

# Exploring Practices in Using the Alloprof Website for Vulnerable Students.

The objective of this research was to explore how Alloprof's tools were used in specific educational settings and with vulnerable students. The study focused on identifying these students' specific needs, the challenges teachers faced, and discussions on the use of Alloprof's resources in their learning environments.



## Student Profile

- Dysorthography
- Dyslexia
- Dysgraphia
- ADHD
- Behavioural disorders
- Learning French

## Défis rencontrés par les élèves

- Difficulty reading medium-length texts
- Rapid loss of motivation
- Tendency to give up when facing challenges
- Struggles with independent text production
- Difficulty conducting research and deepening their learning

## Students' Basic Needs



### Need for Belonging

The need to feel connected to classmates and teachers in a respectful, positive environment.



### Need for Autonomy

The ability to take initiative, make decisions, and have a meaningful impact on one's environment.



### Need for Competence

The sense of knowing one can successfully complete classroom activities and tasks.

## Observing and Recognizing Needs

Teachers need training to identify and address the fundamental psychological needs that drive engagement behaviours.



## Strategies to Prioritize

- Encourage activities that encourage interaction and collaboration.
- Offer support and guidance that students can access as needed.
- Provide resources and activities with multiple modalities.
- Be persistent and avoid assuming disengagement means disinterest.



## Use of Alloprof by Teachers and

### Resource Teachers

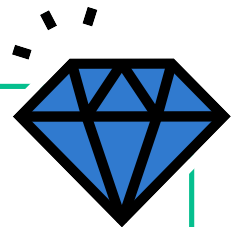
Before the project and their overview of the Alloprof platform, participants primarily used Alloprof resources for planning-related tasks, such as preparing lessons, creating work plans, and refreshing their knowledge. They also used on Alloprof to support their students' learning by producing summaries, reviewing previous material, and catching up after absence-though this was often done on an ad hoc basis.

However, after receiving a presentation of the Alloprof website and shared the ways they use Alloprof, participants' use of Alloprof increased significantly. Teachers integrated a wider variety of resources, such as games, Crash Courses, and videos, into their planning of differentiated activities. What's more, they adapted the difficulty level of the exercises to suit their students' needs.

Modelling the use of Alloprof resources became commonplace, enabling teachers, for example, to guide students in finding and using the audio player. The presentation also helped to make the tool accessible across a variety of subjects, while enhancing collaboration with families on general educational themes.

Overall, the presentation and discussions shifted participants' perception of Alloprof—from a supplementary resource to a key pedagogical tool integrated into their teaching practices.

## Recommendations for Using Alloprof



### **Development of Checklists and Assistance Procedures**

Develop tools that allow students to make better use of Alloprof's resources independently, especially at home.

### **Support for Teachers**

Give teachers opportunities for discussion and training to help them use Alloprof's tools more effectively.

### **Early Training on the Use of Alloprof**

Introduce students to Alloprof early in the school year so they can familiarize themselves with Alloprof's tools.

### **Simplifying the Sign-Up Process**

Streamline sign-up for students under 14 by simplifying parental consent requirements.