



Feel free to color along with us using the “Annotate” tool in Zoom!

Click “View Options” at the top of your screen and then click on “Annotate”

This should bring up a toolbar where you can pick a coloring tool.

Have fun!



Northwest (HHS Region 10)

PTTC

Prevention Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

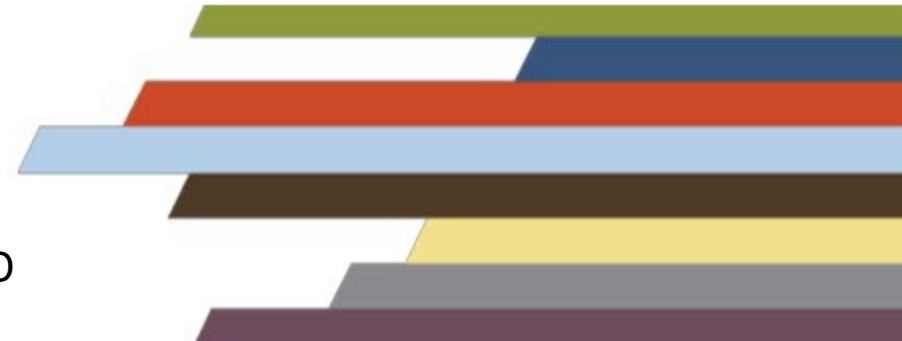


# Practices to Promote Middle School Motivation, Engagement and Learning

Sally Chapman and Kevin Haggerty

Originally developed by:

Kevin Haggerty, Ph.D., Stephen Ottinger, M.A., Clay Cook, Ph.D





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The Northwest PTTC is a partnership led by the Social Development Research Group (SDRG) at University of Washington (UW) School of Social Work in collaboration with the Prevention Science Graduate Program at Washington State University (WSU), and the Center for the Application of Substance Abuse Technologies (CASAT) at the University of Nevada, Reno (UNR).

Northwest partnering institutes share a vision to expand the impact of community-activated prevention by equipping the prevention workforce with the power of prevention science.



Prevention Science  
Graduate Program  
WASHINGTON STATE UNIVERSITY



# Upcoming Webinar!



## The Lion's Side: The Utilization of Storytelling for Transformation in Health

- October 27, 2021 @ 11:00 am Pacific

## Implementing Diversity, Equity and Inclusion Throughout the SPF

- November 10, 2021 @ 11:00 am Pacific

[Visit the PTTC Website to Learn More & Register: https://bit.ly/3BkAc86](https://bit.ly/3BkAc86)

# Acknowledgement

- The practices described in today's presentation were originally reviewed by Kevin Haggerty, Ph.D., Stephen Ottinger, M.A., Clay Cook, Ph.D. The review and practice guide development was funded by a grant from the Raikes Foundation through the Washington State Office of Superintendent of Public Instruction (OSPI). The work was a collaborative effort between University of Washington's Social Development Research Group, The College of Education, and Washington State OSPI.
- The Northwest Prevention Technical Transfer Center repackaged the practices to be consistent with the Social Development Strategy and made them available as a product on the Northwest PTTC website: [Evidence-Based Practices to Promote Agency In Middle School Students: Simple practices to activate the Social Development Strategy in a school setting](#)

# Disclaimer

This training and its development was supported by Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services (HHS) by SAMHSA/HHS Cooperative Agreement # H79SP080995.

The views expressed in this training do not necessarily represent the views, policies, and positions of SAMHSA or the U.S. Department of HHS.



We acknowledge that we are all on the traditional lands of different peoples. Where I sit, I am situated on the ancestral lands of the Snoqualmie (Coast Salish) People. We have a responsibility to acknowledge our Indigenous connections and the histories of Indigenous land dispossession.

To identify the stewards of your land, type your location into <https://native-land.ca/>

Feel free to acknowledge in the chat if you desire

# Introductions

Please put your name and what grade you teach  
in the chat box

Add something that made you smile or laugh  
out loud today!

