



# Engaging strategies and keeping it fresh!

Extended Day

February 16, 2022

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What our  
students  
have to say!



# Student Impact Thus Far



My students  
are in a  
good space  
and can  
focus

Something  
is bothering  
them, but  
they can  
still focus

My students  
can't manage  
their emotions  
or behaviors  
right now

# The “Why?”

- We set the *tone* for learning and interactions at the *launch* of the school day.
- Every interaction we have with our students during the day is social and emotional- we want to be intentional about it.
- Ending our day intentionally provides a sense of *accomplishment* and supports *forward thinking*.

# The “What?”

Intentionally chosen *strategies* and *activities* to foster positive interactions and create an *equitable* experience in a *safe* environment.

# The “When?”

Throughout the entire school day, as a regular part of daily lesson planning.

- Welcoming
- Engaging strategy
- Closure

## **3 Signature Practices Snapshot**

### **Welcoming/ Inclusion**

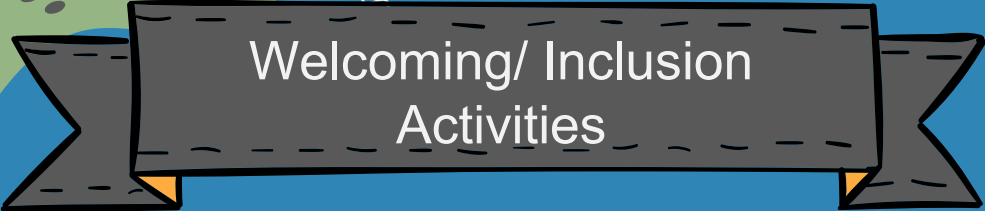

Opening each day with activities and routines that build community and connects to the work ahead.

### **Engaging Strategies**

Embed strategies to anchor thinking and learning throughout the day.  
Balance of interactive and reflective experiences.

### **Optimistic Closures**

Closing each day in an intentional way. May be reflective of the learning, help identify next steps, or make connections to one's own work.



## Welcoming/ Inclusion Activities

### Things to remember...

- ✓ Establish safety and predictability
- ✓ Welcome students warmly (on time or late)
- ✓ Set norms for respectful listening
- ✓ Focus on community building
- ✓ Promote interpersonal interactions
- ✓ Integrate student culture and background

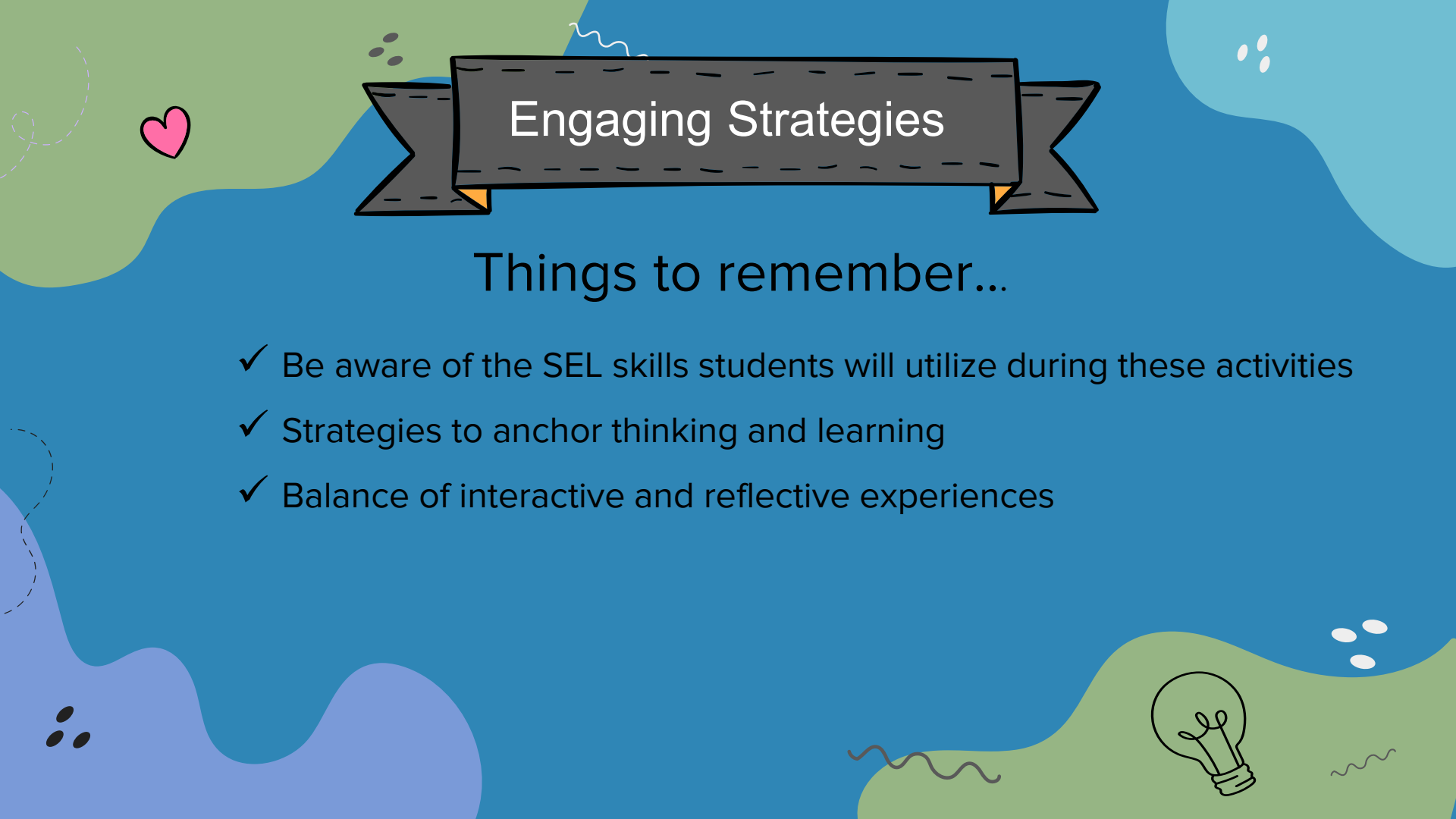






# Engaging Strategies

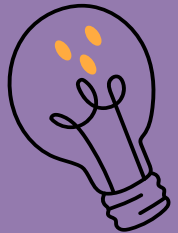
## Things to remember...

