

Feel free to color along with us!

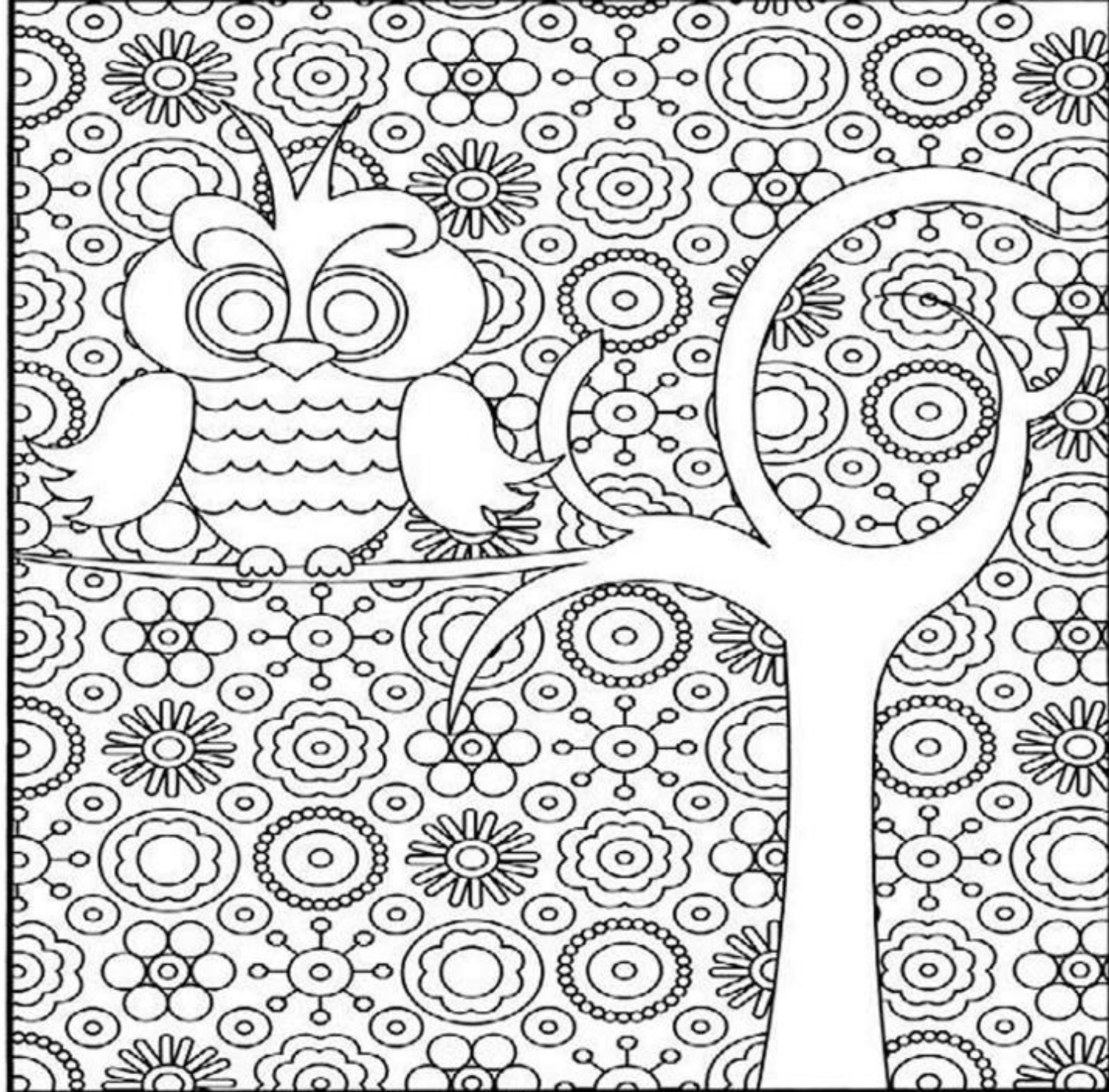
Use the "annotate" tool in ZOOM to color.

Click "View Options" (near the top of your screen) then "Annotate" at the top.

This should bring up the toolbar.

Choose your tool and then an ink color to begin.

Have fun!





Northwest (HHS Region 10)

PTTC

Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

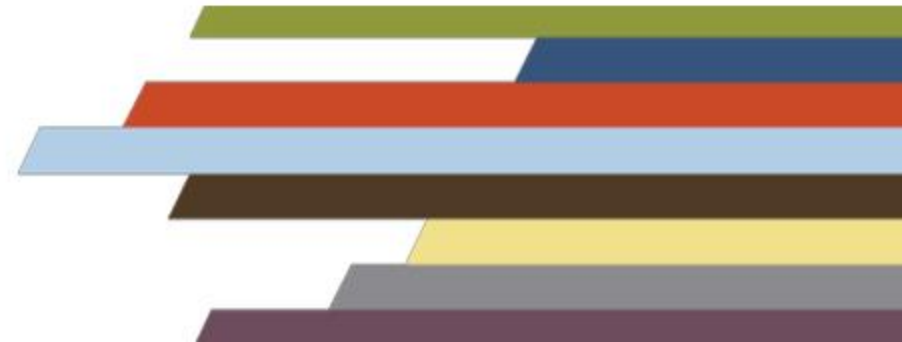


Practices to Promote Middle School Motivation, Engagement and Learning

Session 2: Opportunities and skills

September 1, 2021

Sally Chapman and Kevin Haggerty





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The Northwest PTTC is a partnership led by the Social Development Research Group (SDRG) at University of Washington (UW) School of Social Work in collaboration with the Prevention Science Graduate Program at Washington State University (WSU), and the Center for the Application of Substance Abuse Technologies (CASAT) at the University of Nevada, Reno (UNR).

Northwest partnering institutes share a vision to expand the impact of community-activated prevention by equipping the prevention workforce with the power of prevention science.



Prevention Science
Graduate Program
WASHINGTON STATE UNIVERSITY



Acknowledgement

- The practices described in today's presentation were originally reviewed by Kevin Haggerty, Ph.D., Stephen Ottinger, M.A., Clay Cook, Ph.D. The review and practice guide development was funded by a grant from the Raikes Foundation through the Washington State Office of Superintendent of Public Instruction (OSPI). The work was a collaborative effort between University of Washington's Social Development Research Group, The College of Education, and Washington State OSPI.
- The Northwest Prevention Technical Transfer Center repackaged the practices to be consistent with the Social Development Strategy and made them available as a product on the Northwest PTTC website: [Evidence-Based Practices to Promote Agency In Middle School Students: Simple practices to activate the Social Development Strategy in a school setting](#)

Disclaimer

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This webinar is being recorded and archived, and will be available for viewing after the webinar. Please contact the webinar facilitator if you have any concerns or questions.

Land Acknowledgment



We acknowledge that we are all on the traditional lands of different peoples. Where I sit, I am situated on the ancestral lands of the Snoqualmie (Coast Salish) People. We have a responsibility to acknowledge our Indigenous connections and the histories of Indigenous land dispossession.

To identify the stewards of your land, type your location into <https://native-land.ca/>

Feel free to acknowledge in the chat if you desire

Introductions

Please put your name and what grade you teach in
the chat box—

Today's Agenda

1. Review of last session – SDS
2. Introduce evidence-based practices that provide Opportunities and Skills for students

SOCIAL DEVELOPMENT STRATEGY



The Practices and How They Fit...

Opportunities	Skills	Recognition	Bonding	Healthy Beliefs/Clear Standards
Emotional Hooks	Gratitude	5-1	Establish-Maintain-Restore	<i>Achiever Model</i>
Opportunities to Respond	WOOP	Wise Feedback	Acts of Kindness	Possible Selves
Providing Choice Positive greetings at the door	Self-evaluation/ Monitoring Character Strengths	Blank	Blank	Growth Mindset
-----	-----	Cooperative Learning	-----	-----

A Few Reminders...

