

# Rebuilding home school attendance during a psychiatric hospital admission

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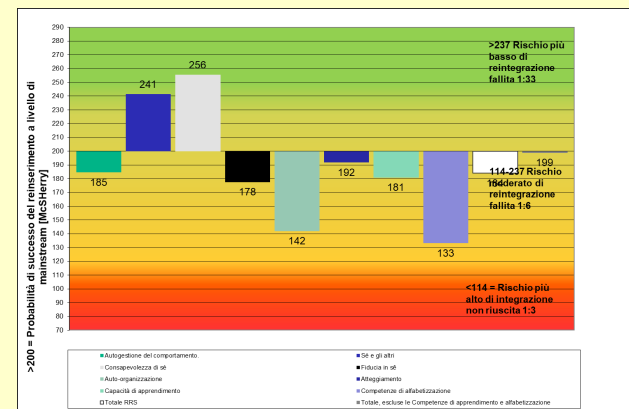
# The RRS, what is it?

- A teacher-completed measure for assessing the **potential for likely successful school reintegration** amongst pupils excluded from mainstream school.
- The items are largely **based on observable behaviours** with relatively low inference
- 71 items across 8 sub-scales
- Author: Jane McSherry

# The RRS, why is it helpful?

<http://media.routledgeweb.com/files/education/download/chalbehavmain.pdf> [http://store.ioe.ac.uk/browse/extra\\_info.asp?compid=1&modid=1&catid=38&prodid=44](http://store.ioe.ac.uk/browse/extra_info.asp?compid=1&modid=1&catid=38&prodid=44)

- Another perspective, based on the teacher's experience of the child's behaviour
- Classroom-based 'vital signs'
- Takes some of the heat and anxiety out of reintegration
- In the last 12 years 43% pupils come with a school place: 83% leave with a school place.
- Shown as a visual profile
  - reflecting the teacher's experience of the child



# The RRS sub-scales

## [and sample items]

1. Self Management of Behaviour  
[‘Does not leave the room without permission’]
2. Self & Others  
[‘Is able to work in a team’]
3. Self Awareness  
[‘Can ask for help’]
4. Self Confidence  
[‘Is happy with self’]
5. Self Organisation  
[‘Can work alone without constant attention’]
6. Attitude  
[‘Is prepared to work in lessons’]
7. Learning Skills  
[‘Will try to start a task on his/her own’]
8. Literacy Skills  
[‘Is willing to spend time working out the instructions’]

# The RRS – creating a visual profile

71 items

Each item is scored as:

1 (Is never able to fulfil this criterion) to

4 (Almost always fulfils this criterion)

Minimum total = 71

Maximum total = 284

8 sub-scales with 4 to 13 items

‘A score of 200 or above would suggest a pupil was potentially ready for mainstream education’

# An RRS sub- scale

## Self Management of Behaviour

	Almost always fulfils this criterion			
	More often than not fulfils this criterion			
	Rarely fulfils this criterion			
	Is never able to fulfil this criterion			
Can accept discipline without argument or sulking	1	2	3	4
Can cope with unstructured time, i.e. lunch and break	1	2	3	4
Can arrive and settle down quietly and appropriately	1	2	3	4
Does not leave the room without permission	1	2	3	4
Can accept changes to plans or disappointment with an even temper	1	2	3	4
Shows some self-discipline when others try to encourage deviation from normal routines at any changeover time.	1	2	3	4
Does not normally use loud exhibitionist language. Is aware of normal sound levels and can be reminded of them and respond without backchat.	1	2	3	4
Can handle trips out of school	1	2	3	4
Does not seek confrontation at break-time	1	2	3	4
Behaves appropriately in the dining hall	1	2	3	4
<b>Score:</b>				<b>/40</b>

# Feedback from staff

“[Child’s name] needs a mainstream curriculum... he can manage one.”

