

## ***Tools for Engagement***

with Students  
from Poverty



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## **Agenda**



- ✓ **Tools for Engagement Overview**
- ✓ **24 Ways to Boost Effort and Student Engagement**
- ✓ **Next step for implementation**

### **Why the Difference? Why Do Some Kids Engage?**

- 1. Why do you think kids do (or do not) participate in most classrooms?**
- 2. What responsibility do you have in this process?**

### **Every Classroom has the “Ghosts” and Realities of:**

- ❖ School history and collective memories
- ❖ Student's personal history (includes family, culture, trauma, successes and failures)
- ❖ Teacher's background (personality, skill set knowledge and respect for others)
- ❖ Student's maturity/social-emotional skill sets
- ❖ Daily experiences of each student before they get to class (events at home, in the hallways or with peers)

### **Bottom Line**

- The worst thing kids say is, “I am bored.”
- Engagement is correlated w/ achievement
- Better engagement cuts discipline issues
- Engage within the student's culture
- It takes mindset, strategy and practice
- You must let go of every single excuse
- **Start** w/ just 1, practice until automatic
- Add one strategy every month and enjoy

“What's the Secret to  
Success?”

### **How to Become Amazing at Student Engagement**

### Here is How Students May Process Teacher Requests for Engagement

- ☐ **Do I feel like doing anything right now?**
- ☐ Who is my teacher: **ally or enemy?**
- ☐ **Do I belong and get respect in this academic community?** (Am I welcomed? Is my culture acknowledged?)
- ☐ **Can I succeed** at this? (Hope; can I grow and keep getting better?)
- ☐ **Is there value** for me? (Does this connect with me, my culture and values?)

Recap from 1<sup>st</sup> Few Minutes...

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### 1-6 Effort & Engagement Builders

1. **Relationship** (Do you care, listen, support?)
2. **Feeling of Control** (decisions & choices)
3. **Cultural Responsiveness** (value each student's personal history and culture)
4. **Challenge level** (worth the effort?)
5. **Appreciative Inquiry** (affirming for risks)
6. **Feedback** (these work well)

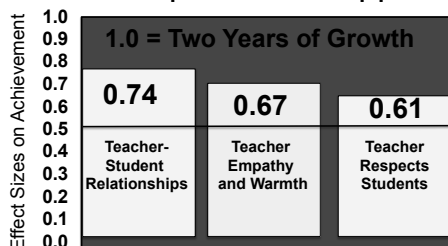


## BUILD RELATIONSHIPS

# 1

Students Work Harder for Teachers They Like, Ones that Respect Them and Stay Positive

### Students Perform Better When Teacher is Empathic, Fosters Relationships and is Supportive



Hattie, JA (2009) Visible Teaching, Routledge, UK  
 SAMPLE: Located 119 studies from 1,450 findings with 355,325 students from 2,439 schools.  
 SOURCE: Cornelius-White, J (2007), Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis. Review of Educational Research, 77, 113-143. ALSO: Smith, Hattie, Baker & Bond (2008)

### Powerful Relational Builders

- ✓ **Writing Assignment #1**  
(teacher writes & shares with students)  
*"What I wish my students knew about me..."*
- ✓ **Writing Assignment #2**  
(from student to teacher)...  
*"What I wish my teacher knew about me..."*
- ✓ **Writing assignment #3**  
(from student to student)...  
*"What my peers don't know about me away from school."*



### Fast-Track Relationship Builders to Jumpstart the Long-term Process

- ❑ **1 and Never Done:** Share something personal about yourself (students & staff) at least 1X/wk.
- ❑ **1 and Done:** Do 1 favor or show of empathy SO powerful, that the *students remember it well*
- ❑ **2' for 10:** Invest 2 min./day for 10 consecutive days with a student most "needing" a connection
- ❑ **3 for 30 Weeks**  
Discover 3 things (other than a name) about one student a day, every day of the year

Connect with Parents; it Matters Far More Than You Think it Does



- ✓ Phone call
- ✓ **Post Card**
- ✓ Email
- ✓ **Students on Stage**
- ✓ Sports
- ✓ **Text message**
- ✓ Parent-teacher meetings
- ✓ **Community functions**
- ✓ In-home visit
- ✓ Parent programs

### Respectful, Caring Relationships

*Do I currently do any of these:*

- a) Call all students by name daily?
- b) Greet them coming and/or leaving?
- c) Ask if they could use a listener?
- d) Ask about their hobbies, family and interests?
- e) Ask about, and know, their own personal and academic challenges and dreams?

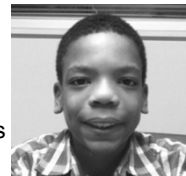


Malti T. Schwartz SE, Liu CH, Noam GG. (2008) Program evaluation: relationships as key to student development. New Dir Youth Dev. Winter;(120):151-77. Table of Contents. PubMed PMID: 19170118.

### Relationships Qs

*Do I currently do any of these:*

- a) Always acknowledge responses in class?
- a) Smile at students whether they're my favorite or not?
- b) Always use personal courtesies ("please", "thank you", "pardon me", etc.)
- c) Visit the student's neighborhood, go to a game or community event?



Hamre BK, Pianta RC. (2001) Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. Child Dev. 2001 Mar-Apr;72(2):625-38.

### My Thoughts/Ideas/Action Steps

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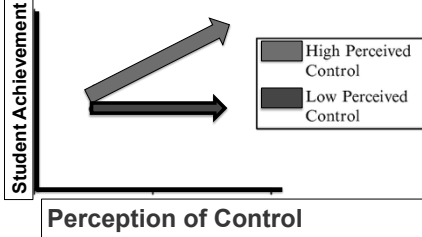
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## Feeling of Control

Greater Sense of Control Lowers Stress

# 2

### Fostering Sense of Control is Critical to Student Achievement for Those Who Feel Less in Control at Home



Haynes, T.L., Perry, R.P., Stupnisky, R.H. & Daniels, L.M. (2009). Review of Attributional Retraining Treatments. J.C. Smart (ed.), *Higher Education: Handbook of Theory and Research*. © Springer Science + Business Media.  
Hafen, C.A., Allen, J.P., Mikami, A.Y., Gregory, A., Hamre, B., & Pianta, R.C. (2012). The pivotal role of adolescent autonomy in secondary school classrooms. *Journal of Youth and Adolescence*, 41, 245-255.

### The Two Types of Effort

#### Compliance Learning ☹️

This effort is done because students feel like they have to, because the teacher says so, or they do it to stay out of trouble.

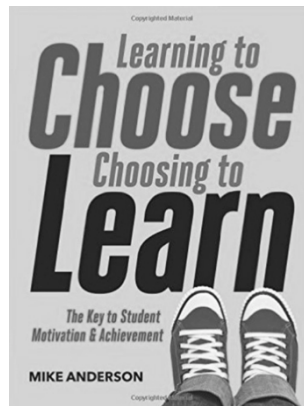
#### Choice Learning 😊

Students work hard because they want to, it moves them towards their own goals, they feel good about it and they choose it.

### Greater Student Control

- ✓ Give control (then “sell” the choices; who, when, where, how, etc.)
- ✓ Encourage input (1-on-1 time, side talks, suggestion box or ask for it!)
- ✓ Provide leadership (help groups, partners and team function better)
- ✓ Student self-assessment control

(Katie Jackson, Deborah L. Stinson, Nancy L. Kohn, Harvey J. Lerman, Dwayne E. (2019). *Journal of Special Education*, 53(4), 397-405. doi:10.1177/0022061819839740. The medical professional center, and resistance. Chicago: Cengage Learning.)



Source for How to Foster Genuine Choice that Students Love and Helps them Grow

### My Thoughts/Ideas/Action Steps

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## 3 Cultural Responsiveness

Students Care More Than You Think They Do

## Supported by Powerful Evidence-Based Research

Long TB. (2012). Overview of teaching strategies for cultural competence in nursing students. *J Cult Divers* 19, 102-8.  
Moule J. (2011) Cultural Competence: A Primer for Educators

Self-determination theory says that optimal performance results from **actions motivated by intrinsic interests or by extrinsic values that have become integrated and internalized.**

This suggests that when you connect work to what students care about in their own culture, results go up.

## Starter Steps for Being “Culturally Responsive”

- ✧ **Start noticing where there are differences.** Use the moments of your annoyance or criticism as a chance to learn. Here are some examples you can learn from.
- ✧ **It is a chance for you to learn about their world when:** 1) students are late to class, 2) your students yell and swear, 3) students do not participate, 4) students do not make eye contact, 5) do not use “politeness” words.

## How to Do “Culturally Relevant Teaching”

- First, there is no secret. It is not a “to do list” for today’s class. It is a way of being.
- Second, start with listening, learning and giving respect. *That’s the opposite of telling,* being arrogant and demanding that you get respect from your students first.
- Third, ASK far more than you assume. Become a beginner to learn about others different from you.

## Examples of Being Culturally Responsive

- ✧ Students who get in your face, raise their voice and use profanity are sharing how *they* learned to communicate. Take a deep breath and start with, “I **respect** your right to express yourself.” Or, “I **agree** that something’s not right.” Or, “I **appreciate** you giving me your take on it.”
- ✧ Once the student feels heard, Say, “Hey, can we talk privately?” Say, “I want to learn more about your world and maybe you can do the same. How about if you learn the class language so you can stay out of trouble?”

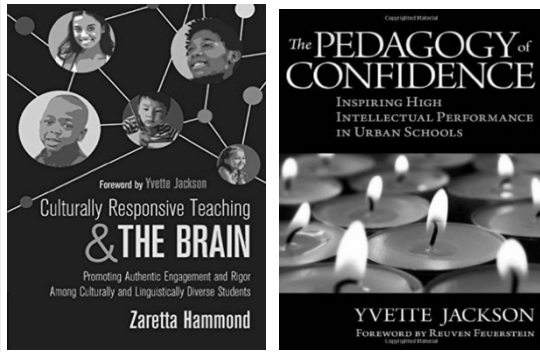
## Being Successful and Culturally Responsive

- ✧ Tackle Student Issues Head On!  
Use the daily news stories as a jumping off point. Let students share their point of view. Be respectful of their opinions. Help students develop a voice, learn the facts, learn to articulate opinions and become heard.
- ✧ When students are stuck, sad, or angry, say, “Hey, can we talk for a minute after class?” Then share, “You’re a good kid, but I am worried about you. What’s going on?”

## Instead of Suspensions: Build Awareness in Yourself and Skills in Your Students

- **When students are late to class,** Say, “Hey, good to see you; your team is ready to have you join them.”
- **Later on in class,** talk to the student privately; do not assume you know what happened; Ask! “Listen, you’re a good kid and I like having you in my class. I worry when you are late. Tell me what happened?” *Learn another’s culture!*

## How to Get Up to Speed



## My Thoughts/Ideas/Action Steps

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## CHALLENGE LEVEL

Students Want the “Sweet Spot” of “Not too easy” and “Not too hard”

# 4

## The Secret to the “Sweet Spot?”

- ✓ Break learning tasks into smaller chunks of 3-9 minutes for a content chunk or skill.
- ✓ Give students control over speed of learning
- ✓ Before moving on, ALWAYS do a quick check for understanding.
- ✓ If there is close to 100%, move on quickly.
- ✓ When numbers drop below 90%, listen and switch strategies.
- ✓ The sweet spot is: 1) being an ally, 2) the right speed and strategy with 3) student control

## Debunk the Easy Learning Myth

*Easy tasks mean no change for the brain.*  
The human brain grows, makes connections and adds new cells based on behavioral relevance of task, persistence to the task AND the **degree of difficulty.**



Marrero, M., Nairn, M., Van Vleet, T.A. Neuroplasticity: introduction. Prog Brain Res. 2013;207.

## My Thoughts/Ideas/Action Steps

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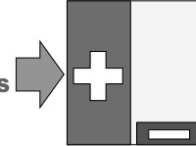
# APPRECIATIVE INQUIRY

Students want to know they are respected, valued and appreciated

# 5

## Caregiver Feedback and Emotional Affirmations Varies by Child's SES

**\$\$\$ Upper income**  
caregivers average a 6-1 ratio of **6 positives** to 1 reprimand



**\$\$ Middle income**  
caregivers average **2-1**



**\$ Lower income**  
caregivers average **1-2**



Hart and Risley (1995)

## Appreciative Inquiry

**Take what students are already doing that you like and:**

- 1) appreciate and reinforce it, and
- 2) now invite students to apply the same (effort, insights, strategy, attitude, etc.) to deepen the results

## Always Appreciate Something!

- *"I like how you put some of your personal life in the story. Can you add even more detail, so I can get a better idea of what you're trying to say? It will strengthen your message. Thank you!"*
- *"Thanks for your answer. You seemed to calculate it quickly. Tell me how you came up with that, please."*

## How to Deepen the Inquiry

"I love your excitement in your answer. How did you come up with it?"

"You don't seem 100% confident. But at least you're mulling this over. Tell us what your concerns about the answer are?"

"You started off well. Tell me a bit more."

"That makes good sense. Now that would be in contrast to what other view?"

## My Thoughts/Ideas/Action Steps

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# Quality Feedback

Students Love Feedback

# 6

## Which Commonly Used Classroom Motivator Works Best?



- a) **Rewards** "Do this to get that."
- b) **Peer Praise** "Turn to your neighbor and say, 'That was dope!'"
- c) **Punishment** "Do that and here's what will happen..."
- d) **Non-specific Praise** "Good job!"

Harris, J.A. & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77, 61-112.

"S-E-A" Feedback = 0.74

- ✓ **Strategy:**  
"Did I use (or switch to) the best strategy to succeed?"
- ✓ **Effort:**  
"Did I use enough effort?"
- ✓ **Attitude:**  
"Have I used positive self-talk and the growth mindset for this task?"



Mazzocco, J. (1998). A Theory-Based Meta-Analysis of Research on Instruction.

3M Feedback = 1.13

- ✓ **Mark:**  
"Where am I at right now?"
- ✓ **Mission:**  
"Where am I going?"
- ✓ **Method:**  
"What do I do next to reach my goal?"



William, D. & Thompson, M. (2007). "Integrating Assessment with Instruction: What will it take to Make it Work?" in *The Future of Assessment: Shaping Teaching and Learning*, edited by C.A. Dwyer. Mahwah, NJ: Lawrence Erlbaum Associates.

What 4<sup>th</sup> - 12<sup>th</sup> Graders Can Do to Boost their Learning

- ✓ **Work closer with a study buddy**
- ✓ **Review work and talk it over**
- ✓ **Summarize the learning daily**
- ✓ **Preview learning before class**
- ✓ **Ask more Qs in class**
- ✓ **Create a mind map/graphic organizer of the content**
- ✓ **Ask teacher for specific help**
- ✓ **Look up difficult things**
- ✓ **Ask parents or go online**

My Thoughts/Ideas/Action Steps

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From the Last 6 Ideas,  
Pick One and Share Why You Chose it

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## 7-12 Effort & Engagement Builders

- 7. Foster a sense of competence** (teach that ability and competence grow with effort and affirm it)
- 8. Make it Safe to Fail** (teach and role-model why it's important to fail often and learn from mistakes)
- 9. Teach Self-Regulation** (teach students that they are the ones who run their brain - tell them how)
- 10. Build Hope, Optimism & Gratitude** (student stories, affirmation of possibility and the science)
- 11. Gutsy Goals** (student driven w/ huge upside)
- 12. Foster Student Voice** (who students are and what they experience and believe are crucial)

## Foster Competence

7

Students work harder when they know they have a chance of success

## Cognitive Capacity Fosters Stronger Student Brains

- ❖ It increases **connectivity**; more cells are talking to more other cells (**neuroplasticity**)
- ❖ It increases the production of brand new cells (**neurogenesis**)
- ❖ It develops difficult thinking (over time) practicing what is hard to do (**habits**)
- ❖ It fosters and stabilizes perseverance and grit in your students (**effort**)

## Teach the Highly Effective "Top 10" Cognitive Skills

- ✓ Subject-specific study skills
- ✓ Computer coding
- ✓ Problem-solving
- ✓ Project-based / Inquiry Learning
- ✓ Reading skills (*and get books in homes*)
- ✓ Vocabulary (especially "academic")
- ✓ Growth mindset fostered
- ✓ Reasoning & processing skills
- ✓ Writing skills
- ✓ Memory (WM & LTM)

## My Thoughts/Ideas/Action Steps

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## Make it Safe to Fail

# 8

Teach Students  
How to Fail and  
Learn from Failing

Kids May Struggle or Fail at a Task;  
Choose one: How Do You React?

- a) I give students a pep talk; we are in this for the long haul, this was a glitch, keep learning.
- b) I am disappointed in the student, but I understand that not everyone succeeds
- c) I express frustration and tell the student that he or she can do much, much better
- d) I offer comforting words so that the student does not feel badly
- e) I am often frustrated and sometimes annoyed

## Use “Mistakes OK” Language

- ✧ “We are all human. We all make mistakes.”
- ✧ “Let’s give this a try. See how close you can get.”
- ✧ “Everyone makes mistakes in my class. All you have to do is to tell how you would do it differently next time.”
- ✧ “Failure is not falling down. Failure is when you don’t get back up again.”
- ✧ Reframe failures: Call them “discoveries, learning, rough drafts, lessons, etc.”

