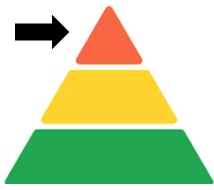


## Tier 3 Interventions

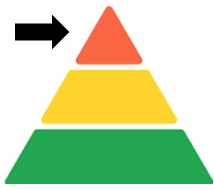
### Intensive Supports for School Refusal

Tier 3 Interventions are intensive strategies and supports aimed to address key concerns, re-engage and increase school attendance for students who have significant absences. Working in partnership with students and their families as well as other professionals is crucial to develop plans that support students to return to school and engage positively in their schooling.

Tier 3 Interventions	Examples
<p><b>Identify students</b> who are school refusing</p>	<ul style="list-style-type: none"> <li>• Identify students and report to school leadership and/or wellbeing teams as per school policies</li> <li>• Gather and review accurate baseline data for the identified student including patterns of school absence</li> </ul>
<p><b>Create a School Support Team</b> including representatives from Leadership, Wellbeing and Teaching staff.</p>	<ul style="list-style-type: none"> <li>• Identify key members of the School Support Team and establish roles</li> <li>• Meet regularly to discuss key concerns, develop support plans and monitor attendance</li> <li>• Involve students and their families in regular SSG meetings and invite the family to bring a support person if required. Student involvement in driving the plan is essential.</li> <li>• Make relevant referrals to allied health and other professionals               <ul style="list-style-type: none"> <li>○ School wellbeing, counsellor or Psychologist</li> <li>○ School based Mental Health Practitioner</li> <li>○ Koorie Engagement and Support Officer (KESO)</li> <li>○ Student Support Service Officer (SSSO)</li> <li>○ Navigator</li> <li>○ Family support services and worker</li> <li>○ Community agencies or case managers</li> <li>○ Youth services</li> <li>○ HeadSpace</li> <li>○ GP or Paediatrician</li> <li>○ ChildFIRST or Child Protection (DHHS)</li> </ul> </li> </ul>
<p><b>Refer to external community agencies</b> or programs to get support for school and home-based supports for the family and student</p>	<ul style="list-style-type: none"> <li>• Flexible learning options</li> <li>• Navigator (DET)</li> <li>• ChildFIRST and Child Protection (DHHS)</li> <li>• Virtual School Victoria</li> <li>• CAMHS to address mental health concerns</li> </ul>
<p><b>Establish regular and consistent communication processes</b> with the student and their family</p>	<ul style="list-style-type: none"> <li>• Nominate a key staff member at school to provide regular contact and communication with the student and their family about:               <ul style="list-style-type: none"> <li>○ work to complete</li> <li>○ return to school plans</li> <li>○ how to use support strategies at school</li> <li>○ successes</li> <li>○ key concerns</li> </ul> </li> <li>• Provide daily or weekly personalised phone calls and emails with the student and their family</li> <li>• Support the family to implement consistent routines at home               <ul style="list-style-type: none"> <li>○ morning and evening routines</li> <li>○ sleep routines</li> <li>○ screen time</li> <li>○ exercise and diet</li> </ul> </li> </ul>



<p><b>Know your student and conduct relevant assessments</b> to identify learning strengths and needs</p>	<ul style="list-style-type: none"> <li>• Student Voice and their experience of school</li> <li>• Schooling history</li> <li>• Strengths (e.g. VIA character strengths)</li> <li>• School Refusal Assessment Scale - Revised (Kearney, 2002)</li> <li>• WISC (cognitive assessments)</li> <li>• WIAT (educational assessments)</li> <li>• Speech and Language assessments</li> <li>• Other academic assessments</li> <li>• Social skills, communication and friendships</li> <li>• Barriers to engagement</li> <li>• Consider PSD funding options</li> </ul>
<p><b>Set goals with students</b> and understand their motivations to increase their attendance</p>	<ul style="list-style-type: none"> <li>• Establish long-term goals with students that reflect what the student is aiming to achieve and the reasons for returning to school or increasing their time at school.</li> <li>• Break long-term goal down into small, achievable steps the student can work towards first on a daily or weekly basis.</li> <li>• Regularly review goal attainment with the students, their personal achievements and revise the goals accordingly.</li> </ul>
<p><b>Develop a gradual return to school plan</b> with individualised supports and strategies</p>	<ul style="list-style-type: none"> <li>• The primary focus of the return to school plan initially is on attendance and being a school only rather than school work, academic achievement or participation.</li> <li>• Develop a gradual and achievable attendance plan with the student and their family for a few days or a week at a time. Student ownership over the plan is essential.</li> <li>• Ensure the return to school is gradual by starting with small steps including school tours, seeing the locker, wearing the uniform and picking up school work from the office. These steps can be increased over time as the student gains familiarity and confidence.</li> <li>• Provide a Plan A and Plan B option, both of which contribute to the aim of attending school in some way each day. Allow the student to communicate a change in plans if they prefer Plan B on any day.</li> <li>• Communicate with the student’s teachers so they can be involved in supporting the student by:             <ul style="list-style-type: none"> <li>○ Welcoming the student back without drawing attention to their absence</li> <li>○ Reassuring the student they know about the agreed supports and strategies e.g. chill out time, asking for help, alternative tasks</li> <li>○ Reassure students they aren’t expected to catch up on missed work and can provide support if desired.</li> </ul> <p>This can be achieved by inviting the student to write a letter to their teachers and setting up brief teacher meetings outside of class</p> </li> <li>• Provide the written plan to the student and family to display and access at home. This helps prepare ahead of time. Include details about what the student will be doing, where they will be and who will be supporting them.</li> </ul>



<p><b>Provide school work</b> for the student to access during school hours</p>	<ul style="list-style-type: none"> <li>• Provide work for student to do if at home- teacher to email student simple and achievable work tasks</li> <li>• Parent/ student to use a study timetable at home</li> </ul>
<p><b>Monitor and review attendance</b> regularly with the support team to respond to changes in attendance or need</p>	<ul style="list-style-type: none"> <li>• Provide feedback and encouragement to the student and their family to acknowledge the effort and hard work they have put in.</li> <li>• Review the plan with the student each week and modify the plan to increase, maintain or reduce expectations and implement supports</li> <li>• Collect data and maintain monitoring during the return to school process and for a period of time after re-engagement</li> <li>• Review baseline attendance data and patterns of school avoidance behaviours to monitor changes to attendance</li> <li>• Reinforce attendance using reward systems</li> </ul>