



Session 2

Early Intervention Strategies: *Using Teams to Monitor & Identify Students in Need of Support*



Professional Learning Series

February 8, 2022



Welcome!



Hedy Chang
Executive Director



Maria Casey
Deputy Director of Programs



Welcome

If you wish to review Session 1, please take a look at the slides, list of materials and the recording.

- ❖ [Recording: Session 1, Group A](#)
- ❖ [Presentation slides](#)
- ❖ [Outline & Summary of Resources](#)



Introductions

Please share in Chat:

- Name
- Role
- Organization
- Who or what helped you get to school even when it was difficult?



Three E-Learning Sessions

During these sessions, participants will learn how to work as a team to take a multi-tiered approach to improve attendance in their schools:

- ❖ **Session 1** — Whole School Engagement Strategies for Reducing Student Absenteeism
- ❖ **Session 2** — Early Intervention Strategies: Using Teams to Monitor and Identify Students in Need of Support
- ❖ **Session 3** — Partnering to Make a Difference



Learning Goals for Session 2

Participants will:

- Learn which attendance measures to monitor in order to identify students in need of engagement and support.
- Identify the key functions of a school team that addresses attendance and take stock of where they are in having a high-functioning team.
- Name the factors (assets, barriers, & strategies) that affect attendance.



Session 1 Review

1. Chronic Absenteeism includes excused absences, unexcused absences, and days missed due to suspension. (*True or False?*)
2. Chronic absenteeism can result in the inability to read proficiently in 3rd grade, lower achievement in middle school, increase high school dropout, and contribute to greater gaps between student groups (*True or False?*)
3. High leverage whole school strategies are those that invest in positive relationships with students and families and create positive conditions for learning. (*True or false*)

Reducing Chronic Absence Requires a Team Approach





What makes a team effective?

Type in Chat:

Describe one value that is essential to an effective team.



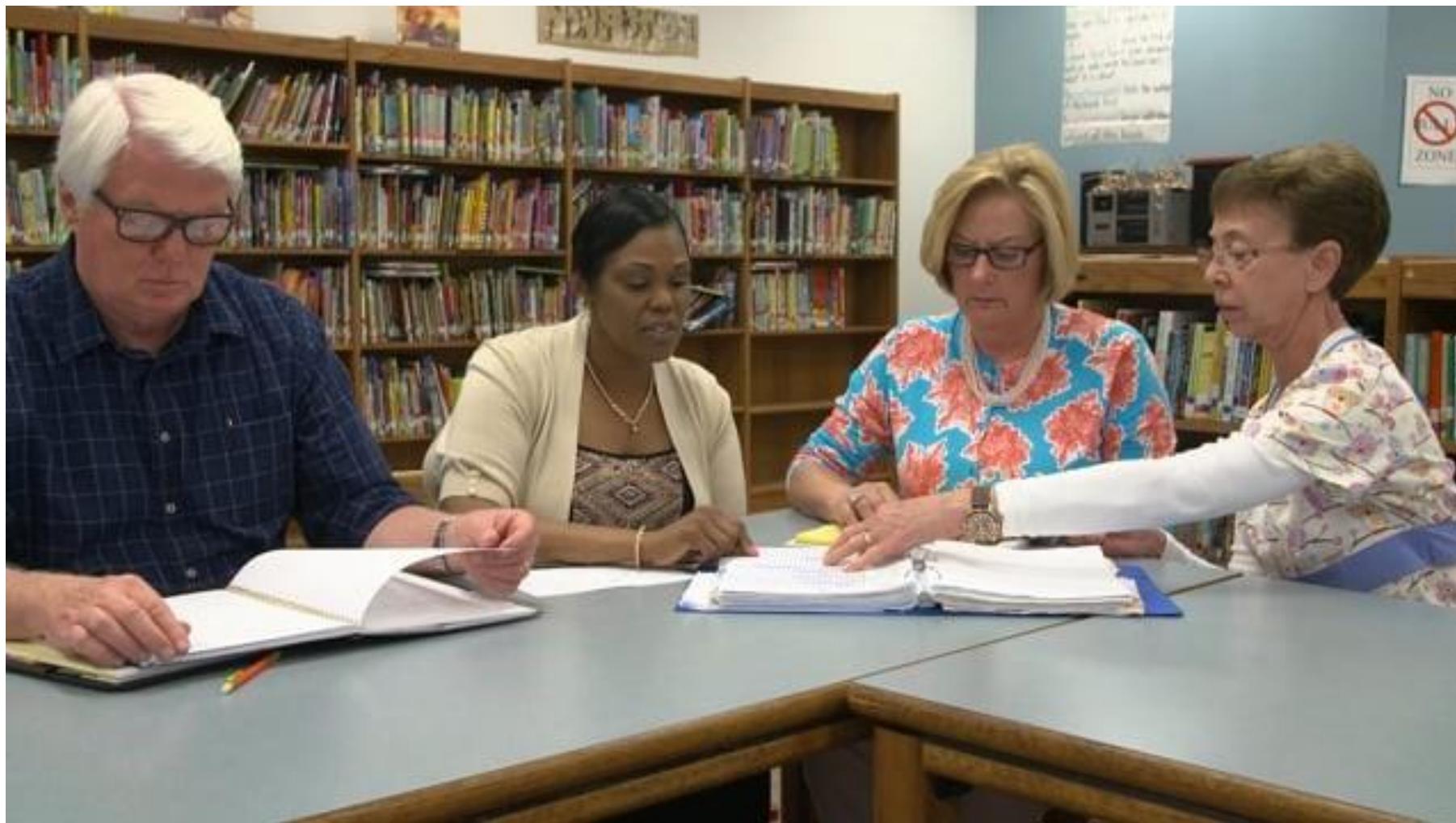
Primary Purpose of a Team Approach

Organize and facilitate a schoolwide attendance strategy and ensure it is an integral component of the school's plan to improve outcomes for all students.



- 1. Organize a multi-tiered attendance strategy that begins with prevention and early intervention.**
- 2. Examine attendance and absenteeism data to assess which groups of students have higher or lower levels of absence.**
- 3. Identify factors (assets, barriers & strategies) that affect attendance.**
- 4. Mobilize everyone in the school community to address attendance.**
- 5. Determine if you are making a difference.**

Attendance Team in Action



<https://vimeo.com/260324608>

Ensuring Attendance Requires a Team

The Attendance Strategy should be led by the school principal and the leadership team.

Teams working on improving student attendance could include the school's:

- * Nurse
- * Counselor
- * Social Worker
- * Administrative support staff
- * Special education staff
- * Teachers
- * Early education staff
- * Community School Directors and Coordinators
- * Expanded Learning program staff
- * Family Resource Center Directors and Coordinators
- * Pupil Personnel Workers
- * Child Welfare and Attendance Officers



Members should be able to bring the perspectives of the student demographics. Teams should incorporate input from families and students along with the community.



Determine which team(s) will assume the attendance MTSS functions

- Map all the teams that currently operate in your school by purpose, membership and meeting schedule.
- Identify areas of overlap, redundancy and/or gaps.
- Consider if attendance responsibilities can be integrated into an existing team (e.g., PBIS, RTI, MTSS, grade-level, etc.).
- Consider if different teams can assume responsibility for each Tier and how efforts will be coordinated across teams.
- Determine if a new team needs to be established.

<https://www.attendanceworks.org/wp-content/uploads/2019/06/Map-of-School-Teams.pdf>



Poll

What teams can address attendance? *(check all that apply)*

- Stand-alone attendance team
- Positive Behavioral Intervention Supports or PBIS team
(attendance and behavior)
- Multi-Tiered Systems of Support (MTSS) team
- Response to Intervention (RTI) team
- Case Management Team
- Other (type in chat)



Avoid Common Pitfalls

- ✗ Establish a team that operates in isolation
- ✗ Fail to rally whole school to support prevention & early intervention
- ✗ Focus only on students with most absences
- ✗ Case management as the sole strategy
- ✗ Jumping to solutions without sufficient understanding of factors behind absences
- ✗ Team composition does not reflect the demographics, perspectives or cultural realities of the student population



Team Self-Assessment

How well does your team...

- Lead a Whole School Approach to Attendance
- Organize a Multi-Tiered Strategy
- Examine Attendance Data
- Identify Barriers & Inequities
- Mobilize the School Community
- Monitor Progress

School Team Self-Assessment					
Lead A Whole School Approach to Attendance	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. The principal makes attendance a top priority for the entire school.					
2. The group responsible for organizing the school's attendance strategy is aligned with other school teams to ensure attendance is an integral component of the school's plan to improve outcomes for all children.					
3. Our team members reflect the demographics of our school community and/or are able to bring the perspectives of the student demographics.					
4. Collectively, team members have the authority, will and skill to remove barriers and address inequities.					
Organize A Multi-Tiered Strategy	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. Our regular team agenda is aligned to a multi-tiered system of support.					
2. We proactively promote an engaging school climate.					
3. We have defined when Tier 2 or Tier 3 supports should be offered.					
4. We have a protocol for early personalized outreach to families.					
5. We connect students who are missing too much learning time to one adult in the school (e.g., Mentor or Family Ambassador).					
6. We have a coordinated interagency response to ensure students receive the additional support they need.					

