Break the Cycle: Reframing to Re-Engage Students in Learning Mathematics

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What Works?

Consider these questions when deciding if your reframing efforts impacted student engagement.

- How much time did I spend addressing deflections or avoidances to learning math? How does that compare to how much time after I tried to reframe to re-engage?

- What was the attitudinal stance of my students when I reframed? Were they able to get through more of class or of a task than before?

- What’s the frequency of occurrence (before and after trying reframing strategies) of the cycle of failure?

- How has reframing impacted my student’s math stories?

Additional Ideas:

Reflection and Action

**Symptom(s)**

What is one student phrase or behavior I notice can commit to reframing?

**Course of Treatment**

How will I reframe my perspective on what I see and hear? What is my plan to reconnect students with learning?

**Check-Up**

What re-engagement behaviors do I notice?