

Title

Points of view¹

Short description

It is a way to observe, follow and identify distress signals connected to behaviour as soon as possible.

Detailed description of the tool and required materials, attachments

To identify distress signals connected to behaviour like being bored in the classroom (low motivation), drastic behavioural changes (aggression, introversion, rhapsodic behaviour), bullying (both sides) requires continuous monitoring of students. These signals can appear suddenly or can be latent. One student is taught and perceived by a lot of teachers. They all have their own attitude, relationship to and perception of the same student. It happens that each teacher have a different picture about the student depending on their specific relationship. Also students can act in various ways with different teachers. So it is helpful to share teachers' points of view time by time to identify appearing distress signals as soon as possible. Quarterly or semi-annually form master organizes a type of case-discussion about all the students of his/her class with the participation of all teachers of the class.

Steps of the discussion:

- The form master informs the participants of the time and the topic of the meeting in due course;
- The main topic is the behavioural changes of students;
- The form master asks the participants to prepare for the meeting so as to reflect each student's behavioural changes;
- At the beginning of the discussion form master gives participants the list of students' names;
- Form maser reads the names one by one;
- Participants share their subjective observations about the behaviour,

¹ Author: Edit Győrik, FSZK Nonprofit Ltd.

condition of the students without any comments or explanation;

- Communication style should be very simple, clear - e.g. he/she is often sad, always very nervous, lately very quite or embarrassed, it is very new that she/he shouts with classmates or he/she is bored in my class, etc.
- It is not necessary that each participant says something about all students;
- The form master makes notes during the discussion;
- In the case of more similar perception of behavioural changes of a student it is worth to initiate and agree in an intervention;
- Intervention could be an exploratory conversation with the student leading by the most trusted teacher, marked by the EWS team;
- The teacher group agrees the way of intervention and the responsible person;
- After the meeting the form master summarizes the discussion and sends a memo to participants emphasizing the at risk signals. The next meeting you can have a look at this memo.
- Form master informs the EWS team about at risk signals and the intervention plan if there is; or ask for the EWS team for a consultation about the possible intervention.
- Form master follows the intervention process in cooperation with the EWS team.

User's guide, equipment

Equipment	Quantity
List of the students' names of the class	By the number of participants
Chairs	By the number of participants

Level of difficulty (easy, medium, advanced)

Medium

Tags

situation analysis, distress signals, select at risk students, student centered intervention

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