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| **Emotionally Based School Avoidance Toolkit To Support CYP** | | |
| **Resource** | **Description** | **Link** |
| Whole School Audit for EBSA | Audit to identify current picture of support in school and next steps | Page 27 to 34 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf>  Page 59 Hants EBSA guidance:  <https://documents.hants.gov.uk/childrens-services/EBSA-good-practice-guidance.pdf>  Page 68 West Sussex EBSA Guidance document updated 2022  [Emotionally Based School Avoidance | West Sussex Services for Schools](https://schools.westsussex.gov.uk/Page/10483) |
| Risk Factor Tool | The risk factor profile consists of five key areas, each of which contain a number of items you are asked to consider in terms of their possible importance in influencing an emotionally based attendance problem. | Page 35 to 38 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf>  Page 56 West Sussex EBSA Guidance document updated 2022  [Emotionally Based School Avoidance | West Sussex Services for Schools](https://schools.westsussex.gov.uk/Page/10483) |
| Push & Pull Factors Tool | Diagram to note down the potential Push/Pull factors for an individual CYP | Page 39 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf> |
| Timetable Review | This is often used by adults to offer CYP the opportunity to review their timetable and places around school, identifying which lessons and areas are associated with a lot, some, or no anxiety. Using a red, amber and green anxiety code may help.  Exploration of the issues arising from this can provide useful information. |  |
| Anxiety Thermometer or Scale | An anxiety thermometer or scale can help the young person to start to make links between their emotions and environmental / contextual triggers. | <https://mentalhealthworksheets.com/>  [Anxiety thermometer: Mentally Healthy Schools](https://www.mentallyhealthyschools.org.uk/resources/anxiety-thermometer/) |
| Card Sort: Function of School Avoidance | This card sort activity, based on a School Refusal Assessment Scale developed by Kearney (2002), has been devised by Sheffield EPS as a tool for staff to use to develop a greater understanding of a young person’s school avoidance. The 24 statements are colour-coded by the function of behaviour identified by Kearney and Silverman (1990) | Page 42 to 46 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf> |
| Ideal Classroom / School | This tool developed by Williams and Hanke (2007) can be used to gain an insight into which features of the school (people, environment, lessons etc.) young people would like to change and why. This activity can be undertaken using Lego, play equipment and/or drawing. | [Guidelines for the Drawing the Ideal School technique - NET](https://dmbcwebstolive01.blob.core.windows.net/media/Default/ChildrenYoungPeopleFamilies/Documents/Drawing%20the%20Ideal%20School%20Prompt%20Sheet.pdf) Page 47 to 51 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf> |
| The Ideal Self | Drawing the Idea Self is a Personal Construct Psychology technique, developed by Heather Moran, and is designed to explore self-image and to provide a personal measure of self-esteem. | [https://drawingtheidealself.co.uk](https://drawingtheidealself.co.uk/) |
| School Stress Survey | This short survey can be used to help the young person identify potential triggers in the school day and environment. | <https://www.tes.com/teaching-resource/school-stress-survey-6386627> |
| Life Graph | Collaboratively developing a life graph or path with the young person may help them to  consider when their EBSA started, what else was happening in their lives at this time, what events and experiences led up to this point and how they interpreted these, as well as looking at what they would want in the future. | For more information and guidance:  [Counselling Tools - Life Graph - Morrell Counselling](https://www.morrellcounselling.com/2018/06/counselling-tools-life-graph/) |
| Scripts to support Gathering Pupil Voice | Range of ideas to support gathering pupil voice and perspectives. | Page 55 to 56 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf> |
| 5 Point Scale | 5-Point Scale is a behavioural support that breaks down behaviours and social interactions into clear, visual, and tangible pieces so that individuals can learn appropriate ways to respond and interact in difficult situations. A scale can be created using colours, pictures, or a rating system of 1 to 5. This can also be reduced to a 3 Point Scale if this is more appropriate. | <https://www.5pointscale.com/> |
| Multi-Element Planning (MEP) & Making Action Plans (MAP) | This is a tool that can be used with learner’s to find out their triggers and what helps them, Cards can be used flexibly to explore the young person’s view of themselves in relation to school and to identify potentially helpful and unhelpful environmental factors. | More information and examples available from:  [Pastoral - eotas Swindon](https://www.eotas.org.uk/page/?title=Pastoral&pid=25)  Video clip about Making Action Plans (MAP)  [Educational Psychology Wolverhampton - Schools - Resources](http://educationalpsychologywolverhampton.co.uk/schools/resources.html) |
| Mapping Landscape of School (also known as Landscape of Fear) ~ Kate Ripley | Mapping the Landscape of School is a useful tool that can be used by school staff and others to explore sources of anxiety around school attendance. It examines a young person’s beliefs about the physical environment, the social environment and the learning environment in school. | P17 Hants EBSA Guidance  [EBSA-good-practice-guidance.pdf (hants.gov.uk)](https://leadership.hias.hants.gov.uk/pluginfile.php/8168/mod_resource/content/1/EBSA-good-practice-guidance.pdf) |
| EBSA Risk and Resilience cards | These cards can be used to flexibly explore the young person’s perception of themselves in relation to school and to identify potentially helpful environmental factors which informs a support plan for the young person. | P17 Hants EBSA Guidance  [EBSA-good-practice-guidance.pdf (hants.gov.uk)](https://leadership.hias.hants.gov.uk/pluginfile.php/8168/mod_resource/content/1/EBSA-good-practice-guidance.pdf) |