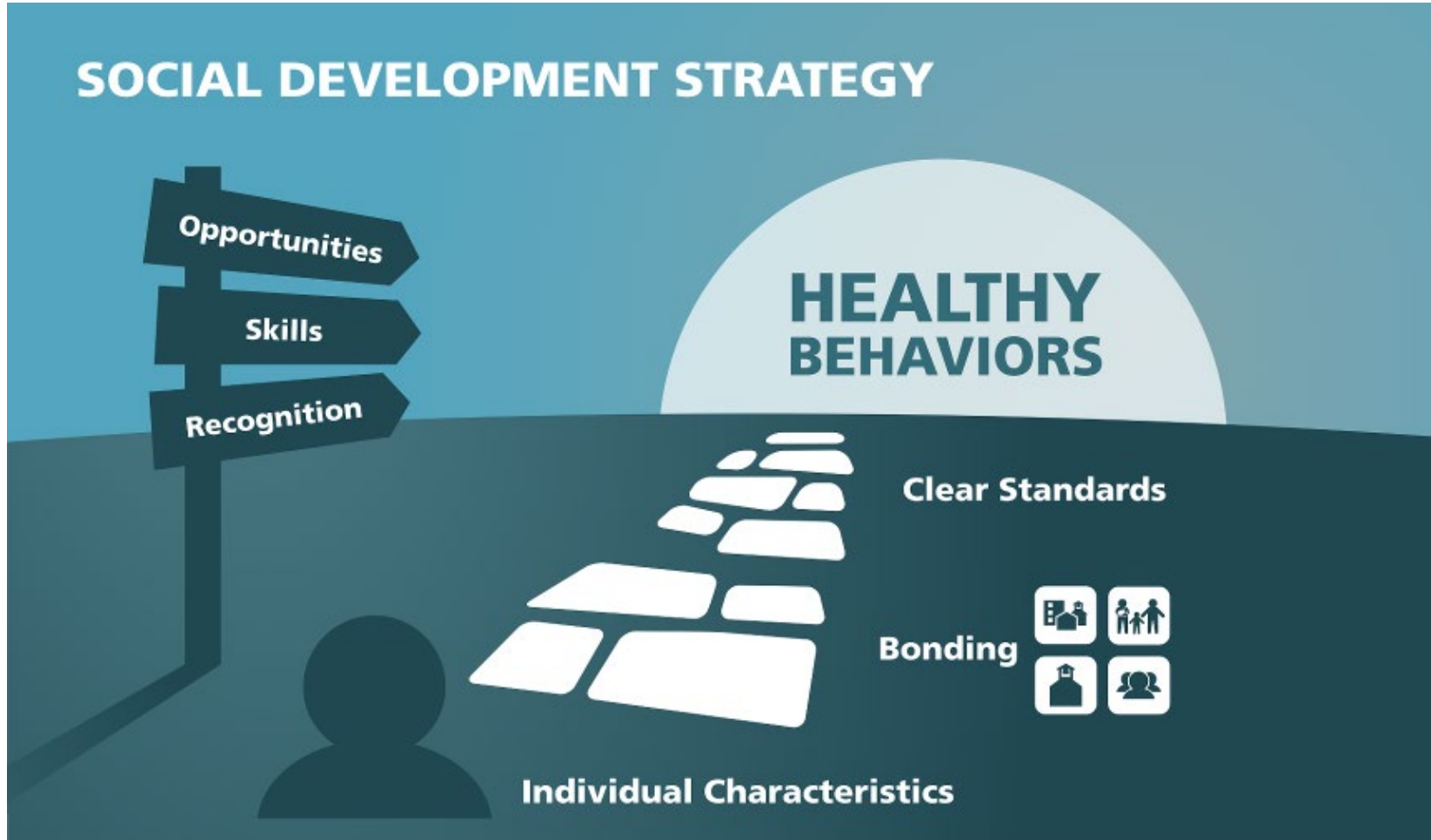




# Overall Objectives

- Review the Social Development Strategy
- Discuss easy-to-use, evidence-based strategies for increasing healthy beliefs in your students

