

Student Concern Report

Generated on August 21, 2025

Student Information

Name: Jay R.

Teacher: Noel Roberts

School: Not specified

Concern Details

Type: Peer Relationships

Date Documented: 8/21/2025

Description:

Jay is overly competitive and will get into fights over a simple game. He does not know how to take losing.

AI-Generated Intervention Strategies

1. AI-Generated Tier 2 Recommendations

Assessment Summary

Jay demonstrates moderate challenges in peer relationships characterized by hyper-competitiveness, poor emotional regulation in competitive settings, and difficulty coping with losing. These behaviors are impacting his social interactions and may stem from undeveloped self-management skills, low frustration tolerance, or possible underlying social-emotional needs. Tier 2 interventions should focus on teaching emotional regulation, perspective-taking, and collaborative skills in structured, low-stakes environments.

Immediate Interventions (1–2 weeks)

Goal: De-escalate conflict, introduce self-awareness, and provide immediate support during competitive activities.

- **Strategy: Pre-Activity Coaching**

- **Implementation**: Before competitive activities (e.g., games in gym), briefly meet with Jay to:
 1. Review expectations for sportsmanship.
 2. Practice a calming strategy (e.g., deep breathing, counting to 5).
 3. Use a scripted phrase like, "It's okay to feel upset, but I will stay calm."
- **Expected Outcome**: Reduced outbursts; increased self-awareness.
- **Timeline**: Implement before each competitive activity.
- **Materials**: Visual prompt card with calming steps/script.

- **Strategy: Structured Debriefing After Conflicts**

- **Implementation**: After an incident, use a neutral space to:
 1. Have Jay reflect using a "Feelings and Choices" worksheet.
 2. Discuss alternative responses (e.g., walking away, using words).

- **Expected Outcome**: Improved reflection and problem-solving skills.
- **Timeline**: After each incident, 5–7 minutes.
- **Materials**: Simple graphic organizer for reflecting on emotions/actions.

Short-term Strategies (2–6 weeks)

Goal: Teach and reinforce prosocial behaviors, emotional regulation, and cooperative skills.*

- **Strategy: Social Stories/Scripting for Sportsmanship**
 - **Implementation**:
 1. Create or use a social story about losing gracefully/losing humbly.
 2. Read and discuss with Jay 1–2 times per week.
 3. Role-play scenarios in a non-competitive setting.
 - **Expected Outcome**: Better understanding of expected behaviors; reduced reactivity.
 - **Timeline**: 2x/week for 4 weeks.
 - **Materials**: Customized social story, role-play scenario cards.
- **Strategy: Positive Peer Modeling & Group Goals**
 - **Implementation**:
 1. Pair Jay with a peer model during low-stakes team activities.
 2. Use group contingencies (e.g., “If everyone demonstrates good sportsmanship, the class earns 5 minutes of free time”).
 - **Expected Outcome**: Increased cooperative behavior; peer reinforcement.
 - **Timeline**: During gym/group activities 2–3x/week.
 - **Materials**: Reward system (e.g., token board, class incentive chart).
- **Strategy: Emotion Regulation Toolkit**
 - **Implementation**:
 1. Teach and practice a “cool-down” strategy (e.g., square breathing, using a stress ball).
 2. Jay accesses the toolkit when frustrated (e.g., a designated cool-down corner for 2 minutes).
 - **Expected Outcome**: Improved self-regulation during frustration.
 - **Timeline**: Teach Week 2; use as needed Weeks 3–6.
 - **Materials**: Cool-down corner, tactile tools, visual timer.

Long-term Support (6+ weeks)

Goal: Generalize skills across settings, build resilience, and foster positive peer connections.*

- **Strategy: Peer-Mediated Conflict Resolution**
 - **Implementation**:
 1. Train Jay and peers in basic “I-statements” and conflict resolution steps.
 2. Implement structured peer feedback sessions after group activities.
 - **Expected Outcome**: Sustainable conflict resolution skills; improved peer relations.
 - **Timeline**: Begin Week 7; reinforce biweekly.
 - **Materials**: Conflict resolution script, facilitator guide for teacher.
- **Strategy: Mentorship or SEL Group**
 - **Implementation**:
 1. Refer Jay to a school-based SEL group focusing on emotional regulation or social skills.
 2. Pair with a staff mentor (e.g., coach, counselor) for weekly check-ins.
 - **Expected Outcome**: Generalized coping strategies; supportive adult connection.
 - **Timeline**: Ongoing after Week 6.
 - **Materials**: SEL curriculum, mentor meeting log.

Progress Monitoring

- **Method**: Use a simple frequency tally for incidents (e.g., arguments, outbursts) during competitive activities.
- **Tool**: ABC (Antecedent-Behavior-Consequence) data sheet for patterns; student self-rating scale on sportsmanship (1–5 scale).
- **Frequency**: Weekly data review; compare baseline to intervention phases.

When to Escalate

Refer to the student support team or consider a 504/IEP evaluation if:

- Behaviors persist or intensify after 6 weeks of consistent intervention.
- Jay shows signs of emotional distress (e.g., withdrawal, anger outbursts in non-competitive settings).
- Peer relationships significantly deteriorate or impact academic engagement.
- Parent or teacher notes concerns in multiple settings (e.g., classroom, home, extracurriculars).

Let me know if you would like support drafting a referral or connecting with your school's MTSS/504 coordinator.

Implementation Steps:

- Review Assessment Summary

- Implement Immediate Interventions

- Apply Short-term Strategies

- Monitor Progress

Timeline: 2-6 weeks