Increasing Teacher Use of Instructional Techniques: Classroom Engagement

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Overview

• Current Status
• What is Engagement?
• School/District Systems for Support
• School/Classroom Systems for Support
• Review
Think About?

• Where are you in implementation?

• What supports do you need?

• What can you do to build “momentum”..
  – This week?
  – This month?
  – This year?
Problem

• Poor Engagement Impacts School Success
  – Poor attendance
  – Low academic achievement
  – Conflicts with peers and adults
  – Disruptive behavior
  – Mental Health Issues
  – Failing Grades
  – High dropout rates
  – School Suspension
Consider This…

Education for students with behavioral problems must ensure student academic growth toward graduation or postsecondary education, and limit problem behavior that can disrupt student progress (Trout et al., 2003).
A Peek into High School Classrooms

- 74% of teacher time was coded as “non-teaching”
- Teacher Feedback
  - Positive 0.16 per hour
  - Corrective 0.16 per hour
  - Negative 0.44 per hour
- Opportunities to Respond
  - Group 2.5 per hour
  - Individual 0.4 per hour
- Student Engagement
  - Active 18%
  - Passive 12%
  - Off Task 14%
  - Down Time 57%
Current Status

• Educators cannot “make” students learn or behave
• Educators can create environments to increase the likelihood students learn and behave
• Environments that increase the likelihood are guided by a core curriculum and implemented with consistency and fidelity
The Good News

Research reviews continue to indicate that effective responses to significant behavioral challenges in school include:

• Social Skills Training
• Academic Restructuring
• Behavioral Interventions

= instructional strategies - “teaching”
Intensive, Individual Interventions
• Individual Students
• Assessment-based
• High Intensity

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All students
• Preventive, proactive

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions
• Individual Students
• Assessment-based
• Intense, durable procedures

Targeted Group Interventions
• Some students (at-risk)
• High efficiency
• Rapid response

Universal Interventions
• All settings, all students
• Preventive, proactive
Positive Behavior Support

Supporting Staff Behavior

Supporting Student Behavior

Social Competence & Academic Achievement

Supporting Decision Making

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting Student Behavior
What is Engagement? (Education perspective)

• Engagement – attention, curiosity, interest, optimism, and passion shown when learning or being taught
• Motivation and Affect
• Affect – crucial element to learning
• No one means of engagement will be optimal for all learners in all contexts
• Providing multiple options for engagement is essential. (Think UDL)

How can we use this knowledge for our benefit?
Multiple Means of Engagement
(CAST, 2011)

### III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest
   - Options that increase individual choice and autonomy
   - Options that enhance relevance, value, and authenticity
   - Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence
   - Options that heighten salience of goals and objectives
   - Options that vary levels of challenge and support
   - Options that foster collaboration and communication
   - Options that increase mastery-oriented feedback

9. Provide options for self-regulation
   - Options that guide personal goal-setting and expectations
   - Options that scaffold coping skills and strategies
   - Options that develop self-assessment and reflection
What is Engagement? (Behavior perspective)

• Engagement is not a fixed attribute, but rather an alterable state of being
• Engagement is highly influenced by
  – home, school, and peers
  – influences can serve as inhibitors or facilitators.

How can we use this knowledge for our benefit?
Engagement vs. Active Engagement

• Definitions of engagement:
  – Passive
    • Watching teacher
    • Listening to a movie
    • Sitting in assigned area
    • Basically anything but being asleep😊
  – Active
    • Taking notes
    • Answering questions
    • Writing down interesting facts
    • Working with a partner
District/School Level Engagement Tool

CHECK AND CONNECT
Check & Connect

• Developed for high-risk urban students at the secondary level (Anderson, Christenson, Sinclair, Lehr, 2004; Evelo, Sinclair, Hurley, Christenson, Thurlow, 1996)

• Utilizes a monitoring system with two components
  – Check
    – Systematically assess the extent to which students are engaged in school.
  – Connect
    – Respond on a regular basis to students’ educational needs according to their type and level of risk for disengagement from school.

• Establish an adult mentor at school to enhance school engagement
Background

• Work began in 1990 through a 5 year grant funded through OSEP
• Develop and implement intervention for reducing dropout among students with disabilities
• University-based & School-based Partnership
  – Minneapolis Public School District Personnel
  – 2 cohorts of students over 2 years
• Recently (2012) Used with the CARS Project in Missouri
Background

- Leaving school prior to graduation is not an instantaneous event
- Solving dropout requires a multifaceted effort of home, school, community and youth
- Students must be empowered to take control of their own behavior
- Schools must be designed to reach out to families in partnership with the community
Background

- Work conducted in urban and suburban districts
- Among general education and special education students
- Elementary, middle and high school settings
- With more than 3,200 students and over 100 schools
Background

- Met the evidence-based standards of the Department of Education’s What Works Clearinghouse
- Reduced
  - Absences
  - Tardiness to school/class
  - Behavior referrals
  - Dropout
Background

• Increased
  – Credit Accrual
  – Retention rates
  – Graduation rates

• Perceived increase in parent participation
What is Check & Connect?

