1. Empty the Cup (slide 2): This is a researched-based theory coined by Ernie Mendes Ph.D. that promotes an effective learning environment. This engagement exercise helps people to “Empty their Cup” and be present for learning. During this time, partners engage in a brief conversation on a topic that may or may not be curriculum related.  A time limit is typically about one minute each and may or may not involve reflective listening techniques.
2. Give one, Get one (slide 5): A way to allow for all students to be involved with Academic Conversations by having each student provide a piece of information based on a question prompt. First student “gives” their input and then “gets” input from the second student.

1. Respond to a quote, comic (slide 6): The use of a quote can help a facilitator support a mindset that they are trying to create, or give a foreshowing clue to where they plan to take their participants. This is also an opportunity for the facilitator to encourage feedback and gauge where some of the audience is.
2. Focus, Diffuse/BEM Principle (slide 7): Studies show that people remember what they hear at the beginning and end of instruction and forget the middle so the goal of instruction is to create lots of beginnings and endings with very short middles (BEM Principle/Dr Ernie Mendes). This means a teacher can increase memory and learning when they provide short bursts of instructions followed by brief reviews (Focus/Diffuse). The rule of thumb is 1 minute of instruction per age (age 10 = 10 min of instruction/1-2 min of review). High school and adults can typically sustain up to 20 minutes of instruction prior to review.
3. Guided Note Taking (slide 11): This strategy should be given at the beginning of the video clip to give the learners an understanding of what the teacher wants them to focus on during the informational video. Teacher may request that students highlight, circle key words in a question This will help further academic conversations and less formal discussions.
4. TAPIN (slide 12): A strategy a teacher can use to improve the quality of classroom discussions and questioning
   1. Time: teacher provides a time limit appropriate to the work or question given
   2. Amount of work is appropriate to the time given
   3. Public accountability: teacher provides parameters of discussion, reporting out, student expectation of work to instill a sense of urgency and to relay the importance of the task.
   4. Instructions are clear: Teacher ensures through a variety of methods that the instructions given are clear to all students
   5. New Response Types: Teacher uses response strategies beyond “elbow partner”.
5. 3 step discussion (slide 12): A student discussion strategy in which students do the following:
   1. 1st step: Think to yourself
   2. 2nd step: Talk to your partner/table group
   3. 3rd step: Discuss as a group
6. Anchor charts, visual aides (slide 12): Visuals paired with verbal instructions cover a wider range of student modalities and assists with processing. This strategy also helps as a “placeholder” for students who cannot hold information in their short term memory.
7. Near vs Far point (slide 12): many students with learning differences find copying “far point” (wall or whiteboard) too difficult and need “near point” (desk copy) materials to access their learning.
8. Big Sticky (slide 14): An activity that helps to get people moving. This is often done in groups and is an opportunity for information to be compiled by a variety of people. At the end of the activity, the compiled information can be presented to a larger group in a quick way.
9. Brainstorming (slide 14): The group is posed with a question and then creates a list of possible solutions to share out with the group.
10. Groupings (slide 14, 16)
    1. Color Cards: 3X5 cards are handed out or left on desks/seats in different colors to participants. When cued the people with all of the “orange” cards can become a group. This strategy is an easy way to form heterogeneous and homogeneous groups quickly.
    2. Clock appts: On a notecard, sticky or scrap of paper, jot down a clock. Typically 3,6,9 and 12 is used to mark the appointments but you have 12 places to work with. To fill the appointments, individuals rotate the room until they fill their appointments (write down in the 3,6,9 and 12 areas the name of the person they made a commitment to) and then take a seat. It is a short cut way of creating different groups that can be easily referenced in a pinch. “Meet with your 3 o’clock partner.”  Appointments can be revised as appropriate (daily, weekly, per unit, etc…)
11. Re-voicing (slide 20): Teacher validates common language students use, then provides them with models of appropriate language in return. Teacher does not explicitly call out or correct the incorrect or common language, but through “re-voicing” they hear the correct or higher level academic language.
12. Two Cents (slide 23): This activity gives a visual process for allowing each person in a group some time to speak and share their “two cents”. As the person is talking they hold onto their two pennies and when they complete their thought, then they place the money into the cup signaling that it is the next persons turn to talk on a structured topic.
13. Technology (slides 24-29): The use of technology helps mix up the ways in which the information is being presented. Often times You Tube has great videos that have short bits of information carefully crafted together. Great way to pre-teach or re-teach the material. There are also many sources on-line for students to use to increase their access and learning.
    1. [www.Bookshare.org](http://www.Bookshare.org) (Audiobooks online)
    2. [www.readbooksonline.net](http://www.readbooksonline.net) (free books, short stories, essays, poetry online)
    3. [www.sparknotes.com](http://www.sparknotes.com) (similar to “cliff notes” and useful for students with reading difficulties to access literature)
    4. [www.starfall.com](http://www.starfall.com) (ELA resources and games)
    5. [www.Mobymax.com](http://www.Mobymax.com) ($) (CCSS aligned self-paced computerized skill reviews)
    6. [www.raz-kids.com](http://www.raz-kids.com) ($) (Scholastic books at K-6 lexile levels. Site will read to students, monitor student reading and provide comprehension assessments in a fun and engaging fashion)
    7. [www.cast.org](http://www.cast.org) (main website for UDL)
    8. [www.udltechtoolkit.wikispaces.com](http://www.udltechtoolkit.wikispaces.com) (Comprehensive site with links to useful technology-based supports for all subjects and needs)
    9. **LIKE us on FB: SCUSD Inclusive Practices**