

## IDENTIFICATION OF STUDENTS' AT RISK

### GUIDELINES FOR STUDENT

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## Introduction

The guidelines cover all the actions that a student can perform for a self- guided consciousness of the problem, and the different steps are linked to different moments of life at school, not only by the learning process point of view, but also in relationship with all the actors in the process - the other students, teachers and headteachers. The guidelines are referred to a secondary school level, where the risk of early school leaving is high, and where it is necessary for the student to make the right choice for his/her future plans and job.

## Knowledge and School Guidance

What do we mean with the word “knowledge”? It is important for the student to know well the school he has chosen. This is surely a strategic step: the wrong choice can be the main cause of risk and early school leaving, as shown in various transnational reports. The student must be guided in his choice: by the previous schools, through specific activities, brochures open days, meetings with different schools in the nearby areas and so on. A key role in this choice is played by the community: the students must know all the opportunities existing in the area for studying and for their future job.

### Websites

- [ABCD+Orientamenti](#)  
Website about the right choice for students.
- [Report](#)  
The Transnational Report on Early School Leaving available on the School Inclusion Portal is based on the results of the national reports produced by each European project partner.

## Welcome to the New School

The welcome period consists, for the student, of different actions :

- To know the new working group ( classmates, teachers, other actors involved in school activities)
- To know the plan of activities for new students and to know the clear and fixed rules of the school
- To know the organization of the new school, its internal communication system from the educational, relational and administrative point of view ( see also step 3)

The welcome period for students lasts the whole year. During this period cooperation and quick information are required. In the building of their annual plan of activities, students must know well all their possibilities, formal and informal, which can help to identify and solve the problem. During the “welcome” period, suggestions should be given to students, such as talking with their parents about the right choice of school and visiting the institutions together. Students, moreover, should be advised to participate actively in the welcome activities organized by the schools and to ask relevant questions to the organizers.

Reading real stories and interviews with other students - through a peer education activity - could be a useful tool for students at risk or students with difficult experiences.

### Websites

- [Communication](#)  
Training module for teachers on Communication available on the School Inclusion Portal.
- [Youthpeer](#)  
To activate a working group, it can be useful to introduce forms of tutoring and peer education.

## Identification of the Problem

How can a student identify a risk situation?

Students should become aware that they need outside intervention to get support and solutions and to find a new perspective in academic performance.

Making a self-analysis of their skills and their abilities, for example using role - play, aiming to break away from their own individuality and to discover new perspectives, could be an effective strategy to be followed.

It should not be forgotten to suggest students to participate actively in the lessons by asking questions during and after them and not to assume that difficulties will just disappear with time.

### Websites

- [Communication](#)  
Training module for teachers on Communication available on the School Inclusion Portal.
- [Online products for students](#)  
Section of the Stay@School web site which gives access to the products addressed to students in order to raise awareness on the issue of early school leaving
- [Experience Project](#)  
"I Am a High School Drop Out", blog to discuss what contributed to dropping out of school and other experience.

## Communication as a Way to Analyse the Problem: Teachers, Students, Family

How can students start a conversation with teachers and parents or other students in order to communicate their difficulties? How can they prepare themselves for a conversation with teachers or parents relating to a behavior or truancy problem? The process of communication is often difficult and with various obstacles. How can a student start the process if the school does not offer him/her a real help? How can the student evaluate the outcomes of the meeting in an effective manner? In other words, a student should look for a team around him/her, to share problems and to find a way to solve them.

### Websites

- [External Support & Co-operation Module](#)  
This training module available on the School Inclusion Portal encourages to examine causes and supports for teachers and students to address and prevent early school leaving.
- [Stay@School Project Portal](#)  
Educational tools for students, like a blog, a diary guidelines and other links.

## Evaluation: Self Evaluation, Working in the Class Group

In this step we will take into consideration not the traditional evaluation process, but all the activities useful to create consciousness in the student.

