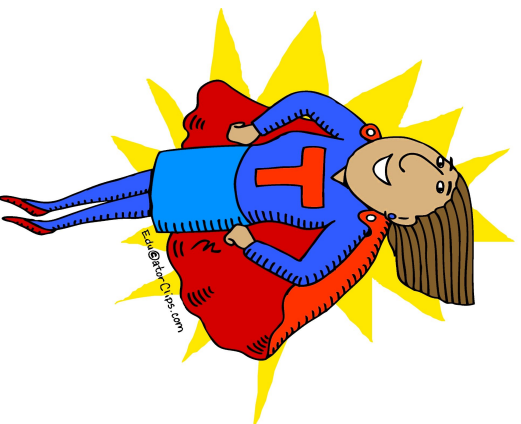


Your Favorite Teacher

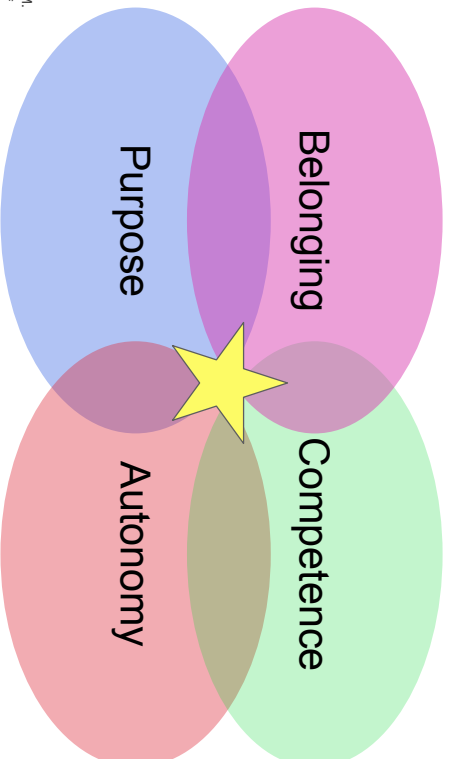
- what made them your favorite?
- what did they do that others didn't?
- why did that work for you?



Engagers Of Children



What engages us?



Deci and Ryan

Deci, Edward L., and Richard M. Ryan. "The 'What' and 'Why' of Goal Pursuits: Human Needs and the Self-Determination of Behavior." *Psychological Inquiry*, vol. 11, no. 4, 2000, pp. 227–268.

Daniel Pink



You have to *Design* for your students' engagement.





Belonging

Competence

Purpose

Autonomy

Belonging

We all need to belong.



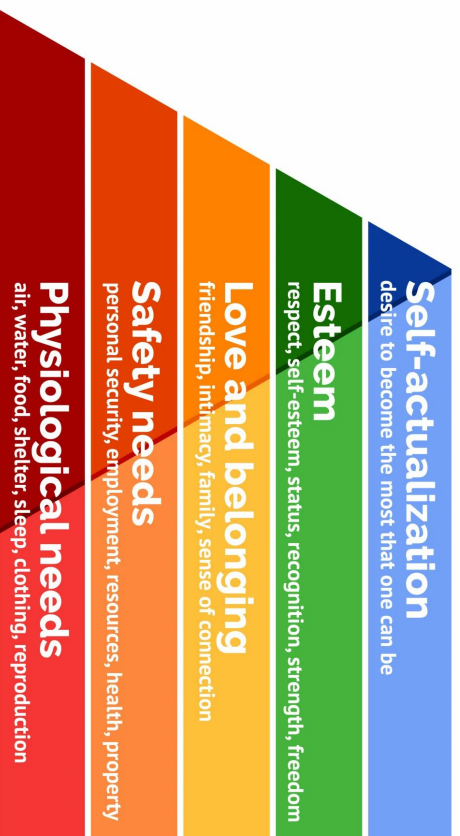
I hope I
clearly
communicate
my point
view.

Hope:
Respectfulness

clear path
forward

Hope:

- Respectfulness



Maslow's hierarchy of needs

Belonging

Kids need to *believe* that you know and see them.



In-group:

Serotonin and Oxytocin

- Lower blood pressure
- Relaxation
- Lowered heart-rate
- Feeling of well-being
- Reduced stress
- Longer life expectancy
- Overall healthier



Out-group:

Adrenaline and Cortisol

- Higher blood pressure
- Hyper-alertness and stress
- Hypertension
- Raised heart rate
- Depressed immune system
- Reduces life-expectancy



**In group
(who's included)**
All About Me and
Us

**Out group
(who's excluded)**
All About You and
Them

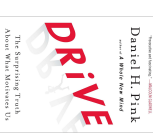
What engages us?

