

Intervention Strategies¹

Indicator	High Risk Assessment	Possible Interventions by Subtype
Tardiness	5 or more incidents per month or greater than 15% incidents per month (# late days/# days in month)	<p><u>Academic engagement:</u> For lack of organization, consider teaching skills like color-coded folders for subjects, etc. For lack of motivation – “can’t do it” may suggest student needs more resources; “won’t do it” may require maximizing relevance of work.</p> <p><u>Behavior engagement:</u> Does student need funds for an alarm clock; is it easily distractible, so setting a timer would help; have a peer accompany student to class; teach student ho to carry multiple class materials in order to get from class to class. Guide student in setting personal goals for getting to school and class on time. Determine if it is lack of affective engagement (personal problems, lack of confidence, or health problems). Refer for resource counseling.</p>
Skipping Class or School	3 or more a month, or greater than 15% incidents per month (#classes skipped/# classes x days enrolled)	<p><u>Academic engagement:</u> Is there a pattern? Is the class too easy or too difficult? Is there a problem with the relationship with the teacher? Make sure resources are in place to support student, and help student appreciate relevance of instruction.</p> <p><u>Behavior engagement:</u> Social pressures with peers, or skipping due to socializing. Rewards system for class attendance.</p> <p><u>Cognitive engagement:</u> Explain relationship between attendance and grades; build positive work habits which are necessary for future jobs; guide student to set personal goals; implement self-monitoring interventions, like a self-check sheet in a locker.</p> <p><u>Affective engagement:</u> Problem with teacher (see above); problem with a student in class - work with the teacher to separate students and consider conflict resolution or changing classes.</p>
Absenteeism	3 or more a month, or greater than 15% incidents per month (# days absent/# days enrolled)	<p><u>Academic engagement:</u> Lack of motivation – a “can’t do it” problem may suggest student needs more resources, and “won’t do it” problem may suggest more efforts needed to maximize relevance of work. Help student get involved in after-school programs, more meaningful role in the school and seek out school-to-work programs that foster success.</p> <p><u>Behavior engagement:</u></p>

		<p>Is it related to waking up late (funds needed for alarm clock). Discuss healthy sleep patterns. Make sure student is aware of bus logistics, and timing.</p> <p><u>Cognitive engagement:</u> Enhance student’s belief in personal competence through relationship building, repeated check-ins, goal setting and problem solving. Strive to understand the student’s unique perspective and circumstances; use positive reinforcement to foster sense of belonging; help student develop friendships with other students and foster positive relationships with teachers.</p>
<p>Behavioral/office Referrals; Detentions; Suspensions</p>	<p>3 or more a month 4 or more a month 2 or more days suspended in a month</p>	<p><u>Academic engagement:</u> Determine if there is a pattern (i.e. same class, same time of day, in the hall, in the restroom?) Is student getting referred to avoid situations, tests or projects, is a class too difficult, how are relationships with other students and teachers? Once identified, problem solve with student. For example, plan a structured day to remove unstructured time; determine if resources are needed if class material is difficult; determine if intervention is needed with a fellow student or whether a teacher relationship needs to be improved.</p> <p><u>Behavior engagement:</u> Review discipline policies to make sure student knows them and understand consequences (especially important for a new student); consider a daily behavior report card for teacher feedback; reward positive results; work with a peer buddy to model behavior; allow student to create a cue when student needs a break; create a signal for teachers to offer student when behavior begins to head in the wrong direction to give student a chance to self-correct; separate students who may be a distraction; develop a contract with student to reward good behavior and provide consequences when student falls short; teach social-emotional learning strategies on how to deal with anger and frustration; structure detentions so that homework or missing assignments are completed and provide academic support during this time if needed; minimize items brought to school that might be distraction; similarly, consider a fidget to help student stay focused in class. Is there a reinforcement for the behavior: is the student trying to stay home or want the extra attention? Work to find an alternative.</p> <p><u>Cognitive engagement:</u> Set goals for student’s future and discuss behavior required to meet those goals; teach student to recognize initial signs of heading towards</p>

<p>Incomplete assignments and failing grades</p>	<p>2 or more Ds per grading period and/or one or more Fs.</p>	<p>inappropriate behavior.</p> <p><u>Academic engagement:</u> If it is a “can’t do it” problem, consider: tutoring, peer tutoring for the class (students are paired up to meet objectives); offer teacher directions for assignments both orally and in writing; help student focus on learning outcomes more than performance; do goal setting for assignment expectations; reinforce assignment completion strategies (setting small deadlines for outline, draft work product, etc); reduce test anxiety “won’t do it” problem may suggest more efforts needed to maximize relevance of work. Help student get involved in after-school programs, more meaningful role in the school and seek out school-to-work programs that foster success. Add authentic, real-life tasks to school work, and explain how tasks relate to future goals.</p> <p><u>Behavioral engagement:</u> eliminate distractions; offer preferential seating; use study carrels for focus; work in small groups when possible; provide curiosity-, interest-, reflection-stimulating activities.</p> <p><u>Cognitive engagement:</u> Try teaching six aspects of self-regulated learning: 1) actively prepare to learn; 2) commit material to memory; 3) elaborate on information presented; 4) organize and structure content; 5) monitor comprehension (if you don’t understand it, ask for help); and 6) remain relaxed but alert and prepared to learn.</p> <p>A “won’t do it” problem: in addition to suggestions above, consider acknowledging perception that some work is boring, but explain how it is necessary/beneficial; help student understand importance of effort in succeeding in task; scaffold learning; encourage student to map task before starting; model values like enjoying learning new things and taking pride in being well-informed.</p> <p><u>Affective engagement:</u> Make it possible for student to ask for help without embarrassment; call attention to student successes; avoid lecturing/threatening language; make an effort to send home positive notes; consider whether a different student/teacher pairing is necessary.</p>
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