

**SWrk 274**  
**Attendance Assessment Template for Assignment #3**  
**(100 points)**

**A. Identifying Information:** (10 points)

Be sure to protect client confidentiality by using fictitious names for the student, school and teacher(s).

**Name:** Lacey Black

**Age:** 14

**Gender:** Female

**Ethnicity:** White (non-Hispanic)

**Primary Language:** English

**School:** Thomas Jefferson Middle School

**Grade:** 8

**Teacher:** Various

**Referred by (Relationship):** Ms. White, School Principal

**Reason for Referral:**

Lacey has excessive absences, difficulty getting along with her peers and has low grades.

**B. Background Information:** (25 points)

**History of Presenting Concerns:**

Lacey has had problems with school attendance in the past, in her early school years. She had a 61% attendance rate in kindergarten for the academic school year 2001 -2002 and 65% attendance rate the following school year. Her attendance improved significantly in 2003-2004, upon entering the second grade to 83%. Lacy repeated the second grade and her attendance remained steady at 84%. Her attendance improved to 91% in 6<sup>th</sup> grade.

There was a dramatic decrease in school attendance since entering middle school. She was attending school only 55% of the time in 7<sup>th</sup> grade, with over 55 unexcused absences. From the beginning of this school year to 10/26/11, she has only attended school 20 days, with 25 unexcused absences, classifying her as a chronic truant.

Lacey's academic performance has been concerning since elementary school. She failed the writing exam from the 2<sup>nd</sup> grade thru the 6<sup>th</sup> grade. She scored basic for English and math on the California Standards Test (CST) in the 4th grade and below basic in English

and far below basic in math and science in the 5<sup>th</sup> grade. Her grades for last year went from C's and D's her first quarter of 7<sup>th</sup> grade to all F's second quarter, five F's, one C and one D for the 3<sup>rd</sup> quarter. She has received five F's this school year, with one D- in physical education.

Lacey has difficulty getting along with other students at school. There were not many problems noted with peers on her school records during her early years in elementary school. It appears they started in fifth grade, but have gotten worse since entering middle school. She got into several physical altercations last school year and has gotten into two fights on campus this academic year. She is often sent to the front office at Thomas Jefferson Middle School because of behavior problems in the classroom; for being disruptive, talking back to teachers, and cursing at her teachers and her classmates.

**Academic Adjustment (academic performance, attendance, behavior, etc.):**

Lacey attended five different elementary schools from kindergarten thru sixth grade and has attended two different middle schools. On average, she has attended at least two schools for every academic year, and a total of three schools while in the 5<sup>th</sup> grade. She is considered to be a "transient" student. Lacey's grades have progressively gotten worse as mentioned above. Her behavior has led her to getting suspended twice this school year. School administrators all know Lacey well because of her problematic behavior at school. Ms. Black reported Lacey does not abide by the house rules that Ms. Black has set forth. Ms. Black was not referred to SARB last school year, but is in the process of being referred to SARB for this academic year.

**Peer Relationships:**

Lacey does not get along well with her peers at school and was able to identify only three friends at school. There have been instances in where other girls about her age have gone to her home looking for her wanting to fight her after school. Her mother

acknowledges that Lacey is unable to control herself when other students tell her something that she finds offensive. Lacey reported she is not being bullied but did say there are several girls who have threatened to beat her up. Lacey is not involved in any school activities or school sports. There is a suspicion that she is gang affiliated, however she denied this. Lacey admitted to smoking marijuana on two occasions with friends who are older than reside in her neighborhood.

**Relevant Health/Medical History:**

Neither Lacey nor her mother reported any medical concerns. No medical issues have been documented in her school records. However, her mother is concerned Lacey may be sexually active and is concerned about the possibility of her getting a sexually transmitted disease or getting pregnant. Her mother was unable to recall the last time she took Lacey to the doctor.