Belonging

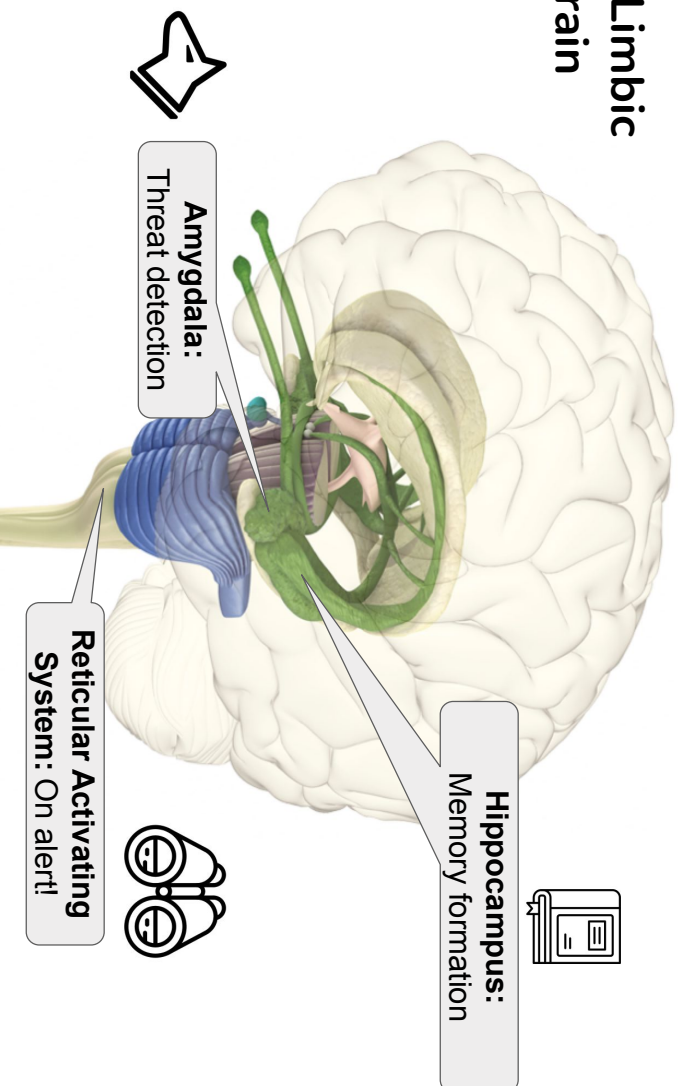
Deci and Ryan

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Daniel Pink



The Limbic Brain





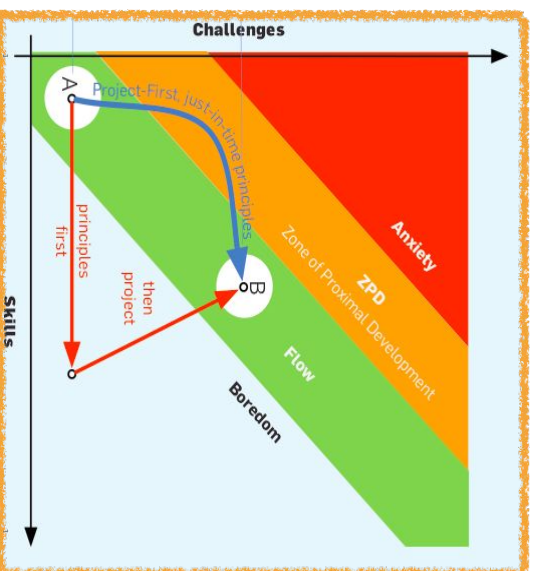
Competence

*“They must
believe they are
up to the
challenge”*

Students are all
different. Duh.



