Accessing the Student Voice: Strategies for Maximizing Student Engagement

2018 NEPBIS Annual Conference
Presented by: Erin Crosby, MA, BCBA
Jacquelyn DuBois, Ph.D., NCSP

EASTCONN Psychological & Behavioral Consultation Services
10 Commerce Drive, Columbia, CT 06237 / www.eastconn.org/pbc

Today’s Agenda

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>10 min</td>
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<tr>
<td>Effective Professional Development: An Introduction</td>
<td>10 min</td>
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<tr>
<td>• Presenters will provide a brief overview of effective professional development, which will be modeled throughout the session</td>
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<tr>
<td>What is Engagement?</td>
<td>20 min</td>
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<tr>
<td>• Presenters will provide an introduction to 3 types of engagement</td>
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<tr>
<td>Choose Your Own Adventure: Strategy to Promote Engagement</td>
<td>30 min</td>
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<tr>
<td>• Attendees will vote on a strategy of interest</td>
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<tr>
<td>• Presenters will provide additional training/model effective professional development for the chosen strategy</td>
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<tr>
<td>Wrap-Up and Action Planning</td>
<td>5 min</td>
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<tr>
<td>• Who? Will do What? By When?</td>
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Learning Objectives:
Accessing the Student Voice: Strategies for Maximizing Student Engagement

1. Build fluency through review of three types of engagement
2. Gain knowledge and understanding of strategies for increasing engagement in an area of interest
3. Learn process for providing professional development to teaching staff for learning and using engagement strategies
TRAINING EXPECTATIONS:

**RESPECT...**

**SELF**
- Self-monitor (Are you participating? Engaged as a learner? Talking during allotted times?)
- Stretch, break, stand as needed

**OTHERS**
- Cell phones (inaudible)
- Work as a team: Room for every voice, reinforce participation

**ENVIRONMENT**
- Handle materials with care
- Maintain neat working area

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**Fist to Five**

- 1: I completely understand
- 2: I mostly understand
- 3: I understand pretty well
- 4: I could use more practice
- 5: I need help
- 6: I don't understand at all

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**Response Cards**

A B C D

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Response Cards

Response国际贸易

Response国际贸易

Response国际贸易

Think Pair Share

Think: 1 minute to think about question independently
Pair: 1 minute to talk about question & your answer with a partner
Share: Share with whole group

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### Training Outcomes Related to Training Components

<table>
<thead>
<tr>
<th>Training Components</th>
<th>Knowledge of Content</th>
<th>Skill Implementation</th>
<th>Classroom Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation/Lecture</td>
<td>10%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Demonstration</td>
<td>30%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>Plus Practice</td>
<td>60%</td>
<td>60%</td>
<td>5%</td>
</tr>
<tr>
<td>Plus Coaching/Admin Support Data Feedback</td>
<td>95%</td>
<td>95%</td>
<td>95%</td>
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</table>

Joyce & Showers, 2002

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### Direct Training

#### Implementation Planning

“Increasing the implementer’s confidence in delivering the intervention by teaching her or him foundational intervention implementation knowledge and skills” (Sanetti et al., 2014, p.28)
Direct Training

Didactic on Intervention Steps

• Break down the intervention into concrete, teachable steps.
• Ask open-ended questions.
• Provide a written copy to reference.

Direct Training

Demonstration

• Act out and describe steps as you do them.
• Highlight adherence and quality.

Practice & Feedback

• Have individual try new skills and ask questions that arise with will actual implementation.
• Start with guided practice, providing supportive guidance as needed (e.g., prompts, hints). Give specific feedback. Repeat if necessary.
• Use independent practice. Give specific feedback. Repeat if necessary.

For large groups, have participants role play in pairs, and circulate to provide support and feedback. Ask for volunteers to practice in front of the group.
Implementation Planning

“Prepare implementer to deliver all of the steps of the intervention...” (Sanetti et al., 2014, p.39)

Implementation Planning

Action Planning
Plan out the steps needed to successfully implement the intervention
• Who is responsible for what parts of the intervention?
• When and where will it be implemented? How often?
• What is the timeline for getting started?

Coping Planning
Problem-solve potential future pitfalls in advance
• Identify resources needed

Direct Training

Implementation Planning

Look for examples demonstrated throughout our presentation!
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What is your definition of “engagement?”

What does the engaged student look like?
What were some of your examples of engagement?
What were some of your non-examples of engagement?

What is Engagement?

- Research indicates multiple definitions & models for conceptualizing engagement
- Multi-dimensional construct including behavioral, cognitive, and affective components
- Regardless of how it is defined, engagement is associated positively with desired academic, social, and emotional learning outcomes

(Christenson, Reschly, & Wylie, 2013)
3 Types of Engagement

- **Affective**
  - "I belong"
  - Belonging, identification with school, social connections with peers and adults
  
  (Mahatmya, Lohman, Matjasko, & Feldman Farb, 2012)

- **Cognitive**
  - "I want to"
  - Motivation, willingness to exert effort necessary to master skills

- **Behavioral**
  - "I can"
  - Attendance, participation, preparation, appropriate behavior

Behavioral Engagement

"I can!"

- Sets the foundation for success by behaviors that make student available for learning.
  - Attendance
  - Study behaviors
  - Participation in class discussions
  - Appropriate behavior

Cognitive Engagement

"I want to!"

- Student is actively involved with material and motivated to learn
  - Attention to task
  - Task mastery
  - Motivation to master challenging tasks
Affective Engagement

“I belong!”

• Warm, caring, supportive relationships with teachers and peers.
  - Positive interactions
  - Feeling of community
  - Connectedness to classroom and school

Affective
“I belong”

Academic Success!

Question!

Review your group’s definition of engagement from the Think-Pair-Share Activity. Of the 3 types of engagement we just discussed, which aligns best with your original definition?

A. Behavioral Engagement
B. Cognitive Engagement
C. Affective Engagement
D. A Combination of the of Behavioral, Cognitive, and/or Affective Engagement
**Why does Engagement Matter?**

1. Engagement behaviors are essential to learning.
2. Engagement behaviors have predictable trajectories over time.
3. Remaining engaged (i.e., persistence) is itself an important outcome of schooling.
4. Engagement behaviors are responsive to teachers’ and schools’ practices, allowing for the possibility of improving achievement for struggling students.

(Finn & Zimmer, 2012, p. 99)

“Student engagement is the cornerstone of our most promising dropout prevention and intervention efforts” (Christiansen et al., 2008)

Let’s Recap!

Engagement is... a multidimensional construct comprised of...

- Behavioral Engagement
- Cognitive Engagement
- Affective Engagement
- “I can!”
- “I want to!”
- “I belong!”

Academic Success!
What is your role in addressing engagement in your school building?

A. Evaluating the classroom context
B. Supporting teachers in implementing engagement strategies
C. Using Active engagement strategies in your work with students
D. A Combination of the above

Other?

Introduction to Engagement

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Choose Your Own Adventure
Take out your cellular device to place your vote!

Let's Vote!

Expectations & Routines
Active Supervision
Classroom Structure
Opportunities to Respond
Maximize Effectiveness of Reinforcers
Group Contingencies

Behavioral "I can"
Cognitive "I want to"
Affective "I belong"

Praise
Error Correction
Cooperative Learning

Which strategy would you like to see presented?

Behavioral Engagement - Classroom Structure
Cognitive Engagement - Opportunities to Respond
Affective Engagement - Praise
During presentation, attendees will be provided a link to slides relating to their chosen strategy.