- ✓ Be aware of the SEL skills students will utilize during these activities
  - ✓ Strategies to anchor thinking and learning
  - ✓ Balance of interactive and reflective experiences
- 

# Optimistic Closures

## Things to remember...

- ✓ It's important that each day ends in a thoughtful, intentional way where students can reflect on learning or celebrate accomplishments.
- ✓ Create a moment that makes students look forward to returning tomorrow
- ✓ Students may consider:
  - ✓ Something they learned
  - ✓ Someone they helped
  - ✓ Something they want to share with their family
  - ✓ Something they enjoyed during the day



# Morning Meeting at Merrick



What is **filling** your SEL initiative bucket as an unexpected gain?

.....  
Filling

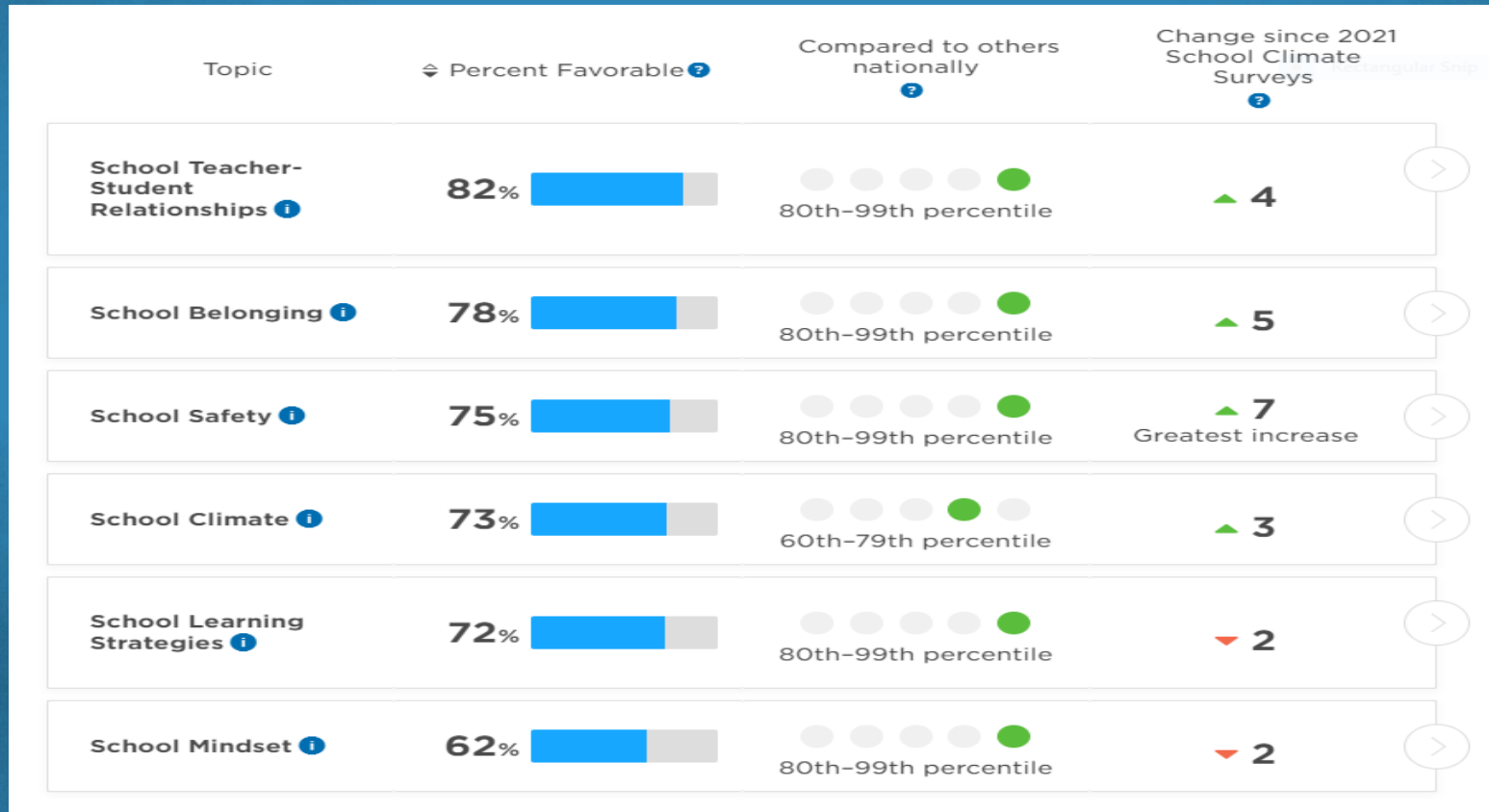
What has been **draining** your SEL initiative bucket?

.....  
Draining



# Student Climate Survey 3-5

## What feedback do students have for us?



# School Teacher-Student Relationships

How strong the social connection is between teachers and students within and beyond the school?

QUESTION  
➤ How respectful are your teachers towards you?

**91 %**  
responded favorably

▲ **4**  
from 2021 School Climate Surveys



QUESTION  
➤ If you walked into class upset, how concerned would your teachers be?

**77 %**  
responded favorably

○ **0**  
from 2021 School Climate Surveys



QUESTION  
➤ When your teachers ask, "How are you?", how often do you feel that your teachers really want to know your answer?

**73 %**  
responded favorably

▲ **9**  
from 2021 School Climate Surveys



QUESTION  
➤ How excited would you be to have your teachers again?

