



Strat-O-Grams

A newsletter of research-based strategies for
Belton School District students, teachers and parents

ACT-REACT Strategy

A= Articulate Short and Long Term Goals
C= Create a Work Plan
T=Take Pictures

R=Reflect on Goal Attainment
E=Evaluate Progress Daily

A
C = ACT Again!
T

This is a strategy to help chronically disengaged students to take control of their own learning and deliberately use critical strategies and skills to work effectively during independent seat-work activities. (Rock, 2004)

How It Works

Step 1: Teacher provides instruction on immediate and long-term goal setting using a question and answer interview format. Use this format to open up discussion and guide student to what their goals actually are and how to link them to their current behaviors. Once goals are identified and *articulated*, teacher can then help students see how short term goals like completing seatwork leads to the attainment of long term goals. It is critical for success that goals be reasonable and attainable.

Sample Interview Questions

1. What do you want to be when you are an adult? Why?
2. Are you involved in extracurricular activities? If yes, what are they?
3. Do you think you are smart? Why or why not?
4. Do you think people at school notice when you do a good job? Who and why?
5. Do you experience any behavioral difficulties at school? If so, what and why?
6. What part of the school day is best for you? The worst?
7. Do you have friends? Do your classmates like you? Why or why not?
8. Do you get along with your friends? Why or why not?
9. Do you get along with your teachers? Why or why not?
10. If you had a magic wand, what changes would you make to: your teacher, school, friends and self?
11. Is your work at school too difficult or too easy? What subjects are easy for you? What subjects are hard for you?
12. Do you work hard at school? When and why?

Next the students are taught to establish immediate academic and behavioral goals for the beginning of each independent seatwork assignment using the Ready, Aim, Fire strategy (Rock, in press) to accomplish these goals.

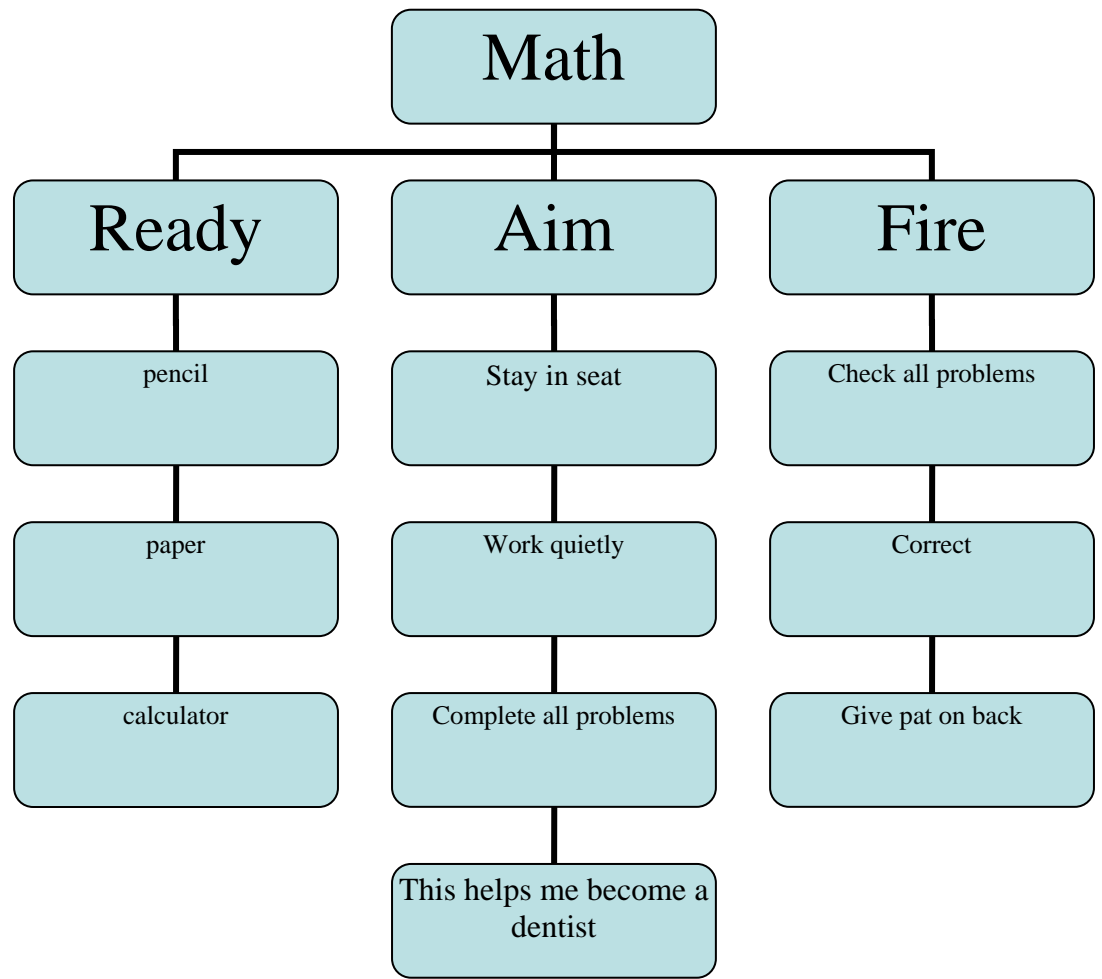
Ready is the keyword used to signal the student to prepare what is needed for this seatwork. (e.g., getting paper, pencil, calculator)

Aim is the keyword to signal for the student to remain focused, staying in seat, working quietly on problems, reading...

Fire is the keyword to signal to complete the work and check it for accuracy and give self praise, if needed.

Step 2: The Ready, Aim Fire is incorporated into the **work plan**. You might use a 3 main idea frame graphic organizer to for student to fill out; these might be on computer for or in student's binder for older students. Younger students may need them kept in a booklet.

Example of a work plan



Step 3: **Take pictures.** Use photographs to visually display what each step of the work plan looks like and put them on the plan. This provides positive reminders of what each goal looks like. You might even have student dress or display what he thinks he would look like or have if he obtains his long term goal. Be creative with this, it is to give the student a positive visual reminder.

Steps 4 and 5: Teacher helps students **reflect and evaluate** on the student's progress of achieving immediate and long-term goals. Help students make the connection between the student's actions during seatwork and their future goals. Guide students to self-questioning on what works and what does not. Remind them to look at the connection between the immediate seatwork goals and their long-term goal. Students will learn to make necessary changes to their work plans. Students can use goal progress sheet to graph progress over time. Create a sheet for student to self-monitor to keep track of his/her progress. Note: Work plans, self-monitoring sheets or goal sheets may be separate or all one sheet. Their needs to be visual structure for the steps of this strategy, initially.

Example of Goal Progress Sheet

Immediate Seatwork Goal	
Did I follow my work plan?	Yes_____ No_____
Did I complete my work?	Yes_____ No_____
What changes are needed?	
Long-term Goal	
Am I meeting my goal to become a Dentist?	Yes_____ No_____
My thoughts:	

Step 6: In the final phase of ACT-REACT strategy, is where the teacher guides the student to an understanding that this is an **ongoing strategy** (ACT again) until the student is able to focus, reflect, and self-monitor as part of his/her school behavior. When this occurs, then any or all of the visual aids may be faded out.

Connecting to Depth of Knowledge (DOK)

According to Rock in the article, *Transfiguring it Out, Converting Disengaged Learner to Active Participants*, it is important to understand that research indicates the use of setting goals by students produces several critical outcomes. Goal setting increases appropriate behavior in the classroom, positively affects students' motivation, and can change negative or self-defeating attitudes (Chang & Lorenzi, 1983; Martens et al., 1997; Quigney & Studer, 1999, Rasing & Duker, 1992). Goal setting increases students' productivity, homework completion, school attendance, grades and academic achievement (Graham, MacArthur & Schwartz, 1995; Grossi & Heward, 1998; Miller & Kelley, 1994; Tollefson, Tracy, Johnsen, & Chatman, 1986; Trammel & Schloss, 1994; Wickert, 1987). Goal setting can reduce conflict in the classroom and at home (Andrews & Dishion, 1995). Goal setting improves responsible student behavior and promotes self-understanding (Luckner, 1994; Ruth, 1994). In Step 1, students are guided to use DOK level 2 by examining their own belief system. They then utilize DOK level 3 by linking their goals to the future. In Step 2, students use Level 2 to identify what is needed in their work plan. By incorporating cause/effect by understanding that doing their work will cause them to achieve their goal. In Step 3, students use DOK Level to predict what goal attainment looks like. In Steps 4 and 5, students are using DOK Levels 3 and 4 by reflecting on how they did with their daily and long-term goals and evaluating each goal.

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