

## CONSIDERATIONS WHEN WORKING WITH AT-RISK STUDENTS

1. Maintain high expectations for all at-risk students.
2. Avoid sitting at-risk students at a distance.
3. Allow more time for the student to respond to questions.
4. Avoid responding to incorrect responses by giving the student the answer or by calling on another student.
5. Avoid praising marginal or inaccurate responses.
6. Attend (smiles, eye contact) equally to higher and lower achieving students.
7. Consistently give feedback for wrong responses, as accurate and detailed for all students.
8. Call on higher and lower achieving students equally.
9. Allow equal opportunity for higher and lower achieving students to respond.
10. Avoid allowing higher achieving students to dominate in response opportunities.
11. Stay with at-risk students in failure situations (examples: provide cues, ask follow-up questions).
12. Distribute praise equally among all pupils.

13. Approach youngsters at risk, especially those from poor homes, as though they are ready and able to learn, much as anyone else.

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14. Three very important teaching strategies for working with students at risk are:

14.1. *providing positive and encouraging feedback.*

14.2. *providing for a high success rate.*

14.3. *a lack of criticism.*

15. Success is the key to achievement: try for 75 percent minimum correct answers to oral questions, and 90-100 percent correct for independent seat work activities.

16. The following suggestions address the need to restore the child's self-confidence, retain attribution, and initiate motivation:

16.1. *make every effort to demonstrate to pupils that they are accepted and understood.*

16.2. *structure the adjustment so that the success occurs more often than failure.*

16.3. *help students learn to attribute success to their effort and ability.*

16.4. *use both intrinsically interesting learning materials and extrinsic incentives.*

16.5. *involve the children in determining their learning problem, planning their remedial program, and evaluating their learning progress.*

17. Design activities that are different from the way the student was taught previously. Some alternative methods include:

- Lecture and discussion
- Guided independent study
- Demonstration
- Simulation and role-playing
- Educational games
  - Technology
- Learning centers
- Reports (oral or written)