**85 %**  
responded favorably

▲ **2**  
from 2021 School Climate Surveys



# School Belonging

We should be proud, but know we have work to do...Next steps in supporting students

## QUESTION



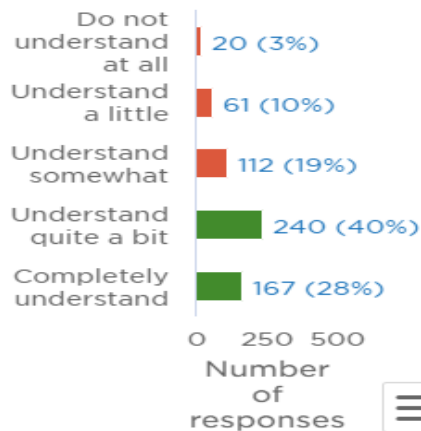
How well do people at your school understand you as a person?

**68%**   
responded  
favorably

 **6**  
from 2021  
School Climate  
Surveys



## Answer distribution



## Breakdown by Student Gender



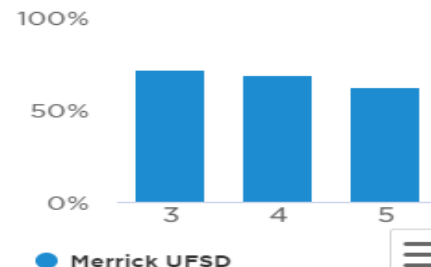
Percentage favorable responses for this question



## Breakdown by Student Grade Level



Percentage favorable responses for this question



# School Belonging

We should be proud, but know we have work to do...Next steps in supporting students

QUESTION

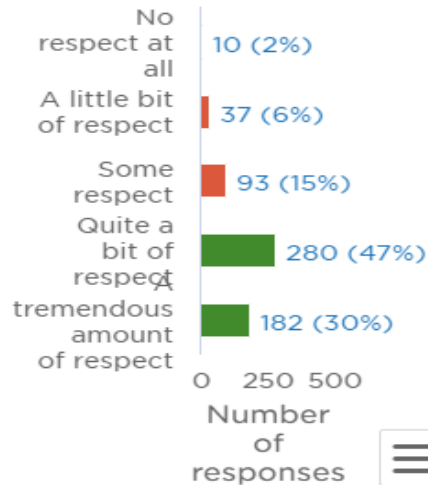
➤ How much respect do students at your school show you?

**77%** *i*  
responded  
favorably

**7**  
from 2021  
School Climate  
Surveys



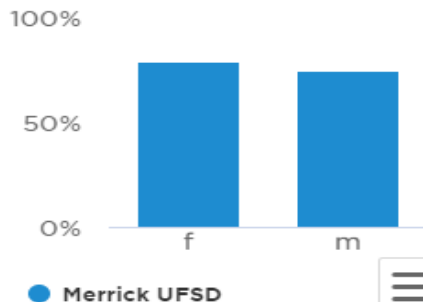
## Answer distribution



## Breakdown by Student Gender



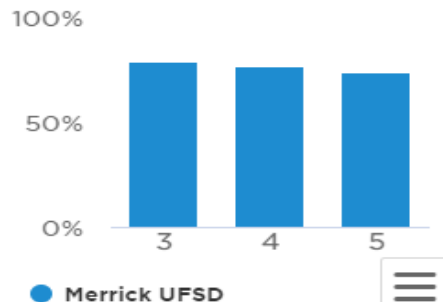
Percentage favorable responses for this question



## Breakdown by Student Grade Level



Percentage favorable responses for this question





# School Belonging

We should be proud, but know we have work to do...Next steps in supporting students

## QUESTION



Overall, how much do you feel like you belong at your school?

**83%**

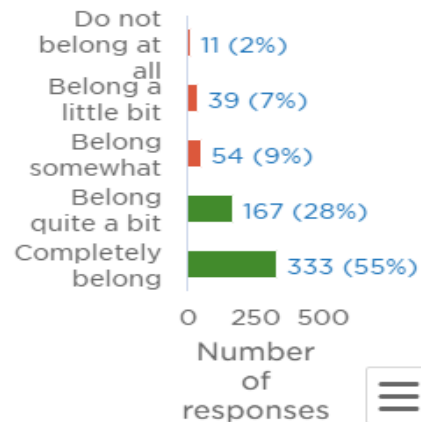
responded  
favorably

**4**

from 2021  
School Climate  
Surveys



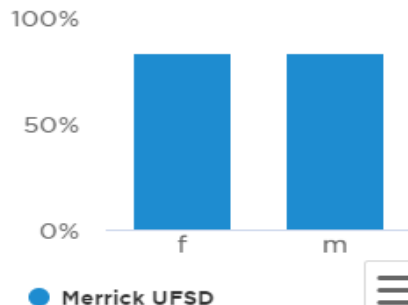
## Answer distribution



## Breakdown by Student Gender



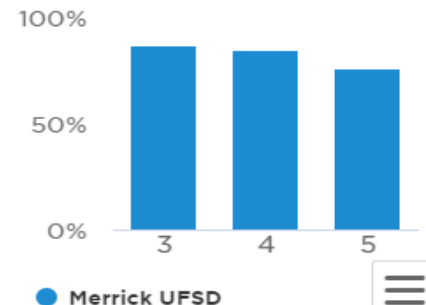
Percentage favorable responses for this question



## Breakdown by Student Grade Level



Percentage favorable responses for this question



# School Belonging

We should be proud, but know we have work to do...Next steps in supporting students

## QUESTION



How much do you matter to others at this school?