# FIVE IMPORTANT ELEMENTS to Promote Strong Outcomes



# The Practices and How They Fit...

Opportunities	Skills	Recognition	Bonding	Healthy Beliefs/Clear Standards
Emotional Hooks	Gratitude	5:1	Establish-Maintain-Restore	Achiever Model
Opportunities to Respond	WOOP	Wise Feedback	Acts of Kindness	Possible Selves
Providing Choice  Positive greetings at the door	Self-evaluation/ Monitoring  Character Strengths			Growth Mindset

-----Cooperative Learning-----

# Adolescence Leverage Points for Middle Schools

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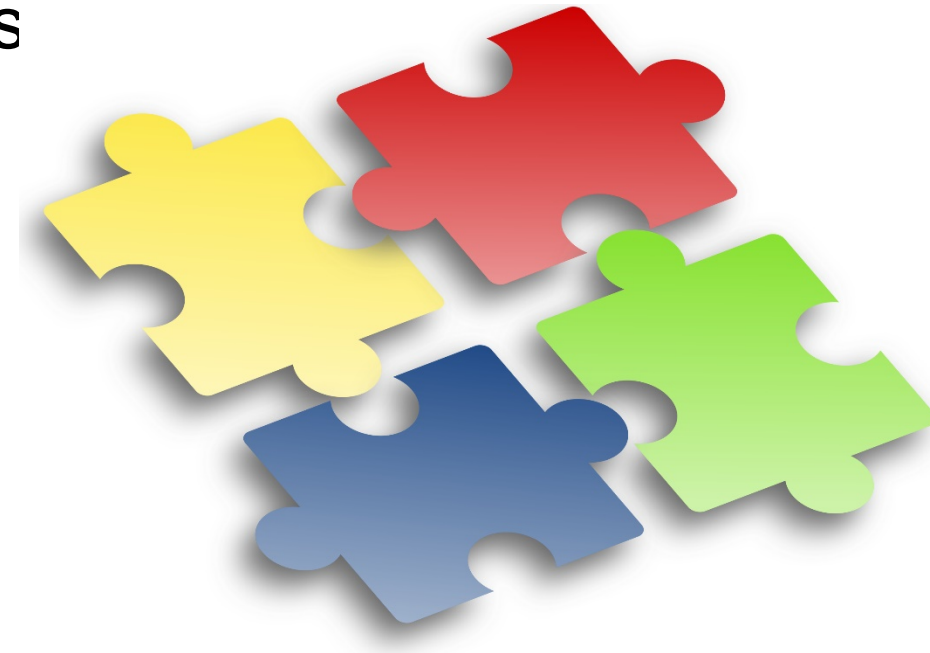
1. Plasticity of the brain
2. Craving connections to peers
3. Need for adult approval
4. 'Sensitive period' for learning social cues

# Jigsaw

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Read your article and note important points

