

Tackling  
Attendance

# Implementation of Tiered Support/Strategies

# Build a Continuum of Supports

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- **Direct skill -based instruction**

study skills, self-management skills, problem solving skills, setting up consistent routines

- **Family Support**

increased communication, establishing positive relationships (regular positive calls for at risk students), case management support, problem solving with transportation issues,

- **Incentive based strategies**

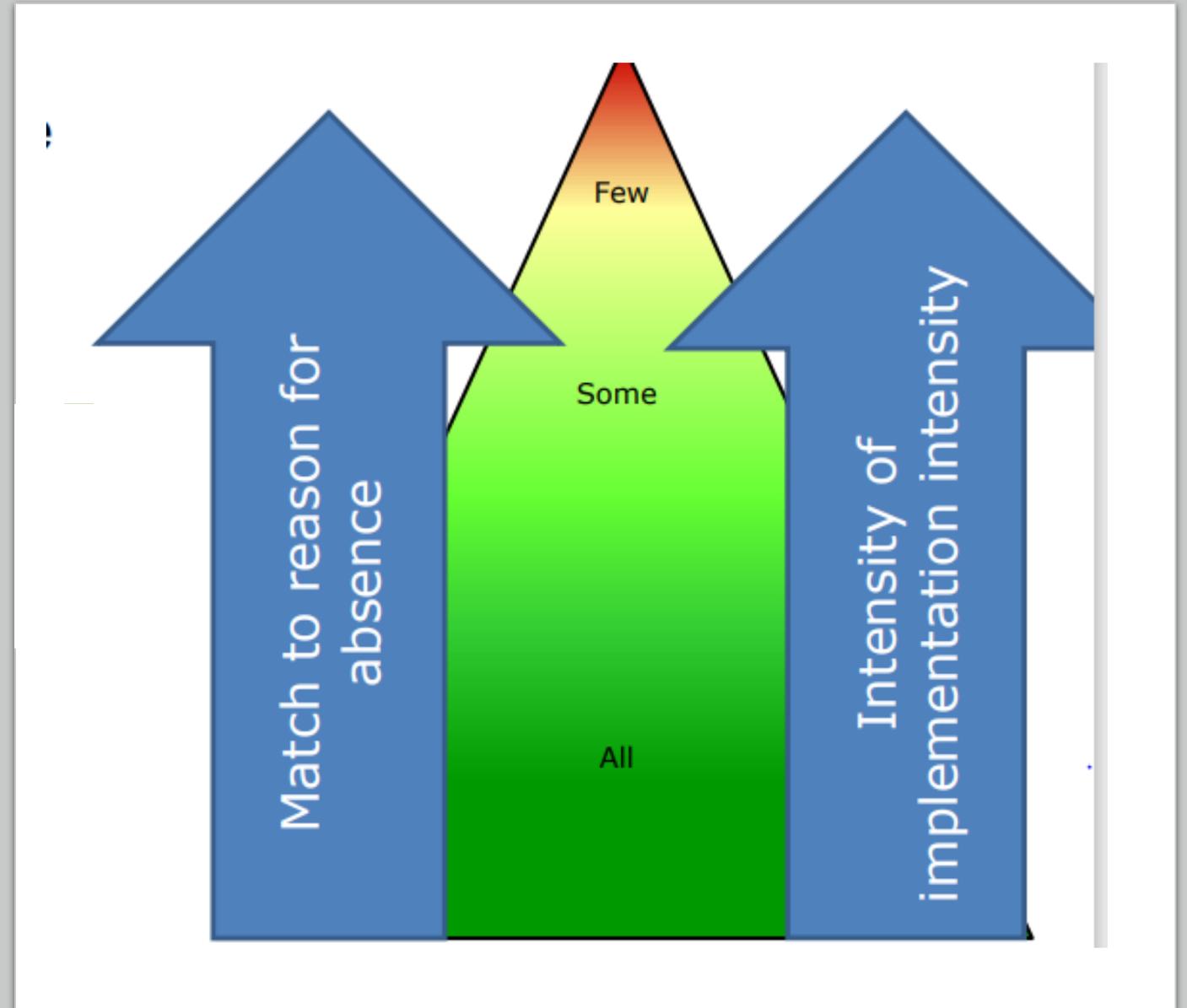
token economies, group contingencies, school-wide attendance acknowledgements

- **Mentoring**

peer Mentoring, social skill groups, check in/out systems

# Build a Continuum of Supports

- Start with what you are already doing!
  - Consider “causes of absenteeism”
- Need for match between reason (function) and intervention increases as the severity of the problem increase



Can't Come

- Promote wellness (e.g., hand washing, school cleaning procedures, nutrition)
- Remove barriers (e.g., transportation)

Won't Come

- Clear procedures for preventing and handling harassment and bullying

Don't Come

- Positive, predictable safe school climate
- School-wide attendance incentives

- Promote family engagement and wellness and remove barriers for specific student groups or areas of the community

- Small group skills support
- Mentorship and friendship supports
- Intensify procedures for monitoring and addressing harassment and bullying.

- Small group incentive systems
- Mentorship and friendship supports
- Clarify connection between curriculum and "real life"

- Individualized problem solving and coordination with family and community agencies



# Using Data to Develop Solutions

- ▲ **Prevention**—How can we avoid the problem context?
  - Schedule change, transportation change, etc.
- ▲ **Teaching**—How can we define, teach, and monitor what we want?
  - Teach self-management skills
- ▲ **Recognition**—How can we systematically reward regular attendance?
- ▲ **Extinction**—How can we prevent absence from being rewarded?
- ▲ **Corrective Consequences**—How can we systematically address attendance issues?
- ▲ **How will we collect and use data to evaluate:**
  - Implementation fidelity
  - Impact on student outcomes

# Solution Development

Solution Component	Action Step(s)
Prevention	
Teaching	
Recognition	
Extinction	
Corrective Consequence	
Data collection	<ul style="list-style-type: none"><li>• What data will we look at?</li><li>• Who is responsible for gathering the data?</li><li>• When/How often will data be gathered?</li><li>• Where will the data be shared?</li><li>• Who will see the data?</li></ul>