



Getting Them All Engaged:

Inclusive Active Participation

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Active Participation - Why?

- Opportunities to respond related to:
 - Increased academic achievement
 - Increased on-task behavior
 - Decreased behavioral challenges

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Active Participation - What?

Opportunities to Respond

Verbal Responses

Written Responses

Action Responses

All Students Respond. When possible use response procedures that engage all students.

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Active Participation

Think Pair Share

What are ways that students can respond in a lesson?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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Active Participation

■ Think

- Have students think and record responses.
- As students are writing, move around the classroom and record their ideas and their names on an overhead transparency.

■ Pair

- Have students share their ideas with their partners. Have them record their partner's best ideas.
- As students are sharing, continue to record ideas on the overhead.

■ Share

- Use the transparency for sharing with the class.

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Video - Active Participation

- What active participation procedures were directly taught?

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Video - Active Participation

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Verbal Responses - Choral Responses (Use when answers are short & the same.)

- **Students are looking at the teacher.**

- Ask a question.
- Put up your hands to indicate silence.
- Give thinking time.
- Lower your hands as you say, “Everyone.”

Students are looking at a common stimulus.

- Point to the stimulus.
- Ask a question.
- Give thinking time.
- Tap for a response.

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Verbal Responses - Choral Responses

- **Students are looking at their own book/paper.**

- Ask a question.
- Use an auditory signal (“Everyone.”).

- **Hints for Choral Responses**

- Give adequate thinking time.
- Have students put up their thumbs to indicate enough thinking time.
- If students don’t respond or blurt out an answer, repeat.

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Verbal Responses - *Partners* (Use when the answers are long or different.)

■ Partners

- Assign partners.
- Pair lower performing students with middle performing students.
- Give partners a number (#1 or #2).
- Sit partners next to each other.
- Utilize triads when appropriate.

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Verbal Responses - *Partners*

■ Other hints for partners

- Teach students how to work together. LOOK, LEAN, AND WHISPER.
- Have students come to the “rug area” with their desk partner so that new partners do not have to be assigned.
- To facilitate partners at small group tables, tape cards on the table with the numbers #1 and #2 and arrows pointing to each partner.
- Change the partnerships occasionally (every three to six weeks).

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Verbal Responses- *Partners*

Uses of partners.

1. Say answer to partner.
2. Retell content of lesson using a graphic organizer.
4. Brainstorm (**Think, Pair, Share**).
5. Explain process, strategy, or algorithm using examples.
6. Read to or with partner.

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Verbal Responses - *Partners*

Other Uses of partners.

1. Monitor partner to see if directions are followed.
2. Share materials with partners.
3. Assist partners during independent work.
4. Collect papers, handouts, assignments for absent partners.
- 5.
- 6.
- 7.
- 8.

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Verbal Responses - *Individual Turns*

■ **Less desirable practices**

#1. Calling on volunteers.

Guidelines:

- Call on volunteers when the answer is a product of personal experience.
- Don't call on volunteers when the answer is a product of instruction or reading. Instead expect that all students could answer your question.

#2. Calling on inattentive students.

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Verbal Responses - *Individual Turns*

- **Option #1 - Partner First**
 - Have students share answers with their partners.
 - Call on a student.
- **Option #2 - Question First**
 - Ask a question.
 - Raise your hands to indicate silence.
 - Give thinking time.
 - Call on a student.

□□□□

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Verbal Responses - *Individual Responses*

Option #3 - Wrap Around or Pass

- This strategy is best used when there are many possible answers to a question.
- Ask the question.
- Give students thinking time.
- Start at any location in the room. Have students quickly give answers going up and down the rows without commenting. Students are allowed to pass if they do not have a response or someone has already shared the same idea.

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Verbal Responses- *Individual Turns*

- **Procedures for calling on students to insure that all students are involved.**

Procedure #1 - Call on students in different parts of the room.