“Takes the fear out of taking a student from a psychiatric hospital”

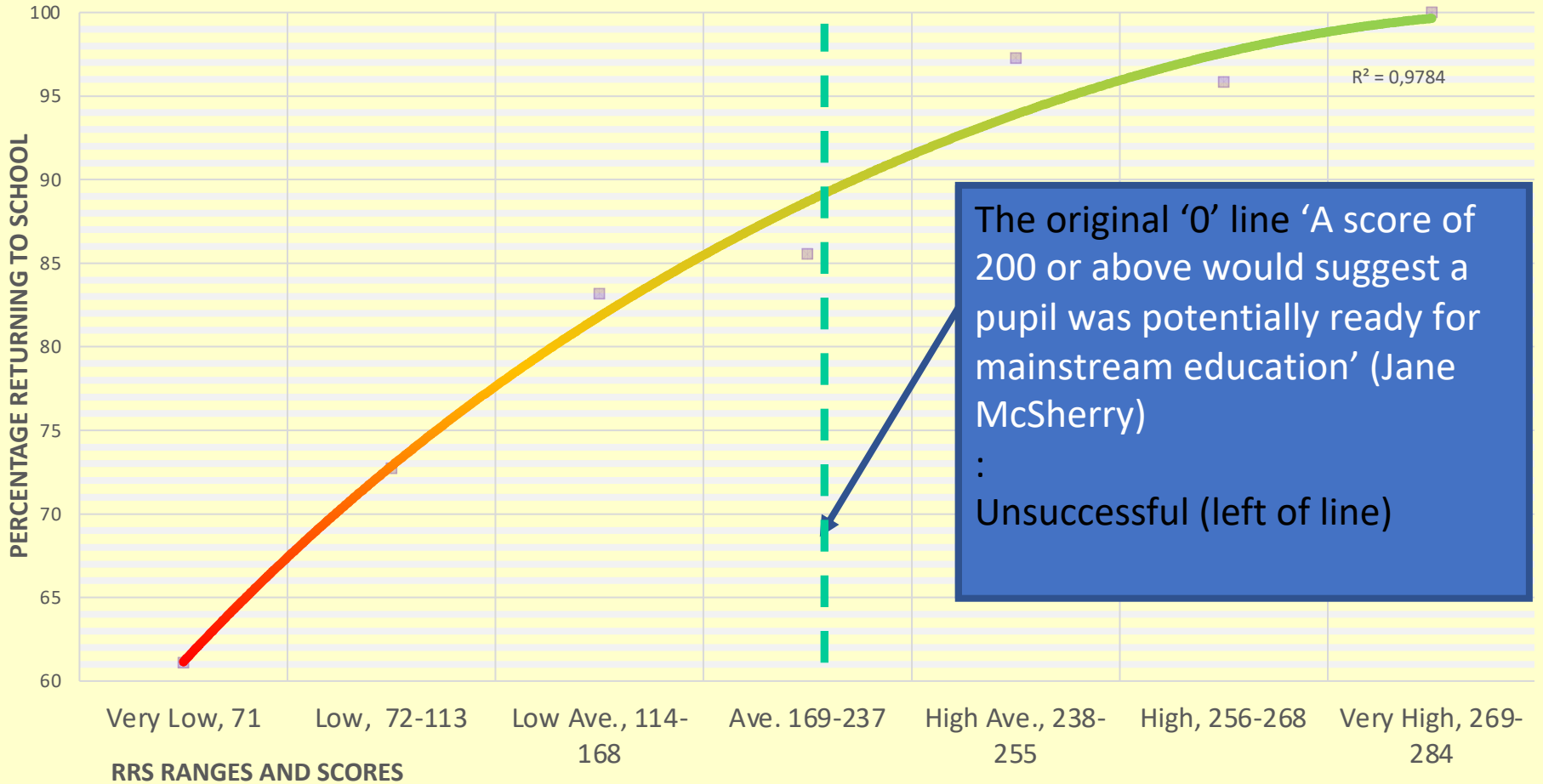
“[An] imperfect mirror”

“Quick and easy to complete”

“It can act as a framework for staff supporting students in their next placement”

