

## Student Concern Report

Generated on August 30, 2025

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### Student Information

Name: Josie R.

Teacher: Demo-Teacher ROBERTS

School: Calabar High School

### Concern Details

Type: Behavior, Academic, Social/Emotional

Date Documented: 8/30/2025

#### Description:

Josie is very fidgety in class and often does not pay attention. I have moved her seat several times which works for a while but it does not last.

### AI-Generated Intervention Strategies

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

Of course. As an educational intervention specialist, I will provide a comprehensive, research-based intervention plan for Josie R. This plan is grounded in the Multi-Tiered System of Supports (MTSS) framework, integrating principles from Positive Behavioral Interventions and Supports (PBIS), Universal Design for Learning (UDL), and trauma-informed practices to address her unique profile.

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#### 1. Comprehensive Student Analysis

- Detailed Analysis of Concerns & Contributing Factors: Josie's "fidgety" behavior and inattention are likely a manifestation of her ADHD, a neurodevelopmental disorder impacting executive functions like sustained attention, impulse control, and working memory (Barkley, 2015). This is compounded by her beginner EAL status, which creates a significant cognitive load; she is simultaneously trying to decode the language and comprehend complex 8th-grade math concepts. The academic struggle is both a cause and effect of the behavioral challenges, creating a negative feedback loop. Her positive response to teacher attention is a significant protective factor and a key to engagement.
- Connection to Assessment Data: While formal assessment data isn't provided, the "moderate" severity level and failure of previous interventions (talks, parent contact, seating changes) indicate a need for structured, Tier 2 strategies. The seat-moving intervention worked temporarily due to novelty (a common phenomenon with ADHD), but lacked the sustained structure she requires.
- Risk Factors: ADHD diagnosis, EAL beginner status, academic failure cycle, potential for social isolation due to language/behavior barriers.
- Protective Factors: Responsive to teacher attention, visual learning strength, teacher proactively seeking solutions.

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## 2. Evidence-Based Intervention Framework

- Primary Intervention Approach: A dual-focus approach combining Self-Regulation Strategy Development (SRSD) for behavior (Graham & Harris, 2005) and Sheltered Instruction Observation Protocol (SIOP) principles (Echevarria, Vogt, & Short, 2017) for academic/language access. This is supported by UDL to reduce barriers.
- Theoretical Foundation: Behavioral (positive reinforcement, antecedent strategies), Cognitive (explicit instruction in self-monitoring, graphic organizers), and Academic (language and content scaffolding).
- Expected Outcomes & Success Indicators:
  - Behavioral: 80% reduction in off-task behaviors (measured by frequency count); increased use of self-regulation tools.
  - Academic: Increase in completed classwork from <50% to >80%; improvement on weekly skill probes.
  - Social-Emotional: Increased instances of raising hand vs. calling out; verbalization of frustration using strategy instead of shutting down.

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

### Strategy 1: Check-In/Check-Out (CICO) with Visual Behavior Tracking

- Research Base: PBIS (Crone, Hawken, & Horner, 2015); highly effective for students motivated by adult attention.
- Materials Needed: 1) Daily Behavior Report Card (DBRC) - a simplified sheet with 3-4 target behaviors (e.g., "Started work immediately," "Used fidget tool appropriately," "Raised hand to speak"). Use icons and a 3-point scale (Ø=P / Ø=P / &9). 2) A small timer. 3) A preferred fidget tool (e.g., stress ball, textured bracelet).
- Implementation Steps:

1. Morning Check-In (2 mins before class): Greet Josie at the door. Preview the day's math goal. Provide the DBRC and fidget tool. Script: "Good morning, Josie! Today we're graphing linear equations. Your goals are on this sheet. I'll check in with you at 15 and 30 minutes. You can use this if you need to fidget quietly."\*

2. Mid-Class Check (15-min mark): Stop by Josie's desk. Use a non-verbal cue (e.g., thumbs up) or quietly ask, "How are you doing with your goals?" Mark the DBRC together. This is a positive prompting opportunity.

3. End-of-Class Check-Out (2 mins before bell): Collect the DBRC. Provide specific praise for one thing she did well. Script: "Josie, I noticed you used your fidget and started your work right away—excellent job! Let's get this signed and show your mom."\* Calculate a daily point total (e.g., 8/10).

- Data Collection: The DBRC is the primary data tool. Track daily point totals on a run chart. Also, conduct a 10-minute momentary time sample twice weekly to record on/off-task behavior every 30 seconds for validation.
- Success Criteria: Josie achieves an average of 80% of her daily points across 5 consecutive school days.

