



# Student Support Dashboard

Create concerns and get AI-powered intervention strategies



## Document New Concern

### Student Information

First Name \*

Last Initial \*

Grade \*



### Incident Details

Your Position/Title \*

Location \*

**Type of Concern \***

Select all that apply

- |  |  |
|--|--|
| <input type="radio"/> Academic               | <input type="radio"/> Attendance       |
| <input type="radio"/> Behavior               | <input type="radio"/> Social/Emotional |
| <input type="radio"/> Peer Relationships     | <input type="radio"/> Family/Home      |
| <input type="radio"/> Other (please specify) |  |

**Severity Level \***

- ☐ Mild – Needs classroom support
- ☐ Moderate – Needs Tier 2 intervention
- ☒ Urgent – Immediate follow-up needed

**Detailed Description of Concern \***

Please provide specific details about the observed behavior or concern. Include frequency, duration, context, and any patterns you've noticed...

Be specific and objective. This information helps generate more targeted intervention strategies.

**Actions Already Taken**

Select all that apply

- ☐ Talked with student
- ☐ Contacted parent
- ☐ Documented only
- ☐ Other action taken (please specify)

**Generate Tier 2 Intervention Strategies**



# AI-Generated Intervention Strategies



Tier 2 Evidence-Based



## Intervention strategies for NOEL R. - Academic Concern

Generated instantly | Research-based recommendations

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### AI-Generated Tier 2 Recommendations

Of course. Here are Tier 2 intervention recommendations for Noel R. ### \*\*1. Assessment Summary\*\* Based on the provided information, Noel is exhibiting severe school refusal behavior directly linked to test anxiety, an academic concern that significantly impacts his emotional well-being and access to education. The "urgent" severity level indicates this is a crisis-level avoidance behavior that requires immediate, structured, and compassionate intervention to prevent further disengagement and academic decline. The core need is to reduce the anxiety trigger (exams) while simultaneously building Noel's self-efficacy and coping skills to handle academic pressure. --- ### \*\*2. Immediate Interventions\*\* (To be implemented within 1-2 weeks) These strategies are designed for rapid deployment to re-engage Noel and create a safer psychological environment. \* \*\*Strategy: Safe Arrival & De-escalation Protocol\*\* \* \*\*Implementation:\*\* Designate a trusted staff member (e.g., counselor, administrator, a preferred teacher) to greet Noel at the bus or entrance. This person's role is to provide a calm, positive welcome and escort him to class, bypassing the potentially overwhelming cafeteria or hallway crowds. The homeroom teacher should provide a non-demanding, preferred activity (e.g., organizing, reading a non-academic book) for the first 10-15 minutes to ensure a soft, successful start to the day. \* \*\*Expected Outcome:\*\* Reduces the initial barrier to school entry, lowers immediate anxiety upon arrival, and creates a pattern of successful school attendance. \* \*\*Timeline:\*\* Implement starting the next school day and continue for a minimum of two weeks. \* \*\*Resources Needed:\*\* Coordination with administration/counseling staff; a designated

"safe" adult; a low-stakes activity for homeroom. \* \*\*Strategy: Modified Testing Environment & Format\*\* \* \*\*Implementation:\*\* For any upcoming assessments, provide Noel with immediate accommodations: \* \*\*Environment:\*\* Test in a separate, quiet location (e.g., library corner, resource room). \* \*\*Format:\*\* Chunk tests into smaller sections. Use a blank piece of paper to cover all questions except the one he is working on. \* \*\*Grading:\*\* For the immediate future, focus on completion and effort rather than score. Consider offering a "do-over" or the chance to correct mistakes for partial credit. \* \*\*Expected Outcome:\*\* Immediately reduces the perceived threat of testing, allows Noel to demonstrate knowledge without severe anxiety interference, and rebuilds a modicum of confidence. \* \*\*Timeline:\*\* Implement for all assessments beginning immediately. \* \*\*Resources Needed:\*\* A separate testing location; blank paper; teacher or paraeducator to proctor. ---

### \*\*3. Short-term Strategies\*\* (To be implemented within 2-6 weeks) These interventions build on the immediate supports to systematically desensitize Noel to testing situations and teach coping skills. \* \*\*Strategy: Explicit Instruction in Anxiety-Reduction Techniques\*\* \* \*\*Implementation:\*\* The school counselor or school psychologist should provide Noel with direct, explicit instruction in evidence-based techniques such as: \* \*\*Deep Breathing:\*\* "Box breathing" (inhale 4 sec, hold 4 sec, exhale 4 sec, hold 4 sec). \* \*\*Grounding:\*\* The "5-4-3-2-1" method (Name 5 things you see, 4 things you feel, 3 things you hear, 2 things you smell, 1 thing you taste). \* \*\*Positive Self-Talk:\*\* Scripting and practicing phrases to replace catastrophic thoughts ("I can't do this") with productive ones ("I am prepared and will do my best"). \* \*\*Expected Outcome:\*\* Noel develops a toolkit of strategies to self-regulate anxiety before and during tests, increasing his sense of control. \* \*\*Timeline:\*\* Counselor to begin sessions within the week; techniques can be practiced daily in a safe setting. \* \*\*Resources Needed:\*\* Access to school counselor/psychologist; short sessions (15-20 mins); cue cards with strategy steps. \* \*\*Strategy: Graduated Exposure & Practice Tests\*\* \* \*\*Implementation:\*\* Create low-stakes, "practice" testing scenarios to build tolerance. \* \*\*Step 1:\*\* Complete a worksheet in the preferred separate setting with no time limit. \* \*\*Step 2:\*\* Complete a 5-question quiz from a

previous unit in the separate setting. \* \*\*Step 3:\*\* Complete a practice test in the classroom when it is empty (e.g., during lunch). \* \*\*Step 4:\*\* Gradually reintegrate into classroom testing for the first part of the exam, with the option to leave and finish in the separate setting if needed. \* \*\*Expected Outcome:\*\* Systematically desensitizes Noel to the testing environment and process, breaking the association between tests and panic. \* \*\*Timeline:\*\* Begin after 1-2 weeks of immediate interventions; progress through steps as tolerated. \* \*\*Resources Needed:\*\* Old worksheets/quizzes; a consistent separate location; teacher time to set up scenarios. --- ### \*\*4. Long-term Support\*\* (6+ weeks) These are sustainable strategies to maintain progress and foster independence. \* \*\*Strategy: Student-Driven Accommodations Plan\*\* \* \*\*Implementation:\*\* Transition the interventions into a formalized, written plan that Noel has input into (e.g., "Which of these options helps you the most?"). This could be a 504 Plan. The plan should clearly outline his testing accommodations (separate setting, extended time, chunking), preferred methods of submitting work, and a check-in schedule with his counselor. \* \*\*Expected Outcome:\*\* Empowers Noel by giving him choice and control, ensures consistency across all classes, and provides legal documentation for his supports. \* \*\*Timeline:\*\*



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Curriculum-Based Monitoring & Preview/Review\*\* \*

\* \*\*Implementation:\*\* The teacher provides Noel with a unit preview guide and a study guide \*before\* the rest of the class. After instruction, schedule brief (5-minute) check-ins to review material and pre-teach upcoming test formats. This reduces the "fear of the unknown." \* \*\*Expected Outcome:\*\* Increases academic preparedness and certainty, which directly counteracts anxiety. Builds a stronger, more supportive student-teacher relationship. \* \*\*Timeline:\*\* Implement at the start of each new unit/quarter. \* \*\*Resources Needed:\*\* Unit outlines; study guides; 2-3 minutes of teacher time before/after school or during homeroom. --- ### \*\*5. Progress Monitoring\*\* Data collection is essential to determine if interventions are working. \* \*\*Primary Metric: Attendance.\*\* Track daily attendance in

homeroom/first period. The goal is a steady increase to consistent attendance. \* \*\*Secondary Metric: Anxiety Pre-/Post-Test Rating.\*\* Before and after any assessment, have Noel rate his anxiety on a simple scale of 1 (calm) to 5 (extremely anxious). The goal is a decrease in the post-test rating over time. \* \*\*Tertiary Metric: Work Completion.\*\* Percentage of assignments and assessments attempted and completed. The goal is 80% or higher completion. \* \*\*Method:\*\* Use a simple spreadsheet or tracking form. Review data weekly in consultation with the student support team. --- ### \*\*6. When to Escalate\*\* Immediately refer Noel to the school's student support team (SST), child study team, or 504 coordinator to begin the formal evaluation process. The "urgent" severity level and school refusal indicate a need for a higher level of support. \*\*Specifically, escalate if:\*\* \* There is no improvement in attendance after 5-7 school days of implementing immediate interventions. \* Noel's anxiety intensifies or manifests in other ways (e.g., somatic complaints, social withdrawal, panic attacks). \* The parent reports increased distress or refusal at home. \* The classroom-based strategies are insufficient to ensure his regular attendance and participation. A comprehensive evaluation for a 504 Plan or IEP is strongly recommended to provide him with the legally protected accommodations and supports he needs to be successful.

#### Implementation Steps:

- > Review Assessment Summary
- > Implement Immediate Interventions
- > Apply Short-term Strategies
- > Monitor Progress

 **Research-Based**

Expected timeline: 2-6 weeks

## Have Follow-Up Questions?

Ask for specific implementation guidance...



Ask AI



Generate PDF Report



Share with Staff