1. Mindset
2. Possible Selves
3. Neuroscience and deeper learning
4. Cooperative Learning



Share out three key points from your reading in breakout room

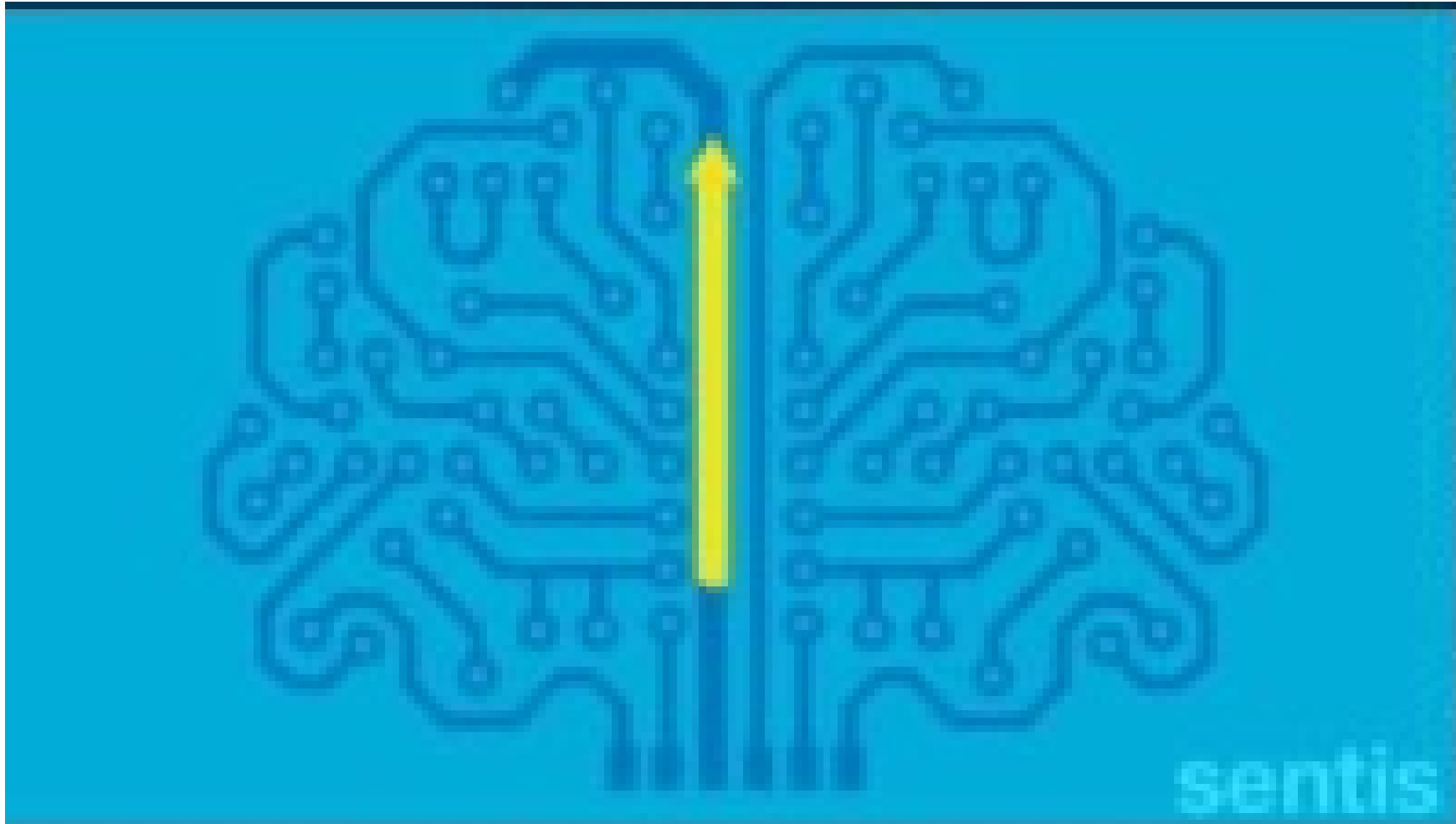
# Neuroplasticity and the Brain...it's so cool!

- Growing dendrites!



# Neuroplasticity

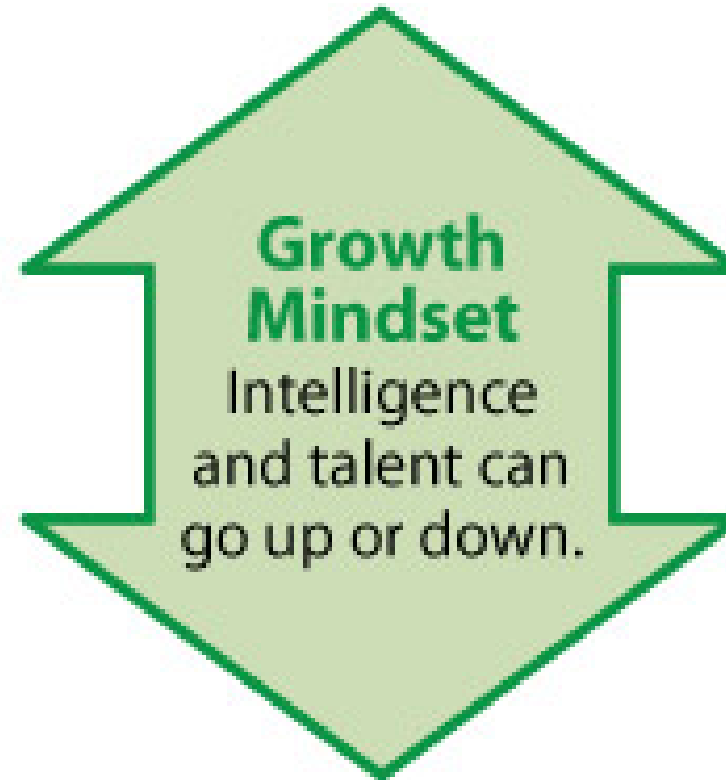
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[Sentis Brain Animation Series: Neuroplasticity](#)

