

## LEARNING SUPPORT FOR AT-RISK STUDENTS IN THE CLASSROOM

*by:*

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At-risk students are those who are more likely to drop out of school or struggle academically due to various factors such as poverty, lack of parental support, limited subject proficiency, or learning disabilities. These students may also face challenges outside of school that can affect their ability to succeed in their education, such as exposure to violence.

Learning is the process of acquiring new knowledge, skills, attitudes, values, or preferences through experience, study, or instruction. It can be formal or informal, and it can occur in a variety of settings, such as in a classroom, through self-study, or in the workplace. Learning can also be conscious or unconscious, and it can lead to changes in behavior, knowledge, or attitude. The idea that learning occurs in many ways by people of all ages supports that learning opportunity is also a gift for struggling students.

Struggling students could be considered to be at-risk students who are experiencing difficulties with their studies. Identifying and providing support for at-risk students is important in helping them overcome these challenges and succeed in their education. The very important assistance the teacher could provide with this type of students is to find ways on how to address their learning needs.

Learning opportunities must emphasize the importance of developing students' sense of competence, self-determination, and social connections. It is a new approach to thinking about how to handle at-risk students so that they truly believe school is for them, rather than a place to be avoided.

Establishing relationships with at-risk students can have a far-reaching effect on the student. Many at-risk students have negative interactions with teachers and administrators. This undermines their confidence in their teachers and tends to make the school environment unpleasant for them. Instead, teachers should devote meaningful time to cultivating positive relationships. Learn about that student on a personal level: what they like to do outside of school, who their family is, and what they do for fun. Share the same things with the student so that they can get to know you as a person, not just a teacher.

Differentiated instruction ensures that at-risk students obtain appropriate individualized learning support. Diversified support plans should include small group instruction, technology, and cultural competence instruction. Differentiating content for at-risk students will provide them with an opportunity to experience equity. As a result, at-risk students are more likely to participate in class and feel valued.

There are a variety of strategies that can be used to support the learning development of at-risk students. Some examples include:

- Providing additional academic support: This can include offering extra support in the form of tutoring, mentoring, or after-school programs to help students catch up with their peers.
- Addressing non-academic needs: At-risk students may face a variety of challenges outside of school that can affect their ability to succeed academically. Addressing these non-academic needs, such as providing access to healthcare, stable housing, and counseling services, can help support their learning development.
- Differentiated instruction: Teaching methods that allow students to learn at their own pace and in their own way can help at-risk students succeed. This can include using technology and other resources to provide a variety of learning experiences and opportunities for students to learn in different ways.

- Creating a positive school culture: A positive and supportive school culture can help at-risk students feel valued and engaged in their education. This can include fostering a sense of community, providing opportunities for student voice and leadership, and promoting a culture of respect and inclusivity.
- Collaboration: Collaboration between teachers, parents, and other support staff can help to ensure that at-risk students receive the support they need to succeed. This can include regular communication between teachers and parents, as well as regular meetings to discuss student progress and identify areas where additional support is needed.

It is important to note that every student is different and what works for one may not work for another. Therefore, it is essential to have varied approaches and to assess the effectiveness of the interventions regularly.

*References:*

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