**Academic Engagement – Universal Strategies**

* Ensure the instructional match is appropriate for the students and clear directions of what is expected are provided
* Use mastery learning principles to guide instructional planning and delivery
* Use principles of effective instruction (e.g., direct instruction, scaffolding, guided practice, informed feedback, pacing of lessons)
* Ensure that there is both academic press (high expectations, well-structured learning environment) and support for learning (caring environment)
* Maximize instructional relevance (e.g., clearly stated purpose, graph progress toward goals)
* Attend to the effect of the organization/structure of the school on learning (e.g., smaller learning communities, Academies)
* Allow students to have choices within course selection and assignments (Skinner et al., 2005)
* Increase time on task and substantive interaction through cooperative learning, whole class or group instruction (Greenwood et al., 2002) and peer assisted learning strategies (Boudah, Schumacher, & Deshler, 1997; Lee & Smith, 1993)
* Increase opportunities for success in schoolwork
* Enhance teacher-student relationships and/or teacher-student support (Hughes & Kwok, 2006)

**Academic Engagement: Individualized Strategies**

* Increase home support for learning – such as home-school notes, assignment notebooks, and academic enrichment activities
* Implement self-monitoring interventions
* Reinforce students frequently and base it on the amount of work completed (Skinner et al., 2005)
* Help parents to understand and set expectations (Klem & Connell, 2004)
* Help parents to understand and set expectations (Klem & Connell, 2004)
* Foster positive teacher-student relationships for marginalized students
* Utilize Behavior Education Program: Have students check in with the teacher throughout the day to ensure they have pens, notebooks, etc. Check in with teacher each hour, check-out at the end of the school day (Hawken & Horner, 2003)