

Engaging Students with Poverty in Mind

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A Graphic Report of Chapters 2 – 9

Created by Leadership Coaches

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Engagement	Effect Size:
Chapter 2: Rules	

Actions	Rationale/commitment	Solutions
1. Upgrade your attitude	<ol style="list-style-type: none"> Students sense teachers' attitudes Commit to engage every student every day 	<ol style="list-style-type: none"> Use affirmations <ol style="list-style-type: none"> Post positive reinforcements Give students positive praise Employ occasional small engagers <ol style="list-style-type: none"> Stand and stretch Breathe in smile, breathe out calm Pair students for small tasks Give yourself permission to fail <ol style="list-style-type: none"> Make a backup plan for failure Note what worked and didn't Forgive mistakes Strategize to correct errors
2. Build relationships and respect	<ul style="list-style-type: none"> Students need to know you care Students behave better, have less stress, work harder, get excited Increases student's feeling of self-worth and belonging 	<ol style="list-style-type: none"> Share a bit of yourself every day <ol style="list-style-type: none"> Family, dreams everyday life Find out about students every day Respect students <ol style="list-style-type: none"> Never disparage or criticize a student's culture or background Integrate culture & social capital into goals (ex. make all voices heard) Upgrade interactive language <ol style="list-style-type: none"> Make eye contact with students Use language you want to hear Thank students for contributing
3. Get buy-in	<ul style="list-style-type: none"> Sell students on themselves, content, learning Be passionate. It motivates students Many students have been trained to be complacent Create a hook 	<ol style="list-style-type: none"> Play the older kid card Offer an incentive – i.e. time or the need for student help Pique students' curiosity <ol style="list-style-type: none"> Use mystery objects Unusual props or secrets I'm not sure this will work (I shouldn't be saying this) will you see if you can get it to work? Start a competition

		<ul style="list-style-type: none"> e. Chunk down the buy-in with steps that lead uncertainly f. Lower the stakes. Call on students who you know don't know the answer. Get them to offer some insight for that. Give an award g. Use their imagination. Make predictions, speculate about how they would proceed
<p>4. Embrace clarity</p>	<ul style="list-style-type: none"> • Master the big picture details in concrete chunks and directions • Student understanding increases • Know purpose, time, interaction, materials & directions before trying an engagement strategy 	<ul style="list-style-type: none"> 10. Use fewer words <ul style="list-style-type: none"> a. Find a metaphor or analogy b. Use body language and gestures c. Move around the room when content needs new reference point d. Use visuals and manipulatives 11. Frame directions in positive. What you want desired behavior to be 12. Give clear, simple directions <ul style="list-style-type: none"> a. Be concrete use landmarks
<p>5. Show your passion</p>	<ul style="list-style-type: none"> • Non-verbal feelings are contagious. • Passion shows students you care and what you are sharing is important • Creates interest, curiosity and motivation 	<ul style="list-style-type: none"> 13. Stay active <ul style="list-style-type: none"> a. Move around room and gesture 14. Vary voice intentionally <ul style="list-style-type: none"> a. Use unpredictable voice fluctuation b. Pause 15. Keep eyes focused on students <ul style="list-style-type: none"> a. Make eye contact b. Be positive 16. Focus on what you want to happen <ul style="list-style-type: none"> a. Believe in your message b. Use positive self-talk to stay relaxed and focused

