

Student Concern Report

Generated on August 21, 2025

Student Information

Name: NOEL R.

Teacher: Noel Roberts

School: Not specified

Concern Details

Type: Behavior

Date Documented: 8/21/2025

Description:

Noel got into a heated argument with a teacher and was not able to clam down.

AI-Generated Intervention Strategies

1. AI-Generated Tier 2 Recommendations

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

1. Assessment Summary

Based on the urgent behavioral incident described, Noel is demonstrating significant difficulty with emotional and behavioral regulation, specifically in the areas of impulse control, anger management, and de-escalation. The inability to calm down after a conflict with an authority figure suggests potential underlying issues with executive functioning, self-monitoring, or unmet social-emotional needs. This requires immediate, structured Tier 2 interventions focused on teaching replacement behaviors and providing proactive support to prevent future escalations.

2. Immediate Interventions (To implement within 1-2 weeks)

These strategies are designed to create immediate structure and de-escalation pathways.

* **Strategy: Pre-Teaching and Use of a "Cool-Down Pass"**

* **Implementation:** Meet with Noel privately to co-create a non-verbal signal (e.g., a hand sign, a colored card) he can use to request a brief, supervised break when he feels himself becoming agitated. Pre-determine a safe, low-stimulus location (e.g., a counselor's office, a designated quiet corner) and a time limit (e.g., 5-10 minutes). Role-play how to use it appropriately.

* **Expected Outcome:** Noel will have a dignified, pre-approved method to remove himself from a triggering situation before it escalates, reducing the likelihood of explosive outbursts.

* **Timeline:** Introduce and implement within the next 3 school days.

* **Resources Needed:** A physical pass or signal card, agreement from support staff (counselor, administrator) on the designated safe space.

* **Strategy: Structured Check-In/Check-Out (CICO)**

* **Implementation:** Identify a positive adult mentor (e.g., counselor, administrator, trusted teacher) for Noel to meet with at the start and end of each day. During the check-in, they will preview the day's schedule, set a simple behavioral goal (e.g., "Use respectful language," "Use my break pass if needed"). At check-out, they will review the day, provide positive feedback, and problem-solve any issues.

* **Expected Outcome:** Provides daily positive adult connection, clear behavioral expectations, and immediate feedback, increasing accountability and support.

* **Timeline:** Begin within the week and continue for a minimum of 4-6 weeks to assess effectiveness.

* **Resources Needed:** A simple CICO point sheet, a committed staff mentor, 2-5 minutes at the start and end of each day.

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

These strategies build on the immediate interventions to teach and reinforce skills.

* **Strategy: Explicit Instruction in Emotional Regulation**

* **Implementation:** The school counselor or social worker should provide short, direct instruction in a small group or individual setting. Lessons should focus on identifying emotional triggers, recognizing early signs of anger (e.g., clenched fists, racing heart), and practicing coping strategies like deep breathing, counting, or positive self-talk.

* **Expected Outcome:** Noel will develop a toolkit of strategies to self-regulate, moving beyond simply avoiding triggers to actively managing his emotional state.

* **Timeline:** Counselor to begin sessions within the next two weeks, with 1-2 sessions per week.

* **Resources Needed:** Access to school mental health professional, social-emotional learning (SEL) curriculum materials (e.g., Zones of Regulation).

* **Strategy: Behavior Contract**

* **Implementation:** Create a formal, written contract with Noel, his parent/guardian, and a school staff member. The contract should clearly define expected behaviors, the interventions in place (CICO, Cool-Down Pass), and both positive reinforcements (e.g., earned privileges, recognition) and logical consequences for not meeting expectations.

* **Expected Outcome:** Increases clarity, buy-in, and consistency across school and home environments. Provides a clear framework for accountability.

* **Timeline:** Draft and sign contract within the next 10 school days.

* **Resources Needed:** Meeting time with all parties, a template for a behavior contract.

4. Long-term Support (6+ weeks)

Sustained practices to ensure maintenance and generalization of skills.

* **Strategy: Fading Support and Generalization**

* **Implementation:** As Noel demonstrates consistent success with the CICO system and use of strategies, begin to systematically fade the support. This could mean moving from daily check-ins to 3 times a week, or transitioning him to self-monitoring his progress with occasional check-ins with his mentor.

* **Expected Outcome:** Noel internalizes self-regulation skills and becomes less dependent on adult-mediated systems, promoting independence and self-advocacy.

* **Timeline:** Begin fading procedures only after 6-8 weeks of consistent success and data showing stability.

* **Resources Needed:** Progress monitoring data to guide decision-making.

* **Strategy: Strength-Based Mentoring**

* **Implementation:** Connect Noel with a mentor (staff or community-based) to engage in an activity

aligned with his interests (e.g., robotics, art, sports). The focus shifts from "managing behavior" to building a positive relationship and fostering resilience through areas of competence.

- * **Expected Outcome:** Improves school connectedness, provides a positive outlet for energy, and builds self-esteem, which is a protective factor against behavioral challenges.

- * **Timeline:** Identify and begin mentorship by the end of the semester.

- * **Resources Needed:** A willing and trained mentor, access to activities or clubs.

5. Progress Monitoring

Data collection is critical to determine the effectiveness of interventions.

- * **Method: Daily Behavior Rating via CICO Sheet**

- * The CICO point sheet serves as a primary data source. Track the percentage of daily points earned on his target goals (e.g., "Respected others," "Used strategies to calm down").

- * **Method: Frequency Tracking**

- * Keep a simple log of the number of behavioral incidents (e.g., arguments, refusals, use of the cool-down pass) per week. The goal is to see a decrease in negative incidents and an increase in the appropriate use of the pass.

- * **Method: Weekly Data Review**

- * The student support team or referring teacher should graph the data and review it weekly to determine if the interventions are working or need adjustment.

6. When to Escalate

Immediately refer Noel to the school's student support team (SST), student intervention team (SIT), or equivalent for a formal meeting to review these strategies and data. **Escalate to a 504 or IEP evaluation immediately if:**

- * **Lack of Progress:** There is no significant reduction in the frequency or intensity of aggressive or dysregulated behaviors after 4-6 weeks of consistent Tier 2 intervention implementation.

- * **Increased Severity:** The behavior escalates to include violence, threats of violence, self-harm, or elopement (leaving the room/school without permission).

- * **New Concerns:** Additional unmet needs become apparent (e.g., significant academic struggles, social isolation, depression) that suggest a more comprehensive evaluation is needed.

- * **Parent Request:** The parent formally requests an evaluation for a 504 Plan or IEP.

Implementation Steps:

- Review Assessment Summary

- Implement Immediate Interventions

- Apply Short-term Strategies

- Monitor Progress

Timeline: 2-6 weeks