

Concern2Care

Student Concern Report

Generated on August 23, 2025

Student Information

Name: jay R.

Teacher: Noel Roberts

School: Calabar high School

Concern Details

Type: Academic, Attendance, Social/Emotional

Date Documented: 8/23/2025

Description:

I am concerned about jay, and how we can support him since he is approaching time for IB exams.

AI-Generated Intervention Strategies

1. AI-Generated Tier 2 Recommendations

1. Assessment Summary

Jay is a 10th-grade student with urgent concerns in academic performance, attendance, and social/emotional well-being as he approaches IB exams. While no specific learning needs are documented, the combination of these factors suggests potential underlying issues such as anxiety, executive functioning challenges, or motivational barriers. The urgency stems from the high-stakes nature of IB assessments and the need for immediate support to prevent academic decline and emotional distress.

2. Immediate Interventions (1-2 weeks)

Strategy: Academic and Emotional Check-Ins

Implementation Steps:

- Step 1: Schedule brief daily or bi-daily check-ins with Jay to discuss his current workload, emotional state, and any barriers to attendance or engagement.
- Step 2: Use these sessions to collaboratively prioritize tasks, break down upcoming assignments/exam prep into manageable steps, and identify one actionable goal for the day.
- Step 3: Provide a visual or written planner for Jay to track deadlines, study sessions, and check-in times to reduce overwhelm.

Strategy: Predictable Routine and Environmental Support

Implementation Steps:

- Step 1: Ensure all teachers provide a clear agenda at the start of each class, highlighting key tasks and goals.
- Step 2: Designate a quiet, low-distraction area in each classroom where Jay can work if he feels overwhelmed.
- Step 3: Implement a non-verbal signal (e.g., colored card) for Jay to discreetly indicate when he needs a brief break or support.

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

Strategy: Structured Study and Attendance Plan

Implementation Steps:

- Step 1: Collaborate with Jay to create a weekly study schedule that includes specific times for reviewing each subject, incorporating breaks, and balancing academic and personal time.
- Step 2: Use an attendance incentive system (e.g., positive reinforcement or tracking toward a meaningful reward) to address attendance concerns, with regular feedback.
- Step 3: Provide scaffolded materials for IB exam prep, such as outlines, study guides, or chunked practice questions, to reduce cognitive load.

Strategy: Social-Emotional Skill Building

Implementation Steps:

- Step 1: Integrate mindfulness or breathing exercises at the start of classes or during transitions to help regulate stress.
- Step 2: Teach and model self-advocacy scripts (e.g., how to ask for help, request extensions) and encourage Jay to use them with teachers.
- Step 3: Facilitate opportunities for peer support, such as study groups or partnerships, to reduce isolation and build academic confidence.

4. Long-term Support (6+ weeks)

Strategy: Executive Functioning Coaching

Implementation Steps:

- Step 1: Work with Jay to develop and refine long-term planning tools, such as monthly calendars or digital apps, to track IB exam dates, assignments, and goals.
- Step 2: Provide explicit instruction in time management, organization, and self-monitoring strategies, with gradual release of responsibility.

Strategy: Strengths-Based Engagement

Implementation Steps:

- Step 1: Identify Jay's interests or strengths and incorporate them into assignments or study methods to increase motivation.

- Step 2: Offer choice in how he demonstrates understanding (e.g., oral vs. written responses, projects vs. exams) where possible to empower him and reduce anxiety.

5. Progress Monitoring

Data Collection:

- Method 1: Track attendance patterns and punctuality weekly across all classes.
- Method 2: Use a simple rating scale (1-5) for Jay to self-report stress levels, task completion, and confidence during check-ins.

Review Timeline Weekly:

6. When to Escalate

Indicators:

- Clear sign 1: No improvement in attendance or engagement after 3 weeks of consistent interventions.
- Clear sign 2: Increased signs of emotional distress (e.g., withdrawal, tearfulness, expressed hopelessness) or decline in academic performance despite supports.

Implementation Steps:

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

Timeline: 2-6 weeks