Motivating Students: The Full Toolkit

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Handout

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RTI Toolkit: A Practical Guide for Schools

Motivating Students: A Classroom Toolkit
Jim Wright, Presenter

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Eastern Suffolk BOCES
Holbrook, NY

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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

Workbook

Workbook: Motivating Students

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:

- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____

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:

ACADEMIC RTI

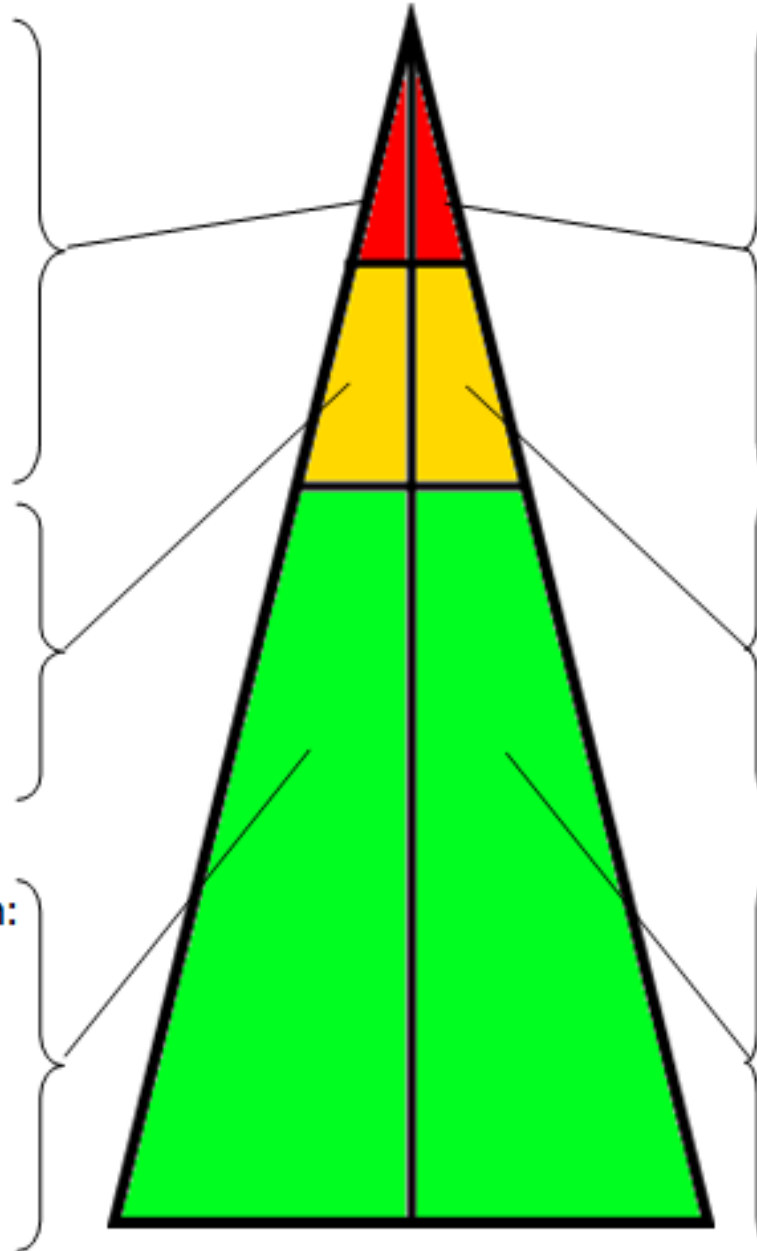## Tier 3: High-Risk Students: 5%

- Diagnostic assessment of academic problems
- RTI Team Meetings
- Customized/intensive academic intervention plan
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions to address off-grade-level academic deficits
- Regular progress-monitoring

Tier 1: Universal: Core Instruction: 80%

- Effective group instruction
- Universal academic screening
- Academic interventions for struggling students

BEHAVIORAL RTI

Tier 3: High-Risk Students: 5%

- Functional Behavioral Assessments (FBAs)
- Behavior Intervention Plans (BIPs)
- Wrap-around RTI Team meetings
- Daily progress-monitoring

Tier 2: At-Risk Students: 15%

- Small-group interventions for emerging behavioral problems
- Regular progress-monitoring

Tier 1: Universal: Classroom Management: 80%

- Clear behavioral expectations
- Effective class-wide management strategies
- Universal behavior screening

Workshop: 2 Points of Etiquette: Please…

- silence your cell-phones.
- refrain from private conversations at your tables during the presentation.

'Icebreaker' Question…

- At your table, discuss a particular student you work with who appears to have limited motivation.

  Be prepared to report out.

Deciphering Motivation & Anxiety. How do we define these 2 terms?

Motivation

Workbook p. 1

Workbook: Finding the Spark: Teacher Communication Tools

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Situations in which critical feedback may be misinterpreted:

Workbook: Spark/Communication: Activity

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Motivation is...

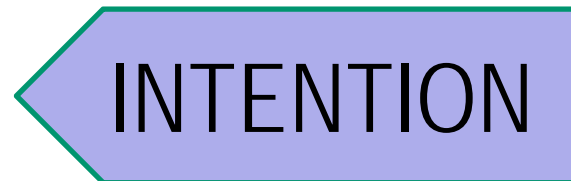" *You can lead a horse to water, but you can't make it drink.*

-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 and compulsion …

INTENTION

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

ACTION

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)

The 'Successful Student' Profile…

Successful, confident students tend to share these qualities:

1. Adequate academic skills
2. **Positive self-coaching/ self-talk**
3. **Efficient, consistent self-management routines**

INTENTION

ACTION

Intrinsic vs. Extrinsic Motivation

"An intrinsically motivated behavior [is defined as] one for which there exists no recognizable reward except the activity itself (e.g., reading). That is, behavior that cannot be attributed to external controls is usually attributed to intrinsic motivation."

"…an extrinsically motivated behavior refers to behavior controlled by stimuli external to the task."
p. 345

Source: Akin-Little, K. A., Eckert, T. L., Lovett, B. J., & Little, S. G. (2004). Extrinsic reinforcement in the classroom: Bribery or best practice. *School Psychology Review, 33*, 344-362.

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

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

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.

Motivation in Action: 'Flow'

Definition of the 'Flow' State

"Being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz. Your whole being is involved, and you're using your skills to the utmost."
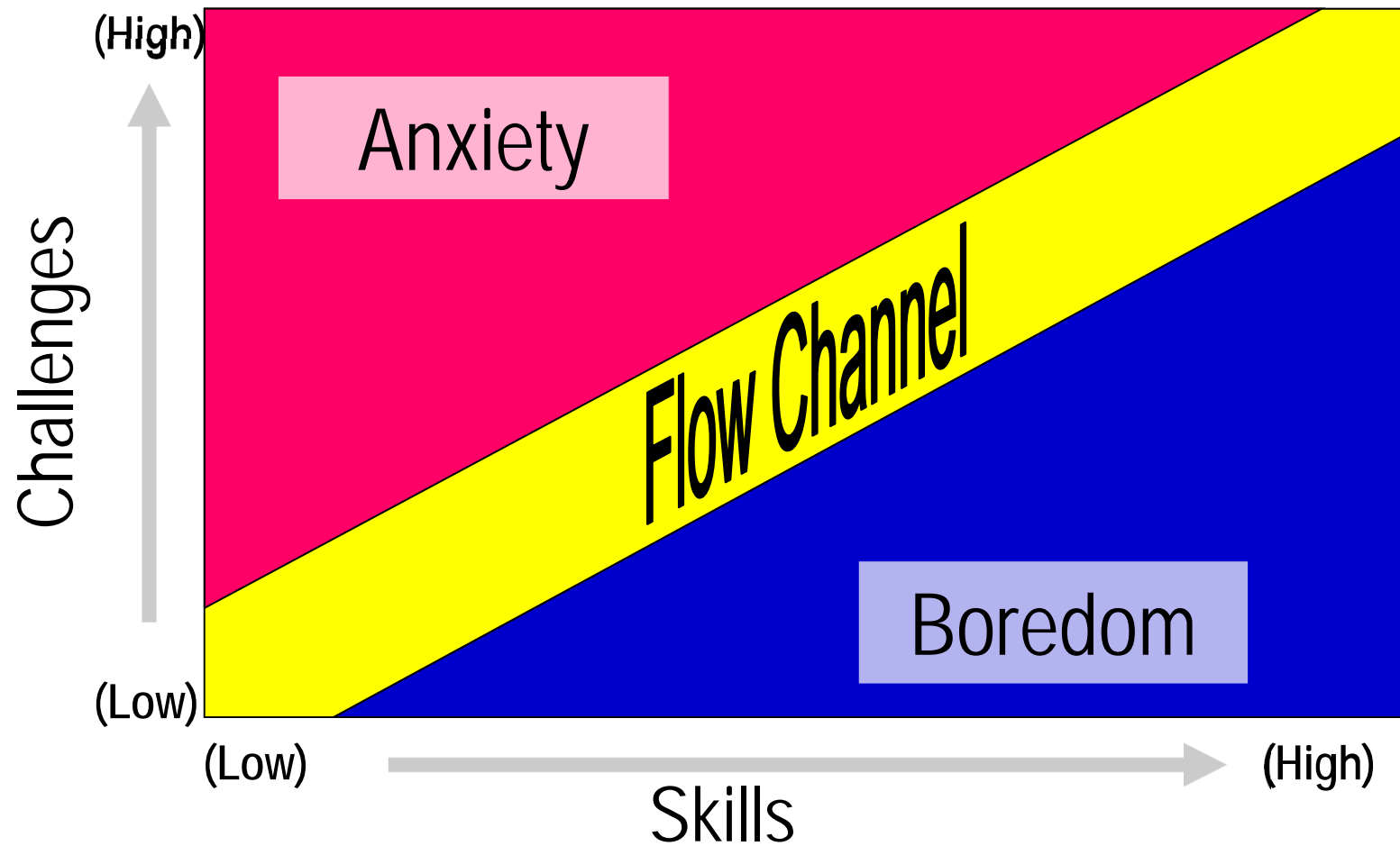
--Mihaly Csikszentmihalyi

Source: Geirland, J. (Septermber, 1996). *Go with the flow.* Wired Magazine. Retrieved March 19, 2007, from http://www.wired.com/wired/archive/4.09/czik_pr.html

Qualities of Activities that May Elicit a 'Flow' State

- The activity is challenging and requires skill to complete

- Goals are clear

- Feedback is immediate

- There is a 'merging of action and awareness'. 'All the attention is concentrated on the relevant stimuli' so that individuals are no longer aware of themselves as 'separate from the actions they are performing'

- The sense of time's passing is altered: Time may seem slowed or pass very quickly

- 'Flow' is not static. As one acquires mastery over an activity, he or she must move to more challenging experiences to continue to achieve 'flow'

Source: Csikszentmihalyi, M. (1990). Flow: The psychology of optimal experience. New York: Harper & Row

Flow Channel

Source: Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience.* New York: Harper & Row

Flow Channel

• Student A: Low Skills, Low Challenge

Source: Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience.* New York: Harper & Row

Flow Channel

- Student C: Low Skills, High Challenge

Challenges (High) (Low)