**68%** 

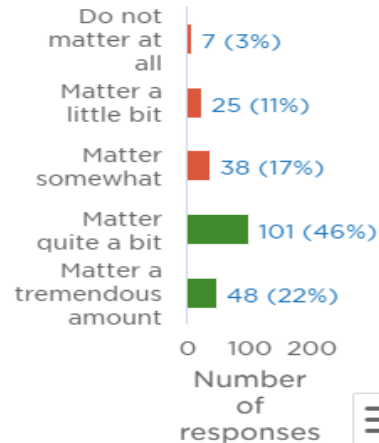
responded  
favorably

 **18**

from 2021  
School Climate  
Surveys



### Answer distribution



### Breakdown by Student Gender



Percentage favorable responses for this question

100%

50%

0%

f

m

 Merrick UFSD



# School Belonging

We should be proud, but know we have work to do...Next steps in supporting students

QUESTION



How much respect do students in your school show you?

**70%** 

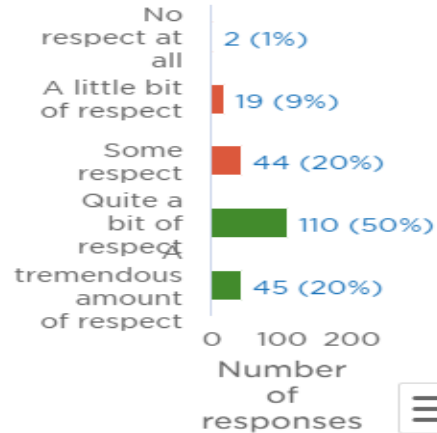
responded  
favorably

 **5**

from 2021  
School Climate  
Surveys



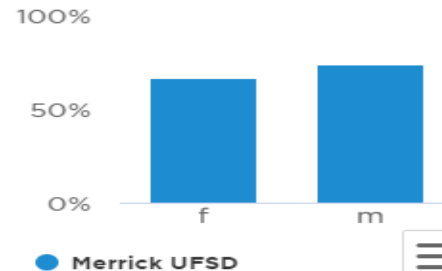
## Answer distribution



## Breakdown by Student Gender



Percentage favorable responses for this question



# School Safety

Perceptions of student physical and psychological safety at school.

QUESTION  
➤ How often are people disrespectful to others at your school?

**60%** ⓘ  
responded  
favorably

▲ **18**  
from 2021  
School Climate  
Surveys



QUESTION  
➤ If a student is bullied in school, how difficult is it for him/her to get help from an adult?

**67%** ⓘ  
responded  
favorably

▼ **3**  
from 2021  
School Climate  
Surveys



QUESTION  
➤ How likely is it that someone from your school will bully you online?

**84%** ⓘ  
responded  
favorably

▲ **3**  
from 2021  
School Climate  
Surveys



QUESTION  
➤ How often do you worry about violence at your school?

**74%** ⓘ  
responded  
favorably

▼ **1**  
from 2021  
School Climate  
Surveys



QUESTION  
➤ How often do students get into physical fights at your school?

**89%** ⓘ  
responded  
favorably

▲ **11**  
from 2021  
School Climate  
Surveys



# School Learning Strategies

How well students deliberately use strategies to manage their own learning processes generally?

## QUESTION



Before you start on a challenging project, how often do you think about the best way to do it?

**70%**   
responded  
favorably

 **2**  
from 2021  
School Climate  
Surveys



## QUESTION



How sure are you that you can figure out a good way to get your schoolwork done well?

**82%**   
responded  
favorably

 **5**  
from 2021  
School Climate  
Surveys




## QUESTION



When you get stuck while learning something new, how likely are you to try to learn it in a different way?

**54%**   
responded  
favorably

 **3**  
from 2021  
School Climate  
Surveys




## QUESTION



Overall, how well can you figure out how to learn things?