**Student Strengths:**

Lacey is very honest and does not deny she has bad behavior. She also acknowledges she does not let people get away with talking about her. Lacey wants to attend school, get good grades and graduate from high school. However, she admits school work is hard for her and. She has plans for the future but does not yet know what she would like to do as a career. Lacey enjoys dancing and drawing. Lacey is receptive to services and is willing to work on improving her school attendance and has good insight as to the strong likelihood that absences are contributing to her low grades.

**Additional Information:**

Ms. Black reported she has a history of drug use but states she is no longer using drugs. The family relies on public assistance to help meet their basic needs. Also, the family does not have a vehicle and uses public transportation.

Due to begin held back one year, Lacey looks more physically developed than most of her female peers.

**C. Neighborhood Information:** (10 points)

**Summary of Neighborhood Environment:**

Lacey lives nearly one mile from the school in an older home. There are many apartment complexes nearby and several convenient stores within walking distance. The FAX bus line runs throughout different areas of neighborhood. There is a high concentration of poverty in this neighborhood. This is also a high crime area with a lot of illegal drug activity and violence. There is a police substance approximately two blocks from her Lacey's home.

**Summary of Condition of Home Environment:**

The home is minimally furnished with older furniture and bare walls. The home does not provide a warm and cozy feeling. Ms. Black lacked the patience required for a four year old child during my visits as she would become angry easily at her son when he was seeking her attention during my home visits. On each of my visits to the home, Lacey's elderly great-grandmother was sitting on a recliner, who appeared frail but looked to be well cared for. The television was always on and from what Ms. Black reported; it appears the home is somewhat chaotic when Lacey is home.

**D. Family and Support System Information:** (15 points)

**Family Members:**

Lacey has one older adult sister and a younger four year old half sibling. Lacey had another older sister who died when Lacey was in kindergarten. Her older sister has a child and lives on her own. Lacey has no contact with her father and has not seen or spoken with him in over three years. They suspect he is living somewhere in Oregon.

**Household Members:**

Lacey is currently living with her mother, her half brother, and her elderly 80 year old great-grandmother. Lacey's mother cares for her great-grandmother. They moved in with Lacey's great-grandmother approximately 1 ½ months ago. Prior to that, Lacey was living with her older sister, and her mother and half brother were living separately in a different home.

**Extended Family Support System (extended family, church, community organizations, etc.):**

Lacey has a maternal aunt who lives Fresno with who she gets along with well but does not see her often. Lacey also has a cousin who attends Thomas Jefferson Middle School, but also has behavior problems at school.

Lacey's mother shared they used to go to church together often, but it has been several years since they have gone. She was unable to provide a reason as to why the stopped attending. Ms. Black turns to her older daughter for support. Lacey has lived with her older sister on and off for the past two years during the time her mother has been unable to care for her (mother would not elaborate on this). Ms. Black is aware of the local food pantries and has utilized them in times of need.

**Summary of Family Interaction and Response to Presenting Problem:**

Ms. Black states that Lacey does not respect her and Lacey has admitted to this. It appears the interaction that takes place between Lacey and Ms. Black is always negative, with yelling between them on a consistent basis. Lacey refuses to get up in the morning and get ready for school. Ms. Black does not know how to discipline Lacey and feels she has lost all control over Lacey. Ms. Black lacks the proper parenting skills needed to raise a teenage child and a four year old child. Ms. Black is very concerned about her daughter's school attendance, low grades and behavior at school. Mother states Lacey will blame everyone else for what is going on and believes that Lacey's "mouth" is what

gets her into trouble. Ms. Black would like any help that can be offered to Lacey to make her understand that her current behavior can lead to serious consequences in the future.