Anxiety

C

Flow Channel

Boredom

Skills (Low) (High)
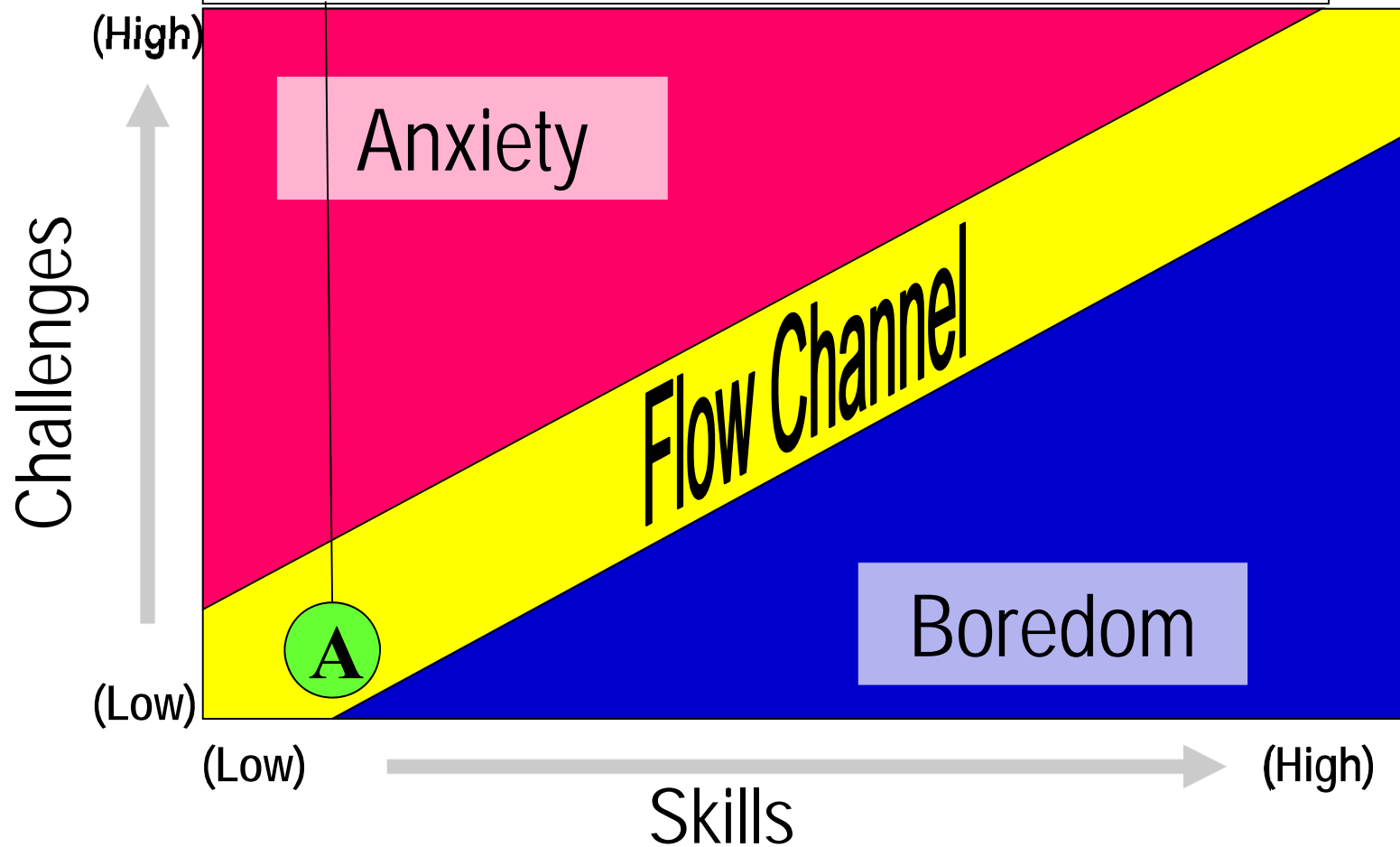
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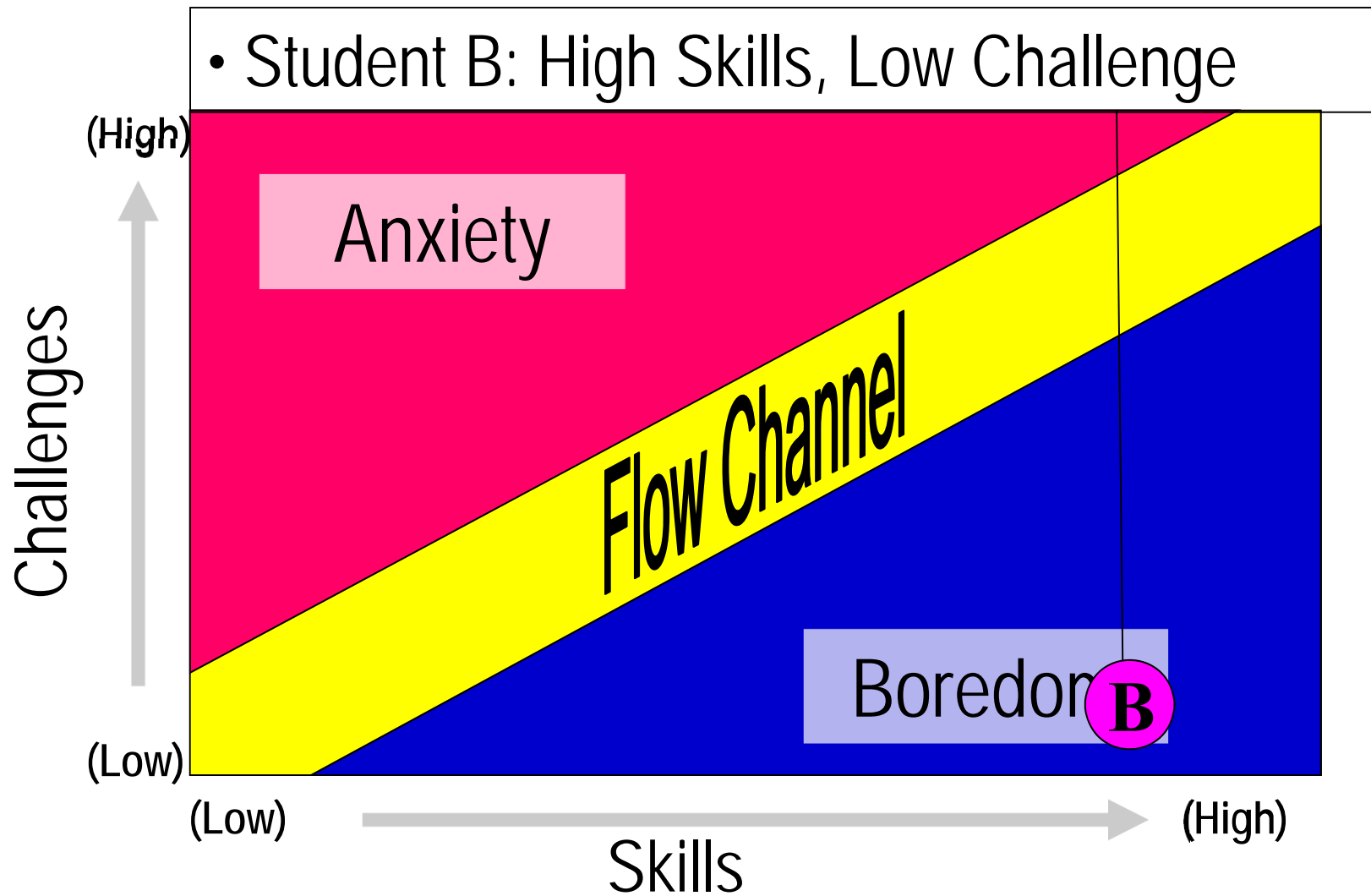
Flow Channel

- Student D: High Skills, High Challenge
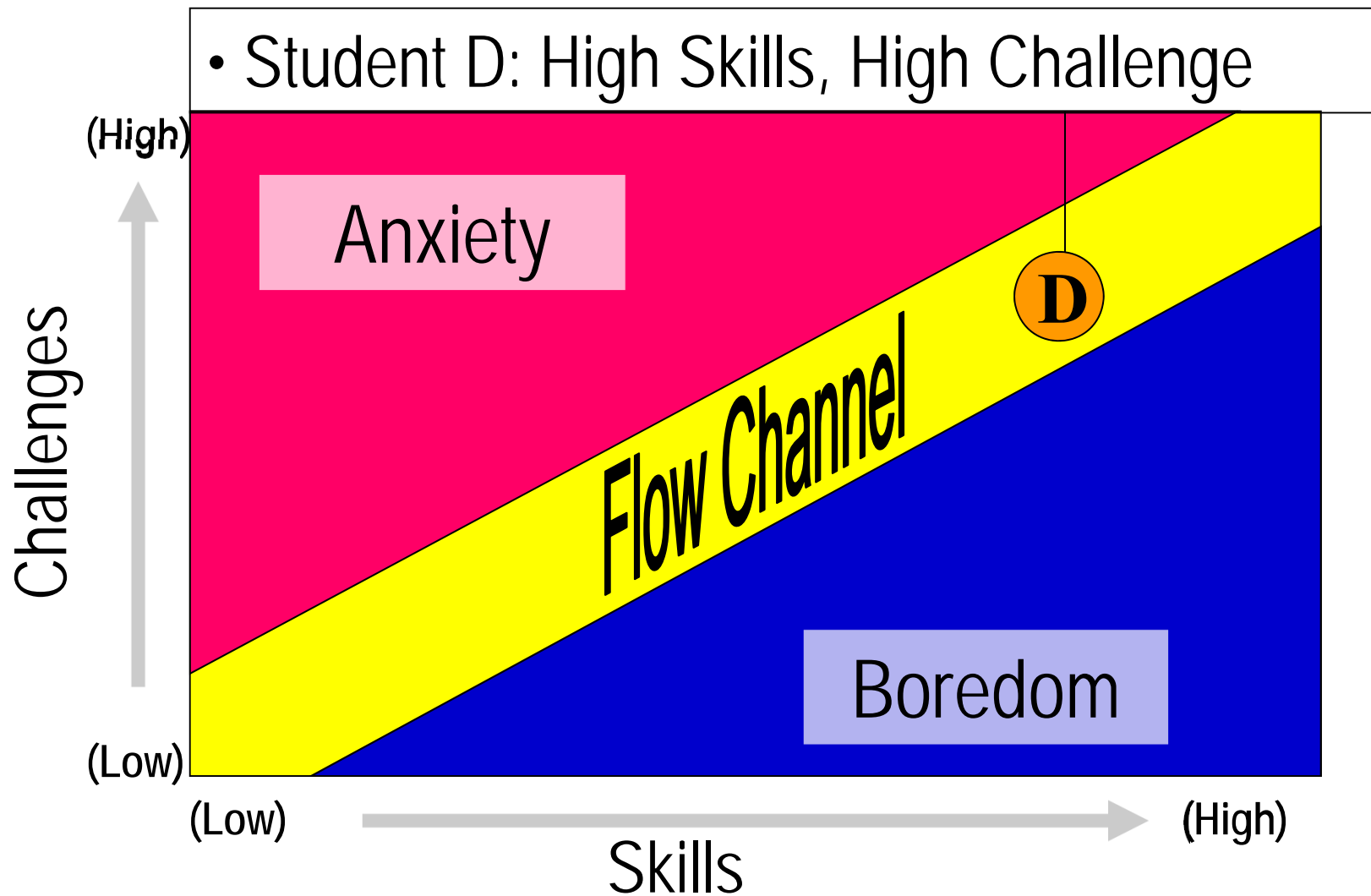
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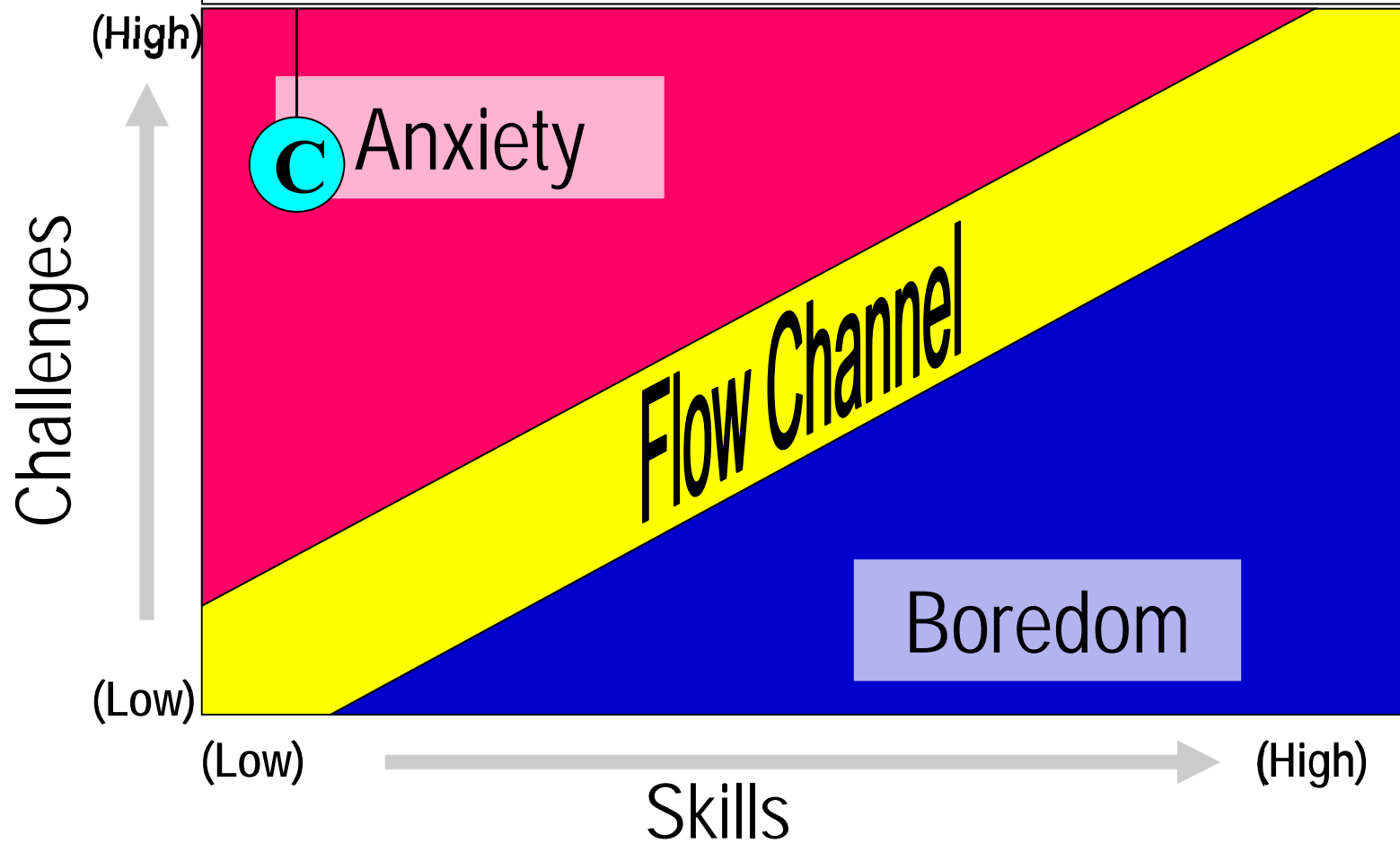
Student Motivation: Reframe the Issue in Observable (and Fixable) Terms

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: Build staff support for this mission statement: "**When a student appears unmotivated, it is the school's task to figure out why the student is unmotivated and to find a way to get that student motivated.**"

Discussion: What are your thoughts about (1) the redefinition of 'motivation'; (2) the staff mission statement?