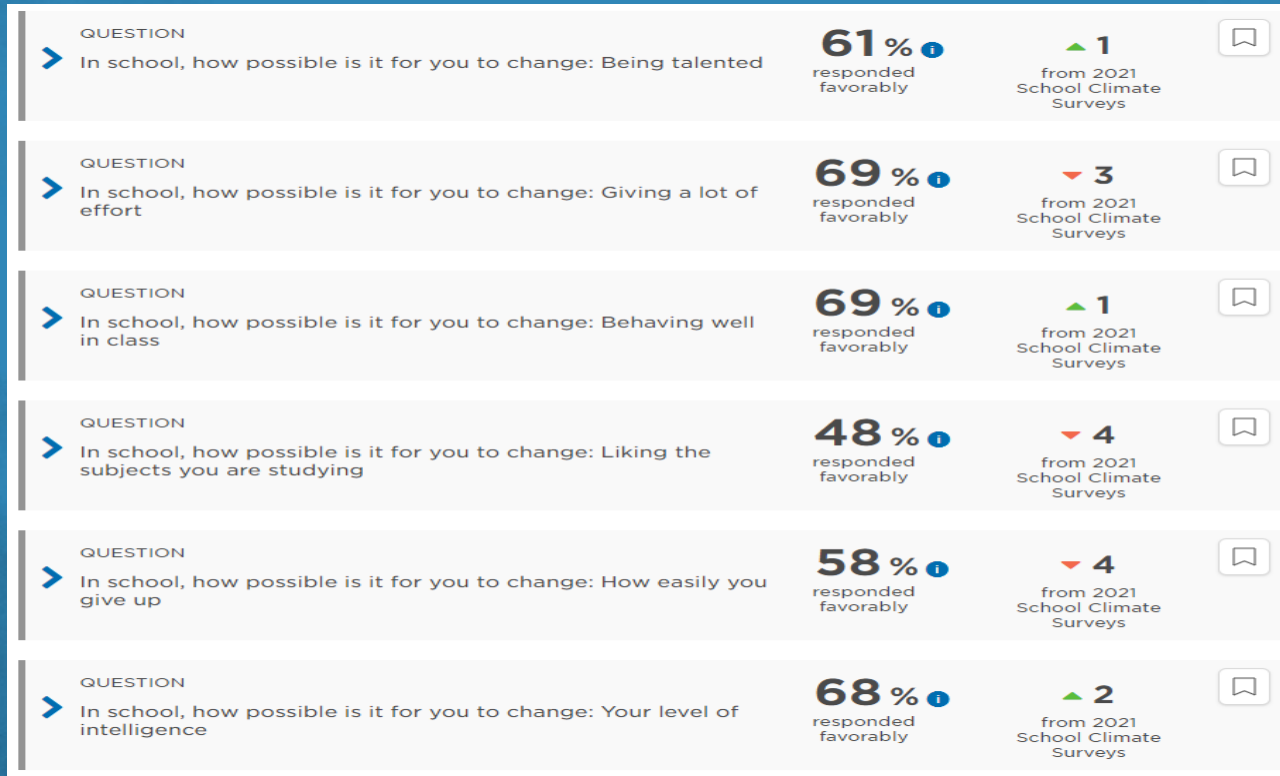
**82%**   
responded  
favorably

 **3**  
from 2021  
School Climate  
Surveys



# School Mindset

Perceptions of whether students have the potential to change those factors that are central to their performance in school.





# School Climate

Perceptions of the overall social and learning climate of the school.

QUESTION

➤ How positive or negative is the energy of the school?

**83%** ⓘ

responded  
favorably

▲ **8**

from 2021  
School Climate  
Surveys



QUESTION

➤ How pleasant or unpleasant is the physical space at your school?

**81%** ⓘ

responded  
favorably

▲ **18**

from 2021  
School Climate  
Surveys



QUESTION

➤ How fair or unfair are the rules for the students at this school?

**71%** ⓘ

responded  
favorably

▲ **2**

from 2021  
School Climate  
Surveys



QUESTION

➤ At your school, how much does the behavior of other students hurt or help your learning?

**32%** ⓘ

responded  
favorably

▲ **1**

from 2021  
School Climate  
Surveys



QUESTION

➤ How often do your teachers seem excited to be teaching your classes?

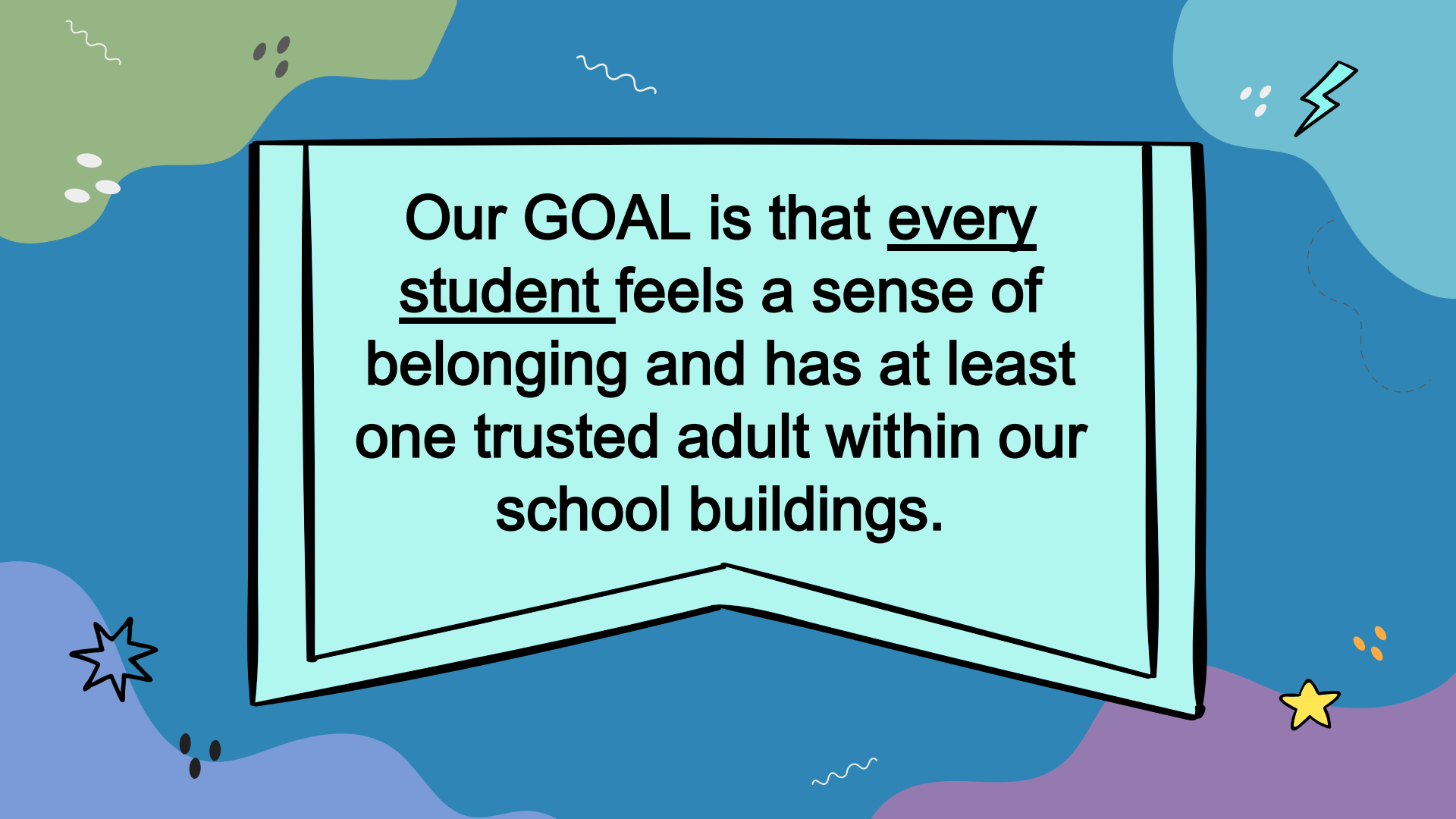
**83%** ⓘ

responded  
favorably

▲ **33**

from 2021  
School Climate  
Surveys





**Our GOAL is that every student feels a sense of belonging and has at least one trusted adult within our school buildings.**

