

Attendance Support Graphic Organizers

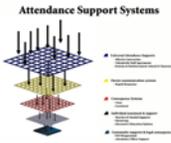
Attached are two graphic displays that may be of assistance to school teams as they organize action planning interventions leading to attendance improvement.



Attendance Pyramid

The first chart is based on the pyramid chart used to discuss school behavioral intervention strategies under the Positive Behavior Support (PBS) intervention model developed through the University of Oregon.

In this model, the larger portion of the pyramid labeled “1” represents school-wide or “universal” interventions in place for all students. When such interventions are happening consistently for all students, 85% or more of the students are typically attending school regularly and punctually and no further intervention is necessary. Some students, however, require level “2” interventions such as individualized plans, support from other community agencies, alternative education options, individual mentoring, etc. When such systems are in place for struggling students, a much greater total percentage of students attend school regularly and punctually. However, some need even more intensive intervention (level “3”) such as strong interagency planning and family support and the kind of intensive home support and even legal consequences that can be provided by someone in the role of attendance officer.



Attendance Support Screen Diagram

This graphic organizer is related to the pyramid. It is a representation of a series of screens with smaller and smaller screen mesh as one proceeds down the chart. The key message of this graphic is that when all screens are in place and functioning well, the flow of students falling to the bottom (and most resource-costly) level is reduced to a small and manageable “trickle”.

Top Screen: Universal Supports: The top, largest screen represents Universal Attendance Supports that occur throughout the building and in each classroom. This screen is functioning well when school adults work to develop caring relationships with all students, teachers provide excellent, engaging instruction, attendance-related expectations and skills are deliberately taught to all students, and school leadership clearly emphasizes the importance of punctual, regular attendance with students, school staff, parents and the community.

This screen is sufficient to encourage most students in the school to attend punctually and regularly. Some need additional support and therefore “slip through this screen” to the next level.

Yellow Screen: Parent Communication Systems: This screen represents systems in the school whereby parents are rapidly informed of unexplained student absences and therefore are more likely to become partners with the school in reinforcing strong attendance with students. When such mechanisms as ‘same day, person-to-person’ parent calling are in place, additional students attend school regularly. Some still need additional support and “slip through this screen” to the next level.

Red Screen: Clear, Meaningful Consequence Systems: This screen represents systems within the school of clear, meaningful negative consequences for tardiness and truancy as well as positive consequences for regular, as well as improved attendance. Consequences should be appropriate and occur soon after the behavior being consequated. Negative consequences for tardiness and truancy should include a problem solving/teaching component.

When such systems are in place, additional students attend school regularly. Some still need additional support and “slip through this screen” to the next level.

Black Screen: Individual Assessment & Support: This screen represents support systems for students with chronic attendance challenges. Such systems include processes for identifying and assessing chronically truant students and developing appropriate intervention plans. Such plans may address such supports as finding a mentor for the student, reviewing and adjusting the student's schedule, providing alternative education options for the student, and/or engaging the student in an attendance contracting process.

When such systems are in place, additional students attend school regularly. A small number may still need additional support and “slip through this screen” to the next level.

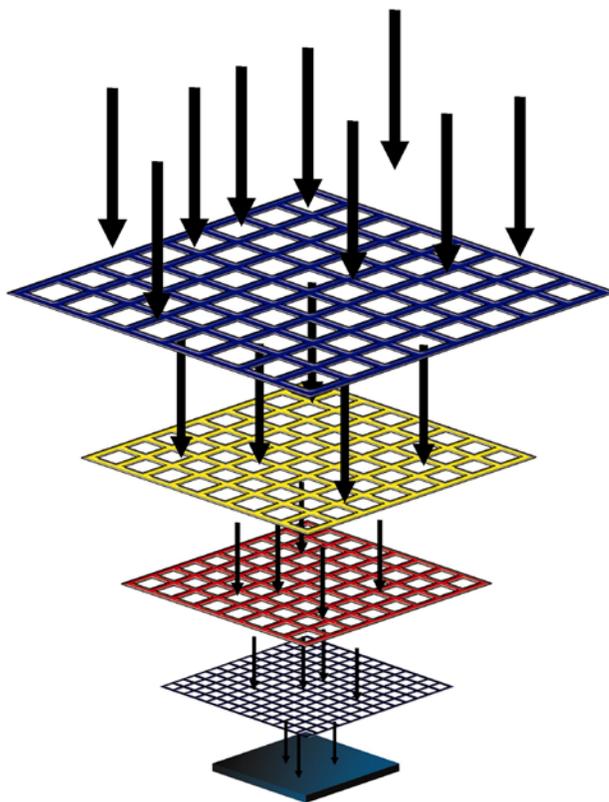
Blue Plate: Community Supports & Legal Consequences: Students who are unresponsive to “black screen” individual supports are likely in need of interventions and resources beyond those that can be provided by the school alone. Case staffing with other agencies or wraparound planning with family and community supports are often appropriate and necessary. In addition, legal consequences including fines, loss of driving privileges and contact with the court system may be helpful in motivating students who are otherwise unresponsive to the combined efforts at all other levels.

Key Observations about the Screens:

1. Remove a screen and students who would have been assisted by that screen fall to the next level – often overburdening that next level.
2. Screens that are in place but filled with holes are often as useless as no screen at all.
3. The bottom screen is a plate, it is not a screen. Remove the bottom plate and the next screen up become the bottom and becomes a plate. When it is full, students fall off.
4. The key message of this graphic is that when all screens are in place and functioning effectively, the flow of students falling to the bottom (and most resource-costly) level is reduced to a small and manageable “trickle”
5. *Linn Benton Lincoln ESD has developed tools to assist schools in self-assessment at each of the screen levels. One of these tools (“screen-by-screen survey) is attached and can be used to survey school staff to obtain a beginning sense of school strengths and challenges at each screen level.*



Attendance Support Systems



- Universal Attendance Supports**
 - Effective Instruction
 - Schoolwide Staff Agreements
 - Systems of Reinforcement: School & Classroom
- Parent communication systems**
 - Same Day Response
 - Person-to-Person Contact
- Consequence Systems**
 - Clear
 - Consistent
- Individual assesment & support**
 - Barriers & Needed Supports
 - Mentoring
 - Alternative Education Options
- Community supports & legal consequences**
 - Interagency Staffing
 - Wraparound/Case Management
 - Attendance Officer Support