

Feel free to color along with us!

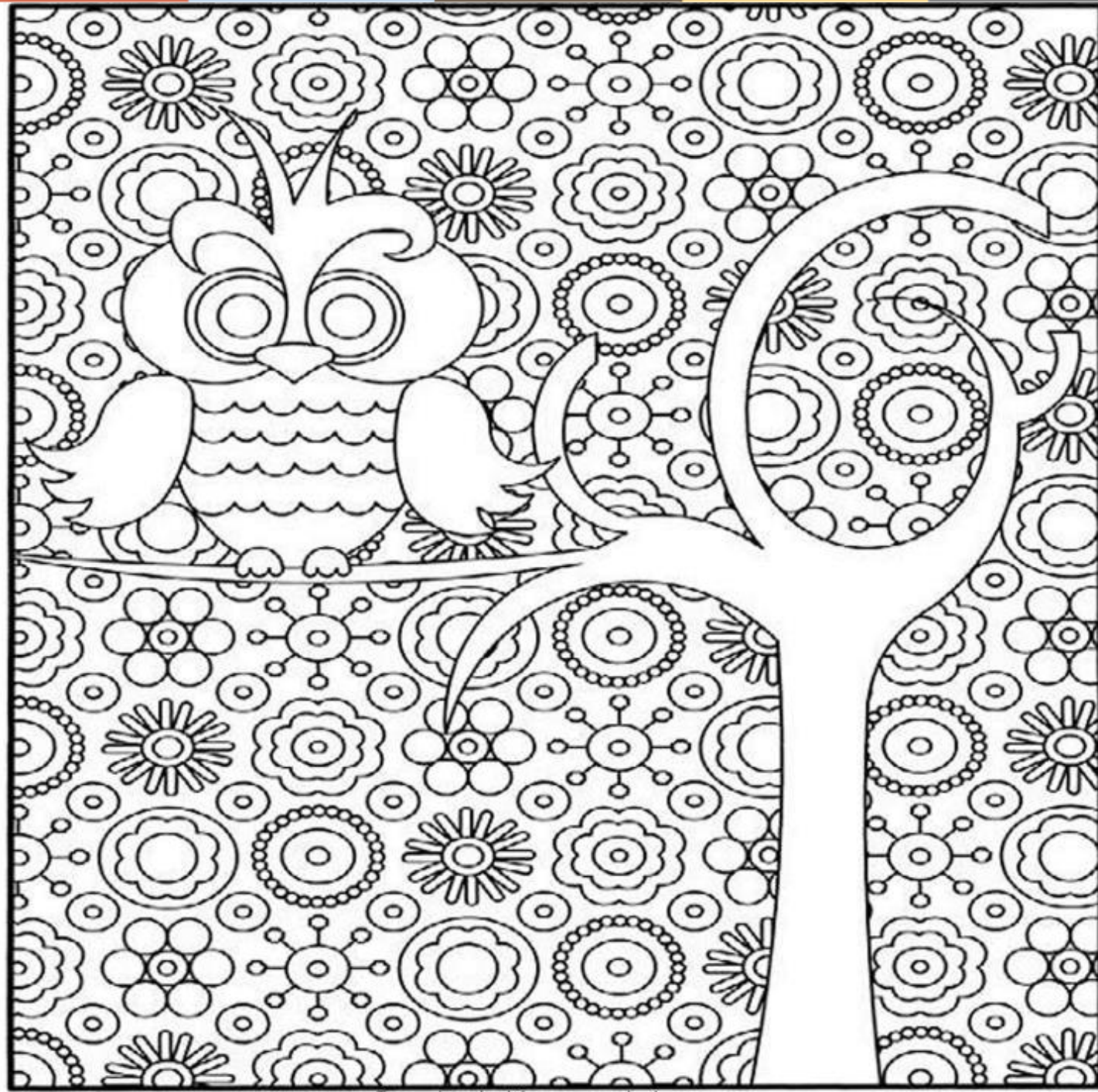
Use the "annotate" tool in ZOOM to color.

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

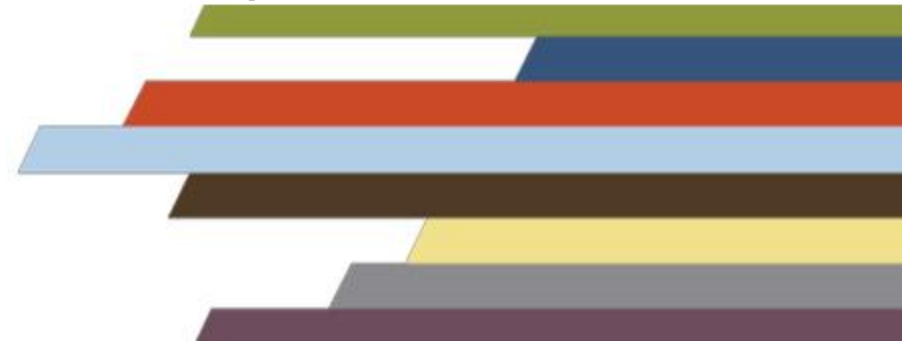


Practices to Promote Middle School Motivation, Engagement and Learning

Session 3: Practices that Promote Bonding and Recognition

October 6, 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



Upcoming Webinars!



- Promoting Engagement and Motivation in The Middle School Classroom - Session 4 – Practices that Support Healthy Beliefs
 - October 20, 2021 @ 3:00 pm Pacific
- The Lion's Side: The Utilization of Storytelling for Transformation in Health
 - October 27, 2021 @ 11:00 am Pacific
- Implementing Diversity, Equity and Inclusion Throughout the SPF
 - November 10, 2021 @ 11:00 am Pacific

[Visit the PTTC Website to Learn More & Register: https://bit.ly/3BkAc86](https://bit.ly/3BkAc86)

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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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