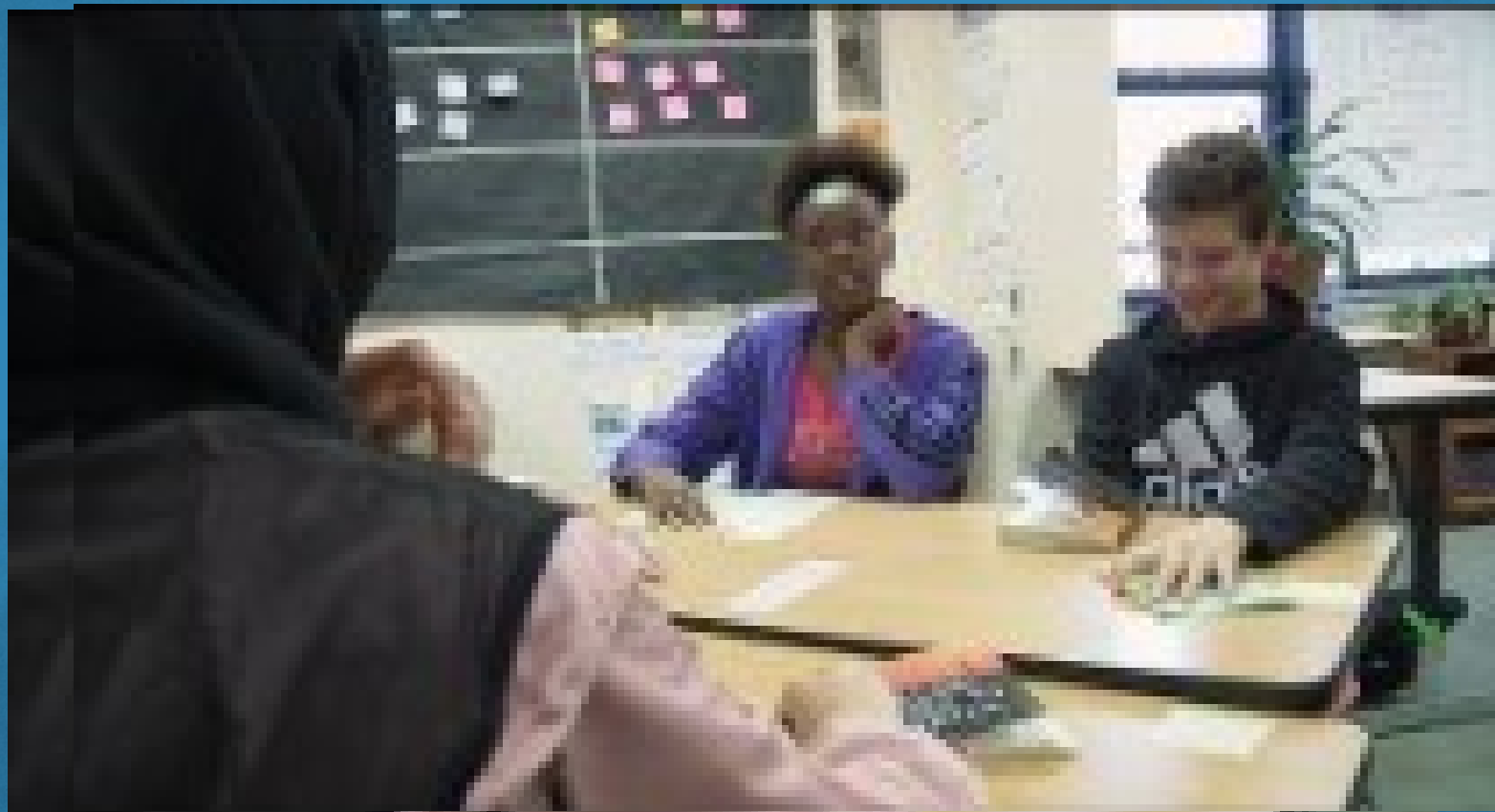




# Time to shine!

Describe ideas, activities and routines you currently have in place for your students.

# Talk Moves



# TALK MOVES

Talk Moves are designed to create a classroom culture where students are regularly expected to speak, listen, and respond to one another. Each gesture serves a different purpose in establishing and/or maintaining a dynamic conversation.

Introduce Talk Moves one at a time, giving students ample time to learn the hand signals, the sentence starters, and the cognitive meanings behind each one.



"Thumbs up" is used to indicate that a student has had enough time to think and is prepared with an answer.

- I've been giving it some thought...
- I know what I'd like to say.
- I'm ready to answer.



The raised arm and flat hand indicates a student is unsure of the question, the answer, or the content of the conversation.

- HELP! I'm lost.
- I'm not following the conversation.
- I need someone to repeat and/or clarify what was said.



Stacking fists represents that a student would like to add or build onto a peer's original idea.

- In addition...
- Building on what \_\_\_\_ said, I can add...
- When \_\_\_\_ said that, it made me think about...



Tapping the head is a respectful way to indicate an alternative opinion or response.

- I have a different thought.
- I hear what \_\_\_\_ is saying, but what about...
- I'm wondering about...



Rotating his index fingers, a student reveals he heard what a classmate said and can restate it.

- I can paraphrase what \_\_\_\_ said.
- I heard what \_\_\_\_ said and can revoice it.
- I listened and can repeat it.



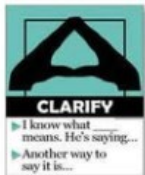
With a thumb pointing at himself and a pinkie pointing to the speaker, a student can show agreement.

- I believe that as well.
- That's the same answer I got.
- \_\_\_\_ is on the right track.



Representing the pages of a text, students use their hands to reveal that they can offer proof or evidence.