Engagement	Effect Size:
Chapter 3: Engage for a Positive Climate	

Actions	Rationale/commitment	Solutions
1. Raise the Bar	<ul style="list-style-type: none"> • Students live out their own expectations • Teachers expectations are critical to student success • Teachers' expectations had a staggering 1.03 effect size on student achievement 	<ol style="list-style-type: none"> 1. Refer to the learning destination as a certainty <ol style="list-style-type: none"> a. When you complete this..... b. Stick with our plan. I'm on your side 2. Don't have low-performing students set long-term achievement goals for themselves <ol style="list-style-type: none"> a. Set mini-goals like completing a 30 minute team assignment b. Chunk into small parts like daily, weekly, goals 3. Start setting "superb" as the goal <ol style="list-style-type: none"> a. A or B for the class, nothing less b. Affirm every success early on.... 4. Affirm every little success early on <ol style="list-style-type: none"> a. Celebrate! Everyone say YES when you get over 80% a. Turn to partner and say , "I did it!"
5. Manage Mind-Body States	<ul style="list-style-type: none"> • Students' thoughts , emotions, behaviors, and academic performance correlate with their physical, emotional, and cognitive states • An attractor state may be defined as the preferred or default state toward which conditions in systems tend to move • Understanding of students' mind-body states enable you to better manage class climate • Teachers have an extraordinary amount of influence during the relatively short time students are in class • The best way to start shaping 	<ol style="list-style-type: none"> 1. Reduce lecture time. <ol style="list-style-type: none"> a. Limit lectures to 5 to 8 minutes 2. Eliminate the "fight, flight, or freeze" response <ol style="list-style-type: none"> a. Emotionally safe environment: Never embarrass b. Never use sarcasm or put downs c. IF you make a mistake, apologize to the student after class 3. Give students more control <ol style="list-style-type: none"> a. Encourage them to have a more vested interest in class by broadening role b. Involve them in decision making, questions, choosing music to play, etc. 4. Ask more compelling questions 5. Keep students in suspense

	<p>student states is to build strong relationships</p>	
<p>6. Establish That “We Are Family”</p>	<ul style="list-style-type: none"> • Student-teacher relationships are in the top 10 of all student achievement factors • Group cohesion and peer influences have a strong 0.53 effect size • Every classroom includes multiple relationships that matter: Teacher-student, Teacher-class, student-teacher, student to student, and staff to staff • Teachers need to embrace the parent role in school • When all members of the class are working together toward a positive learning effort, they build a collective social power 	<ol style="list-style-type: none"> 1. Adopt the Parent Role in your class <ol style="list-style-type: none"> a. Learn students strengths or unique talents b. Always smile to all and use personal courtesies like “please,” “thank you,” and “pardon me” 2. Form cooperative groups in elementary and cooperative teams in secondary <ol style="list-style-type: none"> a. Let them choose roles and team names, etc. b. Switch up every four to six weeks 3. Create the class glue with get to know you activities <ol style="list-style-type: none"> a. Use sentence stems to get to know each other such as: <ol style="list-style-type: none"> i. One thing my neighbor likes to do is... ii. My neighbor owns a.... 4. Help students gain social status. <ol style="list-style-type: none"> a. Read a powerful composition they’ve written in front of their peers c. Come up with award to students for exemplifying qualities like: <ol style="list-style-type: none"> i. creativity, ii. enthusiasm iii. leadership.
<p>7. Sustain Emotional Positivity</p>	<ul style="list-style-type: none"> • Do students feel good in your class? Positivity lowers levels of cortisol and helps reduce absences • Scientists no longer consider emotions to be a “frill” • Emotional positivity is essential to learning and productivity • The positives to negatives need to be by 6-1 	<ol style="list-style-type: none"> 1. Use emotional punctuation. 2. Pump up positive classroom responses <ol style="list-style-type: none"> a. “Thank you for jumping in!” b. Say “yes” as much as possible! 3. Accentuate the positive 4. Use variety in your clapping celebrations 5. Raise students’ expectations about their potential to go to college <ol style="list-style-type: none"> a. Instill in them the expectation that they, just like their affluent peers, can attend college b. www.adopt-a-college.org

<p>8. Teach Positive Social and Emotional Responses</p>	<ul style="list-style-type: none"> • At birth our brains are hard-wired with just six emotions: joy, anger, sadness, surprise, fear, and disgust • Ideal classroom emotions include cooperativeness, patience, humility, and gratitude 	<ol style="list-style-type: none"> 1. Model appropriate responses <ol style="list-style-type: none"> a. Teach them what you want their behavior to be in one on one sessions..."Let me show you what I was looking and listening for" b. Using this one-on-one time to strengthen your relationship rather than to punish the student will get you on the road toward success 2. Teach responses with fun activities <ol style="list-style-type: none"> a. Video clips depicting various behaviors of kids to identify and analyze the behaviors
<p>9. Summary</p>	<ul style="list-style-type: none"> • The Greatest Gift 	<ol style="list-style-type: none"> 1. It is up to schools to adapt to work better for students. 2. A positive climate is the greatest gift a teacher can give students. 3. Remember: you are more than the weather reporter; you are the weather creator!