Students must become aware of their abilities and limitations, assess their strengths and weaknesses in the learning process, understand their motivations to achieve a qualification, or a diploma. In the activity of self-assessment the student must engage the class group, in order to understand how the others perceive him/her, and in order to understand how his/her "self" is lived by their mates, as well as by the teacher. The students, especially in the European context, must often compare their skills. To identify a situation of risk the students themselves can be called for a self evaluation, not only of general skills or key competences, but also as far as their learning style, motivation and methods are concerned. It is also important that students have a clear vision of the assessment system, so as to avoid the loss of self-esteem.

### Website



#### [Learning Paths](#)

Learning tools about self esteem and evaluation; this site is dedicated to all those who wish to help themselves or others to learn.

## Brainstorming to Find a Solution

Brainstorming can be effectively used to find a solution: the student can involve the class group in this activity to look for the best solutions, in order to define all possible options. This method can help in different situations of risk: misbehavior, truancy, difficulties in studying some subjects, general demotivation. At this step, it could be useful to read and share true stories with the whole class group, or use testimonials such as older students who can provide their experience.

### Websites



#### ["THE LOST CASE" from a short story to a video clip](#)

Video focused on real life at school, viewed through students' eyes.



#### [Brainstorming at School](#)

Knowledge Master is the ideal system for brainstorming in the enterprise and in education as well.



#### [Educational products](#)

Teachers could use two educational tools produced in the Stay@School project: the Blog (tool for students) and the Cube (tool for teachers).

## Re-orientation and Re-motivation

The student is directed to the expert guidance after completing the previous activities and he has gained a few options. The student seeks, through interviews and individual activities, the best place within the educational offer of the school and the surrounding area. His/her choice must be aware of the main objectives he has to reach, that is the attainment of a qualification and the mastery of those skills and competencies that will enable the realization of his individual project.

### Websites

- [Remotivation of Disruptive Adolescents](#)  
A web article about re-motivation.
- [Teachers' Experiences](#)  
A collection of teachers' experiences related to the issue of early school leaving.

## Conscious Choice of a Solution

The student evaluates the options, on the basis of re-motivation and training opportunities. The student chooses and adopts the curriculum which seems the best for his personality and his own disposition. The student shall implement the decisions made by the school and training agencies, in full awareness and self-criticism. This will be important not only for students oriented to work, but it would be the ideal situation for all students: we need to create citizens, above all, and many schools of Western Europe provide the opportunity to their students to build their own curricula. In some countries, though, students don't have this opportunity and follow whatever is offered by school. So, the correct perspective for students at risk is to reinforce their self-esteem, their key competences for an active citizenship and their social relationships. A sort of new humanism, perhaps, should be implemented.

### Websites

- [Identification of Students at Risk](#)  
Module that can help teachers and other educational professionals to identify young people at risk of dropping out of education.
- [Young Europe - Young Creation and Education in Theatre](#)  
European project related to young people's culture.

## Monitoring of Individual Paths

After the choice of an individual path of training and education, the student must be given the possibility to periodically have his path monitored, through summative and diagnostic tests, by means of reflection, and observation forms, questionnaires, logbooks, even using new technologies and social networks.

### Websites

- [Guiding at-risk youth through learning to work](#)  
A guide developed by Cedefop addressed to youth.
- [Stay@school Project](#)  
Educational resources for teachers available on the Stay@School portal.

## Collection and Dissemination of Good Practices

The construction of an annual report can be intended for a student as a good way to let the community know his/her personal path, underlining the educational actions and social responses. The report can be built during the school year by the students: not only through questionnaires, reference cards or focus groups, but also through free logbooks ("cahiers de bord") and for this reason the process seems to be closely related to the paths of self-assessment and self-esteem.

How to share a report: for instance, reading or inserting collection of testimonials (teachers, families, students, other school workers), comparing the testimonials with the personal process of the student and with the solution, or individual path, which he/she has chosen.

### Website

- [Online products for students](#)  
Products developed by the teachers involved in the Stay@School project and are addressed to students in order to raise awareness on the issue of early school leaving.