- “There’s always the kid for whom something won’t work”
- “An ounce of prevention is better than a pound of cure”
 - Proactive prevention is better than reactive treatment
 - Preventative supports make our interventions work better
- “It’s hard to pay attention all day and be interested in everything”

Positive Greetings at the Door



The Steps

When greeting students at your door:

- Say the student's name
- Make eye contact
- Use a friendly nonverbal greeting, such as a handshake, high five, or thumbs-up
- Give a few words of encouragement
- Ask how their day is going

Video

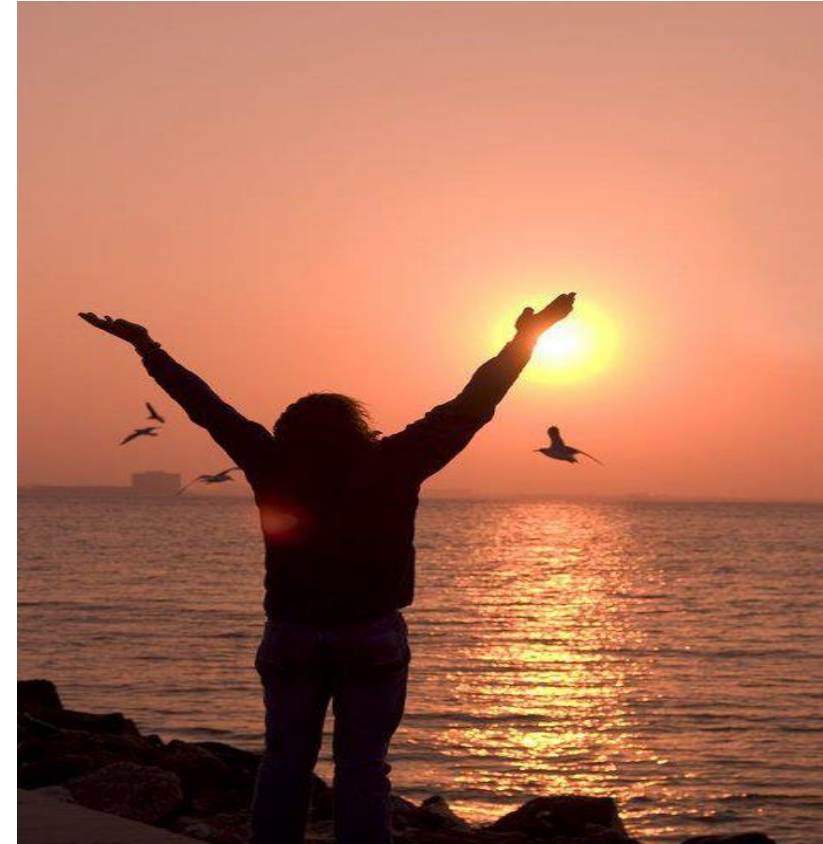


<https://www.youtube.com/watch?v=956br98qWbE>

Planning Time

Use the template on page 2 plan the routines needed to make Positive Greetings at the Door successful.

Emotional Hooks



Research on Emotional Hooks

- Opens awareness – in studies with eye tracking after a positive event it even physically expanded peripheral vision
- Makes us more creative - given a gift of a bag of candy before a creativity test, students scored higher than if given after the test
- Increases academic achievement - students scored higher on math test when asked to think about a positive memory before the test

Emotional Hooks Examples

1. Exit slips- 2 things that went well for you today and why
2. Mental set before lesson such as an experience, story, video, or question of the day
3. Journaling – write about positive memory and reminisce
4. Praise

Hooking the Learner



Emotional Hooks Planning

Think of a topic you'll be introducing in the next week.

How can you set the stage using an emotional hook for that academic topic?

Choice

One of the easiest ways to increase the value (remember our motivation theory!) of an assignment is providing students with a measure of choice



Menu Template for Assignments

- **Main Dish: Do ALL**

- What was the author's purpose? What are your reasons for this choice?
- Retell this selection in detail. Use your own words.
- Does this story emphasize plot or character? Support your answer with references from the story.

- **Side Dish: Select one**

- List four vocabulary words that are critical to understanding the story. Describe why you picked them.
- Draw an illustration for the story, which portrays both the main idea and details.

- **Dessert: Your choice, when you finish Main Dishes and Side Dish (Extra credit given)**

- Be a book critic. Write your own critique of the story and put it on our Critic's Choice Bulletin Board.
- Make a video book of the story. Be ready to read it to our tutoring buddies.

