



The TOOLBOX

TO HELP YOUNG PEOPLE WITH THEIR EMOTIONAL AND SOCIAL NEEDS



PROMOTING STUDENTS' AFFECTIVE, COGNITIVE AND BEHAVIOURAL ENGAGEMENT

TOOL: Prevention | Intervention

TARGET AUDIENCE: Preschool | Elementary school | Secondary school

TARGET AUDIENCE: Professionals



PROMOTING STUDENTS' AFFECTIVE ENGAGEMENT

TOOL: Prevention | Intervention

TOOL INTENDED FOR: Professionals

- School administrators, teachers, educational consultants, psychoeducators, psychologists, school socio-cultural workers, school community workers, recreation and special education technicians, etc.

TARGET AUDIENCE: Preschool | Elementary school | Secondary school

NEEDS AND BEHAVIOURAL MANIFESTATIONS

- Sense of belonging and low or declining student interest.

SPECIFIC GOALS

- To promote the development and maintenance of a high level of affective engagement.

DESIGN

Isabelle Archambault (professor) Université de Montréal

Corinne Hébert (student) – Université de Montréal

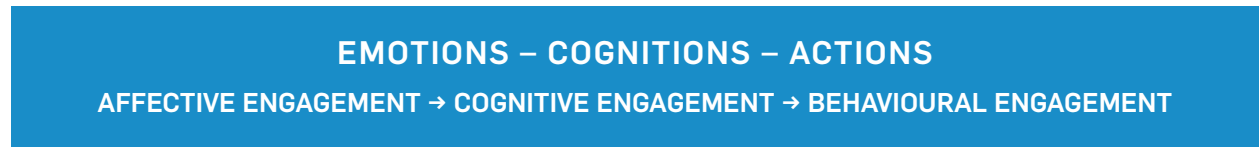
Kristel Tardif-Grenier (professor) – Université du Québec en Outaouais

Véronique Dupéré (professor) – Université de Montréal



TOOL CONTENT

Fostering school engagement is about promoting students' active commitment to school and learning activities. To support this commitment, we first need to focus on **AFFECTIVE** engagement, so that the **EMOTIONS** influence cognitions and, eventually, actions.



Students who are **AFFECTIVELY** engaged will develop and experience positive emotions that will make them more inclined to be involved in class and at school.

PROMOTING AFFECTIVE ENGAGEMENT



Affectively engaged students are interested in and enthusiastic about school, school subjects and learning activities. They feel they have a place at school and in the classroom, which will eventually make them want to get involved.

MAIN PRINCIPLES AND STRATEGIES:

GIVE STUDENTS A VOICE: THEY ARE CREATIVE AND HAVE A WEALTH OF INVENTIVE IDEAS THAT ADULTS HAVE NOT THOUGHT ABOUT!

HOW?

- By directly asking students at the beginning of the year what interests them and what subjects motivate them.
- By surveying students on their ideas to improve their classroom and school experience, in accordance with current health guidelines.
- By using a variety of means (e.g. online mini-surveys, direct questions to students, classroom or zoom discussions, etc.) to get a representative opinion of all students, especially those who have difficulties or who are less likely to speak and be heard.

PROMOTE STUDENTS' AUTONOMY.

HOW?

- By giving them flexibility regarding the form and topics of assignments and activities, by letting them choose project themes, according to their interests, and by exploring various fields: arts, culture, music, video games, crafts, science, sports, etc.
- By providing a system of responsibilities, where everyone plays a role and tasks are assigned based on strengths, so that everyone feels valued, especially students with difficulties.
- By promoting active learning while supporting their engagement, through student-selected projects, showcasing their strengths and based on a formative rather than summative goal.



RECOGNIZE AND VALUE ALL FORMS OF DIVERSITY AT SCHOOL (SEXUAL, ETHNOCULTURAL, LINGUISTIC, RELIGIOUS, ETC.).

HOW?

- By ensuring that diversity is taken into account in teaching and in classroom and school-wide activities, so that all students recognize themselves and feel they are considered and have an important place.