## Use “Mistakes OK” Actions

- **Discovery time:** Find this athlete’s mistakes: Clue is: “missed 26 game-winning shots...”
- **Be real!:** “Oops. You can see here I made a mistake! Now, what can I learn from it?”
- **Failure Resume:** Find the Princeton professor’s CV who published all his failures
- **Student’s exit pass:** “What I got wrong and how I will do it differently next time.”

My Thoughts/Ideas/Action Steps

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## Teach Self-Regulation

Students Love  
Learning How  
to Drive Their  
Own Bus!

# 9

### When Students are Poor at Self-Regulation, They...

- ◆ May show up to class in a bad state for learning
- ◆ During class, they may not show kindness, empathy, gratitude or calm
- ◆ They may lose focus by over-reacting to simple gestures or words
- ◆ Other students may trigger poor states
- ◆ They are rarely "ready to learn"

### Teach Students the Following

- ✓ What to do when angry
- ✓ How to ask for help
- ✓ What to do when you need to get up and move around
- ✓ What to say when an adult is ticked off and is critical of you
- ✓ What to do when you are sad, have bad news or had a loss

### Indirect Tools to Teach Your Students Self-Regulation

- ✓ Physical activity/team sports
- ✓ Learning to play an instrument
- ✓ Detailed hobby (coding, drawing, building & fixing broken items)
- ✓ Martial arts or yoga
- ✓ Classroom role-plays & theater
- ✓ Mindfulness

### My Thoughts/Ideas/Action Steps

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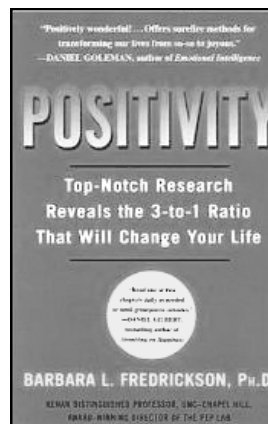
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## Build Hope, Optimism & Gratitude

# 10

These Help Students Regulate Their Own States (priceless!)



### The 3-1 Ratio That Changes Lives

Use **3 positives** (smiles, affirmations, kudos, feedback, etc.) for every **1 negative** (error-correction, evil eye, discipline or admonishment). Every time a kid goes home with too few positives, it was not a good day.

## Key Factors that Affirm Hope

1. Supportive Rel\_\_\_\_\_
2. Repeated Suc\_\_\_\_\_
3. Pos\_\_\_\_\_ R\_\_\_\_\_ models
4. Af\_\_\_\_\_ by Authorities
5. Setting and getting \_\_\_\_\_
6. Compelling personal vi\_\_\_\_\_
7. Perception that it's getting b\_\_\_\_\_
8. Faith and stories of those who've m\_\_\_\_\_ i\_\_\_\_\_
9. Having a vo\_\_\_\_\_ and sharing it
10. Do ser\_\_\_\_\_ wo\_\_\_\_\_ as a class



## 5 Ways to Build Gratitude



1. Start a gr\_\_\_\_\_ journal and make a promise to add to it every day
2. Post up remi\_\_\_\_\_ to be grateful
3. Write a le\_\_\_\_\_ of gratitude to those who have made a difference in your life
4. Say "Th\_\_\_\_\_ you!" at least 5-9 times a day
5. Notice the things you take for granted; start being grateful for the obv\_\_\_\_\_

Froh JJ, Sefick WJ, Emmons RA. (2008). Counting blessings in early adolescents: an experimental study of gratitude and subjective well-being. J Sch Psychol. 46, 213-33.

## 7 Strategies to Build Optimism

- ① Dream big dreams (vision) and set daily g\_\_\_\_\_s
- ② Remember that you always have a cho\_\_\_\_\_!
- ③ Feed your brain po\_\_\_\_\_ (laughter, movement, fun)
- ④ Stay busy in se\_\_\_\_\_ of others
- ⑤ Focus on what you have most cont\_\_\_\_\_ over; your health, your actions and your thoughts
- ⑥ Extend pos\_\_\_\_\_ moments; share them often!

Seligman, M (2006). Learned Optimism

## My Thoughts/Ideas/Action Steps

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## Gutsy Goals

# 11

Help Students  
Set Crazy High  
Life Goals...then  
Help Them Make  
Plans

## Gutsy Goals are Supported by Two Areas of Research

- ✓ **Expectancy-Value** shows motivation is a function of the expectation of success and perceived value.
- ✓ **Goal orientation** theory suggests that learners tend to engage in tasks with concerns about mastering the content to gain success or to avoid failure.

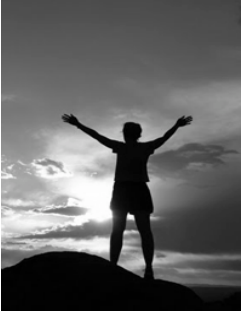
Kerch, (1999) How Expectancies Shape Experience

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## How Important are Expectations for Student Achievement?

Student expectations are **MASSIVE 1.44**. Teacher expectations of student success are a staggering **1.03** effect size.

Raise the bar until you gasp for air! Set goals of 100% and stop being afraid to fail.



Gutsy Goals Can Also be Modified "SMART" Goals



### Examples of Student Gutsy Goals that Foster Strong Effort Levels

- ✓ Invent the next great app
- ✓ Run for public office & make a difference
- ✓ Build and grow a company that does good in the world
- ✓ Write, play or sing a hit song
- ✓ Be an amazing parent & raise great kids
- ✓ Help the homeless or spread world peace
- ✓ Become the CEO of a new biotech firm

### Your Student Steps

- **My Gutsy (SMART) Goal is:**  
 “ \_\_\_\_\_ ”
- **Reason to Believe in Me is:**  
 “I am \_\_\_\_\_ ”
- **First 3-Steps Forward:** "First, I will \_\_\_\_\_ ..."

### My Thoughts/Ideas/Action Steps

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## Foster Student Voice

# 12

Do you know one of the most powerful self-concept issues to your students?