Engage	Effect Size:
Chapter 4: To Build Cognitive Capacity	

Actions	Rationale/commitment	Solutions
1. Build attention skills	<ul style="list-style-type: none"> • Attention comes in 2 varieties for students: hard-wired already, learned and earned • Attention skills are predictive of school success 	<ol style="list-style-type: none"> 1. Increase buy-in <ol style="list-style-type: none"> a. Create a hook, teasers, issue challenges 2. Use prediction <ol style="list-style-type: none"> a. Students predict upcoming lesson, reward if right! 3. Pause and chunk <ol style="list-style-type: none"> a. In the midst of a lesson or lecture, pause for reflection, writing, etc. 4. Engage in fast physical activity <ol style="list-style-type: none"> a. Quick-moving, like Simon says 5. Play red light- purple light <ol style="list-style-type: none"> a. Just like the traditional game, but challenge with different signals 6. Use 'redirects' <ol style="list-style-type: none"> a. Redirect student attention to something unusual or to another student; or use a classroom ritual 7. Get students moving <ol style="list-style-type: none"> a. Crawling, climbing, walking 8. Provide practice <ol style="list-style-type: none"> a. Detailed, continuous 9. Teach students study skills <ol style="list-style-type: none"> a. Prioritization of tasks, note-taking, summarizing, pre-reading 10. Use high-interest reading material 11. Conduct quick-writes <ol style="list-style-type: none"> a. Quick-timed writing to increase focus
2. Teach problem solving and critical thinking	<ul style="list-style-type: none"> • Students who grow up in poverty don't have the experiences of solving academic problems • Experiences need to be developed so students are solving academic problems 2 to 3 times a week 	<ol style="list-style-type: none"> 1. Model and scaffold the process <ol style="list-style-type: none"> a. Use the 5-step process on p.59 2. Promote collaborative problem-solving <ol style="list-style-type: none"> a. Students work in pairs to solve problems 3. Teach transferrable models for problem-solving <ol style="list-style-type: none"> a. Use the 10-step process on pp 59-60 4. Create competitions <ol style="list-style-type: none"> a. To work in teams to problem-solve

		b. Have teams work problems backwards
3. Train working memory	<ul style="list-style-type: none"> • Helps students learn how to follow directions and solve problems. • Builds attentional skills • Reinforces learning in context. • Generalizes and transfers skills 	<ol style="list-style-type: none"> 1. Practice Recall <ol style="list-style-type: none"> a. Repetitive auditory games such as “Simon Says or Clap Clap” 2. Word Baskets <ol style="list-style-type: none"> a. Sequential memory games. Start with a category word, build on initial word by different students adding next category word, repeating prior words. 3. Review Increasingly Large Chunks of Content: <ol style="list-style-type: none"> a. Scaffold instruction starting with simple concepts and build on 4. Focus on Sound <ol style="list-style-type: none"> a. Use auditory games to get attention and improve working memory 5. Use a Quick Fix <ol style="list-style-type: none"> a. Reinforce memory by using strategy within a lesson (i.e. tell the directions to your neighbor)
4. Develop processing speed	<ul style="list-style-type: none"> • To build students’ processing skills and processing stamina across a category of skills; ex., collecting and sorting, summarizing, calculating, organizing and analyzing 	<ol style="list-style-type: none"> 1. Have students show and shout <ol style="list-style-type: none"> a. Students work in small groups processing quickly 2. Make body angles 3. Create a learning list <ol style="list-style-type: none"> a. Have small groups develop lessons for the text with key ideas, questions to build comprehension, comments about the content, things that puzzle or intrigue 4. Scramble stories <ol style="list-style-type: none"> a. Post scrambled paragraphs and have students re-write in order 5. Use posted models <ol style="list-style-type: none"> a. Post steps of the writing process b. Post math problem-solving steps
5. Foster self-control	<ul style="list-style-type: none"> • Even knowing how important it is, self-control is rarely taught • Requires practice knowledge and experience 	<ol style="list-style-type: none"> 1. Calendar delays for question-answer time <ol style="list-style-type: none"> a. The last digit of the day’s date is the duration of response-delay b. Teaches students to resist first impulse 2. Teaches self-control <ol style="list-style-type: none"> a. Show marshmallow experiment from Stanford b. Teaches deferred gratification 3. Use reverse cues