Four components =
1. A **mentor** who works with students and families for a minimum of 2 years,
2. Regular **“checks”** using school data
3. Timely and individualized intervention - **“connect”**
4. Engagement with **families**
What is Check & Connect?

• Descriptive Characteristics
  – Targeted (tier 2) or intensive (tier 3) intervention
  – A structured mentoring intervention
  – Empirically supported
  – Clearly delineated elements
What is Check & Connect?

• Core Elements (fundamental principles)
  – Relationships
    • Focus on alterable variables
    • Personalized, data-based intervention
    • Long-term commitment
    • Participation in and affiliation with school
  – Problem solving & capacity building
  – Persistence-Plus
Student Engagement

- Engagement is not a fixed attribute, but rather an alterable state of being
- Engagement is highly influenced by
  - home, school, and peers
  - influences can serve as inhibitors or facilitators.

*Role of mentor is designed to work as broker of services for promoting & facilitating student engagement
What is The role of the Mentor?
# Check & Connect Monitoring Sheet

**Month**

**Student**

**ID**

**School**

**Mentor**

## CHECK

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**Risk Indicator**

- Tardy: $\geq 5$
- Skip: $\geq 3$
- Absent: $\geq 4$
- Behavior referral: $\geq 4$
- Detention: $\geq 2$
- In-school suspension: $\geq 2$
- Out-of-school suspension: $\geq 2$

**CONNECT**

**BASIC**

- Shared general information
- Provided regular feedback
- Discussed staying in school
- Problem-solved about risk

**INTENSIVE**

- Arranged for alternative to suspension
- Contracted for behavior or grades
- Communicated with parents
- Made special accommodations
- Participated in community service
- Participated in social skills group
- Worked with tutor or mentor

**High risk for month**

- risk indicator: $\geq 1$ F and/or $\geq 2$ D's per grading period
- earning: $<80\%$ of possible credits per grading period
Example: MENTOR MONITORING SHEET

<table>
<thead>
<tr>
<th>CHECK</th>
<th>DATE</th>
<th>Risk Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tardy</td>
<td></td>
<td>≥ 5</td>
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<tr>
<td>Absent</td>
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<td>Office referral</td>
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<tr>
<td>Time-out</td>
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<td>≥ 4</td>
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<tr>
<td>Out-of-school suspension</td>
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<td>≥ 1</td>
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</table>

**Concerns:**

**CONNECT BASIC**
- Shared general information
- Provided regular feedback
- Discuss importance of school
- Problem-solved about risk

**INTENSIVE**
- Behavior contract
- Communicated with parents
- Participate in social skills group
- Worked with tutor
- Other_____________________

When Risk Indicator Is met, choose an intensive intervention.
Check & Connect Mentor

• Attitude, Philosophy, Traits
  – Willingness to be a mentor
  – Non-judgmental toward others
  – Believes all students
    • have strengths and can learn
    • can make progress in school and change their level of engagement
    • can develop academic and behavioral competencies
    • can be taught to use problem solving skills
Check & Connect Mentor

• “Check” aspect
• Systematic monitoring of warning signs for withdrawal
• Focus on data that is readily available
• Emphasis on alterable indicators – those that can be addressed through intervention
Check & Connect Mentor

- “Connect” aspect
- Creating a person-environment fit
- Support that is tailored to individual student needs, based on
  - Level of engagement with school
  - Associated influences of home and school
  - Leveraging of local resources
Check & Connect Mentor

• Teaches self-management skills
  – Problem solving & capacity building
  – Promotes the acquisition of skills to resolve conflicts constructively
  – Encourages search for solutions vs. blame
  – Fosters productive coping skills
Check & Connect Mentor

• Problem Solving Strategy
  – Step 1: Stop! Think about the problem.
  – Step 2: What are some choices?
  – Step 3: Choose one.
  – Step 4: Do it.
  – Step 5: How did it work out?

