

Student Concern Report

Generated on August 30, 2025

Student Information

Name: Crystal R.

Teacher: Demo-Teacher ROBERTS

School: Calabar High School

Concern Details

Type: Attendance

Date Documented: 8/30/2025

Description:

Crystal has missed 6 class this week

AI-Generated Intervention Strategies

1. AI-Generated Tier 2 Intervention Recommendations

Of course. As an educational intervention specialist, I will provide a comprehensive, evidence-based intervention plan for Crystal R. focused on improving attendance, which is often a symptom of underlying, unaddressed factors.

1. Comprehensive Student Analysis

- Detailed Analysis of Concerns: Chronic absenteeism (missing 20% or more of school days) is a primary concern, strongly correlated with academic failure and school dropout (Gottfried, 2014). While Crystal has no documented learning needs, her pattern suggests potential issues beyond simple truancy. Six absences in one week is a significant red flag requiring immediate, multi-faceted intervention.
- Contributing Factors: We must investigate root causes. These could include:
 - Medical/Physical: Undiagnosed illness, sleep disorders, chronic conditions (e.g., asthma, migraines).
 - Social-Emotional: School anxiety, social isolation or bullying, lack of connection to school community, family stress or responsibilities (e.g., caring for siblings).
 - Environmental: Transportation barriers, housing instability, lack of parental support or awareness of the severity.
 - Academic: Despite no documented needs, she may be experiencing undiagnosed academic struggles, leading to avoidance.
- Risk Factors: Continued absenteeism will lead to significant skill gaps, social isolation, and increased risk of disengagement. The moderate severity indicates we are at a critical window for effective intervention.
- Protective Factors: Previous interventions (talking to student, contacting parent) show teacher engagement. The goal is to build on this by creating a stronger, more positive and compelling reason for Crystal to attend school.

2. Evidence-Based Intervention Framework

- Primary Intervention Approach: A dual approach combining Check & Connect (a structured mentoring model from the University of Minnesota Institute on Community Integration) and a Positive Behavior Interventions and Supports (PBIS) framework focused on reinforcing attendance.
- Theoretical Foundation: This is primarily behavioral (using positive reinforcement to increase desired behavior—attendance) and cognitive (building a relationship to understand and address her beliefs and barriers about school). It is also informed by trauma-informed practices, acknowledging that absenteeism can be a behavior of avoidance stemming from an unmet need.
- Expected Outcomes: Increase daily attendance to 95% or higher (missing no more than 1 day in a 20-day period). A secondary outcome is an increase in Crystal's self-reported sense of school connectedness.
- Success Indicators: Reduced number of absences/tardies, increased participation in class, verbalizing positive statements about school, consistent completion of work.

3. Immediate Action Plan (Days 1-14)

Strategy 1: Relationship-Based Check-In System

- Research Base: Check & Connect (Christenson et al., 2012), which has extensive research showing effectiveness in reducing truancy and increasing engagement.
- Materials Needed: "Check-In/Check-Out" (CICO) sheet (a simple daily tracker), a designated adult mentor (e.g., homeroom teacher, counselor, another trusted staff member), small incentives (e.g., stickers, positive note home, 5 minutes of computer time).
- Implementation Steps:

1. 8:00-8:10 AM (Daily) - Morning Check-In: Crystal's mentor greets her at the school entrance or classroom door. Script: "Good morning, Crystal! I'm so glad you're here today. How are you doing? Here is your daily goal sheet. Let's make today a great day." Provides the CICO sheet.

2. 2:45-2:50 PM (Daily) - Afternoon Check-Out: Mentor meets briefly with Crystal. Script: "Let's look at your day. You made it to school on time—that's a huge success! How did the rest of your day go?" The mentor collects the sheet, provides specific praise, and a small incentive for attendance. They problem-solve any minor issues for the next day.

- Data Collection: The CICO sheet itself is the primary data tool. It tracks: Date, Present? (Y/N), On Time? (Y/N), Mentor Signature. This is graphed daily for visual feedback.
- Success Criteria: Crystal attends and is on time for both check-ins for 5 consecutive days.

Strategy 2: Home-School Collaboration & Barrier Assessment

- Research Base: Family-school partnerships are a core component of effective interventions (Epstein, 2018).
- Materials Needed: Phone, scripted conversation guide, "Barriers to Attendance" survey (to be sent home or conducted over the phone).
- Implementation Steps:

1. Day 1 - Scripted Phone Call: Place a call home with a focus on concern and collaboration. Script: "Hello, this is [Teacher's Name] from [School]. I'm calling because I'm concerned about Crystal. We miss her when she's not here and want to make sure she's okay and that we can support you in helping her get to school every day. Are there any challenges we should be aware of, like transportation, health, or anything else?"

