

Student Concern Report

Generated on August 23, 2025

Student Information

Name: jay R.

Teacher: Noel Roberts

School: Calabar high School

Concern Details

Type: Academic

Date Documented: 8/23/2025

Description:

I need help supporting jay academically

AI-Generated Intervention Strategies

1. AI-Generated Tier 2 Recommendations

1. Assessment Summary

Jay requires urgent academic support due to the intersection of ADHD, beginner-level English proficiency, and current academic struggles. His ADHD likely impacts focus, organization, and task persistence, while his EAL status creates language barriers across content areas. Immediate intervention should address executive functioning, language accessibility, and reducing cognitive overload through structured supports.

2. Immediate Interventions (1-2 weeks)

Strategy: Visual Task Organization System

Implementation Steps:

- Create a personalized visual schedule with icons/simple words showing daily tasks and transitions
- Provide assignment breakdowns using graphic organizers with picture supports
- Implement a visual timer for task completion with built-in movement breaks every 20 minutes

Strategy: Language Scaffolding for Instruction

Implementation Steps:

- Pre-teach key vocabulary using visual dictionaries with images and first language translations
- Provide sentence stems and word banks for written responses
- Use gestures, real objects, and demonstrations during instruction

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

Strategy: Structured Peer Support System

Implementation Steps:

- Pair with a supportive peer partner for note-sharing and clarification of directions
- Implement think-pair-share with structured sentence frames for participation
- Create a "study buddy" system for reviewing key concepts in simplified language

Strategy: Modified Assessment and Output Options

Implementation Steps:

- Allow verbal responses or drawings instead of written answers when appropriate
- Provide extended time and quiet space for assessments
- Break tests into smaller sections with frequent check-ins and encouragement

4. Long-term Support (6+ weeks)

Strategy: Executive Functioning Skill Building

Implementation Steps:

- Explicitly teach and practice organization systems (digital or physical planners)
- Implement gradual release of responsibility for self-monitoring strategies
- Develop metacognitive skills through reflection prompts and goal-setting conferences

Strategy: Academic Language Development Integration

Implementation Steps:

- Coordinate with ESL specialist for targeted language objectives aligned with content
- Implement sheltered instruction techniques (SIOP) across all content areas
- Develop content-specific word walls with visual supports and student-generated examples

5. Progress Monitoring

Data Collection:

- Weekly checklist of assignment completion and organization
- Bi-weekly language sampling (oral and written) to track English proficiency growth
- Regular work samples with rubrics measuring both content understanding and language development

Review Timeline Weekly review with IEP team, bi-weekly with ESL specialist:

6. When to Escalate

Indicators:

- Continued decline in assignment completion despite implemented supports
- Signs of increased frustration, avoidance behaviors, or emotional distress
- Lack of progress in English language acquisition after 8 weeks of intensive support
- Need for more intensive services beyond classroom accommodations

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: Please adapt the lesson plan for Jay

A:

Of course. Here is detailed, practical guidance for adapting your lesson plans to effectively implement Tier 2 interventions for Jay R.

1. Direct Answer: Adapting Lesson Plans for Jay

Adapting a lesson plan for Jay means proactively embedding the recommended supports directly into your instructional design **before** the lesson begins. The goal is to make the content accessible and the tasks achievable by reducing cognitive overload, providing language scaffolds, and supporting executive functioning. This is not about creating a separate lesson, but about building layers of support into your existing plan.

2. Implementation Steps: The Proactive Planning Process

Follow this step-by-step process when planning any lesson for your whole class, with Jay's needs in mind.

Step 1: Deconstruct the Lesson Objective

- Identify the Core Content Goal: What is the essential skill or knowledge *every* student must learn? (e.g., "Explain the causes of the American Revolution.")
- Identify the Language Demand: What specific language is needed to demonstrate that knowledge? (e.g., vocabulary like *taxation*, *representation*, *boycott*; complex sentence structures to explain cause-and-effect.)

Step 2: Select and Embed Supports

Choose 2-3 supports from the recommendations to integrate directly into your lesson materials.

For Vocabulary Select 3-5 key terms. Create a **mini visual glossary** for Jay with a simple definition, a picture, and a space for a first-language translation (he can fill this in with peer or ESL support):

For Tasks Break down multi-step assignments. Create a **Task Strip** for Jay—a visual checklist with icons and simple words for each step (e.g., 1. Read paragraph, 2. Highlight key words, 3. Complete graphic organizer, 4. Share with partner):

For Output Plan alternative ways Jay can show understanding. Pre-determine if he can **respond verbally** to you or a peer, use a **sentence stem** ("One cause was _____ because _____"), or **draw a quick sketch** of a concept:

Step 3: Prepare the Environment

Before Class Place Jay's materials (visual schedule, graphic organizers, timer) in a consistent, designated spot on his desk:

Prime the Peer Briefly check in with his supportive peer partner to explain their role (e.g., "Please make sure Jay has the directions; you'll be his partner for the think-pair-share").

