

# MEETING PREPARATION DOCUMENT

Document Language: Chinese

## MEETING INFORMATION

**Title:** Grade-Level Student Support Meeting  
**Type:** SST  
**Date:** 2025-08-30  
**Time:** 10:08

## MEETING AGENDA

I am asking for strategies for Crystal

## STUDENT CONCERNS TO DISCUSS

Total concerns selected: 1

Crystal S (Grade 10th)

### 1. Behavior, Social/Emotional Concern

Severity: MODERATE | Location: Classroom | Date: 8/29/2025

Description:

I need suggestion to support Crystal She has elevated moodiness and is often found crying in the bathroom.

Actions Already Taken:

- Talked with student
- Contacted parent

## AI-Generated Interventions

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### Intervention Strategy 1: AI-Generated Tier 2 Intervention Recommendations

Of course. As an educational intervention specialist, I will provide a comprehensive, evidence-based action plan for Crystal S. This plan integrates behavioral, academic, and social-emotional supports tailored to her unique profile.

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## 1. Comprehensive Student Analysis

**Detailed Analysis of Concerns** Crystal's presentation of "elevated moodiness" and frequent crying in the bathroom are classic externalizing and internalizing behaviors, respectively. For a 10th-grade EAL learner with a Learning Disability (LD), these behaviors are likely not willful defiance but rather a manifestation of significant academic frustration, social isolation, and potential language-based anxiety. The bathroom may be her only perceived "safe" escape from overwhelming classroom demands where she cannot access the curriculum or communicate effectively.:

**Connection to Learning Profile:**

**Learning Disability** Impaired processing likely makes grade-level work inaccessible without intensive scaffolding, leading to repeated failure experiences and low academic self-concept.:

**EAL (Beginner Proficiency)** This creates a dual challenge: she is struggling with both the academic content \*and\* the language of instruction. Social interactions are also hindered, increasing isolation.:

**Struggling Academically** This is the predictable outcome of the intersection of her LD and EAL status. The behavior is a symptom of this academic distress.:

**Risk Factors** Academic failure, social rejection, development of an anxiety disorder or depression, school avoidance, dropping out.:

**Protective Factors** Parental contact has already been initiated (a positive step), she is seeking a private space to regulate (shows self-awareness), and she is in a supportive system that is seeking Tier 2 strategies early.:

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## 2. Evidence-Based Intervention Framework

**Primary Intervention Approach** A dual-framework approach using **\*\*Trauma-Informed Practices\*\*** (TIP) to address the social-emotional needs and create psychological safety, combined with the **\*\*Universal Design for Learning (UDL)\*\*** framework to systematically reduce academic and linguistic barriers. This is supported by **\*\*Positive Behavioral Interventions and Supports (PBIS)\*\*** to teach and reinforce desired behaviors.:

**Theoretical Foundation** **\*\*Humanistic\*\*** (building trust and safety), **\*\*Behavioral\*\*** (explicit teaching and reinforcing of coping skills), and **\*\*Cognitive\*\*** (scaffolding academic tasks to ensure success and rebuild self-efficacy).:

#### Expected Outcomes & Success Indicators:

**Short-Term (2 weeks)** Reduction in bathroom breaks for crying by 50%; increased use of a requested "break" signal; completion of 1 modified academic task per day.:

**Mid-Term (8 weeks)** Verbal or non-verbal initiation of a conversation with a peer or staff member; consistent use of a designated "calm down" space; demonstration of a learned coping strategy.:

**Long-Term (16 weeks)** Improved academic engagement (on-task behavior increased to 80%); reduced frequency of moodiness as reported by two or more teachers; improved scores on curriculum-based measures.:

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### 3. Immediate Action Plan (Days 1-14)

#### Strategy 1: Non-Verbal Check-In & Check-Out (CICO) System with Break Card

Research Base PBIS (Crone, Horner, & Hawken, 2004); TIP for creating predictability and safety.:

Materials Needed 1) A visual "Feelings Chart" with emojis/faces and simple words (happy, sad, tired, frustrated, okay). 2) A "Break Card" (a red card or a specific image). 3) A simple CICO sheet with 2-3 goals (e.g., "I used my words or card," "I tried my work").:

#### Implementation Steps:

**1. Morning (8:05 AM, 3 mins):** Meet Crystal at homeroom. Point to the Feelings Chart and ask, "How are you feeling today?" Accept a point or one-word answer. Briefly review the day's schedule. Give her the Break Card and explain: "If you feel overwhelmed, show this card to me, and you can go to the [designated calm corner] for 5 minutes."

**2. Mid-Day (12:00 PM, 2 mins):** Quick check. "Show me how you're feeling now. How did using your card/work go this morning?" Mark the CICO sheet together.

**3. End of Day (2:55 PM, 3 mins):** Final check. "Show me how you're feeling. What was one okay thing today?" Praise any effort. Send a copy of the CICO sheet home.

**Data Collection** Daily CICO sheet points; tally of Break Card use; anecdotal notes on mood from the Feelings Chart.:

**Success Criteria** Crystal uses the Break Card instead of leaving to cry at least twice in 14 days; she participates in the check-in by pointing to the chart.:

#### Strategy 2: Pre-Teaching & Vocabulary Scaffolding for Core Content

Research Base UDL Guideline 2: Provide options for language & symbols (CAST, 2018); EAL best practices (Goldenberg, 2010).:

Materials Needed 1) Upcoming lesson materials from content teachers. 2) A graphic organizer (e.g., Frayer model). 3) Translated word list or picture dictionary (use Google Translate if needed).:

#### Implementation Steps:

**1. Preparation (Day Before, 10 mins):** Collaborate with Science/History teacher to get 3-5 key vocabulary terms for the next day's lesson.