# Growth Mindset: Beliefs

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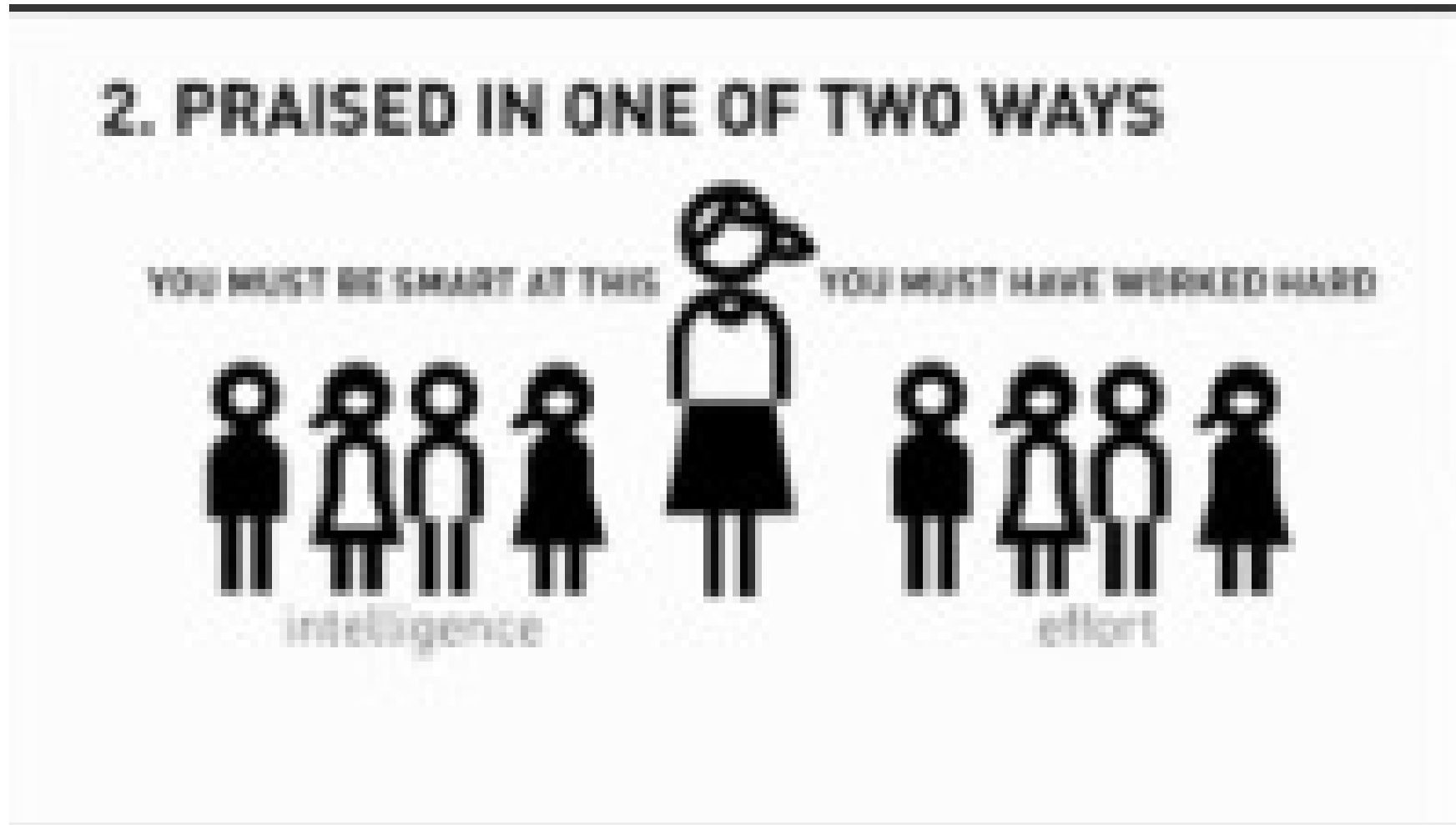