Step 4: Deliver the Lesson

State Objectives Clearly Write the day's goal on the board in simple language. Point to it and state it verbally:

Use Visual Timers Start the timer visibly for the class. Announce breaks (e.g., "Timer is set for 20 minutes of reading, then we'll have a 2-minute stretch break"):

Think-Pair-Share Always provide a **sentence frame** for discussions (e.g., "I think _____ because the text says _____."). This structures the output for everyone but is critical for Jay:

3. Practical Tips & Best Practices

Consistency is Key Use the same types of organizers, the same timer, and the same routines daily. Predictability reduces anxiety:

Non-Verbal Cues Use a gentle tap on his desk to redirect attention instead of a verbal call-out, which can be embarrassing:

Chunk Instructions Give directions one step at a time. After giving directions to the whole class, check in with Jay privately: "Jay, tell me the first thing you're going to do.":

Focus on Effort Praise the process, not just the product. "Jay, I really like how you used your timer to stay on track," or "Excellent job using your word bank to complete that sentence.":

4. Resources Needed

Low-Tech Printed graphic organizers, visual schedules, sticky notes, highlighters, a sand or digital timer, picture dictionaries.:

Mid-Tech A tablet or computer for text-to-speech software (to read dense text aloud) and speech-to-text for responses.:

Human Resources Collaboration time with the **ESL specialist** (for language objectives) and **special education teacher** (for behavior/executive function strategies). The **peer partner** is a crucial resource.:

5. Timeline Considerations

Day 1 Introduce one support at a time (e.g., start with the visual timer and movement breaks).:

Week 1 Fully implement the visual task system and 1-2 language scaffolds (e.g., sentence stems and word banks).:

Weeks 2-3 Introduce and solidify the peer support system and modified output options.:

- This is a marathon, not a sprint. It takes 3-4 weeks of consistent implementation to see reliable patterns in data and behavior.

6. Troubleshooting: Common Challenges & Solutions

Challenge Jay refuses to use the supports or finds them "babyish.":

Solution Provide choice and autonomy. "Jay, would you prefer to use the digital timer on your iPad or the sand timer on my desk?" Frame supports as tools for success that many people use.:

Challenge The peer partner is doing the work for Jay.:

Solution Clarify the peer's role explicitly: "You are the *helper*, not the *doer*. Your job is to explain, not to give answers." Model what this looks like.:

Challenge You don't have time to create customized materials.:

Solution Start small. Adapt one lesson a week. Use technology: AI tools can quickly generate simplified text or create images for vocabulary. Enlist the help of an instructional aide or co-teacher if available.:

7. Progress Monitoring: How to Track Effectiveness

Simple Data Collection:

Assignment Completion Chart A simple weekly checklist (+/-) for major assignments.:

Work Samples Collect a writing sample or assessment every 2 weeks. Use a two-part rubric: one score for *content understanding* and one for *language use*. This shows if the content supports are working independently of his language acquisition.:

Anecdotal Notes Jot down quick observations twice a week (e.g., "9/12: Used timer independently and completed first task without redirection").:

Making Adjustments In your weekly review, ask: Is he completing more work? Is his frustration decreasing? If not, the support may not be the right fit. Tweak one variable (e.g., try a different type of graphic organizer, shorten the timer interval).:

8. When to Seek Additional Support

Escalate and reconvene the IEP/504 team immediately if you observe:

Zero Progress After **3-4 weeks** of consistent, well-implemented interventions, there is no improvement in work completion, focus, or engagement.:

Behavioral Escalation Jay shows signs of severe frustration, refusal to engage, elopement (leaving the room), or emotional outbursts that disrupt his or others' learning.:

Skill Deficit vs. Performance Deficit You suspect the issue is not just about access (a performance deficit solved by accommodations) but a fundamental skill gap (a skill deficit requiring more intensive remediation).:

Request from Parent or Student Jay or his family expresses that the current plan is not meeting his needs.:

Your proactive efforts in adapting lessons are the cornerstone of effective Tier 2 support. This structured approach provides the clarity and predictability Jay urgently needs to access the curriculum and begin experiencing success.