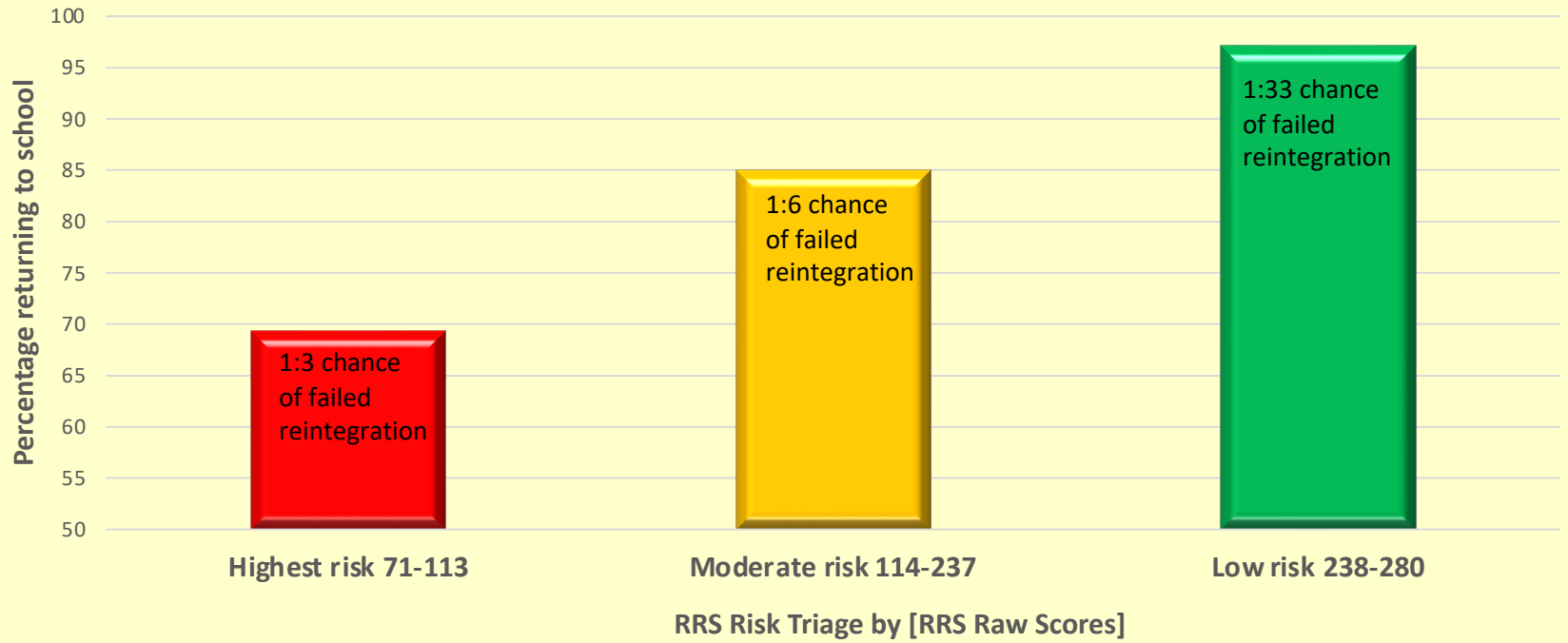
“Overall knowing their RRS scores enables us to adapt our support so they can engage in their learning and feel safe and secure doing so”

