

# We're Engaged!

## Part 1

*Recall...*

Effective teachers attend to the “Big 5”:

- 1) Maximize Structure
- 2) Clarify Expectations
- 3) Reinforce Appropriate Behavior
- 4) Respond to Disruptions
- 5) \_\_\_\_\_

Engagement – A strategy that invites \_\_\_\_\_ students to participate during instruction

→ i.e., *Everyone* will \_\_\_\_\_ it, \_\_\_\_\_ it, \_\_\_\_\_ it

e.g., “This is called an apostrophe. Say apostrophe 3 times, ready?”  
[apostrophe, apostrophe, apostrophe]

### I. The “Why”

Isabelle’s dropping math scores

*From Research:*

The positive effects of OTRs include decreases in \_\_\_\_\_ behavior and increases in \_\_\_\_\_ behavior, academic \_\_\_\_\_, and number of \_\_\_\_\_ responses...

(Carnine, 1976; Sutherland et al., 2003; Sutherland & Wehby, 2001; West & Sloane, 1986)

...which can even be true for students with EBD:

- disruptions: decreased from 2/min to 1 per \_\_\_\_\_
- on task behavior: increased by \_\_\_\_\_
- correct responses: increased from .025 to \_\_\_\_\_

(Haydon et al., 2009)

*NOT...*

Who can raise their hand and tell me...?

Raise your hand if you know...

I’ll call on someone to tell us about...

Strike 1 – “One of you will participate while 99 do \_\_\_\_\_.”

→ i.e.,

Strike 2 – “Let’s strengthen the understanding of those who \_\_\_\_\_  
know the most about this idea.”

→ i.e.,

Strike 3 – “I hope that you as the student explain your idea \_\_\_\_\_ and  
\_\_\_\_\_ and \_\_\_\_\_ enough that everyone  
else understands and learns the content.”

→ i.e.,

*BUT...*

Everyone say this word with me.

Everyone echo, my turn first...

I’ll ask, and everyone will answer.

Win 1 – “ALL of you will \_\_\_\_\_ during instruction.”

→ i.e.,

Win 2 – “Those who already ‘get it’ can \_\_\_\_\_ it, while those who  
are just learning it can start to \_\_\_\_\_ it.”

→ i.e.,

Win 3 – “As the most trained person in the classroom, I will teach this idea  
\_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_  
enough that everyone can understand and learn the content.”

→ i.e.,

## **II: The “How”**

**VIDEO:** Everyone Says Everything

*Tally how many times ALL students are invited to chorally respond.*

\_\_\_\_\_

*Behind the Scenes...*

Q: When do they respond?

A: If the teacher is talking about an idea that is \_\_\_\_\_ or \_\_\_\_\_

e.g., **Lesson 111:**

vowels  
consonants  
the doubling rule  
root word  
“check”  
2 letter p’s  
doubled the consonant

Q: How do they know to respond?

A: The teacher gives a clear \_\_\_\_\_

My favorites (vocal): “Ready?”

“Echo.”

“Say it.”

*Did You Notice?*

Effective cues are \_\_\_\_\_, sweet, and to the point

*A Word about Working Memory...*

Can you keep this number in your brain without writing it down?

*Again...*

Effective cues are short, sweet, and to the point

i.e., teachers use \_\_\_\_\_ wording to invite responding

My favorites (non-vocal): [Fill in the blank]

[Raised pitch]

[Pointing]

**VIDEO:** Inviting Students to Respond

*Notice what the teacher does in order to indicate that students should respond.*

*(Hint: lots of fill-in-the-blank and raised pitch)*

*3 Examples*

Notice echoing of **new** or **key** ideas and **clear signals** to respond

Example 1:

Today we're going to learn a new sound. Echo me and listen for...

**pick**

There are two letters making the /k/ sound. They are...

**luck**

C and k come together to make something called a digraph. A digraph is...

**stack**

*Quick Tip:*

Beware the open-ended, \_\_\_\_\_-word response invitation

→ unless you're having them echo in \_\_\_\_\_

e.g., We are learning about...

the consonant letter Gg!...

Example 2:

Today, I want you to learn an idea called place value. PV means...

<b>100s</b>	<b>10s</b>	<b>1s</b>
<b>3</b>	<b>3</b>	<b>3</b>

For instance, if I put a 3 in the...

hundreds...

tens...

ones...

Example 3:

We're going to learn the word habitat. Habitat means the place where something lives. For instance, people might live in a house, apartment, or trailer. Sharks live in the ocean, monkeys live in the jungle, and lizards live in the desert. It's called their habitat!

**habitat**

*Did You Notice?*

Opportunities to respond can be ( \_\_\_\_\_ be!) woven into every subject.

Kevin Feldman: “ \_\_\_\_\_ on the tongue.”

Research: \_\_\_\_ OTRs/min during instruction

*A Quick Review:*

Engagement requires...

- identifying \_\_\_\_\_ or \_\_\_\_\_ ideas

- clear \_\_\_\_\_ to repeat those ideas

→ throughout \_\_\_\_\_ subject

Q: What did you like or learn about using engagement in the classroom?

A: