

Motivation and Student Engagement for Youth in Residential Facilities



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Roadmap of Today's Presentation

- Reconnect to your *reason*
- Define Student Engagement
- Unpack its importance within our field
- Provide strategies specifically targeting students within alternative settings and students involved with the juvenile justice system.
- Thoughts, Questions, and Concerns?

**Who is
here
today?**

ROLL

CALL!

Who am I?

From the beginning...



To the present...



Take a Minute...

- Who is your Dreycell?
- What are some characteristics of that youth?
- How did you try to engage this youth?
- What worked? What did not work?
- What do you wish that you had tried?



What is Student Engagement?

- What do you think of when you hear the term Student Engagement?
- Why is it so important? Or is it?



Achievement Goal Theory

“Proposes that students’ motivation and achievement related behaviors can be understood by considering the reasons or purposes they adopt while engaged in academic work” (Wolters, 2004, p. 236).





What is Student Engagement?

A reciprocal process involving overlapping behavioral, psychological, and cognitive components, and through this process students are motivated, increasing academic success.

Motivation	Transactional Engagement	Institutional Support	Active Citizenship
<ul style="list-style-type: none">• Self-Construction of Knowledge• Self-Belief• Goal Setting• Intrinsic Motivation• Extrinsic Motivation	<ul style="list-style-type: none">• Teacher Student Relationships• Teacher Expectations• Academic Support• Active, Collaborative Learning• Task Appropriateness	<ul style="list-style-type: none">• Institutional Culture• Variety of Support Services• Adaptive Expectations	<ul style="list-style-type: none">• Extended Boundaries of Curriculum• Ethical Political Processes• Potential to Change the World• Build Social and Cultural Capital

The Student Engagement Link

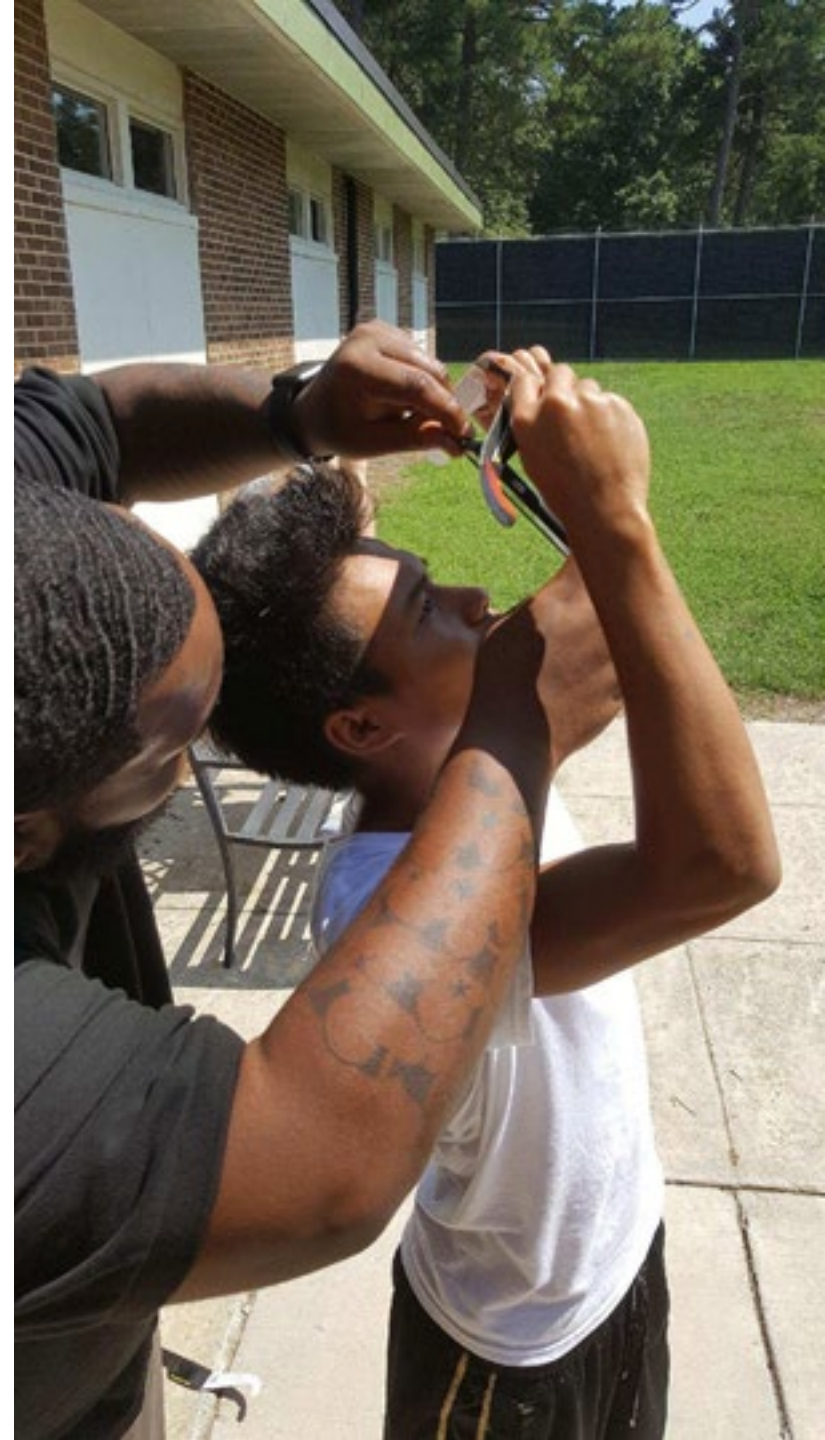
When student engagement is increased then academic achievement is increased when academic achievement is increased then school attendance is increased and, when attendance is increased, recidivism rates decrease (Bloomberg et al., 2012).



Five Characteristics of High-Quality Education for Vulnerable Youth

1. Talented teachers with high energy and expectations
2. Building school culture and trust
3. Developing a structured curriculum that is delivered through differing, individualized instruction
4. Weaving special education services into all parts of the school
5. Spending time and effort on preparing students to transition into self-sustaining learners

(Dominici & Forman Jr., 2011 as cited in Southern Education Foundation, 2014, p. 29).



Teachers can help students understand options and how to meet goals- teachers are surrogate parents or mentors

Student goals should guide teaching

When student goals guide teaching and tasks students are both intrinsically and extrinsically motivated (Skinner, et al., 2007; Toshalis & Nakkula, 2012)



A Few Things to Think About...



Students in residential juvenile justice facilities seem to feel that teachers within the facility define student ability (Hirn & Scott, 2014)

Residential juvenile justice facility teachers are highly respected by students just because they come to work

Task Appropriateness and Differentiation of Tasks is often more difficult than behavior management yet incredibly important for student engagement- You are on their time, they are not on yours (Burns & Dean 2005; Gilbertson, et al., 2008)

How to be a part of a group must be explicitly taught to most students (Toshalis & Nakkura, 2012)

The entire institutional culture is more important in a residential juvenile justice facility because it is the entire present culture for the student
(Toshalis & Nakkula, 2012)

The institution serves as a surrogate family for the child while he or she is in custody therefore the institutional norms are become the norms for the child



As students and parents begin to see the value in school, build relationships with teachers, and feel that they are wanted and needed they begin to attend more regularly thus increasing engagement (Klem & Connell, 2004).



Big Benefits Leading to Bright Futures

Above Average = 30% more likely to return to school and remain in school regardless of their demographics

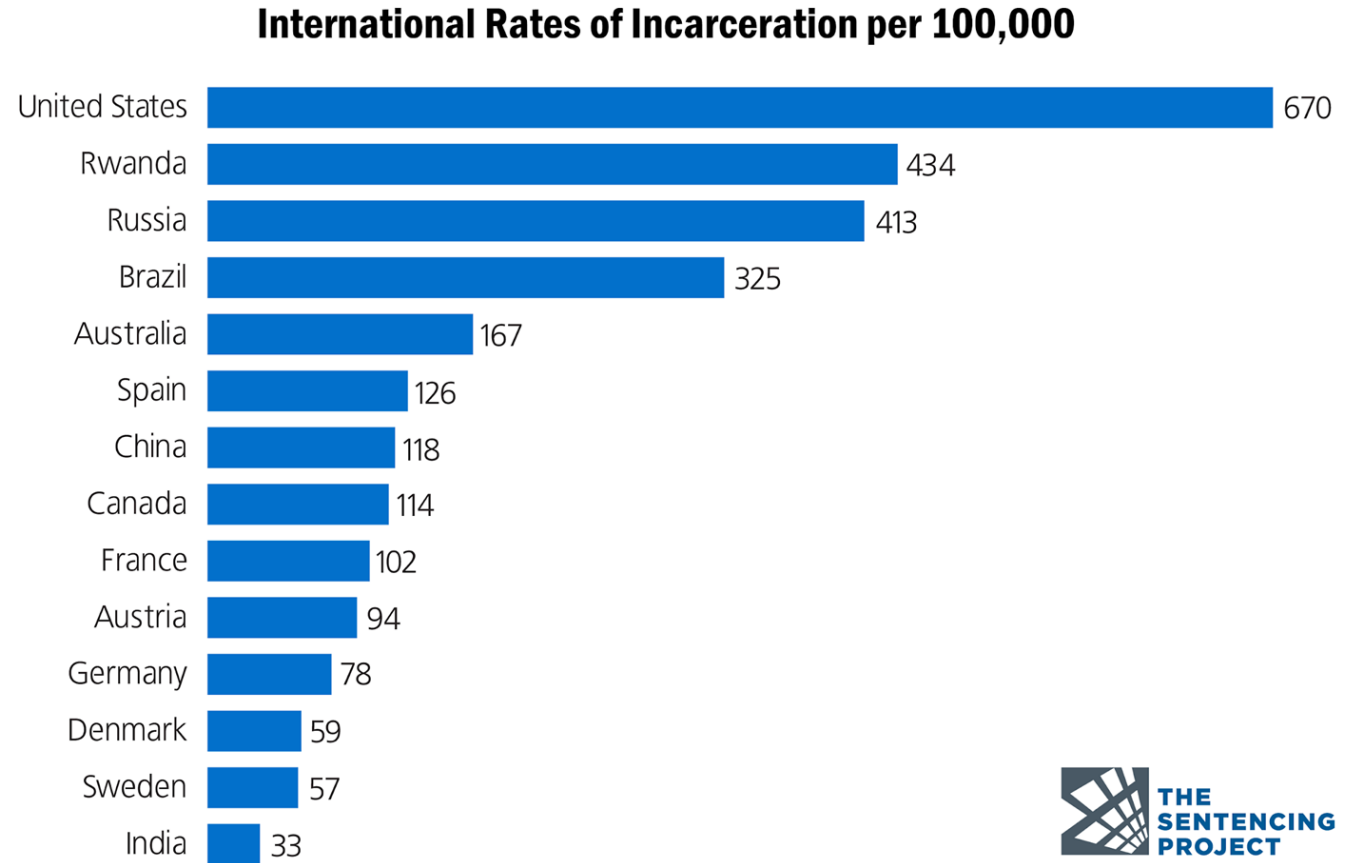
Average = 10% more likely to attend school regularly post-release

Students who are not regularly attending school post-release were 52% more likely to be rearrested within their first year of release (2012)

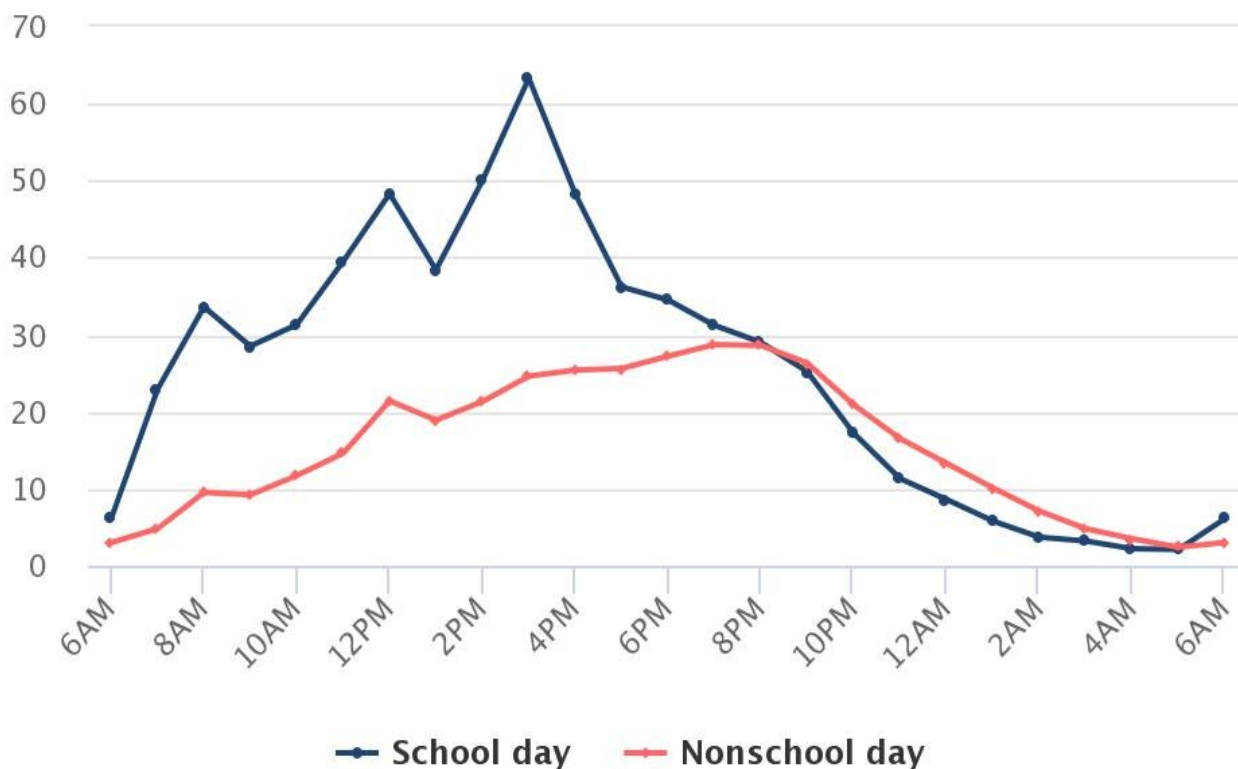


What we are trying to change...

Beyond one youth at a time...

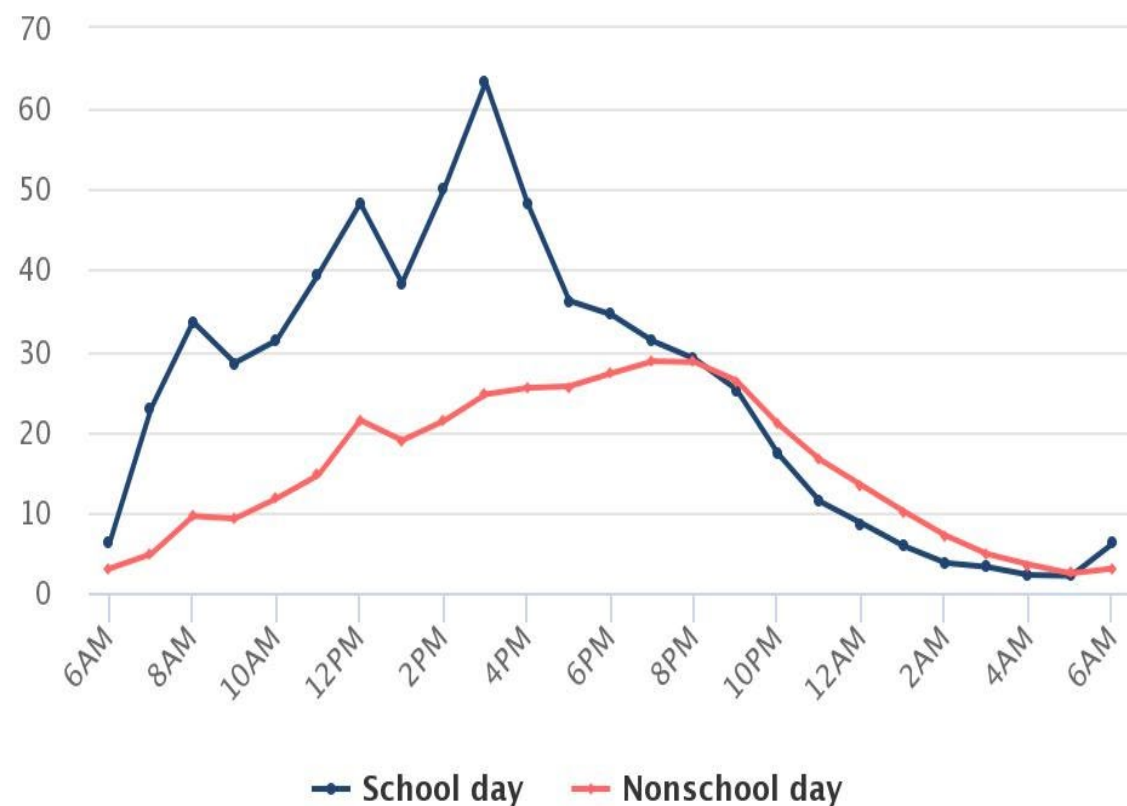


Juvenile violent crime time of day
(Offenders per 1,000 juvenile violent crime offenders)



<https://www.ojjdp.gov/ojstatbb/offenders/qa03301.asp?qaDate=2016>. Released on October 22, 2018.

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one-tenth (18%) of juvenile violent crimes occur in the 4 hours between 3 p.m. and 7 p.m. on school days.

So what is working...

Manipulating Success- Vocabulary <http://www.majortests.com/sat/wordlist.php>

I learned some new vocabulary words. I felt good about it because now when people say some of the words, I know what they mean and I'm not lost because I don't know what they said to me.

Word list 1

Group 1	
Abhor	hate
Bigot	narrow-minded, prejudiced person
Counterfeit	fake; false
Enfranchise	give voting rights
Hamper	hinder; obstruct
Kindle	to start a fire
Noxious	harmful; poisonous; lethal
Placid	calm; peaceful
Remuneration	payment for work done
Talisman	lucky charm

I have learned 250 new vocabulary words since I have been here!

So what is working...

Routine, Routine, Routine... Leads to Accurate Expectations

I really hate school and I wanna dropout. I come to school because I have to, but I know that I need to get my education so I'll be able to take care of my son... I like talking about my son and parenting, cooking, my future, and college, but I really do enjoy coming to English class so I can respond to the quote of the day. I am a really good writer.

So what is working...

- Choice- books, assignments, writing topics, partners, what else...
- Connections with Culture – music, biographies, classroom conversation, speakers, what else...



So what is working...

Building Relationships...

This week I learned that Ms. Avis never gets mad.

I feel that school and learning should be fun and exciting ... like when you're learning by doing something fun I feel like you remember better like drawing and games and SCATAGORIES.

...she be yelling and fussing at her students...and yell at me and everyone else if we ask for help!

I feel like my teachers here care more about me than the teachers in my community... they help me... they be trying and giving me things I can achieve.

So what is working...

Connecting to “The Outs”

- speakers
- CNN10
- Flocabulary
- Documentaries



I learned that my life is worthy. I used to think that everyone's life is better than mine. We watched a video about Homeless People. It makes me want to help people the best way I can.

So what is working...

#Goals

Make my level 3.

Pass my vocabulary quiz.

*Make my family proud for once.
points*

*Don't Punch J***ia even though I really want to!*

#GoalsMet

Don't earn specials for a week.

Go Home. Stay Home.

Get lit.

Bank some canteen

Do my work for one week.

Make it through a day without cursing.

What does engagement look like...

I have straight A's and I would like to keep those while I am in school

I feel a lot more confident now. I feel like I'm back on top with my school work and I feel caught up. Everything's going good...