Zone of Proximal Development

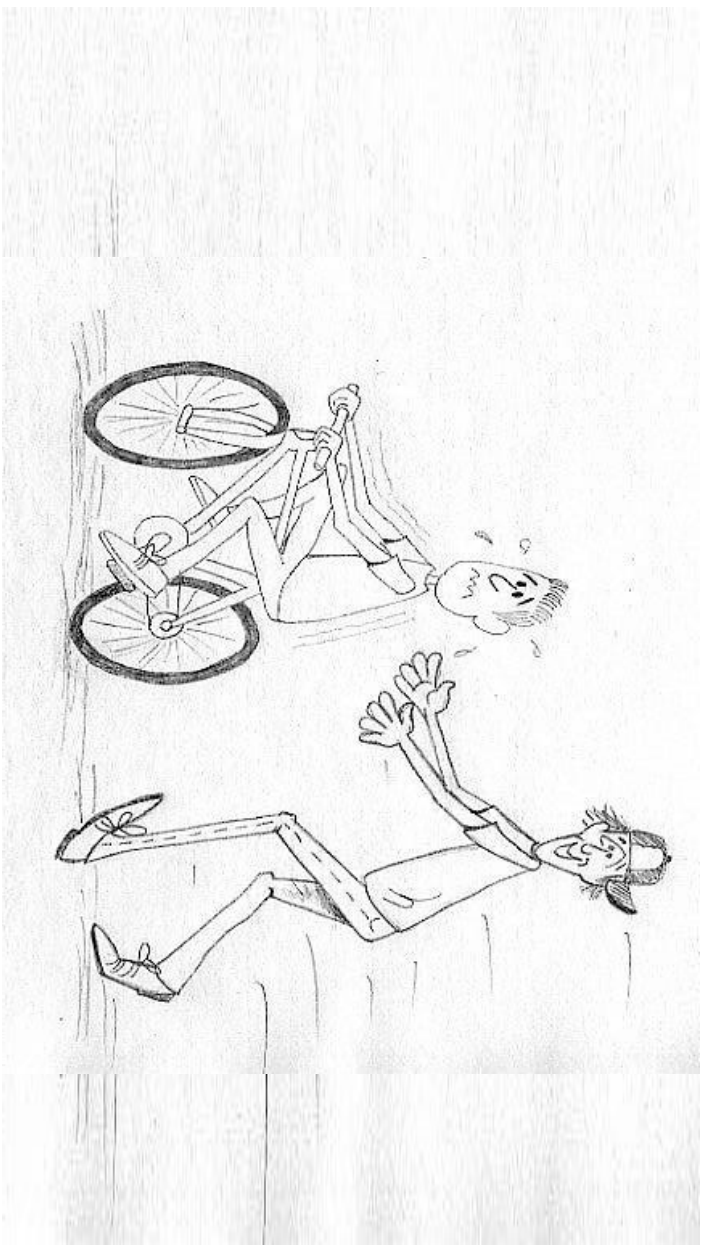
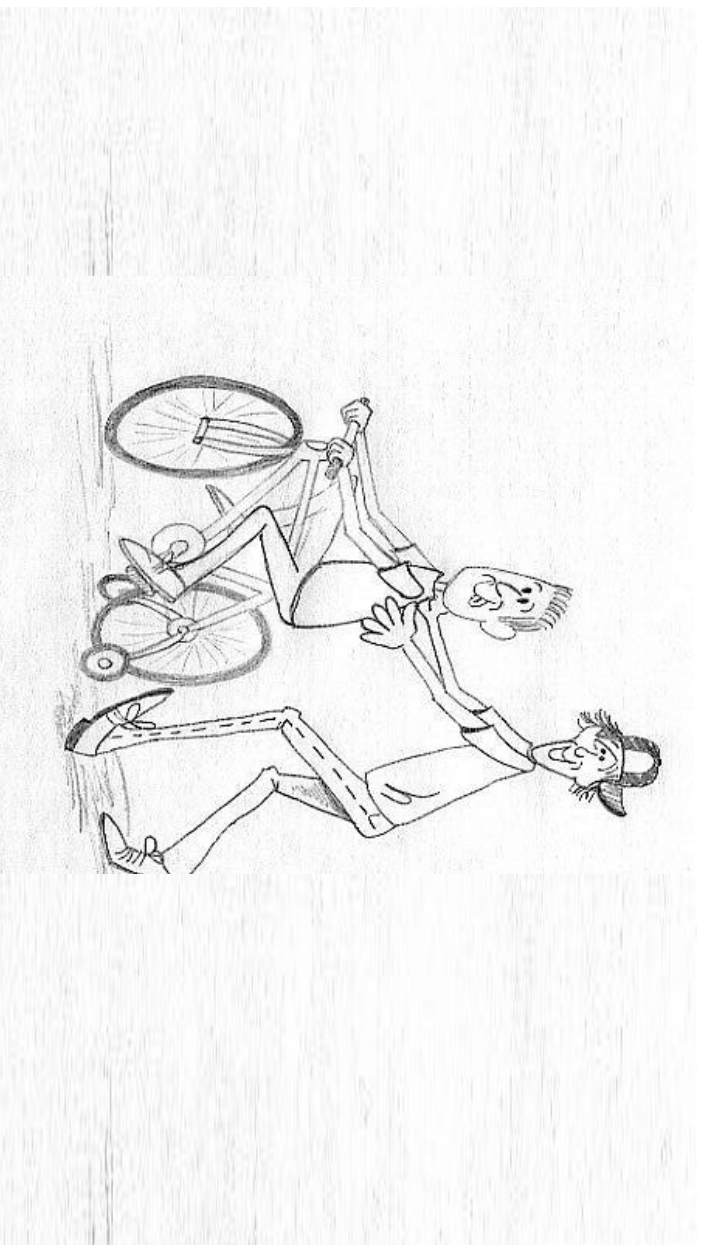


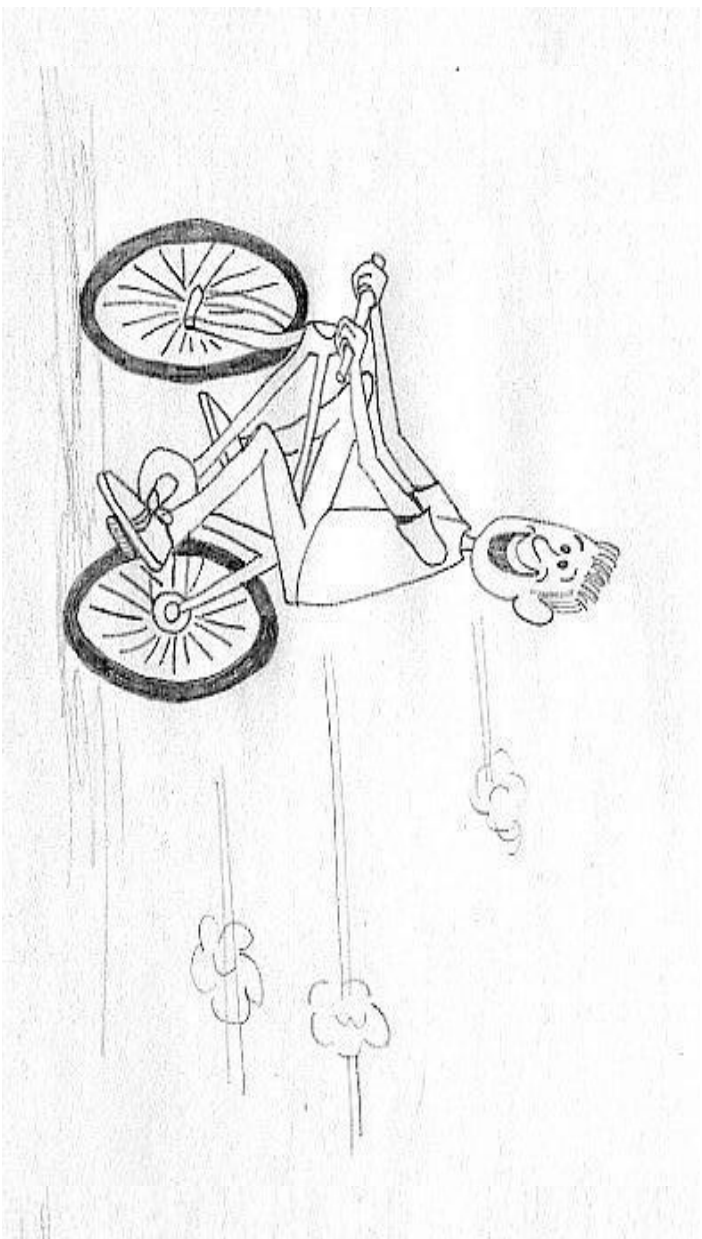
By 7th Grade you
should...

What's developmentally appropriate?

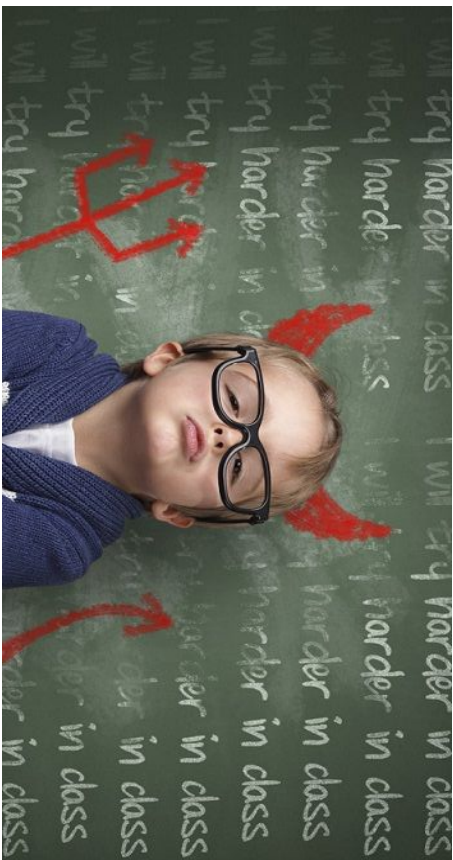
*Depends on what **what's** developing...*

Age	Abstract Thinking	Background Knowledge	Social Focus	Interest
Patterns of Maturation	Basic Skills	Emotional State	Communication Skills	Self-regulation or attention





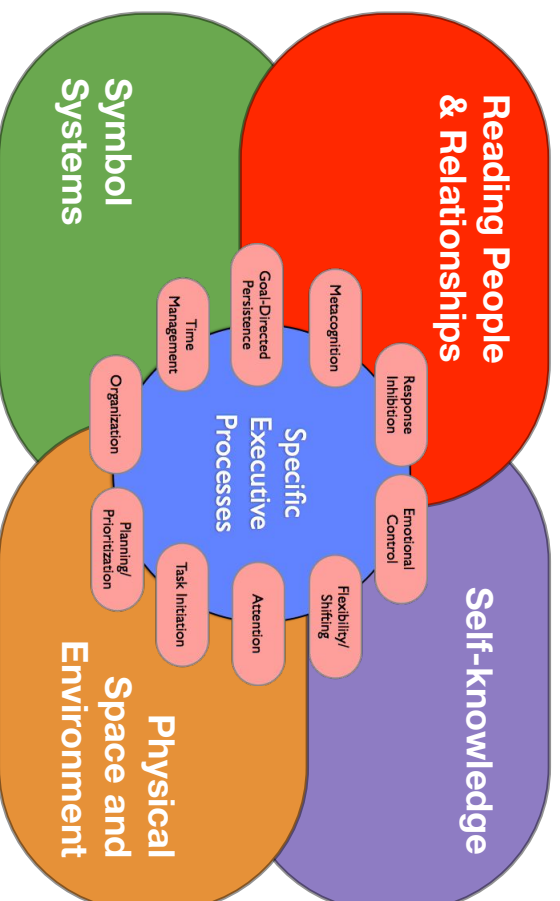
A word that describes a child
you will struggle to like?



A word that describes a
child you will like?

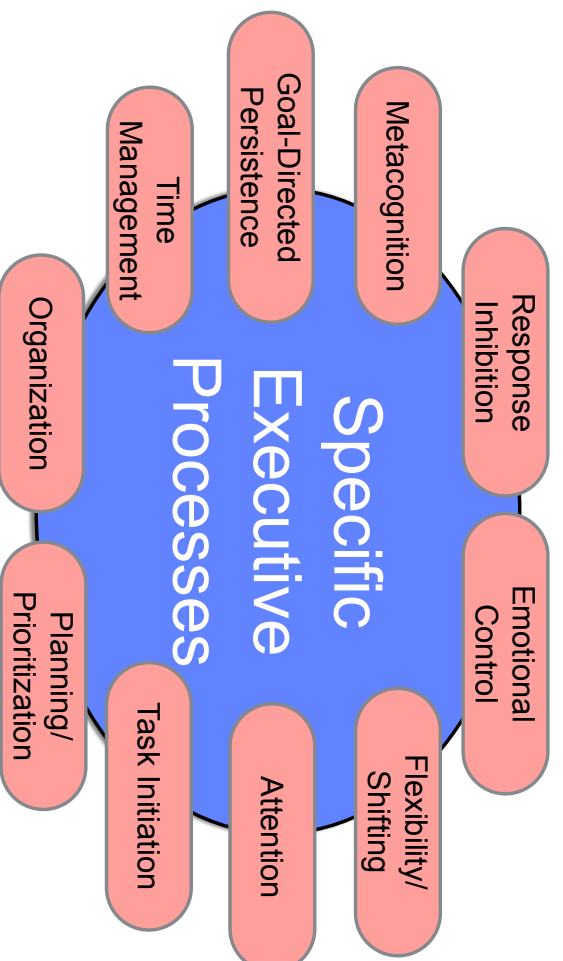


Contexts



(Adapted from McCloskey, 2013)

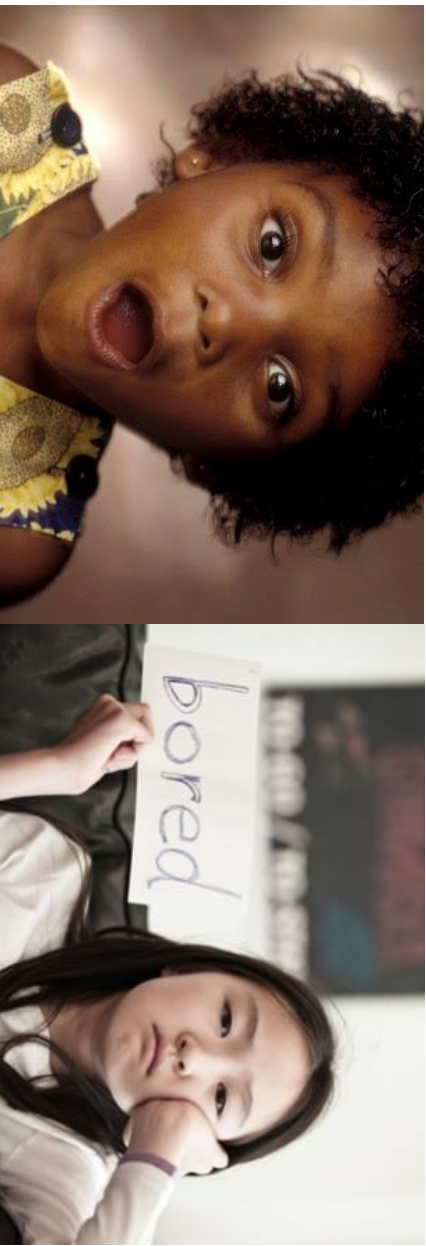
Executive Functions



(Adapted from Dawson, 2015)

Purpose

We crave and need
purpose



What engages us?

Competence

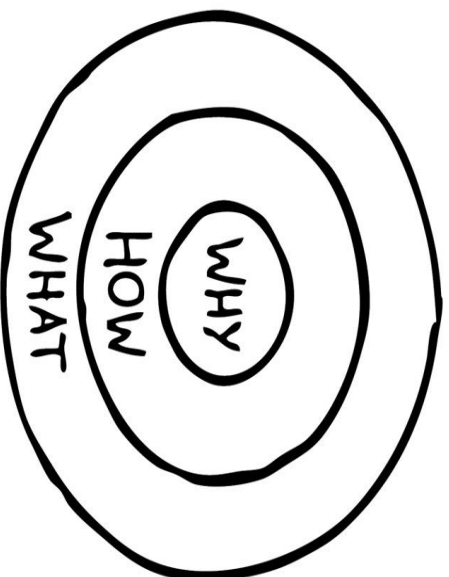
Deci and Ryan

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Daniel Pink

DRIVE
The Surprising Truth
About What Motivates Us
Daniel H. Pink
Author of *When Good Things Happen*