Example

Choice

Role • Audience • Format • Topic

Role	Audience	Format	Topic
Greenhouse Owner	Shoppers	Ad	Why you should buy this easy to care for plant
Plant seed	Gardner	Friendly letter	Help me, I'm sick!
Botanist	Scientists at a conference	Audiotape of speech	Describe a new plant you've discovered

BAWD

Add choice to student products with BAWD:

- **Build:** using anything in the class or materials you provide
- **Act:** create a skit with or without words, sing a song, or dance
- **Write:** products can include an essay, how-to, narrative, poem, list, song
- **Draw:** draw an image on paper or whiteboard, create a map, use a virtual drawing app

Plan for Student Choice

How will you allow students some control over their learning by including them in decision-making and offering choices in the following ways?

- Location: Where will the work take place?
- Grouping: With whom will the student work?
- Time: When will the work be done?
- Resources: What information sources can be used for the content?
- Types of assessments: How will the students be assessed?
- Student products: What product will show their understanding of the lesson?
- Other ideas?

Opportunities to Respond

- Choral Response
 - Use with short (1-3 word) one correct answer questions
- Teach Response Cue
 - Raise hand and students provide response when hand lowered
 - Individual whiteboards or slates



Randomizing Responses

- Random solicitation of responses k
 - Popsicle stick names
 - Technology - Randomizer
 - Pick your color
 - Numbered Heads Together

