

# Classwide Tier II Interventions For Secondary Teachers: Overlapping Strategies to Increase Student Engagement

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## ⇒ Acknowledge Students: Say “Hello”

- ❖ Validate Individuals to Build Relationships:
  - Say hello to students as they enter your classroom, using the students’ names and making appropriate small talk. This indicates to students the teacher cares about them.
  - Say hello, smile, or nod when you pass in the hall.

## ⇒ Praise Students Use Behavior-Specific Praise

- ❖ Students should be recognized (PBIS) for desirable behavior. Recognition increases the chance the desired behavior will occur again. “Thanks for answering!” “Great! You brought your completed homework.” “I appreciate you asking that question. I’m sure others need that clarified, too.”
- ❖ Notice students when their behavior is what you want it to be.
- ❖ Provide approval statements contingent on effort that specifically states the desired behavior.
- ❖ Provide behavior specific praise statements immediately, often, and sincerely.
- ❖ Individualize praise by presenting publicly, one-on-one quietly, to the whole class, written, animated, and/or subdued.
- ❖ Provide praise for appropriate behavior such as following the classroom rules; for academic effort such as beginning an assignment; and for social effort such as answering a question.

**4 POSITIVE  
RECOGNITION  
STATEMENTS  
FOR EVERY  
1 REDIRECTION**

## ⇒ Engage Students: Provide Opportunities To Respond

- ❖ Increase opportunities to respond using response cards or choral responding.
- ❖ Increase the frequency students have to interact with lessons by asking more questions, and offer more chances to practice during the instructional portion of the lesson.

### Response Cards

- Reusable, preprinted or write-on cards/white boards
- Teacher asks a question
- Teacher cues “cards up” or “show your answer”
- All students respond on cue
- Teachers scans room for visual assessment of knowledge
- Allows engagement, practice, assessment, & feedback

### Choral Responding

- Teacher asks a question
- Teacher provides pre-taught cue
- All students respond as a class on cue
- Once established this increases OTR without slowing down the brisk pace of the lesson
- Serves a dual purpose: engagement & practice

## ⇒ Empower Students: Provide Choices

- ❖ Increase cooperation (and reduce power struggles) by offering students a choice
  - which assignment to complete first
  - how to complete the assignment (poster, song, skit, report, project)
  - where to sit to complete assignment (at desk, table, at friend’s desk, sitting on floor)
- ❖ When giving a choice, always honor the student’s choice.
- ❖ Prompt student if they do not respond.

## ⇒ Guide Students: Provide Feedback

ANY ASSIGNMENT WORTH A STUDENT’S TIME SHOULD BE WORTH THE TEACHER’S ATTENTION

- ❖ Move around the class while students work independently, checking answers & guiding student’s work
- ❖ Mark on papers as you comment consistent with your grading practices (i.e., check, star, “good”)
- ❖ Grade student work and return immediately - more often than not by the next day.

⇒ **Challenge Students: Create Behavior Contracts/Group Contingencies/Classroom Token Economy**

- ❖ Keep it simple to use.
- ❖ Survey students for reward ideas.
- ❖ Implement consistently with fidelity.
- ❖ Specify in writing the desired student behavior.
- ❖ Specifically state the contingency statement.
- ❖ Signatures of all involved (teacher and students).

EXAMPLE: If everyone turns in completed homework 4 days this week there will be no quiz on Friday.  
In place of the quiz we will compete girls against boys in math trivia.

⇒ **Check-in With Students: Check-in/Check-out (CICO)**

- ❖ CICO is a program using mentors (employees) to see students before and after school each day.
- ❖ Students gather points earned on a daily report sheet from each teacher along with positive comments.
- ❖ Mentors check sheets daily, providing positive reinforcement along with the constructive feedback.
- ❖ Teachers need to be positive, consistent, and specific with daily points and feedback.
- ❖ Mentors need to keep all appointments and prepare students for handling unexpected absences.

### **How Do Teachers Prepare to Implement These Classwide Strategies?**

- ❖ Determine the problem behaviors interfering with student learning.
- ❖ Determine the desired replacement behaviors to increase student learning.
- ❖ Choose 3 behaviors to target: maybe the 3 most disruptive, maybe 3 similar behaviors
- ❖ Plan when and how you will reteach the students what you expect
- ❖ Plan when and how you are going to reinforce the students for doing what you expect.
- ❖ Practice what you will say and how you will provide reinforcement and feedback.
- ❖ Place reminders in your lesson planning book, in your main work area, on walls to remind you often

**PEER COACHING** is an easy-to-implement process shown to increase the use of new strategies. Two or three trusted colleagues take turns observing one another to count the frequency of statements that fit in the categories above: acknowledgement, praise, engagement, empowerment, guidance, and challenging students. Should be done as a coach with feedback and encouragement and not be judgemental.

### **How Do These Classwide Strategies Overlap?**

- ❖ Recognizing each student who enters the room develops positive student/teacher relationships; while challenging students to join together for a group reward builds community within the class, uniting students with one another.
- ❖ Increasing opportunities for student engagement through increased opportunities to respond provides an automatic increase in teacher opportunities to provide specific praise statements and immediate feedback.
- ❖ When students are empowered through choice-making, teachers have the opportunity to praise good choices and validate student strengths, interests and decision making. Choice assignments completed provides more opportunity to praise student effort and provide corrective feedback.
- ❖ CICO provides specific students who continue to struggle daily review of expectations, individual guidance, and increased recognition by several adults (teachers and mentors).

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[All interventions discussed are evidence-based. Citations available upon request: ed23@txstate.edu]