

Implementing Integrated Student Supports for the Individual

Integrated Student Supports Training Workbook

What would you adjust based on your school's needs and processes?

Activity 12: Practice

Ezra is a fourth-grade student who has a pattern of chronic absence and tardiness. His teacher flags this EWI and refers Ezra to Ms. Mulligan, the case manager at the school. Ms. Mulligan gathers data for Ezra's profile and learns through a phone call that Ezra's mom is concerned about his absences but is unable to make sure he leaves for school. Ms. Mulligan also chats with a cafeteria worker who says that even on days when Ezra gets his subsidized lunch, he arrives at school too late to get his subsidized breakfast.

M. C. Daley Primary School Referral Form

**If child abuse is suspected, the student is expressing suicidal ideations, or is a danger to themselves or others, you are required to follow the appropriate intervention plan(s) put in place by your school. Notify child and family services, your principal and/or school counselor immediately.

Today's Date:

| | |
|---|---|
| Student Information | |
| Name | Grade/homeroom teacher |
| Ezra Sharansky | 4th/Mr. O'Reilly |
| Your Information | |
| Name | Relationship to student |
| Steve O'Reilly | Homeroom Teacher |
| Best time to contact you | |
| I have some prep time each day at 11:30 a.m. and am open to talking then. | |
| Email | Phone |
| stevenoreilly@chicagoschools.org | 773-799-7218 |
| Referral Information | |
| Is student aware of referral? | Are parents aware of referral? |
| <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| If no, why not? | |
| Why are you referring student for support? | |
| Check all areas of concern and provide additional information. | |
| Personal | School-Related |

| | |
|--|---|
| <input type="checkbox"/> Parenting Teen <input checked="" type="checkbox"/> Issues at Home <input type="checkbox"/> Difficulties with Peers <input type="checkbox"/> Limited Parental Involvement <input type="checkbox"/> Poor Hygiene <input type="checkbox"/> Suspected Drug Abuse <input type="checkbox"/> Suspected Mental Health Concerns <input type="checkbox"/> Homeless <input type="checkbox"/> Lack of Basic Needs (Food, Clothing, Health Services) <input type="checkbox"/> Recent Change of School/Home <input type="checkbox"/> Suspected Gang Affiliation | <input type="checkbox"/> Poor Academic Achievement <input checked="" type="checkbox"/> Poor Attendance <input type="checkbox"/> Disengagement/Lack of Motivation <input type="checkbox"/> Disruptive Behavior <input type="checkbox"/> Excessive After School Work Hours <input type="checkbox"/> Learning Disability <input type="checkbox"/> Other: |
| Current Services | |
| What interventions have you tried with the student? | |
| I've made the consequences of tardiness and absences clear and have talked once on the phone with Ezra's mother. | |
| What other supports is the student receiving? | |
| Ezra is on subsidized lunch and breakfast and has been for several years. The Jewish Federation of Metropolitan Chicago is currently paying the balance of the meals for Ezra. | |

Work with a partner to create goals and make a plan to monitor Ezra's progress.

Goals:

Develop a plan to monitor Ezra's progress in completing his goals.

Adjust the goals and supports based on Ezra's progress at the following three points in the school year.

Point 1: At the end of the first grading period, Ms. Mulligan notices that Ezra is absent from school on most Fridays.

Point 2: At the end of the second grading period, Ezra's absence and tardiness rates have been cut in half, but they're still too high. Ms. Mulligan reviews her data and sees that students with attendance problems who meet with her at least three times a week make the fastest progress in their goals.