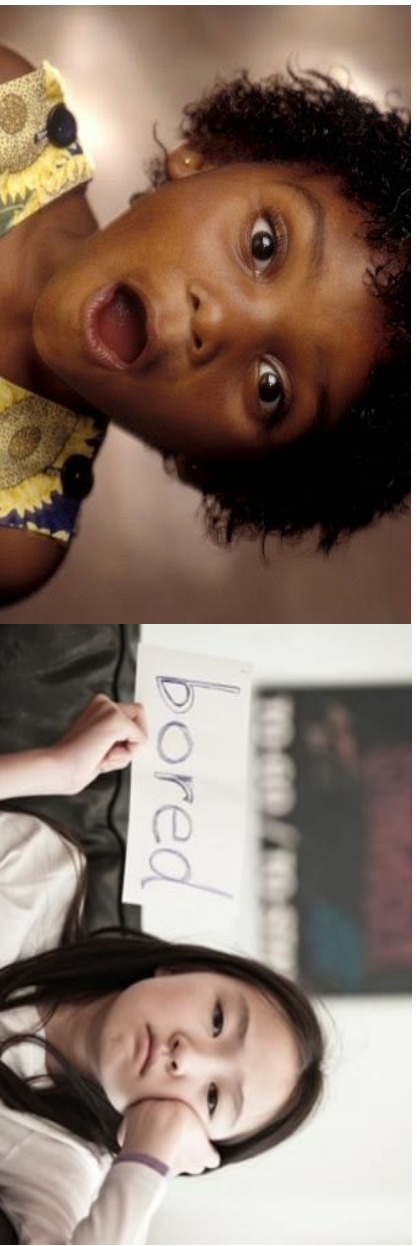
Start With Why



Sinek, Simon. *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio/Penguin, 2013.

Are you passionate about your subject?

Is the person next to you passionate about
your subject? Ask them!



Autonomy

We all want
self-determination.



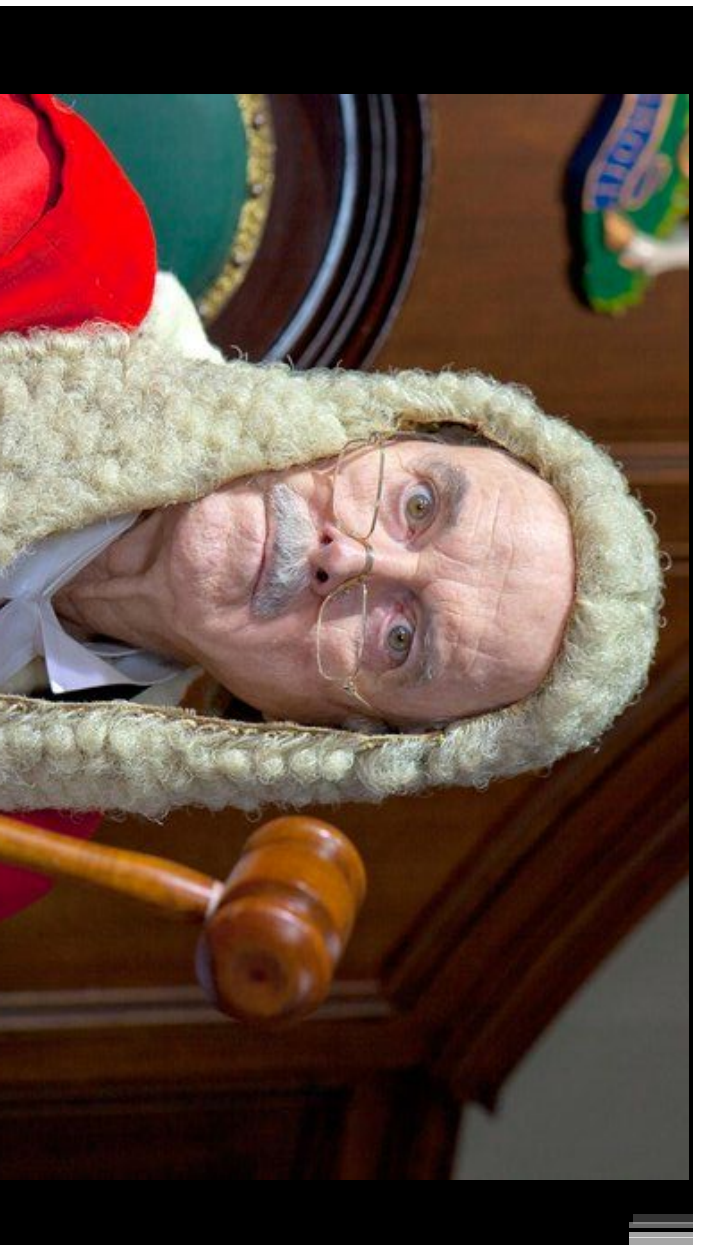
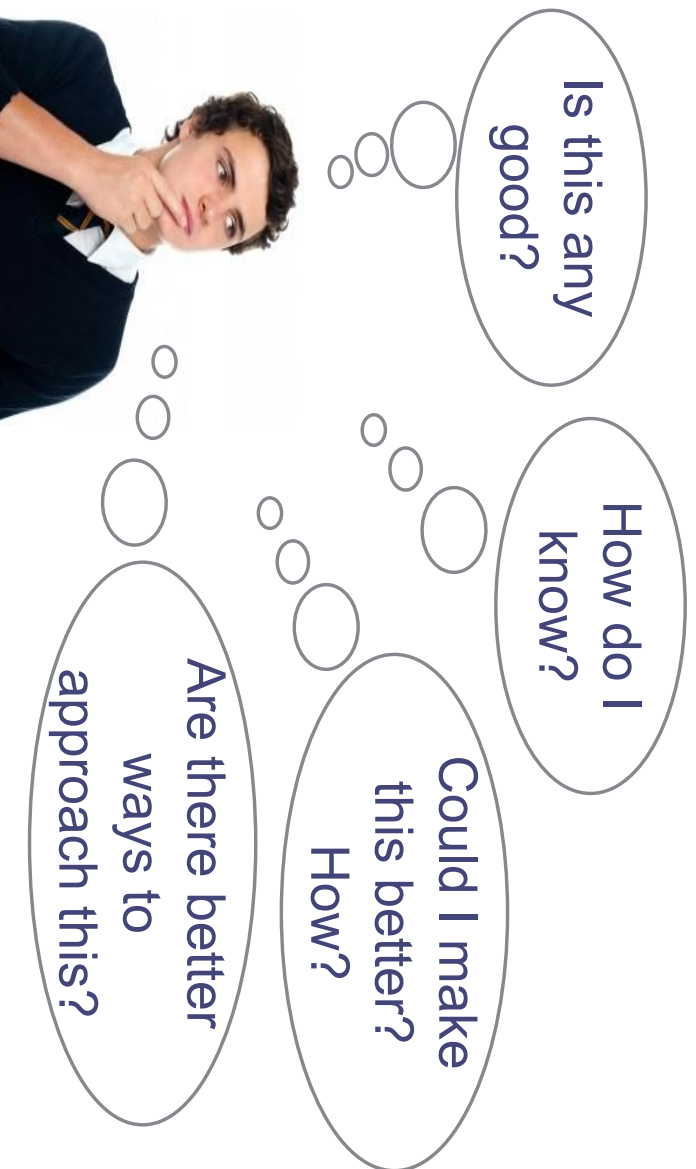
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Purpose