# Growth Mindset: Student Language

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Fixed Mindset Words	Growth Mindset Words
NEVER	NOT YET
CAN'T	HAVEN'T YET
WON'T	WILL
FAILURE	CHANCE TO LEARN
GOOD ENOUGH	CAN DO BETTER
I DO THIS VERY WELL	I CAN KEEP GETTING BETTER
I GIVE UP	I'LL KEEP TRYING
TOO HARD	TOO HARD FOR NOW
I'M SMART	I WORK HARD

# Teacher Language and Growth Mindset



# Instead of “I’m proud of you...”

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**1. Tell me more** – magnify happiness through sharing

*“Congratulations! Tell me more.”*

**2. You must feel** – turn students’ attention to their emotions

*“I know you worked hard. That must feel so great!”*

**3. What did you do to make that happen?** – point out choices and patterns that lead to success

*“I noticed you finished three out of five of your math assignments. That seems to have worked for you.”*

**4. I appreciate, I admire** – implies respect for their qualities

*“I appreciate that you are all on time so we can get started.” “I admire your perseverance in getting all your makeup work finished so quickly!”*

# Focus on Effort

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- Create work at a middle level of difficulty
- Assess against a standard, not on a curve
- Use the correct form of praise
- Give feedback on failure
- Celebrate mistakes –VIP papers, Our Best Mistake, Grate Mistake Award
- Require re-takes
- Use commitment cards and goal sheets
- Define effort correctly and make sure students understand it

# Transforming Fixed Mindset Statements to Growth Mindset

Fixed mindset statements are more certain.

Page 9 in your packet, there are five fixed mindset statements.

Transform these into growth mindset statements.

## Fixed Mindset to Growth Mindset: Changing the language we use

Directions: For each of the following statements, reword the thought from a Fixed Mindset framework to a Growth Mindset framework.

- 1) I already know how smart I am. I know I'm not smart enough to understand these problems.
- 2) I don't want to fail.
- 3) He can do it. She can do it. They don't have to work at it at all. They are just better than I am.
- 4) Wow, you must be really smart to have gotten that so quickly!
- 5) It isn't my fault that I got this wrong.

# Possible Selves

## OPTIMISM OF LIFE EXPECTANCY FOR POC AND WHITE YOUTH



### LIFE EXPECTANCY PAST AGE 35

66% of white youth were almost certain of living past 35.



50% of black youth



46% of 2nd generation Mexicans (U.S.-Born from immigrant families)