## We All Want to Be “Worthy”

- ❖ **All (100%)** of your students want to feel worthy.
- ❖ **At the K-5 level**, it means, “Am I worthy (a “somebody”) in your eyes?”
- ❖ **At the secondary level**, students want BOTH: 1) to feel worthy (to themselves) and 2) to feel respected and validated by others (status). These are core developmental stages.



## Why Student Voice?

- ✓ They give students a feeling of being worthy, listened to, honored and respected
- ✓ They also feel a bit more in control because there is more of their input and “heart and soul” in the class
- ✓ In schools that struggle, voice is always an issue



Digital School Voice National Report 2016. Accessed at: <http://digitalvoice.org/national-report-2016/>

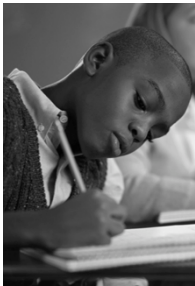
## What is the “Student Voice” ?

- **Their voice** is the “right now” expression of feelings, opinions and narratives.
- Spoken voice: When students have a **voice in class**, they feel heard and validated. This strengthens learning because they “own it”.
- Help students **find their written voice** so that the task is personal, meaningful and relevant.
- **Validate their voice**, always affirming and gently *sharing the distinction* between facts and value of opinions.

## Opportunities for Student Voice

- ❑ **Invite students to write and speak publicly** (their voice can only be heard if they share it, help them get exposure to others who want to hear them)
- ❑ **Invite students to share needs** (asking Qs, learning styles, seeking help, creating a suggestion box, advocating for academic success tools and standing up for rights).
- ❑ **Invite students to share personal issues with a safe adult** (a teacher, counselor, or anyone who respects privacy and listens)
- ❑ **Invite students to take risks** (they can challenge their school to change, run for office, take to the social media, utilize clubs, school issues and community problems that need attention)
- ❑ **Invite students to make allies in life** (show students why and how adults can be help, help them communicate better with their parents, learn from what doesn't work well)

## Writing 4X/yr, Self-Regulates by Connecting Effort with Values



African-American students completed four writing exercises about ***how their values mattered to them*** and had helped them in their lives. This thought process helped increase the GPA of these 7/8<sup>th</sup> graders!

Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brzustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science*, 324, 400–403.

## My Thoughts/Ideas/Action Steps

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From Ideas 6-12, Which Do I  
Like the Most and Why?

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your name, home  
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### 13-18 Effort & Engagement Builders

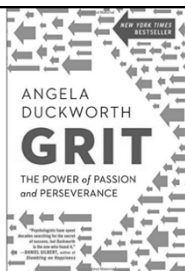
13. **Boost Grit** (use 5-Step Plan daily)
14. **Interdependency** (students must feel peer-connected and supported)
15. **Emotional punctuation** (affirming students emotionally at every "learning point")
16. **Learn with Your Hands** (use gesturing, making learning tools, drawing, mind-mapping, etc. )
17. **Attribution tools** (the "why" is always a better driver than the "what" plus, the work has value)
18. **Build sense of belonging** (they belong at school and in your class)

## Boost Grit

**13** Without Grit,  
Your Students  
May Give Up  
Too Soon



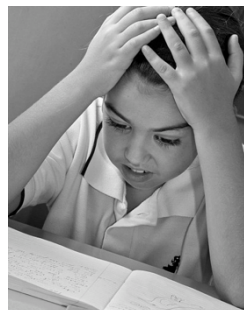
One of the  
leading  
researchers  
and writers  
on grit is Dr.  
Angelina  
Duckworth.



While she is often quoted as saying that passion and perseverance equals grit, she now says that interest may be just as valuable. An interest that is followed over time often leads to a passion, she says.

### Grit: Reframing Temporary Failure is Key Part of Learning Success

Sixth graders either did or did not receive a prior 10-min. intervention that reframes task difficulty as part of learning (vs. a self-limitation). The reframing boosted WM, reading comprehension and reduced related worries of inadequacy.



Austin F. Croizet J.C. (2012) Improving Working Memory Efficiency by Reframing Metacognitive Interpretation of Task Difficulty.

### How to Teach "Grit" in 5 Steps

1. Create a common **vocabulary** for it. Tell kids what it is, and what it is not. "Doing THAT shows me a lot of grit! Define the grit traits.
2. Give **opportunities** for long-term gritty work.
3. **Reinforce it** every time you see a student pushing through obstacles. "Love the way you're being so gritty with that task."
4. Tell **stories** of the results of "grit in action".
5. Use reframing and reflection when "grit drops." Tie student **values** to the task and effort rises.

### My Thoughts/Ideas/Action Steps

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## Interdependency

# 14

Students work more steady and harder for a positive peer group

#### K-2 level

1. Relationship building

#### Grades 3-5

1. Relationships
2. Affiliation

#### Grades 6-12

1. Relationships
2. Affiliation
3. Status-building

Invest Time in Your Students Differently as Their Social Brain Matures

### When Used Well, Social Clubs are Highly Effective

- ❖ A 4-5 student team or cooperative learning group has a sizeable 0.69 effect size (Hattie, 2009).
- ❖ Students want to affiliate with like-minded peers (Lewis & Bates, 2010).
- ❖ Reciprocal teaching (students teaching peers) has a strong effect size of 0.74 (Hattie, 2009).

### Options for Interdependency

- **Study buddy** (work partners for a short project, for several weeks or a semester)
- **Cooperative Learning Groups** (perfect for both social and academic work)
- **Project teams** (these only work together on a specific learning project)
- **Class teams** (often together for 3-6 weeks before changing; these are the parallel to the staff's PLCs)



My Thoughts/Ideas/Action Steps

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## Emotional Punctuation

# 15

Feed Brains  
the Rewards  
of Success

### Emotional Punctuation Means Event Plus Emotion = Memory Made

- Positive behaviors come from strong parenting and teaching
- Home and classroom examples include:



verbal affirmations, smiles, physical gestures, head nodding, positive comments, positive music, celebrations, use of name or pre-set celebration rituals

### How Can You Use More Emotional Punctuation?

**WHEN:** Do this after an activity, a key point or simple success. Do this too much and students will pull back. Do it too little and you miss a chance.

**HOW:** Use turn-tos" as verbal affirmations, use smiles, head nodding, positive music or engage pre-set celebration rituals

My Thoughts/Ideas/Action Steps

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## Learn with Your Hands

# 16

Students will  
learn it faster  
and remember  
it longer

## Why Use Gesturing for Learning?

Gesturing typically forces your brain to choose: 1) directionality, shapes, 2) relevancy, 3) sequencing, and 4) interactions. We may construct new concepts for our knowledge or make an abstraction more concrete. It's a thinking tool.



Goldin-Meadow S., Cook SW, and Mitchell Z. (2008)

## Gesturing is Engaging and is Very Effective

- Novack M, Goldin-Meadow S. (2015). Learning from gesture: How our hands change our minds. *Educ. Psychol Rev.* 27, 405-412.
- Cook SW, Yip TK, Goldin-Meadow S. (2012). Gestures, but not meaningless movements lighten working memory load when explaining math. *Lang Cogn Process.* 27, 594-610.
- Marzano, Pollack & Pickering (2001). Nonlinguistic tools have a 0.75 effect size (one and half years of gains) *Instructional Strategies that Work.* ASCD, VA.
- Cook, S. W., Mitchell, Z., & Goldin-Meadow, S. (2008). Gesturing makes learning last. *Cognition*, 106(2), 1047-1058.

## Kinesthetic Math Works 3X Better: Use Gestures!



(Cook, SW et al., 2007)

Kids asked to physically gesture their math problems are nearly **three times** more likely than non-gesturers to remember what they'd learned. In the study, **90% of students** who had learned algebraic concepts using gestures remembered them 3 weeks later vs. 33% of speech-only students. And 90% of students who had learned by gesture alone **with NO speech** at all recalled what they'd been taught.

## My Thoughts/Ideas/Action Steps

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## Attribution Tools

# 17

Students work harder when they know **"why"** they should try it OR **"why"** it worked so well

## Attributions Help Motivate Students with Repeated Cause & Effect

"Doing THIS" ↔ Leads to THIS ↔ And THIS"

- ✓ Effort
- ✓ Strategies
- ✓ Mindset



Attribution theory focuses on the causal explanations learners use to connect with the results of an activity. These classify traits by their locus, stability and controllability.

Job Interview  
Big Completion  
Top scores  
Leadership Role  
Graduation  
A Career

### Attribution Says...

When you “attribute” cause and effect, the effect size is huge

- Link the behavior to **something you have done in the past**
- Link the behavior to **a probable future outcome**, so you have a strong reason for today’s effort

- Dweck, C. S. (1999). Self Theories: Their Role in Motivation, Personality, and Development
- Morris, B. J., & Zentall, S. R. (2014). High fives motivate: the effects of gestural and ambiguous verbal praise on motivation. *Frontiers in Psychology*, 5, 928.

### Add Attribution to “S-E-A” Feedback and Get 1.42

- “I loved how you tried many **strategies** on that problem until you got it. **That may help you get the job you want.**”
- “I like that extra **effort**; it may help you do better next year in 3<sup>rd</sup> grade.”
- “**Before you began, you thought you could succeed.** That same positive **attitude can help you get that interview after others have given up.**”

**Attribution:** to “attribute” or link the success or failure of an outcome to a specific factor.

**Example:** “I love that you put in extra effort to complete your class project. That additional effort is just what it will take to get that job you said you wanted.”

### My Thoughts/Ideas/Action Steps

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## Sense of Belonging

# 18

Students must feel like they belong with their peers *and in an academic community*

### Belonging in an Academic Community (class and school)

- ✓ **Affirm** you are glad to see them daily
- ✓ **Affirm** that you want to hear opinions, responses, thoughts or answers
- ✓ **Affirm** that you want to hear about their personal lives
- ✓ **Affirm** their contributions and that your students DO belong in your class.

## Options for Social Learning

- ☐ Task related roles for Project-based learning (manager, recorder, etc.)
- ☐ Use a long-term simulation like “Mini-City” where everyone in the class has a role in a city simulation (mayor, banker, police officer, etc.)

## Foster Student Roles

- ☐ **Rotating roles** for either class teams or coop learning groups (every 2-6 wks.); Roles might be waste manager, conservation director, electrician and CEO
- ☐ **Assigned roles** (by teacher such as “scholars”) or **students choice**: identity of a famous person from the past, based on the topic studied (science: Dr. Ben Carson, leaders: Colin Powell or Dr. King)

## My Thoughts/Ideas/Action Steps

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## From Ideas 12-18, Which Do I Like the Most and Why?

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## 19-24 Effort & Engagement Builders

19. **Competition** (for fun, effort and status)
20. **Learning tools** (many students feel stupid but simply need to know *how to learn better*)
21. **Classroom rituals** (that get attention, affirm and build better habits)
22. **Role Models** (role model the behaviors you want and show students fresh role models)
23. **Affirmations** (focus on the good and you get more of the good)
24. **Sustained Metabolic States** (influence energy levels with movement and positive states)

# Competition

# 19

Students will work for the fun and the chance to gain status

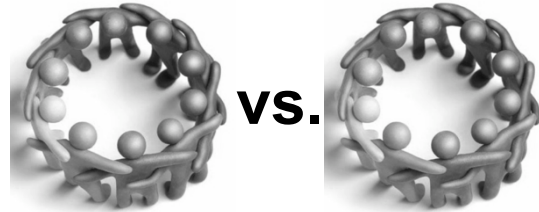
## Concerns are Listed Below:

(my comments in RED):

In competition someone wins and someone loses (that's life; but I do suggest you only use team competition). If students come to learn that winning at competitive activities will lead to rewards (never use rewards), they may adopt performance goal orientations rather than mastery orientations (always do competition after mastery is reached). Students will feel badly if their team loses (actually students feel badly every day that they are unsuccessful. Post-competition debriefing to reintroduce the growth mindset is essential).

