

Northern Suburban Special Education District

## Student Engagement Strategies for all Learners

Lynn Clarke  
 Kristen Kinsey  
 Kimberly Grzymala  
 NSSED Instructional Coaches, ELS Program

---

---

---

---

---

---

---

---

## Agenda

- Introduction
- Our Goal - Increasing Student Engagement
- Basic 5 - Safe and Civil Schools
  - Best practice in classroom management and student engagement
  - Adaptations for students with special needs
  - ELS Data
  - Example Interventions
  - Intervention Application - Be prepared to be engaged!

---

---

---

---

---

---

---

---

## Today's Learning Objectives

### Alignment to Expectations: Application

- I can identify ways to track student engagement in the classroom
- I can name multiple engagement strategies that I plan to use or share with others to increase student engagement
- I can actively participate in techniques demonstrated by the workshop facilitators.

---

---

---

---

---

---

---

---

Our Goal



---

---

---

---

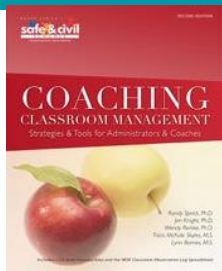
---

---

---

---

Research



---

---

---

---

---

---

---

---

Basic 5 Benchmarks



Alignment to Expectations
Time on Task
Opportunities to Respond
Ratio of Interactions
Disruptions

---

---

---

---

---

---

---

---

## Basic 5 as a coaching tool: ELS process

- Step 1:** Coach observe group lesson and track data
- Step 2:** Coach and Educator meet to review the data, discuss 5 areas and determine goal
- Step 3:** Coach and Educator brainstorm interventions for goal
- Step 4:** Educator tries out interventions: coach check in: modeling, material creation, etc.
- Step 5:** Post Intervention data and discussion of next steps

---

---

---

---

---

---

---

---

## Tracking Data: ELS Process/ Adaptations

- Expectations
- Non-academic responses
- Student specific information
- Assessment information




---

---

---

---

---

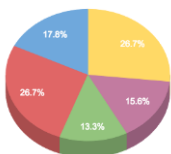
---

---

---

## ELS Data Summary: Chosen Area to Target

Total # Certified staff: 45



% improvement in target data after intervention	# of classes	Average % change
12 ALIGNMENT TO EXPECTATIONS	100	182
7 ON TASK BEHAVIOR	83	7.5
6 OPPORTUNITIES TO RESPOND	100	52
12 RATIO OF INTERACTIONS	100	248
8 DISRUPTIONS (decrease)	100	61

---

---

---

---

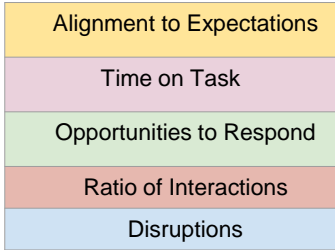
---

---

---

---

Basic 5 Benchmarks




---

---

---

---

---

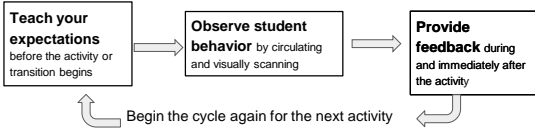
---

---

---

Alignment to Expectations: What does this mean? How is this tracked?

Student first Objectives: I can...  
 Daily Reality Rating Scale  
 Teaching expectations:




---

---

---

---

---

---

---

---

Alignment to Expectations: ELS Data



Behavioral expectations posted/reviewed  
 Learning Target/Objective posted/reviewed 'I can statements'  
 Behavioral expectations reviewed during lesson (if needed)  
 Feedback on behavioral expectations given at end of lesson  
 Learning Target/ Objective assessed at end

**Data.** Pre data had a range of 0-3 expectations observed. Post data had a range of 4-6.

**Teacher.** "Lesson had more purpose when considering clear objectives and it was easier to focus questioning"

---

---

---

---

---

---

---

---

Alignment to Expectations: Interventions



PJHS School Expectations



- Be Positive
- Be Accountable
- Be Responsible
- Be Respectful
- Be Optimistic
- Be Trustworthy
- Be Safe

