



Course Syllabus

<u>Course:</u>	EDZU 9987 School Absenteeism: Better Understanding School Avoidance and Refusal
<u>Credit Hours:</u>	3.0 credits / 45 hours
<u>Instructor:</u>	Katherine Squires

Course Description

Chronic absenteeism has been on the rise in the United States since the Covid-19 pandemic. Today's chronic absenteeism impacts all students, regardless of grade level or socioeconomic status. Educators today must be informed of the warning signs, reasons and strategies to improve attendance throughout our nation's schools. This course is one that will benefit anyone in education, including all teachers, administrators and support staff. At the end of this course, participants will have tangible resources they can easily implement into their practice.

Course Goals

To Know

1. How to vary instruction to support students who exhibit signs of school avoidance/refusal.
2. The social-emotional impact of school avoidance/refusal.
3. The impact of attendance on student success and long-term implications.

To Understand

1. The difference between school refusal and school avoidance.
2. How to help families with students who are showing signs of school avoidance/refusal.
3. The importance of supporting the social emotional needs of students.

and To Be Able To

1. Apply helpful techniques to support students who are refusing or avoiding school.
2. Use teacher generated material in the classroom.
3. Construct lessons that support students who show signs of school avoidance/refusal.
4. Create classroom resources that meet a variety of learning styles.
5. Vary their classroom instruction and resources to meet the social emotional needs of students in their classroom.

Course Outline

- 1. Topic 1: Understanding School Avoidance and Refusal**
 - a. Introduction and Previous Knowledge
 - i. Introduction To Course
 - ii. KWL/Previous Knowledge and Exposure
 - b. School Avoidance vs School Refusal
 - i. Defining School Avoidance
 - ii. Defining School Refusal
 - iii. Real Life Examples and Implications for School Avoidance and School Refusal
 - c. Treatment for school refusal
 - i. Options for social-emotional assistance and growth.
 - d. Warning signs of School Refusal/Refusal
 - e. Family Connections
 - i. Building relationships with families to create a foundation for school attendance.

- 2. Topic 2: Diagnosing School Avoidance/Refusal And Understanding Related Disorders**
 - a. School Refusal Forms
 - i. Sharing information about school refusal forms/policies.
 - ii. Comparing the different types of forms used in schools.
 - b. Steps/Action Plans For School Anxiety
 - i. Developing an appropriate action plan for students with anxiety.
 - c. Examining The link between school avoidance and anxiety.
 - i. Society's Increase in anxiety
 - ii. Connection between anxiety and school avoidance
 - d. Prior experience with a school avoidance (personal or professional)
 - i. Participants will use false information.
 - e. Participants will identify the difference between reluctance and refusal.

- 3. Topic 3: School Refusal in Your Classroom: Practical Ways To Help Students**
 - a. Dos and Don'ts of working with students with attendance problems.
 - i. List of Do/Donts
 - b. Reviewing Classroom Material
 - i. Do Now/Bell Ringer For Material RetentionsHome Assignment (tailored towards the school refusal student).
 - ii. Reflecting on the creation of classroom material.
 - c. Appropriate Assessment Strategies
 - i. Development of an accessible and differentiated assessment piece.
 - ii. Reflecting on the creation of assessment materials.

4. Topic 4: Partnering with Families and Others

- a. Research and Examine Attendance Policies
 - i. Analyzing various policies
- b. Visual message To Promote Positive Classroom Environment
 - i. Poster in Canva or another type of platform
- c. Examine and understand the four functions of school refusal.
 - i. List and explain the four functions of school refusal.
- d. Triggers for school refusal/avoidance.
 - i. Identify triggers

5. Topic 5: Summation

- a. Ted Talk Reaction Regarding School Refusal/Avoidance.
 - i. Summarize
- b. Positive correspondence
 - i. Examine the purpose and positive correspondences and create own.
- c. Lesson plan Creation
 - i. Creation of a lesson that support the emotional needs of students who struggle with attendance.
 - ii. Reflection on lesson planning
- d. Course Reflection
 - i. Examining key questions and finding regarding school avoidance and refusal.

Methods of Instruction

Participants enrolled in this course will evaluate primary and secondary sources, media presentations and other resources to better understand the characteristics of school refusal and school avoidance. Participants will connect with each other throughout the course within forums and various other types of online feedback options built into each class. They will also communicate with other teachers around the state and country about experiences regarding student attendance. Participants will complete assignments that assess their own understanding regarding school avoidance and school refusal.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

Participants' performance will be based on a variety of assessments. For an A grade, students must complete all assignments and forums in the course, which includes three reflection pieces that are woven within the assignments. Classroom assignments include researching attendance policy and forms, analyzing rubrics, creating Do Now/ Bell Ringer activities, list of student motivators, positive correspondence with families, answering higher level questions, the creation of a

formative assessment, reaction pieces, creating a homework assignment, creation of a lesson plan and other classroom material.

Participants' performance will be based on a variety of assessments. For an B grade, students must complete all assignments and forums in the course, which includes two reflection pieces that are woven within the assignments. Classroom assignments include researching attendance policy and forms, analyzing rubrics, creating Do Now/ Bell Ringer activities, list of student motivators, positive correspondence with families, answering higher level questions, the creation of a formative assessment, reaction pieces, creating a homework assignment, creation of a lesson plan and other classroom material.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

ASSIGNMENT	Time (in hours)
Introduction - Gain introduction information and background on participants. Instructor will have a better understanding on the questions that need to be answered and the level of prior information.	0.50
Introduction: What is school avoidance and school refusal? Participants will examine and identify the differences between the two. They will be able to use these definitions throughout the course.	0.50
Avoiding and Refusing School Research and Reactions-Participants will learn research behind school refusal.	1.00
Researching and examine United States Attendance Rates- Participants will examine data and sharing their professional experience/reaction.	1.00
Participants will examine the symptoms and Treatments For School Refusal. Read scholar articles and answer questions.	1.00
Signs of School Refusal and How to Help Students. Examine real life examples and understand the signs of school refusal.	1.00
Welcome Letter/Email and The Importance of Building Positive Relationships Early On: Participants will understand the importance of positive communication. Models will be provided.	2.00
Discussion/Reaction To Positive Relationships: Sharing the importance of positive relationships with the course participants. Sharing helpful tips.	0.50
Analysis of School Refusal Forms and Attendance Policies- Researching own forms/policies and others. Sharing with the course the findings.	2.00
Steps and Actions Needed To Support Students and Families-Research and creation of an action plan to help support students/families.	2.00

Understanding School Reluctance vs School Refusal-UpToDate news articles that examine the difference.	1.00
The Connections Between School Avoidance and Anxiety: Understanding the link between social-emotional and school avoidance/refusal.	1.50
Reaction to School Avoidance and Anxiety-Participants will examine the link between anxiety and school avoidance and react to the current trends.	0.50
Sharing Experience With School Attendance Issues	1.00
Social Impact of School Refusal/School Avoidance- Participants will understand the social-emotional impact of school refusal/avoidance.	1.00
Understanding and Listing The Dos/ Don'ts of School Avoidance and Refusal- Participants will create an easy to understand and useful tool kit to help with school avoidance/refusal.	2.00
Creation Of A Do Now/ Bell Ringer Assignment To Support Students With School Refusal/Avoidance- Participants will create an introduction activity to help students with attendance issues. This may help review the material they missed and ease them into the lesson that is being taught.	2.00
Creation of A Homework Assignment That Support Students With School Avoidance/Refusal- Participants will create and explain a homework assignment that can be completed by students who are avoiding school.	2.00
Understanding The Connection of Classroom Assessments and School Avoidance/Refusal-Participants will analyze and understand the stress of traditional classroom assessments and create a classroom assessment that could better meet the needs of all students, especially those with attendance issues.	2.00
Development of Appropriate and Useful Classroom Assessments That Support All Students- Participants will create and explain a homework assignment that can be completed by students who are avoiding school.	2.00
Examination of Current Attendance Policy and Nearby Attendance Policies- Participants will dissect the attendance policy of their own school/district and make connections to other schools/districts.	2.00
Importance and Creation of A Positive Classroom/ Positive Visual Message- Participants will create a poster or another type of positive material to help encourage community and connection within the classroom.	1.00
Understanding the Four Functions of School Avoidance/Refusal-Participants will research and understand the four functions of school avoidance.	1.50
Analyzing and Recognizing the Triggers of School Avoidance/Refusal-Participants will gain deeper understanding of the triggers of school avoidance/refusal. They will be able to recognize the triggers in their own students.	2.00
Creation of A Positive Correspondence To a Specific Family/Student To Support School Avoidance	2.00
Development of A Lesson Plan To Support Students with School Refusal/Avoidance	4.00
Summation and Reflection of School Avoidance/Refusal- Participants will write a summation essay that answers specific questions, including all four sections of the course.	3.00

Professional Resources: Select Two, Analyze. Summarize and Create-Participants will be provided the opportunity to select and read scholarly works. They will write a reaction and summary of the scholarly works. They will create a classroom activity that was addressed in the scholarly work	3.00
Total Time	45.00