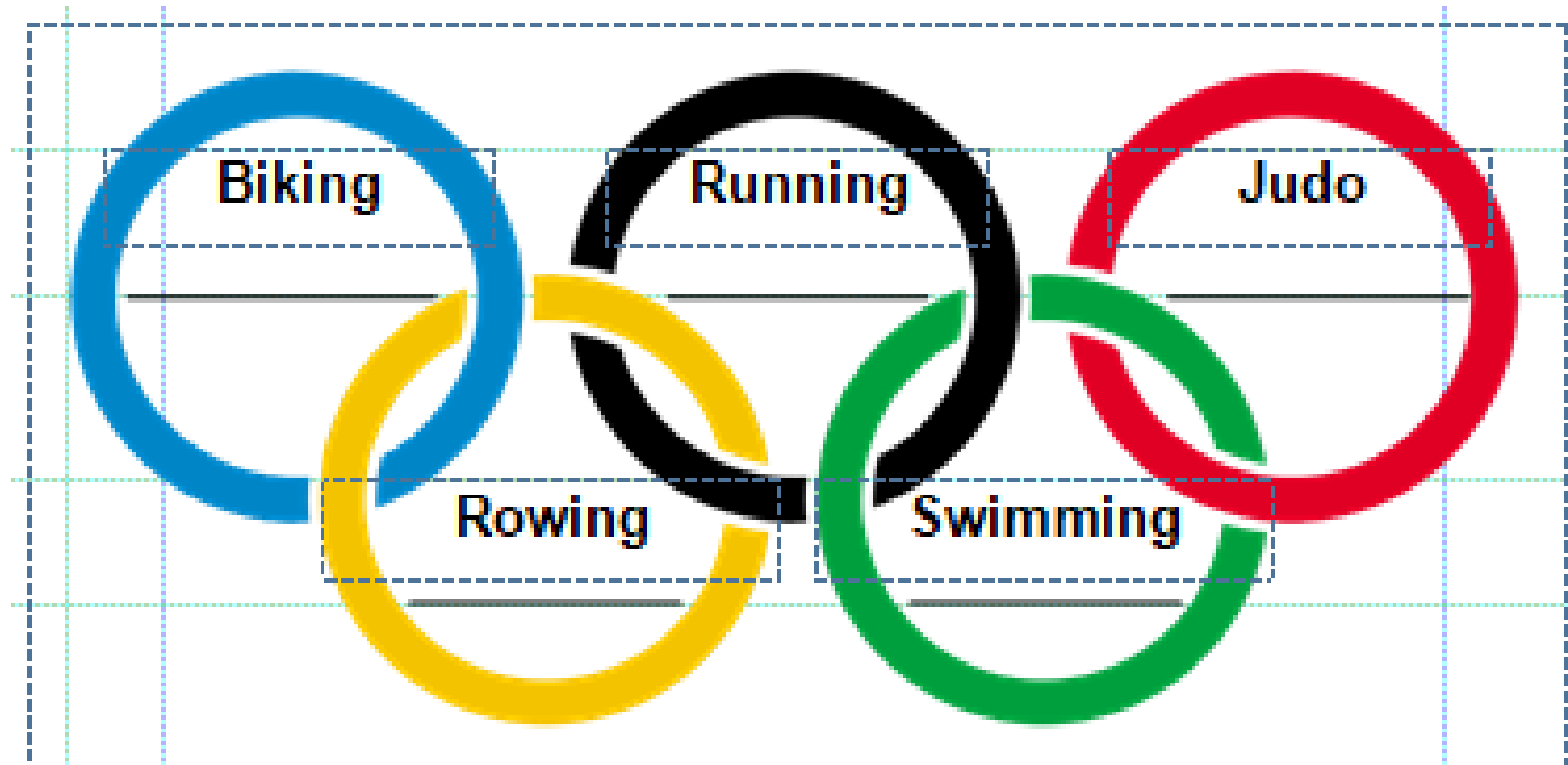




Pre-planned and On the Spot Opportunities

- Pre-planned prompts:
 - Hold Ups
 - Guided note-taking: Pause Star Rank
 - Summarize: Clock Buddies/Olympic Ring Buddies, Biggest 'AHA' Bar Graph, 3 Threes in a Row
- On the spot:
 - Chalkboard Splash
 - Think Pair Share

Olympic Ring Buddies



Planning for Opportunities to Respond

Including planned and impromptu Opportunities to Respond is crucial to an engaging classroom.

Page 5 – jot down ideas

Self-Evaluation



Rubrics for Self-Evaluation

Rubric for Student Presentations

Student=yellow

Teacher=blue

Agreement=green

	4	3	2	1
Organization	Student presents information in a logical, interesting sequence that the audience can follow.	Student presents information in a logical sequence that the audience can follow.	Audience has difficulty following presentation because student does not consistently use a logical sequence.	Audience cannot understand presentation because there is no sequence of information.
Subject Knowledge	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	Student is at ease and provides expected answers to all questions but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling errors and/or grammatical errors.

Green, Yellow, Red

I GOT IT



I Don't get it...I need Help!

I'm struggling with this

Character Strengths

Character strengths help students develop academic talents and skills by:

- understanding where their motivation and life goals come from
- confirming their talents and abilities
- proving their value in the classroom and the world beyond

Research on character strengths confirms:

- increase in student positivity and the atmosphere of the classroom
- increase in academic achievement – strongest for students that face bias in certain subjects (e.g. female students are poor at math)

Character Strengths Activities

[Take free online survey](#)

- Compare everyone's strengths - everyone has different strengths that should be celebrated and valued
- Make a list of the top class strengths and post - reminder that as a group we are stronger than as an individual - clarifies the importance of teamwork and cooperation
- Ask everyone to write up their top five strengths and play a guessing game - which profile belongs to which person - helps to notice strengths in others
- Pyramid of strengths – identify core strengths and choose one to work on

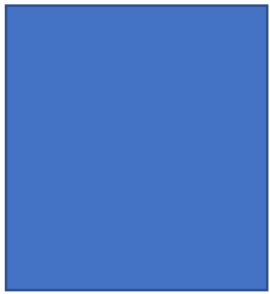
More Character Strengths Activities

- [Character development program at the Medal of Honor website](#)
 - includes lesson plans and oral histories highlighting character strengths of recipients
- Best-self stories
- Entrance or Exit Slips using character strengths

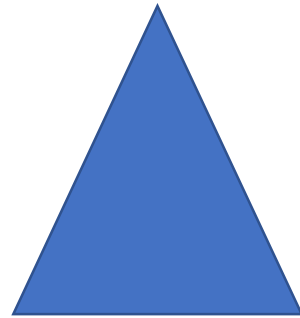
Six Practices...Now What?

Which of these six practices are you committed to implementing in the upcoming week?

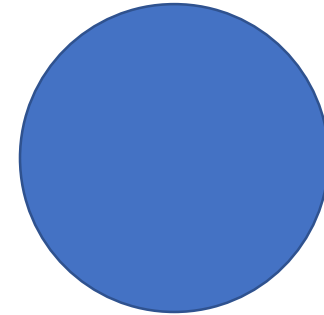
Final Thoughts



Name one thing that “squared” or agreed with your thinking.



Name one pointed thing that stood out for you in today’s content



Name one thing from today that is still going around in your head