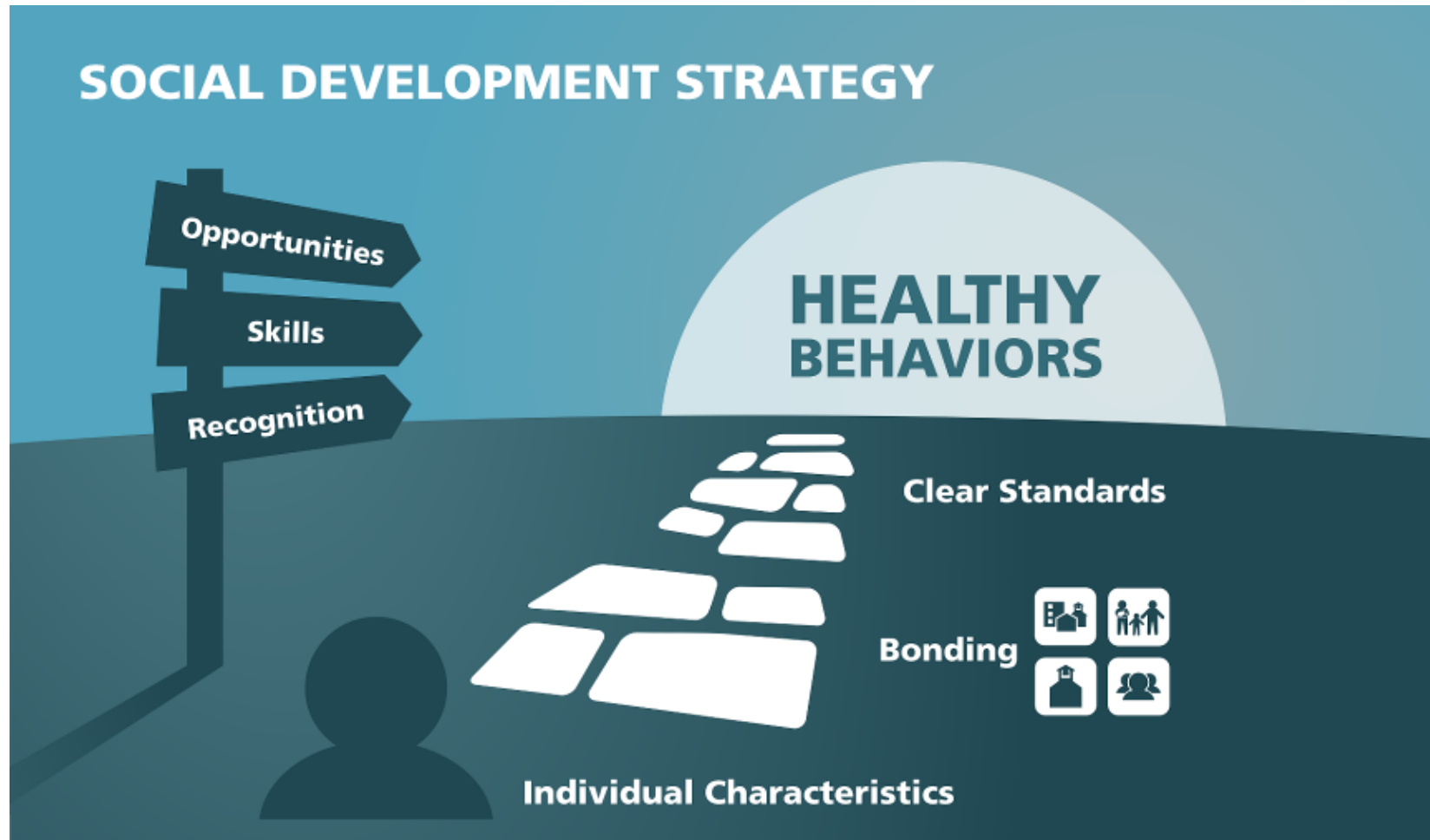
Please put your name and what grade you teach in
the chat box—



Overall Objectives

- Review Social Development Strategy
- Discuss easy-to-use, evidence-based strategies for recognizing student efforts and building bonding and a sense of belonging in your students

FIVE IMPORTANT ELEMENTS to Promote Strong Outcomes



The Practices and How They Fit...

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

Strong Relationships

According to the National Research Council and the Institute of Medicine, strong social relationships with adults is an essential piece of creating school engagement and intrinsic academic motivation in students.

Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In *Handbook of research on student engagement* (pp. 365-386). Springer US.

Critical
Attention to negative
Reactive, punitive
Rejecting students
Unstructured
Can't you do better
Staff not on the same page
"You're not doing it right!"
"You need to!"
"I want you to"

Compassionate
Attention to positive
Proactive, supportive
Accepting students
Structured, organized
Encouraging
Staff on the same page
"You're working hard!"
"You are improving!"
"You'll want to...."



5:1



John Gottman YouTube video: <https://www.youtube.com/watch?v=Xw9SE315GtA>

5:1--Positive Interactions

Positive interactions – exchanges characterized by a positive quality (engaging conversation, laughter, conveying interest, empathy)

- Verbal
- Non-verbal

Praise – positive recognition or approval

- Specific, contingent,
- based on effort, a process or strategy used, or a distinct behavior

Recent Research on 5:1

- St. Louis teachers – 1500 middle-school students with majority Black and low-income
- Teachers coached to say three to five statements of praise for every reprimand
- Results:
 - Students spent more time on task
 - Math and reading scores on one standardized test were slightly higher in the classrooms of teachers who got the training