- For example,...
- That's true because...
- In fact,...



Forming a complete triangle with two hands symbolizes how one student can reiterate a peer's response more clearly.

- He is saying that...
- In other words...
- I get it, \_\_\_\_ means that...

# TALK MOVES

Move	Teacher	Student
Revoicing	Teacher repeats what students say in another way to help clarify student thinking. <ul style="list-style-type: none"> <li>So you're saying...</li> </ul>	I can repeat what someone said and ask them to verify if my statement is correct. <ul style="list-style-type: none"> <li>So you're saying...</li> </ul>
Rephrasing/Restating	Asking students to restate someone else's ideas in their own words. <ul style="list-style-type: none"> <li>Can you repeat what ____ said in your own words?</li> </ul>	I can restate someone else's ideas in my own words. <ul style="list-style-type: none"> <li>I heard you say _____.</li> </ul>
Reasoning	Asking a student if they agree/disagree with an idea proposed by another student. <ul style="list-style-type: none"> <li>Do you agree or disagree and why?</li> </ul>	I can apply my own reasoning to someone else's idea. <ul style="list-style-type: none"> <li>I agree/disagree with your idea because _____.</li> </ul>
Elaborating	Prompting other students to challenge, add on, or elaborate to increase participation and deepen understanding. <ul style="list-style-type: none"> <li>Would someone like to add on?</li> <li>Can you give me an example...?</li> </ul>	I can participate in the discussion by adding comments or sharing my reasoning. <ul style="list-style-type: none"> <li>I'd like to add _____.</li> </ul>
Waiting	Use wait time, help students to learn that quiet time is not awkward silence but thinking time. <ul style="list-style-type: none"> <li>This question is important, let's take some time to think about it.</li> </ul>	I can take time to organize my thoughts and be ready to contribute to the discussion. <ul style="list-style-type: none"> <li>Take your time.</li> </ul>






# MATH TALK

## CONVERSATION STARTERS

### LET'S TALK MATH!

	<b>TO EXPLAIN:</b> <ul style="list-style-type: none"> <li>&gt;The strategy I used was...</li> <li>&gt;I noticed that...</li> </ul>
$=$	<b>TO AGREE:</b> <ul style="list-style-type: none"> <li>&gt;I agree with ____ because...</li> <li>&gt;My strategy is like yours because...</li> <li>&gt;That solution makes sense because...</li> </ul>
$\neq$	<b>TO DISAGREE:</b> <ul style="list-style-type: none"> <li>&gt;I disagree with ____ because...</li> <li>&gt;The solution doesn't make sense because...</li> </ul>
$?$	<b>TO CLARIFY:</b> <ul style="list-style-type: none"> <li>&gt;Can you explain how/why...</li> <li>&gt;I have a question about...</li> </ul>
$+$	<b>TO EXTEND:</b> <ul style="list-style-type: none"> <li>&gt;I would like to add onto...</li> <li>&gt;Another strategy we could use</li> </ul>



## DISCUSSION STEMS FOR ACTIVE CLASSROOM PARTICIPATION

<b>Expressing an Opinion:</b> I think/ believe that... It seems to me that... In my opinion...	<b>Predicting:</b> I guess/predict/imagine that... Based on..., I infer that... I hypothesize that...
<b>Asking for Clarification:</b> What do you mean? Will you explain that again? I have a question about that.	<b>Paraphrasing:</b> So you are saying that... In other words, you think... What I hear you saying is...
<b>Soliciting a Response:</b> What do you think? We haven't heard from you yet. Do you agree? What answer did you get?	<b>Acknowledging Ideas:</b> My idea is similar to/related to ____'s idea. I agree with (person) that... My idea builds upon ____'s idea.
<b>Individual Reporting:</b> I discovered from ____ that... I found out from ____ that... ____ pointed out to me that... ____ shared with me that...	<b>Partner and Group Reporting:</b> We decided/agreed that... We concluded that... Our group sees it differently. We had a different approach.
<b>Disagreeing:</b> I don't agree with you because... I have a different answer than you. I see it another way.	<b>Offering a Suggestion:</b> Maybe we could... What if we... Here's something we might try>
<b>Affirming:</b> That's an interesting idea. I hadn't thought of that. I see what you mean.	<b>Holding the Floor:</b> As I was saying... If I could finish my thought... What I was trying to say was...

Adapted by John Warren

## Bounce Card

### Bounce:

- "That reminds me of..."
- "I agree because..."
- "True., another example is when..."
- "That's a great point..."

### Sum It UP:

- "I hear you saying that..."
- "So if I understand you correctly..."
- "I like how you said..."

### Ask Questions:

- "Can you tell me more about that?"
- "I'm not sure I understand..."
- "Have you thought about...?"

# Family Engagement



# Self Monitoring and Reinforcement



# Gallery Walks - Engagement



## Welcoming/Inclusion Activity Four Corners



Time: 5-7 minutes

### Overview:

Participants reflect on a statement, image, or prompt and move to a "corner" that matches their choice. There they share their rationale for choosing that corner with others before the whole group reconvenes.

### When and Why:

"Corners" is helpful in promoting the importance of divergent perspectives and the value of having all voices heard. Participants have the opportunity to connect with others, while hearing a variety of reasons for being drawn to the common category. The activity also incorporates movement and injects energy into the room.



### SEL Focus:

Participants will be practicing the Responsible Decision-Making skills of *Situation Analysis* and *Evaluating* as they choose and discuss their "corner" choice, and are developing the Social Awareness skills of *Perspective-Taking* and *Empathy* as they listen to understand each other's choices and reasoning.

### Steps:

1. Before the activity, mark four to five areas in the room with a large image, number, or word that corresponds to the choices you will be giving.
2. Ask participants to silently reflect on a statement or question prompt that is aligned to the content of the engagement.
3. Share response choices with the group on a poster/slide (quotes, pictures, etc.).
4. Instruct participants to choose one of the responses, then ask them to move to that designated "corner" of the room, find a partner or trio within the group that forms in that area, and share what drew them to that choice.
5. NOTE: If you end up with a solo participant in a "corner," join that person to hear their thoughts, using a timer to keep on track.



