

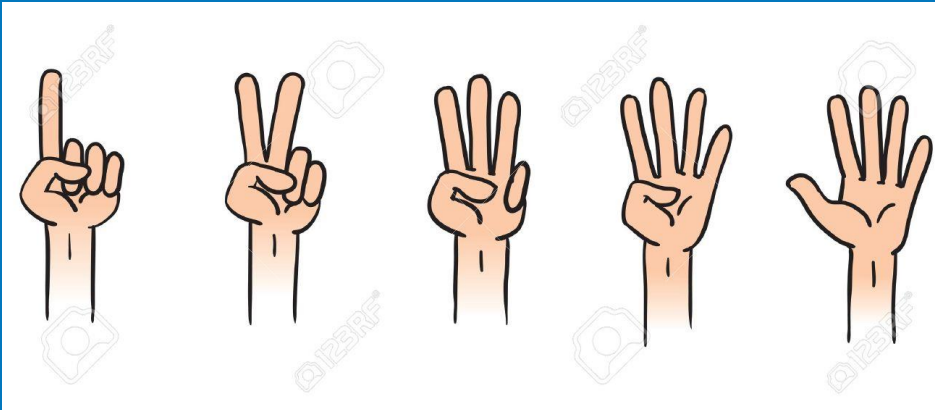
Engaging Hard to Reach Students Early in the Academic Pipeline

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- 1) Identify effective strategies for engaging hard to reach students in classroom settings
- 2) Identify personal perceptions of student engagement and how to engage.
- 3) Develop a plan for immediately implementing student engagement strategies.

How would you rate your day so far using 1-5? (5 = excellent to 1=not so great)

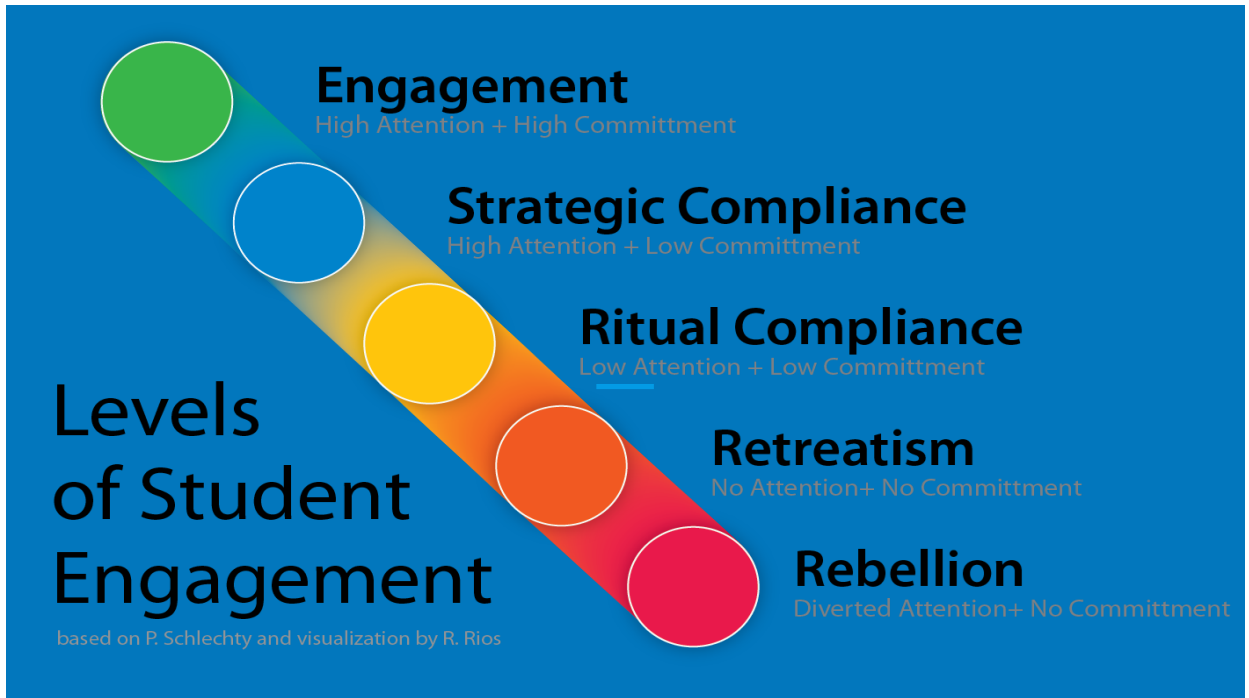


What do we know?

- Student engagement and student performance
- Process of disengagement can begin in elementary school
- Early disengagement can cause a downward spiral resulting in poor outcomes
- Connection between teachers' perceptions and engagement

(Schunk & Mullen, 2012; Hardre' and Sullivan, 2008; Finn, 1989)

ENGAGEMENT
Changes Everything



Five Levels of Student Engagement (Schlechty, 2002)

#1 - Authentic Engagement

(High attention, High commitment)

Students are immersed in work that has clear meaning and immediate value to them (i.e. reading a book on a topic of interest to them)

Five Levels of Student Engagement

#2 - Strategic Compliance

(High attention, Low commitment)

The work has little or no immediate meaning to students, but there are external rewards that keep them engaged (completing work so they can go play videogames when they get home)

Five Levels of Student Engagement

#3- Ritual Compliance

(Low attention, Low commitment)

Students see little or no meaning in the assigned work but expend effort merely to avoid negative consequences (not having to stay in during recess to complete work)

Five Levels of Student Engagement

#4 – Retreatism

(No attention, No commitment)

Students are disengaged from assigned work and make no attempt to comply, but are not disruptive to the learning of others. (i.e. dreamers, blank stare)

Five Levels of Student Engagement

#5 – Rebellion

(Diverted attention, No commitment)

Students refuse to do the assigned task, act disruptive, and attempt to substitute alternative activities. (i.e. falling out of chair, talking out, make sounds, jumping jacks)

Good News!



Engaged Classroom



4 Strategies for Engagement

1. What's Important to...?

Get to know what's important to your students and what matters to them. Keep a listing and refer to them frequently. This helps them to make connections to things that matter to them.

Ask students the following: *Think about 3 things that your mind thinks about a lot. Write or draw those things on a sheet of paper.*



Strategies for Engagement

2. High Energy Engagement

Create excitement prior to introducing the content through your verbal and nonverbal communication. When introducing the content, create movement to engage. Walk the room, move around, change pace. Create hand clapping patterns to content.

Assess the classroom: *What is the nonverbal communication being received back from students? How do I get the synchronized nonverbal communication?*



Strategies for Engagement

3. Create friendly competition within the classroom

Students love to engage in friendly competition. Consider using technology to encourage student engagement with content. One suggested tool is Kahoot.

<https://play.kahoot.it/#/k/6dae5517-f0ce-4d69-a9b7-e704eaa94828>



Strategies for Engagement

4. Do a Morning Student Check In

Ask students the following: *Provide a number between 1-5 about how your morning has been going so far. Raise the number high in the air. Speak privately later with students who were raised lower numbers just to let them know you saw their number and you are hoping to get them to a 5 by the end of the day.*



What
NOT
to Say

What
should I
say?

Difficult student

Unengaged Student

Doesn't want to learn

Not engaged with learning

Doesn't care about school

Is not finding connections
with content or relationships

Defiant

Unengaged student

How come you don't care?

How can I help you
understand?

References

Schunk D.H. & Mullen, C.A. (2012). Self-efficacy as an engaged learner. In: S.J. Christenson, A.L. Reschly, & C. Wylie (Eds.), *Handbook of research on student engagement* (pp.219-235). New York, NY: Springer.

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Schlechty, P. (2002). *Working on the work*. San Francisco, CA: Jossey-Bass.

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