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.

Anxiety

Behaviors: Internalizing vs. Externalizing

Students who show mental-health difficulties in their adjustment to school fall into 2 general groups:

Internalizing Behaviors ('Overcontrolled')

- lack of social interactions
- tense or nervous appearance
- display of unhappiness/sadness
- use of negative self-comments

Externalizing Behaviors ('Undercontrolled')

- defiant/non-compliant
- bullying
- physically aggressive
- hyperactive

In our work today, we will focus on the 'internalizing behavior' students, who often struggle with issues of **motivation** and **anxiety**.

Source: Wright, 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

Generalized Anxiety Disorder: Essential Features

- The individual experiences excessive anxiety/worry about a variety of topics, events, or activities over a period of at least 6 months.

- It is difficult for the individual to control the anxiety/worry, causing 'clinically significant' distress/impairment in area(s) of functioning (e.g., school).

- The worry is associated with at least 3 of these 6 symptoms:

  – Restlessness.

  – Becoming fatigued easily

  – Difficulty concentrating

  – Irritability

  – Muscle tension

  – Sleep disturbance

- The worry or anxiety cannot be better explained by physical causes or another psychiatric disorder.

Source: American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

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

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.

Workbook

p. 6

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[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

Workbook:

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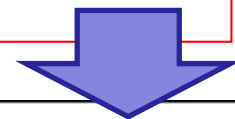
Classroom Strategies to Support Students with Internalizing Behaviors	
1.	2.

Workshop Agenda: Topics
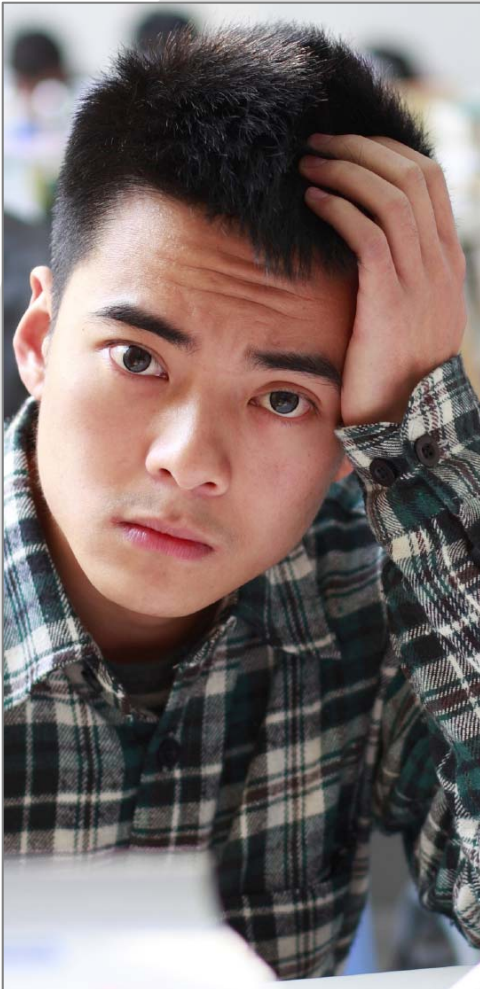
1. **Motivating through 'Nudges'.** How can classrooms be set up in ways that naturally 'nudge' students toward greater motivation?

2. **Lack of Motivation and Its Causes.** What are 6 common reasons why students may lack motivation—& how can teachers respond?

3. **Communicating Optimism.** What communication techniques can teachers use to boost student motivation?

4. **The Student-Centered Conference.** How can teachers structure individual conferences with students to motivate and engage them as problem-solvers?

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 provides hope for teachers …and 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.

'Choice' Architecture: Structuring Choice for Better Outcomes

'Choice' architecture: the conscious effort to organize the work or school environment in a way that increases the probability that people will make certain decisions or choose certain actions or activities--over other options.

In short, the environment can 'communicate' motivation.

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

Teachers as 'Choice Architects'

Teachers control a number of classroom factors that can encourage students to be 'motivated' to choose academic engagement.

As an example, the arrangement of classroom furniture promotes certain student 'default' behavior. For example:

– desks in clusters facilitate small-group discussion, while

– desks in traditional rows support large-group lecture and independent work.

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

Teachers 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?

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 teacher 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

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

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 teacher 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.

2

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 teacher uses strategies to allow students to 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 teacher 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
pp. 17-19

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

  The teacher first identifies an academic activity in which the student typically will not complete because of non-compliance. The teacher 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 teacher 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 teacher 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
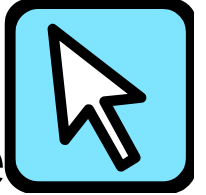
Motivating Students Through Collaboration: Numbered Heads Together

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).

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 teacher makes exemplars 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'

Teachers 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.
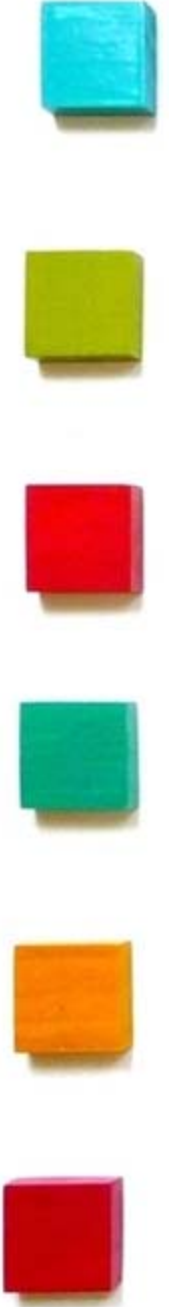
Tools to 'Nudge' Behaviors

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)*

Lack of Motivation and Its Causes. What are 6 common reasons why students may lack motivation—and how can teachers respond? (Online)

6 Common Reasons That Students Are Unmotivated

Can't Do

■ The student is unmotivated because he or she cannot do the assigned work.

■ The student is unmotivated because the 'response effort' needed to complete the assigned work seems too great.

■ The student is unmotivated because of learned helplessness— lack of confidence that he or she can do the assigned work.

Won't Do

■ The student is unmotivated because classroom instruction does not engage.

■ The student is unmotivated because he or she fails to see an adequate pay-off to doing the assigned work.

■ The student is unmotivated because he or she lacks a positive relationship with the teacher.

Motivation Deficit 1:

The student is unmotivated because he or she cannot do the assigned work.

1

Motivation Deficit **1**: Cannot Do the Work

- **What the Research Says:** When a student lacks the capability to complete an academic task because of limited or missing basic skills, cognitive strategies, or academic-enabling skills, that student is still in the acquisition stage of learning (Haring et al., 1978). That student cannot be expected to be motivated or to be successful as a learner unless he or she is first explicitly taught these weak or absent essential skills (Daly, Witt, Martens & Dool, 1997).

Motivation Deficit **1**: Cannot Do the Work (Cont.)

- **How to Address This Motivation Problem:** Students who are not motivated because they lack essential skills need to be taught those skills.

  Direct-Instruction Format. Students learning new material, concepts, or skills benefit from a 'direct instruction' approach. (Burns, VanDerHeyden & Boice, 2008; Rosenshine, 1995; Rupley, Blair, & Nichols, 2009).

How To: Implement Strong Core Instruction (pp. 2-4)

How To: Implement Strong Core Instruction

Teacher: [   ] Date: [   ] Class/Lesson: [   ]

The checklist below summarizes the essential elements of a supported-instruction approach. When preparing lesson plans, instructors can use this resource as a 'pre-flight' checklist to make sure that their lessons reach the widest range of diverse learners.

1. Increase Access to Instruction

Instructional Element	Notes
☐ Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).	
☐ Content Review at Lesson Start. The lesson opens with a brief review of concepts or material that have previously been presented. (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Preview of Lesson Goal(s). At the start of instruction, the goals of the current day's lesson are shared (Rosenshine, 2008).	
☐ Chunking of New Material. The teacher breaks new material into small, manageable increments, 'chunks', or steps (Rosenshine, 2008).	

2. Provided 'Scaffolding' Support

Instructional Element	Notes
☐ Detailed Explanations & Instructions. Throughout the lesson, the teacher provides adequate explanations and detailed instructions for all concepts and materials being taught (Burns, VanDerHeyden, & Boice, 2008).	
☐ Think-Alouds/Talk-Alouds. When presenting cognitive strategies that cannot be observed directly, the teacher describes those strategies for students. Verbal explanations include 'talk-alouds' (e.g., the teacher describes and explains each step of a cognitive strategy) and 'think-alouds' (e.g., the teacher applies a cognitive strategy to a particular problem or task and verbalizes the steps in applying the strategy) (Burns, VanDerHeyden, & Boice, 2008, Rosenshine, 2008).	
☐ Work Models. The teacher makes exemplars of academic work (e.g., essays, completed math word problems) available to students for use as models (Rosenshine, 2008).	
☐ Active Engagement. The teacher ensures that the lesson engages the student in 'active accurate responding' (Skinner, Pappas & Davis, 2005) often enough to capture student attention and to optimize learning.	

How to: Implement Strong Core Instruction

1. Access to Instruction

❑ Instructional Match

❑ Content Review at Lesson Start

❑ Preview of Lesson Goal(s)

❑ Chunking of New Material

2. 'Scaffolding' Support

❑ Detailed Explanations & Instructions

❑ Talk Alouds/Think Alouds

❑ Work Models

❑ Active Engagement

❑ Collaborative Assignments

❑ Checks for Understanding

2. 'Scaffolding' Support (Cont.)

❑ Group Responding

❑ High Rate of Student Success

❑ Brisk Rate of Instruction

❑ Fix-Up Strategies

3. Timely Performance Feedback

❑ Regular Feedback

❑ Step-by-Step Checklists

4. Opportunities for Review/ Practice

❑ Spacing of Practice Throughout Lesson

❑ Guided Practice

❑ Support for Independent Practice

❑ Distributed Practice

Resource Alert

How To: Create a Written Record of Classroom Interventions (Online)

Classroom Intervention Planning Sheet: Math Computation Example

This worksheet is designed to help teachers to quickly create classroom plans for academic and behavioral interventions. (For a tutorial on how to fill out this sheet, review the accompanying directions.)

Case Information

What to Write: Record the important case information, including student, person delivering the intervention, date of plan, start and end dates for the intervention plan, and the total number of instructional weeks that the intervention will run.

Student:	John Samuelson-Gr 4	Interventionist(s):	Mrs. Kennedy, classroom teacher	Date Intervention Plan Was Written:	10 October 2012
Date Intervention is to Start:	M 8 Oct 2012	Date Intervention is to End:	F 16 Nov 2012	Total Number of Intervention Weeks:	6 weeks
Description of the Student Problem:		Slow math computation speed (computes multiplication facts at 12 correct digits in 2 minutes, when typical gr 4 peers compute at least 24 correct digits).			

Intervention

What to Write: Write a brief description of the intervention(s) to be used with this student. TIP: If you have a script for this intervention, you can just write its name here and attach the script to this sheet.

Math Computation Time Drill.(Rhymer et al., 2002)

Explicit time-drills are a method to boost students' rate of responding on arithmetic-fact worksheets: (1) The teacher hands out the worksheet. Students are instructed that they will have 3 minutes to work on problems on the sheet. (2) The teacher starts the stop watch and tells the students to start work. (3) At the end of the first minute in the 3-minute span, the teacher 'calls time', stops the stopwatch, and tells the students to underline the last number written and to put their pencils in the air. Then students are told to resume work and the teacher restarts the stopwatch. (4) This process is repeated at the end of minutes 2 and 3. (5) At the conclusion of the 3 minutes, the teacher collects the student worksheets.