<b>C</b>	No talking to another student	Talk quietly with partner and group	No talking to another student	No talking to another student
<b>H</b>	Raise your hand	Ask your partner/ group/ teacher your hand or an emergency	Raise your hand	Raise your hand if an emergency
<b>A</b>	Whole-Class Activity	Small Group/ Partner	Individual Work	Test
<b>M</b>	Do not get up without permission	Use supplies, use the bathroom, get a drink of water!	Use supplies, use the bathroom, get a drink of water!	Do not get up without permission
<b>P</b>	Leaders, answer, ask questions, and/or share	Take equity and listen to others in your group	Reading, writing, and learning	Eyes only on your own work

**SUCCESS!**

---

---

---

---

---

---

---

---

---

---

Alignment to Expectations: Intervention Application



Explicit Teaching of these: Teaching a class how to chorally respond




---

---

---

---

---

---

---

---

---

---

Basic 5 Benchmarks



Alignment to Expectations
Time on Task
Opportunities to Respond
Ratio of Interactions
Disruptions

---

---

---

---

---

---

---

---

---

---

Time on Task: What does this mean? How is this tracked?

Academic Achievement  
  
What is the goal in group instruction?



---

---

---

---

---

---

---

---

Time on Task: ELS Data

Tracked each student separately.  
  
Discussed what this looked like with teachers

**Data:** Pre data ranged from students being task 55-79% of the time to 62-90%

**Data:** Group improvement ranged from -2% to 19% increase overall

**Teacher:** "I could use the data to compare students and put in specific interventions for the students who were least engaged"

**Teacher:** Adding movement to my lesson really improved my on-task data"

---

---

---

---

---

---

---

---

Time on Task: Interventions

Motivating Content  
Anticipatory Set  
Hands on learning  
Movement breaks  
Multiple opportunities to respond  
Non-verbal prompts and reminders



---

---

---

---

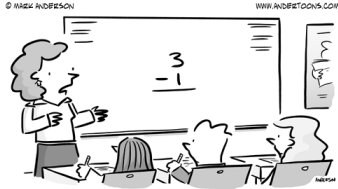
---

---

---

---

Time on Task: Intervention Application



"This week we've got an in-service, testing, an assembly, and class picture day. So if you want to know how to subtract, you should pay attention now."

---

---

---

---

---

---

---

---

Basic 5 Benchmarks



Alignment to Expectations
Time on Task
Opportunities to Respond
Ratio of Interactions
Disruptions

---

---

---

---

---

---

---

---

Opportunities to Respond: What does this mean? How is this tracked?



---

---

---

---

---

---

---

---

### Opportunities to Respond: ELS Data



Recorded student responses rather than questions posed  
 Academic and non-academic Responses  
 Each student's responses separately  
 Correct and incorrect responses  
 Group responses

**Data:** Pre-data ranged from 11-31 opportunities to respond in ten minutes. Post data ranged from 26-50

**Data:** The changes ranged from -11% to 138% (increase in responses)

**Teacher:** "Group responses changed my teaching."

**Teacher:** "Using communication boards helped me increase opps and do informal assessment throughout the lesson"

---

---

---

---

---

---

---

---

### Opportunities to Respond: Interventions



Choral responses  
Choral responses  
 Visuals  
 Response cards  
 Written responses  
 Systematic error correction




---

---

---

---

---

---

---

---

### Opportunities to Respond: Intervention Application



Increasing Correct Academic Responses

**New Material: 80% Accurate**  
**Review Material: 90% Accurate**




---

---

---

---

---

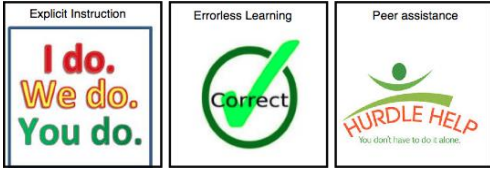
---

---

---



Opportunities to Respond: Application - Systematic Error Correction




---

---

---

---

---

---

---

---

Basic 5 Benchmarks

- Alignment to Expectations
- Time on Task
- Opportunities to Respond
- Ratio of Interactions
- Disruptions

---

---

---

---

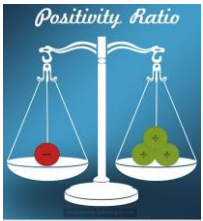
---

---

---

---

Ratio of Interactions: What does this mean? How is this tracked?



