Debrief- Discuss the following ideas from the video

• There is no aspect of learning that doesn’t involve emotions.

• Negative emotions narrow our focus to the threat. (Examples: Fight or flight, Freeze)

• Positive emotions are one of the most vital components of learning.

• What are some of the emotions we want to encourage?
Big Ideas

• Revisit Maslow’s Hierarchy
• Explore the Dyslexia-Anxiety Connection
• Explore engagement guidelines and practices
• Explore efficacy, mindsets, and the concept of motivation and resiliency
• Explore strategies/practices to support reluctant students

Maslow’s Hierarchy of Needs
IDA Article
The Dyslexia-Stress-Anxiety Connection

<table>
<thead>
<tr>
<th>Article Topics</th>
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<tbody>
<tr>
<td>What is stress?</td>
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<tr>
<td>How can stress be good and bad?</td>
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<tr>
<td>How does good and bad stress work with dyslexia?</td>
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<tr>
<td>What is anxiety?</td>
</tr>
<tr>
<td>How is anxiety different from stress?</td>
</tr>
<tr>
<td>What's the connection to dyslexia?</td>
</tr>
<tr>
<td>How can individuals with dyslexia move from distress to DE-STRESS?</td>
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Empathy vs. Sympathy

Brené Brown
Brené Brown is an American scholar, author, and public speaker, who is currently a research professor at the University of Houston Graduate College of Social Work. Over the last fifteen years she has been involved in research on a range of topics, including vulnerability, courage, shame, and empathy. She is the author of three #1 New York Times bestsellers: The Gifts of Imperfection, Daring Greatly, and Rising Strong. She and her work have been featured on PBS, NPR, TED, and CNN.
How Do I Use Empathy With My Students?

What to do:
- Observe what the child seems to be feeling.
- Use Active Listening to confirm or clarify.
- Sincerely acknowledge the legitimacy of the feelings.
- Be present; you don’t have to do anything to fix it.

Five Ways to Increase Empathy in Your Teaching

1. Practice empathy with yourself first.

2. Learn to identify others’ facial expressions and body language. [http://greatergood.berkeley.edu/ei_quiz/](http://greatergood.berkeley.edu/ei_quiz/)

3. Practice naming your students’ feelings.

4. Create an empathetic learning environment.

5. Bring yourself into the present moment.
Teacher Efficacy

Collective teacher efficacy is [almost] three times more powerful and predictive of student achievement than socioeconomic status.

Donohoo, 2017

Self-Fulfilling Prophecy

When efficacy is present in the teacher, they raise student’s expectations of themselves convincing them that they can do well.
Summarize: Other Factors

So far we have covered...
• Dyslexia-Anxiety Connection
• Maslow’s Hierarchy
• Empathy vs. Sympathy
• Teacher and Student Efficacy

Turn and Talk: In this moment, which of these topics stands out to you? Why?

Three Entry Points

1. Setting
2. Task
3. Instruction
Setting: Environment/Physical

What does appropriate learning environment for a struggling reader look like?

Setting: Environment/Rapport

What are some descriptors for the appropriate learning environment for a struggling reader?
Bubbles of Appreciation

I’m going to write this about myself!

Others will write about me here.

...and here

... and here.

Mistakes are Learning Experiences

- **When we are wrong, we have learned.** It’s not a reason to feel humiliated.
- Ask class to share times when they felt stupid in school. Ask students to share, “How can I avoid this type of situation in working with you?”

failure is success if we learn from it.
What is a Mindset?

- Assumptions and expectations we have for ourselves and others that guide our behavior.
- Self-efficacy is impacted by mindset. How you feel about a task as you approach it determines how successful you will be with it.

You think you can, you can.
You think you can’t, you can’t.

Interesting Fact

- Kids can tell you the mindset of parents and teachers.

- You will never touch the heart and soul of a child if you can’t find their strengths.
Consider the Following

• We must recognize day to day courage displayed by children who believe in their capacity to overcome adversity. Celebrate their resilience.
• For some kids, going to school every day is an act of courage. (No one wants them there and yet they are there.)
• Think about a time…

Dr. Brooks research states…

• Troubled children who turned themselves around give credit to the…
  one person who believed in them.
• Research shows that kids that make it have a charismatic adult in their lives (an adult from which they may draw strength).
• For most children, this is a teacher.
Features of Positive Mindset

- You believe that all children from birth want to learn and be successful.
- You believe that all children are motivated.

Unfortunately some are dominated by “avoidance motivation” as a way of protecting themselves from humiliation and frustration.

What factors cause avoidance motivation?

Reinforced by feelings of helplessness, hopelessness, low self-esteem, and lack of purpose, including the belief that one is not making a positive difference in the lives of others.
Articulate Competencies

- Kids must know what strengths they have. If they can’t articulate it, teachers must do that for them. You have to build from the strengths to improve weaknesses.
- Teach them about their brains.
- Student says, “I don’t know the answer.” Teacher says, “Well, let’s figure it out together.”

Positive Affirmations

Teach students affirmations:
- I am courageous and I stand up for myself.
- Many people look up to me and recognize my worth; I am admired.
- I possess the qualities needed to be extremely successful.

- Help students plan and articulate affirmations specific to their situations.
- Google for ideas!
- Record on notecards or in their phones.
Positive Difference in the World

- Kids need to believe they make a contribution to the world.
- Say, “I need your help with…”
  Say, “This school is a better place because you’re in it.”

Task
What are we asking students to do?
- Is it relevant?
- Is it necessary?
- Would you want to do it?

Ok Class- Tonight for homework you have to read 6 chapters and annotate.
Model, Model, Model

Who models?
- Teacher
- Student

What is modeled?
- Specific skills and strategies
- Self-talk and self-regulation

Instruction

#1 Goal for Instruction is Engagement
Engagement

Explain the difference between students being busy and students being engaged.

What are the basic principles for creating engagement in a classroom?

Engagement: Four Guiding Principles

#1- Build teacher-student and student-student relationships

- Interest surveys
- Celebrations (i.e. fist bumps)
- Conversations
- Opportunities for one-on-one or small group (i.e. lunch bunch)
Interest Surveys

- Done orally (suggested)
- 5-8 Questions
- Can be done all at once or over a period of time
- Can be overt or covert
- Weave responses throughout all parts of day

Interest Pie Chart

https://imgflip.com/piemaker

Life of Jal’Quon

- Sports Illustrated
- School
- Steve - my cat
- Family
- Skateboard
Relate to Their Lives

Engagement: Four Guiding Principles
#2- Create interest through concepts and essential questions

- **Concept**: broad, abstract idea- usually one or two words- that is universal and timeless.
  - A study in...
    - Cells- a study in systems
    - Fractions- a study in relationships
    - The Civil War- a study in gain and loss

- **Essential Questions**: connect students and their systems (family, school, friends, interests, etc.) with academic topics.
Teaching with Themes

Books with a Common Theme

Acceptance

These books have characters who respect & accept others' differences and beliefs.

personal
content
books/text

Other Ideas

What are some themes that dyslexic or struggling readers would benefit from exploring?
Intriguing Questions:
- What would you have done if Maya approached you at the playground?
- What should the character do now that Maya is gone?

Relationships (from Interest Surveys):
- “Phillip, you have a sister about this age…”
- “Mariana, you have moved several times…”

Themes/Concepts:
- Acceptance
- Friendship
- Kindness

How does this story connect to Molly Lou Melon?

Engagement: Four Guiding Principles
#3- Gauge and respond to student progress frequently.

- Monitor road bumps- Respond immediately
- Provide intriguing questions intermittently
- Allow discussions about misconceptions
- Set goals and check back on progress
  - Make goals short and long term
  - Make goals transparent and achievable
Engagement: Four Guiding Principles
#4- Offer Choice

- Few things motivate learners of all ages more than choice.
- Satisfies the innate human desire for autonomy and ownership
- Should not be used as a filler for after they finish their “real” work
- All students should have access to choice- not just GT
- Intrinsic motivation flows from ownership

Benefits of Choice

- Students engage in deeper, richer learning.
- Students display more on-task behavior.
- Students’ social and emotional learning increases.
- The learning environment becomes more collaborative.
- Teaching is more fun.
Sense of Control and Ownership

- We want students to believe they can solve problems and make decisions.
- Give kids choices
  - “Here are 8 math problems. Do the 6 you think will help you learn this concept.”
  - Article- Kids given a choice on what to do for homework did a lot more homework.
  - Have kids attend parent/teacher conferences.

What types of choices should be available to struggling readers?

- How to participate in a lesson
- Materials
- Products
- Time

- What else?
Reading Material and Choice

“Keep many levels of reading material around the house…”

- Independent- builds fluency
- Instructional- builds capacity
- Frustrational- no cognitive gains UNLESS the student is interested.

Mike Anderson
Exciting News

Research shows students can access higher levels of task difficulty than higher “leveled” peers when motivation and desire are present.

Quality Instructional Practices

• Close Reading
• What Works Clearinghouse
• Goal Setting
• Refer to John Hattie’s Research
Total Participation Techniques

Making every student an active learner

Instruction Continued:

Research

• Analysis of student academic growth over time suggests that teacher effectiveness has a greater influence on student performance than race, socioeconomic status, or class size.

• The cumulative residual effects of ineffective teaching last for years, even after exposure to ineffective teaching has been followed by exposure to effective teaching. (Sanders & Horn 1996, 1998)
What are TPTs?

• TPT stands for Total Participation Technique. TPTs are teaching techniques that allow for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied.

TPT Mindset

We no longer want to see the teacher as the distributor of knowledge.

• TPTs take the focus off of teaching and place it on what, and to what extent your students are learning.

• Deep cognitive engagement does not occur from being talked at. Knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry human beings pursue in the world, with the world and with each other. (Freire 2000)
Active Participation

- Active participation will enhance the rate and degree of learning.

- There are two types of active participation:
  - **Covert** - unobservable (i.e. think, picture)
  - **Overt** - observable (i.e. signal, draw, write)

Verbs

<table>
<thead>
<tr>
<th>Overt</th>
<th>Covert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw</td>
<td>Imagine</td>
</tr>
<tr>
<td>Record</td>
<td>Remember</td>
</tr>
<tr>
<td>Write</td>
<td>Pretend</td>
</tr>
<tr>
<td>Copy</td>
<td>Recall</td>
</tr>
<tr>
<td>Describe on paper</td>
<td>Listen</td>
</tr>
<tr>
<td>Show</td>
<td>Think about</td>
</tr>
<tr>
<td>Point</td>
<td>Picture in your mind</td>
</tr>
<tr>
<td>Touch</td>
<td>Read silently</td>
</tr>
</tbody>
</table>
Covert vs. Overt

• Covert
  – Think about what we learned about <dge> yesterday.
  – Remember when to use <dge> and when to use <ge>.

• Overt
  – Sort the words into the two groups
  – Tell your partner when to use <dge> and when to use <ge>.

Considerations for Implementation of Active Participation

• Give Think Time or Wait time when appropriate (no more than 3-5 seconds)
• Teach techniques to the learners ahead of time
• Explain the rationale for using a technique to the learners
• Vary techniques in accordance with age and performance of learners
• Select techniques that help learners process the information. Avoid techniques that interfere with learning
• Avoid inhibitors, such as:
  • Calling on the same people
  • Calling a student’s name first and then asking a question
  • Using round-robin techniques
  • Answering your own question
  • Asking “Any questions?”
On the Spot TPTs

- Think-Pair-Share (analyze, explain, evaluate)
- Quick-Writes (connections, implications, opinions)
- Quick-Draws (big ideas, abstract ideas, synthesize)
- Whiteboard Splash (students look for similarities, differences, and surprises in their answers)
- Similes (use topic of study, compare with partners)
- Ranking (most/least important, most/least influential, most/least essential, best/worst character)
- Thumbs Up/Down Vote (must be followed by a quick Pair-Share)

TPT Hold-Ups

- Selected-Response Hold-Ups
- Number Card Hold-Ups
- True/Not True/True with Modifications Hold-Ups
- Multiple-Choice Hold-Ups
- Whiteboard Hold-Ups
Movement TPTs

- Line Ups and Inside/Outside Circle
- Three 3’s in a Row (create 9 grid)
- Networking Sessions (students respond to prompt—walk around)
- Categorizing and Sorting (open or closed)
- Appointment Agendas (with other students—hour slots. Use for random pairings.)
- Bounce Cards (Bounce- Sum it Up- Inquire)
- Mouth It, Air-Write It, or Show Me Using your Fingers
- Acting It Out, Role-Plays, and Concept Charades
- Simulations
- During Read Aloud (focus—skill, concept, vocabulary word)

Guide Note-Taking and Concept Analysis

- Confer, Compare, and Clarify
- Graphic Organizers and Prepared Packets
- Anticipatory Guides
- Picture Notes
- Lecture T-chart
- The 3-Sentence Wrap-Up
- A-Z Sentence Summaries
- Pause, Star, Rank
- Key-Word Dance
- Debate Team Carousel
- Technology-Based
Common Pitfalls of TPTs

- Pacing
- Content of query
- Over/Under use
- Technique ≠ Lesson Objective
- Monitoring!!!
- Environment (Having a right/wrong mentality)

Resources
Join a Learning Community

www.edweb.net/readers

Questions

Jan Cook, M.Ed.

jan.cook@esc4.net
Who is Dr. Brooks?

- [www.drrobertbrooks.com](http://www.drrobertbrooks.com)

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