Materials

What to Write: Jot down materials (e.g., flashcards) or resources (e.g., Internet-connected computer) needed to carry out this intervention.

Use math worksheet generator on www.interventioncentral.org to create all time-drill and assessment materials

Training

What to Write: Note what training—if any—is needed to prepare adult(s) and/or the student to carry out the intervention.

Meet with the student at least once before the intervention to familiarize with the time-drill technique and timed math computation assessments.

Progress-Monitoring

What to Write: Select a method to monitor student progress on this intervention. For the method selected, record what type of data is to be used, enter student baseline (starting-point) information, calculate an intervention outcome goal, and note how frequently you plan to monitor the intervention. Tip: Several ideas for classroom data collection appear on the right side of this table.

Type of Data Used to Monitor: Curriculum-based measurement: math computation assessments: 2 minute single-skill probes

Ideas for Intervention Progress-Monitoring
- Existing data: grades, homework logs, etc.
- Cumulative mastery log
- Rubric
- Curriculum-based measurement
- Behavior report card
- Behavior checklist

Baseline	Outcome Goal
12 correct digits per 2 minute probe	24 correct digits per 2 minute probe

How often will data be collected? (e.g., daily, every other day, weekly): WEEKLY

Motivation Deficit 2:

The student is unmotivated because the 'response effort' needed to complete the assigned work seems too great.

2

Motivation Deficit 2: Response Effort (Cont.)

- **What the Research Says:** Research indicates that (1) as the perceived effort to complete an academic task or other behavior ('response effort') *increases*, people are *less* likely to engage in that behavior, while (2) as the effort to complete the same behavior *decreases*, people are *more* likely to engage in it (Friman & Poling, 1995).

Motivation Deficit **2**: Response Effort (Cont.)

- **How to Address This Motivation Problem:** Teachers can increase student motivation through any method that reduces the apparent 'response effort' of an academic task (Friman & Poling, 1995). - so long as that method does not hold the student to a lesser academic standard than classmates (Skinner, Pappas, & Davis, 2005).

Motivation Deficit 2: Response Effort (Cont.)

Try These Ideas to Improve Motivation by Reducing Response Effort :

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

Motivation Deficit 2: Response Effort (Cont.)

Try These Ideas to Improve Motivation by Reducing Response Effort :

Start assigned readings in class. Whenever a challenging text is assigned for independent reading (e.g., as homework), the educator (or perhaps a skilled student reader) reads the first few paragraphs of the assigned reading aloud while the class follows along silently in their own texts. Students are then directed to read the remainder of the text on their own.

Motivation Deficit 2: Response Effort (Cont.)

Try These Ideas to Improve Motivation by Reducing Response Effort :

Begin challenging homework in class. When assigned challenging homework, students are paired off or divided into groups and given a brief amount of class time to begin the homework together, develop a plan for completing the homework, formulate questions about the homework, or engage in other activities that will create the necessary momentum to motivate students then to complete the work independently.

Motivation Deficit **2**: Response Effort (Cont.)

Try These Ideas to Improve Motivation by Reducing Response Effort :

Select a peer or adult to start the student on assignments. If a student finds it difficult to get organized and begin independent seatwork activities, a supportive peer or adult in the classroom can get the student organized and started on the assignment.

Motivation Deficit **2**: Response Effort (Cont.)

Try These Ideas to Improve Motivation by Reducing Response Effort :

Provide a work plan. In preparation for more complex assignments such as research papers, the educator helps the student to create an outline of a work plan for completing those assignments.

The plan breaks a larger assignment into appropriate sub-steps (e.g., 'find 5 research articles for the paper', 'summarize key information from articles into notes', etc.).

Response Effort: Accommodate, Don't Modify

- When teachers adjust the response effort required to complete academic tasks, they should ensure that these general-education students are still held to the same minimum expected standards as their grade peers.

  That is, the teacher can **accommodate** learners but should not **alter** the demands of the academic task so that it falls below grade-level expectations.

Definitions: Academic Interventions, Instructional Adjustments & Modifications: Sorting Them Out

InterventionCentral
2-Minute 'Count Down' Timer

02:00

www.interventioncentral.org

- **Instructional Adjustment/Accommodation.** An *instructional adjustment* (also known as an 'accommodation') is a support intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student's rate of learning (Skinner, Pappas & Davis, 2005).

- **Modification**. A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated.

Motivation Deficit 3:

The student is unmotivated because of learned helplessness—lack of confidence that he or she can do the assigned work.

3

Motivation Deficit **3**: Learned Helplessness (Cont.)

- **What the Research Says:** Students often undermine their academic performance by engaging in a pattern of learned helplessness.

Attributions: Self-Explanations That Drive Future Actions

"The reasons one assigns for achieving success or failure are called *attributions*...Students' attributions affect their future expectations and actions." (Alderman, 1990; p. 27)

Source: Alderman, M. K. (1990). Motivation for at-risk students. Educational Leadership, 48(1), 27-30.

"Why I did not do well on my writing assignment": Possible Student Attributions

Lack of Ability: *"The fact is that I am not good at writing."*

Lack of Effort: *"I could do better next time if I put in greater effort."*

Source: Alderman, M. K. (1990). Motivation for at-risk students. Educational Leadership, 48(1), 27-30.

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.

Learned Helplessness: The Effects

Students who experience a sense of 'learned helplessness' feel powerless to improve their academic performance and standing. They can also experience these negative effects:

1. Reduced motivation to respond in the classroom
2. Lessened ability to associate responding with desirable outcomes
3. Symptoms of depression or anxiety

.

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.

Motivation Deficit **3**: Learned Helplessness (Cont.)

- **How to Address This Motivation Problem:** Teachers can help to support a student experiencing learned helplessness by:

- Using optimistic 'growth mindset' statements that encourage student effort and risk-taking (Dweck, 2006).

- teaching the student self-management skills, to include cognitive strategies, academic fix-up skills, and other techniques (e.g., 'process checklists') to use on challenging assignments.

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

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.

Teaching Positive Behaviors: The Power of Checklists

Teaching Positive Behaviors: The Power of Checklists pp. 14-16

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Teaching Positive Behaviors: The Power of Checklists

Educators frequently need to define positive student behaviors so that they can teach the student to perform them; take data on them; communicate with others about them; and/or encourage the student to monitor them.

Making Behavior Checklists. One useful way to define a goal behavior is to break it down into a series of steps in checklist format. The process of breaking down a larger behavior goal ('task') into individual steps is called a 'task analysis'.

Creating a behavior checklist is straight-forward. Often, you can just analyze the larger task and use common sense to break it down into smaller steps. Sometimes it is also helpful to get the advice of an expert as you prepare your behavior checklist. For example, if you want to create a checklist that a student will follow to solve a math word problem, you might ask the math teacher for guidance in constructing the steps. Or, if you are developing a checklist to train a student to wash her hands, you might consult the school nurse for expert advice on the sequence of steps to include.

The sample tasks analysis below shows how the behavior goal ("The student is ready to learn at the start of class") can be converted into more specific steps that can be taught, observed, and measured.

Behavior Checklist Example: The student is ready to learn at the start of class.

At the start of class, the student:
☐ has a sharpened pencil.
☐ has paper for taking notes.
☐ has cleared his/her desk of unneeded materials.
☐ has homework ready to turn in.
☐ has put his/her cellphone in backpack.
☐ is sitting quietly.
☐ is working on the start-of-class assignment.

Teaching Positive Behaviors Using Checklists. Positive behaviors must be taught. This direct-instruction sequence can help your students to both correctly master and actually engage in expected behaviors. This framework includes four major stages:

1. **Show Them.** Using your behavior checklist as a guide, you explain and explicitly model expected ("target") behaviors.

Behavioral Checklist: Definition

A behavioral checklist is a listing of the elements or steps that make up a single behavior sequence. Those behavior elements are stated in observable terms and can be checked off if successfully displayed.

At the start of class, the student:
❑ has a sharpened pencil.
❑ has paper for taking notes.
❑ has cleared his/her desk of unneeded materials.
❑ has homework ready to turn in.
❑ has put his/her cellphone in backpack.
❑ is sitting quietly.
❑ is working on the start-of-class assignment.

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.

Advantages of Behavior Checklists...

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

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

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

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

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

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

Teaching Positive Behaviors Using Checklists (from Handout)

Positive behaviors must be taught in four major stages:

1. **Show Them.** Using your behavior checklist as a guide, you explain and explicitly model expected ("target") behaviors.

2. **Watch and Praise Them.** Students practice target behaviors under your supervision--and you give frequent corrective feedback and praise.

3. **Practice, Practice, Practice.** Students engage in behaviors independently with your encouragement and reinforcement.

4. **Prompt Behaviors Across Settings.** With your prompting and feedback, students are able to display target behaviors appropriately across a variety of settings or situations ("generalization").

Workbook:

p. 2

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:

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Workbook: Spark/Communication: Activity

5. Task-Analyzing Challenging Tasks.

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

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

(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:	
• _____	• _____
• _____	• _____

Resource Alert

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.

Motivating the CAN'T DO Student

- Review the *'Can't Do'* reasons for poor student motivation presented.

- Discuss how your school might identify students who have these types of motivation deficits.

- Based on today's suggestions, what strategies might you try with these students?

Can't Do

- **Motivation Deficit 1:** The student is unmotivated because he or she cannot do the assigned work.

- **Motivation Deficit 2:** The student is unmotivated because the 'response effort' needed to complete the assigned work seems too great.

- **Motivation Deficit 3:** The student is unmotivated because of learned helplessness—lack of confidence that he or she can do the assigned work.

Motivation Deficit 4:

The student is unmotivated because classroom instruction does not engage.

4

"

…research [shows] that when provided with a choice of two or more behaviors, with all else held constant, students are more likely to choose to engage in the behavior that results in more immediate reinforcement, higher rate reinforcement, or higher quality reinforcement…

Thus, educators can increase the probability of students choosing to engage in assigned work by both enhancing reinforcement for assigned tasks and weakening reinforcement for competing behaviors… (Skinner et al., 2005; p. 396)

"

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 Deficit 4: Instruction Does Not Engage (Cont.)

- **What the Research Says:** In classroom settings, students can choose to respond to a variety of reinforcing events— for example, watching the teacher, interacting with peers, looking out the window at passing traffic. The fact is that classroom instruction must always compete for student attention with other sources of reinforcement (Billington & DiTommaso, 2003; Skinner, Pappas, & Davis, 2005).

Motivation Deficit **4**: Instruction Does Not Engage (Cont.)

- **What the Research Says:** There are two ways that the instructor can increase the student's motivation to attend to classroom instruction:

  1. by *decreasing* the reinforcing power of competing (distracting) stimuli, and/or
  2. by *increasing* the reinforcing power of academic activities.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

- **How to Verify the Presence of This Motivation Problem:**
  The teacher observes that the student is engaged in
  behaviors other than those related to instruction or is
  otherwise distracted by non-instructional events occurring
  in the classroom.

  Furthermore, the teacher has verified that the student's lack
  of attention to instruction is not due primarily to that
  student's attempting to escape or avoid difficult classwork.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

- **How to Address This Motivation Problem:** The teacher can increase the inattentive student's focus on instruction and engagement in learning activities by:

  - *Reducing the Reinforcing Power of Non-Instructional Activities.* The teacher identifies any non-instructional activities in the classroom that are competing with instruction for the student's attention and takes steps to reduce or eliminate them.