38% of foreign-born Mexicans



### STUDY OF ADOLESCENT ADULT HEALTH



17,100 PARTICIPANTS

AGES 12-25

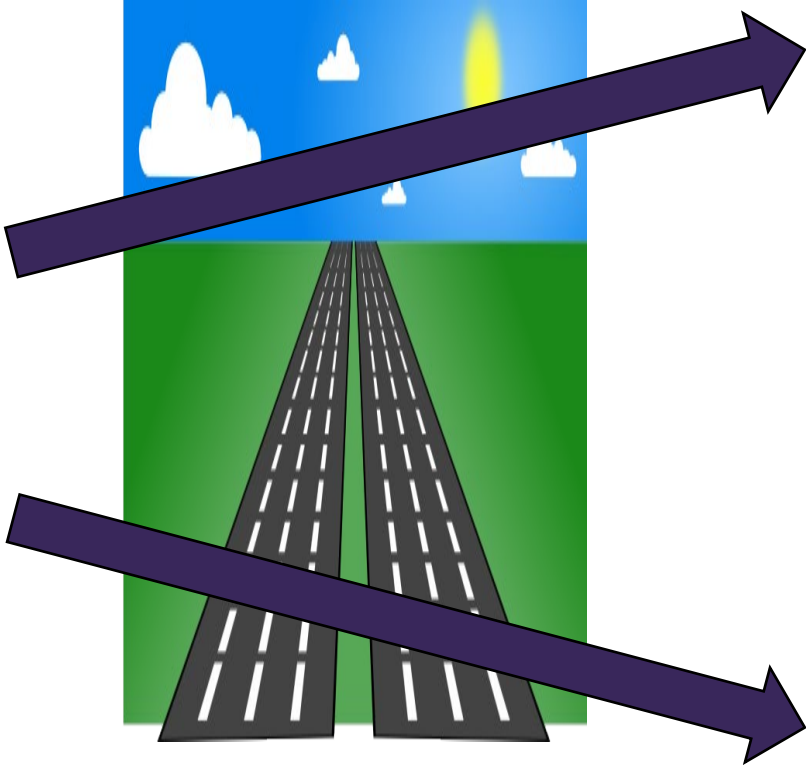
SELF IDENTIFIED ETHNICITIES:  
WHITE, BLACK, LATINO, ASIAN

The American Sociological Association and the Journal of Health and Social Behavior

SOURCE :

[http://www.asanet.org/journals/JHSB/DEC15JH\\_SBFeature.pdf](http://www.asanet.org/journals/JHSB/DEC15JH_SBFeature.pdf)

# The Practice: Best Possible Selves



# Possible Selves and You

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Envision what your Best Possible Self will be at the end of this school year if you successfully implemented one of the practices we explored.

What would your classroom be like?

What future selves do we want to avoid?



# What is Cooperative Learning?

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Cooperative learning is when...

Students work together in a group small enough so that everyone can participate on a task that has been clearly defined.

≈ Cohen (1986)



# Cooperative Groups

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## 1. King/Queen of the Cooperative Learning Universe

I look for places to use and love it.

## 2. Lady/Lord in Waiting

I'm almost there, but still have a lot to learn.

## 3. Squire

I've tried it once or twice and I'm still working at it.

## 4. Peasant

I've never tried it.



# Cooperative Learning Outcomes

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- increased time on task
- increased academic achievement
- transfer of learning
- higher-level reasoning
- student motivation
- social and cognitive development
- moral reasoning
- perspective-taking
- reduction of stereotypes and prejudice
- self-esteem
- internalization of values

≈ *Johnson and Johnson*

# Components of Cooperative Groups

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**P - Positive interdependence**

**I - Individual accountability**

**E - Equal participation**

**S - Simultaneous interaction**

# Positive Interdependence

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- **Structure task in prerequisite steps**
- **Limit resources**
- **Assign roles**

# Cooperative Learning Roles

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[edutopia YouTube Video: 60 Second-Strategy](#)

# More Cooperative Learning Roles

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- Kick-Starter (gets the conversation going and records the conversation)
- Devil's Advocate (identifies conventional wisdom and disagrees with it)
- Connector (connects the text to the outside world)
- Literary Luminary (locates and analyzes important quotes)

# Individual Accountability

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- **Judge individual effort through quizzes and tests**
- **Provide ongoing feedback to group and group members**
- **Call on random students**
- **Use the role of checker**



# Equal Participation

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- **Teach norms for group participation**
- **Design group work for multiple abilities**

# Simultaneous Interaction

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How many students  
are involved at once?