2. Day 3 - Follow-Up: If no clear barrier is identified, send home a simple survey with questions

like: "What is the hardest part about getting to school in the morning?" "Is there anything at school that Crystal worries about?"

- Data Collection: Document the call and any survey responses. This is qualitative data to identify the root cause.
- Success Criteria: Successful contact with a parent/guardian and identification of at least one potential barrier to address.

4. Short-Term Intensive Support (Weeks 3-8)

Primary Focus Area: Building School Connectedness & Value

- Intervention Program: Incorporation of UDL principles into the classroom environment to increase engagement and reduce avoidance.
- Frequency: Daily, integrated into all instruction.
- Progress Monitoring: Continue daily CICO attendance tracking. Add a weekly 2-question survey for Crystal: "On a scale of 1-5, how much did you feel you belonged this week?" "What was one thing you enjoyed at school this week?"
- Adaptation Protocol: If attendance does not improve after 3 weeks of consistent CICO, convene the student support team (SST) to review barrier assessment data and consider a functional behavior assessment (FBA) to better understand the function of the absenteeism.

5. Long-Term Skill Development (Weeks 9-16)

Maintenance and Generalization Strategies

- Skill Transfer Plans: Fade the CICO system from daily to twice weekly, then to weekly once 95% attendance is maintained for 4 consecutive weeks. The mentor relationship should continue with informal check-ins.
- Independence Building: Teach Crystal self-monitoring skills. She can begin to graph her own weekly attendance data and set personal goals.
- Family Engagement: Transition from problem-solving calls to positive news calls home to celebrate attendance streaks. Provide the family with a monthly calendar highlighting fun school events to build anticipation.

6. Comprehensive Progress Monitoring System

- Daily Data: CICO sheet (Attendance Y/N, Tardy Y/N).
- Weekly Assessment: Graph of weekly attendance percentage. Review of the 2-question connectedness survey.
- Monthly Review: Compare monthly attendance data to baseline. Review qualitative notes from mentor check-ins and parent communications.
- Decision Points:
 - Continue: If attendance is improving (upward trend on graph).
 - Modify: If attendance is stagnant after 3 weeks (e.g., intensify mentor meetings, involve school counselor, conduct FBA).
 - Escalate: If attendance deteriorates further (e.g., refer to school attendance review board (SARB) or child welfare services for educational neglect evaluation, as mandated by law).

7. Collaboration and Communication Plan

- Team Members: Homeroom teacher (lead), school counselor, administrator, parent/guardian.

- Meeting Schedule: Brief (5-min) weekly update between teacher and mentor. Formal SST meeting at the 3-week and 8-week marks.
- Documentation Requirements: All CICO sheets, graphs, communication logs (phone calls, emails), and meeting notes must be kept in a dedicated file for Crystal.
- Parent Communication: Weekly positive update (email or call) for the first month, then bi-weekly. Immediate contact for any absence.

8. Escalation and Support Protocols

- Warning Signs: Two or more unexcused absences in a week after intervention begins, expressed verbal refusal to attend school, increased somatic complaints (stomachaches, headaches) in the morning.
- Immediate Response: If a parent reports Crystal is refusing to come to school, the school counselor should be notified immediately to contact the family and offer support.
- Referral Criteria: Refer to school counselor after 10 total absences (excused or unexcused) for a deeper social-emotional screening. Refer to school nurse if health concerns are suspected. Legal referral to SARB after meeting district-defined thresholds for truancy.
- Emergency Contacts: School Counselor: [Insert Name/Number], School Nurse: [Insert Name/Number], Administrator: [Insert Name/Number].

9. Resource Recommendations

- Professional Development: "Attendance Works" (attendanceworks.org) webinars on tiered interventions for absenteeism. Training on the "Check & Connect" model.
- Educational Materials: *Solving the Attendance Puzzle* by Jessica Sprick. *The PBIS Team Handbook* by Beth Baker and Char Ryan.
- Technology Tools: School-wide information system (e.g., PowerSchool) for attendance tracking and automated parent notifications for absences.
- Community Resources: Local health clinics for medical evaluations, United Way or local family support agencies for assistance with transportation or housing barriers.

Disclaimer: This plan is based on best practices in educational intervention. It should be implemented with fidelity and adjusted based on Crystal's individual response and the specific context of your school and community.

Implementation Steps:

1. Review Assessment Summary
2. Implement Immediate Interventions
3. Apply Short-term Strategies
4. Monitor Progress

Timeline: 2-6 weeks

Follow-up Questions & Responses

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