  - *Increasing the Reinforcing Power of Classroom Instruction.* The teacher strives to boost the reinforcing quality of academic activities and instruction to better capture and hold the student's attention.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

Try These Ideas to Improve Motivation by *Reducing* the Reinforcing Power of Non-Instructional Activities:

- *Use Preferential Seating* (U.S. Department of Education, 2004). The teacher seats a student who is distracted by peers or other environmental factors in a location where the student is most likely to stay focused on instructional content. All teachers have an 'action zone', a part of the room where they tend to focus most of their instruction; the instructor seats the distractible student somewhere within that zone. The ideal seating location for any particular student will vary, depending on the unique qualities of that student and of the classroom.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

Try These Ideas to Improve Motivation by *Reducing* the Reinforcing Power of Non-Instructional Activities:

- *Create Low-Distraction Work Areas* (U.S. Department of Education, 2004. For students who are off-task during independent seatwork, the teacher can set up a study carrel in the corner of the room or other low-distraction work area. The teacher can then either direct the distractible student to use that area whenever independent seatwork is assigned or can permit the student to choose when to use the area.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

Try These Ideas to Improve Motivation by *Reducing* the Reinforcing Power of Non-Instructional Activities:

- *Restrict Student Access to Electronic Devices and Other Potential Distracting Objects.* The teacher creates a list of personal possessions that can pose the potential to distract from instruction (e.g., cell phones, personal game devices, etc.). The teacher either completely bans use of these items of student property at any point during a course session or restricts their use to clearly specified times or conditions.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

Try These Ideas to Improve Motivation by *Increasing* the Reinforcing Power of Classroom Instruction:

- *Use Bellringer Activities.* The teacher routinely gives students 'bellringer' activities to work on as soon as they enter the classroom. The point of this strategy is to capture students' attention at the outset with academically relevant activities. Ideally, bellringer tasks should be engaging but also should review and reinforce previously taught content or prepare students for the upcoming lesson.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

Try These Ideas to Improve Motivation by *Increasing* **the Reinforcing Power of Classroom Instruction:**

- *Structure Lessons around High-Interest or Functional-Learning Goals* (Kern, Bambara, & Fogt, 2002; Miller et al., 2003). A student is more likely to be engaged when academic lessons are based on 'high-interest' topics that interest the student (e.g., NASCAR racing; fashion) or that have a 'functional-learning' pay-off—e.g., job interview skills; money management skills --that the student values and can apply in his or her own life.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

Try These Ideas to Improve Motivation by *Increasing* the Reinforcing Power of Classroom Instruction:

- *Maintain a Brisk Pace of Instruction* (Gettinger & Seibert, 2002). Instruction that is well-matched to the abilities of the classroom and moves at a brisk pace is most likely to capture and hold student attention. Additionally, the teacher is careful to avoid 'dead time', interruptions of instruction (e.g., time-consuming transitions to other activities; etc.) when students may get off-task and be difficult to redirect back to academic tasks.

Motivation Deficit 4: Instruction Does Not Engage (Cont.)

Try These Ideas to Improve Motivation by *Increasing* the Reinforcing Power of Classroom Instruction:

- *Use 'Nudge' Techniques.* The tools discussed earlier in this workshop to 'nudge' class-wide behaviors toward academic engagement also work for individual students.

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)*

Motivation Deficit 5: *The student is unmotivated because he or she fails to see an adequate pay-off to doing the assigned work.*

5

Motivation Deficit 5: Insufficient Student Pay-Off (Cont.)

- **What the Research Says:** The use of external rewards ('reinforcers') can serve as a temporary strategy to encourage a reluctant student to become invested in completing school work and demonstrating appropriate behaviors (Akin-Little, Eckert, Lovett, & Little, 2004).

  As the student puts increased effort into academics and behavior to earn reinforcers, the student may begin to experience positive natural reinforcers such as improved grades, increased peer acceptance, a greater sense of self-efficacy in course content, and higher rates of teacher and parent approval. Over time, the teacher can fade and perhaps fully eliminate the use of rewards.
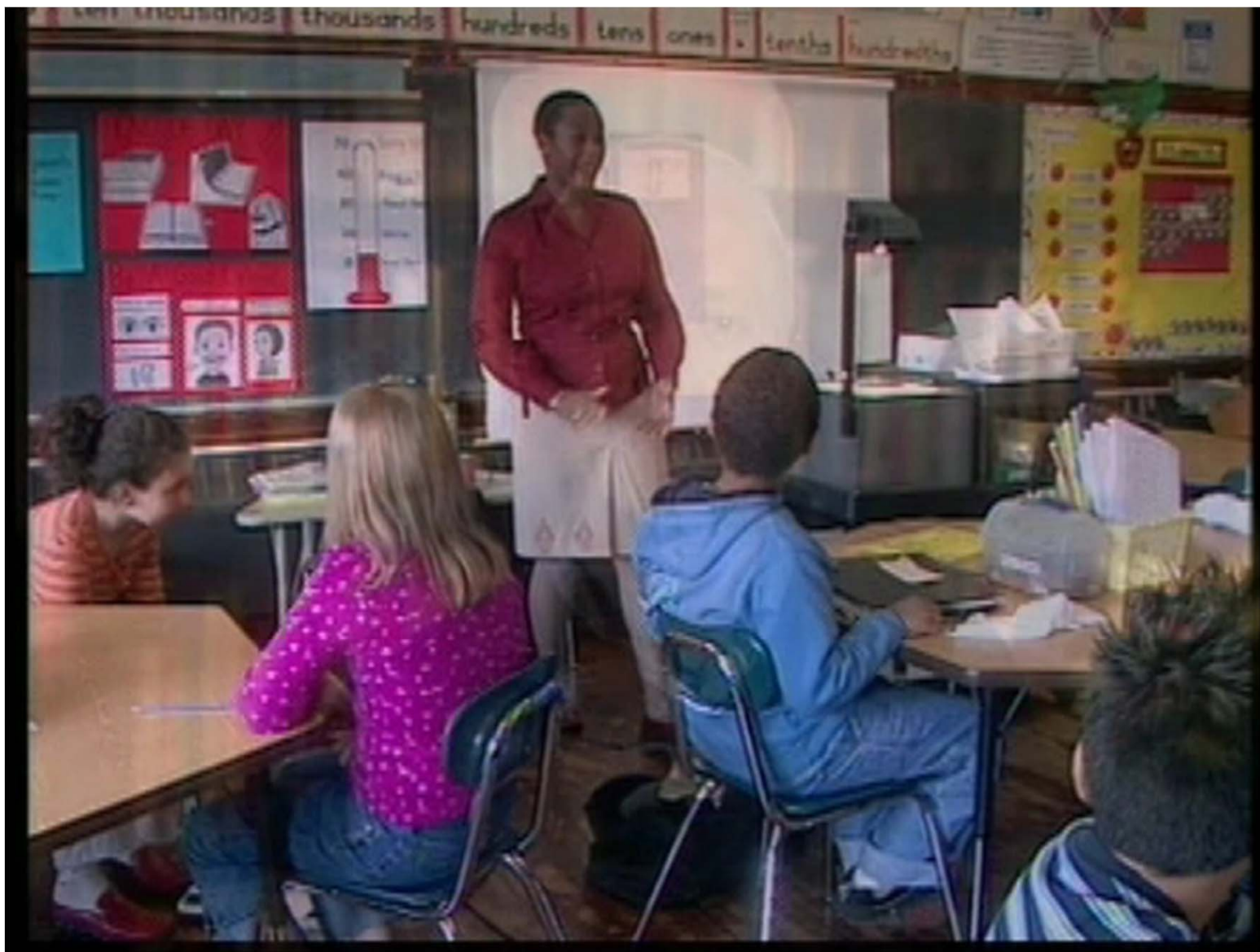
Motivation Deficit 5: Insufficient Student Pay-Off (Cont.)

- **How to Address This Motivation Problem:**

  Praise the Student. The teacher praises the student in clear and specific terms when the student engages in the desired behavior (Kern & Clemens, 2007). The teacher uses praise statements at a rate sufficient to motivate and guide the student toward the behavioral goal.
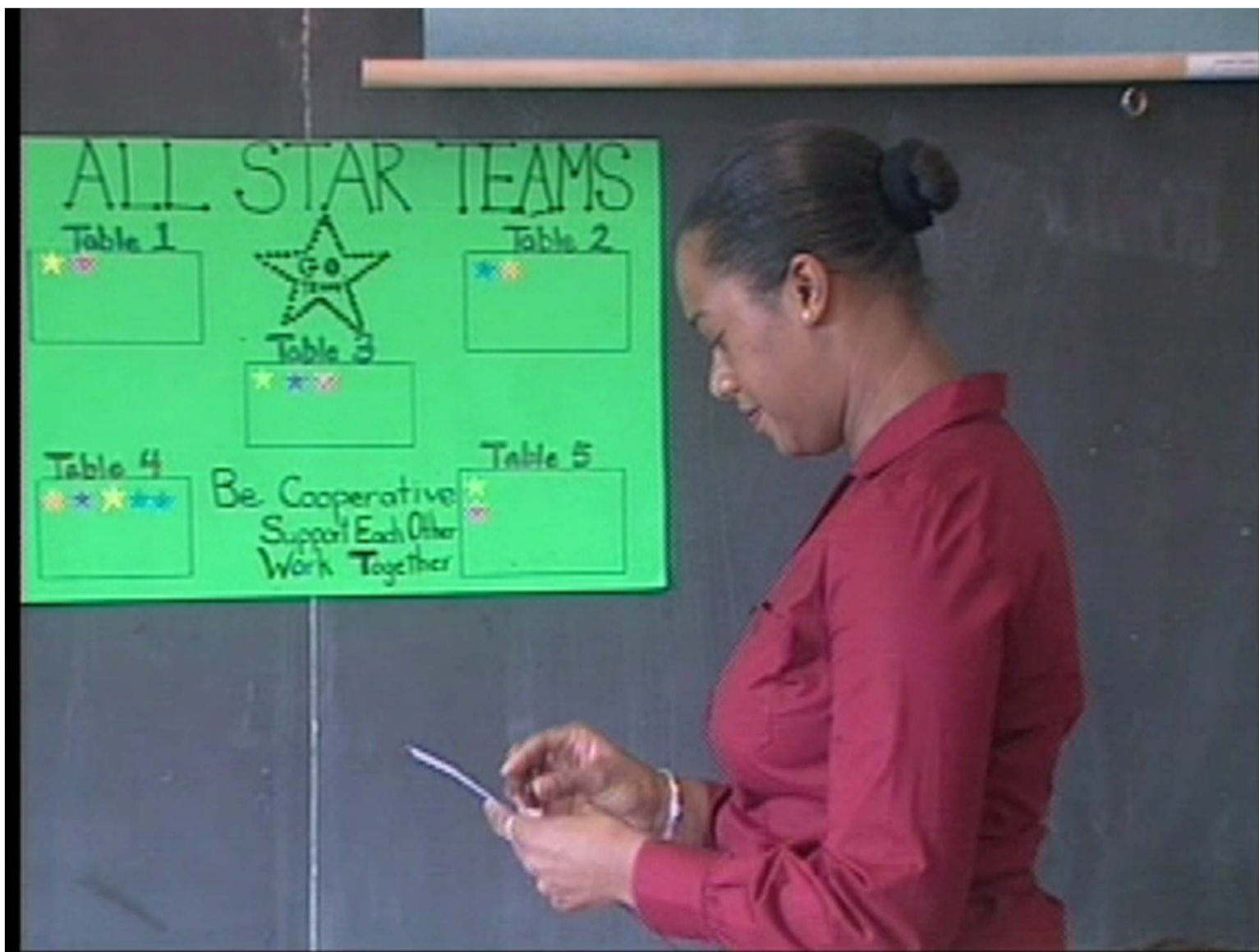
Selecting a Reward: 3-Part Test

- Do *teacher, administration,* and *parent* find the reward acceptable?

- Is the reward *available* (conveniently and at an affordable cost) in schools?

- Does the *child* find the reward motivating?

Tutorial: How to Conduct a Reinforcer Survey to Create a 'Reward Menu'

1. The teacher collects a series of feasible classroom ideas for possible student reinforcers, writing each idea onto a separate index card. This serves as a master 'reinforcer deck' that the teacher can reuse.

2. The teacher meets with the student individually to review the reward ideas in the master reinforce deck. The student states whether he or she 'likes' each reinforce idea 'a lot', 'a little' or 'not at all' and the teacher sorts the reinforcer cards accordingly into separate piles. The reinforce ideas that the student selected as 'liking a lot' will be used to create a customized reinforcer menu for the student.

Tutorial: How to Conduct a Reinforcer Survey to Create a 'Reward Menu'

3. Whenever the student meets teacher-established criteria to earn a reward, that student selects one from the reinforce menu.

4. If the reward menu appears to be losing its reinforcing power, the teacher can repeat the steps above with the student to update and refresh the reward menu.

Reinforcer/Reward Idea	Reinforcer Category
1. Select friends to sit with to complete a cooperative learning activity	Peer Attention
2. Be the teacher's helper for the day	Adult Attention
3. Have 5 minutes on the Internet researching a topic of interest	Academic Activity
4. Work on a jigsaw or other puzzle	Non-Academic Activity
5. Be given reserved cafeteria seating for the student and several friends	Peer Attention
6. Help a specials teacher (e.g., art, physical education, music)	Adult Attention
7. Choose from a list of supervised school locations (e.g., library, another classroom) to complete an independent reading assignment	Academic Activity
8. Play a favorite game	Non-Academic Activity

Reinforcer/Reward Idea	Reinforcer Category
9. 'Adopt' a younger student and be allowed to check in with that student as a mentor	Peer Attention
10. Help the custodian	Adult Attention
11. Help the teacher to operate the SmartBoard or PowerPoint projector	Academic Activity
12. Receive a ticket to be redeemed at a later time for a preferred activity	Non-Academic Activity
13. Select a friend as a 'study buddy' to work with on an in-class assignment	Peer Attention
14. Sit next to the teacher during a lesson or activity	Adult Attention
15. Listen to a book on tape/audio book	Academic Activity
16. Post artwork or school work on a class or hall bulletin board	Non-Academic Activity

Jackpot! Reward Finder

http://www.interventioncentral.org/
tools/jackpot-reward-finder

The Jackpot Reward Finder is a collection of ideas for classroom rewards for both elementary and secondary levels. Teachers can put together their own individualized menus of rewards and even create reinforcer/reward surveys to review with students.