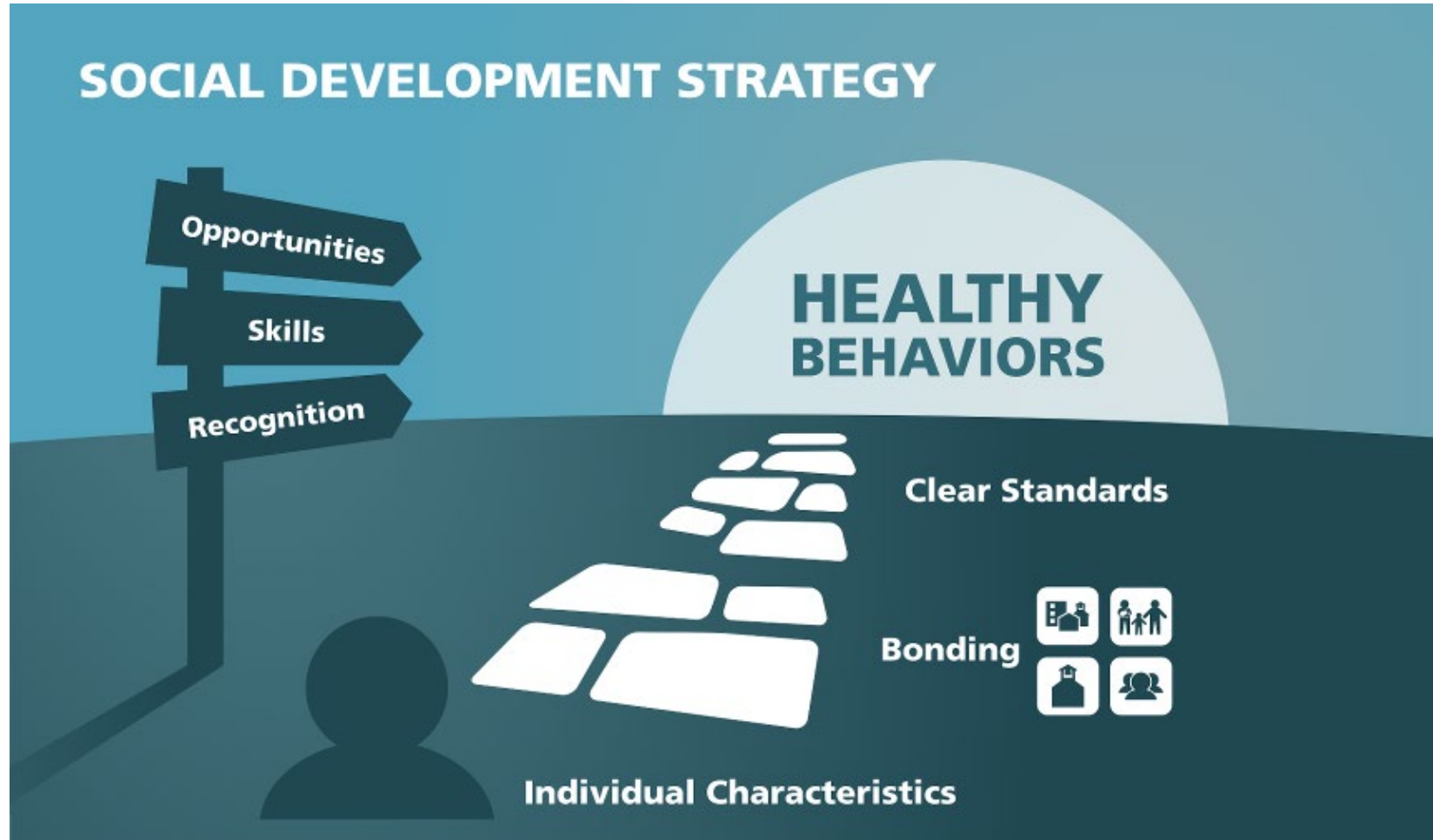


# Review

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- 2 minutes everyone studies notes
- 2 minutes everyone lists as many important items as they can remember
- 2 minutes share in your cooperative group to create one list
- 2 minutes groups compete to see what they had that others didn't
- 2 minutes score and reflect (1 point for every answer your group had that others didn't)
- Or combine all scores for a total class score

# FIVE IMPORTANT ELEMENTS to Promote Strong Outcomes



# Final Thoughts

3

Three ideas that  
really struck me

2

Two questions I  
have

1

One practice I will  
implement in my  
classroom