No___
- Do law enforcement officials have input into your overall truancy prevention or intervention goals and plans? Yes ___ No___
- Does your school have a collaborative relationship with the truancy court personnel? Yes ___ No___
- Does your school have a team which focuses on increasing attendance and timeliness? Yes ___ No___
- If yes, your school has a committee, does it include parents? Yes ___ No___
- If yes, your school has a committee, does it include students? Yes ___ No___
- If yes, your school has a committee, does it include community members? (law enforcement, court representatives, other interested parties) Yes ___ No___
- Are the judgments from the court fair and just? Yes ___ No___
- Are the court judgments relevant and focused on getting the child back to school? Yes ___ No___

Resources

Bye, L., M.E. Alvarez, J. Hayes, & C.E. Sweigart. (2010). *Truancy prevention and intervention: A practical guide*. New York, NY: Oxford University Press.

Cimmarusti, R. A., M.C. James, D.W. Simpson & C.E. Wright. (1984). Treating the context of truancy. *Social Work in Education*. (4) 210-210.

Cnaan, R. A. and V. C. Seltzer. (1989). Etiology of truancy: An ecosystems perspective. *Social Work in Education*. (4) 171-182.

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

Kearney, C.A. (2008). *Helping school refusing children and their parents: A guide for school-based professionals*. New York, NY: Oxford University Press.

Terry, P.M. (1998). Do schools make students fearful and phobic? Focus: nurturing, caring relationships in today's schools. *Journal for a Just & Caring Education*, 4(2), 193-212.

Teasley, M. L. (2004) Absenteeism and truancy: Risk, protection, and best practice implications for school social workers. *Children & Schools*. (26)2, 117-128.

Wimmer, M.B. (2003). *School Refusal: Assessment and Interventions within school settings*. Bethesda, MD: National Association of School Psychologists.

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.

http://www.doe.virginia.gov/support/prevention/dropout_truancy/improving_school_attendance.pdf - Improving School Attendance: A Resource Guide for Virginia Schools.