<https://www.attendanceworks.org/wp-content/uploads/2019/06/School-Team-Self-Assessment-rev-1-31-21.pdf>

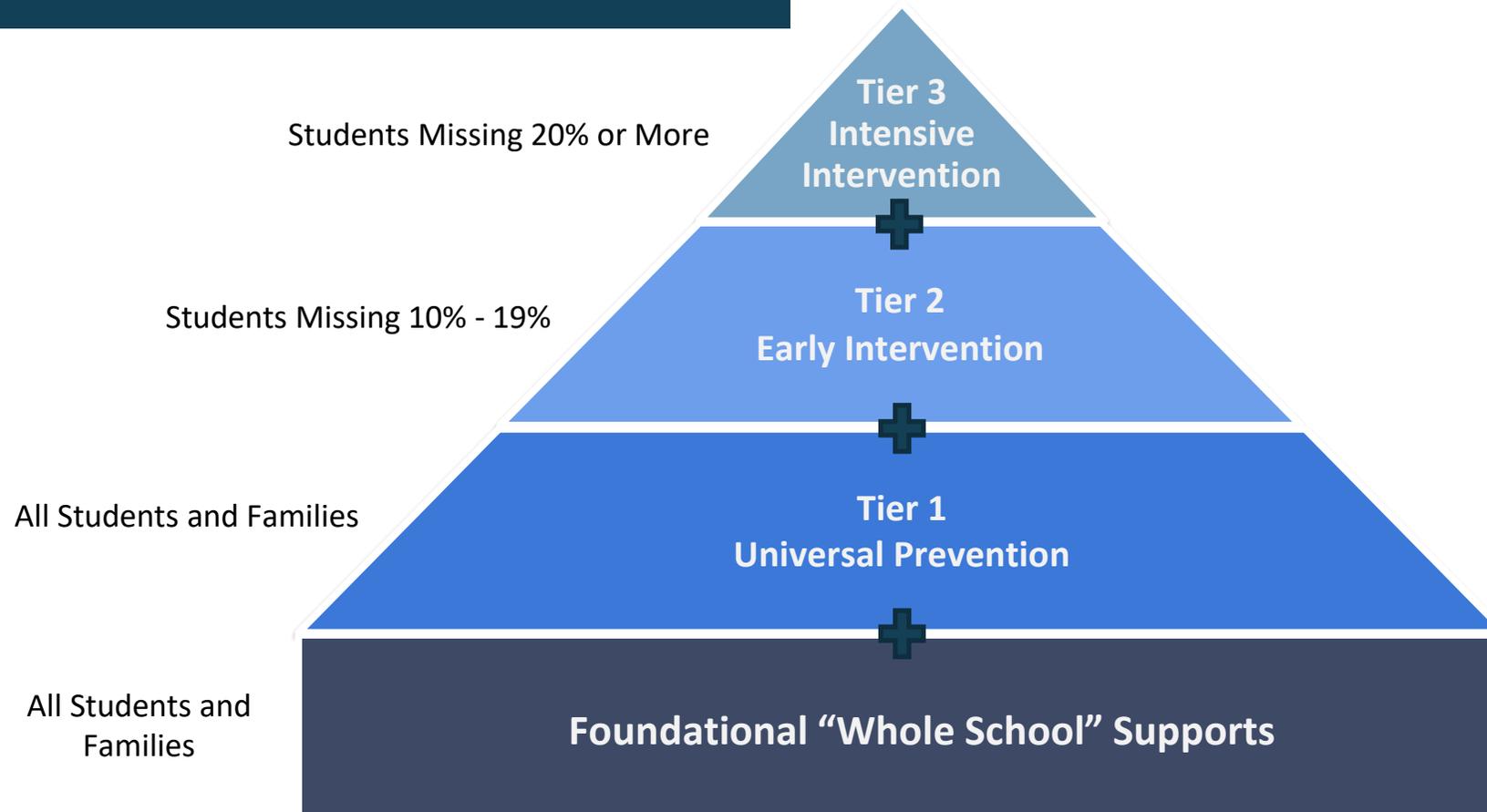
Team Function #1:

Organize a multi-tiered attendance strategy that begins with prevention and early intervention





When Tackling Absenteeism, Begin with Whole School and Prevention Strategies





Foundational Supports are Building Blocks of Schools that Promote Engagement

Healthy learning environments	Enrichment activities and clubs	Positive relationships	Active family and student engagement
Access to tech equipment and connectivity	Challenging and Engaging Curriculum	Traditions and celebrations	Support for families to facilitate learning at home
Welcoming, safe school climate	Advisories or Morning Meetings to Build Community	Learning Supports	Access to Food and Other Basic Needs
Foundational “Whole School” Supports			



Poll

In working to improve attendance, where does your school put most of its efforts?

- Foundational Whole School Supports
- Tier 1 Absenteeism Prevention
- Tier 2 Absenteeism Early Intervention
- Tier 3 Absenteeism Intensive Supports

Team Function #2:

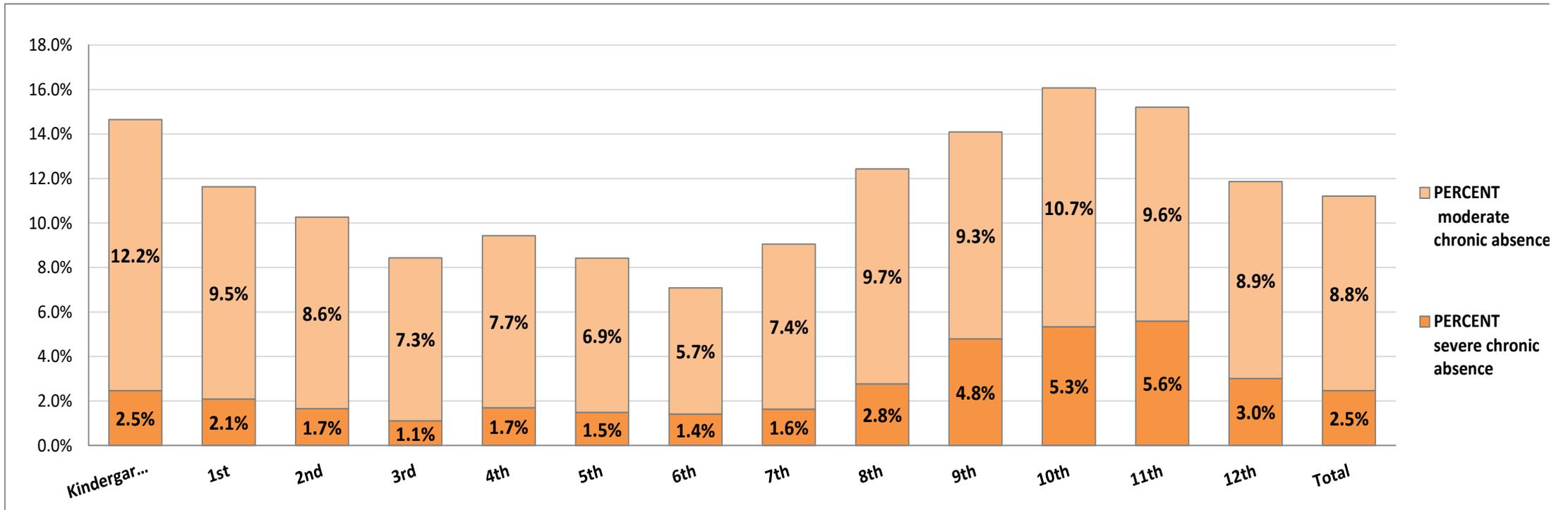
Examine attendance & absenteeism data to assess which groups of students have higher or lower levels of absence





Use Data to Determine Where to Intervene. Which Grades Have Highest Levels?

What percentage of students in each grade level were MODERATELY or SEVERELY chronically absent?

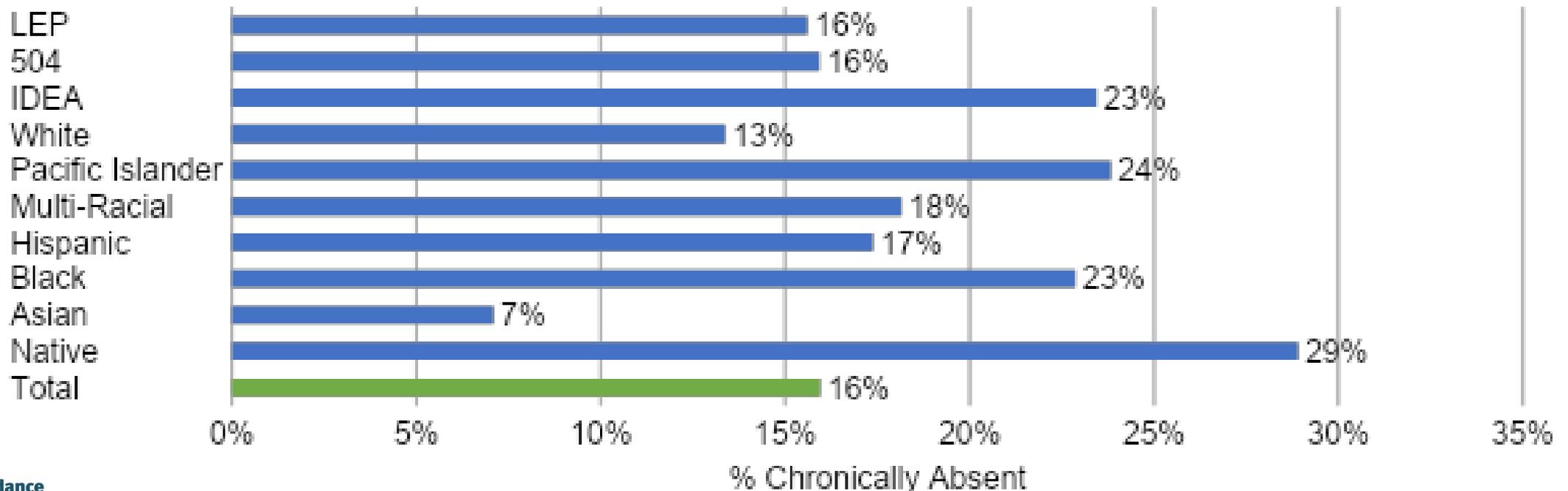




National Data Show that the Impact of Chronic Absence is Disproportionate

Populations disproportionately affected by chronic absence are among those most affected by Covid-19

Estimated National Chronic Absence Rates by Demographic Sub-group - 2017-18



Expanded Metrics

Contact

Schools have working contact and back up information for each enrolled student and their family.

