

# Workbook: Motivating Students: The Full Toolkit

1. **Define 'Motivation'**. At your table, discuss the concept of motivation. Write a definition below:

Motivation is...

2. **Growth Mindset Statements**. While growth-mindset statements can be powerful motivators for struggling students, they are only effective if used frequently (handout: pp. 8-9). Brainstorm strategies to promote regular use of growth-mindset statements in your classroom or school:

Strategies to promote classroom use of growth-mindset statements:

<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>
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3. **Wise Feedback**. List classroom situations in which you give critical feedback to students that they may interpret as unfair or 'picking' on them (handout: pp. 11-13). For each situation, discuss how you might use the 'wise feedback' formula to explicitly link your feedback to high standards.

Situations in which critical feedback may be misinterpreted:


**4. Student-Centered Problem-Solving Meeting.** Look over the steps of the problem-solving meeting described in this workshop. (A sample form appears elsewhere in this document.) Come up with ideas to use or adapt this format (identify problem, select change goal, envision benefits of goal, list obstacles to success and their solutions) in your student problem-solving conferences.

I can use this student-centered problem-solving format in the following way(s):


**5. Task-Analyzing Challenging Tasks.** This is a 2-part activity (handout: pp. 14-17).

(1) Pick a student from your classroom/school and a challenging task that they must complete. (See examples.)

*"Sam is on-task during large group instruction and summarizes lecture content as organized notes."*

*"Anna prepares efficiently and fully for upcoming tests and quizzes."*

*"Carl interacts appropriately and works productively in collaborative activities."*

(2) Use the checklist form below to break the larger task into its component sub-tasks.

Define the Global Student Task:

Break the Global Task into Sub-Tasks:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**6. Communication Tools to Motivate and Engage the Reluctant Student.** As a group, look over the communication tools listed in your handout (pp. 5-7). These tools can be used to reduce student defensiveness and to highlight and encourage 'change talk'.

Select 2-3 of these tools that you think might be most effective to promote a positive, change-focused student conference. Next to each selected tool, jot down examples of successful use or new ideas for how to use it.

Communication Tool	Ideas for Use
A. Acknowledging Student Control.	
B. Active Listening.	
C. Reflection.	
D. Reframing.	
E. Positive Redirection.	
F. Exploratory Questions.	
G. Apology.	



# Student-Centered Problem-Solving Meeting: Recording Form

Meeting Information		
Student:	Meeting Participants:	Meeting Date:

**Identify Your Target for Change.** Select the target problem that you want to be the focus of this change plan. (When possible, use data to describe the problem more clearly.)

<b>Target:</b> Write a description of your target problem:

**Establish Your Change Goal.** Come up with your change goal to resolve the target problem. State the change goal in clear, specific terms to allow an observer to verify whether it has been accomplished ('yes') or not accomplished ('no').

<b>Goal:</b> Write in the goal that you plan to work toward:

**Visualize Your Change Goal.** Imagine that you have accomplished your change goal. Write down what improvements or benefits would result:

<b>Visualize:</b> Write down benefits you can imagine experiencing if you meet your goal:



**Develop Your Action Plan..** Imagine likely obstacles that might interfere with your success in reaching your goal  
Then plan for how to overcome each obstacle:

**Action Plan:** In the left column, write down obstacles that you think might prevent you from achieving your change-goal. In the right column, write down solutions for overcoming each obstacle:

Obstacles	Solutions



## Activity: 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<sup>1</sup>. 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.

<sup>1</sup> 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: Using Motivational Teacher Communication Tools

Name (Optional): \_\_\_\_\_

This workshop highlighted communication strategies that teachers use to increase motivation and optimism-and encourage students to take responsibility for challenging school work. (For a review, see the attached handout) These strategies include:

- change talk
- praise
- growth mindset statements
- wise feedback

In your discussion groups, select **one** of these 4 strategies. Share examples of how you have successfully used your selected strategy to encourage students to be more motivated, self-directed, independent learners.

Your Selected Communication Tool:
Examples of how/when you have used this tool successfully:
1.
2.
3.
4.
5.