FOR EXAMPLE:

- Choose educational material that reflects diverse realities;
 - Provide spaces and opportunities for students to showcase their differences;
 - Allow students to speak their language at certain times outside language courses;
 - Plan permanent activities and projects that highlight diversity (e.g. exhibitions, school newspaper, book displays in the library on the theme of differences or on famous people from diverse backgrounds, etc.).
- By presenting successful role models that are representative of all forms of diversity, through various activities on celebrities or historical figures from different backgrounds, with diverse profiles, etc. (people from immigrant backgrounds, people with attention deficit disorder, individuals from the LGBTQ+ community, etc.).
 - By creating frequent (rather than one-time) opportunities for intercultural exchange and sharing, for example, by means of classroom or zoom discussions, pairing between students (e.g. reception and regular students, etc.).
 - By translating into various languages the most important explanatory materials for parents and students.

PROMOTE THE PLEASURE OF LEARNING AND DEVELOPING KNOWLEDGE

- By sending clear messages about the importance of learning for pleasure and developing knowledge.
- By explaining the meaning and purpose of learning for everyday life and the future (*see Activity 1 example - end of document*).
- By encouraging students to strive to do better, without comparing themselves to or competing with others.
- By rewarding, valuing and celebrating (in groups) individual successes, improvement, effort and perseverance rather than the best results.

MAKE THE SCHOOL AND CLASSROOM ATTRACTIVE, IN THE STUDENTS' IMAGE.

HOW?

- By arranging the classroom environment, based on student-selected themes, and “bubbles” (or subgroups), which will be formed within each class, including secondary school, where students will spend most of their time in the same classroom.
- By involving students in creating attractive classroom spaces in their image (e.g. by encouraging them to suggest room layout plans, by creating murals or frescoes, by making posters, etc.).
- By presenting physical distancing markers and health guidelines in a colourful, playful and creative way, in order to reduce the stress associated with them, and by involving students in these signs (*see Activity 2 example - end of document*).



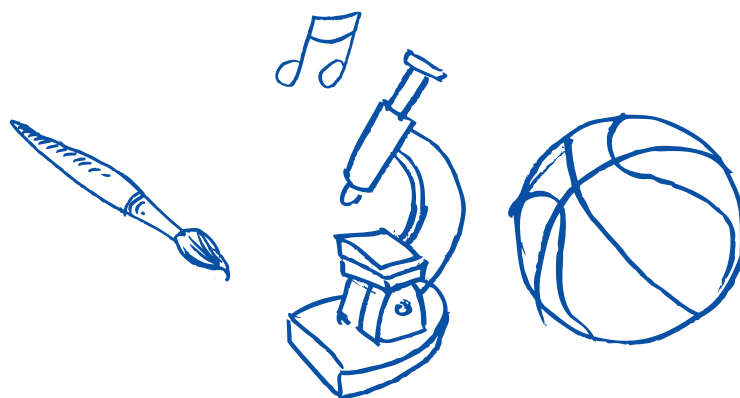
SET UP A MENTORING AND COOPERATION SYSTEM WITH PEERS.

HOW?

- By encouraging cooperation and working in closed teams, which meet frequently in person or remotely (for older students in the latter case), by building on students' complementary strengths.
- By drawing up a list of specific tasks to be carried out and by providing a weekly progress report template to supervise the work.
- By encouraging the pairing of students with difficulties with high-achieving students, while taking into account complementary personalities and interests. This type of pairing may be done at all levels, in different subjects (for a compelling example, see Apprendre à Lire à Deux - Useful Resources).
- By encouraging teamwork, requiring frequent meetings in person or remotely (for older students in the latter case), by always highlighting students' complementary strengths..

ENCOURAGE PARTICIPATION IN EXTRACURRICULAR ACTIVITIES.

- By providing a wide variety of activities during lunchtime and after school in which students can participate, depending on their interests and regardless of their academic or activity-related skills. These activities can be offered in smaller groups and ideally outside for sports activities, dance or theatre. For artistic activities or those requiring less movement, personalized material boxes can be prepared in advance.
- By providing access to tablets or computers at school to play interactive educational games online, such as chess, for example.
- By directly and individually encouraging students with difficulties, through significant adults or peers, to participate in activities that meet their interests (see Les meilleures pratiques en matière d'activités parascolaires – Useful Resources).





WHAT IS THE MEANING AND PURPOSE OF LEARNING FOR EVERYDAY LIFE AND THE FUTURE?

TARGET GROUPS:

- Elementary school
- Secondary school

PREPARATION:

- Select a concept bank whose usefulness is not necessarily clear or obvious to students (e.g. in mathematics, logarithms; in science, electrical circuits; in elementary school, multiplication or general subject).