Connectivity & Access

Students, families and staff have access to technology (computer, software and internet access) and other materials to support learning at home.

Relationships

Students and families feel connected, supported and engaged in reciprocal, problem-solving relationships.

Chronic Absence /Attendance

The extent to which students show up and are not chronically absent for in person and remote instruction.



Use Data to Identify and Address Inequities

- Analyze absences, contact, connectivity, relationships and participation data overall, broken down by school, grade, race/ethnicity, home language, disability and zip code.
- Use qualitative information, especially drawing upon the perspectives of students and families, to deepen an understanding of the contributing factors
- Determine how to address unequal access to resources.



Let's Chat

Which groups of students in your school have higher rates of absenteeism and require priority attention?



Free Attendance Works Data Tools

- ✓ The District Attendance Tracking Tools (DATT) and School Attendance Tracking Tools (SATT) are available in three modules:
 - ✓ Grades K-5
 - ✓ Grades 6-8 and
 - ✓ Grades 9-12

We also offer a Tool to Combine the Modules for K-12 reports
<https://www.attendanceworks.org/resources/data-tools/>



Poll

What data is your school using to activate outreach? *(check all that apply)*

- One absence
- Missing 10% of days enrolled
- Number of unexcused absences
- Student misses daily or weekly check-ins
- Student does not log in to class
- Other *(type in chat)*

When to Reach Out and Provide Support

Tier 2 Early Intervention

Suggested Criteria for what activates early outreach:

- Missing 10-19% of school—*regardless of the mode of instruction*—in the prior school year
- Missing 10% of learning opportunities during current year
- Not checking in or completing work in distance learning
- Lost contact with student/family — wellness check (immediate action required)

Consider who should respond: Attendance staff? Counselors? Nurses? Community partners? Teachers? Teachers on special assignment? Social work interns?

Document: Any attendance barriers staff identify, supports provided or follow up needed

When to Reach Out and Provide Support

Tier 3 Intensive Intervention

Suggested Criteria for what activates intensive outreach:

- Missing 20% or more of school in prior school year (severely chronically absent)
- Missing 20% or more of school during current year
- Students who already qualify for McKinney Vento services, who are in foster care or involved in juvenile justice
- Students whose attendance does not improve with Tier 2 supports

Consider who should respond: Social Workers? Staff of public agencies?

Document: Any attendance barriers staff identify, supports provided or follow up needed

What should happen at our school for each level of absence?

sample form: <https://www.attendanceworks.org/wp-content/uploads/2019/06/School-Summary-of-Actions-SAMPLE-FORM-rev-July-2021.pdf>

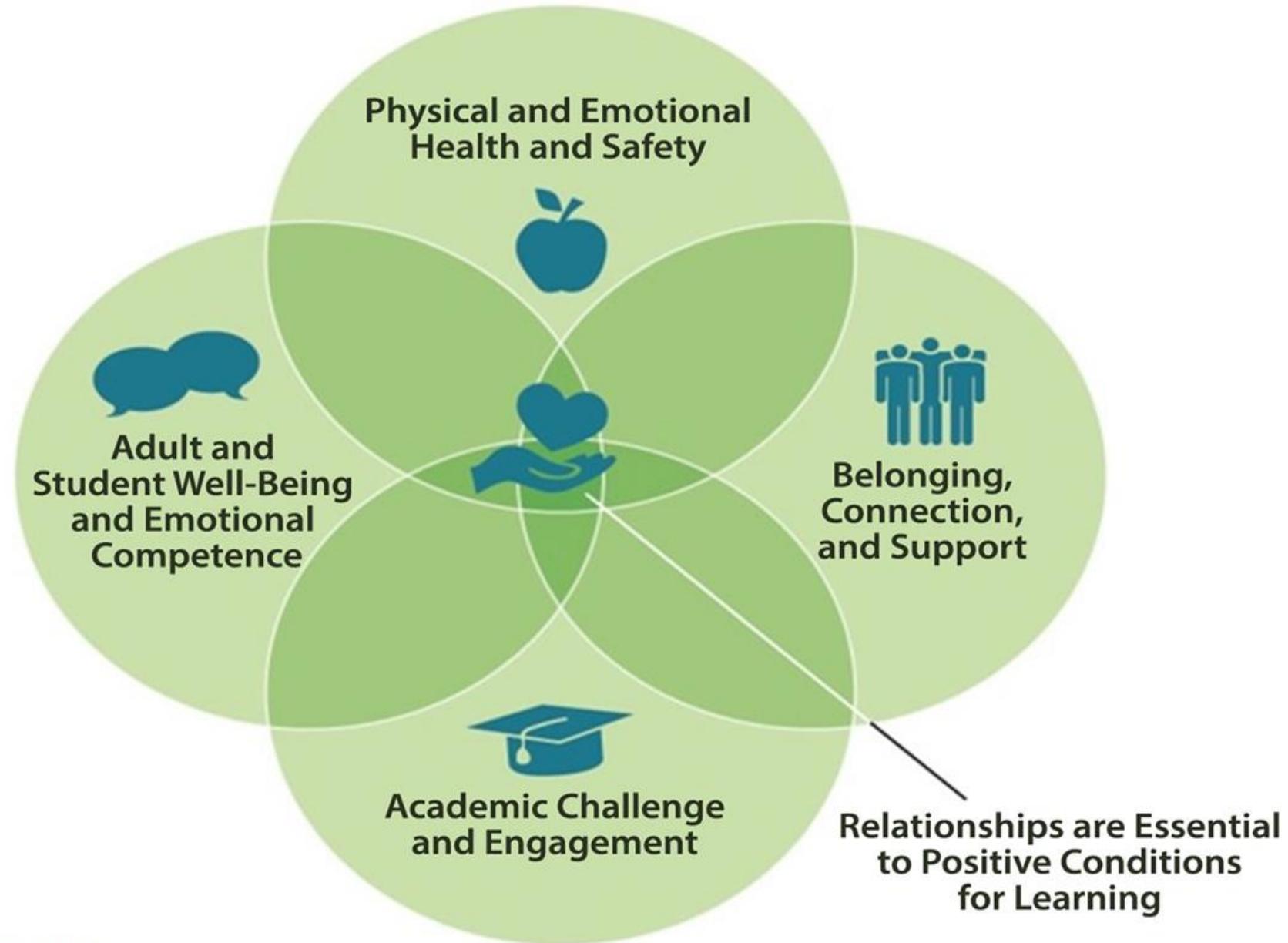
Number of Absences	Action(s)	People Responsible	Resources to Support Action(s)	Documentation <i>What was the reason for the absence, and what intervention or support was offered?</i>
0	Welcome Letter Welcome Video on website	School secretary Principal and person who updates the school website	<ul style="list-style-type: none"> Link to resources, e.g. District letter that can be personalized by principal / school team AW Flyers AW Student Success Plan 	<ul style="list-style-type: none"> Add contacts from Student Success Plan to family contact information form.
1-2 Per month	Call Home	Teacher	<ul style="list-style-type: none"> Call Script 	<ul style="list-style-type: none"> Log in Student Screen on SIS Track and monitor in case management system
3-4 Per month	Call Home	School Counselor or Social Worker	<ul style="list-style-type: none"> Call Script Documentation of Reasons https://www.attendanceworks.org/wp-content/uploads/2019/06/teacher-attendance-strategy-worksheet-rev-10-16-19.pdf 	<ul style="list-style-type: none"> Log in Student Screen on SIS Note reasons for absence and any supports or interventions needed. Track and monitor in case management system
5 Per month	Family Meeting	Principal or other School Administrator	<ul style="list-style-type: none"> Standard agenda for family meeting Student Success Plan List of resources Form for taking notes and follow up 	<ul style="list-style-type: none"> Use district form for family meeting Attach

Team Function #3:

Identify factors and strategies that affect attendance



Positive Conditions for Learning Lead to Students Well-Being



The Push and Pull of Conditions for Learning

Examples of Push-Out Factors

Feeling:

Ignored

Unsafe

That you do not belong

Experiencing:

Bullying

Boredom

Harsh and Exclusionary

Discipline

Examples of Pull Factors

Feeling:

Cared for

Safe

That you belong

Experiencing:

Community

Engagement

Supportive relationships

Asking Powerful Questions

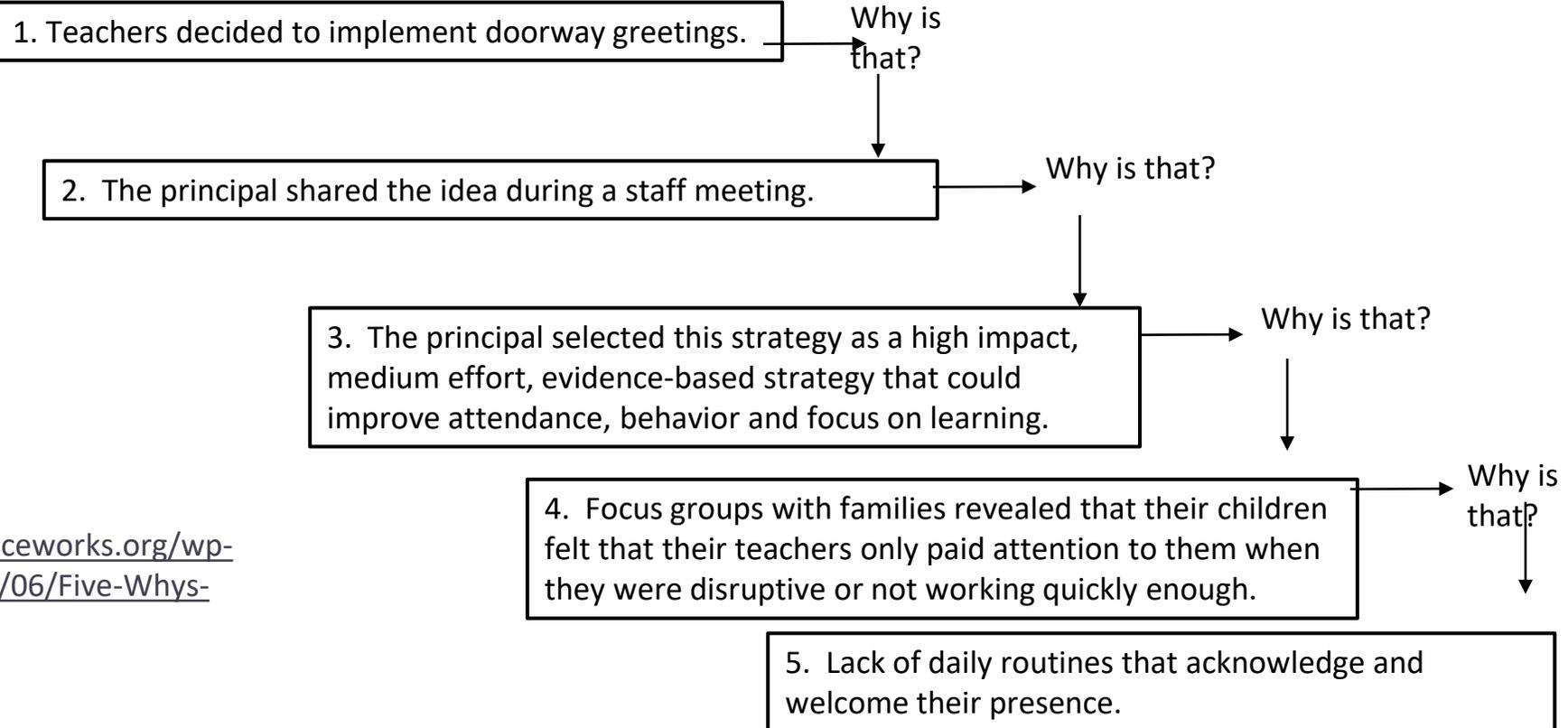
5 Whys Worksheet

Identify a Positive Outlier:

Third graders' attendance improved during the month of October.

Use the 5 Whys to understand what works.

Why is this happening?

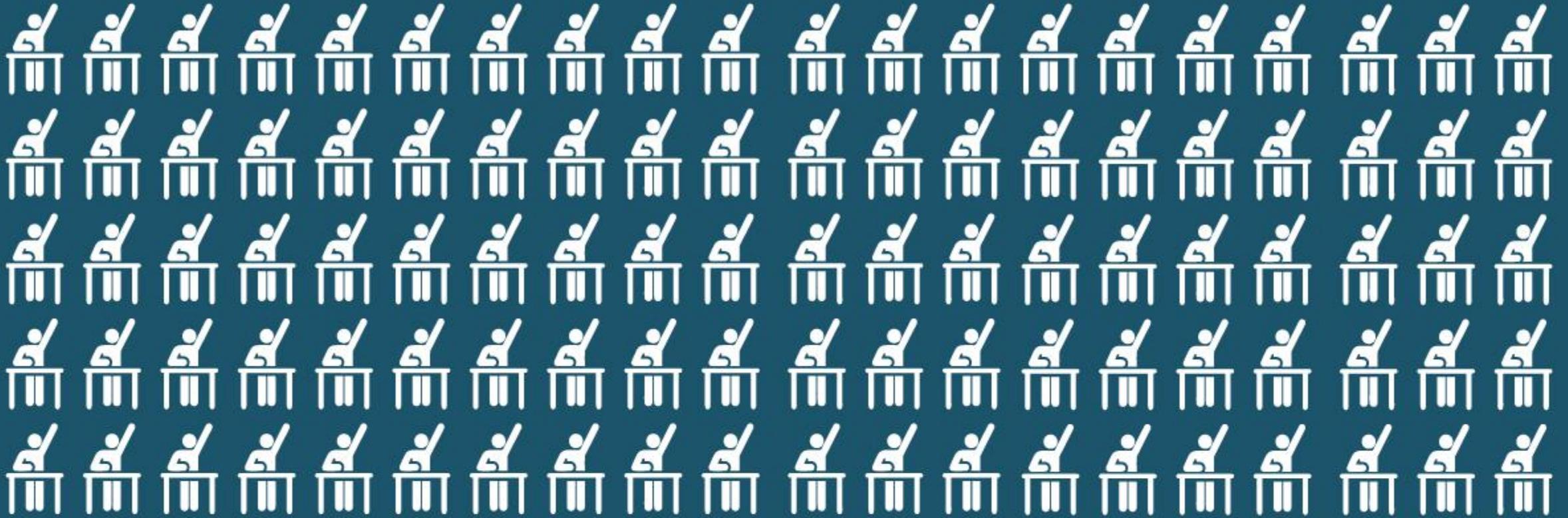


Blank worksheet:

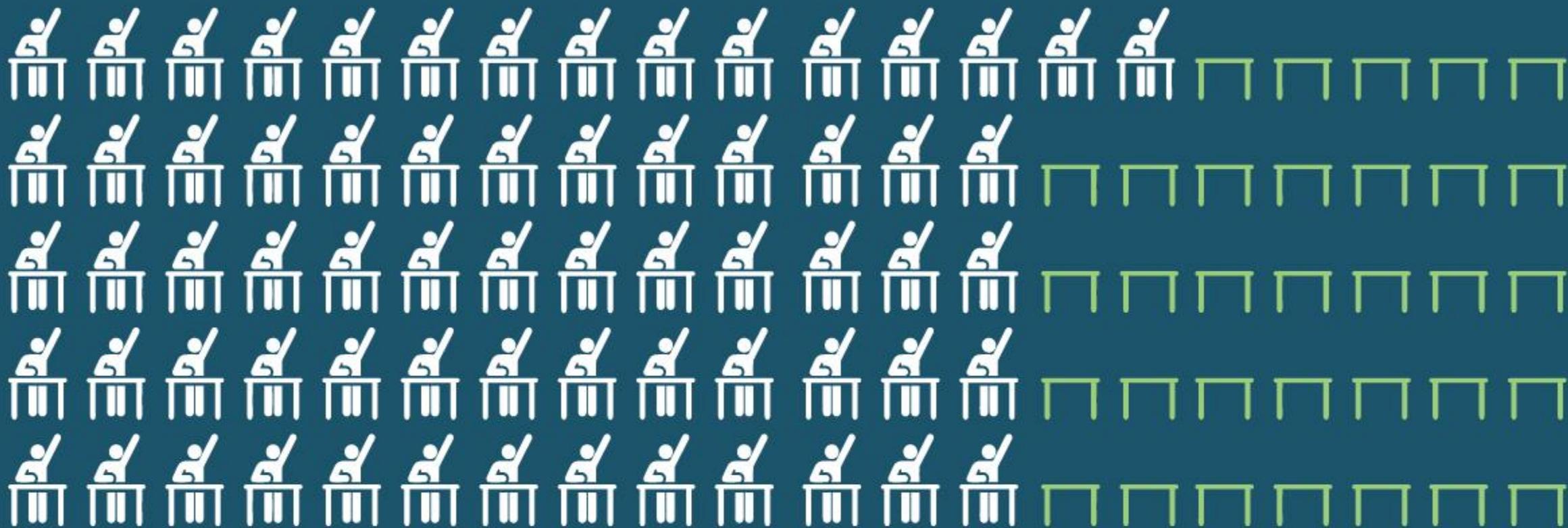
<https://www.attendanceworks.org/wp-content/uploads/2019/06/Five-Whys-Worksheet.pdf>

Identified Root Cause:

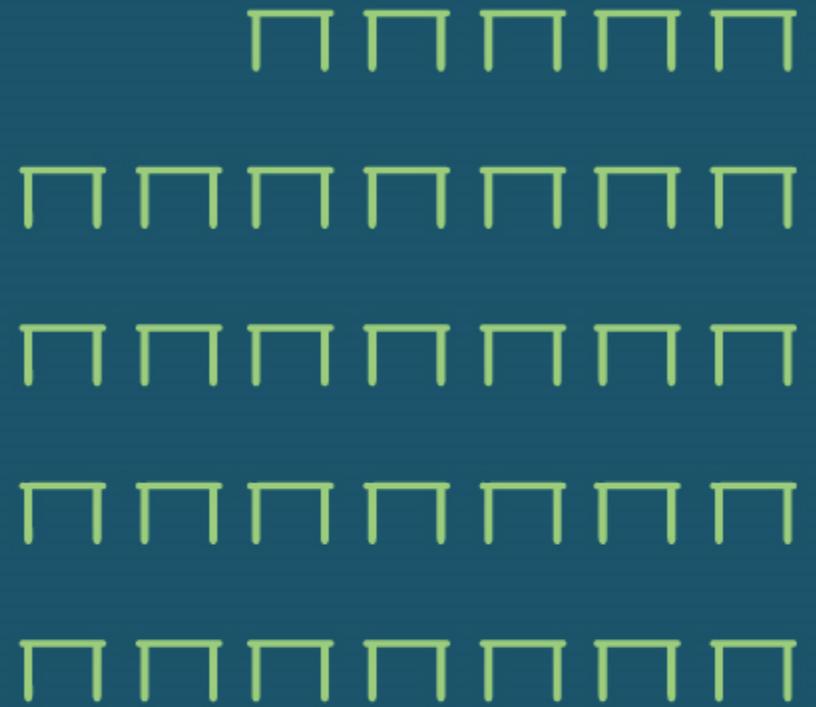
Students needed a sense of connection, belonging and welcome in order to show up, engage and participate in learning.