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What engages us?

Autonomy

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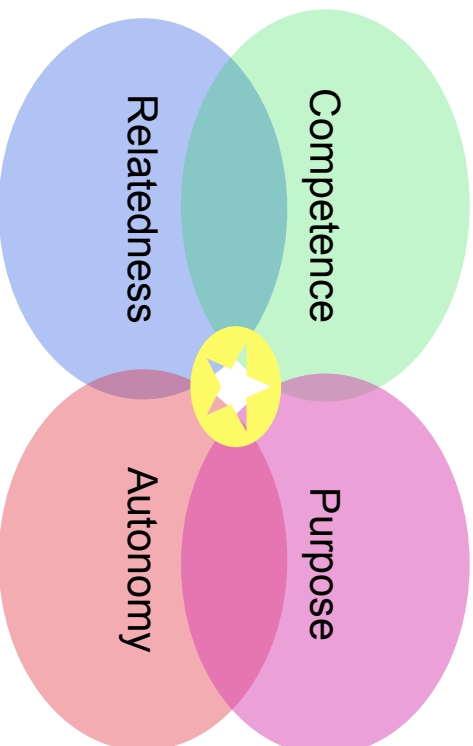
Daniel Pink

DRIVE
The Surprising Truth
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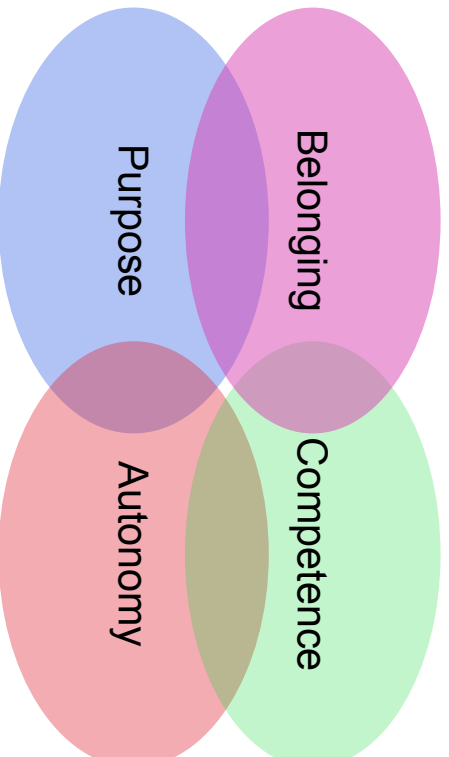
How much autonomy is too much
autonomy? Vote with your feet.



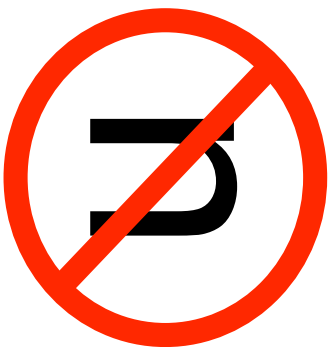
How can you support:



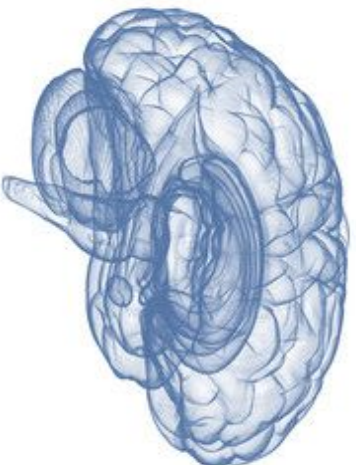
How can you support:



Cognitive Load!

