



202:

Truancy: Prevention and Intervention

**An Appendix to Standard Curriculum for Remote
Training Delivery**

Developed by:

The Pennsylvania Child Welfare Resource Center

For:

**The Pennsylvania Child Welfare
Training Program**

**University of Pittsburgh,
School of Social Work**

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Overall

1. Moderator shares the links to the handouts in the chat when handouts need provided
2. Where there are references to flip chart paper or prepared flip chart paper use Word documents and have pre-prepared Word documents created when possible
3. Consider displaying the PowerPoint slides sparingly for remote delivery to help with participant engagement and so the instructor and moderator can see participants on the screen more frequently. Discuss with moderator if instructor or moderator will be sharing PowerPoint slides on the screen
4. Use breakout rooms for small team activities
5. Ask participants to turn their video on to participant in training. Encourage participants to use the chat, raise hand feature, or unmute themselves to ask questions

Content Page 2: Section 1: Welcome and Introductions

Step 1: Introductions

(15 Minutes)

Instead of participants completing their name tent, ask participants to rename themselves in Zoom and to include their county after their name. The remaining information (position, number of years with the agency, and one way learning about truancy can support the work they do with children and families) can be prompted as their introduction.

Content Page 3: Section 1: Welcome and Introductions

Step 3:

(5 Minutes)

Moderator shares **Handout #2 (Agenda/Idea Catcher)** in the chat. Encourage participants to keep this document easily accessible so at the end of each section they can note important points.

Content Page 5: Section II: Assessment and Understanding

Step 1: What is Truancy?

(15 Minutes)

Large Group Discussion/Activity

Moderator should open a blank word document, title is “Truancy” and share their screen with participants. Instead of having two groups, ask participants for words or phrases that come to mind when they hear the term “truancy”. After words are added to the list, have a large group discussion about what was captured.

Content Page 5: Section II: Assessment and Understanding

Step 2: Compulsory School Attendance and Habitually Truant

(15 Minutes)

Lecture

Moderator shares **Handout #3 (Key Terms)** with participants in the chat.

Content Page 7: Section II: Assessment and Understanding

Step 3: Incidence of Truancy

(20 Minutes)

Small group activity, Large group discussion

Moderator shares **Handout #4 (PA Truancy Data)** with participants in the chat. Moderator shares screen of **PowerPoint Slide #6 (Examining the Data)** and allow participants to capture the questions on the PowerPoint Slide. Alternatively, the moderator can share the questions with participants in the chat.

Break the large group into 4 small groups (depending on the amount of people in the training the number of groups may need to be altered) and utilize break out rooms to allow participants to discuss the questions on the PowerPoint for 10 minutes. Bring participants back to the main room to share their findings.

Step 4: Identifying Factors Contributing to Truancy

(25 minutes)

Small group activity, Large group discussion, Lecture

Instructor will have already divided the large group into small groups for the previous activity (in step 3 above). Please use the same groups for this activity and all other activities for the duration of the session. Moderator shares **PowerPoint Slide #7 (Categories of Factors Contributing to Truancy)** and instructor assigns each group a category (child/youth, family, school, community). Participants work in together in their breakout room. Ask participants to have at least one person record their ideas to be shared with the large group upon completion of breakout room discussion.

Participants do not need to be given the diagram from the instructor guide for this activity.

Content Page 9: Section II: Assessment and Understanding

End of Step 4: Identifying Factors Contributing to Truancy

(25 Minutes)

When small groups have returned to the main break out room, Moderator/instructor should capture each team's list for child/youth, family, school, and community on a Word document on the shared screen.

After hearing from each group, moderator/instructor this link via the chat:

www.pacwrc.pitt.edu/Resources/PA%20Enhancing%20Assessments%20Toolkit.pdf

The instructor/moderator shares **Appendix #1: PA Enhancing Assessment Toolkit** on the shared screen with participants to orient them to using the toolkit as a resource.

Content Page 9: Section II: Assessment and Intervention

Step 5: Case scenario

(15 minutes)

Individual activity

Moderator shares **Handout #5 (Case Studies)** with participants via the chat. Instructor assigns participants from each group one of the scenarios. Confirm all participants know which scenario they are assigned to. This is an individual activity. Ask participants to turn their camera off, read the case scenario and jot down factors contributing to their assigned youth's truancy. Ask participants to turn their camera back on to indicate they are done with their individual work.

Step 6: Consequences Associated with Truancy

(25 minutes)

Large group discussion

Moderator/instructor displays the Word document developed in Step 4 above on the shared screen (lists for child/youth, family, school, and community). The instructor facilitates a large group discussion to identify short-term effects and long-term consequences for child/youth, family, school, and community. All ideas documented should be added to the document on the shared screen to support the large group discussion.

Content Page 14: Section III: Prevention and Intervention Strategies

Step 3: Family Involvement

(15 Minutes)

Lecture, Large group discussion

Moderator shares **Handout #6 (Parental Notification and Legal Actions)** with participants via the chat. After review of this handout, along with review of Article 13, Sections 1333-1333.3 of the Pennsylvania Public School Code, amended by Act 138 of 2016, moderator will share **Handout #7 (Penalties Upon Conviction)** with participants via the chat.

During discussion about FGDM, moderator should open a blank word document and share their screen with participants. Moderator should write participants suggestions to ways in which family and youth engagement and involvement in school-related issues.

Content Page 15: Section III: Prevention and Intervention Strategies

Step 5: Use of Incentives and Sanctions

(15 Minutes)

Lecture, Large group discussion

Moderator should open a blank word document and share their screen to capture participants responses when instructor asks them to identify incentives and sanctions related to truancy with which they are familiar and/or to brainstorm possible incentive and sanctions.

Content Page 16: Section III: Prevention and Intervention Strategies

Step 8: Strategies Activity

(30 minutes)

Small group activity, Large group discussion

Refer participants back to **Handout #5 (Case Studies)** and reshare this handout in the chat if needed. Small group discussion should take place in breakout rooms. Ask each group to select a person to be the recorder and one person to report out to the large group on their recommendations. After approximately ten minutes of small group discussion in breakout rooms, bring the large group together to share their strategies.

Content Page 18: Section III: Prevention and Intervention Strategies

Step 10: TEP/SAIP Activity

(40 minutes)

Small group activity, Large group discussion

Moderator shares **Handout #8 (School Attendance Improvement Plan, SAIP)** with participants via the chat. Participants will then be sent to break out rooms for 15 minutes to complete the SAIP form for their assigned youth/family. Ask one participant from each group to fill out a digital copy of the form and save as "Team number SAIP". When participants return from the breakout room have each team share their saved document

in the chat. Instructor should then assign each team to a different team's SAIP for peer review activity.

After each team has been assigned with another team's form, show **PowerPoint Slide #11 (TEP/SAIP Peer Review)** and allow participants time to note the guiding questions. Ask participants if they have any questions about the peer review portion of the activity. Participants will then be sent back into break out rooms to review for 15 minutes.

After 15 minutes, bring all participants back to the main Zoom room. Allow the groups to present their TEPs/SAIPs and receive feedback.

Content Page 20: Section IV: Summary and Evaluation

Step 3:
(5 Minutes)

Moderator shares **Handout #9 (References)** with participants via the chat.