Consider this group of 100 Students



32% of students are chronically absent



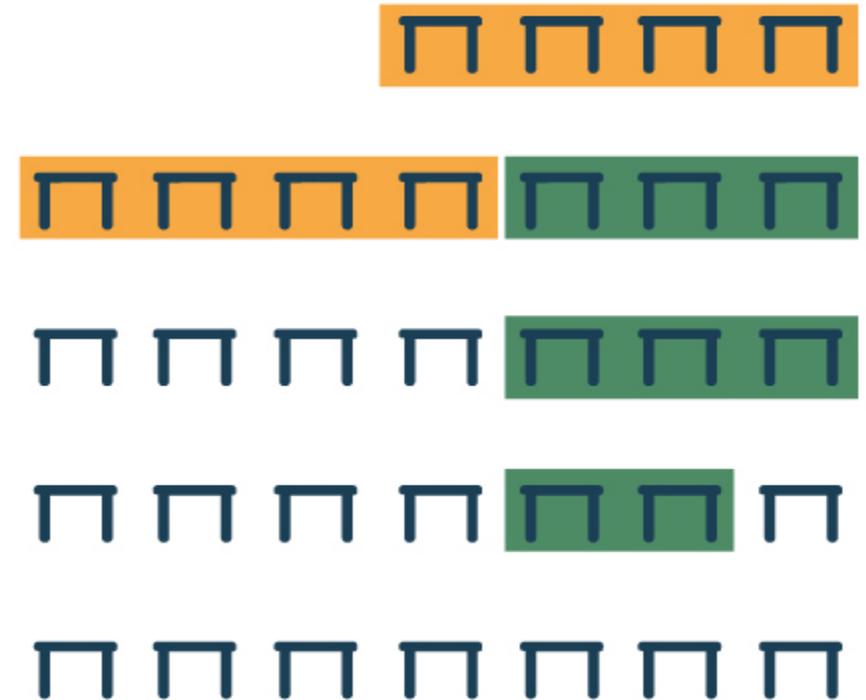
What do we know about the reasons for the absences?

Students, Families, and Staff
are experiencing a
significant level of stress.



Students, Families, and Staff
are all experiencing a
significant level of stress.

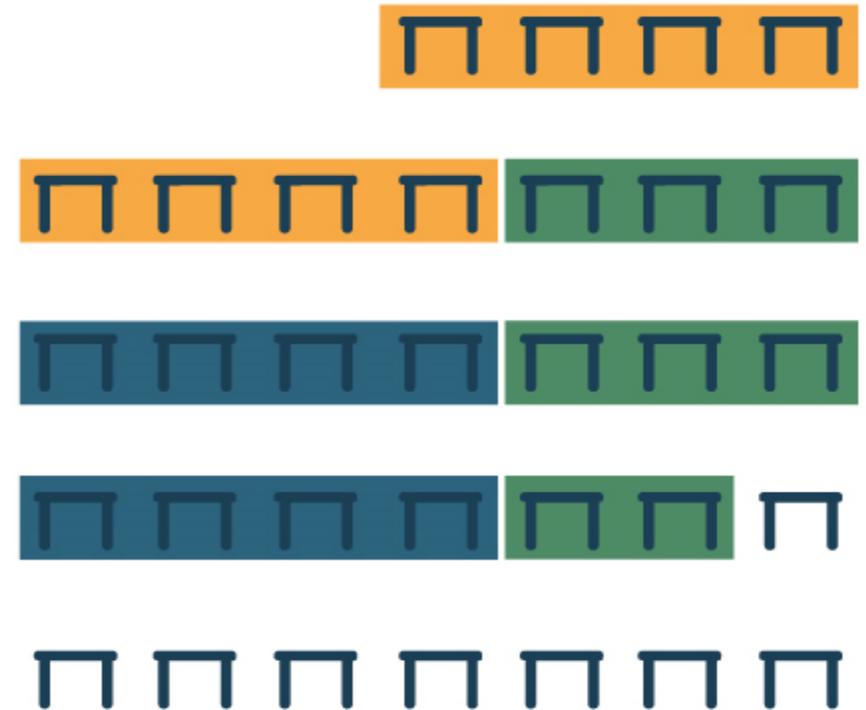
Students are required to
quarantine due to Covid-19
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Students, Families, and Staff are all experiencing a significant level of stress.

Students are required to quarantine due to Covid-19 protocols.

Students and families feel left out of decision-making regarding programming.

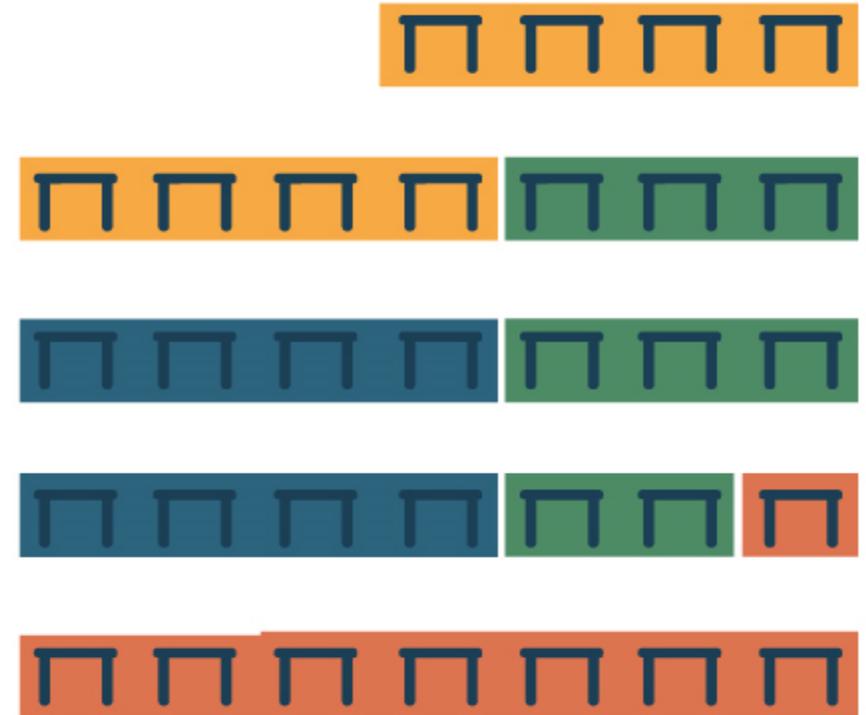


Students, Families, and Staff are all experiencing a significant level of stress.

Students are required to quarantine due to Covid-19 protocols.

Students and families feel left out of decision-making regarding programming.

Students and families are experiencing food and housing insecurity.



Solutions must be grounded in an understanding of reasons for absence

Barriers

- Illness, both chronic and acute – physical and mental
- Lack of health, mental health, vision, or dental care
- Family responsibilities
- Trauma
- Depression or anxiety
- Unsafe path to/from school
- Poor transportation
- Housing and food insecurity
- Frequent school changes
- Involvement with child welfare or juvenile justice systems
- Inequitable access to resources.

Negative School Experiences

- Struggling academically and behaviorally
- Ineffective or harmful interventions
- Bored
- Social challenges
- Bullying
- Suspensions and expulsions
- Harsh, biased disciplinary practices especially for students of color
- Parents affected by their own school experiences
- Undiagnosed disability
- Lack of appropriate accommodations for disability
- Pressure for academic success

Lack of Engagement

- Lack of or inequitable access to challenging, culturally responsive, engaging instruction & enrichment
- Lack of or ineffective academic, emotional and behavioral support
- No meaningful or negative relationships to adults in the school
- Stronger ties with peers out of school than in school
- Unwelcoming school climate
- Failure to earn credits/ no future plans
- Many teacher absences or long-term substitutes

Misconceptions

- Absences are only a problem if they are unexcused
- Missing 2 days per month doesn't affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades
- Suspensions are not relevant



Covid-19 Added Additional Barriers to Attendance

- Students who are quarantining
- Students who lost loved ones
- Covid anxiety (about getting sick or spreading covid to family members)
- Students who disengaged academically during remote learning who now feel behind or unprepared and avoid school or classes
- Students who suffered mental health impacts from remote schooling/pandemic
- Students who increased their amount of time they were working or care-taking during the pandemic (secondary school)

Addressing Reasons for Absences



<https://vimeo.com/260324362>

Asking Powerful Questions – Perception versus Reality

5 Whys Worksheet

Define the Problem:

Kindergartners have higher rates of chronic absenteeism.

Why is this happening?

1. Families are keeping their children home out of concern for their children's health and safety.

Why is that?

2. Families are worried that their children are more vulnerable to Covid-19 given high transmission rates.

Why is that?

3. Families do not feel confident about the school's Covid-19 mitigation measures (e.g. sanitation, physical distancing, cohorting, masking, vaccination, quarantine, etc.)

Why is that?

4. School leaders have not effectively communicated procedures to keep students safe and shared how they have kept Covid-19 transmission rates low.

Why is that?

5. Lack of a plan to personally keep families abreast of the latest information and respond to their concerns.

Use the 5 Whys to understand a problem and the system that produces it.

Caution: do not use it to lay blame on students or families

Blank worksheet:

<https://www.attendanceworks.org/wp-content/uploads/2019/06/Five-Whys-Worksheet.pdf>

Identified Root Cause: Lack of an effectively implemented and communicated plan for reducing the spread of Covid-19.

Small Group Discussion: The 5 Whys

Reflect on the population of students you identified earlier who were most likely to be chronically absent.

