

Student Concern Report

Generated on August 23, 2025

Student Information

Name: NOEL R.

Teacher: Noel Roberts

School: Calabar high School

Concern Details

Type: Behavior

Date Documented: 8/23/2025

Description:

Noel has locked himself in the bathroom and will not come out.

AI-Generated Intervention Strategies

1. AI-Generated Tier 2 Recommendations

1. Assessment Summary

Noel's behavior indicates an acute emotional crisis requiring immediate de-escalation and safety-focused intervention. The bathroom lockdown suggests possible anxiety, sensory overload, or emotional dysregulation. While no formal learning needs are documented, this urgent behavioral incident requires trauma-informed approaches and proactive emotional regulation support.

2. Immediate Interventions (1-2 weeks)

Strategy: Crisis De-escalation Protocol

Implementation Steps:

- Assign one trusted staff member (counselor, admin) to calmly communicate through the door using neutral, non-confrontational language
- Provide privacy by clearing the immediate area of other students
- Offer alternatives: "You can come out when ready, or we can arrange for you to leave through the back exit if you prefer"
- Avoid demands, threats, or time pressures that may escalate the situation

Strategy: Safe Re-entry Plan

Implementation Steps:

- Develop a discreet signal (colored card, predetermined phrase) Noel can use when needing a break
- Designate a safe, supervised alternative location (counselor's office, quiet room) for emotional regulation
- Establish a non-punitive process for returning to class after emotional dysregulation episodes

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

Strategy: Emotional Regulation Toolkit

Implementation Steps:

- Collaborate with school counselor to develop personalized calming strategies (breathing techniques, grounding exercises)
- Provide access to discreet fidget tools or stress relief objects
- Create a "break card" system allowing Noel to request a 5-minute regulated break without explanation

Strategy: Predictable Environment Modifications

Implementation Steps:

- Provide advanced notice of transitions or schedule changes
- Establish clear classroom routines with visual schedule
- Offer seating options (near exit, reduced sensory stimulation area)
- Implement private check-ins at start of each class period

4. Long-term Support (6+ weeks)

Strategy: Social-Emotional Learning Integration

Implementation Steps:

- Incorporate emotion identification and regulation activities into classroom culture
- Teach and model coping strategies during low-stress periods
- Develop graduated exposure to stress triggers with support scaffolding

Strategy: Collaborative Support Network

Implementation Steps:

- Establish consistent communication protocol between teacher, counselor, and parents
- Develop individualized safety plan for crisis situations
- Coordinate with school mental health team for ongoing assessment and support

5. Progress Monitoring

Data Collection:

- Frequency and duration of emotional regulation breaks needed
- Documentation of precursor behaviors before escalation
- Student self-assessment of emotional state (using simple 1-5 scale)

Review Timeline Weekly review with school support team:

6. When to Escalate

Indicators:

- Repeated incidents despite implemented interventions
- Evidence of self-harm or harm to others
- Significant disruption to learning or safety
- Need for more comprehensive assessment or specialized services

Next Steps Immediate referral to school crisis team, consideration of functional behavior assessment, and potential 504 evaluation for emotional regulation support:

Implementation Steps:

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

Timeline: 2-6 weeks