

## Student Concern Report

Generated on August 23, 2025

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### Student Information

Name: Josie R.

Teacher: Noel Roberts

School: Calabar high School

### Concern Details

Type: Academic

Date Documented: 8/23/2025

Description:

Please differentiate this lesson for Josie.

### AI-Generated Intervention Strategies

#### 1. AI-Generated Tier 2 Recommendations

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##### 1. Assessment Summary

Josie, a 7th-grade student with ADHD, requires academic differentiation to support sustained attention, task initiation, and executive functioning. Given the mild severity, targeted Tier 2 interventions focusing on structure, engagement, and self-regulation can help her access the curriculum effectively without significant modifications.

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##### 2. Immediate Interventions (1-2 weeks)

Strategy: Chunked Instructions with Visual Supports

###### Implementation Steps:

- Step 1: Break multi-step tasks into 2-3 manageable parts and provide written or visual step-by-step checklists.
- Step 2: Use a timer to set clear time limits for each chunk (e.g., 10-15 minutes per segment).
- Step 3: Provide immediate, specific praise upon completion of each chunk to reinforce progress.

Strategy: Strategic Seating and Non-Disruptive Movement Options

###### Implementation Steps:

- Step 1: Seat Josie near the front of the room, away from distractions like windows or high-traffic areas.
- Step 2: Offer alternative seating (e.g., wobble cushion, standing desk option) if available.
- Step 3: Permit silent fidget tools or brief, structured movement breaks (e.g., handing out papers, stretching at her desk).

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### 3. Short-term Strategies (2-6 weeks)

#### Strategy: Enhanced Engagement Through Active Participation

##### Implementation Steps:

- Step 1: Incorporate hands-on or interactive elements into lessons (e.g., mini-whiteboards for responses, partner talk).
- Step 2: Use technology or gamified platforms (e.g., Kahoot, Quizlet) for review and practice.
- Step 3: Provide choice in how she demonstrates understanding (e.g., oral response vs. written).

#### Strategy: Explicit Organization and Planning Support

##### Implementation Steps:

- Step 1: Teach and model use of an agenda or digital planner for tracking assignments and deadlines.
- Step 2: Provide a consistent end-of-class routine to review homework expectations and pack materials.
- Step 3: Use color-coded folders or digital labels for different subjects to streamline organization.

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### 4. Long-term Support (6+ weeks)

#### Strategy: Scaffolded Executive Functioning Skills

##### Implementation Steps:

- Step 1: Gradually transition responsibility for chunking tasks and using timers to Josie, with teacher guidance.
- Step 2: Introduce self-monitoring checklists for on-task behavior and assignment completion.

#### Strategy: Differentiated Assessment and Feedback

##### Implementation Steps:

- Step 1: Offer extended time or reduced-length options for assessments when appropriate.
- Step 2: Provide rubric-based feedback focused on effort and growth, not just accuracy.

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### 5. Progress Monitoring

#### Data Collection:

- Method 1: Track assignment completion rates and accuracy compared to baseline.
- Method 2: Use a simple behavior tally for on-task behavior during independent work (e.g., + every 5 minutes on task).

Review Timeline Bi-weekly:

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## 6. When to Escalate

### Indicators:

- Clear sign 1: No improvement in task completion or engagement despite consistent implementation of strategies for 6 weeks.
- Clear sign 2: Increase in avoidance behaviors, emotional distress, or decline in academic performance.

### 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

Q1: [differentiate this lesson for Josie.](#)

A:

Of course. Here is a detailed, practical guide to differentiating your lesson for Josie, incorporating the recommended Tier 2 interventions.

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## 1. Direct Answer: Differentiating a Lesson for Josie

To differentiate this lesson for Josie, we will focus on layering the recommended Tier 2 strategies directly into your lesson plan. The core principles are structure, engagement, and supported executive functioning. We will modify the content, process, and product of the lesson to match her learning profile, ensuring she can access the material and demonstrate her understanding without reducing the rigor.

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## 2. Implementation Steps: A Tier 2 Lesson Plan Template for Josie

Let's assume a standard 50-minute lesson. Here's how to structure it with Josie in mind:

### Pre-Lesson Preparation (Before Class):

Chunk the Lesson Break the 50-minute block into 3 clear segments (e.g., 15-min direct instruction, 20-min guided/independent practice, 15-min review/exit ticket):

**Create a Visual Checklist** For the independent practice segment, create a short, numbered checklist of the tasks Josie needs to complete. Use icons or simple text. Laminate it so it can be reused.:

**Gather Tools** Have a timer (like a visual timer app on a tablet), a mini-whiteboard and marker for her, and her designated fidget tool ready.:

**During the Lesson:**

- Segment 1: Direct Instruction (15 mins)