1. Share, which **group** of students you notice miss most often.
2. What assets contribute to that group coming to school?
3. What barriers contribute to that group being absent from school?

Large group – In the Chat:

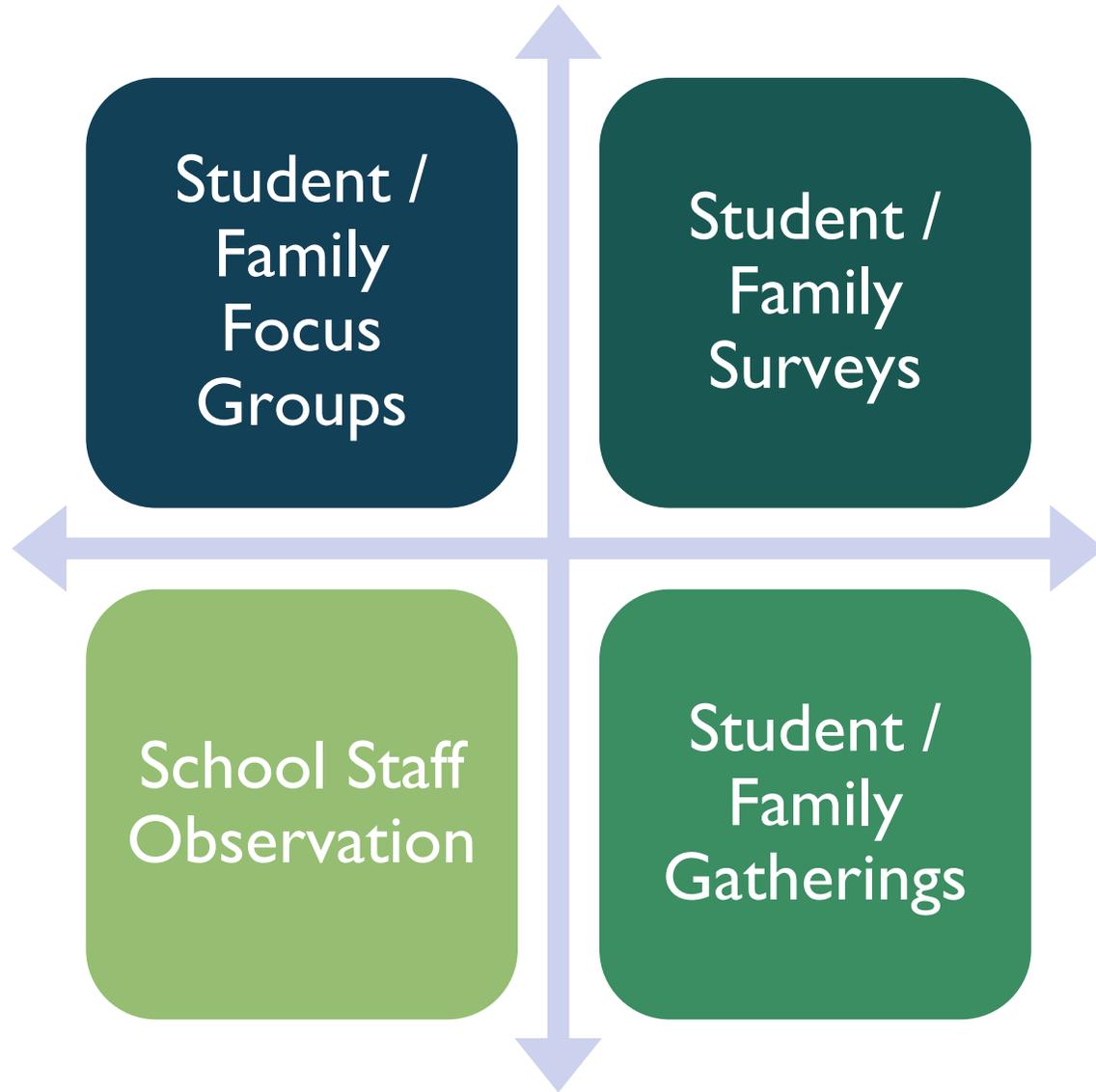
What helps students who struggle with absenteeism show up to school?



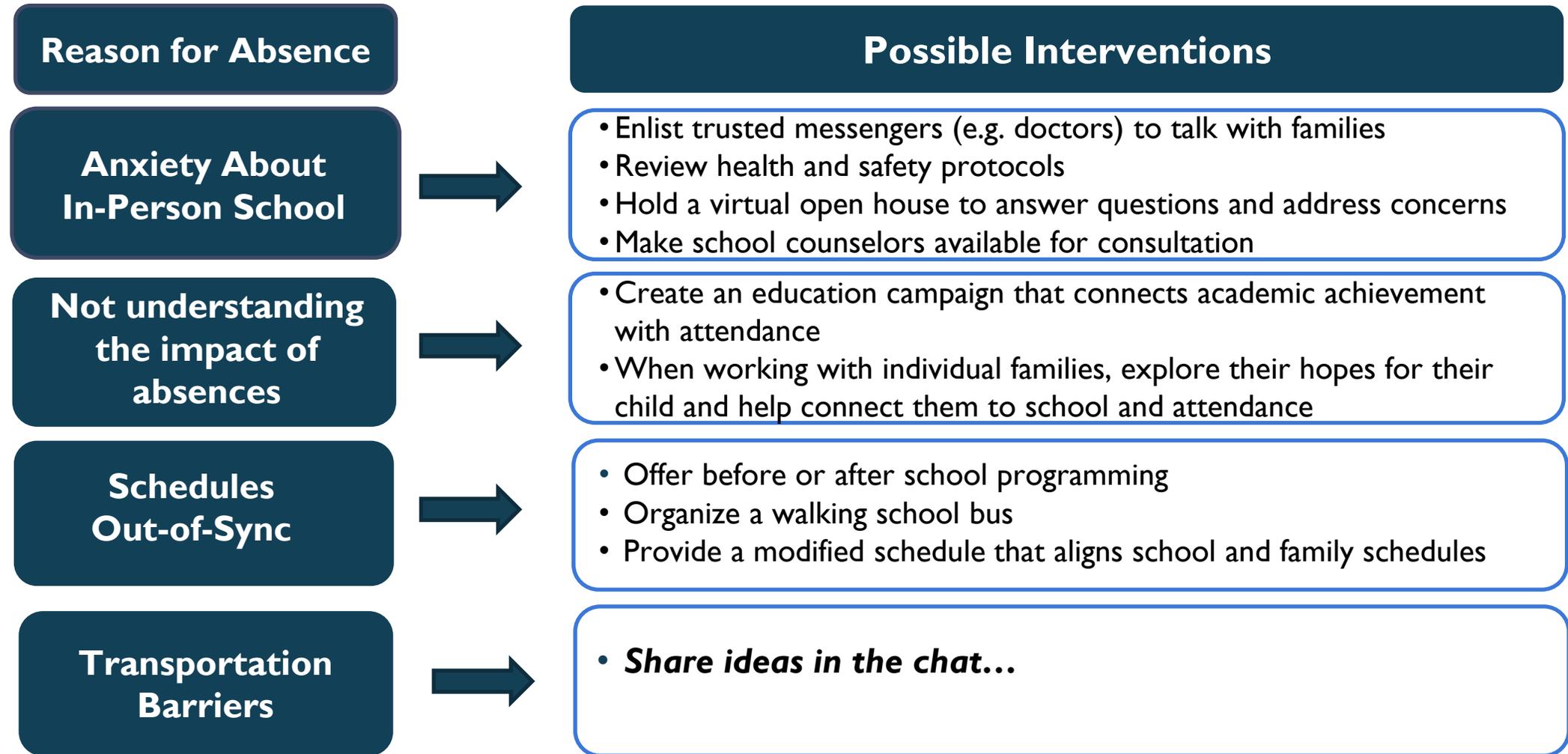
Ground Rules

- Turn on your video camera
- Briefly introduce yourself
- Raise your hand to speak
- Ask clarifying questions
- Create space for everyone to speak (and use the chat to express ideas)
- Person whose first name is closest to the letter D is the facilitator

Validate Your Insights: Gather Information About Why Students Do and Do Not Attend School



Align Interventions to Reasons for Absences





Understanding Common Causes of Absences Worksheet

- Academic Conditions
- Safety Concerns
- Social Dynamics
- Home Situation
- Health Status
- School Culture
- Student and Parent Voice

Worksheet: Understanding the root causes for student absenteeism

Use these questions to help identify the likely causes of absenteeism for a student who is chronically absent in your class. Understanding the root causes for missing too much school can help determine the best course of action. Is this something that you can help your student and his/her family overcome? Or is there an underlying issue that requires additional support, perhaps from the school social worker or guidance counselor?