Bergin, D. A., & Cooks, H. C. (2000). Academic competition among students of color: An interview story. Urban Education, 35 (4), 442-472 AND Good, T. L., & Brophy, J. E. (2008). Looking in classrooms (10th ed.). Boston: Pearson Education.

## Team Competition Works When Competency is Strong



## The Best Setup Guidelines for Classroom Competition

1. When it is all started and structured by students (with your approval)
2. The winners get "bragging rights" or small privileges
3. When students have reached proficiency or even mastery in a topic
4. When the competition is done with a game-like format (buzzers, student judges, music, crowd roars, etc.)
5. When it is done as a predictable, end of unit opportunity for students to show off
6. When the questions are all created by students for their peers
7. When the teacher serves as executive master of ceremonies, meaning only as a "tie-breaker" or as REALLY needed

## My Thoughts/Ideas/Action Steps

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## Learning Tools

# 20

Students often shut down or pretend to succeed when they lack tools

## Effect Sizes for "Learn to Learn"

- ✓ **Structural Aids:** Mean effect size is **0.58**. These are strategies that show the **structure** of what is being learned. Mind map effect sizes range up to **1.20**.
- ✓ **Study skills:** at **0.77** (subject-specific).
- ✓ **Memory:** effects range from **0.72** to **1.41** for WM and the mnemonics effect = **1.62**.

Hattie Biggs and Purdie (1996) "Effects of Learning Skills Interventions on Student Learning: A Meta-Analysis." Review of Educational Research Summer 1996 Vol. 66, No 2, 99-136

## Teach a Simple Memory Peg System to Your Students

- ◆ This reduces the other related tasks
- ◆ It builds student confidence
- ◆ Use 10 items for K-2 and 20 items for 3-12 students
- ◆ It can be transferred to multiple subject areas

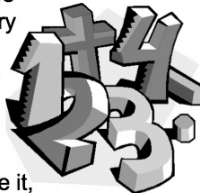


## How Can I Create a Simple Subject Specific Learning or Study Guide?

- Keep it to 5-8 steps
- Simple is good
- Start with your own favorite study ideas or an online example and modify
- Do this by grade level or subject area in teams and collaborate for success
- Post it up in class and refer to it often

## MATH PROBLEM-SOLVING

1. **Begin with an Attitude** "I can do this!"
2. **Determine Problem Type** picture it or turn it into a story
3. **Select a Strategy** articulate it/draw it out, then predict likely outcome
4. **Try Out Your Strategy**
5. **Check Your Work** use calculator, reverse solve it, ensure it answers the question, check with your prediction and ask if it makes sense
6. **Decision...**if not correct, redo steps 2,3 & 4
7. **Celebrate and Affirm** success, notice and affirm your strategy, effort or attitude



## My Thoughts/Ideas/Action Steps

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## Classroom Rituals

# 21

Positive rituals can automate daily needs and instill positive learning habits

## What Makes for Highly Effective Classroom Rituals?



Rituals Allow You to "Press Play"

- They solve a recurring problem (or students won't see the relevancy)
- They include and engage everyone (or you'll lose the participation)
- They are simple, and easy to do (students must be able to automate it)
- They are predictable (the students should be ready for it every time)
- It ends up in a positive emotional state (or students will lose the emotional reward)



### Criteria..... Procedures vs. Rituals

• solves problems	YES	YES
• engages all students	NOT AT ONCE	YES
• simple to do	SOMETIMES	YES
• ends in + state	RANDOMLY	YES
• 100% predictable	SOMEWHAT	YES
• builds community	NO	YES

### Examples of Rituals

To get a class's attention, you clap 3X. In response the class claps 3X and sends you a big positive "whoosh" of energy.  
OR...

To start up class, you say,  
"If you made it here on time,  
raise your hand and say,  
'Yes!' Now turn to your neighbor  
and say 'Happy Monday—it is  
a great day to learn!'"

### My Thoughts/Ideas/Action Steps

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## Role Models

# 22

Students work harder when their own role models also work harder



Tyler James Williams played the title character of the Chris Rock-inspired sitcom *Everybody Hates Chris*. At age 14, he became the youngest person to win an NAACP Image Award.

### Teens That Rock!



Christian Ralph, Darrin Cottrell, and Sunni James are students of the Young Black Scholars (YBS) program.

They came in 1<sup>st</sup>! in the 100 Black Men of America's National African American Challenge Bowl Competition held in SF.

### Use YouTube Interviews and Movie Clips of Role Models

"You can't be afraid to fail. It's the only way you succeed – you're not gonna succeed all the time, and I know that. My father wasn't around when I was a kid, and I used to always say, 'Why me? Why don't I have a father? Why isn't he around? Why did he leave my mother?' But as I got older I looked deeper and thought, 'I don't know what my father was going through, but if he was around all the time, would I be who I am today?' I'm going to use all my tools, my God-given ability, and make the best life I can with it." \_\_\_\_\_?

