

Using Tech to Enhance Learning for At-Risk Students

*Using Technology
To Enhance Learning for
At-Risk Students*

Your Guide:
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Link for Handouts: [Click Here](#)

Objectives and Main Home Page

- Our Objectives are to understand the characteristics of At-Risk Learners and discuss ways that technology and the internet can help. We then will apply what we learn to create a workable model of templates and best practices to implement in the upcoming school year.
- Our Connected Workshop Page:
- <http://twi.classroom.com/workshops/kershaw/wrkshpresources.htm>

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What We Know: At-Risk Kids....

- Are more likely to attempt suicide, use drugs, be arrested.
- Blame others for problems
- Have Poor “Impulse Control”
- Have parents who are divorced or separated
- Grow into At-Risk Adults, 23 million adults are functionally illiterate. (Nat'l Ed. Goals Panel, 1994)
- See also:
<http://www.ncrel.org/sdrs/areas/issues/students/atrisk/at5def.htm>

Who Is “At-Risk” ?

- The greatest number of students are retained in the first grade. Those who have been held-back are 2+ times are more likely to quit school
- African-American students and Hispanic students are retained twice as often as Caucasian students.
- 40% of repeaters are in the lowest socioeconomic quartile
- On average, it costs the U.S. \$10 billion annually to have students repeat a grade.
- Over \$2 billion is spent in remedial courses in college.

Edutopia, September/October, 2004

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Warning Signs/Behaviors:

- Poor Impulse Control
- Has a history of tantrums.
- Makes violent threats when angry.
- Has a background of drug or alcohol abuse.
- Displays cruelty to animals.
- Little or no supervision.
- Blames others for difficulties.
- Has threatened to attempt suicide

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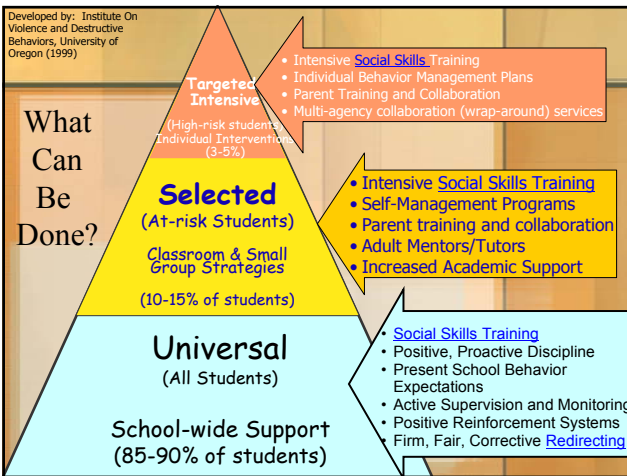
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Universal Needs of All Children

1. The Need for BELONGING--
2. The Need for ACHIEVEMENT--
3. The Need for ECONOMIC SECURITY
4. The Need for FREEDOM FROM FEAR
5. The Need for LOVE & AFFECTION
6. The Need to be FREE FROM GUILT
7. The Need for SELF-RESPECT
8. The Need for UNDERSTANDING

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Krathwohl Taxonomy of Affective Domain

What Should Be Taught?



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Maslow in the Classroom		
Physiological	→	Student Services
Safety	→	Procedures/ Connect Appropriate Behavior to Power
Belongingness	→	Personalization/ Names/Classroom Family
Esteem	→	Positive Reinforcement/ Goal-Setting/ Choice
Cognitive	→	Show Connectedness Among Subjects/ Tie Knowledge to the Future
Aesthetic	→	Encourage Synthesis, Expression of Subject Matter Knowledge through Products
Fulfillment of Potential	→	Discover Ways to Use Talents to Help Others/Community

What Specifics Should Be Taught?

Effective At-Risk Learning Principles

- Increased Instruction Time in Reading & Math
- Closely Monitor Student Progress
- Encourage Parental/Community Involvement
- Maintain High yet Attainable Expectations
- Communicate Expectations Specifically
- Structure a Safe Learning Environment
- Utilize Smaller Schools/Classes/Groups
- Implement New Technologies to Provide Critical Thinking Experiences for all
- Provide Multiple Repetitions, Untimed Access



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Our Objective: Browse, Bookmark, Build & Bundle

Browse, Bookmark, Build & Bundle

- Modification Options and Strategies
- Technology Applications to Support Higher-Order Thinking →
 - ◊ Analysis, Synthesis, Evaluation
- Activities that Engage Students in Authentic, Complex Tasks within Collaborative Learning Contexts*

*(Means, Blando, Olson, Middleton, Morocco, Remz & Zorfass, 1993)

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Modifications Using Applications

- Let the software already present on your computers help you with modifications for all students, but especially for At-Risk Students.

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Highlighted Using WP: *Math*

Brad is paid \$100,000 annually. The pay period is monthly.
What is the salary per pay period?

A toy is packaged in a box 1 foot long by 1 foot high by 1 foot wide.
How many of these boxes should fit in a shipping crate that is 48 inches high, 24 inches wide, and 60 inches long?

$\sqrt{95.9}$ is between which pair of consecutive integers?

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Highlighted Using WP: *Reading*

Although whales now live in water, they're not fish. Whales are mammals. Cats, dogs, and people are mammals, too. Mammals are animals who are born alive and drink their mother's milk. Most fish hatch from eggs. Then right away, they eat whatever they find in the water. There are other differences between fish and mammals. Fish are ectotherms, or cold-blooded. The temperature inside their bodies changes with the temperature of their surroundings. If the water they live in is cold, their body temperature is cold.

TEXT Level: Key Words

mammals, born alive, fish, eggs, ectotherms

SENTENCE Level: Underline Key Sentences

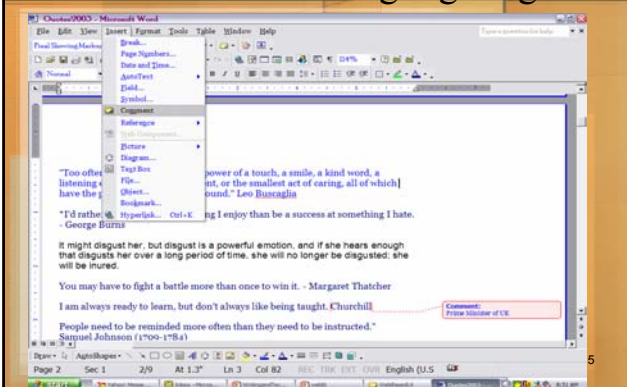
KEY WORDS: highlighted words important for comprehension

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WP Applications:

Insert Comment & Highlighting



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Modification Options and Strategies

- Please review the following modification strategies from the OOPS webpage:
- <http://www.oops.bizland.com/mod.html>
- In a Word Document, list at least 10 strategies that you can use in your classroom with your students.

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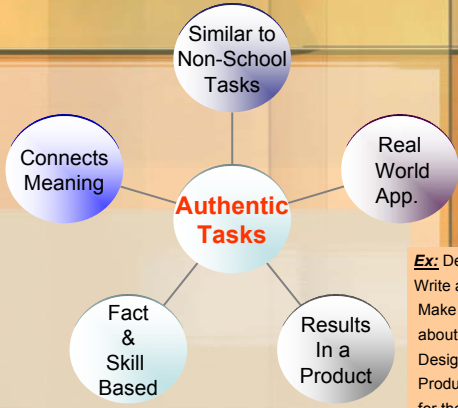
Modification Options and Strategies

Modification Strategy	How I Can Use in My Class
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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A Centered Curriculum



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Ex: Develop a Model, Write a Business Plan, Make decisions about land use, Design a Blueprint, Produce a Program for the school play
<http://4oops.com>



Things To Do:

- Intrude, Invite, Involve
- Encourage Enjoyment & Fun
- Understand They are Kids First
- Discover and Celebrate Each Individual's Strengths
- Encourage New Ways of Solving Problems
 - Not necessarily one right answer
- Catch Them Being Insightful!
 - Note Who Needs Public vs. Private Praise
- Make Time to Win

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Positive Language:

- Comments for building, extending attention:
 - You're looking me when I am speaking.
 - You are listening without interrupting. I can tell you are listening.
 - Your hands and feet are where they belong.
 - You waited until I was finished before you spoke.
- Comments for building on-task behavior:
 - Whenever I look at you, you are doing your homework.
 - You went right on with your work.
 - I told you to do your task.....you did it right away!
- Comments for Building Independence:
 - You began working right away!
 - You tried to figure this out while I was coaching another student.

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More Things To Do:

- Engender A Positive Place
- Teach Them How They Learn Best
- Assign Meaningful Work
 - Technology assistants
 - Mentor
 - Mouse ball cleaner
 - Printer monitor
 - Special activity...tutorial etc...
- Hold High Expectations
 - Our Students need to believe they can change
- Meaningful Modifications

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What Doesn't Work

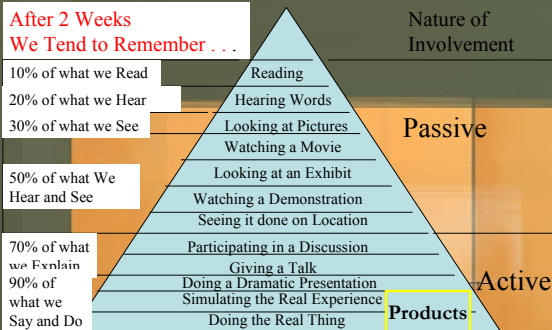
- **School factors** such as narrow curricula, rigid instructional strategies, tracking, and pull-out programs hinder the academic achievement of many at-risk students (Hixson and Tinzmann, 1990).
- Lack of challenging, meaningful work containing complex thinking skills underestimates at-risk students' capabilities, deprives them of a meaningful context for learning and use (Means & Knapp, 1991).



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Cone of Learning (Edgar Dale)



Edgar Dale, *Audio-Visual Methods in Teaching* (3rd Edition). Holt, Rinehard, and Winston (1969).

Let Them Specialize!

- Let Them Specialize
 - ❖ Even if they aren't the best
 - ❖ (Ever keep losing to the same person?)
- Let Them Use that Software
- Let Them Be The Expert
- Let Them Choose!

Our Classroom Buddies:

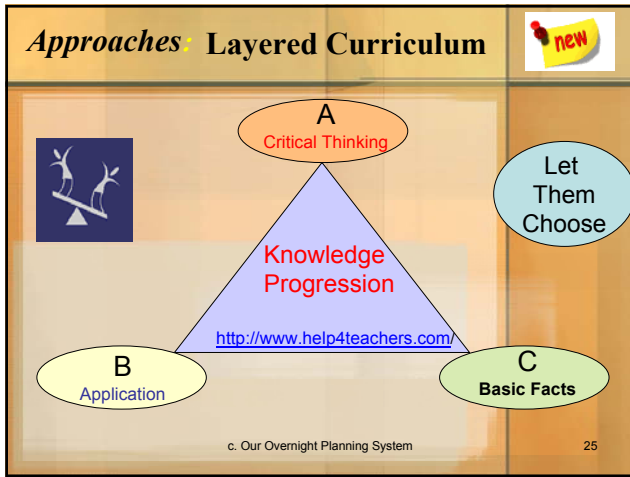
Directions: Please place your name in the application that you would be willing to mentor and help fellow classmates....Thank You!

Word	Excel	PowerPoint
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Database	Keyboarding	Internet
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
Printer	Hardware	Supplies
1.	1.	1.
2.	2.	2.

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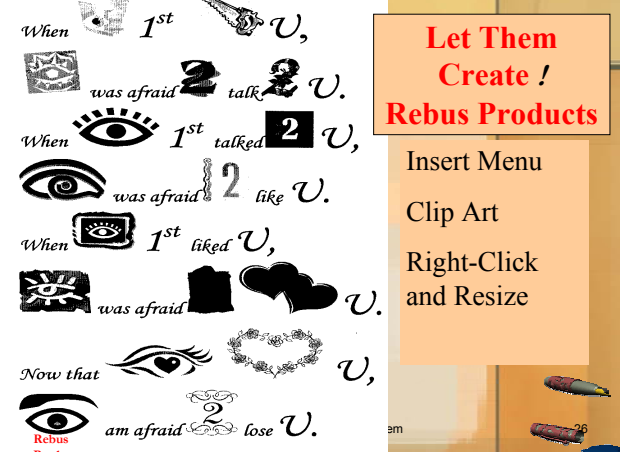
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








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Let Them Create! Rebus Products

Insert Menu
Clip Art
Right-Click and Resize













Examples of rebus puzzles:
 When  1st  U,
 was afraid  talk  U.
 When  1st talked  U,
 was afraid  like U.
 When  1st liked U,
 was afraid   U.
 Now that   U,
 am afraid  lose U.
 Rebus Products



"E" - Prompts

Let Them Emote! EJournals

-  What Feels Like Money To You?
-  What made you mad today?
-  What problem did you solve today?
-  What decisions did you already make today?
-  What took too long during your last project?
-  Who or what was misunderstood today ?
-  Compose a real sentence that has never been spoken.
-  What is the least useful bit of advice given to you?
-  What really bugs you?
-  Every person has "Islands of Competence"
What are yours? (Dr. Robert Brooks)

Susan M A1

E Journal

August 28, 2003 - In three complete sentences, please tell me the 3 most important things about you that I should know. One sentence for each important thing: First off, I have a very good personality and I can adapt very well to other personalities whether they are like mine or not. Next, I am a very hard worker; I strive to get the job done every time. Lastly, I am very easy-going and easy to work with, if I am told to do something I don't understand, I learn it very quickly.

September 8, 2003 - Pick and type most important word.
 6. Stop
 7. Take risks
 8. Cease asking permission
 9. Esteem
 10. Miracle

September 12, 2003 - Choose six people from class, type their first and last name and one thing you know about them.
 Nicole G. - Sleeps at Brenda's house.
 Brenda B. - Works at Whitten Inn.
 Zane N. - Wants to be a scuba diver.
 Bo L. - Writes poetry.
 Jorge H. - Has a son.
 Omega V. - Works at McDonalds.]

Example

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Interesting Activities: Let Them Design

- Video/Digital Cameras
 - A Day in the Life *of*
 - Very useful in understanding
- Simulations ☺
- Fontastic
- Stop Rewriting: Word Process
 - Change instead of redo
 - Good words look good
 - Ideas not words

A Is for _____ because _____
 B Is for _____ because _____
 C Is for _____ because _____
 D Is for _____ because _____
 E Is for _____ because _____
 F Is for _____ because _____
 G Is for _____ because _____
 H Is for _____ because _____
 I Is for _____ because _____
 J Is for _____ because _____
 K Is for _____ because _____
 L Is for _____ because _____
 M Is for _____ because _____
 N Is for _____ because _____

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	A	B	C	D	E	F	G
2	U.S. HISTORY FONT-TASTIC						
3	A	Is for	Anarchy	because	there is no government		
4	B	Is for	Bull Run	because	Civil War battle sight		
5	C	Is for	Civil Rights	because	we are all involved		
6	D	Is for	Death Rates	because	we study war		
7	E	Is for	Era	because	that is how we study history		
8	F	Is for	fighting	because	that's what happens in a war		
9	G	Is for	Germans	because	they lost twice		
10	H	Is for	Hoover	because	he was the 31st President		
11	I	Is for	Iraq	because	were the war is now		
12	J	Is for	Japan	because	that is where the Vietnam war was fought		

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Let Them Journey:

- Virtual Field Trips:
- <http://oops.bizland.com/vtours.htm>

Dear Ms. Teague
 Having a great time in Abilene.
 Wish you were here.
 I learned that this town was named by two brothers from the Merchant family.
 Abilene's population of 100,000
 Include s many students from the four colleges that are located in the area.
 I will write more soon!
 Isabel



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Let Them Master the Objectives!

- Real-time data in Excel
- Go to <http://www.refdesk.com>
- Click on the AAA link
- Copy and paste data into an Excel spreadsheet. (Notice how the data appears in individual cells)
- This has applications to other sites that contain data.

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Activities: Ideas to Action

- Please choose at least 2 of the activities you have seen today or heard about from a colleague and create a template file that you can save and print to use this school year. You may also choose to visit the 100 Days of Technology Page at: <http://oops.bizland.com/100days.htm>

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Power Proofreading

- www.eduplace.com/kids/hme/k_5/proofread/index.html

Power Proofreading

Cue Card: Report for City Beat News

On Friday the city of Greenville became Purpleville! Both old and young turned purple to celebrate the visit of the wildly popular band called Purple Penguins. Since may, stores such as pricey and howe have featured purple items from hats to streamers. On the big day, purple pennants lined Third avenue around the Stern Hall Of Music, where the group would perform. At the concert, celebrity watchers spotted Mayor Diaz and Dr. Tina Ryan in matching purple tuxes. Actress Mae Wong, stunning in purple valet, flew in from paris. Finally, as the Audience waved purple feathers, band members Peggy, Polka, Penny, and Wayne waddled on-stage in their famous sequined penguin suits.

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Use Graphic Organizers

Look for Relationships Branches, arrows.

The Average Student Studying With the Aide of Organizers Learns as Much as the 90th Percentile Student Studying the Same Content Without the Assistance of Organizers.

Source: Dr. Max Thompson

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KWL Graphic Organizer

Name _____

KWL

K (What I know)	W (What I want to learn)	L (What I learned)

Available Online <http://4oops.com>

KWHL http://www.ncsu.edu/midlink/KWL_chart.html

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Ready, Set, Solve Organizer

What We Know:

Questions

Predictions

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Create Mindmaps Using AutoShapes

- Open a Word File
- Insert Menu/Picture/AutoShapes, or Drawing Toolbar
- Choose Shape, Resize and Position
- Right Click inside the shape to add text.
- Double Click on the shape to format.

❖ www.graphic.org

❖ www.venndiagram.com

❖ www.inspiration.com

❖ www.kidspiration.com

❖ <http://www.freeology.com/graphicorgs/>

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Links



Individualize Assessment Using Rubrics

Rubric Features

1. Use Ranges
2. Alternate Words for Grade A-C
3. Utilize a Return Section

Student Name: _____

	FOUR (40-49 points)	THREE (30-39 points)	TWO (20-29 points)	ONE (10-19 points)
Portfolio Component	Design is messy, missing, illegible, no variety of font graphics.	Design includes some graphics, font variety. All assignments are included and numbered.	Design includes graphics, font variety, all assignments are included and numbered consecutively.	
Content	Content reflects 2-4 outside sources.	Content reflects 3-4 outside sources.	Content reflects 5+ outside sources.	
Techniques	3-4 errors of punctuation, spelling or grammar.	2 errors of punctuation, spelling or grammar.	No errors of punctuation, spelling, grammar.	
Task Completion	2 or more days late.	Turned in on due day but after class.	Turned in on time or early.	
Reflection	1 or more reflection sheets missing.	Reflection sheets are included & display insight.	Reflection sheets are included & display insight and original thinking.	
TOTAL:				

Back to the Showers:
You must resubmit this portfolio for a late grade because of the following missing items:
 Assignments
 Capions
 Self-Reflections

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	B	C	D	E	F	G
1	Name: _____ Teacher: _____					
2	Excel Rubrics					
3						
4						
5	Criteria					
6	4	3	2	1	Points	
7	Attendance / Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or has poor attendance of classes.	
8	Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	
9	Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	
10	Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	
11	Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
12	Total →					

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Authentic Assessment

- Individualize Assessment Using Rubrics
 - Project-Based Learning Checklists
 - <http://www.4teachers.org/projectbased/>
 - SLATE Landmark Project
 - Rubric Builder and Citation Machine
 - <http://landmark-project.com/slate.php3>
 - RubiStar Online Rubrics:
 - <http://rubistar.4teachers.org/> Create your own!

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Benefits of Cooperative Grouping...

- ✓ Provides Students with Positive Interdependence and Individual Accountability.
- ✓ Gives Students a Chance to Implement a Creative Concept. 
- ✓ Allows Students to Practice Decision-Making and Problem-Solving.
- ✓ Helps Students Practice Promotive Interaction.
- ✓ Gives Students New Insight into Resolving Conflict Constructively.
- ✓ Provides Students with the Ability and Confidence to Evaluate Each Other's Solutions.
- ✓ Allows Students to Teach What They Have Learned to Another.

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Who's On First?

- During the 5th week of school, distribute blank seating charts to students.
- Students use the blank seating chart to fill in the first and last names of each of their classmates.
 - ❖ First from memory
 - ❖ Then by circulating and requesting the names.

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Cooperative Group Resume

- Students, working in teams of three, combine their Career Interests, Education, Work History, Interests, Extracurricular Activities, Awards, & Hobbies to create a composite resume.
 - ❖ The Name on the Resume is a combination of all last names.
 - ❖ The Address/Phone is a combination of all three.
 - ❖ Students must synthesis each of their individual information to create a coherent resume representation.

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ON-TASPLC !!!

A	Is for _____
B	Is for _____
C	Is for _____
D	Is for _____
E	Is for _____
F	Is for _____
G	Is for _____
H	Is for _____
I	Is for _____
J	Is for _____
K	Is for _____
L	Is for _____
M	Is for _____
N	Is for _____

Groups Combine the Contents of their purses/backpacks to list items starting with as many letters of the alphabet as possible in a 5 or 10- minute time frame.

Cooperative Group Map

Students combine all their addresses to form one complete carpool route to school. Plot map using MSWord AutoShapes or Inspiration Software, Check online at www.mapquest.com



The Jigsaw Method in Action

1. Divide students into 4 students per computer. {often called the "Home Group"}
 - a. Groups select a group name, place on name tent.
2. Students self-select a leader or teacher may select a leader.
3. Divide the lesson into 4-6 segments so that each student receives a topic segment. The Topic should be able to Stand Alone and Learned in Any Order.
4. Assign one segment, to each student to complete and learn well-enough to teach another student. {the student becomes the expert}
5. Have each student from each group join the other students in other groups assigned to the same segment. Give time for these students to discuss the main points of their segment and edit and revise as needed.
6. Students return to their original groups.
7. Each student presents his/her segment to the group in peer teaching.
8. Teacher's Role: MBWA → Management by Walking Around
 - a. Provide positive reinforcement
9. Assess at the end of the session and/or Whole Group Discussion.

Telecommunications Jigsaw Activity
From <http://www.jigsawhelper.org/telecommunications/>

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Finding Resources: Targeted Searching

- Enter search terms using quotation marks ""
- Use + - to narrow focus
- Search for specific files

Google

Web Images Groups Directory News-News

[Problem Based Learning' + Grade 5 Examples]

Advanced Search Preferences Language Tools

Google Search I'm Feeling Lucky

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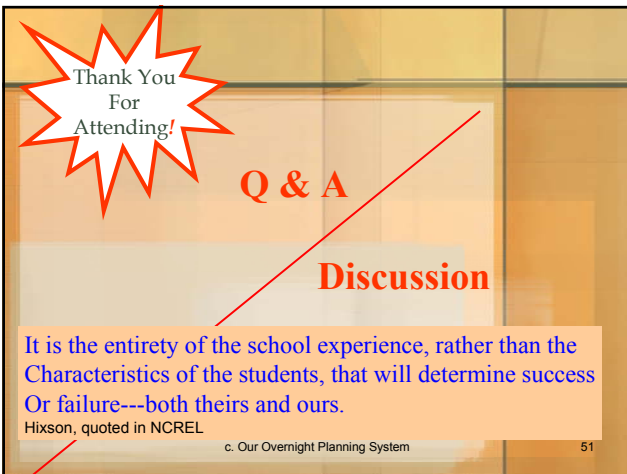
Our Connected Workshop Page:
<http://twi.classroom.com/workshops/kershaw/wrkshpresources.htm>

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Product: Your Personal EJournal

- Open a Word Processing File.
- Please respond to the following questions:
 - **I. Teaching & Modification Methods:**
3 Things I Have Learned About At-Risk Kids.....
I will apply this by....
 - **II. Website Investigations:**
3 Sites I saw....
I will apply this be...
 - **III. Technology:**
The following Technology exists in my classroom
- I will use technology in at least these 3 ways during this school year....

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Thank You
For
Attending!

Q & A

Discussion

It is the entirety of the school experience, rather than the Characteristics of the students, that will determine success Or failure---both theirs and ours.

Hixson, quoted in NCREL

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