**E. Case Formulation:** (15 points)

Lacey is a 14 year middle school student who was referred to this school social worker due to her poor attendance. Lacey school attendance was good from second grade until 6<sup>th</sup> grade. Problems with attendance became evident since her transition to middle school. Factors that could contribute to her poor school attendance could be the lack of healthy relationships at school. Also, the continual trend of changing schools during the academic year could be contributing to her inability to form positive peer relationships. Lacey's disruptive behavior in the classroom could be a result of not understanding school assignments. Problems with her home environment are present. Lacey does not respect her mother and violates the rules her mother has established. Ms. Black's previous drug use and not living with her during certain time periods may be related to her "out of control" behavior. In completing Lacey's assessment, her future academic success is very concerning. The ABC's of predicting dropout; absenteeism, behavior problems, and course failures are clearly evident in this assessment (Carlin, class lecture, 2011). To achieve academic success, Lacey needs to attend school regularly, receive good grades, have positive peer relationships at school and display appropriate behavior in the classroom.

**F. Service Plan:** (25 points)

**Student Name:** Lacey Black

**Date:** 11/15/11

**School Social Worker:** E. R.

**School:** Thomas Jefferson Middle School

List the Short-Term Goals with Timelines. For each goal, outline the Evidence-Based Intervention Plan. Specify the service modality (individual, family, group, etc.), frequency (weekly, monthly, etc.) and evidence-based method(s) for each intervention listed.

**Goal # 1: Increase attendance**

**Timeline: March 2012**

**Intervention Plan:**

- a. Lacey will participate in a 35 minute weekly attendance group at school from December 2011 to March 2012. Positive reinforcement techniques and solution focused techniques will be utilized for improving attendance. Activities/discussions that will take place in the group include; group-building games, brainstorming solutions and role plays, establish weekly attendance goals (Baker and Jansen, 2000).
- b. Meet with Lacey individually once per week for 15 minutes starting in December 2011 to discuss any immediate attendance challenges.
- c. Communicate with Ms. Black by conducting weekly home visits to discuss Lacey's progress (or lack of) with school attendance. Obtain weekly attendance report from school attendance clerk for Lacey to monitor attendance.

**Goal # 2: Improve academic performance**

**Timeline: April 2012**

**Intervention Plan:**

- a. Lacey will be participate in the after school tutoring program daily from 3:00 pm to 4:30 pm to provide her with extra support with homework assignments from December 2011 to April 2012. (Franklin, Harris and Meares, 2006). Additional tutoring sessions with a volunteer teacher will also take place once per week for 20 minutes (Hernandez Jozefowicz-Simbeni, 2008).
- b. Meet with Lacey for 15 minutes once per week to discuss any academic concerns.
- c. Mother will access Lacey's grades online every Friday to ensure assignments are being completed.
- d. Will access Lacey's grades online on a weekly basis. Will consult with teachers and mother on a monthly basis to monitor academic progress.

**Goal # 3: Improve peer relationships and social skills**

**Timeline: April 2012**

**Intervention Plan:**

- a. Provide individual therapy with Lacey once per week for 25 minutes from December 2011 to April 2012. Activities/discussions will include positive interaction and communication, being respectful.**
- b. Lacey will volunteer in developing school spirit posters for rallies, school sporting events and other school activities.**
- c. Consult with mother and campus security to monitor progress.**

**Goal # 4: Improve behavior in the classroom**

**Timeline: February 2012**

**Intervention Plan:**

- a. Behavior modification techniques will be used from December 2011 to March 2012. Behavior contracts will be developed to encourage good behavior. Lacey and Ms. Black will participate when developing contracts. Consequences and rewards will be clearly identified on contract.**
- b. Will consult with teachers on a bi-weekly basis to monitor behavior in the classroom setting.**
- c. Will report classroom behavior to mother bi-weekly.**

## References

- Carlin, A. (2011, October). *Attendance*. PowerPoint lecture in Social Work 274.  
California State University, Fresno. Fresno, CA.
- Franklin, C., Harris, M.B., & Allen-Meares, P. (2006). *The school services sourcebook*.  
Oxford University Press, New York.
- Hernandez Jozefowicz-Simbeni, D. (2008). An ecological developmental perspective on  
dropout risk factors in early adolescence: Role of school social workers in  
dropout prevention efforts. *Children and Schools*, 30(1). 49-62.