(August, Anderson, & Bloomquist, 1992)
Check & Connect Mentor

Basic Intervention:
• All students in the program receive
  – Regular meeting with mentor
  – Focused conversation on importance of staying in school
  – Support for problem solving
  – Serves as basis for identifying which students need more intensive support
Check & Connect Mentor

Intensive Intervention

• Students with increased signs of disengagement
  – Determined by systematic monitoring of data and the relationship between student and mentor
Check & Connect Mentor

• *Not* part of the Mentor’s role…
  – Therapist
  – Counselor
  – Disciplinarian
  – Teaching assistant
  – Social worker

• Not necessarily a licensed professional, but may help connect families with professionals or resources they are unable to provide
School/Classroom Level Engagement Tools

OPPORTUNITIES TO RESPOND
Response Cards
Response Cards

• White boards, technology, or pre-printed cards where students answer questions
  Haydon, Borders, Embury, & Clarke, 2009)
  – Most data on Secondary Students (n=96)
  – But no data on specifically students with EBD or ADHD
  – 18 Studies found outcomes of:
    • Higher test and quiz achievement
    • Increased academic Participation
    • Less off-task behaviors
Implementation

• Model several question and answer trials and give students practice on how to use response cards.

• Maintain a lively pace throughout the lesson; keep intervals between trials short.

---Rapid Response!

• Give clear cues when students are to hold up and put down their cards.

• Students can learn from watching others; do not let them think it is cheating to look at classmates’ cards.
Preprinted Response Cards

• For preprinted response cards:
  – design cards to be easy to see
  – make cards easy for student to manipulate and display
  – begin instruction on new content with a small set of fact/concept cards, gradually adding additional cards as students’ skills improve.
\begin{align*}
2x + 3y &= 7y \\
3x + 2y - 3y &= 7y - 3y \\
3x &= 4y \\
\therefore x &= \frac{4}{3}y
\end{align*}
There’s an app for that… and it’s free!

Multiple Choice
Ask a MC question, display results.

True/False
Ask a T/F question, display results.

Short Answer
Open-ended question, display responses.

Start Quiz
Run a pre-made quiz.

Exit Ticket
Get an end-of-class pulse-check.

Space Race
Run a quiz as game.
Socrative

- Doesn’t need to be full class
- Station
- Check-In Time
- Transition
- Check Out
- Independent Work Check
Response Cards: Poll Everywhere

- Immediate Interaction and Responses
- Can be embedded within PowerPoint
- Requires internet access
  - iPads, Tablets, Laptops, Computer Lab, (mobile phones) etc.
- Can be multiple choice or open ended
- Can delete inappropriate comments 😊
Response Cards: Plickers

- High Tech Response Cards
  - Uses QR codes for responses.
  - Students turn the QR code to report their answer.
  - Teacher can scan room with iPad to record responses and gives feedback for individual students.

- Benefits:
  - Only requires one device. Can be used multiple times.
My Favorite Free Response Card Site

- Datadeb.wordpress.com
- Downloadable Templates!
CLASSWIDE PEER TUTORING
Benefits

• Tutors gain a deeper understanding of the material by having to teach it
• Learning strategies may generalize to other academic tasks
• Tutors may experience increased sense of responsibility and concern
• Tutors may experience enhanced self-esteem and self-confidence
• Tutoring may promote prosocial behaviors among students.
Implementation

- Review and introduction of new materials to be learned
- Unit content materials to be tutored
- New partners each week
- Partner pairing strategies
- Reciprocal roles in each session
- Teams competing for the highest team point total
- Contingent individual tutee points for correct responses
- Tutors providing immediate error correction
- Public posting of individual and team scores
- Social reward for the winning team
CWPT

• Entire classroom participates in tutoring dyads.
  – Effective academic growth for EBD students (Ryan et al., 2004)
  – Minimal research with High School Students (Bell, Young, Blair, & Nelson, 1990)
Guided Notes
Benefits

• Improved retention of course content
• Active responding and interaction with lesson content by students
• Allows students to self-monitor their understanding of material by highlighting the key concepts, facts, and relationships. As a result, students are more likely to ask the teacher for clarification of key points
• A standard set of accurate notes for later study is the end result
• Better lessons are prepared with consideration for students‘ comprehension
• Help teachers stay on task with the lesson
Guided Notes

- Teacher handouts that are designed to assist a student through lecture by using standard cues, providing space for writing facts, concepts or relationships (Heward, 1996)
  - Considered EBP for addressing classroom management (Simonson, Fairbanks, Briesch, Meyers, & Sugai, 2008)
  - One study demonstrating effectiveness at the secondary level for 16 students with mild disabilities.
    - Students outperformed others with guided notes
    - Enjoyed the intervention
Purpose of the Strategy

• Note taking serves two functions: process and product functions.

• The process functions allows the student to take notes while still participating in class discussion while the product function allows the student to have a permanent product to study in the future.