# Percentage of Pupils in each RRS range, at T1, who Return to Education

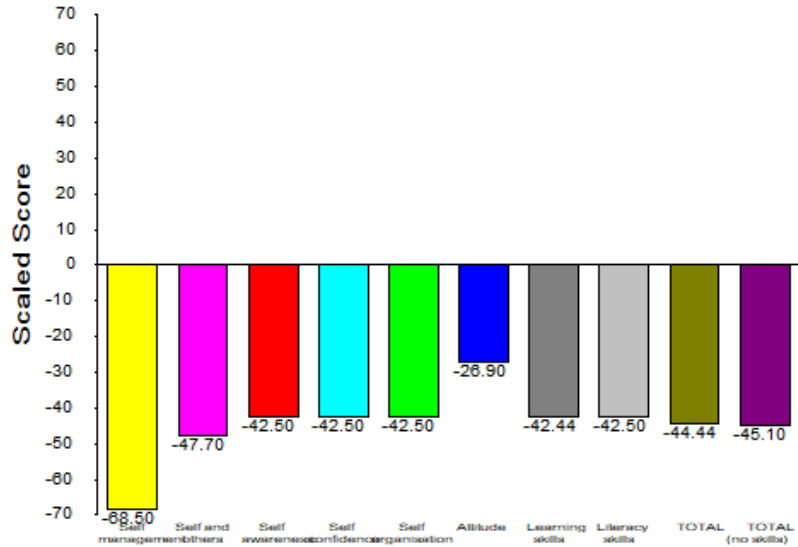




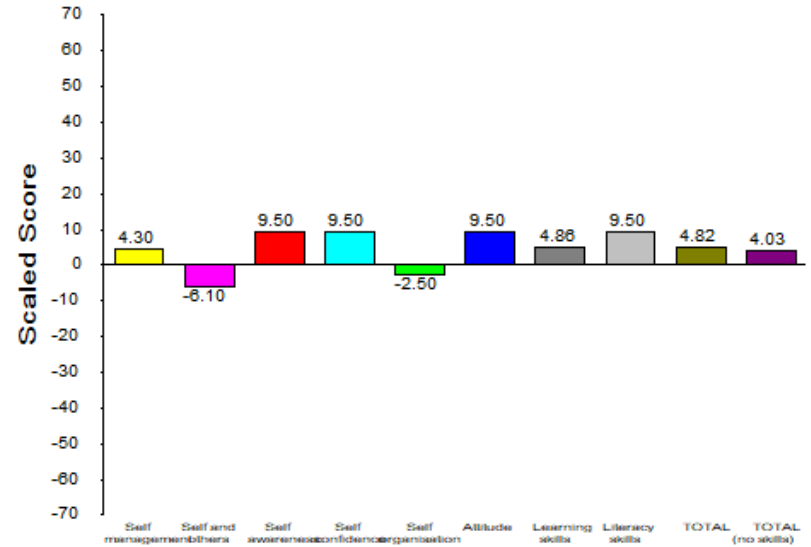
Ratio of Pupils with T1 RRS Scores who fail to return to Education



# A pupil's RRS story

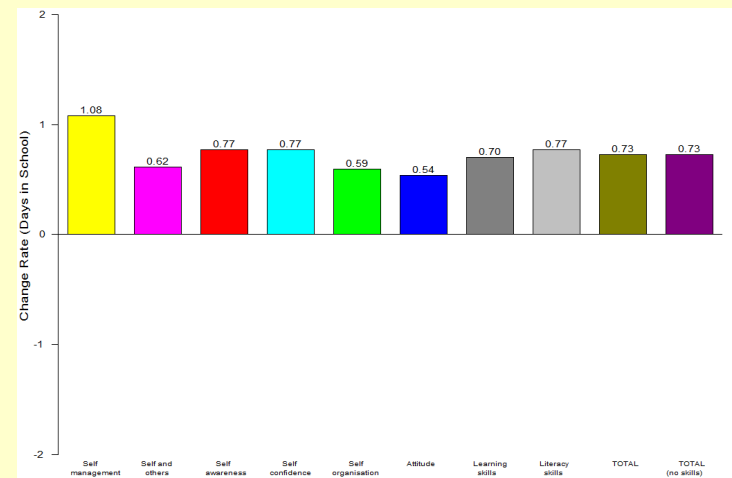


RRS Assessment Areas



RRS Assessment Areas

Change per day attended in school



RRS Assessment Areas

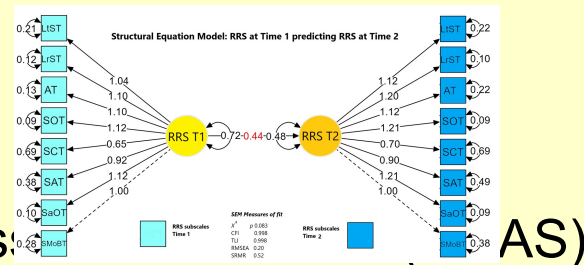
# Just an imperfect mirror?