**Strategic Seating** Ensure Josie is seated near you and away from major distractions.:

**Chunked Instructions** Instead of giving all directions at once, introduce the lesson's goal, then pause. Give directions for the first activity only.:

**Active Engagement** Use the mini-whiteboard to have her jot down a key term or answer a quick question, holding it up. Use partner talk (Think-Pair-Share) to process information.:

- Segment 2: Guided/Independent Practice (20 mins)

**Provide the Checklist & Timer** Hand Josie her visual checklist and set the timer for the first task (e.g., 7 minutes for "Complete questions 1-3").:

**Teacher Proximity & Praise** Circulate and check in with Josie immediately after the timer goes off. Provide specific praise: "Josie, excellent focus on completing the first three questions within the time limit. Your answers for question 2 are very detailed.":

**Movement Break** If you notice her becoming restless, use a non-disruptive movement opportunity. "Josie, could you please collect the textbooks from your row?":

- Segment 3: Review & Assessment (15 mins)

**Differentiated Product** For an exit ticket, provide choice: "Show me you understand [concept] by either writing 2-3 sentences or by drawing a quick diagram with labels.":

**Organization Support** Initiate the end-of-class routine. Use a visual prompt on the board: "1. Record homework in agenda. 2. Place handout in blue (ELA) folder. 3. Pack backpack.":

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### 3. Practical Tips & Best Practices

**Seamless Integration** Implement these strategies for the whole class when possible. For example, a visual timer and posted agenda benefit all students. This prevents Josie from feeling singled out.:

**Private Signals** Establish a subtle, non-verbal signal with Josie to redirect her attention without drawing class attention (e.g., a gentle tap on her desk, placing the checklist in front of her).:

**Positive Reinforcement** Focus on praising the \*effort\* and \*process\* (e.g., "I see you're using your timer effectively,") not just the correct answer.:

**Pre-Teaching Vocabulary** If possible, email or share a short list of 2-3 key vocabulary terms with her before the lesson to reduce the cognitive load during instruction.:

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## 4. Resources Needed

Low-Tech Timer, mini-whiteboard & marker, laminated visual checklists, colored folders, post-it notes, fidget tool (e.g., stress ball, velcro under desk).:

High-Tech Tablet with visual timer app (e.g., "Time Timer"), access to gamified learning platforms (Kahoot, Blooket, Quizlet), speech-to-text software if writing is a significant barrier.:

Personnel While a Tier 2 intervention is primarily teacher-led, brief consultation with a special education teacher or instructional coach for strategy ideas can be helpful.:

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## 5. Timeline Considerations

Week 1 Focus on consistently implementing the **\*\*Immediate Interventions\*\*** (chunking, visual supports, strategic seating, movement breaks). Do not expect mastery; the goal is routine and familiarity.:

Weeks 2-3 Begin layering in the **\*\*Short-term Strategies\*\*** (active participation, organization support). Introduce the student self-monitoring checklist.:

Weeks 4+ Work on the **\*\*Long-term Support\*\*** goal of fading teacher guidance and increasing Josie's independence in using these strategies herself.:

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## 6. Troubleshooting: Potential Challenges & Solutions

Challenge Josie refuses to use the timer or checklist.:

Solution Provide choice. "Josie, would you like to use the digital timer or the sand timer?" Involve her in creating the next checklist to increase buy-in.:

Challenge The strategies are disruptive to other students.:

Solution This is often a sign the strategies need to be more subtle. Use non-verbal cues and keep tools small and quiet. Many strategies (brain breaks, gamified review) can be whole-class.:

Challenge There's no improvement in work completion.:

Solution Re-examine the "chunk" size. The tasks may still be too large. Break them down further. Also, check if the work is at the appropriate skill level—it might be too frustrating, not just too long.:

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## 7. Progress Monitoring

**Method** Use the visual checklist as a direct data source. Put a small sticker or checkmark next to each chunk she completes independently and on time during the practice session.:

**Frequency** Do a quick review of these checklists **\*\*every Friday\*\***. Tally the number of chunks completed successfully each day.:

**Data-Driven Adjustments** If her success rate is below 70%, the chunks are too big or complex. If it's near 100%, gradually increase the chunk size or slowly fade the use of the timer to build endurance.:

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## 8. When to Seek Additional Support

**Escalate to the Student Support Team (SST) or IEP/504 Coordinator if:**

- After 4-6 weeks of consistent, documented implementation of these interventions, there is no measurable improvement in work completion, accuracy, or on-task behavior.
- You observe a significant increase in work avoidance, anxiety, or negative self-talk related to academic tasks.
- The level of support required to keep Josie engaged and productive is so intensive that it is no longer sustainable within the general education classroom setting.

These indicators suggest that her needs may be more intensive than Tier 2 supports can provide and that a formal evaluation for a 504 Plan or IEP may be necessary to ensure her academic success.