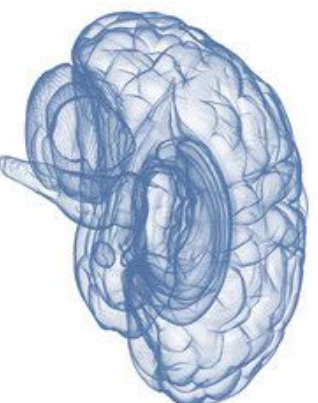


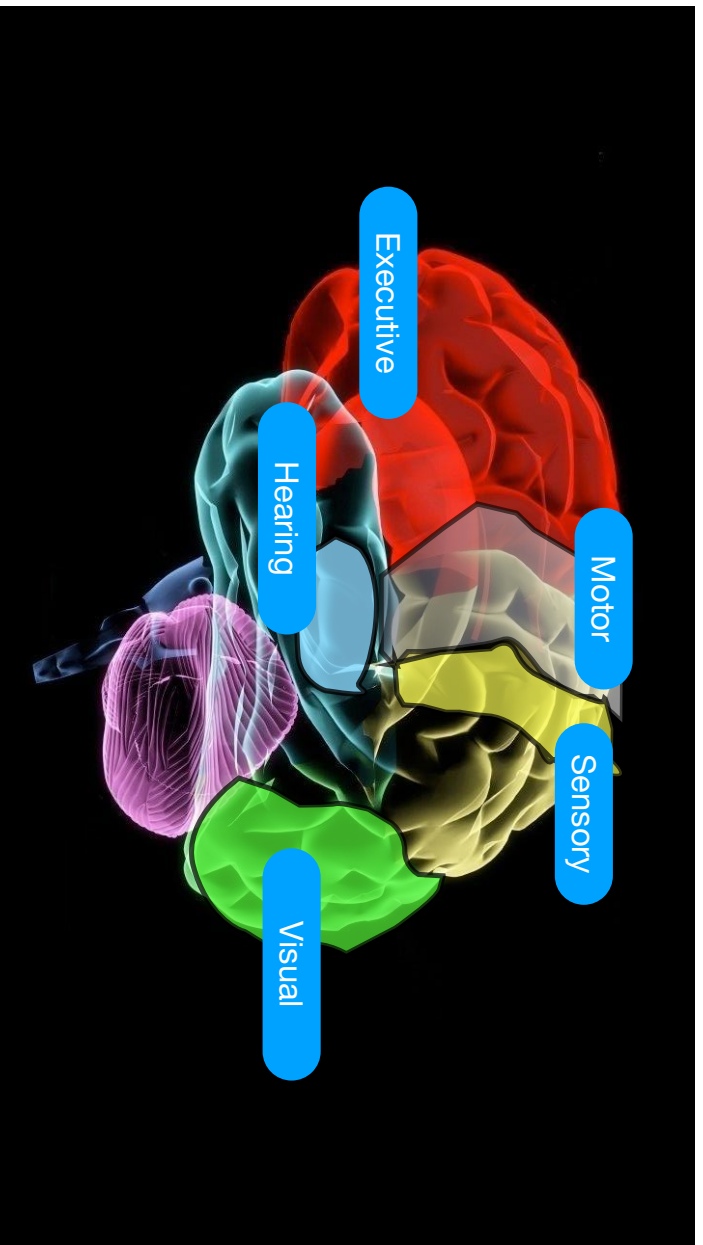
Do you know what your brain
sucks at?





Do you know what your brain is
awesome at?





The Enriched Environment

Novel, challenging,
meaningful,
open-ended

Social
Communication and
Support

Multisensory

Movement: Gross
and fine motor

Appropriate Stress

Sufficient Time

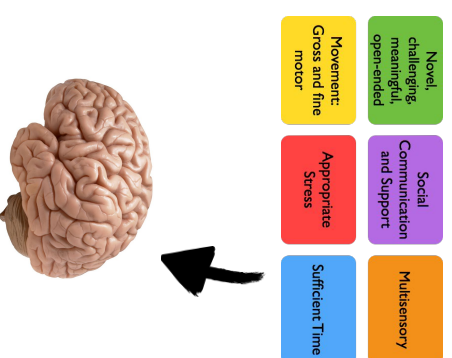
Adapted from Enriching the brain: how to maximize every learner's potential Eric
Jensen - Jossey-Bass, A John Wiley & Sons imprint - 2006





Brain Effects of Enriched Environment

- Larger neurons
- More branching, faster signaling
- Thicker cortex
- Increased memory
- Increased neurogenesis
- Inoculation from stress



Universal Design For Learning

I. Representation

Multiple ways to represent information

- Variety of perceptual pathways
- Alternatives for language and symbols
- Supports for comprehension

II. Expression

Multiple options for student action and expression

- Options for physical action
- Options for how to express
- Options for executive functions

III. Engagement

Multiple means of engagement

- Ways to recruit student interest
- Options to support effort and persistence
- Options for self-regulation

National Center on Universal
Design for Learning
<http://www.udccenter.org/aboutudl/>
whatistudi/3principles

10%