Motivation Deficit 6:
The student is unmotivated because he or she lacks a positive relationship with the teacher.

6

Motivation Deficit 6: Lack of Positive Relationship (Cont.)

- **What the Research Says:** Because humans are highly social beings, positive teacher attention can be a very powerful motivator for students (e.g., Kazdin, 1989).

Motivation Deficit 6: Lack of Positive Relationship (Cont.)

- **How to Address This Motivation Problem:** The teacher provides the student with increased doses of positive attention at times when the student is engaging in appropriate behavior. (At the same time, the teacher keeps interactions with the student brief and neutral when that student misbehaves—although the student otherwise is held to the same behavioral expectations as his or her peers.)

Motivating through Personal Connection. What are simple strategies that teachers can use to strengthen personal connections with students?

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Maintaining a High Rate of Positive Interactions.* Teachers promote a positive relationship with any student by maintaining a ratio of at least **three** positive teacher-student interactions (e.g., greeting, positive conversation, high-five) for every negative (disciplinary) interaction (e.g., reprimand) (Sprick, Borgmeier, & Nolet, 2002).

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Emphasizing the Positive in Teacher Requests* (Braithwaite, 2001). The teacher avoids using negative phrasing (e.g., "If you don't return to your seat, I can't help you with your assignment") when making a request of a student. Instead, the teacher request is stated in positive terms (e.g., "I will be over to help you on the assignment just as soon as you return to your seat"). When a request has a positive 'spin', that teacher is less likely to trigger a power struggle and more likely to gain student compliance.

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Greeting Students at the Classroom Door.* A personalized greeting at the start of a class period can boost class levels of academic engagement (Allday & Pakurar, 2007) and promote personal connections with students.

  The teacher spends a few seconds greeting each student by name at the classroom door at the beginning of class.

Motivating Through Personal Connection

Try These Ideas to Improve the Student-Teacher Relationship:

- *Two by Ten: Positively Structuring Teacher-Student Interactions* (Mendler, 2000). The teacher selects a student with whom that instructor wants to build a more positive relationship. The instructor makes a commitment to spend 2 minutes per day for ten consecutive days engaging the student in a positive conversation about topics of interest to that student. NOTE: During those two-minute daily conversations, the teacher maintains a positive tone and avoids talking about the student's problem behaviors or poor academic performance.

InterventionCentral
5-Minute 'Count Down' Timer

05:00

www.interventioncentral.org

Motivating the WON'T DO Student

- Review the *'Won't Do'* reasons for poor student motivation presented.

- Discuss how your school might identify students who have these types of motivation deficits.

- Based on today's suggestions, what strategies might you try with these students?

Won't Do

- **Motivation Deficit 4:** The student is unmotivated because classroom instruction does not engage.

- **Motivation Deficit 5:** The student is unmotivated because he or she fails to see an adequate pay-off to doing the assigned work.

- **Motivation Deficit 6:** The student is unmotivated because he or she lacks a positive relationship with the teacher.

Using Communication Tools That Motivate

Motivational Teacher Tools

Teacher communication strategies are a powerful means to motivate students. In this segment, we look at 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. (Online)

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.

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

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!*

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

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!*

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 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.

Positive Change

...e others to make beneficial
...en…and to single out and
...e 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.

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.

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

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

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

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

Communication Tools to Motivate and Engage. What are simple techniques that educators can use to highlight and encourage 'change talk'?

Communication Tools to Motivate and Engage the Reluctant Student (Handout 1; pp. 29-31)

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Communication Tools to Motivate and Engage the Reluctant Student

When talking with a student who appears reluctant, avoidant, or even oppositional, you can use communication techniques to reduce that learner's defensiveness and steer the conversation toward positive, change-oriented outcomes. While these tools are diverse, they all allow you to avoid pointless argument or confrontation while promoting in the student an increased sense of empowerment and hope.

1	Acknowledging Student Control.

It is a simple fact that the student alone has the power to commit to--or refuse to participate in--a change plan. So teacher statements that frankly emphasize student control can have positive effects. First, such statements underscore personal responsibility and can thus discourage the learner from projecting blame onto others for their own actions; second, they can reduce the likelihood of a student-teacher power struggle by preemptively recognizing the student's control of the situation. Here are sample statements that highlight student control:

"We can talk about a plan to help you to improve your grades in this course. What that plan includes is up to you."

"I've offered you several ideas for getting your homework in.. Which of my ideas or strategies of your own do you want to include in a learning contract?"

"One tool that students often find useful is a learning contract. Let me know if this is something you want to create."

2	Active Listening.

You can use active-listening strategies to signal that you have truly heard and understood the student's concerns. The two elements that make up active listening are restatement and summary.

- During the flow of conversation, you use restatements of what was said by the student strategically to highlight specific comments that you judge significant. For example, a student may state, "I don't like asking for help in class". The teacher judges this to be an important point and restates it: "So you really would like to not have to ask others for help." When used judiciously, restatement conveys that you are paying close attention. Restatements also selectively bring to the student's attention statements that the teacher finds noteworthy.

- Summaries are brief statements in which you 'sum up' a related series of student utterances. For example, a teacher may summarize a student's comments about difficulties in getting homework turned in: "So, you find that the homework is difficult to do and takes a lot of time. Plus you said that it can be hard to find a quiet place at home to do your homework."

Non-Directive Communication Tools

1. Acknowledging Student Control
2. Active Listening
3. Reflection
4. Reframing
5. Positive Redirection
6. Exploratory Questions

These strategies can… reduce the student's defensiveness and steer the conversation toward positive, change-oriented outcomes.

Tools: Acknowledging Student Control

The student alone has the power to commit to--or refuse to participate in--a change plan. So teacher statements that frankly *emphasize student control* can have positive effects.

These statements:

- underscore personal responsibility and can thus discourage projecting blame on others.
- can reduce the likelihood of a power struggle by preemptively recognizing the student's control.

1

Tools: Acknowledging Student Control

Examples:

- *"We can talk about a plan to help you to improve your grades in this course. What that plan includes is up to you."*

- *"One tool that students often find useful is a learning contract. Let me know if this is something you want to create."*

Tools: Active Listening

You can use *active-listening* strategies to signal that you have truly heard and understood the student's concerns.

– You can employ *restatements* of what was said by the student strategically to highlight specific comments that you judge significant. Used judiciously, restatement conveys that you are paying close attention. Restatements also selectively bring to the student's attention statements that the teacher finds noteworthy.

– *Summaries* are brief statements in which you 'sum up' a related series of student utterances.

2

Tools: Active Listening

Restatement Example:

- The student states, *"I don't like asking for help in class".*

  The teacher judges this to be an important point and restates it: *"So you really would like to not have to ask others for help."*

Summary Example:

- A teacher may summarize a student's comments about difficulties in getting homework turned in: *"So, you find that the homework is difficult to do and takes a lot of time. Plus you said that it can be hard to find a quiet place at home to do your homework."*

Tools: Reflection

Reflection statements give you a means of inserting your interpretation or reaction when restating student statements.

Often, reflection serves to express understanding, or empathy, for the student's situation.

3

Tools: Reflection

Example:

- The student says, *"I don't like asking for help in class."*

- The teacher conveys empathy by reflecting: *"I imagine that it would be uncomfortable to bring attention to yourself by asking for help."*

3

Tools: Reframing

When you want the student to consider a different way of looking at a fact, event, or situation, you can employ a *reframing* statement.

4

Tools: Reframing

Example:

- The student says, *"I'm really frustrated because I put so much work into studying for the test and still got a low grade."*

  The teacher puts a different 'spin' on that statement by reframing it: *"Give yourself a little credit here-- at least you are willing to put in the effort to study-and that's a good start."*

4

Tools: Positive Redirection

In any problem-solving conversation, the student can sometimes need a nudge to move from describing the problem to generating solutions.

In *positive redirection*, you can use a student statement as a starting point and then redirect--or 'pivot'-- the student toward a solution-focused action.

5

Tools: Positive Redirection

Example:

- The teacher says to the student: *"You just described obstacles that prevent you from completing your homework.*

  What are some strategies that could help you to overcome these problems?"

5

Tools: Exploratory Questions

At times, you will want to probe a student's statement further or press him or her (gently) for details.

Exploratory questions work well for this purpose. When posting such a question, you restate what was said by the student and ask for clarification.

6

Tools: Exploratory Questions

Examples:

- The teacher says, *"Roy, you mentioned you might want to change your homework routine. What might those changes look like?"*

- The instructor says, *"You say I always pick on you, Sara. Can you give examples when it seems like I've picked on you?"*

NOTE: Exploratory questions can be particularly helpful when a student makes a statement that seems exaggerated. An exploratory question can gently prod the student to 'walk back' more extreme statements.

6

Workbook: Spark/Communication: Activity

Communication Tools to Motivate and Engage the Reluctant Student. As a group, look over the communication tools listed in your handout (Handout 1; pp. 29-31). These tools can be used to encourage and highlight 'change talk'.

Select **any** of these tools that you think might be effective to help you 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.
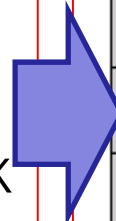
Jim Wright, Presenter   3

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.	

Handout 2; p. 3

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.

Intervention Central

Praise: Effective…and Underused

Praise can be an efficient way to raise the compliance level of whole groups or individual students. However, studies show that praise is seldom used with general education students and is used even less often with special-needs students (Kern & Clemens, 2007).

Source: Kern, L. & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44*, 65-75.

Growth Mindset. Structure your statements to encourage optimism and motivation.
pp. 5-7

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

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

Integrate 'Pro-Growth-Mindset' Statements into Classroom Discourse

In day-to-day communication with students, instructors have many opportunities use growth-mindset principles to infuse their statements with optimism, including:

- praise
- work-prompts
- encouragement
- introduction of assignments

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

Process Praise
"Your writing is improving a lot. The extra time you put in and your use of an outline has really paid off."

Growth Mindset: Teacher Examples
Process Praise

Effective teacher praise has two elements: (1) a 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."

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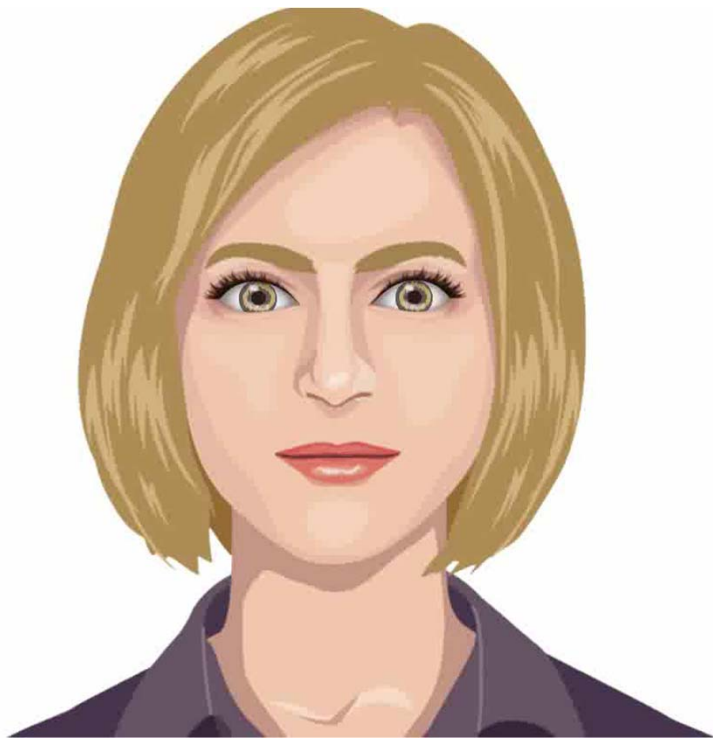
Work Prompt

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.

It's a challenging passage, so if you get stuck, be sure to use your reading fix-up skills.

Remember, it's also OK to ask a neighbor or to come to me for help.

Use your strategies and you will be successful!"

Growth Mindset: Teacher Examples
Work Prompt

When students stop working during an independent assignment, the teacher can structure the "get-back-to-work" prompt to follow a growth-mindset format.

EXAMPLE:

"Sarah, please keep reading....you still have 10 minutes to work on the assignment.	Prompt: Keep Working
It's a challenging passage,	Challenge
so if you get stuck, be sure to use your reading fix-up skills. Remember, it's also OK to ask a neighbor or to come to me for help.	Process: Fix-Up Skills & Help Options
Use your strategies and you will be successful!"	Confidence

185

Encouragement

"I can see that you didn't do as well on this math test as you had hoped, Luis.