ACTIVITY PROCEDURE:

- Individually or in teams, ask students to select one or two concepts/themes whose relevance or meaning they do not yet understand. Students may select or pick their own topic.
- Individually or in teams, invite students to discuss and brainstorm in order to understand the concept/theme and then identify everyday situations or professions for which this concept/theme may be useful. Answer the following questions:
 - What is the concept/theme?
 - What can this concept/theme be used for in everyday life, now or later? What can we do or create by developing knowledge about this concept or theme?
 - For what occupations can it be useful to have such knowledge?
 - What interesting things have I learned about this concept and its usefulness?
- Lastly, ask students to present their research topic to the group, illustrating their presentation with pictures or posters.

Finally, for a longer-term project, it is also possible to invite students to be creative and find a project themselves that allows them to use the concept or theme being studied (e.g. electrical circuits to make a device with lights, make a robot, grow a plant, write a journal, etc.)



REFLECTIONS ON DISTANCING AND HEALTH RULES

TARGET GROUPS:

- Elementary school
- Secondary school

PROCEDURE:

For younger students:

- Ask students to estimate a distance of 2 metres without a metre stick or tape measure and put marks to identify the limits (with chalk outdoors or adhesive tape indoors). Outdoors, the 2-metre space can be decorated with drawings or other patterns using chalk.
- Then measure the exact length of the marks with a metre stick, a 2-metre long rope or ribbon cut in advance.

For everyone:

Start a discussion in small groups or with the entire class about the importance of health guidelines, the students' perception, etc. Examples of reflection questions:

- What are the health guidelines?
- How do you feel about these guidelines? Do you have any fears? What don't you like about them?
- Why is it important to follow them? For you? For your family? For society?
- What are the benefits or reasons why they should be followed?
- Which benefits or reasons are most important to you?
- How could you explain the importance of the guidelines to someone else?

In a second step, this discussion or reflection could be accompanied by an artistic project or oral presentation in which students "explain the importance of the guidelines," whether by imagining why it is important to follow them, the most important reason in their opinion or the best arguments to convince someone to do so. The medium chosen can be varied, depending on the children's interests: mural, newspaper article, song, video, text read on the school intercom or radio, presentation to the group, drama project, etc.

It could be a classroom, individual or team project. It could be shared in the classroom or school. A competition could be associated with the project; students would vote for the best project in their opinion, etc.

Finally, with older students, it is also possible to make connections with history and to discuss recent or previous pandemics that have affected populations and do various projects based on this theme.



PROMOTING STUDENTS' COGNITIVE ENGAGEMENT

TOOL: Prevention | Intervention

TOOL INTENDED FOR: Professionals

- Directions d'écoles, enseignants, conseillers pédagogiques, psychoéducateurs, psychologues, intervenants socioculturels en milieu scolaire, intervenants communautaires scolaires, techniciens en loisirs ou en éducation spécialisée, etc.

TARGET AUDIENCE: Preschool | Elementary school | Secondary school

NEEDS AND BEHAVIOURAL MANIFESTATIONS

- Organizational and self-regulation strategies for weak or weakening students.

SPECIFIC GOALS

- To promote the development and maintenance of a high level of cognitive engagement.

DESIGN

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Corinne Hébert (student) – Université de Montréal

Kristel Tardif-Grenier (professor) – Université du Québec en Outaouais

Véronique Dupéré (professor) – Université de Montréal



TOOL CONTENT

Fostering school engagement is about promoting students' active commitment to school and learning activities. To support this commitment, we need to focus on **COGNITIVE engagement**, which is fostered by affective engagement (emotions) and contributes to behavioural engagement (actions).

EMOTIONS – COGNITIONS – ACTIONS

AFFECTIVE ENGAGEMENT → COGNITIVE ENGAGEMENT → BEHAVIOURAL ENGAGEMENT

COGNITIVELY engaged students are more inclined to learn and use appropriate strategies to get fully involved in the classroom and at school.

PROMOTING COGNITIVE ENGAGEMENT

$$a^2 + b^2 = c$$

Cognitively engaged students make efforts, plan and organize themselves when carrying out learning activities. They make appropriate use of resources and material available, which enable them to get fully involved in the classroom.

MAIN PRINCIPLES AND STRATEGIES:

STRUCTURE LEARNING ACTIVITIES TO SUPPORT STUDENTS' SENSE OF COMPETENCE AND LEVEL OF AUTONOMY IN CARRYING OUT TASKS.

