

What can Schools Do?

		Interior (subjective)	Exterior (objective)
Individual		<ul style="list-style-type: none"> • Individual student counseling <ul style="list-style-type: none"> - strengths-based - coping mechanisms - insight, cognitive behavioral • Building competence/confidence • Incentive programs at school • Relationship with one trusted adult • Reminders where to go for help 	<ul style="list-style-type: none"> • Information and referral to community agencies • Social/developmental history • Engagement in after-school programs • Target poor attendance histories • Social skills instruction • Medical information and referral
	Social/ Collective	<p style="text-align: center;"><u>Family Attitudes:</u> <u>awareness of impact of absenteeism</u></p> <ul style="list-style-type: none"> • Open houses at school • Family liaisons with PTO • Outreach (home visits by teachers) • Information/resource centers • Early intervention services where school experiences can be discussed <p style="text-align: center;"><u>Peer Attitudes:</u> <u>Building a “stay in school” culture</u></p> <ul style="list-style-type: none"> • Group counseling • Classroom incentives • Building-wide incentive programs <p style="text-align: center;"><u>School/building Attitudes:</u> <u>“There’s a lot we can do”</u></p> <ul style="list-style-type: none"> • Attendance committees/monitors • Building climate efforts • Corporate building sponsors • Procedures to discuss attendance at P/T conferences, SAT, MDT, IEP • Consistent policy implementation 	<ul style="list-style-type: none"> • Education/understanding roles functions of school personnel, legal, law enforcement, CPS, and medical. • Information sharing on strategies for reducing attendance problems (among teachers, principals, districts) • Consistent policy implementation (completing a comprehensive referral to the County Attorney) • Communication system between physician’s offices and schools regarding policy on excuse notes. • Truancy intervention centers or “across system” solutions • Public awareness campaigning • Data tracking of attendance connected to truancy procedures

Quadrant 1 (upper left) : thoughts, feelings, unique experiences of the student

Quadrant 2 (upper right) : what we see and observe in the student

Quadrant 3 (lower left) : cultural context of the family, school, or student peer group

Quadrant 4 (lower right) : environmental context, “the system”