My Thoughts/Ideas/Action Steps

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## Affirmations

# 23

These can confirm to your students that they are on the right track

- I act as if I could do it...then I go do it
- My life is biased in my favor
- This is it! I will never get another day like this!
- It's not what happens, it's what I do about it
- My success is absolutely assured
- The difference between ordinary and extraordinary is that little extra I do
- If I can dream it, I can do it

## How to Use Affirmations

When you greet students as they enter your class:

*"So good to see you and I love your smile; it inspires me!"*

When a student does something in class, use affirmations:

*"Hey, thanks for that. You are getting good at helping others."*

My Thoughts/Ideas/Action Steps

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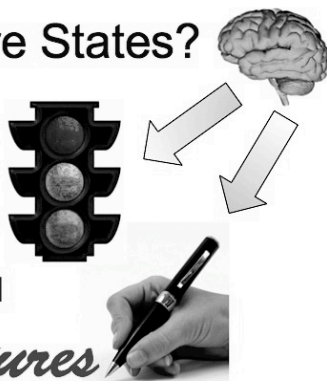
## Sustained Metabolic States

# 24

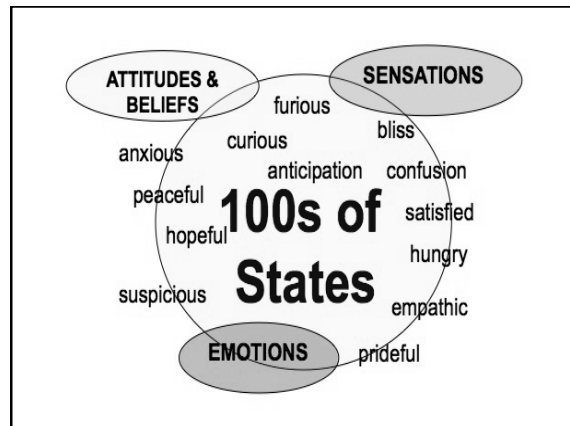
The #1 Determiner of What We Do is...  
***How We Feel!***



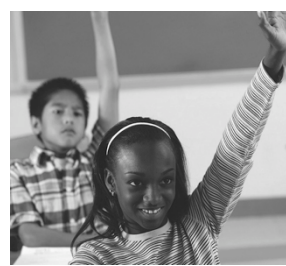
## What are States?



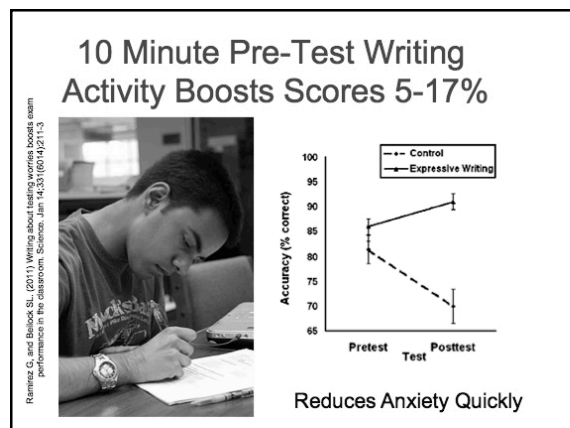
- 1. Electrical Signals**
- 2. Chemical Signatures**



## Why are States So Critical?



Complex Learning Requires Background Knowledge, Working Memory, Processing Skills, Long-term Retrieval and Risk-Taking. These all Require Positive Learning States.



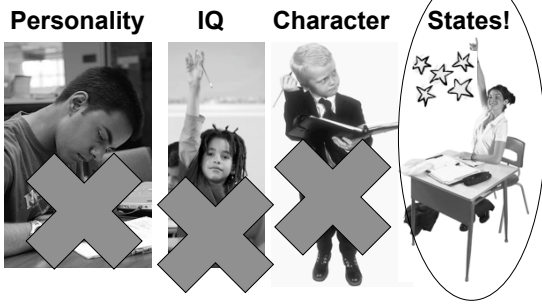
## States

- States usually last for s\_\_\_\_\_ or minutes, moods last for hours or days.
- We experience 1\_\_\_\_\_ of states every day.
- More states i\_\_\_\_\_ learning than help it.

## Qualities of States

- States usually “run a c\_\_\_\_\_” and one state will often lead to another state.
- States are self-\_\_\_\_\_; the longer you’re in a state, the more comfortable it becomes.
- You may need to “stair-step” s\_\_\_\_\_ to get to the ones you want.

## Focus on Where You Have the Greatest Influence Right Now



7. There is no such thing as unmotivated \_\_\_\_\_, only learners in \_\_\_\_\_ states.
8. More states are \_\_\_\_\_ to learning than are supportive.
9. If you don't like the state you are seeing, then choose to c\_\_\_\_\_ i\_\_\_\_\_.
10. Where do you have the quickest influence?  
A) character    B) personality  
C) IQ          OR    D) states?

## My Thoughts/Ideas/Action Steps

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## 10 Ways to Foster Better States in My Students

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## 19-24 Effort & Engagement Builders

19. **Competition** (for fun, effort and status)
20. **Learning tools** (some students may feel stupid but simply need to know *how to learn better*)
21. **Classroom rituals** (that get attention, affirm and build better habits)
22. **Role Models** (role model the behaviors you want and show students fresh role models)
23. **Affirmations** (focus on the good and you get more of the good)
24. **Sustained metabolic states** (keep up blood flow, energy and the good brain chemicals)

## From the Last 6 Ideas, Which Do I Like the Most and Why?

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The Most Important State of All is...



*Your own state! Students respond to it constantly.*

## Your Own State

Movement	Plan lessons well
Relaxation	Music you like
TYM	More engagement
Exercise	Good nutrition
New Professional Development skills	
Hydration	Enough sleep
Yoga	Snacks/munchies
Dress right (with good fitting shoes!)	

## CONSISTENT ENGAGEMENT



Let's brainstorm!

# Strategies

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Relationship  
Cultural Responsive  
Appreciative Inquiry  
Foster Competence  
Self-Regulation  
Gutsy Goals  
Boost Grit  
Emotional Punct.  
Attribution tools  
Competition  
Classroom rituals  
Affirmations

Feeling of Control  
Challenge level  
Feedback  
Make it Safe to Fail  
Build Hope/Optimism  
Foster Student Voice  
Interdependency  
Learn with Hands  
Sense of Belonging  
Learning Tools  
Role Models  
Sustained States

## ✓ Review & Commit

*Go back to earlier boxes you have the change (teaches or systems) you are most willing to begin using to help more students graduate:*

1) \_\_\_\_\_ ☒

2) \_\_\_\_\_ ☒