HOW?

- By clearly identifying and communicating to students the task's purpose and objectives.
- By presenting a plan to connect task objectives to past and future knowledge, in order to demonstrate progress.
- By helping students set and frequently update personal goals.
- By clearly specifying the guidelines, means and resources available to achieve the objectives.
- By highlighting or identifying the most important information and providing examples after introducing new concepts.
- By breaking down activities into small tasks or steps to help students stay concentrated and focused on tasks.
- By helping students **manage their time**, by providing them with general guidelines, for example, when carrying out tasks or longer-term projects.
- By using scaffolding to help students plan and organize (e.g. steps, resources and tools available) before carrying out tasks.

– By using a three-step reflective approach (see Figure 1 below), in which students question themselves before, during and after the task. This reflection can be done in the form of group discussion with younger children or individually with older students.

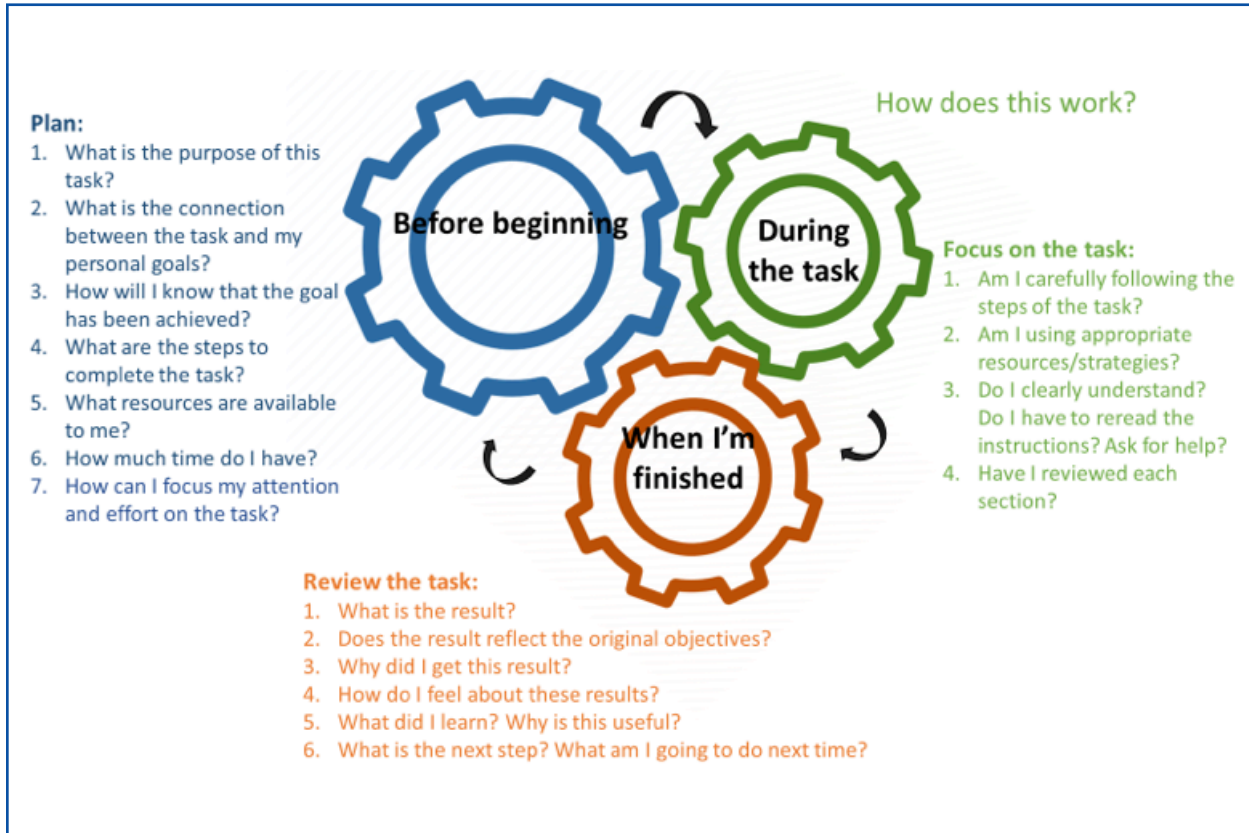


Figure 1. A three-step approach to discuss self-regulation strategies with students.

Translated and adapted by Pohl, Nelson, and Christenson (2012). Check & Connect Mentor Resource Guide.