5:1 – Increase Positive Interactions

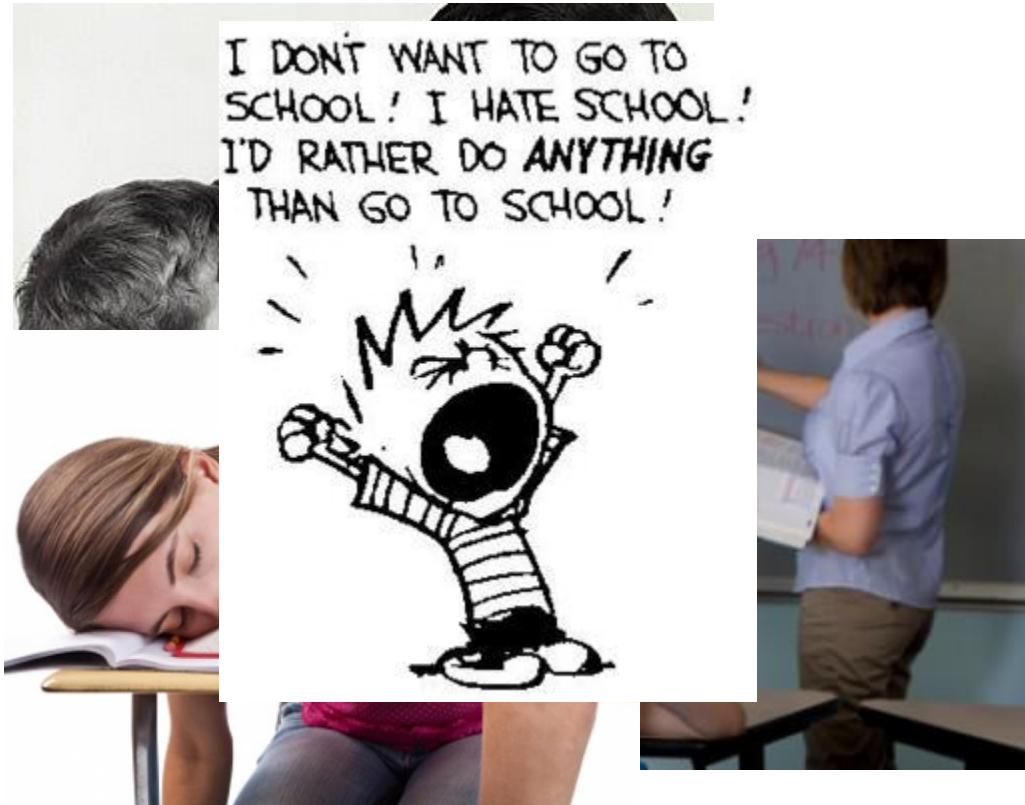
- Use positive greetings at the start of class - “Welcome back! So nice to see you!”
- Connect with students
 - ✓ Take a moment to check in - “How was your weekend?”
 - ✓ Ask about a student’s hobbies or interests – “How did the game go?”
- Give specific positive feedback - “You worked really hard on that! Thanks for getting your homework turned in!” “It took courage to do that really difficult question!”
- Use positive body language - smiling, thumbs up, nodding, leaning in
- Stay appreciative – say thank you often, acknowledge even small efforts

5:1 Experiment in the Classroom

1. Intentionally increase positive interactions and minimize negative interactions to try to accomplish the 5-to-1 ratio.
2. Track interactions with students to ensure you're achieving the ratio.
 - limit tracking to a few students a day
 - have another staff member observe for a brief period of time to keep count for you

All about Relationships

Without good relationships we get:



With good relationships we get:

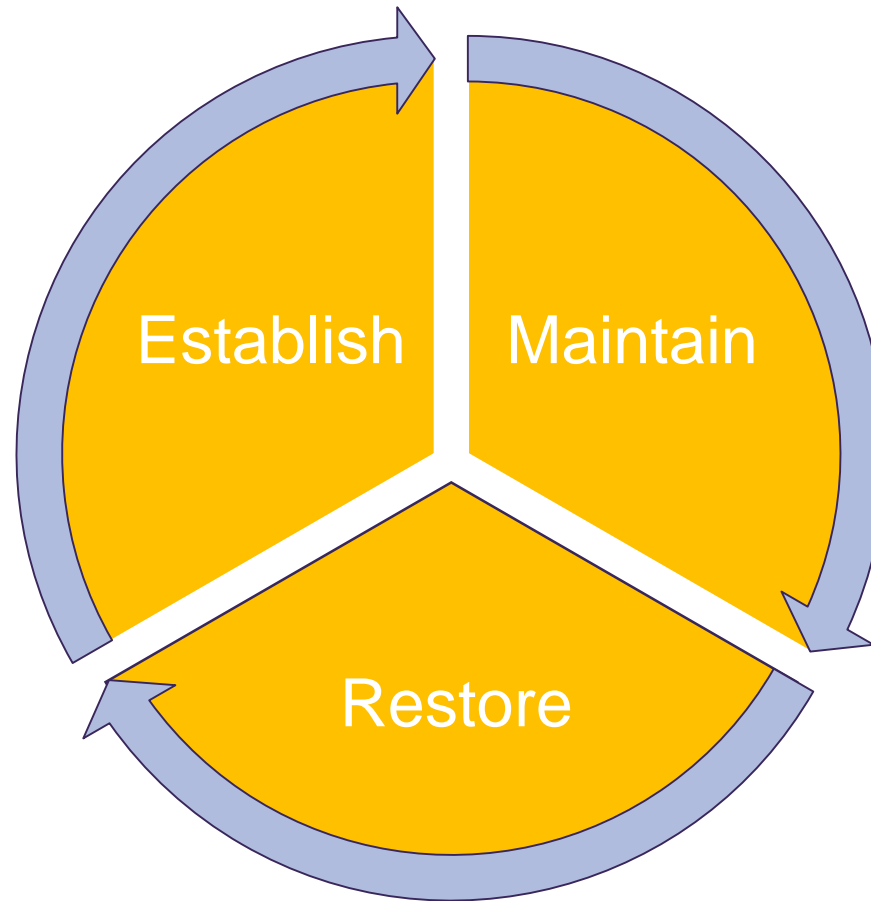


The Importance of Relationships in the Learning Process



Edutopia Video: <https://www.youtube.com/watch?v=kzvm1m8zq5g>

Establish-Maintain-Restore



Establish

- Quality time/Banking time
- Gather/acknowledge something about the student
- Wise feedback
- Positive greetings on a daily basis
- Positive farewells
- Secondhand compliments
- Positive feedback to parent

Maintain

- The 5 to 1 “Magic Ratio”
- Behavior specific praise - effort, growth, persistence, trying something new
- Laughing with--not at--students
- Responding to a behavior problem with empathy
- Noticing when a student is not there
- Seeking student input and advice

Triggers for Restore

Changes in Student's Behavior	Your Internal Feelings	Following a Negative Interaction
Change in eye contact	You don't like or are annoyed by student	Argument/disagreement
Starts ignoring instructions		Removal from class
Argues, debates, challenges more than usual		Unintentional embarrassment
Starts shrugging at questions		Misunderstanding
Becomes withdrawn		Student gives you or other teacher negative feedback

Restore

Reconnect

Make first interaction positive – “Glad to see you this morning Shelly!”
Treat them the same as you do your best student

Restorative Communication Techniques

1. Letting go of the previous interaction -‘do-over’(fresh start)
2. Ownership for the problem (admitting one’s own mistake)
3. Empathy statement (demonstrating an understanding for the student’s perspective)
4. Statement of care (separating deed from the doer)
5. Collaborative problem-solving to identify a win-win scenario

Answering the Situation



Read the situations
on the next slides.

For each situation,
is this a chance to
Establish, Maintain,
or Restore a
relationship?

How would you
approach the
situation? What
would you do?

Establish, Maintain, or Restore?