• Students are required to record at least 62% of the critical concepts presented by lectures. By taking accurate notes and having that product to study it will allow for more success by all students. More success is linked to higher self-esteem and continued success later in life. (Lazarus, B. D., 1991)
Example:

How to Use Guided Notes:

**Description:** The student is given a copy of notes ____________ content from a class lecture or assigned reading. Blanks are inserted in the notes where ________________ should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to ________________ the guided notes.

**Purpose:** Guided notes promote active ________________ during lecture or independent reading, provide full and __________ notes for use as a study guide, and help students to identify the most ________________ information covered (Heward, 2001).

**Materials:** Guided notes

**Preparation:** The instructor identifies the lecture content or ________________ that will be covered in the guided notes.
Description:

- The student is given a copy of notes **summarizing** content from a class lecture or assigned reading. Blanks are inserted in the notes where **key facts or concepts** should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to **complete** the guided notes.
Purpose:

• Guided notes promote active engagement during lecture or independent reading, provide full and accurate notes for use as a study guide, and help students to identify the most important information covered (Heward, 2001).
Preparation:

• The instructor identifies the lecture content or **assigned reading** that will be covered in the guided notes.
How to Use Guided Notes:

**Description:** The student is given a copy of notes content from a class lecture or assigned reading. Blanks are inserted in the notes where should appear. As information is covered during lecture or in a reading assignment, the student writes missing content into blanks to the guided notes.

**Purpose:** Guided notes promote active during lecture or independent reading, provide full and notes for use as a study guide, and help students to identify the most information covered (Heward, 2001).

**Materials:** Guided notes

**Preparation:** The instructor identifies the lecture content or that will be covered in the guided notes.
CHORAL RESPONSE
Most Frequently used OTR

• Basic Response
  – Rate
  – Student Understanding
Modified Choral Response: WHIP AROUND

• WHIP AROUND!
• Students stand up in an order and recite a fact, noticing, or question from content learned.
  – Example:
    • Stand and quickly recite a fact, noticing, or question that you have from the presentation or that you want answered during the presentation, then sit down.
      – Great to use during/after lecture
      – Use after presenter or video demonstration
      – Use for homework understanding
      – Use after partner assignment
  • Behavioral Expectations:
    – Order of whip
    – Amount of time to recite
    – Can students repeat information?
Pop Up

• Works for all Types of Students

Very similar to the Whip but doesn’t require pre-determined order or for every student to participate.
Incorporating Choice

Think about an academic task in your classroom...

What specific ways are students given choice related to your classroom/school?

Talk about it…
Choice Feasibility

• Top Selected Intervention in Missouri by Teachers

• Found to be:
  – Feasible
  – Cost Effective
  – Appropriate
  – Easily Implemented

(CARS, 2012; State, Harrison, Kern, & Lewis, 2016)
Spinners

• Great for incorporating choice….  
  – Think of choices you are okay with that all will lead the the outcome that you need for performance.

• Examples:
  – Classroom spinners
  – Individual Spinners
Incorporating Choice

The illusion...

...of free choice.
OTHER EFFECTIVE CLASSROOM STRATEGIES
Ownership Rule

• Ownership for Connections (low tech)
  – We incorporated target “epiphanies” for individuals
  – Helps whole class connect to rule, and then allows for individual name, paired with principle.
  – Scaffolding Knowledge
  – Commonly used in Math and Language
Good Note Taking

• Dots on Key Points (low tech)
  – Look through your notes up to this point.
  – Put a “dot” by one thing new that you have learned or something you will take away.
Pre-selection of Performance

• Great for Escape or Attention Motivated Kiddos
  – The eye contact avoiders!
  – Or the “Me, Me, Me” kiddo that doesn’t have the answer.

• Excellent way to teach behaviors and practice.
Motor Mouth: Directions

1. You will work in partners. One of you will be partner A. One of you will be partner B. Go ahead and make that choice now.

2. Partner B: Stand so your BACK is to the screen. Partner A: Stand so you are facing Partner B. (You are looking at Partner B’s face.)

3. When I say begin, I will put on a slide. The slide has a list of words we’ve been talking about. Partner A, your job is to say everything you can about the word (EXCEPT THE WORD ITSELF) to get Partner B to guess the word. When your partner has identified all of the words, raise your hands.

1. Then we’ll switch. Partner A will stand with your back to the screen. Partner B will give you clues to guess the word.
Get Ready!!!
Partner One

- Plickers
- Response Cards
- Check and Connect
- Motor Mouth
- Choice
SWITCH!
Partner Two

• Whip Around
• Dots on Key Points
• Pop Up
• Spinners
• Guided Notes
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