Engage Student

Why should I do it:

- Improves students performance, participation, attention, and focus
- Helps increase student “buy in”
- Improves student/teacher rapport
- Encourages students to become more involved
- Increase volunteering and participation
- Improves students’ self confidence and self esteem
- Decreases behavior problems, distractions, off task behaviors, and interruptions
- Improves attending behaviors
- Most students will respond positively when presented with an engaging attitude
- When you establish a relationship with a student, they become more invested in the learning process

When should I do it:

- When a student isn’t responding to mostly used classroom techniques
- When students have poor attention and focus, like ADD/ADHD
- When students are uninterested, have low motivation, or low work completion
- When students have limited participation
- With new students
- With students that exhibit behavior problems
- When students have reputations in the school for being behavior problems
- When students have a poor rapport with teachers or students
- When students are off task, goofing around, horse playing, etc
- You may engage students before, during, or after class or instructional time
    - Before and after class or instructional time is a good time to engage students to build rapport, build trust, and help increase the student’s “buy in”
    - During class, engage students to address off task behavior, interruptions, attention issues, horse play, talking, etc
    - During class, you may also engage students who seem disconnected from class, seem to have poor confidence, are unsure, lack participation, etc

How do I do it:

- When engaging students before or after class or instructional time, you may be more personable and less formal, talking to the student about their interests,

family, concerns, friends, etc. For the most part, just listen to the student and make comments or ask questions about what they are talking about

- During instructional time, engage the student by calling on them, asking them what they think, involving their interests in assignments and topics, etc.
    - With students who experience anxiety about being called on or pointed out in front of the class, consider setting up a cue with the student where the student and/or teacher may use the cue to signify when the student would like to be called on, asked a question, or engaged in other ways
- Greet the student first thing in the morning using name
- When you have free time, ask student about what interests them
- Make a date to have lunch with the student
- Write letters back and forth to the student using classroom mailbox