



Attendance Interventions – Small Group (Tier 2)

Not all students will be responsive to even the best whole school design to encourage attendance. Those students will need additional interventions and supports to engage in school and attend on a regular basis. It is important to identify students early that are in danger of suffering academic harm from missing too many days of instruction, and implement intervention strategies to prevent the harmful effects of chronic absenteeism. The strategies mentioned in this document are examples of things that schools may consider to support those students who are beginning to struggle with regular attendance. When considering these interventions it is important to look first at what a school already has in place to see if those interventions are appropriate to address the lack of attendance. If not, this list can provide possible options.

What are the goals of small group (Tier 2) interventions?

- Stabilize attendance
- Clear strategy to orient youth and guardians to school and attendance expectations
- Decrease the obstacles to chronic absenteeism
- Rule out more serious problems (bullying, home, mental health, etc.)
- Establish regular guardian-school contact
- Identify possible times or triggers for future, or potential, absences
- Resolve academic deficiencies from chronic absenteeism

Must determine the “why” of the chronic absenteeism in order to assign the appropriate intervention.

- Is the student absent because they are avoiding a school based stimuli?
- Is the student absent because they are avoiding a social situation?
- Is the student seeking outside attention from loved ones or friends?
- Is they student seeking a tangible reward outside of school?

Monitor the data

- Data monitoring at this level must be done daily/weekly due to the debilitating nature of existing absences
- Make sure that clear goals have been set with the student and guardians
- School must evaluate the impact that the current intervention is having, and be ready to try another intervention or move to a more intensive intervention

Mentors – because relationships with a caring, trusted adult are so critical in engagement and attendance at school it may be necessary to foster that relationship through the assignment of a mentor. There are numerous ways to design a mentoring program within your school depending on the resources you have available. Mentors could be school personnel, members of the community, or older students in the case of elementary or middle school aged students. The mentor you choose should be determined by the needs of the individual student.

- [Mentor Kansas](#)
- [Success Mentors](#)

- [Check and Connect](#)
- [Build your own school mentoring program](#)
- [Peer mentoring](#)
- [City Year](#)
- [Ready to Achieve Mentoring Program \(RAMP\)](#)

Additional interventions

- Make sure parents have been alerted via letter, email, or phone call about the current state of the student's attendance, and possible consequences of continued absences
- Assign an attendance buddy – person who checks in with student on each absence
- Breakfast club – Staff or volunteer who meets with student(s) weekly, or daily, before school to ensure they are getting fed and are mentally prepared for the day
- Meeting with guardian or possible home visit
- Provide an alarm clock
- Transportation help (walking school bus, car pool facilitation, etc.)
- Development of a student success plan
 - [Elementary Example](#)
 - [Secondary Example](#)
- Involve school nurse in follow-up for medical related absences
- Rise N' Shine before school activities and clubs
- High school mentor for elementary or middle school students
- Small group social skills instruction – possibly with school counselor or social worker
- Referral to outside or community agencies to aid with food, shelter or health issues
- Home visit
- Academic supports
- Flexible scheduling
- Online enrichment or remediation opportunities

When addressing students that are requiring this level of intervention, look for groups of students that would benefit from the same, or similar, intervention. Being able to work with groups of students will make sure that students are getting the proper amount of intervention. It is not necessary to have individual interventions for all of these students. The students may benefit from group interventions. For some students these group interventions will not be sufficient and more intensive, individualized interventions will be necessary.



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