

MEETING PREPARATION DOCUMENT

Meeting Information

Title: parent meeting
Type: Parent Conference
Date: 2025-08-26
Time: 23:52

Student Concerns to Discuss:

Total concerns selected: 4

Josie R (Grade 7th)

1. Academic Concern

Severity: mild | Location: Classroom | Date: 8/23/2025

Description:

Please differentiate this lesson for Josie.

Actions Already Taken:

- Talked with student
- Contacted parent

AI-Generated Interventions:

Intervention 1: AI-Generated Tier 2 Recommendations

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.

2. Immediate Interventions (1-2 weeks)

- Strategy: Chunked Instructions with Visual Supports
- Implementation:
 - 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:
 - 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).

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

- Strategy: Enhanced Engagement Through Active Participation
- Implementation:
 - 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:
 - 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.
4. Long-term Support (6+ weeks)
- Strategy: Scaffolded Executive Functioning Skills
 - Implementation:
 - 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:
 - 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.
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
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

Student Learning Profile:

- Diagnosed with: ADHD

2. Academic Concern

Severity: mild | Location: Classroom | Date: 8/23/2025

Description:

Please help me differentiate this 9th grade Math lesson for Josie who has been diagnosed with General Anxiety.

Actions Already Taken:

- Documented only

AI-Generated Interventions:

Intervention 1: AI-Generated Tier 2 Recommendations

1. Assessment Summary

Josie demonstrates mild academic concerns related to her diagnosed General Anxiety Disorder. Anxiety may manifest as difficulty initiating tasks, perfectionism, or avoidance behaviors during math instruction. Tier 2 interventions should focus on reducing anxiety triggers while maintaining academic rigor through predictable structures, scaffolding, and emotional regulation support.

2. Immediate Interventions (1-2 weeks)

- Strategy: Pre-Teaching Key Concepts
- Implementation:
 - Provide Josie with lesson outlines or vocabulary lists 24 hours before instruction
 - Offer a 5-minute preview session before class to review one key problem type

- Create a "cheat sheet" of formulas or steps for the current unit

- Strategy: Structured Work Time

- Implementation:

- Break assignments into smaller chunks with clear start/stop points
- Provide a visual timer for independent work periods
- Offer choice in problem sequence (e.g., "Start with problems 1-3 or 7-9")

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

- Strategy: Anxiety-Reducing Response Formats

- Implementation:

- Allow use of graph paper for better number alignment
- Provide templates for showing work with designated spaces
- Permit use of highlighters to identify key information in word problems

- Strategy: Strategic Seating and Support Cues

- Implementation:

- Seat Josie near instruction area but not in front row pressure spot
- Develop non-verbal cue system for requesting help (e.g., colored card on desk)
- Establish a "break corner" with 3-minute timer for regulated breaks

4. Long-term Support (6+ weeks)

- Strategy: Gradual Desensitization to Math Anxiety

- Implementation:

- Implement error normalization techniques (e.g., "My Favorite No" activity)
- Create structured peer support partnerships for collaborative problem-solving
- Develop a personal "math anxiety scale" for Josie to self-monitor and request support

- Strategy: Metacognitive Strategy Development

- Implementation:

- Teach and practice "math self-talk" scripts for challenging problems
- Implement think-aloud modeling during instruction
- Create a personal strategy notebook for recording successful approaches

5. Progress Monitoring

- Data Collection:

- Weekly anxiety rating scale (1-5) completed by Josie at end of math lessons
- Work completion tracking with notation of support level required
- Anecdotal records of observed anxiety behaviors during math instruction

- Review Timeline: Bi-weekly

6. When to Escalate

- Indicators:

- Increased avoidance behaviors (e.g., frequent bathroom requests during math)
- Decline in work completion despite interventions persisting for 3+ weeks
- Physical symptoms of anxiety (headaches, stomachaches) reported before/during math

Implementation Steps:

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

Timeline: 2-6 weeks

3. Social/Emotional, Family/Home Concern

Severity: urgent | Location: Classroom | Date: 8/22/2025

Description:

Josie comes to school crying each morning and she will not talk about what is going on with her.

