

## Early Warning Intervention and Monitoring Systems Step 3—Student Scenarios

Karen is a student in your class who seems to be a hard worker. After failing the first major assignment in your class, Karen comes to talk to you about how she can improve. A few weeks later, she fails the second major assignment. This time, she does not come to talk to you about how she might improve. You realize that Karen might not have the skills needed to succeed in your class. You also learned that Karen was in a fight a few days ago and has been suspended for three days.

*Should this student be flagged? Why or why not?* \_\_\_\_\_

*What intervention(s) might be useful to support this student?* \_\_\_\_\_

Ever since the beginning of the year, Max has repeatedly asked for extensions on each out-of-class assignment. Even when given an extension, he rarely submits his work by those deadlines. He is late for class daily because he is responsible for making sure that his siblings reach school on time. Other teachers have had similar complaints about Max. During the last class session, Max mentioned that things are overwhelming at home and that he might consider taking evening classes and earn his GED so that he does not fail school.

*Should this student be flagged? Why or why not?* \_\_\_\_\_

*What intervention(s) might be useful to support this student?* \_\_\_\_\_

It is the fourth week of the term and Kevin has attended only about half of the class meetings. You would like to talk to him about it but when he does attend class, he arrives just as you are starting, and promptly leaves before you can catch him. Kevin has a small group of friends who have recently dropped out of school, and you worry that Kevin is next. He is failing your course.

*Should this student be flagged? Why or why not.* \_\_\_\_\_

*What intervention(s) might be useful to support this student?* \_\_\_\_\_

Although Jackie currently has an A in your course, she does not appear to be interested in class. You've noticed lately that her attendance has become inconsistent, and she falls asleep in class whenever she is there. Recently, she submitted an assignment that was of much lower quality than usual. After speaking with her about the assignment, she replies, "School is too easy. I'm bored. Sometimes I think it would make more sense for me to get a job doing things that I love to do. Besides, I recently found out that I'm having a baby, so I need to make a few changes." She has not been to school in two weeks.

*Should this student be flagged? Why or why not.* \_\_\_\_\_

*What intervention(s) might be useful to support this student?* \_\_\_\_\_

Sam is in your class and has been doing well but has begun to miss classes, fail to turn in assignments, and generally is falling behind. You approach Sam after class and set up a time to talk. During this conference, Sam reveals, "I'm feeling overwhelmed by everything lately. My job is really ramping up. I'm scheduled to work 20 hours a week, but lately it's more like 30 hours a week. I'm behind in all my classes, not just yours, and I have a math exam next week. Besides that, I had a fight with my boyfriend and I've had to move out of my apartment and find another place. On top of everything else, I have this chest cold—I feel terrible. I just don't know where to start, or what to do next. I feel like dropping out of school."

*Should this student be flagged? Why or why not.* \_\_\_\_\_

*If not, what intervention(s) might be useful to support this student?* \_\_\_\_\_