## Reliability:

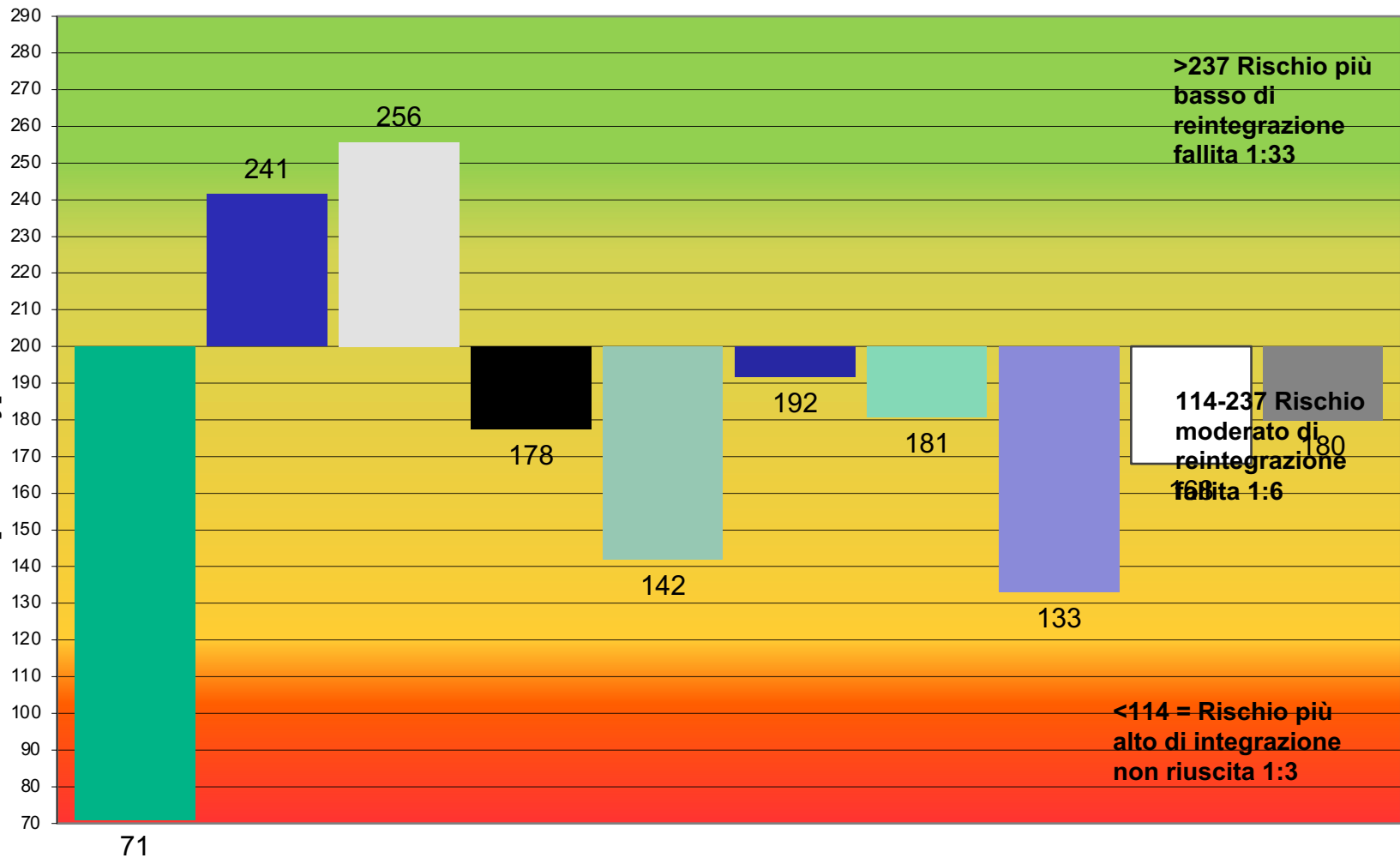
- $\alpha$  .99 (n606) on admission,  $\alpha$  .99 (n596) on discharge (likelihood that the items measure the same underlying construct)
- Inter-rater reliability:
  - ICC2 .94 (n36) average agreement between independent raters – ‘excellent’
  - Test-retest reliability

## Validity

- r.43 (n73) Children’s Global As (Hospital-staff completed)
- r.321 (n498) School-related happiness (HLM) with RRS Total
- Face validity – Content Validity – staff responses



