Finding the Spark: Strategies to Support & Motivate Middle & High School Students

Jim Wright
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About Jim Wright

Jim Wright is a presenter, trainer and author on topics that cover the essentials and beyond of Response to Intervention and Multi-Tiered System of Supports.

He has worked for 17 years in public education as a school psychologist and school administrator. Jim has published *"The RTI Toolkit: A Practical Guide for Schools"* and is the creator of the **InterventionCentral.org** website.

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Workshop Information

Here are some points to review about today's training:

1. You should have access to a digital device: either using your own or able to pair/share with one or more other people.

2. Today's training will be interactive. You can unmute your microphone to state your questions or comments—or type them into the chat bar.

3. NOTE: The workshop will be recorded, and resource links will be placed in the chat bar.

Handout

INTERVENTION CENTRAL

RTI Toolkit: A Practical Guide for Schools

Finding the Spark: Motivating Reluctant MS/HS Students

Jim Wright, Presenter

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Workshop Downloads at: http://www.interventioncentral.org/motivation

Access PPTs and other materials from this workshop at:

http://www.interventioncentral.org/motivation

Thoughts Before We Begin…

- As a TA or interpreter, you have a challenging job: you collaborate as part of the teaching team. You also serve your student as an educator, a coach, a cheerleader, a buffer, a mediator, and an evaluator.

- Motivation can be a huge factor for your student, as sensory impairments are often accompanied by academic delays. If the student lacks motivation, you need to know as many 'angles' as possible to reignite that motivation.

- Nothing changes in your current school routine based on today's training.

- However, today's session will give you additional ideas to motivate the students that you work with. Pick and choose any that work for you.

What is Motivation?

" *You can lead a horse to water, but you can't make it drink.* "

-English Proverb (12th Century)

" *Motivation is the art of getting people to do what you want them to do because they want to do it.* "

-Dwight D. Eisenhower

Motivation: A Definition

Motivation "refers to a student's willingness, need, desire …

to participate in, and be successful in, the learning process."

INTERNAL

EXTERNAL

Source: Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. (1997). The impact of teaching strategies on intrinsic motivation. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document Reproduction Service No. ED 418 925)

Anxiety: Drain on Student Performance

Anxiety can arise from deficient academic skills, negative self-talk, and/or poor self-management. Severity of anxiety often corresponds directly to negative impact on learning.

Anxiety

- Deteriorating attendance
- Impaired performance during 'high stakes' activities (e.g., tests)
- Habitual work avoidance
- Occasional work avoidance (e.g., skipping homework items).
- Procrastination
- Rushing through assignments

Learned Helplessness: The Failure Cycle

Students with a history of school failure are at particular risk of falling into the learned-helplessness cycle:

6.   …and reinforcing the student's belief that they lack the ability to learn.

1.   The student experiences academic failure…

2.   …which undermines self-confidence in their intellectual abilities.

5.   …resulting in continued failure…

4.   …causing that student to reduce efforts toward academic achievement .

3.   The student begins to doubt that their efforts will overcome their learning difficulties…

Source: Sutherland, K. S., & Singh, N. N. (2004). Learned helplessness and students with emotional or behavioral disorders: Deprivation in the classroom. Behavioral Disorders, 29(2), 169–181.

The 'Successful Student' Profile…

Successful, confident students tend to share these qualities:

1. Adequate academic skills

   BASIC SKILLS

2. Positive self-coaching/ self-talk

   INTENTION

3. Efficient, consistent self-management routines

   ACTION

Unmotivated Students: What Works

Motivation can be thought of as having two dimensions:

1. the student's expectation of success on the task · · · · · · · · · · · · · · · · · · **10**

   Multiplied by

2. the value that the student places on achieving success on that learning task · · · · · · · · · · · · · · · · **10**

X

$$\frac{10 \times 10}{100}$$

The relationship between the two factors is *multiplicative*. If EITHER of these factors (the student's expectation of success on the task OR the student's valuing of that success) is zero, then the 'motivation' product will also be zero.

Source: Sprick, R. S., Borgmeier, C., & Nolet, V. (2002). Prevention and management of behavior problems in secondary schools. In M. A. Shinn, H. M. Walker & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp.373-401). Bethesda, MD: National Association of School Psychologists.

The **Anxious** Student: Prescription

Here are **4** general strategies for working with these learners:

- ✓ Make classroom expectations predictable.

- ✓ Offer choice opportunities as appropriate to allow the student a say in structuring his or her own learning experience.

- ✓ Teach the student how to translate global tasks into manageable sub-tasks.

- ✓ Use affirming statements that motivate the student to take risks and apply his or her best effort.

Student Motivation Redefined in Observable (and Fixable) Terms

Step 1: Redefine 'motivation' as academic engagement: e.g., The student **is willingly engaged in the assigned academic task** (Skinner, Pappas, & Davis, 2005).

Step 2: Embrace this mission statement: "**When a student appears unmotivated, it is the school's job to figure out why the student is unmotivated and to find a way to get that student motivated.**"

Discussion: What are your thoughts about this redefinition of school 'motivation'?

Source: Skinner, C. H., Pappas, D. N., & Davis, K. A. (2005). Enhancing academic engagement: Providing opportunities for responding and influencing students to choose to respond. *Psychology in the Schools, 42*, 389-403.

Motivation: Workshop Agenda

1. Group-Instruction Strategies ('Nudges') That Motivate

2. 'Pivot Points': Identifying Student Obstacles to Success

3. Sample Self-Management Interventions: Reading Comprehension, Assignment Planning, Learning Contracts

4. Communication Tools That Motivate

5. Accommodations: Motivating Examples

6. Motivation: How to Measure It

Motivating through 'Nudges'. How can classrooms be set up in ways that naturally 'nudge' students toward greater motivation?
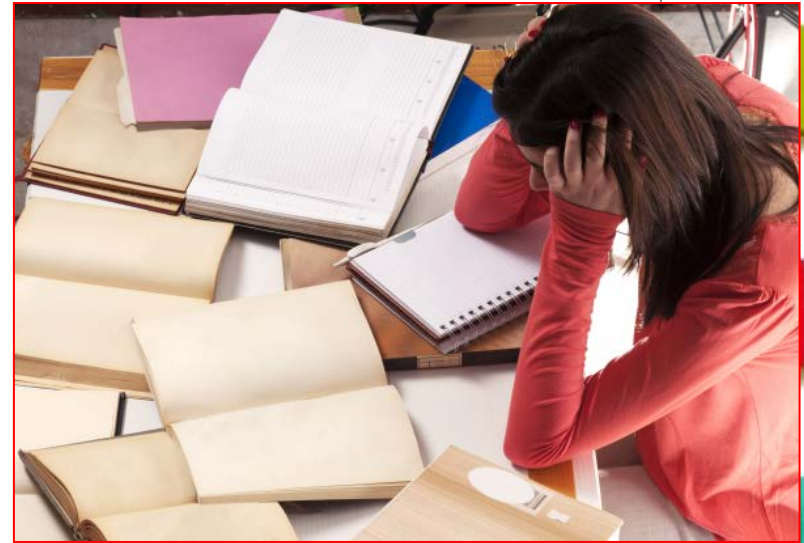
" *…not only are students motivated in multiple ways, but their motivation can vary depending on the situation or context in the classroom or school. …*

This …suggests that instructional efforts and the design of classrooms and schools can make a difference in motivating students for academic achievement.

(Linnenbrink & Pintrich, 2002, p. 314). "

Source: Linnenbrink, E. A., & Pintrich, P. R. (2002). Motivation as an enabler for academic success. School Psychology Review, 31, 313-327.

Classroom Environments: Freedom and **Choice**

In formal settings such as work and school, people often have freedom to decide:

- what tasks to engage in,

- the manner in which they will complete those tasks, and even

- whether to take part at all in a particular activity.

Sources: Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness. New York: Penguin Books.

Educators as 'Choice Architects'

Examples of lesson elements that can be manipulated to increase student engagement and motivation include:

Sequence of Learning Activities

Lesson Duration

Lesson Materials

Opportunities for Peer Collaboration

Sources: Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving decisions about health, wealth, and happiness. New York: Penguin Books.

What are **examples** of classroom 'nudges' that can **boost** student motivation at the **group** level?

(NOTE: These strategies can also be used effectively for **individuals**.)

Motivating Through 'Nudges': Classwide Tools

1. Choice-Making

2. Response Effort

3. Increasing Predictability

4. High-Probability Requests

5. Collaborative Learning

6. Goal-Setting

7. Supports for Independent Work

Proactive Strategies: Actions taken BEFORE the academic task.

Tools to 'Nudge': Choice-Making

- **Description.** The educator provides the class or individual students with choice-opportunities when completing in-class academic tasks.

  Offering choice options to students can increase academic motivation and focus while reducing problem behaviors.

1

Tools to 'Nudge': Choice-Making

- **What the Research Says...** Choice has been found to be a powerful motivator.

  One theory to explain this is that people are wired to find choice-making positively reinforcing.

  A second theory is that, by allowing choice opportunities, we encourage students to structure learning activities to match their changing moods and preferences (Kern & State, 2009).

1

Tools to 'Nudge': Choice-Making

Choice-Making: Examples.

- *Choose assignment.* Give the student a choice between two or more assignment options equivalent in the 'target academic skills' required--e.g., allowing the student to prepare a summary of the causes of the American War of Independence as a research paper or PowerPoint presentation (Kern & State, 2009).

- *Select a work partner.* Allow the student the option to select one or more individuals to collaborate wit--e.g., classmate, older peer, adult mentor--when completing an assignment (Kern & State, 2009).

- *Choose where to work.* Give the student the option of completing the assignment in one of several acceptable locations--e.g., at desk, at corner table, in the school library (Kern & State, 2009).

Tools to 'Nudge': Choice-Making

Choice-Making: Steps.

Teachers can make student choice-options 'routine' by following these steps (adapted from Kern & State, 2009):

1. **Create a menu.** The teacher creates a master menu of choice-options appropriate for use in that classroom.

2. **Screen possible choices.** When planning a lesson, the teacher scans the list to look for potential choice-options.

3. **Select final choices.** The teacher selects actual choice-options to include in the lesson (e.g., offering 2 equivalent assignments).

4. **Insert choice-options.** The teacher decides where in the lesson each choice-option will be inserted.

5. **Verify delivery of choice-options.** While delivering the lesson, the teacher provides selected choice-options as planned.

1

Sources: Kern, L., & State, T. M. (2009). Incorporating choice and preferred activities into classwide instruction. Beyond Behavior, 18 (2), 3-11.

Tools to 'Nudge': Response Effort

- **Description.** The educator increases student engagement through any method that reduces the apparent difficulty ('response effort') of an academic task - so long as that method does not hold the student to a lesser academic standard than classmates.

Tools to 'Nudge': Response Effort

Response Effort Examples.

- *'Chunk' assignments.* The teacher breaks a larger student assignment into smaller 'chunks'. The teacher provides the student with performance feedback and praise for each completed 'chunk' of assigned work.

2

Tools to 'Nudge': Increased Predictability

- **Description.** The educator uses strategies to allow students to better predict what will happen during the school day—thus decreasing behavior problems and increasing motivation.

3

Tools to 'Nudge': Increased Predictability

'Increase Predictability' Examples.

- *Training Students in Basic Class Routines.* The educator has clearly established routines to deal with common classroom activities. These routines include but are not limited to:
  - engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities)
  - assigning and collecting homework and classwork
  - transitioning students efficiently between activities
  - independent seatwork and cooperative learning groups
  - students leaving and reentering the classroom
  - dismissing students at the end of the period

3

Tools to 'Nudge': Increased Predictability

'Increase Predictability' Examples.

- *Providing Schedules.* When students know the "content, duration, and/or consequences of future events" (Kern & Clemens, 2007; p. 67), their level of engagement rises and problem behaviors decline—a good definition of motivation!

  Visual schedules appropriate to the student are an excellent way to communicate these coming events.

3

Tools to 'Nudge': High-Probability Requests

- **Description.** High-probability requests are a technique that can motivate students to engage in assigned classwork.

  The educator first identifies an academic activity in which the student typically will not complete because of non-compliance. The educator then embeds within that low-probability activity an introductory series of simple, brief 'high-probability' requests or tasks that this same student is likely to complete.

4

'High-Probability Request' Examples.

HIGH-PROBABILITY REQUESTS: TO START AN ASSIGNMENT. The educator identifies brief actions associated with the 'low-probability' assignment that the student is likely to complete. The instructor delivers a sequence (e.g., 3) of these high-probability requests and verifies compliance before delivering the low-probability request.

Hi-Prob Requests: To Start Assignment	
Easy	'Take out a piece of paper.'
Easy	'Write your name on your paper.'
Easy	'Copy the topic description that you see on the board.'
Challenge	**'Write an introductory paragraph on this topic.'**

4

'High-Probability Request' Examples.

HIGH-PROBABILITY REQUESTS: WITHIN AN ASSIGNMENT. The educator selects a ratio of 'easy-to-challenge' problems or items (e.g., 3: 1). The instructor then formats the assignment or worksheet according to the 'easy-to-challenge' ratio.

Hi-Prob Requests: Within Assignment

Easy	12 + 14 =?
Easy	21 + 8 = ?
Easy	3 + 14 = ?
Challenge	**9 x 7 = ?**

4

Tools to 'Nudge': Collaborative Learning

- **Description.** Students work in pairs or groups to complete academic tasks or assignments. The social interactions and support offered by peers can be a major motivating force.

5

Tools to 'Nudge': Collaborative Learning
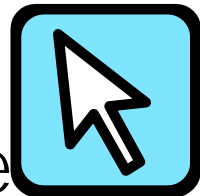
'Collaborative Learning' Example.

- *Numbered Heads Together (Online).* Teachers can use this strategy to encourage reluctant students to contribute to class discussion. Here is a tutorial in how to use NHT…

5

Motivating Students Through Collaboration: Numbered Heads Together

The Need. Teacher questioning during whole-group instruction is a key way for instructors to monitor student understanding of content. When questioning:

- instructors should use a mix of closed-response queries (i.e., limited number of correct responses) and open-response questions (i.e., wide range of acceptable answers, opinions, or judgments).

- students should have enough wait-time to formulate an adequate answer.,

- the teacher should provide targeted performance feedback (Maheady et al., 2006).

5

Motivating Students Through Collaboration: Numbered Heads Together

- **Solution.** Numbered Heads Together is an instructional technique build upon peer collaboration that provides the supports and structure necessary to promote effective teacher questioning and student responding (Maheady et al., 2006). This technique can be useful for students with emotional/behavioral disorders (EBD) (Hunter & Haydon, 2013).

5

Motivating Students Through Collaboration: Numbered Heads Together

Procedure: During whole-group instruction, Numbered Heads Together is implemented using the following steps:

1. **Create teams.** The teacher divides the class into 4-person teams. Ideally, each team includes a mix of high, average, and low-achieving students. Students in each team assign themselves the numbers 1 through 4. (Note: If a team has only 3 members, one student takes two numbers: 3 and 4.)

5

Motivating Students Through Collaboration: Numbered Heads Together

2. **State a question.** The teacher poses separate queries to the class. After each question, the instructor tells students to *"put your heads together, think of the best answer you can, and make sure that everybody in your group knows that answer."*

3. **Allow think-time.** The teacher gives students 30 seconds to discuss an answer in their groups.

5

Motivating Students Through Collaboration: Numbered Heads Together

4. **Elicit student responses.** The teacher randomly selects a number from 1-4 and says, *"All number [1, 2, 3, or 4] students who know the answer, raise your hand."* The teacher then calls on one student with hand raised and asks him or her to give the answer. The teacher next says, *"How many [1, 2, 3, or 4] students think that that answer is correct? Raise your hand."* [Optional: The teacher can call on additional students with hand raised to elaborate on a previous student's answer.]

5

Motivating Students Through Collaboration: Numbered Heads Together

5. **Give teacher feedback.** Finally, the instructor gives feedback about the answer, e.g., verifying that it is correct, elaborating on the answer, providing corrective feedback for an incorrect response.

5

Tools to 'Nudge': Goal-Setting

- **Description.** A tool to increase student motivation to perform an academic task is to have the student choose a specific, measurable outcome goal--i.e., what they plan to accomplish--before starting the task.

  At the end of the work session, the student then compares the actual outcome to the previously selected goal to judge success.

  This strategy can increase its motivation power when the student is also asked to provide specific details about when and how he or she will accomplish the goal (Thaler & Sunstein, 2009).

6

Tools to 'Nudge': Goal-Setting

Goal-Setting Examples.

- *Writing Task:* A student about to begin a writing task chooses the goal of locating at least 3 primary sources for a term paper.

  At the end of the work session, he shows the teacher the 4 sources he actually found.

- *In-Class Reading Assignment:* A student starting an in-class reading assignment comes up with two questions that she would like to have answered from the reading.

  At the end of the assignment, she turns in written answers to her questions.

6

Tools to 'Nudge': Independent Work Toolkit

- **Description.** When students must work independently, they can easily become 'stuck' on challenging items and lose motivation to continue working.

  Several tools—completed work models; cognitive strategy checklists; and fix-up strategies—can help the student to maintain motivation and successfully complete the assigned work.

7

Tools to 'Nudge': Independent Work Toolkit

7

Tools to 'Nudge': Independent Work Toolkit

Completed Work Models. The educator makes completed examples of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).

7

Tools to 'Nudge': Independent Work Toolkit

Cognitive-Strategies Checklists. For complex academic tasks requiring several cognitive steps to complete, the student is given a checklist that lists each step and instructions for completing it.

Before the activity, the student can be prompted to preview the checklist; after the activity, the student uses the same checklist to review the work (Alter, Wyrick, Brown, & Lingo, 2008).

7

Tools to 'Nudge': Independent Work Toolkit

Fix-Up Strategies. Students are taught fix-up strategies (Rosenshine, 2008) to use when the student is stuck during independent work (e.g., for defining unknown words in reading assignments, for resolving challenging math word problems).

7

Activity: Motivating Through 'Nudges'

Educators can use this list of strategies to 'nudge' students to engage in academic tasks.

Discuss which of these techniques you already use and/or which you might want to explore using.

Tools to 'Nudge' Behaviors

1. Choice-Making
2. Response Effort
3. Increased Predictability
4. High-Probability Requests
5. Collaborative Learning
6. Goal-Setting
7. Independent Work Toolkit *(Work Models; Cognitive Strategy Checklists; Fix-Up Strategies)*

Pivot Points. What are key classroom competencies that ANY student needs for school success? p. 2

The Struggling Student in a General-Education Setting: Pivot Points
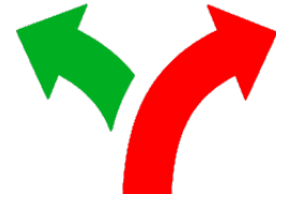
Successful students must be able to juggle many competencies simultaneously as they negotiate complex classroom demands.

The following slides present 10 such pivot points that include competencies in academics, behavior, self-management, and motivation.

Teachers can play an important role in supporting the struggling student by identifying potentially weak pivot points and assisting the learner to attain them.

Pivot Points: Strengthening the Student Skillset

1. Basic academic skills

2. Academic 'survival skills'

3. Work completion

4. Transitions

5. Attentional focus

6. Emotional control

7. Peer interactions

8. Self-efficacy

9. Self-understanding

10. Self-advocacy

Pivot Points: The Struggling Student in a General Education Setting

1. **Basic Academic Skills.** The student has sufficient mastery of basic academic skills (e.g., reading fluency) to complete classwork.

2. **Academic Survival Skills.** The student possesses the academic survival skills (e.g. homework skills, time management, organization) necessary to manage their learning.

Pivot Points: The Struggling Student in a General Education Setting

3. **Work Completion.** The student independently completes in-class work and homework.

4. **Transitions.** The student flexibly adapts to changing academic routines and behavioral expectations across activities and settings (e.g., content-area classes; specials).

Pivot Points: The Struggling Student in a General Education Setting

5. **Attentional Focus.** The student has a grade- or age-appropriate ability to focus attention in large and small groups and when working independently.

6. **Emotional Control.** The student manages emotions across settings, responding appropriately to setbacks and frustrations.

Pivot Points: The Struggling Student in a General Education Setting
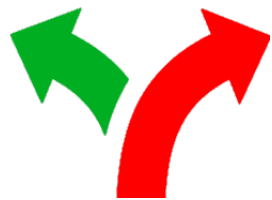
7. **Peer Interactions.** The student collaborates productively and has positive social interactions with peers.

8. **Self-Efficacy.** The student possesses a positive view of their academic abilities, believing that increased effort paired with effective work practices will result in improved outcomes ('growth mindset').

Pivot Points: The Struggling Student in a General Education Setting

9. Self-Understanding. The student can articulate their relative patterns of strength and weakness in academic skills, general conduct, and social-emotional functioning.

10. Self-Advocacy. The student advocates for their needs and negotiates effectively with adults.

Pivot Points: The Struggling Student in a General-Education Setting
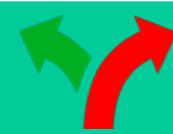
1. **Basic Academic Skills.** Has mastery of basic academic skills.

2. **Academic Survival Skills.** Possesses academic survival skills (e.g., homework skills, organization) needed for learning.

3. **Work Completion.** Completes in-class work and homework.

4. **Transitions.** Flexibly adapts to changing routines and expectations across activities, settings.

5. **Attentional Focus.** Focuses attention in groups & when working independently.

6. **Emotional Control.** Responds appropriately to setbacks, frustrations.

7. **Peer Interactions.** Gets along with and collaborates productively with peers.

8. **Self-Efficacy.** Has a positive view of their academic abilities: effort plus effective work practices.

9. **Self-Understanding.** Can articulate their relative patterns of strength and weakness.

10. **Self-Advocacy.** Advocates and negotiates effectively with adults.

Zoom Survey

Reading Interventions. What are motivating self-management interventions for reading comprehension?

Grade 8+: Problem: *"Dominic struggles to retain the 'gist'/main ideas of passages."*

Interventions:

- Read-Ask-Paraphrase

- Linking Pronouns to Referents

- Mark It/Jot It

- Double Entry Journal

NOTE: As the student self-manages these interventions, they tie up minimal instructional time.

Reading Comprehension: Text Summarization pp.22-24

Read-Ask-Paraphrase: During independent reading, the student: will:

1. **Read:** Read the paragraph closely.
2. **Ask:** What is the main idea and 2 supporting details?
3. **Paraphrase:** Write key idea and details in your own words.

Read-Ask-Paraphrase (RAP) Sheet

Name: _____   Date: _____   Title/Pages of Reading: _____

Student Directions: For *each paragraph* from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Reading Comprehension: Tween Tribune

- Text samples used in this part of the workshop are from Tween Tribune (www.tweentribune.com).

- Sponsored by the Smithsonian, the site is free to schools and contains articles on science, entertainment, culture, and other topics of interest to students.

- Alternative versions of each article are written at different Lexile levels, making this site an excellent source for passages to engage challenged older readers.

Reading Comprehension: Annotation p. 27

- **Linking Pronouns to Referents** (Hedin & Conderman, 2010). The student circles circle in the reading, explicitly identifies each pronoun's referent, and writes next to the pronoun the name of its referent.

Exploring the amazing world of lichens

By: Maggy Benson, *Q?rius*

Lichens are a symbiotic relationship between algae and fungus. They have been on earth for millions of years, living on rocks, trees, and soil in all different

fungus come together to form this house, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group,

relationship

algae and fungus come together, we see a lichen. This partnership is called a symbiotic relationship, because it helps both the fungus and algae survive. Research has shown that lichens are not a natural biological group, meaning they do not all come from a single common ancestor, in other words, lichens have many origins. Currently there are almost 20,000 species of lichenized fungi known.

Reading Comprehension: Annotation p. 28

- **Mark It/Jot It** prompts text interaction by marking up & annotation.

Would you eat soup made from crickets?

By: Jocelyn Gecker, *Associated Press*

Bugs in a gourmet kitchen are usually something to be squashed or swatted. But at Le Cordon Bleu, the esteemed French cooking school, chefs and food scientists spent a week simmering, sauteing and grilling insects to extract innovative flavors they say could open a new gastronomic frontier.

As a finale to their research, the school's Bangkok branch held a seminar called "Edible Insects in a Gastronomic Context," which booked up weeks in advance. The event in Thailand included lectures and a tasting menu for 60 open-minded participants, a mix of student chefs, scientists, professors and insect farmers.

First came a vial of ant-infused gin, followed by a shot glass of warm cricket consomme, then an hors d'oeuvre of cockchafer butter and herb crisp. A cockchafer could be mistaken for a water bug but is in fact a giant beetle.

? How many people in the world eat insects?

Gastronomic: Means cooking and eating good food

! It's weird to have insects in a fancy meal.

Source: Mariage, T.V., Englert, C. S., & Mariage, M. F. (2020). Comprehension instruction for Tier 2 early learners: A scaffolded apprenticeship for close reading of informational text. Learning Disability Quarterly, 43(1), 29-42.

Reading Comprehension: Annotation pp. 29-30

- **Double-Entry Reading Journal** directs students to select relevant quotes from the reading, write reflective comments.

Double-Entry Reading Journal

Student: _____Tim S._____ Date: ___Feb 24, 2021___

Reading Assignment: ___Would You Eat Soup Made from Crickets?___

Passage from My Reading	My Thoughts About This Passage
It's not clear if serving insects is legal in all Western countries. Proper hygiene needs to be ensured at insect farms.	I would not want to eat insects if they are not safe as food.
In Thailand alone, there are 200 species of insects eaten as food.	This reminds me of how people eat shrimp in the USA.

Sentence Starters: This reminds me of ____. This makes me think of ____. This is important because ____. I think this means ____.

The reason I picked this is ____. What confuses me about this is ____. This is interesting, because ____. Somebody who reads this might believe that ____.

Source: Poch, A.L., & Lembke, E.S. (2018). Promoting content knowledge of secondary students with learning disabilities through comprehension strategies. Intervention in School and Clinic, 54(2), 75-82.

How To…Promote Academic Self-Management: Work Planning Skills
pp. 16-18

TUTORIAL: How To…Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust
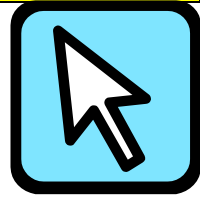
The student is trained to follow a plan>work>self-evaluate>adjust sequence in work-planning:

- **Plan.** The student creates a work plan: inventorying a collection of related tasks to be done, setting specific outcome goals that signify success on each task, allocating time sufficient to carry out each task.

- **Work.** The student completes the work.

- **Self-Evaluate.** The student compares actual work performance to the outcome goals to evaluate success.

- **Adjust.** The student determines what to do differently in the future to improve performance and outcomes.

Source: Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children, 69*, 431-447.

Independent Work: Student Planner

Student: **Russell Smith** Teacher/Staff Member: **Mrs. Lampe** Date: **11** / **04** / **15**

	Date: __/__/__	**Planning** Task: Describe the assignment or task to be completed.	**Planning** Time Allocated: E.g., "20 minutes"; "11:20 to 11:40"	**Planning** Performance Goal: Your goal for the amount, accuracy, and/or quality of work to be completed.	**Self-Evaluation** Actual Performance: Amount, accuracy, and/or quality of the work actually completed.	**Self-Evaluation** Goal Met?: Did you achieve the goal within the time allocated?
1	__/__/__	Select Topic				☐ YES ☐ NO
2	11_/10_/15	Locate Sources	2 hours	Find at least 3 reputable sources	Found 3 sources	☐ YES ☒ NO
3	__/__/__	Create Notes from Sources				☐ YES ☐ NO
4	__/__/__	Organize Notes into Paper Outline				☐ YES ☐ NO

Adjustment: Find any 'NO' responses in the **Goal Met?** column. In the space below, write the number of that goal and your plan to improve on that goal next time.

Number of Goal Not Met & Action Plan to Fix: __2__ Schedule at least 3 hours to find source material on next assignment

Number of Goal Not Met & Action Plan to Fix: _____ _____

Number of Goal Not Met & Action Plan to Fix: _____ _____

Source: Martin, J. E., Mithaug, D. E., Cox, P., Peterson, L. Y., Van Dycke, J. L., & Cash, M.E. (2003). Increasing self-determination: Teaching students to plan, work, evaluate, and adjust. *Exceptional Children, 69*, 431-447.

Learning Contract. What is a format to help students create academic self-management plans? pp. 19-21

Learning Contracts: Put Student Promises in Writing…

- **Description.** A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success.

- This contract is signed by the student, the instructor, and (optionally) the parent.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract: Example

Name: Russell B.	Teacher: Mr. Rappaport	Class/Course: Science 10	Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities--|

I have chosen to complete the following actions:

1 I will arrive to class on time.

2 I will bring my work materials to class, including paper, notebook, textbook, and current assignments.

3 I will keep my desk organized during independent work.

4 I will submit any current homework at the start of class.

Teacher Responsibilities--

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

Length of Contract--

The terms of this contract will continue until:

April 8, 2018: At that point, teacher and student will review progress and decide whether to continue, amend, or end this learning contract.

Sign-Offs---

Mr. Rappaport   *Russell B.*

Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contracts: Put Student Promises in Writing…

Benefits. Learning contracts:

- provide academic structure and support,

- motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and

- serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them.

Sources: Frank, T., & Scharff, L. F. V. (2013). Learning contracts in undergraduate courses: Impacts on student behaviors and academic performance. Journal of the Scholarship of Teaching and Learning, 13(4), 36-53.

Greenwood, S. C., & McCabe, P. P. (2008). How learning contracts motivate students. Middle School Journal, 39(5), 13-22.

Learning Contract:
Example

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Teacher	Student	Parent

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

ntract: Science 10

es and pass the course.

I am taking part in this learning contract
to improve my grades and pass the course.

have chosen to complete the following actions:

Learning Con...

1	I will arrive to class on time.
2	I will bring my work materials to class, including paper, notebook, textbook, and current assignments.
3	I will keep my desk organized during independent work.
4	I will submit any current homework at the start of class.

Statement of Purpose. The contract opens with a statement presenting a rationale for why the contract is being implemented.

Teacher Responsibilities --

My teacher will help me to achieve success in this course through these actions/supports:

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Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

Learning Contract:
Example

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Teacher	Student	Parent

Name: Russell B.   Teacher: Mr. Rappaport   Class/Course: Science 10   Date: Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

Student Responsibilities--

I have chosen to complete the following actions:

1 I will arrive to class on time.

2 I will bring my work materials to class, including paper, note[s], assignments.

3 I will keep my desk organized during independent work.

4 I will submit any current homework at the start of class.

> *Student Actions.* The contract lists any actions that the student is pledging to complete to ensure success in the course.

Sign-Offs--

Mr. Rappaport   *Russell B.*

Mr. Rappaport   Russell B.   [Parent Name]
Teacher   Student   Parent

Learning Contract: Example

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Russell B: Success Contract: Science 10

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ll bring my work materials to class, including paper, notebook, textbook, and current ignments.

ll keep my desk organized during independent work.

ill submit any current homework at the start of class.

Teacher Responsibilities------------------------------
My teacher will help me to achieve success in this course through these actions/supports:

Teacher Actions. Listing teacher responsibilities on the contract emphasizes that success in the course is a shared endeavor and can prod the student to take advantage of instructor supports that might otherwise be overlooked.

Teacher Responsibilities------------------------------

My teacher will help me to achieve success in this course through these actions/supports:

1. Weekly reminders about any missing homework.
2. Extra-help period available for challenging assignments.
3.
4.

| Mr. Rappaport | Russell B. | [Parent Name] |
| Teacher | Student | Parent |

Learning Contract: Example

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

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or end this learning contract.

Sign-Offs--

Mr. Rappaport	*Russell B.*	
Mr. Rappaport	Russell B.	[Parent Name]
Teacher	Student	Parent

> *Sign-Off.* Both student and teacher (and, optionally, the parent) sign the learning contract. The student signature in particular indicates a voluntary acceptance of the learning contract and a public pledge to follow through on its terms.

Learning Contract: Example

Name: Russell B.   **Teacher:** Mr. Rappaport   **Class/Course:** Science 10   **Date:** Feb 4, 2018

Russell B: Success Contract: Science 10

I am taking part in this learning contract to improve my grades and pass the course.

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Sign-Offs

Mr. Rappaport   *Russell B.*

| Mr. Rappaport | Russell B. | [Parent Name] |
| Teacher | Student | Parent |

Lab Work: Discuss Intervention Ideas…

Think about the sample intervention ideas shared in this workshop. DIscuss one that you might want to try with your student(s):

- Read-Ask-Paraphrase

- Linking Pronouns to Referents

- Mark It/Jot It

- Double Entry Journal

- Student Work-Planning: Chunk the Assignment

- Learning Contracts

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

How to individualize instruction. What are ideas to differentiate/ scaffold instruction for academic success?

Differentiation vs. Scaffolding: Two Kinds of Support

Differentiation & scaffolding share similarities. Both require individualization and are used to increase student engagement and academic success. However, they also differ…

Differentiation. The academic task itself is altered to match student abilities.

Scaffolding. The student is given supports that allow them to meet the demands of the original academic task.

Easier assigned readings

Shorter independent work periods

Different assignment format (e.g., multiple-choice vs. short-answer)

Pre-teaching vocabulary

Chunking of tasks into smaller increments

Use of organizers to highlight key information from text

Source: Alber, R. (2014). 6 scaffolding strategies to use with your students. Edutopia. Retrieved from https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

Differentiation & Scaffolding: Enabling Strategies

Assisted Reading Level: Gr 8 Assignment

- Providing a reading guide

- Providing easier text

- Pre-teaching vocabulary

Independent Reading Level: Gr 4 Assignment

Gr 8 RDNG	Zone of Proximal Development
Gr 7 RDNG	
Gr 6 RDNG	
Gr 5 RDNG	
Gr 4 RDNG	Zone of Independence
Gr 3 RDNG	

Source: Clark, K. F., & Graves, M. F. (2004). Scaffolding students' comprehension of text. The Reading Teacher, 58(6), 570-580.

Deciding How to Accommodate. What are examples of classroom 'instructional adjustments' (accommodations) that can benefit struggling learners? pp. 9-11

- **Attention/Impulsivity:** USE 'VISUAL BLOCKERS'. Encourage the student to reduce distractions on assignments by using a blank sheet of paper or similar aid to cover sections of the page that the student is not currently working on.

- **Communication:** DIRECTIONS: SIMPLIFY. Simplify written directions on assignments to promote student understanding.

2

- **Independent Work:** STRUCTURE ASSIGNMENTS FOR INITIAL SUCCESS. Promote student motivation on worksheets and independent assignments by presenting easier items first and more challenging items later. .

3

CLASSROOM SUPPORT PLAN WRITER

Classroom Support Plan Writer: Free Educator Tool

The Classroom Support Plan Writer (CSP Writer) is a free web-based tool that educators can use on a computer OR smart phone to:

- browse collections of reading, math, writing, behavior, and accommodation ideas.

- select specific intervention ideas matched to particular groups or individuals.

- add personal notes to the plan to clarify implementation.

- label, download, and print the resulting customized 'Classroom Support Plan'.

The Classroom Support Plan Writer. Use this FREE web-based app to write and print classroom intervention plans with academic and/or behavioral components.

Classroom Support Plan Writer

This free online tool contains **214** research-based intervention ideas to address common learning and behavior issues. Use it to create Classroom Support Plans for groups and individuals.

Get Started

URL: https://interventioncentral-vue.firebaseapp.com/

Lab Work: Find Strategies for Your Student

In this activity, you have an opportunity to check out ideas from the Classroom Support Plan Writer (CSPW):

1. Use the link in the chat bar to open the CSPW on your device.

2. Explore ideas in the 'Accommodations' and 'Behavior' sections.

3. Your mission: Find at least 2 strategies that you might use with your student(s).

Using Communication Tools That Motivate pp. 6-8

Using Motivational Teacher Tools

Teacher communication strategies are a powerful means to motivate students. In this segment, we look at four methods for increasing student motivation and academic engagement:

- change talk

- praise

- growth mindset statements

- wise feedback

Change Talk. Draw attention to change-oriented student talk.

1

Change Talk. Highlight Change-Oriented Talk

- **What It Is.** Change talk (Miller & Rollnick, 2004) is *any statement (or partial statement) that expresses hope, interest in making positive changes, a willingness to try new strategies, or other positive attitudes.*

  Elements of student change talk are often intermixed with expressions of uncertainty, frustration, and doubt.

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

1

Change Talk. Focus on Positive Change

When people talk about taking on the challenge of changing their behavior to achieve desired outcomes, their comments can veer between:

- 'Change Talk': Exploring the desired change, and
- 'Obstacles Talk'. Highlighting obstacles to change.

Change Talk	Obstacles Talk
I want to get more exercise…	*but I am so busy with work!*

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Change Talk. Focus on Positive Change

An effective way to encourage others to make beneficial changes in their lives is to listen…and to single out and respond to the positive 'change talk' elements in their responses.

Change Talk	Obstacles Talk
I want to get more exercise…	*but I am so busy with work!*

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

1

Change Talk. Focus on P...

An effective way to encou...
changes in their lives is t...
respond to the positive 'c...
responses.

Less Effective Response: "Well, if you spent less time watching Netflix, you would have more time to work out!"

Change Talk

Obstacles Talk

I want to get more exercise…

but I am so busy with work!

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

...n Positive Change

...e others to make beneficial

...en…and to single out and

...ge talk' elements in their

More Effective Response: *"Yes, you might have more energy if you increased your exercise."*

Change Talk

I want to get more exercise…

Obstacles Talk

but I am so busy with work!

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Change Talk. The Power of Differential Attention

By listening carefully, the educator can draw attention to elements of change talk shared by the student, reinforce them, have the student elaborate on them, and thus increase that learner's optimism and confidence (Miller & Rollnick, 2004).

"I want to do better in this course…"	*"…but the work is so hard!"*
"Sure, it would be great if I could bring my grades up …"	*"…but I am not smart in math."*

1

Conferencing with Students: Two Suggestions

When you conference with students, the motivational interview literature (Miller & Rollnick, 2004) suggests 2 important strategies:

1. **AVOID** an authoritarian tone. The goal is to motivate the student to take responsibility for positive behavior change—not to win a debate.

2. **DO** use your comments to draw attention to instances of student 'change talk' -- statements expressing interest in making positive changes. Encourage the student to explore further.

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

1

Comments to Encourage Change Talk: Examples

STUDENT: **Sure, it would be great if I could bring my grades up**, but I'm not smart in math.

- *Tell me more about **improving your grades**. Why is that important to you?*

- *So there are challenges, sure, but it sounds like **getting your grades up** is something you would like to focus on.*

- *If **improving your grades** is a goal you are willing to commit to, we can talk about strategies that might help.*

- *I agree that **getting higher grades** is important. Are you ready to develop a plan that can help you to achieve it?*

1

Source: Miller, W. R., & Rollnick, S. (2004). Talking oneself into change: Motivational interviewing, stages of change, and therapeutic process. Journal of Cognitive Psychotherapy, 18(4), 299-308.

Behavior-Specific Praise. Shape student behavior with this positive coaching tool.

2

Behavior-Specific Praise. Shape Behavior with This Positive Coaching Tool

- **What It Is.** Praise is positive teacher attention "paired with a specific informational statement" (Landrum & Sweigart, 2014).

2

Source: Landrum, T. J., & Sweigart, C. A. (2014). Simple, evidence-based interventions for classic problems of emotional and behavioral disorders. Beyond Behavior, 23(3), 3-9.

Behavior-Specific Praise

Effective teacher praise has two elements: (1) a behavior-specific description of noteworthy student performance, and (2) a signal of teacher approval (Hawkins & Hellin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it.

EXAMPLE:

Approval

Performance

"Your writing is improving a lot.

The extra time you put in and your use of an outline has really paid off."

2

111

Activity 1: Effective Classroom Strategies to Support the Student With 'Internalizing' Behaviors

Activity 1: Effective Classroom Strategies to Support the Student With 'Internalizing' Behaviors

Name (Optional): _____

Students with internalizing behaviors often 'overcontrol' their emotions and can seem anxious or depressed[1]. Visible indicators may include:

- lack of social interactions
- tense or nervous appearance
- physical complaints (e.g., 'feeling sick') with no supporting medical evidence
- display of unhappiness/sadness
- use of negative self-comments

List strategies that you find effective in your classroom to strengthen these students' self-confidence and increase engagement in learning tasks.

Classroom Strategies to Support Students with Internalizing Behaviors	
1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

[1] Browning, D. B. (n.d.). Observable emotionally driven behavior in children and youth that requires a continuum of care. Retrieved from http://www.pent.ca.gov/mh/observableemo.pdf

Activity 1: Effective Classroom Strategies to Support the Student With 'Internalizing' Behaviors

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List strategies that you find effective in your classroom to strengthen these students' self-confidence and increase engagement in learning tasks.

Growth Mindset. Structure your statements to encourage optimism and motivation.

3

Growth Mindset. Encourage an Optimistic Frame of Mind

- **What It Is.** The habitual ways that people have of thinking about their abilities can be thought of as **'mindsets'**. Mindsets fall into two categories: **Fixed** vs. **growth**.

  As we will see, a **fixed mindset** encourages 'learned helplessness', while a **growth mindset** motivates the student to apply increased effort to academic tasks.

Source: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

3

Beliefs About Mindsets: Fixed vs. Growth

- Fixed Mindset	**+** Growth Mindset
Intelligence (general ability) is fixed. **Effort** plays a **minor role** in determining one's level of accomplishment. Thus, **setbacks** are viewed as a **lack of ability.** (Blackwell, et al., 2015).	Intelligence and other attributes are **'malleable'--**they can increase with effort. This perspective views **struggle** as a **positive--** "an opportunity for growth, not a sign that a student is incapable of learning." (Paunesku, et al., 2015).

3

The 'Malleability' of Intelligence

"It is important to recognize that believing intelligence to be malleable does not imply that everyone has exactly the same potential in every domain, or will learn everything with equal ease.

Rather, it means that for any given individual, intellectual ability can always be further developed."

3

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Contrasting Mindsets: Responses to Setbacks

- Fixed Mindset: The student may:	+ Growth Mindset: The student will:
• give up • withdraw effort • 'disidentify' with challenge subject: e.g., "*I don't like math much anyway.*" • be at greater risk for cheating	• view setback as an opportunity for learning • increase effort • figure out deficiencies in work or study processes and correct them

3

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

Mindsets: Fixed vs. Growth

"[Fixed vs. growth] mindsets affect students' achievement by creating **different psychological worlds**."

Dr. Carol Dweck

Source: Dweck, C. S. (2008). Mindsets: How praise is harming youth and what can be done about it. School Library Media Activities Monthly, 24(5), 55-58; p. 56.

3

Mindsets: Fixed vs. Growth

Does a student's type of mindset have a significant impact on school performance?

When students are not experiencing significant learning challenges, those with **fixed** and **growth** mindsets may do **equally well**.

However, during times of difficult academic work or dramatic changes in the learning environment (e.g., middle school), g**rowth-mindset** students tend to do **significantly better** than their fixed-mindset peers.

Source: Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. Child Development, 78(1), 246-263.

3

Fixed-Mindset Statements: What NOT to Say

Fixed-mindset statements reinforce the (untrue) idea that individuals have a fixed quantity of 'ability' that cannot expand much despite the learner's efforts. Avoid statements that send a fixed-mindset message to students, such as:

- *"Excellent essay. You are a **natural-born** writer!"*

- *"You need to work harder. I have seen your grades and know that you are **smart enough** to get an A in this course."*

- *"It's OK-not everyone **can be good** at math."*

3

To Promote a 'Growth Mindset'…Use Process-Oriented Statements

Teachers ' growth-mindset statements are varied. However, they tend to include these elements:

- CHALLENGE. The teacher acknowledges that the learning task is difficult—but frames that challenge as an opportunity to learn.

- PROCESS. The teacher identifies the specific process that the student should follow to accomplish the academic task.

- CONFIDENCE. The teacher provides assurance that the student can be successful if the learner puts in sufficient effort and follows the recommended process.

Source: Dweck, C. S. (2007). The perils and promises of praise. Educational Leadership, 65(2), 34-39.

3

Growth Mindset: Teacher Examples
Homework: Ben

"*You should plan to spend at least 30 minutes on tonight's math homework.*

When you start the assignment, some problems might look like they are too difficult to solve.

CHALLENGE

But if you put in the effort and consult your notes & problem-solving checklist…

PROCESS

you should be able to answer them."

CONFIDENCE

3

Growth Mindset: Teacher Examples
Longer-Term Assignment: Jeremy

"*Jeremy, your research paper is due at the end of next week.*

It will take time to write, so be sure to start soon.

Remember that you already turned a work plan for writing your paper as an assignment last week. Just follow that plan……

and you should be fine."

CHALLENGE

PROCESS

CONFIDENCE

3

'Wise' Feedback. Promote student acceptance of critical instructional feedback.
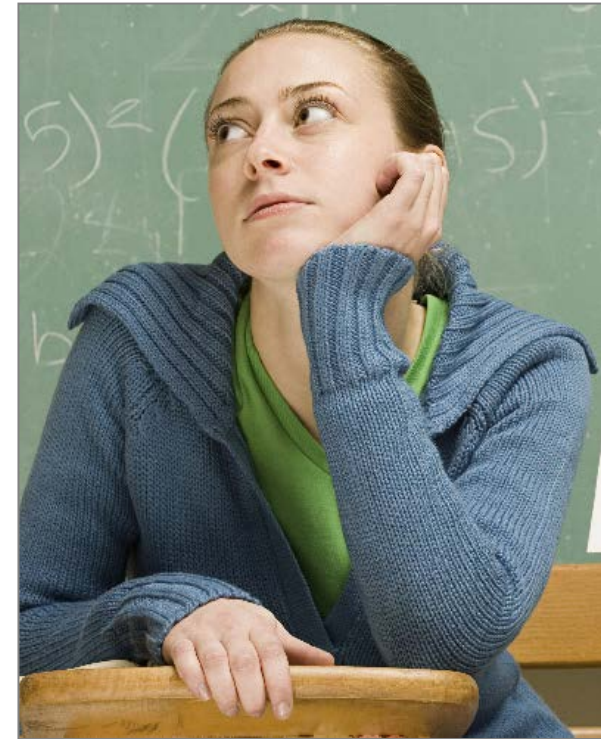
Wise Feedback. Increase Acceptance of Academic Feedback

- **What It Is.** Wise feedback follows a specific structure to signal to the student that the critical feedback is well-intentioned and appropriately matched to the student's abilities.

Source: Dweck, C. S. (2006). Mindset: The new psychology of success. New York: Ballantine.

4

Critical Feedback. The Problem…

The intention of teachers' instructional feedback is often ambiguous, leaving learners free to impose their own interpretations.

Students already sensitive to being stereotyped (e.g., because of race, gender, or economic class) may construe teacher feedback in a negative light—as a sign of stereotyping or bias (Cohen, Steele, & Ross, 1999; Yeager et al., 2013). So the student 'tunes out' that adult feedback—resulting in the 'mentor's dilemma'.

Sources: Cohen, G. L., Steele, C. M., and Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. Personality and Social Psychology Bulletin, 25(10), 1302-1318.

Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Hessert, W. T., & Williams, M. E. (2013). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. Journal of Experimental Psychology: General, 143, 804-824.

4

'Wise' Feedback. Formatting Critical Feedback to Promote Student Acceptance

'Wise feedback' prevents the student from taking criticism about their work personally. Written or verbal feedback about a student's academic performance follows this format:

- HIGH STANDARDS. The teacher emphasizes and explains the high standards used to evaluate the student work.
- ASSURANCE OF ABILITY. The teacher states explicitly his or her confidence that the student has the skills necessary to successfully meet those standards.

Source: Cohen, G. L., Steele, C. M., & Ross, L. D. (1999). The mentor's dilemma: Providing critical feedback across the racial divide. Personality and Social Psychology Bulletin, 25, 1302-1318.

4

Wise Feedback Example

High Standards
"I'm giving you these comments because I have very high expectations…"

Assurance of Student Ability
"…and I know that you can reach them."

4

Wise Feedback: Additional Suggestions…

- *Do not pair grades with wise feedback.* When possible, teachers should avoid attaching grades to any student work that contains wise feedback.

  Students tend to view a summative number or letter grade as the 'real' evaluation of an assignment and are therefore likely to ignore comments that accompany them (Yeager et al., 2013). So grades can 'short-circuit' the positive impact of wise feedback.

  One strategy to keep wise-feedback and grading separate on an assignment is to return the first draft of the assignment ungraded with wise feedback. The student is then directed to use the feedback to revise the assignment and submit for a grade.

4

Lab Work: Communication Tools

Think about these communication tools
(pp. 6-8) discussed today to increase motivation:

- change talk

- praise

- growth mindset statements

- wise feedback

Give examples of how you use some of
these tools when working with your students.

Motivation: How to Measure It. What are simple ways to measure student behavior to track engagement and motivation?

Classroom Data Tool: **Behavior Report Cards**

- **What It Is:** A teacher-created rating scale that measures student classroom behaviors. A behavior report card contains 3-4 rating items describing goal behaviors. Each item includes an appropriate rating scale (e.g., YES/NO). At the end of an observation period, the rater fills out the report card as a summary snapshot of the student's behavior.

Classroom Data Tool: **Behavior Report Card**

• **What It Can Measure:**

❑General behaviors (e.g., complies with teacher requests; waits to be called on before responding)

❑Academic 'enabling' behaviors (e.g., has all necessary work materials; writes down homework assignment correctly and completely, etc.)

1

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score:___ Total NO Sco

Follows class rules--no more than 1 rule violation per session.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Follows class rules with no m... **violations per session.** Did the student succeed in thi... ❑ YES ❑ NO					
Completes assignments within the a... time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments with 80% accuracy. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: Wright _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❏ YES ❏ NO		Y N	Y N	Y N	Y N
Completes assignments within the time. Did the student succeed in this behavior goal? ❏ YES ❏ NO					
Completes assignments with 80% Did the student succeed in this behavior goal? ❏ YES ❏ NO					
Complies with teacher requests. (2 or fewer noncompliance per period) Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes independent assignments within time allocated.

Did the student succeed in this behavior goal?

❏ YES ❏ NO

Ricky: Daily Report Card

Student Name: _____ Date: _____

Rater: Wright _____ Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score: ___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N
Completes assignments within the allocated time. Did the student succeed in this beha... ❏ YES ❏ NO					
Completes assignments with 8... Did the student succeed in t... ❏ YES ❏ NO					
Complies with teacher requests. (2... noncompliance per period) Did the student succeed in this behavior goal? ❏ YES ❏ NO	__Y __N	__Y __N	__Y __N	__Y __N	__Y __N

Completes assignments with at least 80% accuracy.

Did the student succeed in this behavior goal?

❏ YES ❏ NO

1

Ricky: Daily Report Card

Student Name: _____   Date: _____

Rater: _Wright_____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Total YES Score:___ Total NO Score: ___

	Language Arts	Math	Science	Social Studies	Study Hall
Follows class rules with no more than 2 rule violations per session. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
Completes assignments within the allocated time. Did the student succeed in this behavior goal? ❑ YES ❑ NO	__Y__N	__Y__N	__Y__N	__Y__N	__Y__N
Completes assignments with 80% acc Did the student succeed in this beh ❑ YES ❑ NO					
Complies with teacher requ _noncompliance per period)_ Did the student succeed in this b ❑ YES ❑ NO					

Complies with teacher requests--no more than 1 incident of noncompliance per period.

Did the student succeed in this behavior goal?

❑ YES ❑ NO

Behavior Report Card Example: Angela

Angela: Science: Daily Progress Report

Student Name: _Angela_____   Date: _____

Rater: _Ms. Gray_____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Angela spoke respectfully and complied with Ms. Gray's requests within 1 minute without argument or complaint.

Did Angela succeed in this behavior goal?

❑ YES   ❑ NO

Angela worked on independent class assignments without significant distractions or

---

Angela spoke respectfully and complied with Ms. Gray's requests within 1 minute without argument or complaint.

Did Angela succeed in this behavior goal?

❑ YES   ❑ NO

_____

Parent Signature: _____   Date: _____

Comments:

Behavior Report Card Maker

Free Online App: Behavior Report Card Maker. Teachers can use this free app to create and download (in PDF format) customized Behavior Report Cards.

If you have any suggestions or comments about this tool, please mail me.

Roy's Report Card

Switch to Expert Mode

Save   Save as...   Start New Report Card

Step 1

Enter the basic form information

Behavior Report Cards are customized behavior rating forms that educators can use to evaluate the student's global behaviors on a daily basis or even more frequently. Use this application to create your own Behavior Report Card with rating items unique to the student that you are rating. Complete the fields below as the first step in creating your Behavior Report Card.

Report card title
Roy's Behavior Report Card

Person to fill out the report card
Mr. Wright

Directions
Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Student's classroom
Room 345

Student's first and last name
Roy   Atkins

Gender male

Font family san serif   **Font size** 10 pt

☑ Append signature section

Instructions for report card signer
I have reviewed this completed Behavior Report with my child.

Person to sign the report card
Parent

Previous   Next

Classroom Data Tool: **Checklist**

- **What It Is:** The dividing of a larger behavioral task or sequence into constituent steps, sub-skills, or components. (See pp. 12-14).

  Each checklist element is defined in a manner that allows the observer to make a clear judgment (e.g., YES/NO, COMPLETED/NOT COMPLETED) about whether the student is displaying it.

2

Classroom Data Tool: **Checklist**

- **What It Can Measure:**

  - ❑Step-by-step cognitive strategies

  - ❑Behavioral routines

  - ❑Generalization: Target behavior carried out across settings

2

Classroom Data Tool: **Checklist**

Checklist Example: Classroom Routine

Start-of-Class Checklist

- ❏ AT THE START OF CLASS, THE STUDENT:
- ❏ has a sharpened pencil.
- ❏ has paper for taking notes.
- ❏ has homework ready to turn in.
- ❏ has put her cell phone away in her backpack.
- ❏ has cleared her desk of unneeded materials.
- ❏ is sitting quietly.
- ❏ is working on the assigned start-of-class activity.

2

Classroom Data Tool: **Checklist**

How to Disagree Respectfully
☐ Remain calm.
☐ Listen actively and ask clarifying questions.
☐ Think about the other person's point of view.
☐ Explain your viewpoint clearly.
☐ Act nonjudgmentally.

2

Task Analysis Example: Math Word Problem: 7-Step Self-Check

Checklist Item
1. **Reading the problem.** I read the problem carefully. When I do not understand part of the problem (such as a vocabulary word), I try to figure it out before going forward.
2. **Paraphrasing the problem.** I put the math problem into my own words--and keep at this step until I feel that I am describing the problem correctly.
3. **Drawing the problem.** I make a drawing that presents the problem as one or more pictures.
4. **Creating a plan to solve the problem.** Now that I understand what the problem is asking me to do, I make a plan to solve it.
5. **Predicting/Estimating the answer.** Using my estimating skills, I come up with my best guess for what the answer will be.
6. **Computing the answer.** I solve the problem, showing all of my work so that I can remember the steps that I followed.
7. **Checking the answer.** I check my work for each step of the problem to make sure that it is correct. I also compare my actual answer to make sure that it is close to my estimate.

2

Advantages of Behavior Checklists...

1. **DEFINING BEHAVIORAL EXPECTATIONS.** The teacher creates a behavioral checklist to clarify behavioral expectations.

4. **PROMPTING THE BEHAVIOR.** Adults can use the checklist to prompt the student to show desired behaviors.

2. **TEACHING THE BEHAVIOR.** The teacher uses the checklist as a guide to teach the behavior to the student.

5. **SELF-MANAGING THE BEHAVIOR.** The student can use the checklist to self-evaluate/self-monitor performance of the behavior.

3. **REINFORCING SHARED EXPECTATIONS.** The checklist encourages multiple educators working with the student to share the same behavioral expectations.

6. **COMMUNICATING WITH PARENTS.** The checklist is a convenient tool to communicate expectations to the student's parent(s).

www.interventioncentral.org

2

Classroom Data Tool: **Checklist**

Free Online App: Self-Check Behavior Checklist Maker. This online tool allows teachers to define student behavior during classroom routines and transitions – a great way to clearly define behavioral expectations.

2

Classroom Data Tool: **Checklist**

Activity: Customize a Behavioral Checklist

1. What is a common classroom behavioral or academic routine that your student finds challenging?

2. Brainstorm the steps that make up this routine.

3. Create a checklist to teach and to measure success in this routine.

2

Activity: Motivation: Questions?

What additional questions do you have about using any of the motivation tools/techniques from today's training?

Common Questions about Motivating MS/HS Students…

- How can I tell what the greatest obstacles are to motivating my student(s)?

- Where can I find the materials / resources from today's training? *http://www.interventioncentral.org/motivation*

- How can I encourage teachers who work with my student to use these motivation strategies?

- Should I teach my student to use some of these self-management techniques?

- There was so much content shared today. Where do I begin in using these ideas?

Workshop Agenda

Next Steps. In your groups, share the specific motivation tools or strategies that you **most want to try** after today's training.

1. Strategies ('Nudges') That Motivate

2. Removing Student Obstacles to Success

3. Assignment Interventions: Reading Comprehension, Assignment Planning, Learning Contracts

4. Communication Tools That Motivate

5. Accommodations: Motivating Examples

6. Motivation: How to Measure It

Motivation: Workshop Agenda

1. Group-Instruction Strategies ('Nudges') That Motivate

2. 'Pivot Points': Identifying Student Obstacles to Success

3. Sample Self-Management Interventions: Reading Comprehension, Assignment Planning, Learning Contracts

4. Communication Tools That Motivate

5. Accommodations: Motivating Examples

6. Motivation: How to Measure It

InterventionCentral
5-Minute 'Count Down' Timer

05:00

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