PROVIDE FORMATIVE, PERSONALIZED FEEDBACK.

HOW?

- By frequently using different forms of assessment and **formative** feedback as soon as the school year begins, without any form of examination or stress, in order to identify students' strengths and challenges (e.g. anonymous questionnaire).
- By highlighting and rewarding attendance, effort and perseverance using a reinforcement system.
- By communicating high expectations for **all** students and showing that we believe in their potential and ability to learn and succeed.
- By creating a **safe learning environment** that considers mistakes as learning opportunities and not as failures (e.g. affirming the right to make a mistake in the classroom rules; when students make mistakes on assignments/exams, encourage them to think about what they have learned from them, etc.).

ENCOURAGE SELF-EVALUATION



HOW?

- By providing various strategies to allow students to first review their own work.
- By encouraging students to reward themselves after achieving their goals or successes.
- By encouraging students to review or reflect on the work they have done in order to identify their strengths, challenges, what they have learned from their mistakes, what went well or not so well.





PROMOTING STUDENTS' BEHAVIOURAL ENGAGEMENT

TOOL: Prevention | Intervention

TOOL INTENDED FOR: Professionals

- School administrators, teachers, educational consultants, psychoeducators, psychologists, school socio-cultural workers, school community workers, recreation and special education technicians, etc.

TARGET AUDIENCE: Preschool | Elementary school | Secondary school

NEEDS AND BEHAVIOURAL MANIFESTATIONS

- Unruly behaviour, participation, school commitment and attendance of weak or weakening students.

SPECIFIC GOALS

- To promote the development and maintenance of a high level of behavioural engagement.

DESIGN

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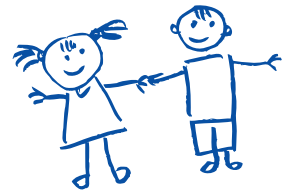
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Fostering school engagement is about promoting students' active commitment to school and learning activities. The ultimate goal is to support **BEHAVIOURAL** engagement, which translates into **ACTION** and is fostered by affective engagement (emotions) and cognitive engagement (cognitions).

EMOTIONS – COGNITIONS – ACTIONS
AFFECTIVE ENGAGEMENT → COGNITIVE ENGAGEMENT → BEHAVIOURAL ENGAGEMENT

BEHAVIOURALLY engaged students make a real commitment to school and their learning. This is the level of engagement most directly associated with school success and retention.



PROMOTING BEHAVIOURAL ENGAGEMENT

Students who are behaviourally engaged regularly attend class, actively participate in answering questions, cooperate with peers by following guidelines, meeting expectations and getting fully involved.

MAIN PRINCIPLES AND STRATEGIES:

IMPLEMENT A CODE OF CONDUCT

HOW?

- By establishing a code of conduct developed with students.
- By maintaining an appropriate dialogue with students of all ages on the purpose and relevance of classroom rules, including those associated with physical distancing.
- By illustrating physical distancing rules using images and symbols.
- By using games with younger students to ensure a better understanding of the rules.
- By ensuring school-wide, consistently applied rules.



ESTABLISH A SYSTEM FOR TRACKING ABSENCES AND UNRULY BEHAVIOUR

HOW?

- By identifying key moments when absenteeism and dropping out of school are higher, for example, back-to-school, exam periods or after long holidays (Christmas holidays, spring break, etc.).
- By systematically phoning home for students with unjustified or prolonged absences.
- By school-wide monitoring of students' absenteeism and unruly behaviour (see *Monitoring Grid example, Figure 2 below*), in order to automatically refer students with difficulties to appropriate support measures.





Student CODE: _____ Mentor's name: _____ Month: _____ College: _____

	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
Date (days of the month)																												
INSTRUCTION 1: Check the day you monitor the student's disengagement indicators																												
Data monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
INSTRUCTION 2: Enter the number of period(s) per day the student has a(n)...																												
Late without justification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Excusable late	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Absence without justification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Excusable absence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
INSTRUCTION 3: Enter the number of times per day or check the box when the student has a type of disciplinary measure:																												
Classroom expulsion (number)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Detention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Internal expulsion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
School expulsion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

High risk

High risk

Student CODE: _____ Week: _____ Teacher's name: _____

Referring to last week, indicate with an "X" (or check) the frequency at which the student exhibits these behaviours.