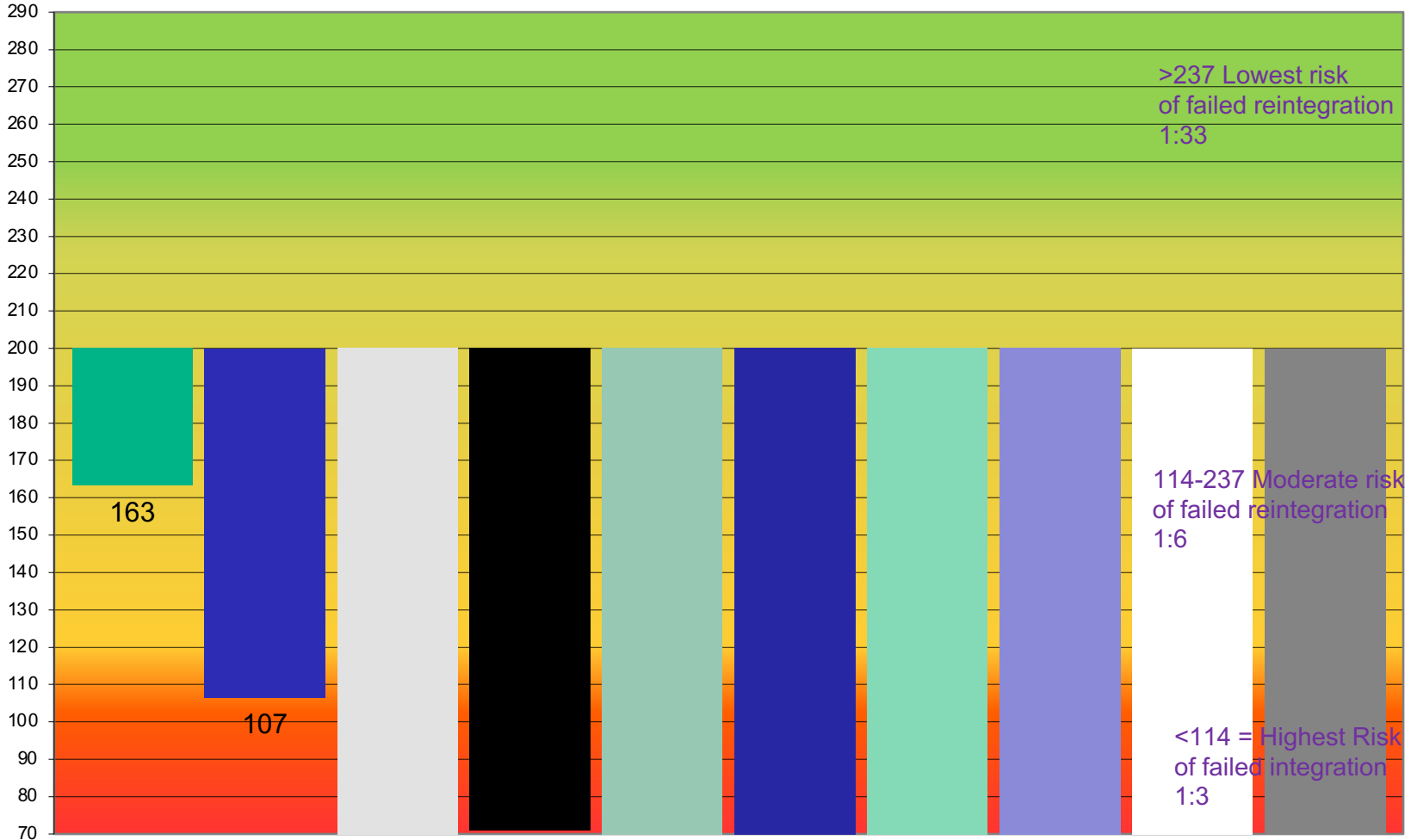
>200 = Probabilità di successo del reinserimento a livello di mainstream [McSHerry]



- Autogestione del comportamento.
- Sé e gli altri
- Consapevolezza di sé
- Fiducia in sé
- Auto-organizzazione
- Atteggiamento
- Capacità di apprendimento
- Competenze di alfabetizzazione
- To tale RRS
- To tale, escluse le Competenze di apprendimento e alfabetizzazione

Name Surname - DD - MM - YY [KT]

>0 = likely successful mainstream reintegration [McSHerry]



- Self Management of Behaviour
- Self and Others
- Self Awareness
- Self Confidence
- Self Organisation
- Attitude
- Learning Skills
- Literature Skills
- TOTAL
- Total, excluding Learning & Literature. skills

Supportive Transition Planning for Adolescents  
Transitioning From Psychiatric Hospitalization to School:  
Midura S. et al. 2023

Four major key factors emerged ...

- a. Stakeholder Voice (Student, Caregiver, Hospital/Treatment Team, or School Team Voice)
- b. Establishing a Point Person for Transition (Medical or School Point Person)
- c. Recommendations/Accommodations (Formal or Informal Supports)
- d. Having a Transition Meeting.



# Maudsley and Bethlem Hospital School - online

[Welcome to The Maudsley and Bethlem  
Hospital School \(maudsley-  
bethlemhospital.southwark.sch.uk\)](http://maudsley-bethlemhospital.southwark.sch.uk)

Click the accessibility box to translate the site

More resources in:

[Mental Health Resources for Schools](#)