

SCHOOL REFUSAL BEHAVIOR

Co-Occurring Factors

School refusal behaviors are associated with various factors, including uncomfortable situations, learning differences, co-occurring disorders, and more.

Uncomfortable situations trigger and exacerbate negative feelings. Examples include difficulty starting papers, difficulty putting words onto paper or verbalizing thoughts, increased workloads or unfinished work piling up, being asked to answer a question, performing (academically or athletically) with an audience, or difficulties with peers (inability to relate to peers or changes in relationships).

There are several co-occurring disorders that are commonly associated with SRB, the most common being those within the anxiety family: anxiety disorder, panic disorder, social anxiety, separation, specific phobia, and generalized anxiety disorder.


Students with SRB may also be diagnosed with ADHD, ADD, PTSD, OCD, selective mutism, and/or ODD. Learning differences may include processing speed disorders, math or reading dyslexia, executive functioning deficits, and/or working memory deficits.

For many students with SFB, there are still other causes for their behavior such as developmental trauma, perfectionism, bullying, prolonged absences caused by legitimate reasons, loss (friend, family, pet, same-aged peer), changes in schedule, school routine, or classroom, a new teacher, feeling unsafe, or feeling unconnected or unwanted.

Source:
School Avoidance Alliance (2023),
Retrieved from: <https://schoolavoidance.org/school-avoidance-101/>



CONTACT

 717-947-1202

 attend@iu13.org

