STUDENT – AT – RISK NEEDS A SECOND CHANCE

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Did you ever hear the line “Go home and plant camote!”?
This is one of the negative expressions that students receive when they fail to do or accomplish assigned tasks. These kinds of words should be avoided by anybody especially in a school setting where teaching and learning take place.

Parents send their children to schools or students themselves enroll in schools because they are expecting that this is the best place to learn new things and ideas that they can use in preparation for their future lives. But sometimes due to different reasons and factors that affect their performance, students get lower and/or failing grades.

When a student failed in some aspects, teachers should not make a final judgment against him. Instead, teachers should find out the reasons behind these failures that affect the performance of their students.

Here are some suggested activities/strategies to understand their situations and give student – at – risks a second chance:

- **Find the root/s.**

  REL Mid-Atlantic Webinar (November 5, 2014) on its Data Inquiry for School Improvement: Root Cause Analysis Q&A with Roni Silverstein states that “root cause analysis is a powerful method schools use to analyze data to solve problems; it aims to identify and correct the root causes of problems or events, rather than simply addressing their symptoms.”

  There are reasons why students always fail to comply with the requirements. We need to discover these reasons whether they are school, family, social, geographical or financial related factors or even individual reasons such as lack of interest.
• Listen to their hearts.

Some students are shy. These students with inferiority complex may not say the real reasons or even may say nothing. Teachers should be sensitive enough to find these reasons and listen to what the student heart’s message, which is “Please give me a second chance.”

• Give necessary and timely interventions.

According to Lee (2015), an intervention is a specific program or set of steps to help a child improve in an area of need. They are set up to monitor a child’s progress.

Students – at – risk should be given necessary and timely interventions to cope up with the least mastered skills. Intervention should be on the level of the learner to be more effective. A remedial session or lending a strategic intervention material (SIM) will help them.

• Extend the time of submission/performing of the tasks.

Students who belong to the lower class may be slower than those in the upper class. Extending the time of submission and/or performing the assigned task will produce a score than not accepting them because of late submission.

• Put ourselves in their shoe.

The best way to understand the situation of the student is by putting ourselves in the shoe of our students. In this case we will not only discover the reasons why these students failed but feel the actual scenarios.

Moreover, Dobizl (2002) states that youth at – risk long for adults who are willing to make the effort to understand them and who will provide them the acceptance and guidance they need. If one is patient and looks hard and deep enough, they will understand that the at-risk child’s message is this - “Don’t give up on me.”

If every student – at – risk will be given a second chance, he/she will improve his/her performance in school not only for himself/herself as a student but also as a productive citizen in the future because of the care and concern they felt from the teachers.
References:


REL Mid-Atlantic Webinar (November 5, 2014). *Data Inquiry for School Improvement: Root Cause Analysis Q&A with Roni Silverstein*, 