Actions Already Taken:

- Talked with student
- Contacted parent

AI-Generated Interventions:

Intervention 1: AI-Generated Tier 2 Recommendations

1. Assessment Summary

Josie demonstrates urgent social-emotional distress likely stemming from family/home factors, evidenced by daily crying and refusal to verbalize concerns. This suggests potential trauma, anxiety, or significant family disruption requiring immediate emotional safety support and non-verbal expression avenues while building trust.

2. Immediate Interventions (1-2 weeks)

• Strategy: Safe Entry Routine

• Implementation:

- Designate a quiet corner with calming tools (e.g., stress balls, coloring sheets) for Josie to use upon arrival
- Use a visual "feelings chart" for her to point to her emotional state without verbalizing
- Assign a trusted staff member (e.g., counselor, nurse) to greet her daily and walk her to class

• Strategy: Non-Verbal Check-In System

• Implementation:

- Provide a private notebook for written or drawn communication
- Establish a hand signal or color-coded card system for her to indicate need for support
- Implement a daily "exit ticket" with emoji options to track emotional shifts

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

• Strategy: Structured Emotional Regulation Training

• Implementation:

- Teach breathwork techniques (e.g., "5-finger breathing") during class transitions
- Introduce mindfulness apps (e.g., Calm) with headphones during independent work
- Create a personalized "calm down kit" with sensory items she selects

• Strategy: Peer Support System

• Implementation:

- Identify 2-3 empathetic peers to serve as lunch/break buddies
- Train peers in active listening and distraction techniques (e.g., inviting to join games)
- Implement structured partner activities to reduce social isolation

4. Long-term Support (6+ weeks)

• Strategy: Trauma-Informed Academic Accommodations

• Implementation:

- Modify assignments to reduce writing demands when emotional capacity is low
- Provide advance notice of changes in routine using visual schedules
- Offer alternative assessment options (e.g., oral vs. written responses)

• Strategy: School-Based Counseling Coordination

• Implementation:

- Schedule regular check-ins with school counselor during non-academic periods
- Collaborate with counselor to implement evidence-based interventions (e.g., CBT techniques)
- Develop graduated exposure plan for verbal expression of emotions

5. Progress Monitoring

• Data Collection:

- Daily frequency tracking of crying episodes and duration
- Weekly review of non-verbal communication attempts (notebook entries, card usage)

• Review Timeline: Weekly

6. When to Escalate

• Indicators:

- Increased frequency or intensity of emotional dysregulation (e.g., screaming, self-harm gestures)
- Any disclosure of abuse, neglect, or safety concerns
- No improvement in engagement after 3 weeks of consistent interventions

Implementation Steps:

1. Review Assessment Summary

2. Implement Immediate Interventions

3. Apply Short-term Strategies

4. Monitor Progress

Timeline: 2-6 weeks

4. Social/Emotional Concern

Severity: moderate | Location: Cafeteria | Date: 8/21/2025

Description:

Josie refuses to eat and got sick yesterday while eating shell fish.

Actions Already Taken:

- Talked with student
- Contacted parent

AI-Generated Interventions:

Intervention 1: AI-Generated Tier 2 Recommendations

Of course. Here are Tier 2 intervention recommendations for Josie R., based on the provided information.

1. Assessment Summary

Based on the incident report, Josie is exhibiting signs of significant food-related anxiety, potentially stemming from a negative physical reaction (getting sick). The refusal to eat in a public setting like the cafeteria indicates a moderate level of social-emotional distress. This behavior is impacting her nutritional intake and her ability to participate in a typical school social environment. The primary needs are to reduce anxiety, rebuild a sense of safety and control around food, and provide appropriate accommodations to prevent the behavior from escalating or affecting academic performance.

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2. Immediate Interventions (To be implemented within 1-2 weeks)

These strategies are designed to provide immediate support and de-escalate the current anxiety.

- Strategy: Safe Space Protocol
 - Implementation: Coordinate with the school counselor to designate a low-stimulus, safe alternative eating location for Josie (e.g., a quiet office, library corner, or empty classroom) for lunch. This is not a punishment but a supportive measure. Ensure she knows this is an available option without stigma.
 - Expected Outcome: Reduced anxiety during lunch periods, allowing Josie to eat without the perceived social pressure of the cafeteria.
 - Timeline: Implement within 24-48 hours. Review weekly.
 - Resources Needed: Coordination with school counselor/administrator; access to a quiet space.
- Strategy: Home-School Communication Log
 - Implementation: Establish a simple, daily check-in/check-out system between the homeroom teacher and Josie's parent. A quick note or email confirming she ate a snack or lunch, or noting any signs of anxiety, can ensure consistency of support.
 - Expected Outcome: Improved communication and a team-based approach to supporting Josie's well-being.
 - Timeline: Begin immediately and continue for at least two weeks.
 - Resources Needed: Simple communication notebook or email template.