### Strategy 2: Vocabulary and Visual Pre-Teaching

- Research Base: SIOP Model (Echevarria, Vogt, & Short, 2017); essential for EAL learners to reduce cognitive load during instruction.
- Materials Needed: 1) Vocabulary cards with word (English), translation (if possible), and a picture/diagram. 2) A graphic organizer for the day's lesson (e.g., a step-by-step flowchart for solving equations).
- Implementation Steps:

1. Pre-Teaching (3-5 mins during check-in or the day before): Preview the 2-3 key math terms for the lesson (e.g., "slope," "y-intercept," "linear equation"). Show the graphic organizer. Script: "Today, we find the slope. 'Slope' means how steep the line is. See this picture? A steep hill has a

big slope."\*

2. During Instruction: Place the visual organizer on Josie's desk as an anchor. Refer to the pre-taught vocabulary explicitly.

- Data Collection: Quick 1-minute flashcard check at the end of the week on the week's vocabulary terms (% correct).
- Success Criteria: Correctly identifies and defines (or points to) 100% of pre-taught vocabulary terms by the end of the week.

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

Primary Focus Area: Self-Monitoring and Mathematical Discourse

- Intervention Program: Integrated SRSD and Math Peer-Assisted Learning Strategies (PALS) for EAL learners (Fuchs, Fuchs, & Compton, 2010).
- Frequency: CICO continues daily. SRSD training 2x/week for 15 mins (e.g., during homeroom). Math PALS 3x/week for 20 mins during independent practice time.
- Progress Monitoring: Weekly curriculum-based measurement (CBM) probe (e.g., 4 problems reflecting the week's core skill). Graph scores. Continue DBRC and time-sample data.
- Adaptation Protocol: If weekly CBM scores are flat or declining for 2 consecutive weeks, increase the intensity of pre-teaching or provide an additional worked example during the check-in.

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

Maintenance and Generalization Strategies

- Skill Transfer Plans: Fade the teacher-led CICO to a self-monitored checklist. Train Josie to request her fidget tool and visual organizer independently.
- Independence Building: Shift from teacher pre-teaching to a "vocabulary preview" app or website that Josie can use independently for 5 minutes before class.
- Family Engagement: Provide the family with the weekly vocabulary cards and a translated summary of the math goal. Encourage them to discuss the words at home in their native language to build conceptual understanding.

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## 6. Comprehensive Progress Monitoring System

- Daily Data: DBRC point total.
- Weekly Assessment: CBM math probe; vocabulary check; summary of DBRC averages.
- Monthly Review: Analyze all data trends. Is there an upward trend in CBM and DBRC data? Has the time-sample data shown a decrease in off-task behavior?
- Decision Points:
  - Continue: If data shows consistent improvement toward goals.
  - Modify: If data plateaus for 2-3 weeks—change reinforcement, adjust strategies.
  - Escalate (to Tier 3/SPED): If no progress after 6-8 weeks of documented, intensive Tier 2 interventions, initiate a formal evaluation referral.

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## 7. Collaboration and Communication Plan

- Team Members: Math Teacher, EAL Specialist, School Counselor, Parent.
- Meeting Schedule: Brief (5-min) weekly check-in with EAL specialist. Formal team meeting every 4 weeks to review data.
- Documentation Requirements: Binder with: DBRCs, graphed CBM data, time-sample records, and meeting notes.
- Parent Communication: Send the signed DBRC home daily. Schedule a bi-weekly 5-minute phone call or email update to share progress and reinforce strategies at home.

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## 8. Escalation and Support Protocols

- Warning Signs: Elopement from class, complete work refusal, verbal aggression, a sharp decline in DBRC scores.
- Immediate Response: Follow school-wide crisis protocol. Use de-escalation strategies (neutral tone, safe space).
- Referral Criteria: As noted in Decision Points, or if severe warning signs present.
- Emergency Contacts: School counselor, school psychologist, administrator.

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## 9. Resource Recommendations

- Professional Development: "Understanding ADHD in the Classroom" (CHADD.org), "SIOP Model for Math" (Center for Applied Linguistics).
- Educational Materials: \*The Behavior Code\* by Jessica Minahan and Nancy Rappaport; \*Making Content Comprehensible for English Learners\* by Echevarria, Vogt, & Short.
- Technology Tools: Microsoft Immersive Reader for text-to-speech on word problems; Khan Academy (set to native language for pre-teaching concepts); Google Translate app for quick vocabulary checks.
- Community Resources: Local CHADD chapter for parent support; community centers offering EAL family support.

This plan provides a structured, supportive, and data-driven path forward for Josie. Consistency and positive reinforcement are critical for its success.

### Implementation Steps:

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

Timeline: 2-6 weeks