Source: Freshman, B. (2010). Positivity. Illustrated by GoStrengths.

---

---

---

---

---

---

---

---

Ratio of Interactions: ELS Data



Track interactions with teacher and each student

Individualized feedback: In line with BIP/PBSP

**Data:** Positive Specific Feedback went from a range of 1-13 to 5-22

**Data:** This change was up to 700% improvement



**Teacher:** "Once I practiced, I found it easy to say more than just 'Good job' and it is so much more meaningful"

**Teacher:** "I didn't realize how discrepant my feedback was across students".

---

---

---

---

---

---

---

---

Ratio of Interactions: Interventions



- Vary reinforcement
- Develop relationships
- Specific feedback to students and lesson
- Double up praise
- Acknowledge appropriate behavior with gestures



---

---

---

---

---

---

---

---

Ratio of Interactions: Intervention Application



Developing Relationships



---

---

---

---

---

---

---

---

### Basic 5 Benchmarks



Alignment to Expectations
Time on Task
Opportunities to Respond
Ratio of Interactions
Disruptions

---

---

---

---

---

---

---

---

### Disruptions: What does this mean? How is this tracked?




---

---

---

---

---

---

---

---

### Disruptions: ELS Data



Conversation with teacher to define disruptions.

**Data:** These ranged from 3-10 to 0-3 in post data

**Teacher:** Using checks for understanding and having students paraphrase their learning, allowed me to be clearer as a teacher and students stayed on task and focused.

**Teacher:** "The data showed me that my most disruptive student also was the one I gave less positive specific feedback to. I hope to change that!"

**Data:** Most interventions were classroom based, and all benefited.




---

---

---

---

---

---

---

---

**Disruptions:** Interventions  
Check for understanding - Application



Increasing opportunities to respond

I get it!  
I understand everything!

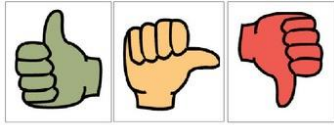
I kinda get it!  
I need a little help.

I don't get it.  
I need a lot of help.

High Ratio of Interactions

Check for understanding

Brain Breaks



I can tell you what I learned.

I still have a few questions.

I still have a lot of questions.

---

---

---

---

---

---

---

---

**Alignment to Expectations:** Application



Looks Like	Sounds Like
Stand up and walk to the center isle	No talking
Walk to the front of the room	Soft feet
Give space between people	

---

---

---

---

---

---

---

---

**Disruptions:** Brain Break - Application




---

---

---

---

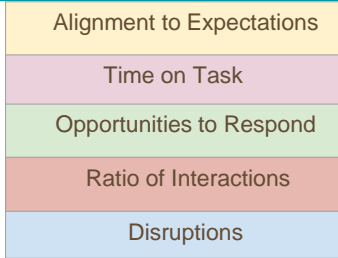
---

---

---

---

### Basic 5 Benchmarks



---

---

---

---

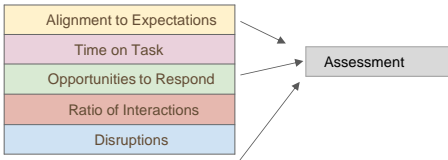
---

---

---

---

### Basic 5 Benchmarks - Next steps for ELS



---

---

---

---

---

---

---

---

### Today's Learning Objectives



#### Alignment to Expectations: Application

- I can identify ways to track student engagement in the classroom
- I can name multiple engagement strategies that I plan to use or share with others to increase student engagement
- I can actively participate in techniques demonstrated by the workshop facilitators.

---

---

---

---

---

---

---

---

Questions / Comments



Lynn - [lclarke@nssed.org](mailto:lclarke@nssed.org)  
Kristen - [kkinsey@nssed.org](mailto:kkinsey@nssed.org)



---

---

---

---

---

---

---