Classroom behaviours:	Never	Occasionally	Often	All the time	Not applicable	Other comments (if necessary)
1- The student has the material needed to do work in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2- The student carefully listens to my instructions before doing an assignment in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3- Following my instructions, the student quickly gets to work, without wasting time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4- The student works diligently in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5- The student asks me for help when they have difficulty doing an assignment in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6- The student does the assigned exercises in the time required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7- During group learning activities, the student raises their hand to answer questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8- The student does the required exercises and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9- When the exercises are done, they are done according to the teacher's requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Referring to last week, indicate with an "X" (or check) the number of warnings and classroom expulsions given to the student.

Warnings for unruly behaviour	Classroom expulsions	Other punishment (copy, detention, etc.)
0 = No warnings <input type="checkbox"/>	0 = No expulsions <input type="checkbox"/>	
1 = 1 or 2 warnings <input type="checkbox"/>	1 = 1 expulsion <input type="checkbox"/>	
2 = 3 or 4 warnings <input type="checkbox"/>	2 = 2 expulsions <input type="checkbox"/>	
3 = 5 or more warnings <input type="checkbox"/>	3 = 3 or more expulsions <input type="checkbox"/>	

Figure 2. School Behaviour Monitoring Grid. Retrieved from © Janosz, Archambault, Ménard, Goulet, Christenson, 2014



PROVIDE MENTORING OR INDIVIDUALIZED SUPPORT FOR STUDENTS WITH DIFFICULTIES

HOW?

- By ensuring that all students who are having difficulties in the main school subjects or showing signs of behavioural disengagement at school (absenteeism, frequent lateness) or in the classroom (not handing in assignments, behaviour problems) are identified at the beginning of the year (see Classroom Behaviour Monitoring Grid, Figure 3 below).
- By pairing students with a school mentor (e.g. teacher, educational consultant, psychoeducator, psychologist, educator, etc.), who will monitor the students' behaviour in class every week to follow up and support them (see Monitoring Grid example, Figure 3 below).
- During this support, by using a problem-solving approach in structured steps: **1)** Clearly identify the problem; **2)** Seek various solutions; **3)** Select the best solution; **4)** Apply the solution.

CLASSROOM BEHAVIOUR MONITORING GRID

Student CODE: Week: Teacher's name:

Referring to last week, indicate with an "X" (or check) the frequency at which the student exhibits these behaviours.

Classroom behaviours:	Never	Occasionally	Often	All the time	Not /applicable	Other comments (if necessary)
1- The student has the material needed to do work in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2- The student carefully listens to my instructions before doing an assignment in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3- Following my instructions, the student quickly gets to work, without wasting time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4- The student works diligently in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5- The student asks me for help when they have difficulty doing an assignment in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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8- The student does the required exercises and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9- When the exercises are done, they are done according to the teacher's requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Referring to last week, indicate with an "X" (or check) the number of warnings and classroom expulsions given to the student.

Warnings for unruly behaviour	Classroom expulsions	Other punishment (copy, detention, etc.)
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2 = 3 or 4 warnings <input type="checkbox"/>	2 = 2 expulsions <input type="checkbox"/>	
3 = 5 or more warnings <input type="checkbox"/>	3 = 3 or more expulsions <input type="checkbox"/>	

Figure 3. Classroom Behaviour Monitoring Grid. Retrieved from © Janosz, Archambault, Ménard, Goulet, Christenson, 2014



USEFUL RESOURCES

3 astuces pour aider les élèves à s'engager à l'école

<https://passetemps.com/blogue/3-astuces-pour-aider-les-%C3%A9l%C3%A8ves-%C3%A0-sengager-%C3%A0-l%C3%A9cole-n3946>

Apprendre à Lire à Deux

http://www.labpe.uqam.ca/materiel_formation.php

Engagement et transitions scolaires dans les écoles des milieux défavorisés et pluriethniques

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Les meilleures pratiques en matière d'activités parascolaires :

un guide préparé en partenariat université-communauté

<http://rire.ctreq.qc.ca/2019/06/les-meilleures-pratiques-en-matiere-dactivites-parascolaires/>

PÉRISCOPE : Favoriser l'engagement des élèves, un enjeu de participation collective

<https://lel.crires.ulaval.ca/oeuvre/periscope-favoriser-lengagement-des-eleves-un-enjeu-de-participation-collective>

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http://www.ctreq.qc.ca/wp-content/uploads/2013/08/Guide_TraitUnion.pdf

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