

The Teacher as Classroom 'First Responder': Strategies to Help the Struggling Learner



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Workshop Agenda

-  1. **Academic Interventions Sampler.** What are examples of interventions to support reading and math skills?
-  2. **Self-Management.** How can checklists help struggling learners to take on challenging tasks?
-  3. **Motivation.** How can teachers structure their statements to promote student optimism and motivation?
-  4. **Progress-Monitoring.** What convenient method can assist teachers in collecting data on student behavioral interventions?
-  5. **Internet Resources.** What free resources are available on the online to help teachers with classroom interventions?

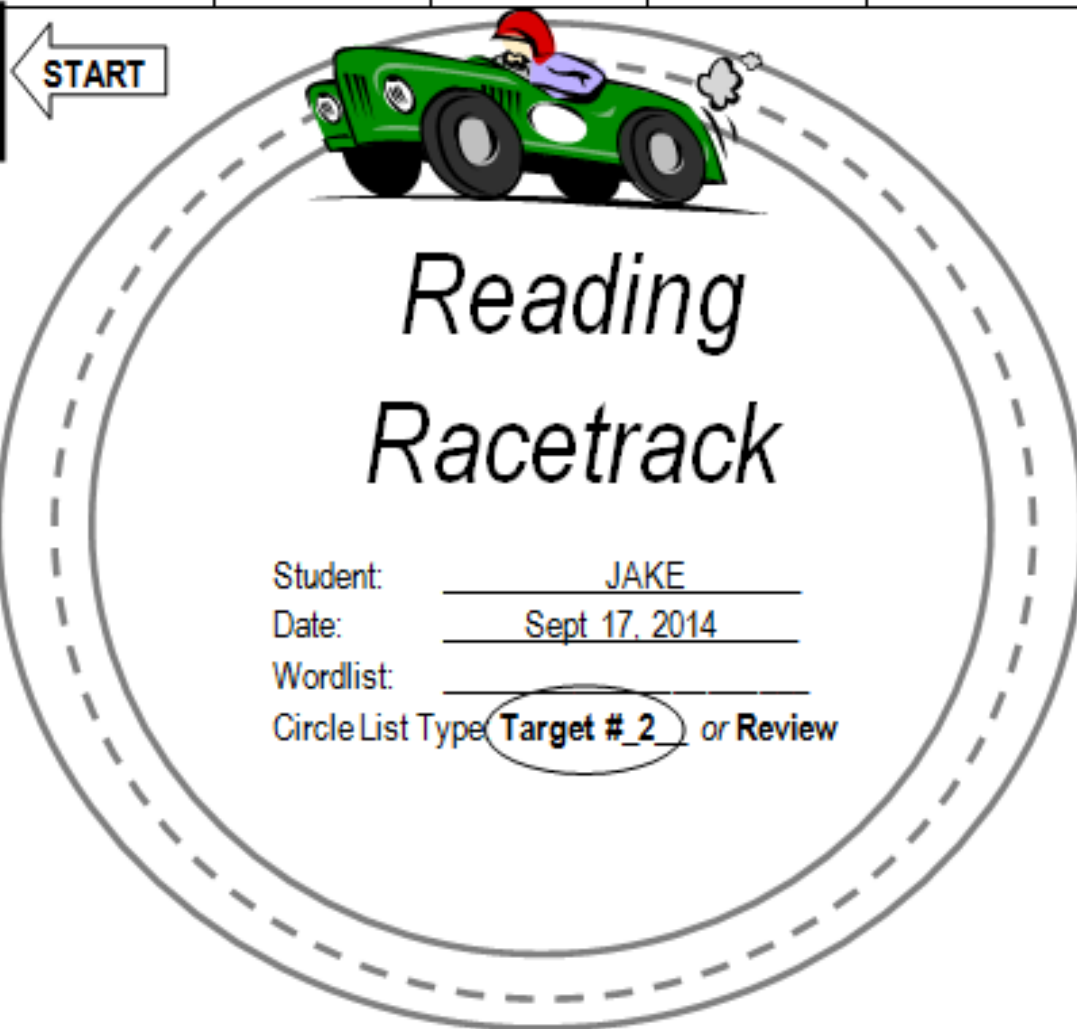
Academic Interventions Sampler. What are examples of interventions to support reading and math skills?