Let's review ideas to help you prepare for the next exam.

If you are willing to put in the work, I know that you can raise your score."

Growth Mindset: Teacher Examples
Encouragement

When students have academic setbacks, the teacher can respond with empathy: framing the situation as a learning opportunity, describing proactive steps to improve the situation, and expressing confidence in the learner.

EXAMPLE:

"I can see that you didn't do as well on this math test as you had hoped, Luis.	Empathy
Let's review ideas to help you to prepare for the next exam. If you are willing to put in the work,	Process & Effort
I know that you can raise your score."	Confidence

187

Assignment
"You should plan spend at least 90 minutes on tonight's math homework.

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

But if you give it your best and follow your problem-solving checklist, you should be able to answer them."

Growth Mindset: Teacher Examples
Assignment

The teacher can give assignments a growth-mindset spin-- describing challenge(s), appraising the effort required, reminding what strategies or steps to use, and stating confidently that following the process will lead to success.

EXAMPLE:

"You should plan to spend at least 90 minutes on tonight's math homework.	Effort Needed
When you start the assignment, some problems might look like they are too difficult to solve.	Challenge
But if you give it your best and follow your problem-solving checklist,	Process & Effort
you should be able to answer them."	Confidence

189

'Wise' Feedback. Promote student acceptance of critical instructional feedback.
pp. 8-10

4

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:

- FEEDBACK DESCRIPTION. The teacher describes the nature of the feedback being offered.

- 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.

4

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.

Wise Feedback: Student Paper

Feedback Description
"Your paper met the basic requirements of the assignment but needs work. Please look over my comments. You will see that I give detailed feedback."

High Standards
"The expectation in this class is that you will take your writing to a level suitable for college or business communication."

Assurance of Student Ability
"I have seen your writing—and know that you have the skills and motivation to use my feedback to improve this paper!"

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

Workbook: p. 7

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.

Workbook:

Activity: Using Motivational Teacher Communication Tools

Name (Optional): _____

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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.

Setting Up Conferences that Promote Student Responsibility

Student Conference: Goals

Teachers conference with students to solve problems. Here are 5 specific goals to achieve in any student conference:

- Select one or more problems to be addressed.

- Develop an plan to fix the identified problem(s).

- Motivate the student to take a primary role in solving the problem(s).

- Promote in the student a sense of optimism that the problem(s) can actually be solved.

- Through participation in the conference, prompt the student to develop independence in problem-solving.

Problem-Solving
Student Conference

*Motivate by Visualizing
Benefits & Obstacles*

pp. 32-40

Problem-Solving Student Conference: Motivate by Visualizing Benefits & Obstacles

Description. This conference agenda increases student motivation to achieve a goal by having them:

- visualize the benefits of the goal

- think about the obstacles preventing movement from their current state to the change goal.

- brainstorm solutions to those obstacles.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Problem-Solving Student Conference: Motivate by Visualizing Benefits & Obstacles

- **How It Works.** Visualizing future goals makes them more motivating ('salient') in the present.

  Identifying obstacles to success and brainstorming solutions is a form of stress inoculation—it prepares the student to deal with easily anticipated setbacks to success.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Sample
Form
pp. 36-37

Completed
Example
pp. 38-39

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.

Target: 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'):

Goal: 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:

Visualize: Write down benefits you can imagine experiencing if you meet your goal:

Problem-Solving Student Conference: Steps

1. Set conference expectations

2. Select a problem to target for change

3. Establish the change goal

4. Visualize benefits of the change goal.

5. Identify obstacles to the change-goal and develop an action plan
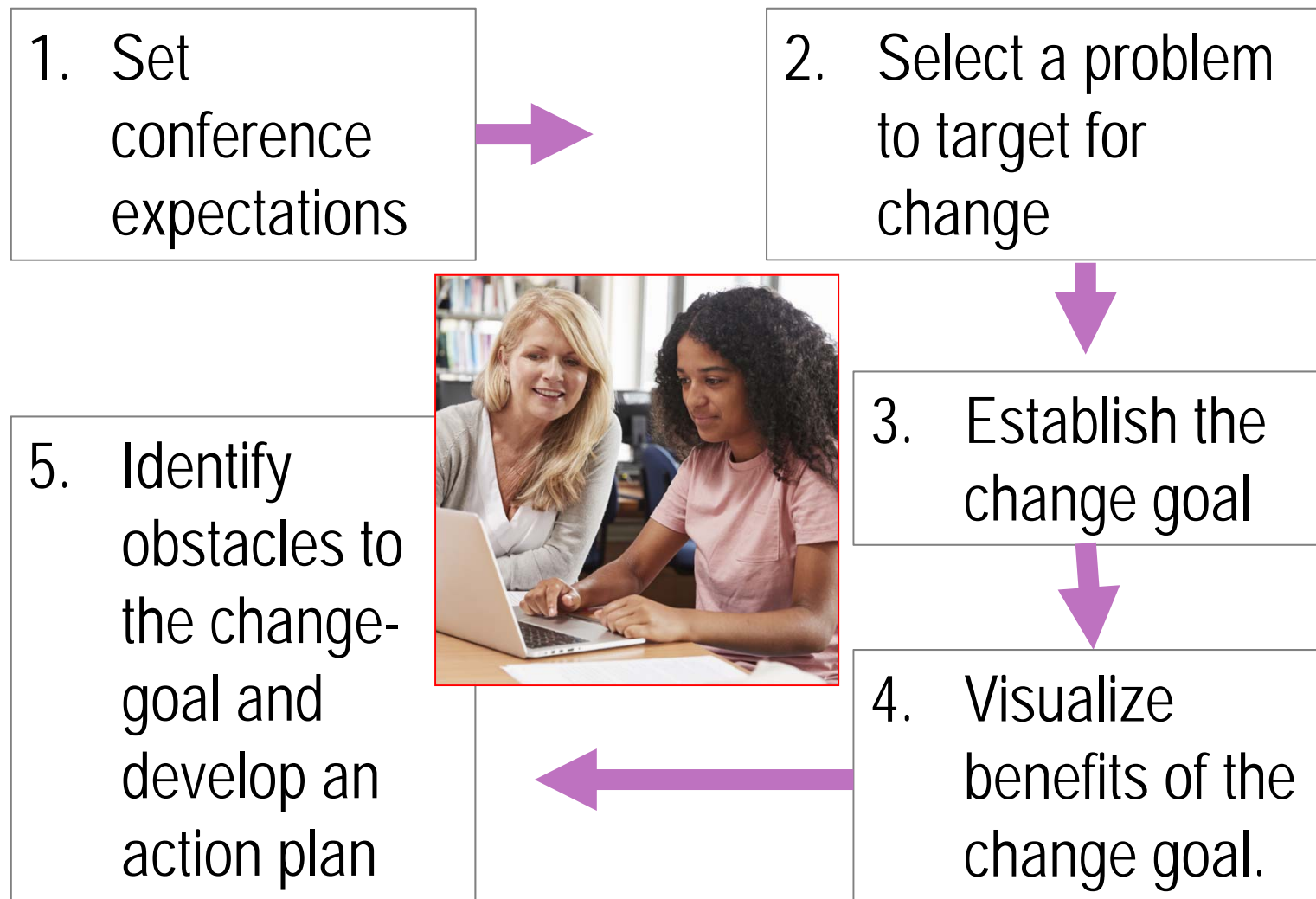
Student-Centered Conference: Steps

1. **Set conference expectations.** The teacher opens with a brief set of talking points that:

   – state the purpose of the conference (to create a student change-plan).

   – emphasize the student's role as full participant who retains control over the creation and content of a change-plan.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

2. **Select a problem to target for change.** Teacher and student agree on a current problem to fix. Examples: limited homework completion; missing work; low grades.

   – If necessary, the teacher can provide direction in identifying the problem.

   – When possible, the teacher and/or student should quantify and record the magnitude of the target problem, e.g., *I have not turned in 30% of my homework assignments"; "I have a class grade average of 50"*).

Target: Write a description of your target problem:

Attendance: I have missed 5 classes in the first marking period.

Source: Oettingen, (Eds.), Social psychological foundations of clinical psychology. (pp. 171-195). New York: The Guilford Press.

Student-Centered Conference: Steps

3. **Establish the change-goal.** Next, teacher and student set the change goal: the goal that the student wishes to accomplish.

    – The change goal is usually obvious: the solution to the target problem chosen in the previous step.

    – The change goal should be stated in clear and specific terms to permit judgment as 'accomplished' or 'not accomplished'.

Goal: Write in the goal that you plan to work toward:

I will miss no more than one class session in the next 5 weeks of school.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

4. **Visualize benefits of the change-goal.** Once a change goal has been set, the teacher directs the student to take a moment to (1) imagine that the student has attained the change goal ; and (2) describe and write down how his or her situation would improve as a result.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

4. **Visualize benefits of the change-goal (Cont.)** Goals that won't be achieved until a future time can lose motivating power ('time discounting'). Visualizing the benefits of a goal can make that goal more reinforcing and therefore more motivating.

Visualize: Write down benefits you can imagine experiencing if you meet your goal:

I will get better grades.

People won't tease me about skipping.

I won't have to keep meeting with my teacher and the counselor.

My mom won't get so many phone calls.

I can pass the course and graduate on time

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

5. **Identify obstacles to the change-goal and develop an action plan.** With the student primed by envisioning a successful change goal, the teacher directs that student to:

    –   contrast the desired goal with his or her current situation;

    –   list obstacles that might prevent movement from the current situation to the change goal;

    –   brainstorm & record one or more ideas to overcome each obstacle.

Source: Oettingen, G., & Gollwitzer, P. M. (2010). Strategies of setting and implementing goals. In J. E. Maddux & J. P. Tangney (Eds.), Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Student-Centered Conference: Steps

5. **Identify obstacles to the change-goal and develop an action plan (Cont.)** The list of obstacles and solutions serves as the student's *action plan* to attain the goal.

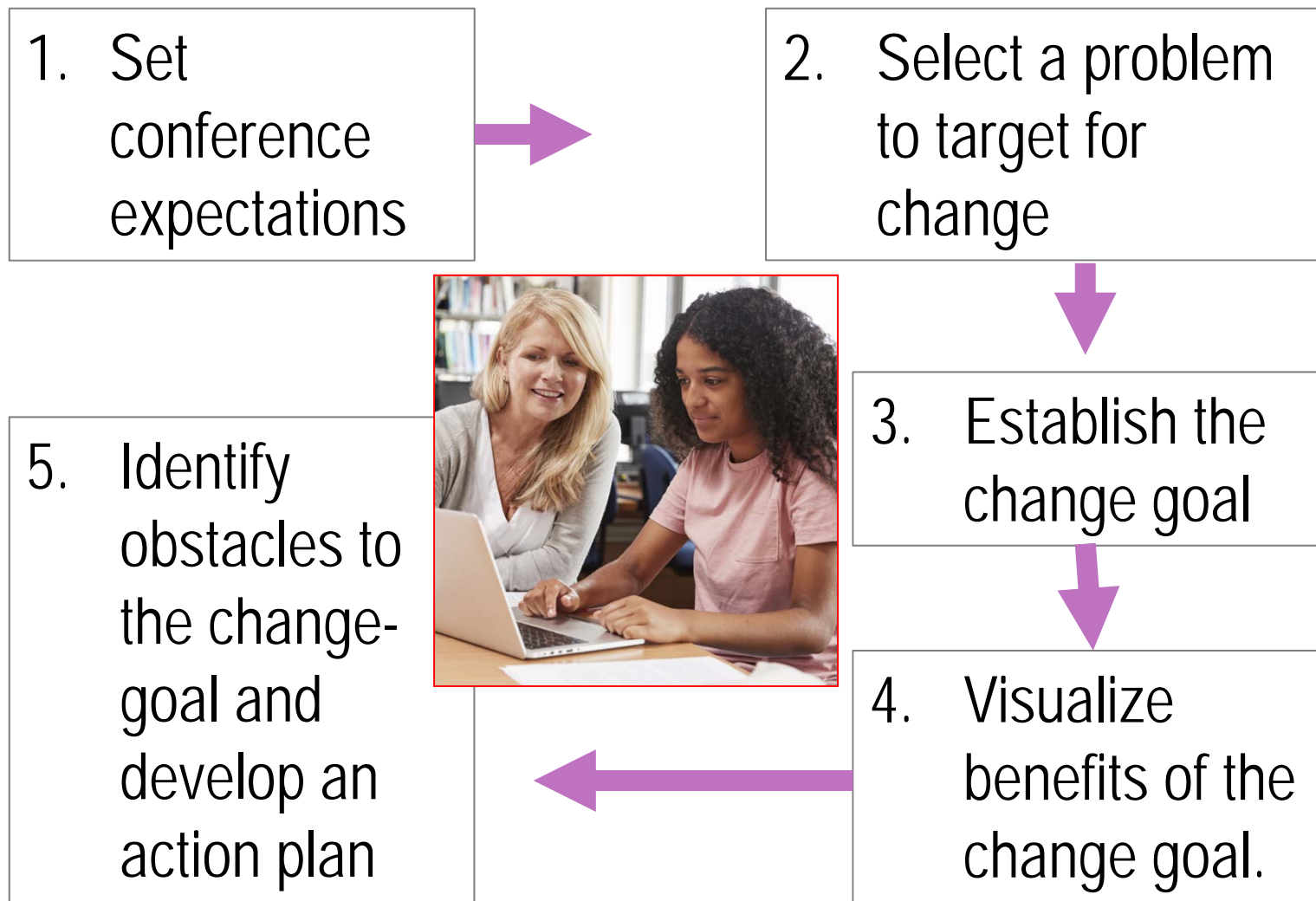| Action Plan: In the left column, write down obstacles that you think might prevent you from achieving your change-goal. In the right column, write down solutions for overcoming each obstacle:	
Obstacles	**Solutions**
I sometimes oversleep	I will go to bed earlier.. I will set my alarm.
I skip class when I haven't done my homework.	I will schedule a regular time each night for doing homework. I will first do nightly homework for this course to be sure it gets done.