		<ul style="list-style-type: none">a. Use reverse active cues (clapping tasks)b. Trains students to inhibit and replace impulses <p>4. Teach the power of micro-goals</p> <ul style="list-style-type: none">a. Explain task to be doneb. Set mental goal, wait 10 secondsc. After 10 seconds, wait 10 mored. Teach waiting strategiese. Teaches students how to reach personal goals in small chunks
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Engage	Effect Size:
Chapter 5: For Motivation and Effort	

Actions	Rationale/commitment	Solutions
1. Make it Their Idea.	<ul style="list-style-type: none"> • When perception of control is elevated, stress goes down and learning increases • The more you share power in a classroom, the happier and more motivated students will be • The feeling of control is at least as important as actually having control 	<ol style="list-style-type: none"> 1. Provide content choice <ol style="list-style-type: none"> a. "You have 3 choices to gather information...." 2. Let students run a 'classroom city' 3. Hold regular drum roll drawings 4. Delegate tasks with classroom jobs <ol style="list-style-type: none"> a. Hire a paper manager etc. b. Make it important and tied to real world jobs. 5. Have students write (create) the rules 6. Encourage students to become mentors 7. Engage students in project learning <ol style="list-style-type: none"> a. Requires skill set to be taught on how to do this. 8. Have students self-assess <ol style="list-style-type: none"> a. Involve kids in learning to access their learning.
2. Manage Risk	<ul style="list-style-type: none"> • At any grade level, when students trust you, they take bigger risks • Stereotype threat can hurt effort and performance for any population 	<ol style="list-style-type: none"> 1. Safety First <ol style="list-style-type: none"> a. Respect your classmates b. Create a safe environment by walking the walk. (No put downs, sarcasm, etc.... make eye contact, smile, show interest.)When they raise their hands make them glad they took the risk 2. Role-model the response you want <ol style="list-style-type: none"> a. Use nonverbal cues, clear direction b. Model what you want them to do c. You model expectations 3. Post and implement participation rules <ol style="list-style-type: none"> a. Clarify expectation and manage participation risks for students so they are more willing to engage. 4. Use two rounds for questions <ol style="list-style-type: none"> a. First round: Question and survey b. Second round: Reflect 5. Go with the beat

		<p>a. Affirm participation especially in non standard responses. (ELL)... A "beat"- where an individual feels familiar and at ease, ya'all!</p> <p>6. Ask more inclusive questions</p>
3. Build the Learner's Mind-Set	<ul style="list-style-type: none"> Focus on Dweck's growth mind set. The way a teacher talks to students greatly effects how students shape their mental models of their own capacity 	<ol style="list-style-type: none"> Affirm students' ability to: Learn Trust in you Choices attitudes and efforts Confirm capacity
4. Provide Feedback	<ul style="list-style-type: none"> Feedback & ongoing formative assessment are in the top 10 of all student achievement factors. Most effective forms of feedback provide specific info that directly relate to three facets of learning: <ul style="list-style-type: none"> - Learning goal; - Amount of progress - Where and how to proceed. Good feedback moves students closer to their goals. Least useful forms of feedback are praise, punishment and extrinsic rewards 	<ol style="list-style-type: none"> Use emotional punctuation !!!!!!!!!!!!! Help students develop and use a rubric 5 aspects of goal attainment (page 87) Be clear and constructive
5. Get a Trial-Size Effort	<ul style="list-style-type: none"> If students won't make a macro effort, they might make a mini-effort. Start with an easy, low risk activity. shift their thinking to "This might be worth it" Before you start class, every day, decided to make the class worthy of the students efforts 	<ol style="list-style-type: none"> Ease students in with bite sized moves. Encourage voluntary hand raising <ol style="list-style-type: none"> Give them lots of reasons for them to want to raise their hand. Ie: if your neighbor made it to class on time, raise your hand. Ask students to share opinions <ol style="list-style-type: none"> Tell your neighbor one food you can't stand Divide content into micro-chunks Engage and empower with physical responses <ol style="list-style-type: none"> stomp your hand, shrug your shoulders, thumbs up

		<p>6. To get an effort, make an effort</p> <p>a. See chart on page 91</p>
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Engage	Effect Size:
Chapter 6: For Deep Understanding	

Actions	Rationale/commitment	Solutions
1. Understand Labels	<ul style="list-style-type: none"> • Give the brain something to hang the information on • Kick start the process for understanding 	<ol style="list-style-type: none"> 1. Informally assess prior knowledge 2. Connect labels with other labels 3. Capture the essentials <ol style="list-style-type: none"> a. Mnemonic devices, classification, etc.
2. Discover the Properties	<ul style="list-style-type: none"> • Develop deeper understanding of labels 	<ol style="list-style-type: none"> 1. Have students organize existing content labels 2. Graphic organizers 3. Odd word out <ol style="list-style-type: none"> a. Add words that don't belong to group of words 4. Review and Strengthen Properties <ol style="list-style-type: none"> a. Act it out, analyze properties that make a label unique 5. Compare and contrast, alike and different 6. Let students teach one another
3. Develop Contexts and Meaning	<ul style="list-style-type: none"> • Situate the learning in a learning environment • Context and meaning are the heart and soul of the learning 	<ol style="list-style-type: none"> 1. Make it personal 2. Generate and test hypotheses 3. Teach vocabulary daily
4. Get it right	<ul style="list-style-type: none"> • You want it to be retained accurately 	<ol style="list-style-type: none"> 1. Provide clear and compelling model of what it looks like— anchor papers 2. Support students in creating rubrics 3. Get students to vote with their feet

5. Learn to transfer

- Deepens brain's connection to the world
- Relevance
- Application

1. Make the learning vivid
 - a. Song, dance etc.
2. Infuse questions with real life detail

Engage	Effect Size:
Chapter 7: For Energy and Focus	.46-.50 effect size

Actions	Rationale/commitment	Solutions
1. Get students moving	<ul style="list-style-type: none"> • Research show that many childhood games actually increase working memory, processing speed and attentional skills • Strong correlations between physical fitness and academic achievement • Energizing play has .46-.50 effect size on achievement. 	<ol style="list-style-type: none"> 1. Walk the Line 2. Freeze 3. High Ten, Low Ten 4. Doctor, Doctor 5. Gallery Walk 6. Follow Directions 7. Follow the Leader
2. Energize students in their seats	<ul style="list-style-type: none"> • If a teacher is not comfortable with kids getting up and moving around, this is a good alternative 	<ol style="list-style-type: none"> 1. Simon Says 2. Cross Laterals 3. Combine Math with Movement 4. Trace Infinity 5. Air Swimming 6. Use creative Handshakes 7. Write with the Body 8. Team Greetings 9. Do the Wave 10. Rhythm Claps 11. Lower energy to increase focus
3. Lower energy to increase focus	<ul style="list-style-type: none"> • Reduces stress, provides a sense of empowerment and promotes focus, mindfulness and self-regulation 	<ol style="list-style-type: none"> 1. Pause and Collect 2. Mobile Mirror 3. Stretch 4. Balance and Point 5. Write to Focus 6. Foster Positive Self-Talk 7. Enlist student teams to conduct focus activities

4. Influence energy levels with music

- Strengthens memory and attention, enhances focus and memory, gets blood flowing

1. Know how to get and use music
 - a. Know how to choose the music to match the activity.
 - b. What is the body state that you want to achieve?
 - c. See music list , page 127

Engage	Effect Size:
Chapter 8: How to Automate Engagement	

Actions	Rationale/commitment	Solutions
1. Establish Rituals	<ul style="list-style-type: none"> • Rituals meet daily needs, resolve problems, strengthen social values and meet a community need • Everyone responds to a prompt in unison and puts everyone on the same page. • Provide a sense of community and well being • A ritual is recurring, orchestrated, event that meets a need. A procedure is a predictable action. A routine is a series of procedures 	<ol style="list-style-type: none"> 1. Start a class with a ritual 2. Get the classes' attention 3. Leave on a high note 4. Celebrate milestones 5. Deal with interruptions <ol style="list-style-type: none"> a. Interruptions to the class would include the teacher speaking to a guest, privately, to determine the need and length of interruption. The teacher will then give a non-verbal signal to the students how much time the interruption will take.
2. Foster Leadership and Teamwork	<ul style="list-style-type: none"> • Leadership roles and collaborating teams increase student responsibility and help with confidence 	<ol style="list-style-type: none"> 1. Teach students a simple leadership model <ol style="list-style-type: none"> a. Plan and set goals b. Self-evaluate c. Implement plan and monitor 2. Foster leadership at the elementary level 3. Foster leadership at the secondary level 4. Get students involved in the community 5. Let teams take over
3. Captivate with Curriculum	<ul style="list-style-type: none"> • Make class so interesting that students want to engage • Tie curriculum to real life 	<ol style="list-style-type: none"> 1. Incorporate issues that connect <ol style="list-style-type: none"> a. Project based learning b. Authentic tasks 2. Embed real life professionals and trades 3. Have students run a mini-city