Debrief by inviting two or three participants to share their choice and rationale with the whole group (or one person from each "corner" area, if time permits). You may also ask what they notice about the size and composition of the groups and/or what SEL skills and competencies came into play during the activity.



## Welcoming/Inclusion Activity Synectics

*Adapted from Groups at Work: Strategies and Structures for Professional Learning, by Laura Lipton and Bruce Wellman, and based on the work of George M. Prince*



Time: 4-7 minutes

### Overview:

Participants take part in brainstorming and metaphorical thinking that allows for a high level of inclusion and encourages the acceptance of offbeat or novel ideas.

### When and Why:

This activity promotes creative and fluid thinking. It sparks conversation, establishes readiness for further exploration of a topic, and can be explicitly connected to a literacy objective.



**SEL Focus:** This helps the group to focus its energy on a topic or concept in a low-risk way in which all voices are included, providing opportunities to strengthen the **Social Awareness** skills of *Perspective-Taking* and *Respect for Others*, along with the **Self-Management** skill of *Impulse Control* as everyone works to support equity of voice.

### Steps:

1. Project an image on a screen or supply picture card(s) on each table.
2. Explain that the task is to complete the sentence stem: "[Given topic] is like this [image] because..." Participants generate and record as many comparisons between the image displayed and the topic presented as possible in one to two minutes.



### Debrief:

- If brainstorming is done individually, participants review their list and choose one to share and discuss with a partner. Then invite two or three participants to share their completed sentence stems with the whole group.

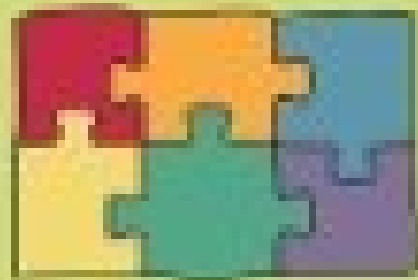
### Modifications and Variations:

- Participants can do their brainstorming in small groups. After brainstorming, invite each group to come to consensus on one comparison to share out loud to the whole group.
- Another time, shift the directions to generate contrasts, instead of likeness. "[Topic] is Not like [image] because..."



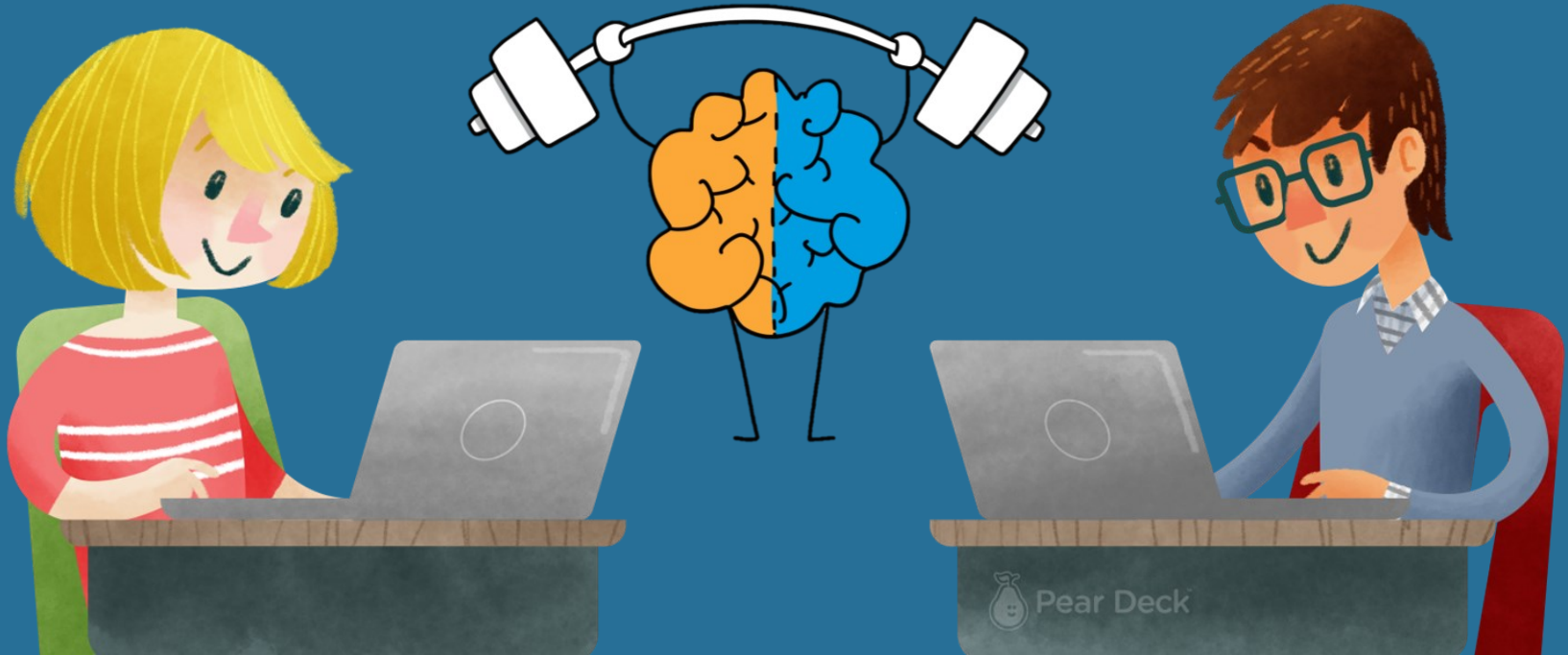
# Jigsaw Method

## THE JIGSAW METHOD





# Making plans and coordinating next steps



# Questions and Answers