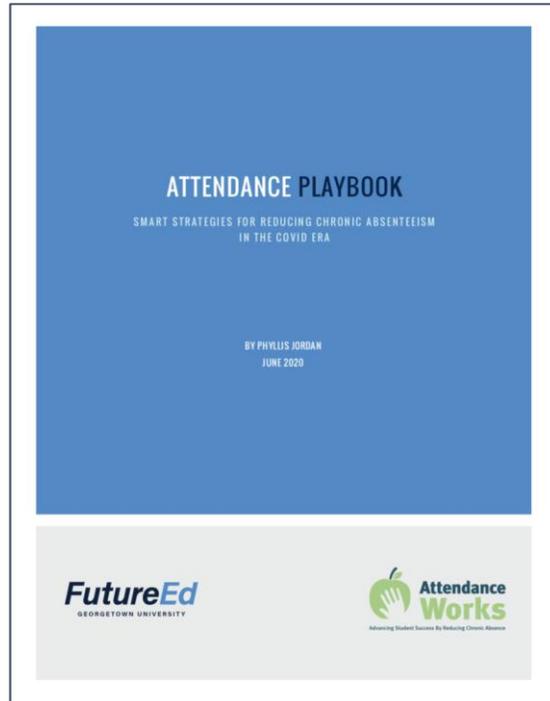
Academic Conditions	
Is the student struggling academically? Consider what skills and content the student has missed as a result of his or her absences as well as other instructional needs.	Y / N
Does the student need accommodations to benefit from classroom instructions? (e.g. peer support, access to computer, breaks, material presented in different ways)	Y / N
Does the student have language or communication challenges?	Y / N
Does the student struggle with organizational tasks?	Y / N
Are there barriers to homework completion?	Y / N
Do you suspect that the student has an unidentified disability?	Y / N
Safety Concerns	
Have there been any reports of bullying?	Y / N
Is the student exposed to race, disability, cultural or LGBTQ biases?	Y / N
Social Dynamics	
Does the student get to avoid difficult social or academic situations by staying away from school?	Y / N
Are transitions difficult for the student? (e.g. entering the school building, moving from class to class)	Y / N
Home Situation	
Do the parents/guardians recognize the importance of and support regular school attendance?	Y / N
Are there problems in the home that contribute to frequent absences? (e.g., parental illness, homelessness, joblessness, child care, needed health or mental health services for parent/caregiver)	Y / N
Health Status	
Are there conditions in the classroom, cafeteria or other school areas that affect the student's health or safety? (e.g. mold or other asthma triggers, animal dander, food allergens)	Y / N
Does the student exhibit anxiety due to separation from parent / caregiver?	Y / N
Does the student require health or mental health-related treatment that interferes with attendance?	Y / N
School Culture	
Are there any clubs, programs or resources during the school day and after school that might help engage the student?	Y / N
Is there a caring adult at the school that could mentor the student?	Y / N
Student Voice	
Has the student identified the reasons for missing school?	Y / N
Parent Voice	
Have you met with the parent/caregiver to discuss attendance concerns?	Y / N
Has the parent/caregiver identified specific barriers to attendance?	Y / N
Are there cultural, language, or other types of barriers that require extra effort on the part of the school to work with the parent/caregiver?	Y / N
Attendance Barriers for Students with Identified Disabilities	
Has the IEP/504 team met recently to review and revise the student's educational plan?	Y / N
Are the instructional and behavioral supports the rights ones?	Y / N



rev. 10/16/19
www.attendanceworks.org



Interventions that Can be Found in the Attendance Playbook



TIER I Interventions

- Nudging Parents and Students
- Home Visits
- Positive Messaging
- Incentives
- Healthy School Buildings
- School-based Health Services
- Telehealth
- School Buses and Public Transit
- A Safer Walk to School
- Breakfast for All
- Laundry at School
- Relevant—and Culturally Relevant—Curriculum
- Threshold Greetings
- Rethinking Recess
- Restorative Discipline Practices

Attendance Playbook: <https://www.future-ed.org/attendance-playbook/>

Implementation Guide: <https://www.attendanceworks.org/resources/attendance-playbook/>



How to Use the Attendance Playbook

The Guide to the Attendance Playbook offers practical tips for:

- Forming a team
- Using attendance data to determine the number of strategies
- Analyzing why students are absent and selecting strategies that address those reasons
- Realistically assessing your team's capacity to implement each strategy
- Selecting strategies that are likely to have the greatest impact for the lowest effort
- Making an implementation plan
- Assessing how well the strategies worked



Questions from the Audience





Review: *Learning Goals for Session 2*

Participants will:

- Learn which attendance measures to monitor in order to identify students in need of engagement and support.
- Identify the key functions of a school team that addresses attendance and take stock of where they are in having a high-functioning team.
- Be able to draw on high leverage strategies to address common reasons for student absenteeism



Evaluation Survey

Please let us know how we can improve:

https://app.upmetrics.com/data_collector/ckf2oltbqlt8k0759tfdbfybj

Thank you!



Hedy Chang, Executive Director

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Maria Casey, Deputy Director of Programs

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About Us

Attendance Works advances student success and closes equity gaps by reducing chronic absence. Operating at the local, state, and national level, Attendance Works:

- ✓ Advances better **policy**
- ✓ Nurtures proven and promising **practice**
- ✓ Promotes meaningful and effective **communication**
- ✓ Catalyzes needed **research**

Since our launch in 2010, we have become the nation's "go-to" resource for improving student attendance. To learn more, visit our website: www.attendanceworks.org

Appendix: Additional Resources



Team Self-Assessment

How well does your team...

- Lead a Whole School Approach to Attendance
- Organize a Multi-Tiered Strategy
- Examine Attendance Data
- Identify Barriers & Inequities
- Mobilize the School Community
- Monitor Progress

Lead A Whole School Approach to Attendance	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
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3. Our team members reflect the demographics of our school community and/or are able to bring the perspectives of the student demographics.					
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Organize A Multi-Tiered Strategy	Solidly in Place	Measurable Progress	Needs Improvement	Urgent Gap	Evidence
1. Our regular team agenda is aligned to a multi-tiered system of support.					
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3. We have defined when Tier 2 or Tier 3 supports should be offered.					
4. We have a protocol for early personalized outreach to families.					
5. We connect students who are missing too much learning time to one adult in the school (e.g., Mentor or Family Ambassador).					
6. We have a coordinated interagency response to ensure students receive the additional support they need.					

<https://www.attendanceworks.org/resources/self-assessment/>

Map of School Teams

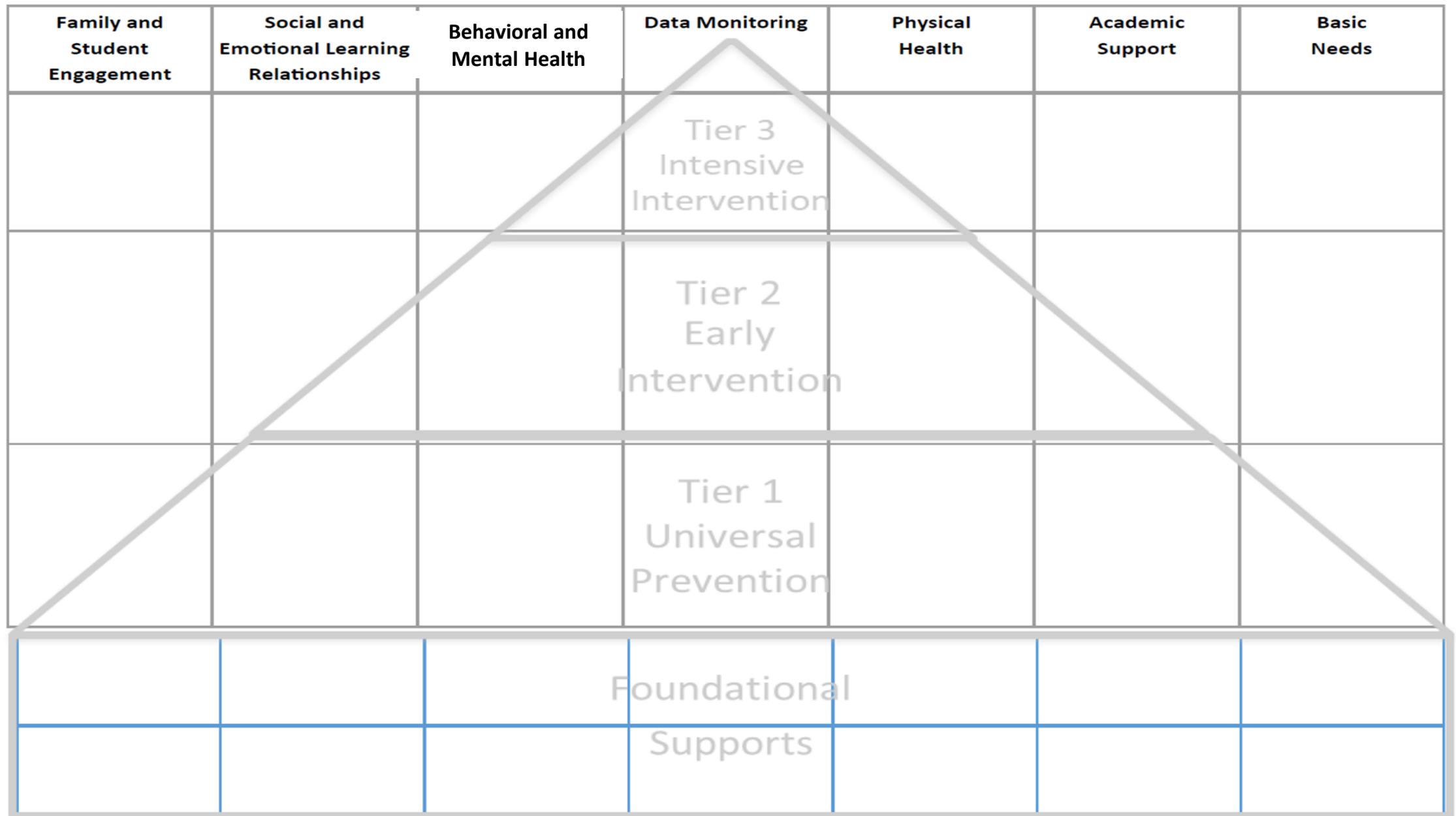


Name of Team	Team Purpose	Team Members	Meeting Frequency

What should happen at our school for each level of absence?

sample form: <https://www.attendanceworks.org/wp-content/uploads/2019/06/School-Summary-of-Actions-SAMPLE-FORM-rev-July-2021.pdf>