<p>4. Integrate Technology</p>	<ul style="list-style-type: none"> • Use technology strategically and purposefully to access both engagement and learning • Promote students' acquisition and knowledge • Enable students to demonstrate and share learning • Access students' learning 	<ol style="list-style-type: none"> 1. Use technology to promote knowledge and skill acquisition <ol style="list-style-type: none"> a. Access world of knowledge b. Research capabilities in the classroom c. Students apply technology solutions <ol style="list-style-type: none"> i. Multi-media presentations ii. Spreadsheet iii. Web design iv. Project management v. Computer design for both academic and real world context d. Game like formats 2. Use technology to demonstrate and share learning <ol style="list-style-type: none"> a. Students store and share files b. Conduct presentations c. Building cooperative learning skills 3. Use technology to assess student learning
<p>5. Cultivate School Wide Social Support</p>	<ul style="list-style-type: none"> • Staff trust • Actionable collaboration • Timely cooperation 	<ol style="list-style-type: none"> 1. Run better meetings 2. Share and reinforce staff norms <ol style="list-style-type: none"> a. Consistent and dependable b. Positive student achievement c. Listening skills d. Positive relationships e. Learn from mistakes

Engage	Effect Size:
Chapter 9: Meet the Challenge	

Actions	Rationale/commitment	Solutions
1. Get organized	<ul style="list-style-type: none"> • Organize the strategies in a meaningful way • Provide immediate cognitive access 	<ol style="list-style-type: none"> 1. Organize strategies by engagement domain <ol style="list-style-type: none"> a. Effort b. Behavior c. Cognitive capacity d. Attitude 2. Prioritize <ol style="list-style-type: none"> a. No single correct way to organize b. Create clarity on what you need to address in your classroom c. Focus on one of the 4 domains per school year d. Collaborate to develop mastery 3. KISS every day (Keep It Simple, Sweetie) <ol style="list-style-type: none"> a. Implement one small item at a time b. Tackle your goal in manageable, bite-sized chunks c. Stick with it! Mastery won't come overnight
2. Engage with differentiation	<ul style="list-style-type: none"> • All students have different needs • Engagement strategies have different frameworks that can be customized for any study. 	<ol style="list-style-type: none"> 1. Don't be afraid to try new strategies 2. Remove your own pre-conceived notions about what strategies will work with certain kids 3. Change how you use different engagement strategies 4. Change an activity into a more complex task or change tempo 5. Change the rules to adapt to different needs 6. When an activity gets stable or isn't working, stop and brainstorm 7. Change the setting, time or activity to meet different needs 8. Keep the process simple
3. Know what to expect	<ul style="list-style-type: none"> • Because the process is endless & difficult, knowing what will likely happen will help a person gain clarity • When you know what to expect & how to respond, student 	<ol style="list-style-type: none"> 1. Know what to expect from your students 2. Know what to expect from your colleagues 3. Know what to expect from yourself, and manage stress <ol style="list-style-type: none"> a. Use de-stressing activities b. Create a strong narrative explaining how you will carry out your plan c. Talk it through with someone

	engagement will increase	d. Find ways to measure and track your professional growth
<p>4. Break down the breakdowns</p>	<ul style="list-style-type: none"> • Teaching students from poverty will expose every single weakness in your teaching • Instead of getting upset by negative feedback, change things for the next time 	<ol style="list-style-type: none"> 1. Debrief what happened using the 7 step check list <ol style="list-style-type: none"> i. Planning ii. Evidence iii. Buy-in iv. Difficulty v. Timing vi. Inclusion vii. Duration/frequency 2. Think through the next steps 3. Learn and implement the difference between goal intention and implementation intention 4. Have the grit to raise the bar <ol style="list-style-type: none"> a. We all need to raise our own bars and decide if we are “in or out” in this engagement process for our students