2. Intervention (Before Class or Homeroom, 7 mins): Pre-teach these terms to Crystal using the graphic organizer. Write the word, provide a simple definition, a picture, and use it in a sentence. "Crystal, today in science, the word is 'organism'. See? This fish is an organism. It's a living thing."

3. Reinforcement: Provide her with the graphic organizer to use as a note-taking guide during the lesson.

Data Collection Track her ability to match the pre-taught vocabulary to a picture or definition on a simple exit ticket.:

Success Criteria Crystal correctly identifies 2 out of 3 pre-taught vocabulary words in an assessment context.:

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

Primary Focus Area: Emotional Regulation and Academic Engagement

Intervention Program Explicit instruction in **\*\*Zones of Regulation®\*\*** (Leah Kuypers, 2011) to build emotional vocabulary and self-regulation skills.:

Frequency 3 times per week for 15 minutes in a small group or 1:1 setting.:

Progress Monitoring Weekly behavior frequency tally: count of unprompted use of a regulation tool (e.g., deep breathing, asking for a break); weekly self-assessment using a Zones visual.:

Adaptation Protocol If after 4 weeks no change in break card use or moodiness frequency, increase visual supports (e.g., a visual schedule of regulation strategies) and involve the school counselor more directly.:

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

### Maintenance and Generalization Strategies

Skill Transfer Plans Generalize the Break Card and Zones language to other classes. Train one key teacher (e.g., Science) to implement the CICO and pre-teaching strategies.:

Independence Building Fade the CICO to a self-monitoring sheet where Crystal rates her own progress on her goals.:

Family Engagement Provide the family with a translated copy of the Feelings Chart and a list of key vocabulary words each week. Encourage them to talk about feelings and vocabulary in their native language to build foundational concepts.:

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## 6. Comprehensive Progress Monitoring System

Daily Data CICO point sheet, Break Card use tally, anecdotal note on predominant mood.:

Weekly Assessment Curriculum-Based Measurement (CBM) probe (e.g., 2-digit math facts, cloze reading passage) to track academic response to intervention; weekly self-assessment on Zones visual.:

Monthly Review Review all data points. Is there an upward trend in CICO points and academic probes? A downward trend in break card use (indicating less distress) or moodiness reports?:

Decision Points:

Continue If data shows 3+ data points of improved performance.:

Modify If data is flat or variable for 3 consecutive weeks (e.g., change the reinforcement, try a different pre-teaching method).:

Escalate (Tier 3) If data shows a sharp decline or no progress after 8 weeks of modified intervention, refer to the school's multidisciplinary team for a special education evaluation review.:

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## 7. Collaboration and Communication Plan

Team Members Homeroom teacher (lead), EAL specialist, Special Education teacher, School Counselor, Content Area Teachers.:

Meeting Schedule Brief weekly check-in (15 mins) with EAL/SpEd lead. Formal team meeting every 4 weeks.:

Documentation Requirements CICO sheets and data tallies stored in a shared folder or log.:

Parent Communication Weekly email or message (using translation app) with a photo of the completed CICO sheet and one positive note. Schedule a monthly phone call with an interpreter.:

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## 8. Escalation and Support Protocols

Warning Signs Increased frequency of crying spells; refusal to leave the bathroom; verbal expressions of hopelessness or self-harm.:

Immediate Response If Crystal expresses or implies self-harm, follow school protocol immediately. This typically involves not leaving her alone and escorting her to the school counselor or psychologist for a risk assessment.:

Referral Criteria Refer to school counselor for ongoing emotional support. If academic gaps do not close with intensive intervention, refer for a special education reevaluation to ensure her IEP is appropriate.:

Emergency Contacts School Counselor ([Name, Ext]), School Psychologist ([Name, Ext]), Crisis Hotline ([Number]).:

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## 9. Resource Recommendations

Professional Development "Zones of Regulation" training; "Supporting EAL Students with Learning Disabilities" (Colorín Colorado website offers excellent webinars):

Educational Materials \*The Zones of Regulation\* curriculum; \*Frayer Model\* graphic organizers; \*Google Translate\* app; \*Proloquo2Go\* (if communication is a significant barrier):

Technology Tools \*\*Microsoft Immersive Reader\*\* (for text decoding and translation); \*\*Khan Academy\*\* (for math instruction with built-in translation); \*\*Padlet\*\* or \*\*Jamboard\*\* for visual vocabulary boards:

Community Resources Local cultural associations for her native language; community mental health services that offer counseling in her native language:

This plan provides a structured, compassionate, and data-driven path forward to support Crystal in developing the skills she needs to feel safe, successful, and connected at school.

#### Implementation Steps:

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

**Timeline: 2-6 weeks**

#### Student Learning Profile

- Diagnosed with: Learning Disability
- EAL Learner (Beginner English proficiency)
- Currently struggling academically

## ADDITIONAL NOTES

maybe an I.E.P.

## DOCUMENT INCLUDES

- AI-generated intervention recommendations
- Progress tracking section

DOCUMENT INFORMATION

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Conceptual  
Work  
Education  
Support  
Platform