Social psychological foundations of clinical psychology. (pp. 114-135). New York: The Guilford Press.

Problem-Solving Student Conference: Take-Away

- Teachers can use the formal conference form and agenda supplied in this workshop.

- However, these key elements can be used in ANY student conference to motivate the student:

  - **Visualize the change goal.** Increases the immediate reinforcing power of the goal.

  - **Identify obstacles and develop a plan to overcome them.** This step is a form of "stress inoculation", as it prepares students for inevitable setbacks and supplies them with an appropriate response.

Problem-Solving Student Conference: Steps

1. Set conference expectations

2. Select a problem to target for change

3. Establish the change goal

4. Visualize benefits of the change goal.

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Learning Contract

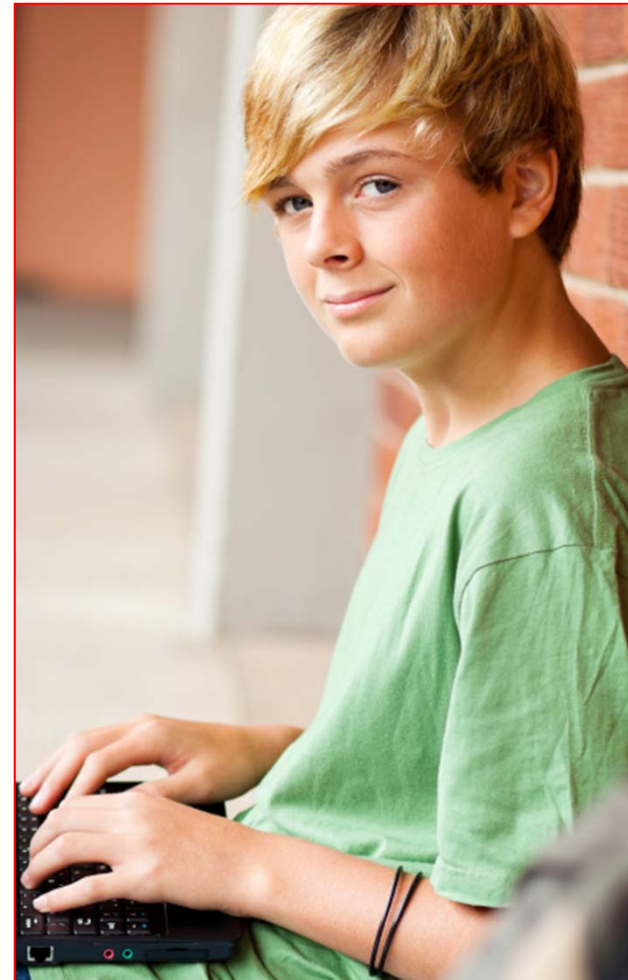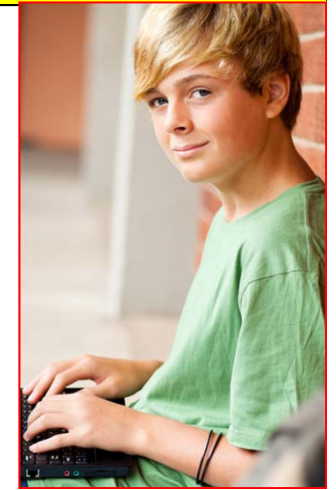*Put Student Commitments in Writing*
pp. 23-25

Russell

Problem: Attendance and preparedness

Intervention: Learning Contract

- **Problem:** Russell is often tardy to his science class. He is also frequently unprepared, not bringing work materials or turning in assignments.

- **Intervention:** Russell's science teacher, Mr. Rappaport, meets with the student during the school's 'extra-help' period. In that session, he works with Russell to develop a **learning contract**.

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.

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

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

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| Teacher | Student | Parent |

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

Learning Con...

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

Learning Contract: Example

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Student Responsibilities--

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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--

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Teacher	Student	Parent

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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.

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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

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

- **Progress-Monitoring:** Mr. Rappaport decides to measure intervention progress using a 4-item Daily Behavior Report (DBR). Each item is scored YES=1/NO=0— so Russell can earn a maximum of 4 points per day.
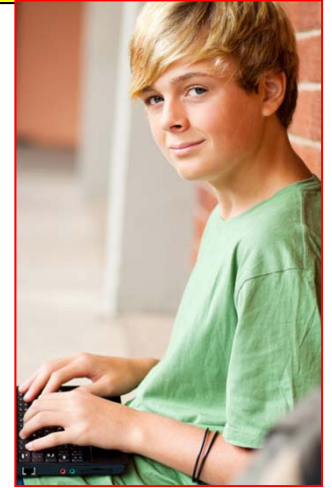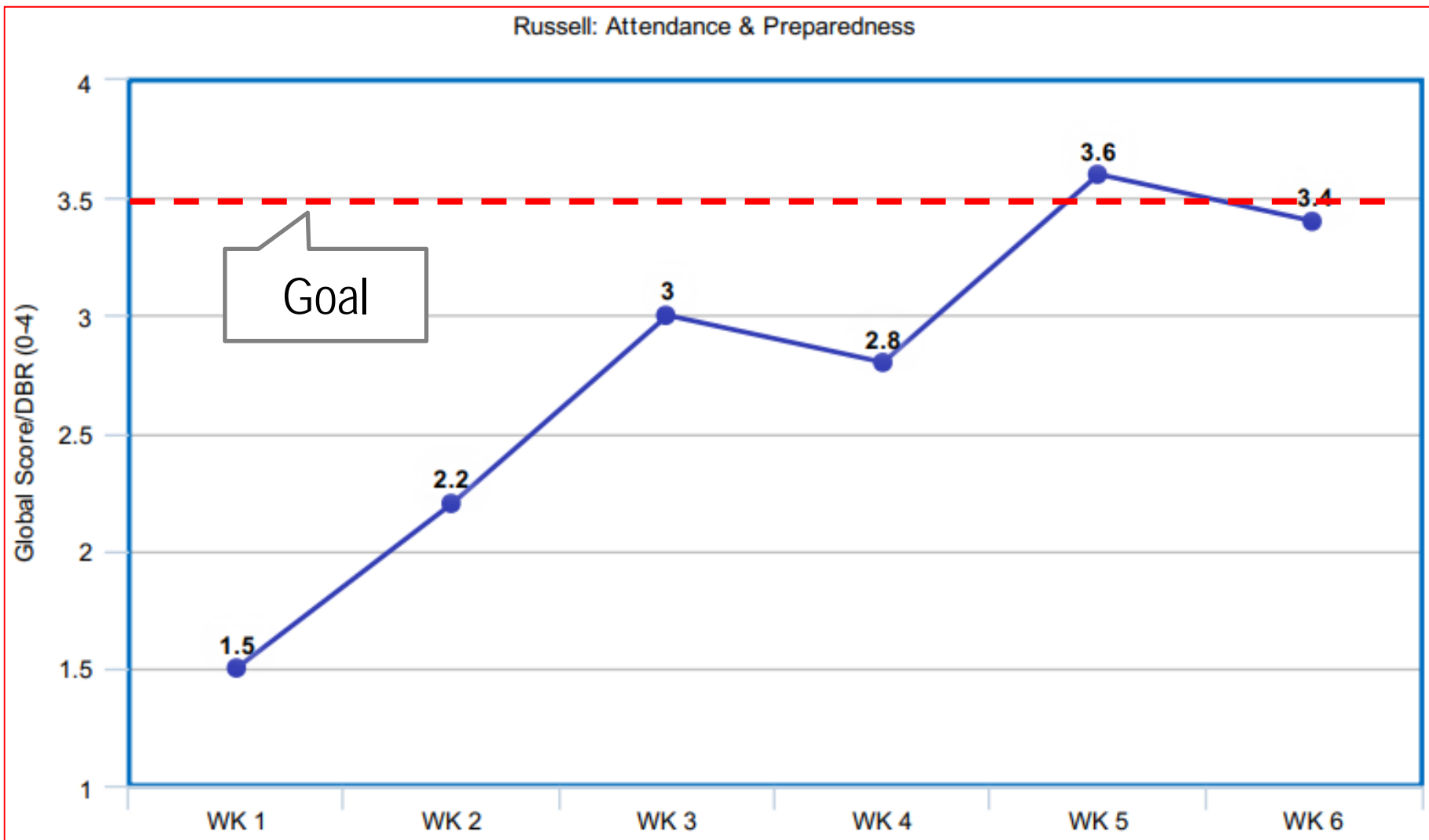
> **Russell was on-time to science class.**
>
> ❏ YES   ❏ NO

To monitor, the teacher calculates average daily scores per week. At **baseline**, Russell earns an average rating of 1.5 pts of 4. The **outcome goal** is that Russell will earn average weekly DBR scores of at least 3.5 pts of 4.

RTI Files
Russell: Grade 10: Attendance & Preparedness

Russell: Attendance & Preparedness

Goal

Learning Contract: Take-Away

- Learning Contracts are a great tool to record the outcome of student & parent conferences.

  The act of creating a Learning Contract provides focus and structure to the meeting while also resulting in a written record of the plan.

Activity: Student Conferences That Motivate

Select **one** of these two conferencing formats to review:

- *Learning Contract*: pp. 23-25

- *Student-Centered Problem-Solving Meeting*: pp. 32-40

Describe how you might use/adapt your selected format use when conferencing with students.

Workshop Agenda: Topics
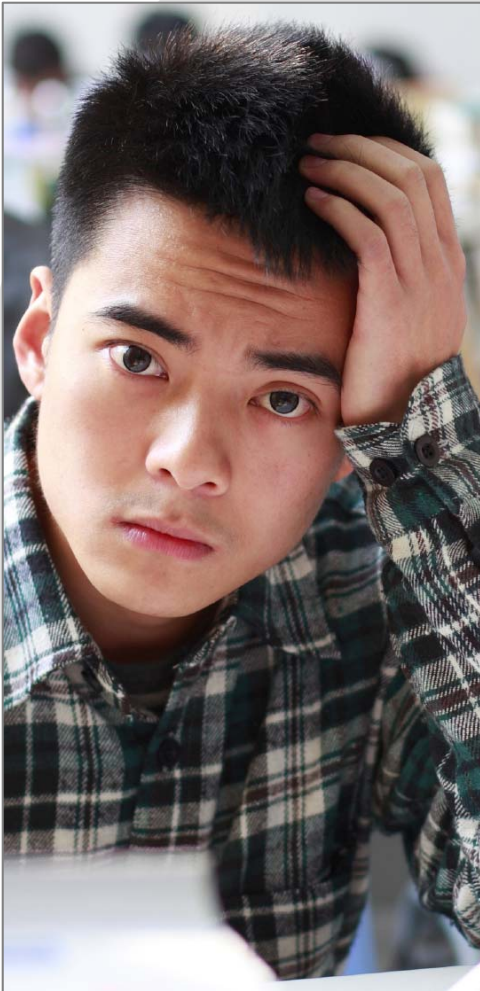
1. **Motivating through 'Nudges'.** How can classrooms be set up in ways that naturally 'nudge' students toward greater motivation?

2. **Lack of Motivation and Its Causes.** What are 6 common reasons why students may lack motivation—& how can teachers respond?

3. **Communicating Optimism.** What communication techniques can teachers use to boost student motivation?

4. **The Student-Centered Conference.** How can teachers structure individual conferences with students to motivate and engage them as problem-solvers?

Activity: Next Steps Plan

Review the key points covered in this communication/motivation training.

Come up with 2-3 **next steps** you intend to take to apply content or resources from the training back in your classroom or school