Number of Absences	Action(s)	People Responsible	Resources to Support Action(s)	Documentation <i>What was the reason for the absence, and what intervention or support was offered?</i>
0	Welcome Letter Welcome Video on website	School secretary Principal and person who updates the school website	<ul style="list-style-type: none"> Link to resources, e.g. District letter that can be personalized by principal / school team AW Flyers AW Student Success Plan 	<ul style="list-style-type: none"> Add contacts from Student Success Plan to family contact information form.
1-2 Per month	Call Home	Teacher	<ul style="list-style-type: none"> Call Script 	<ul style="list-style-type: none"> Log in Student Screen on SIS Track and monitor in case management system
3-4 Per month	Call Home	School Counselor or Social Worker	<ul style="list-style-type: none"> Call Script Documentation of Reasons https://www.attendanceworks.org/wp-content/uploads/2019/06/teacher-attendance-strategy-worksheet-rev-10-16-19.pdf 	<ul style="list-style-type: none"> Log in Student Screen on SIS Note reasons for absence and any supports or interventions needed. Track and monitor in case management system
5 Per month	Family Meeting	Principal or other School Administrator	<ul style="list-style-type: none"> Standard agenda for family meeting Student Success Plan List of resources Form for taking notes and follow up 	<ul style="list-style-type: none"> Use district form for family meeting Attach



<https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>



Foundational Supports are Building Blocks of Schools that Promote Attendance

Physically healthy learning environment	Enrichment activities and clubs	Positive relationships	Support for families to facilitate learning at home
Access to tech equipment and connectivity	Access to Learning Supports	Routines, rituals and celebrations	A culture of continuous improvement
Welcoming, safe, trauma-informed school climate	Home rooms and/or Advisory	A published schedule of classes	Active engagement of families in planning
Foundational Whole School Supports			

how-to guide to

relationship mapping

MAKING
CARING
COMMON
PROJECT



GRADES

K–12

IMPLEMENTED BY

School Administrators

TIME & RESOURCE INTENSITY



CAPACITIES PROMOTED

Relationship-building; Student confidence; Shifting school norms

Key Elements

See all students at-a-glance.

See who is well-supported and who needs support by adults.

Involve *all* adults in relationship mapping.

Key Benefits

Connect all students to at least one school adult.

A *Relationship Map* lists *all* students in a school (or grade, team, etc.).

A *Relationship Map* allows adults in a school to have a quick and visual snapshot of students who are well supported and who most need support. Knowing this, adults can then strategize about how to best reach out to students who most need positive and supportive relationships with adults.

A *Relationship Map* is most effective if *all* adult stakeholders with a connection to students participate in its creation. This includes administrators, teachers, counselors, sports coaches, mentors, community partners, and other school staff.

A *Relationship Map* helps identify students who do not already have adult connections and provides opportunities for adults in school to build positive relationships with those students.

Download in-person and virtual versions of this guide at <https://mcc.gse.harvard.edu/resources-for-educators/relationship-mapping-strategy>

Have you mapped relationships at your school?

If so, what insights did you gain?

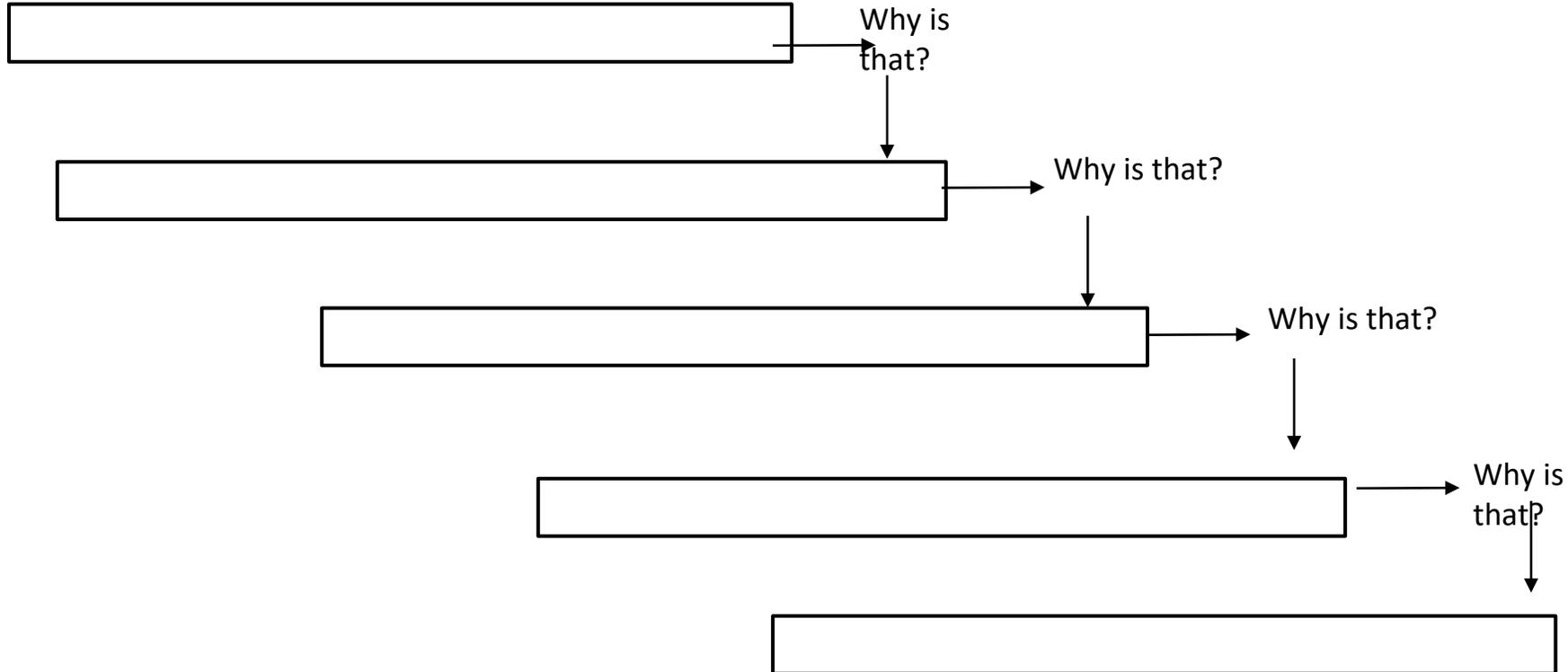
If not, how could you use this tool?

Asking Powerful Questions

5 Whys Worksheet

Identify a Positive Outlier

Why is this happening?



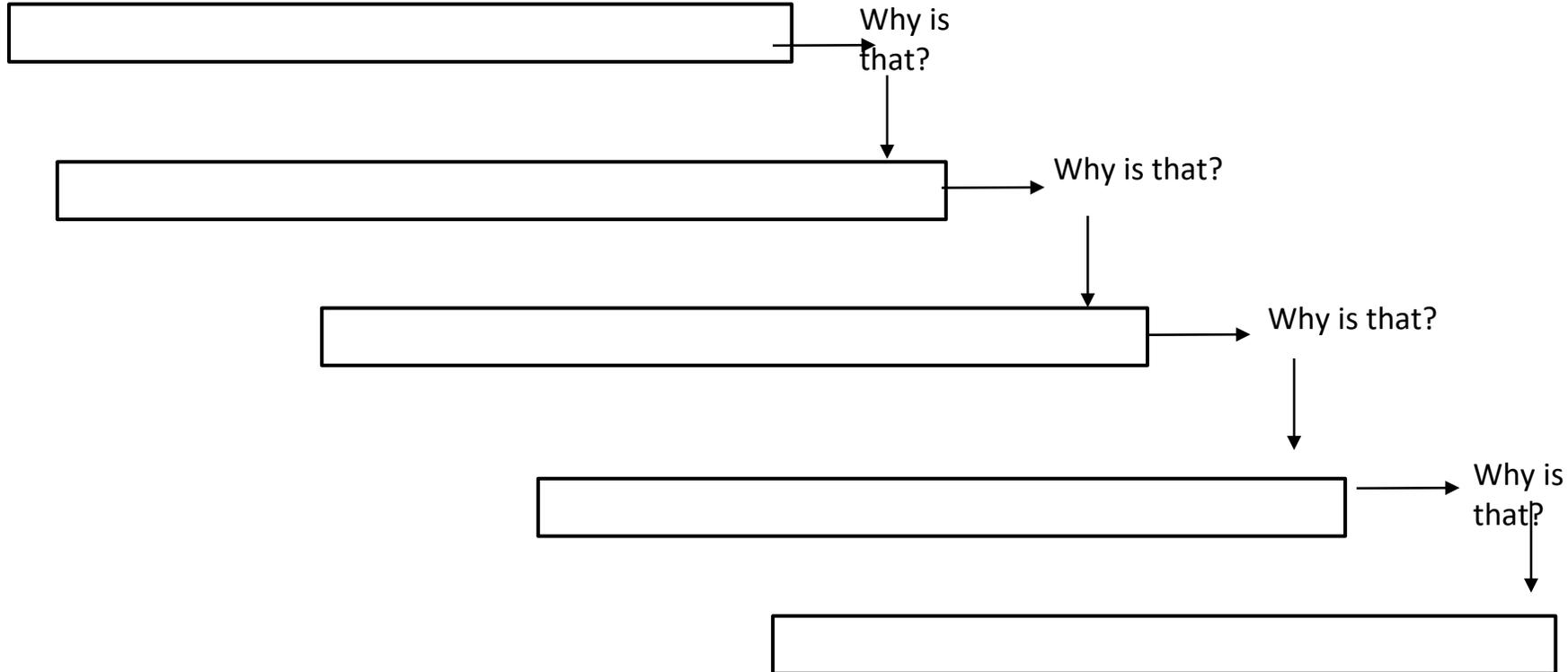
Identified Root Cause:

Asking Powerful Questions

5 Whys Worksheet

Define the Problem

Why is this happening?



Identified Root Cause: