



# ACT Engage Academic Behavioral Intervention



21<sup>st</sup> Century Skills  
Conference  
June 2014  
Des Moines



**Charles Simmons, Ed.D.**  
Senior Account Manager  
ACT Client Relations  
charles.simmons@act.org  
(512) 470-0036

@drcharlyws –Twitter

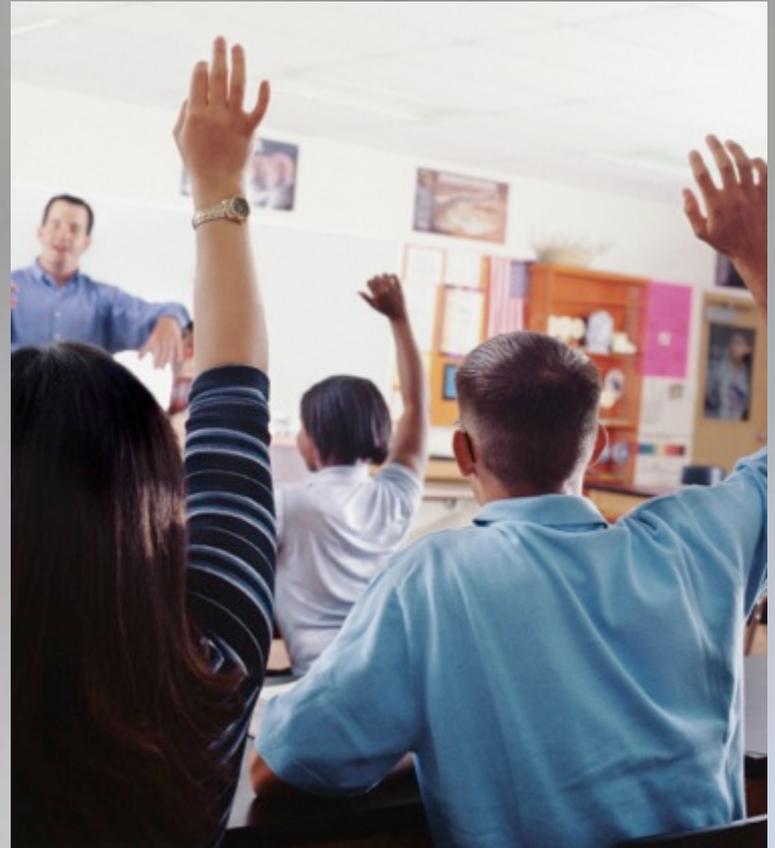
SkilledIowa.org



# ACT is Unique

**ACT is a nonprofit organization driven by our mission, our vision, and our values.**

- **Our mission**—Helping people achieve education and workplace success
- **Our vision**—To impact lifelong success for individuals as they define it
- **Our values**—Excellence, diversity, leadership, empowerment, learning, and sustainability



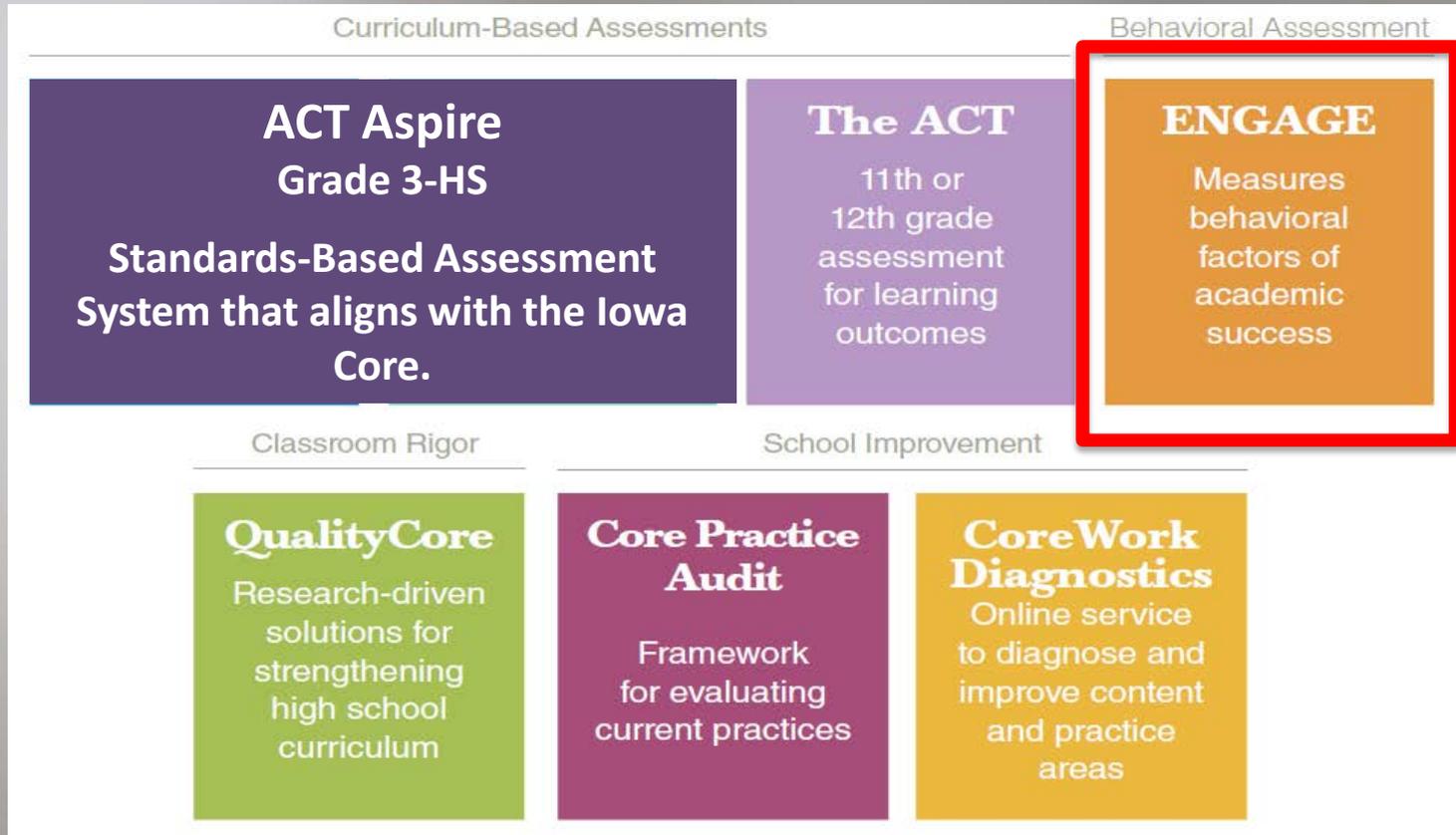
# ACT as a Resource

[www.ACT.org](http://www.ACT.org)



- ACT's role is give insight to instruction.
- ACT seeks to partner around student needs.
- ACT provides hundreds of free online resources.
  - Research to use with your stakeholders.
  - Actstudent.org to support CCR and Planning for students.
  - [www.act.org/path/parent](http://www.act.org/path/parent) for parents that want to help.

# ACT's CCR System



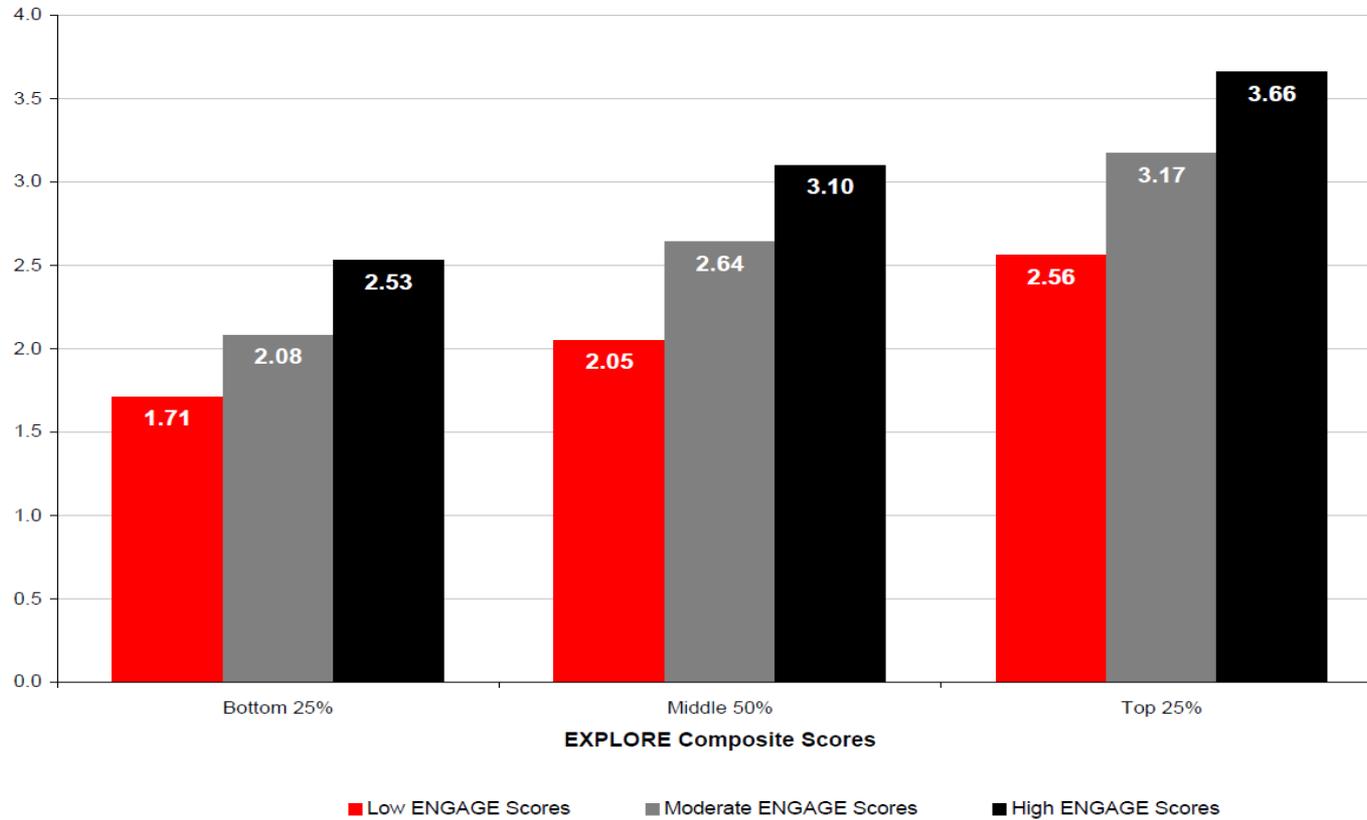
## Reach students whose personal challenges go unreported in standardized academic tests.

- Academic achievement and foundational skills
- Behavioral and psychosocial factors
- Career planning

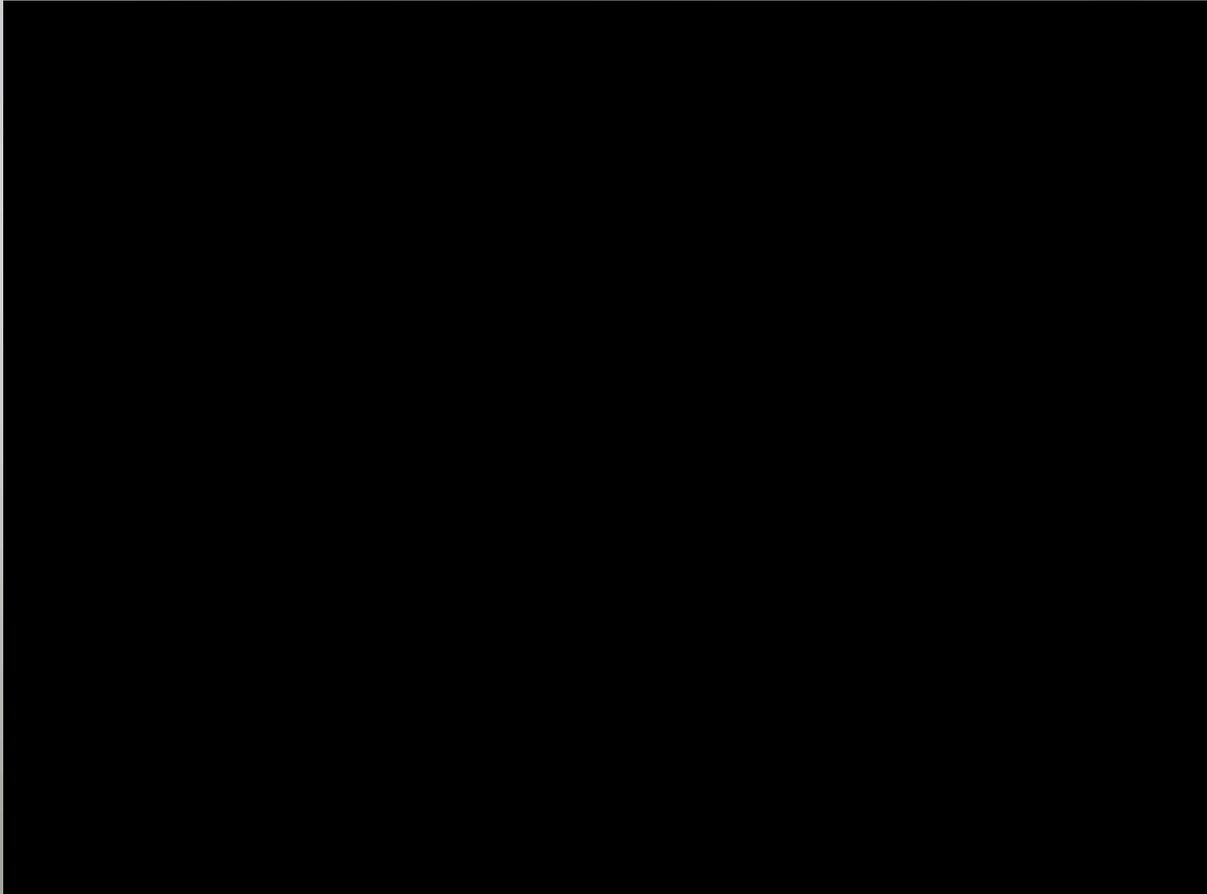


# Why Engage?

Figure 5. Average 9th-grade GPA by EXPLORE and ENGAGE Grades 6-9 Score Groups.

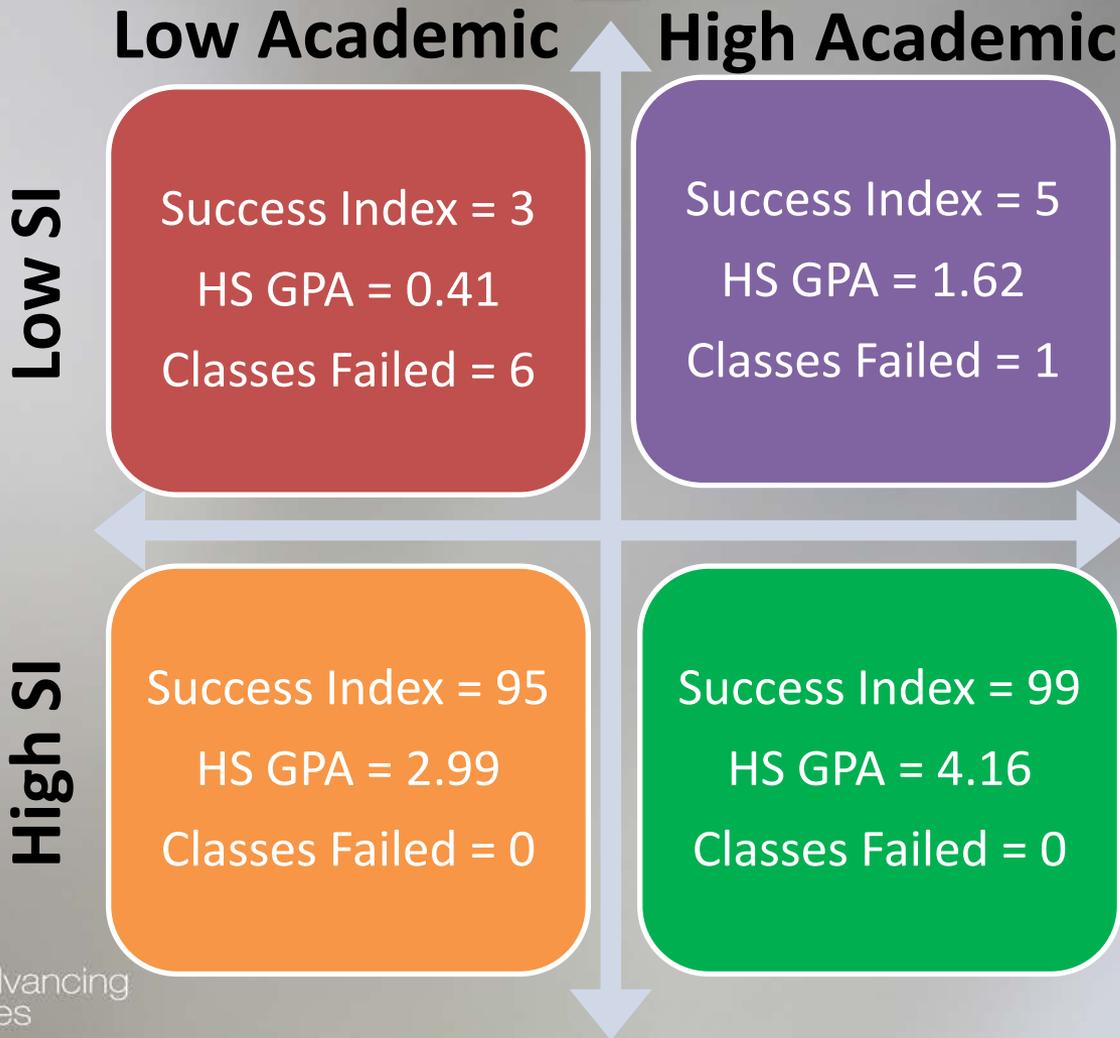


# The Engage Video



# A Tale of Four Students

ACT Engage



## Work in Triads 10”

- Stand up and find two people you don't know.
- Introduce yourself.
- Select a reporter for your triad.
- Tell your stories of students with high and low academic behaviors.
- Reporter shares one story from the triad.



# Domains and Scales

Domain	Grades 6-9	Grades 10-12
Motivation	Academic discipline Commitment to school Optimism	<b>Academic discipline</b> Commitment to college Goal striving General determination Study skills Communication skills
<b>Social Engagement</b>	Family attitude toward education Family involvement Relationships w/ school staff School safety climate	<b>Social activity</b> Social connection
Self-regulation	Managing feelings Thinking before acting Orderly conduct	Academic self-confidence <b>Steadiness</b>

# Academic Discipline

- Definition
  - The degree to which a student is hardworking and conscientious as evidenced by the amount of effort invested in schoolwork.
- Students Who Score High
  - Place great value on schoolwork and make academic tasks a high priority.
- Students Who Score Low
  - May avoid schoolwork, cut classes, and place other responsibilities higher than schoolwork.
- Possible Interventions
  - Introduce goal setting, time management, organization, and prioritization skills to students.

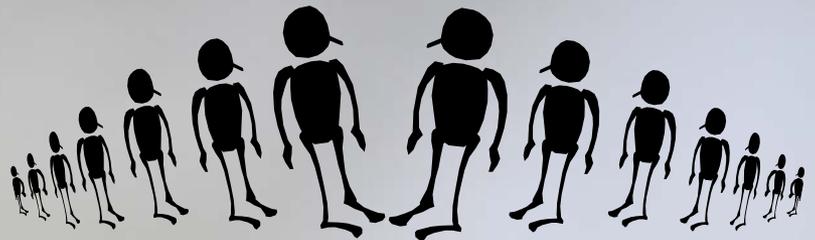
# Social Connection

- Definition
  - One's feelings of connection and involvement with the school community.
- Students Who Score High
  - Tend to feel more connected to their school; may be more likely to stay at that school and to graduate with a high school diploma.
- Students Who Score Low
  - Feel less connected, which might result in less commitment to remaining in high school and earning a high school diploma.
- Possible Interventions
  - Encourage increased involvement in extracurricular activities and organized school-sponsored social events.

# Steadiness

- Definition
  - One's responses to and management of strong feelings.
- Students Who Score High \*
  - May be over-controlled and lack outlets for stress, especially students who score very high.
- Students Who Score Low \*
  - May be easily frustrated and overwhelmed.
- Possible Interventions
  - Help students find positive outlets for frustration and introduce relaxation techniques.

\* Pay attention to both ends of the scale.



# Proactive Matrix

## Intervention Matrix for Sample Middle School Fall 2013

	Domain	Motivation	
	Scale Academic Discipline	Commitment to School	Optimism
Intervention			
Group Counseling	?	?	?
Individual Counseling	?	?	?
Study Skills Sessions			
Career Exploration			
Summer Boot Camp			
etc. (what ever is available for these students)			

## Work in Triads 10”

- Work in your current triad.
- Select a reporter for your triad.
- Explain one intervention you plan on using.
  - Academic Discipline
  - Social Connection
  - Steadiness
- Reporter shares one intervention from the triad.



Thanks!



**Charles Simmons, Ed.D.**  
Senior Account Manager  
ACT Client Relations  
charles.simmons@act.org  
(512) 470-0036

@drcharlyws –Twitter

For More Info:  
[www.act.org/engage](http://www.act.org/engage)