



Department of Education & Workforce

Lesson Two: Shift to prevention and early intervention

OVERALL TRAINING OBJECTIVES

The focus of the Teaching Attendance curriculum is to support school staff in addressing chronic absence and improving academic outcomes.

Six Sessions



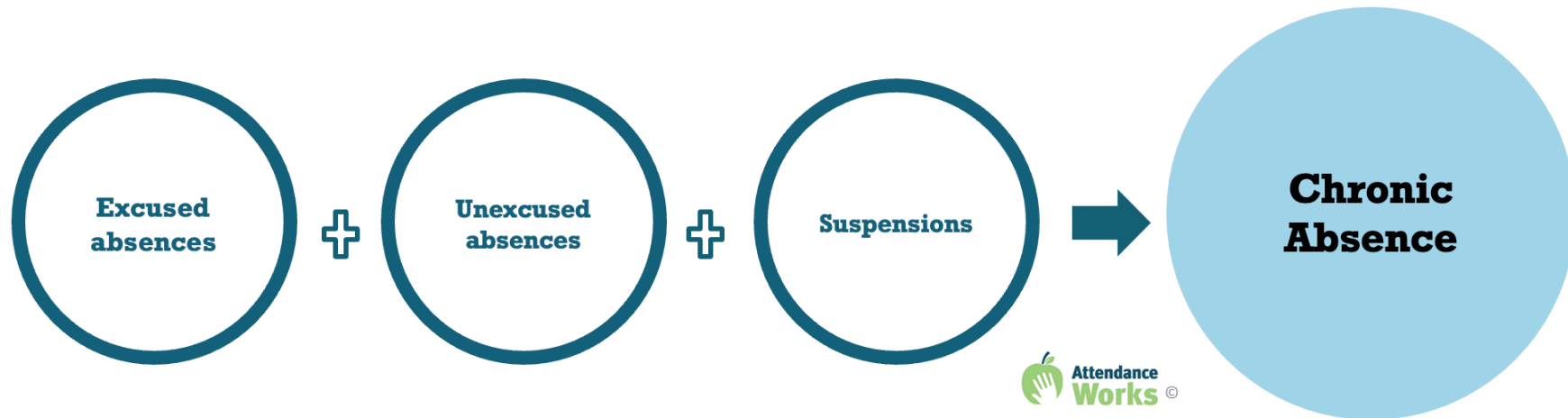
- Lesson One: What is chronic absence and why does it matter?
- **Lesson Two: Shift to prevention and early intervention**
- Lesson Three: The role of teachers in attendance
- Lesson Four: Understanding why students are absent
- Lesson Five: Effective communication with students and families
- Lesson Six: A Whole School Approach: Relationships Matter

Learning Objectives

By the end of this lesson, participants will be able to:

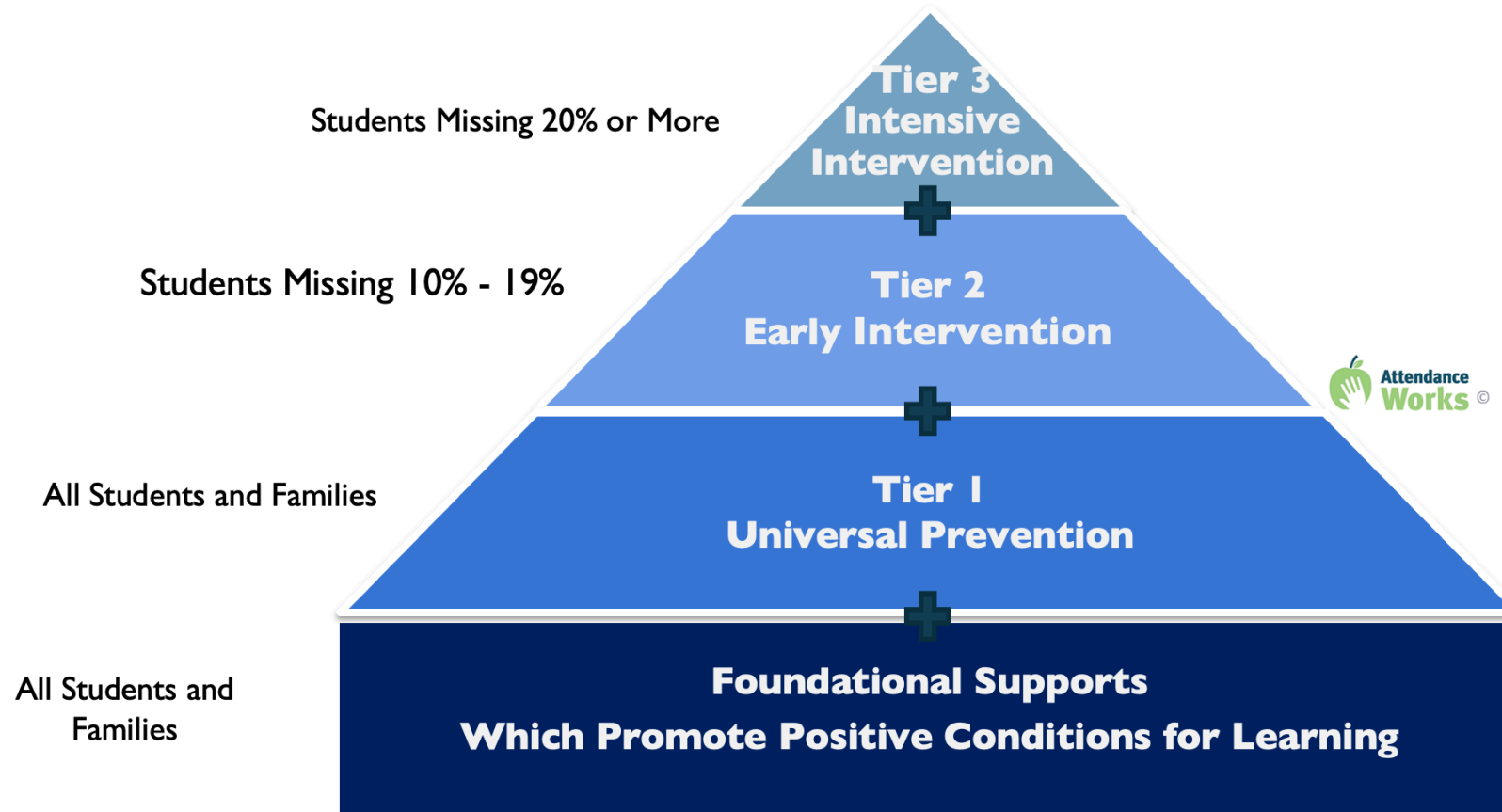
- Describe what a positive problem-solving approach to reducing absenteeism is.
- Understand it is more effective to shift to a proactive early intervention approach rather than a punitive and reactive approach to address student absenteeism.

Reflection: Who remembers, what is the definition of chronic absence?



Chronic absence is missing so much school for any reason that a student is academically at risk. Chronic absence is defined as **missing 10 percent or more of school for any reason, which is just 2 days a month.**

MULTI-TIERED SYSTEM OF SUPPORT



Video: Attendance Messaging



<https://youtu.be/VyLjwJa1S6w>





Video Reflection

The educators in the video talked a lot about two-way communication and relationships. Pair and share and reflect:





- What did you see in the video that resonates about student engagement and attendance?
- What sparked a new idea?
- Why is an early intervention positive approach so important?

Popcorn share ideas generated by the discussion.

Shifting to a Positive Problem-Solving

Typical	To	Problem-Solving Approach
Approach family <i>only</i> to address a problem		Focus on building relationships with students and families and understanding their experiences
Use letters and robo calls to primarily communicate about poor attendance		Personalized positive outreach to students and families about student successes through emails, texts or calls
Only concentrate on students who are severely chronically absent or habitually truant		Promote a prevention and intervention approach that is inclusive of all students and uses data to identify students who begin to miss 2 to 3 days a month
Assign one person in each school to address attendance		Create a schoolwide approach that acknowledges everyone has a role to play

Shifting from Blaming to Positive

Typical Blame	To	Positive Approach
The student just sleeps late.		What do we know about why the student sleeps late?
Their parents just don't care.		What do we know about the family circumstances that makes getting their child to school challenging?
They never respond.		Who has a connection with the family or who can build a connection with the family?
That parent never follows through on anything.		Have we talked through the steps necessary to follow through in support of their child's attendance?

Small Group Discussion

In your small group, select one of the phrases in your worksheet. Discuss how you might respond and shift to a positive problem-solving approach (*Lesson two [worksheet](#)*).

Choose your best response to share with the group in the large group sharing.

Large Group Discussion

Share your group's best response to promote a problem-solving approach!

Key Messages

- Respond to absences with care and support, not judgement.
- Utilize a problem-solving approach beginning with prevention and early intervention.
- Clearly communicate student successes to families.

Potential Ideas to Implement

- Every teacher (or advisor in secondary schools) send a positive postcard or text to family sharing a positive message about their child.
 - Can be done over 4 to 5 weeks, sending a message to 4-5 families a week
- A school team or grade level team reviews attendance data to consider positive outreach for students who miss 2 to 3 days a month.

Resources

- [Ohio Department of Education and Workforce Attendance Support](#)
- [Attendance Works](#)
 - [Tiered Framework to Improve Attendance](#)