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3. Short-term Strategies (To be implemented within 2-6 weeks)

These interventions focus on building skills and systems for managing anxiety.

- Strategy: Check-In/Check-Out (CICO) with a Trusted Adult
 - Implementation: Identify a trusted staff member (e.g., counselor, nurse, another teacher) for Josie to meet with briefly at the start and end of each day. During the morning check-in, they can preview the day's schedule, including lunch, and set a positive goal (e.g., "I will try eating my sandwich"). The afternoon check-out provides a chance to celebrate success or problem-solve challenges.
 - Expected Outcome: Increased connection to a supportive adult, predictable routine, and development of self-monitoring skills.
 - Timeline: Implement within one week; continue for a minimum of 4-6 weeks to assess effectiveness.
 - Resources Needed: CICO point sheet/tracking form; commitment from a staff member.
- Strategy: Explicit Pre-Teaching and Visual Schedule
 - Implementation: Provide Josie with a visual schedule of the day, specifically highlighting transitions into and out of lunch. Before lunch, privately check in with her to review the plan (e.g., "Remember, lunch is in 10 minutes. Your plan is to eat at the quiet table today.").
 - Expected Outcome: Reduced uncertainty and anxiety about the lunch period by making it predictable and manageable.
 - Timeline: Begin immediately and use consistently.

- Resources Needed: Visual schedule (can be a small index card on her desk).

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4. Long-term Support (To be implemented and sustained beyond 6 weeks)

These are sustainable practices to foster resilience and independence.

- Strategy: Graduated Reintegration Plan
 - Implementation: In collaboration with the school counselor, develop a very gradual, step-by-step plan to reintegrate Josie into the cafeteria environment at her own pace (e.g., Step 1: Eat in safe space; Step 2: Eat in cafeteria at a quiet table for last 10 minutes; Step 3: Gradually increase time).
 - Expected Outcome: Systematic desensitization to the cafeteria environment, rebuilding confidence and social comfort.
 - Timeline: Develop plan within 4 weeks; implementation pace will be dictated by Josie's comfort level.
 - Resources Needed: Counselor support; a clear, written step-plan.
- Strategy: Integration of Coping Strategies into IEP/504 Plan
 - Implementation: Formalize successful strategies (e.g., access to safe space, CICO) as official accommodations in a 504 Plan. This ensures continuity of support across teachers and school years.
 - Expected Outcome: Legally mandated support that travels with the student, providing long-term stability and access to necessary accommodations.
 - Timeline: Initiate a referral for a 504 evaluation immediately.
 - Resources Needed: 504 team meeting; school 504 coordinator.

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5. Progress Monitoring

Data collection is essential to determine if interventions are working.

- Method: Use a simple daily rating scale as part of the CICO sheet. Josie and her check-in adult can rate her anxiety level at lunch on a scale of 1-5 (1 = calm, 5 = very anxious).
- Additional Data: Track frequency of utilizing the safe space and parent reports on whether Josie is eating her packed lunch.
- Review: The teaching team should review this data bi-weekly to determine trends and adjust strategies accordingly.

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6. When to Escalate

Immediately initiate a referral to the school's Student Support Team (SST) or equivalent for a 504 evaluation based on this incident. Furthermore, escalate and involve the school psychologist or counselor more directly if you observe:

- Increased Severity: Any further physical reactions (vomiting, panic attacks) related to food or eating.
- Weight Loss or Nutritional Deficiency: Observable signs that Josie's health is declining due to lack of nutrition.
- Lack of Progress: No improvement in anxiety or eating behaviors after 3-4 weeks of consistent Tier 2 intervention implementation.
- Generalization of Anxiety: If the anxiety begins to significantly impact other areas of her school day or academic performance.

Implementation Steps:

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

Timeline: 2-6 weeks

Document Includes:

- ' Intervention recommendations
- ' Progress notes section