| Gathering the Information from Parent / Carer | Themes and prompts for gathering information. | Page 59 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf> |
| Gathering the Information from School Staff | Prompts for gathering information. | Page 60 to 61 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf> |
| School Wellbeing Cards | The School Wellbeing Card set was developed by experienced Educational Psychologist, trainer and author, Dr Jerricah Holder.  The School Wellbeing Cards have been designed to provide a platform for discussion, in which invaluable insight into how the young person views and makes sense of their experience of school can be sought and places the child’s voice at the centre of any planning. | <https://www.schoolwellbeingcards.co.uk/> |
| Interventions using CBT approaches, Gradual Exposure & Desensitisation, Anxiety Management & Solution Focussed Approaches | A range of example interventions to support CYP with returning to setting. | Page 68 to 74 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf> |
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| **Reintegration - Support and Action Plans** | | |
| Return to School Action Plan | Bespoke planning for supporting CYP back into the setting | Page 64 to 65 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf> |
| Return to School Support Plan | Bespoke planning for supporting CYP back into the setting | Page 66 to 67 Sheffield EBSA guidance:  <https://learnsheffield.co.uk/Downloads/Emotional-Health-and-Wellbeing/EBSA%20Guidance%20Sheffield%20EPS%20FINAL.pdf>  Page 64 West Sussex EBSA Guidance document updated 2022  [Emotionally Based School Avoidance | West Sussex Services for Schools](https://schools.westsussex.gov.uk/Page/10483) |
| Other Useful Documents – Return to School Planning Tools |  | West Sussex County Council Educational Psychology Team Resources  [Emotionally Based School Avoidance | West Sussex Services for Schools](https://schools.westsussex.gov.uk/Page/10483) |

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| **Assessment Measures** | | |
| **Resource** | **Description** | **Link** |
|  | 1. **Spence Children’s Anxiety scale** This is a psychological questionnaire designed to identify symptoms of anxiety in children and young people aged 8 – 15. Answers are scored and then interpreted. The test takes around 10 minutes to complete and is available in various languages. 2. **SDQ questionnaire The Strengths and Difficulties Questionnaire (SDQ)** is a brief behavioural screening questionnaire about 3-16 year olds, giving information on 1) emotional symptoms, 2) conduct problems, 3) hyperactivity/inattention, 4) peer relationship problems, 5) prosocial behaviour. It can be used as a pre and post intervention measure and is available in various languages. 3. **Scaling anxiety 5 Point Scale**; this is both an assessment measure and an intervention. The 5 point scale can be used for young people of any age and is a tool to both assess current feelings of anxiety and to assist with developing coping strategies. 4. **Revised Children's Anxiety and Depression Scale (and Subscales) (RCADS)**. The Revised Child Anxiety and Depression Scale (RCADS) is a 47-item, youth self-report questionnaire with subscales including: separation anxiety disorder, social phobia, generalized anxiety disorder, panic disorder, obsessive compulsive disorder, and low mood (major depressive disorder). It also yields a Total Anxiety Scale and includes a parent version that assesses parent report of youth’s symptoms of anxiety and depression across the same six subscales. 5. **Sensory audit.** Anxiety can be increased by sensory stimuli not normally noticed by others. With some children and young people, sensory stimuli may be one of the main sources of their anxiety and as such, it may be useful to assess their sensitivity to various sensory stimuli. 6. **The Core (Child Outcome Research Consortium) group website** has a range of other assessment measures which practitioners may find useful. 7. **Kearney’s School Refusal Assessment Scale.** Kearney’s research and scale provide sound evidence based tools for professionals working with EBSA children and young people. Scores are added and compared to standardised values to give a measure of anxiety. It can be used pre and post intervention. 8. **The Stirling children’s well-being scale** - this is a holistic, positively worded scale, developed by the Stirling Educational Psychology Service, that is suitable for educational professionals looking to measure emotional and psychological well-being in children aged eight to 15 years. 9. **The Warwick-Edinburgh mental well-being scale (WEMWBS) –** this is also a positively worded scale that can be used to measure well-being with young people aged 13 and over. It is recommended that it is used with samples of over 100 people. 10. Further information about using well-being measures can be found on the **Anna Freud Organisation** website. | 1. <http://scaswebsite.com/> 2. <http://www.sdqinfo.org/a0.html> 3. <https://www.5pointscale.com/scales.html>. 4. <https://www.childfirst.ucla.edu/wp-content/uploads/sites/163/2018/03/RCADSUsersGuide20150701.pdf> 5. <https://www.autismeducationtrust.org.uk/>   <https://www.aettraininghubs.org.uk/wp-content/uploads/2012/05/37.1-Sensory-audit-tool-for-environments.pdf>   1. <https://www.corc.uk.net/outcome-experience-measures/> 2. [https://www.oxfordclinicalpsych.com/view/10.1093/med:psych/97801953082 97.001.0001/med-9780195308297-interactive-pdf-003.pdf](https://www.oxfordclinicalpsych.com/view/10.1093/med:psych/97801953082%2097.001.0001/med-9780195308297-interactive-pdf-003.pdf) 3. [the-stirling-childrens-wellbeing-scale.pdf (eastsussex.gov.uk)](https://czone.eastsussex.gov.uk/media/4891/the-stirling-childrens-wellbeing-scale.pdf) 4. [The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS)](https://warwick.ac.uk/fac/sci/med/research/platform/wemwbs) 5. [Wellbeing measurement framework for schools | Anna Freud Centre](https://www.annafreud.org/schools-and-colleges/resources/wellbeing-measurement-framework-for-schools/) |