Procedure #2 - Write names on cards or sticks. Draw a name.

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Verbal Responses - *Individual Turns*

- **If a student is called on and says “I don’t know” scaffold his/her response.**

Procedure #1 - Guide the student to the answer.

Procedure #2 - Have student consult with his/her partner.

Procedure #3 - Have student refer to his/her book.

Procedure #4 - Have student tell the “best” of previous answers.

Procedure #5 - Tell student an answer.

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Written Responses

- **Written response**

- Gauge the length of the written response to avoid “voids”.

- Make the response fairly short OR
- Make the response “eternal.”

- To keep students from “sneaking” ahead.

- Expose limited items on the overhead. OR
- Have students put their pencils down to indicate completion OR have them turn their paper over.

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Written Responses

■ Response Slates

- Give a directive.
- Have students write their answers on individual whiteboards, slates, or chalkboards.
- When adequate response time has been given, have students display their slates.
- Give feedback to students.

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Action Responses

■ Touch or point at stimulus

- Increases attention.
- Allows monitoring of attention to stimulus.

■ Act out

- Students act out a concept, story, historical event, cycle, etc.

■ Gestures

- Students use gestures to indicate answer or to facilitate recall of process.

■ Facial Expressions

- Students indicate answer by changing facial expression. ("Show me glum." Show me not glum.")

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Action Responses

■ Touch stimulus.

- Ask students to "Put their finger" on stimulus.
- Increases attention given to stimulus.
- Allows monitoring to determine if students are looking at the desired stimulus.

■ Act out.

- Gestures
- Facial expressions
- Movement

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Action Responses

Hand signals.

- Use thumbs up/thumbs down to indicate yes/no or agree/disagree.
OR
- Write items on the board/overhead and number them.
(1. concentrate, 2. absurd, 3. enemy, 4. disgusting)
- Carefully introduce and model hand signals.
- Ask a question. Have students form answers on their desk.
- When adequate thinking time has been given, have students hold up their hands showing responses.

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Action Responses

Response cards

- Have students write possible responses on cards or paper or provide them with prepared cards.

Examples:

Simple responses: Yes, No; Agree, Disagree

Graphemes: sh, wh, ch, th

Punctuation Marks: . ? ! ,

Math Operations: + - X

Types of Rocks: Igneous, metamorphic, sedimentary

Vocabulary Terms: perimeter, area

- Ask a question.
- Have students select best response and hold it under their chin.
- Ask students to hold up response card.
- Carefully monitor responses and provide feedback.

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Video #2

Record Best Practices.

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Passage Reading Procedures

- What are some disadvantages of “round-robin reading” when the group size is large?

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Active Participation - *Passage Reading*

■ Choral Reading

- Read selection with your students.
- Read at a moderate rate
- Tell your students, “Keep your voice with mine.”
(Students may silently read material before choral reading.)

■ Cloze Reading

- Read selection.
- Pause on “meaningful” words.
- Have students read the deleted words.
(Excellent practice when you need to read something quickly.)

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Active Participation - Passage Reading

■ Individual Turns

- Use with small groups.
- Call on an individual student.
- Call on students in random order.
- Vary the amount of material read.

■ Silent Reading

- Pose pre reading question.
- Tell students to read a certain amount.
- Ask them to reread material if they finish early.
- Monitor students' reading. Have them whisper-read to you.
- Pose post reading question.

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Active Participation - Passage Reading

■ Partner Reading

- Assign each student a partner.
- **Reader** whisper reads to partner. Students alternate by sentence, paragraph, page, or time (5 minutes).
- **Coach** corrects errors.
Ask - Can you figure out this word?
Tell - This word is _____. What word?
Reread the sentence.

■ Alternatives to support lowest readers

- Lowest readers placed on a triad and read with another student.
- First reader (better reader) reads material.
Second reader reads the SAME material.
- Students read the material together.
- Partners allowed to say "me" or "we"

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