You calmly ask Alyssa to stop talking during work time and she bursts into tears.

- A. Establish
- B. Maintain
- C. Restore

Establish, Maintain, or Restore?

After you ask Sam to put his phone away, he says, “You can’t tell me what to do. You’re not the boss of me”

- A. Establish
- B. Maintain
- C. Restore

Establish, Maintain, or Restore?

You discover Finn has been doodling while you were teaching. His doodles are actually quite extraordinary.

- A. Establish
- B. Maintain
- C. Restore

Establish, Maintain, or Restore?

Tanner is working hard on his math assignment. He is not really understanding the problems and appropriately asks for help from another student during work time.

- A. Establish
- B. Maintain
- C. Restore

Establish, Maintain, or Restore?

Kelly rarely speaks in class. One day, when you ask for an answer to a particularly difficult question, she raises her hand and provides an excellent answer.

- A. Establish
- B. Maintain
- C. Restore

Establish, Maintain, or Restore?

Hannah is a very happy and excited student. She always wants to please the teacher and is quick to have her hand in the air to respond to questions. She gets frustrated when you don't call on her and sulks.

- A. Establish
- B. Maintain
- C. Restore

Be a Mr. Jensen!



Inspirational Video: https://youtu.be/4p5286T_kn0

Acts of Kindness

Perform random acts of kindness, then write about them

Encourage kindness:

- Avoid external rewards
- Praise character, not behavior
- Model acts of kindness
- Celebrate it

Acts of Kindness Ideas

- Notice acts of kindness on bulletin board or digital wall
- Fill a Kindness Jar with candy and give it to another class
- Write thank you letters each week – Love for the Elderly
- Thank the school cooks
- Tell the principal how great your teachers are
- Give a treat to the bus driver
- Paint inspiration rocks and give to someone who needs a lift
- Create ‘Thanks for making my day’ cards to give away
- Sit next to someone eating alone

The Effect of Acts of Kindness



On the Road: https://youtu.be/0Ejh_hb15Fc

Wise Feedback

"The reason why I'm giving you this feedback is because I have high expectations for my students and I know you're just the type of student who is capable of meeting them. I believe in you.."

Giving students the means by which to improve rather than a simple measure of their current achievement will not just improve achievement. It will also improve classroom engagement, your relationship with your students, and the students ability to help themselves.

Wise Feedback Elements

Descriptive, specific feedback (verbally or written) to students

- Communicates high expectations of students
- Assures your belief in students' ability to meet those expectations



Wise Feedback?

“This essay is hard, but once you try your next draft, I think you’ll enjoy it. Even if you don’t get it at first, just stick with it!”

Does this feedback...

- A. Communicate high standards?
- B. Provide assurance that students could meet the standard?
- C. Show your support?
- D. None of the above

Wise Feedback?

“I know it feels like this is a challenging task I am asking you to do – and it is! Your first draft had some really excellent points, so I know you are capable of meeting the expectations for the final essay. The feedback I gave you on your draft is where you should start as you write the next version – let me know if you have questions!”

Does this feedback...

- A. Communicate high standards?
- B. Provide assurance that students could meet the standard?
- C. Show your support?
- D. All of the above

Wise Feedback - Important Points

- Do not pair wise feedback with grades
- Make feedback ambitious
- Use wise feedback with individuals and groups

*“By grade 7, students are expected to have mastered the math concepts taught in earlier grades – **high expectations**. When you look over this diagnostic math test, you’ll see I have written a number of comments highlighting where you made errors or failed to show your work – **descriptive feedback**. Judging by past work I have seen from each of you, I know that you all have the skills to be strong math students. My comments will point to where you should put additional effort to ensure success in this course.” – **assurance of student ability***

Practice Using Wise Feedback

- Select one assignment
- Provide wise feedback on first draft
- Grade final product only
- Reflect on practice using handout pg. 3

Final Thought

What one takeaway will you keep from today?



POLL