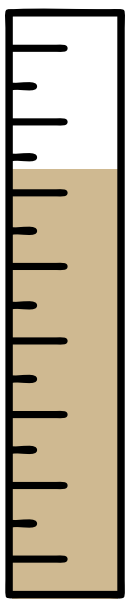


Engaging the Hard-to-Reach Student

Strategies to Intentionally Engage the Hard-to-Reach Student

Hard-to-reach students are learners that express disengagement and reluctance of their learning experiences. By identifying students that are harder to reach, teachers can be more intentional in how they design communication and learning experiences. Observations and reflections can be utilized as an indicator of student engagement.

Observation Indicators

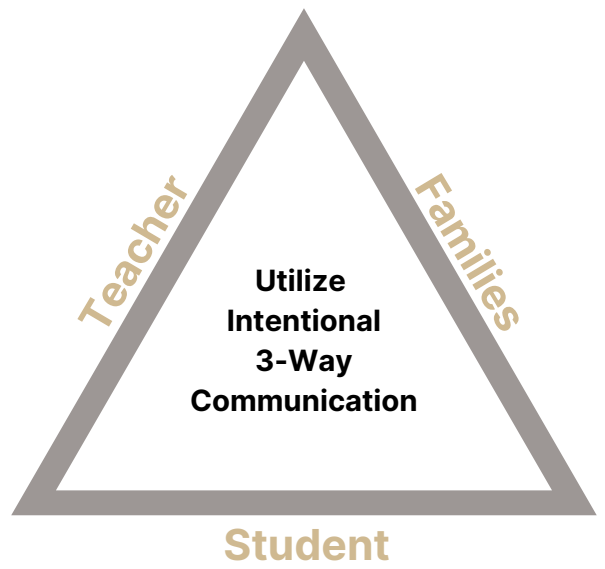


Consider how often students' names are used to refer to them, and not just to correct them

Consider how often students' engage in personal interactions

Consider how often students are participating in critical thinking

Consider how often students are given genuine praise



TIP: Keep track of interactions with hard-to-reach students to identify instructional and social-emotional needs. Record each interaction by marking their names on the class roster or a spreadsheet. Identify 2 to 3 students you want to target for increased positive attention.

Interaction Indicators

Consider using these strategies to increase touchpoints with students



Creativity

Build up student confidence by allowing students to demonstrate their skillset and knowledge in a variety of ways.

Allow for opportunities for *autonomy* in their tasks. Students can be given options or key components to include in their authentic projects.

Asynchronous

Frequently provide feedback on student work. Find ways to *connect* students' thoughts with others' ideas and content.

Design activities that allow students to answer questions using text, audio, video, or drawings.

Synchronous

Design live instruction with whole and small group discussion, promoting intentional personal connections.

Integrate the use of breakout rooms to promote discussion in small groups. Assign roles to group members.

Relationship

Provide encouragement to students about their strengths, growth, and potential.

Maintain relationships with families by communicating through periodic newsletters, emails, and phone calls.



TIP: Consider frequently tracking interactions and engagement while intentionally implementing strategies to promote positive and genuine engagement. Using initial engagement assessments and the tracked data, determine which intentional engagement strategies increased student engagement and include those in future activities.

Reference

Fisher, D., Frey, N., & Hattie, J. (2021). Teacher student-relationships from a distance. *The distance learning playbook - Grades K-12*. (pp. 47-64). Corwin.