How to...Promote: Sight-Word Vocabulary

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.
- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.
- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.
- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.



26 were	27 five	28 some	25 had	24 know	23 stop	22 then
1 had	<div></div>					21 five
2 five						20 some
3 stop						19 then
4 know						18 were
5 then						17 had
6 were						16 know
7 some						15 stop
8 five	9 stop	10 were	11 had	12 know	13 some	14 then

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education*, 7, 219-233.

Response to Intervention



Reading Racetrack Score Sheet

Student: _____ Wordlist: _____ Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education*, 7, 219-233.

How to...Promote: Reading Fluency

Group-Based Repeated Reading

(Available on Conference Web Page)

An effective *group repeated reading intervention* (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Group-Based Repeated Reading

Preparation. To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.
- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Group-Based Repeated Reading

Procedure. The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. *Passage Preview.* The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy -- Homan, Klesius, & Hite, 1993--ensures that students pay close attention to the tutor's modeling of text.)

Group-Based Repeated Reading

Procedure.

2. *Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times . For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

Response to Intervention Group-Based Repeated Reading

Procedure.

3. *Phrase Drill Error Correction.* At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word--performing this action twice.

Response to Intervention Group-Based Repeated Reading

Procedure.

4. *Contingent Reward.* At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:
 - *When asked to read aloud, I did my best reading.*
 - *When others were reading, I paid close attention.*
 - *I showed good behaviors and followed all directions quickly.*

The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.

Response to Intervention Group-Based Repeated Reading

Procedure.

4. *Contingent Reward (Cont.)* At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoyn, 2010), sticker, or other modest reward.





































Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

	Student 1	Student 2	Student 3
<i>When asked to read aloud, I did my best reading.</i> The degree to which Reading Group Students met this behavior goal  1  2  3	 1  2  3	 1  2  3	 1  2  3
<i>When others were reading, I paid close attention.</i> The degree to which Reading Group Students met this behavior goal  1  2  3	 1  2  3	 1  2  3	 1  2  3
<i>I showed good behaviors and followed all directions quickly.</i> The degree to which Reading Group Students met this behavior goal  1  2  3	 1  2  3	 1  2  3	 1  2  3

Response to Intervention

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: Reading Group Students Date: _____

Rater: Tutor Classroom: _____

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

	Student 1	Student 2	Student 3
<p><i>When asked to read aloud, I did my best reading.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p>1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>When others were reading, I paid close attention.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p>1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>
<p><i>I showed good behaviors and followed all directions quickly.</i></p> <p>How well Reading Group Students did in meeting the behavior goal?</p> <p>1.....2.....3 Poor Fair Good</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>	<p>P F G 1.....2.....3</p>

How to...Promote: Reading Comprehension

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.
- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.
- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.

'Click or Clunk' Check Sheet

MY READING CHECK SHEET*

Name: _____ Class: _____



Sentence Check... "Did I understand this sentence?"

If you had trouble understanding a word in the sentence, try...

- ☐ Reading the sentence over.
- ☐ Reading the next sentence.
- ☐ Looking up the word in the glossary (if the book or article has one).
- ☐ Asking someone.

If you had trouble understanding the meaning of the sentence, try...

- ☐ Reading the sentence over.
- ☐ Reading the whole paragraph again.
- ☐ Reading on.
- ☐ Asking someone.



Paragraph Check... "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...

- ☐ Reading the paragraph over.



Page Check... "What do I remember?"

If you had trouble remembering what was said on this page, try...

- ☐ Re-reading each paragraph on the page, and asking yourself, "What did it say?"

* Adapted from Anderson (1980), Babbs (1994)

Reading Comprehension: Self-Management Strategies

- RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy—to be used as an organizer and verifiable work product.

Read-Ask-Paraphrase (RAP) Sheet

Name:

Date:

Title/Pages of Reading:

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

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

READ-ASK-
PARAPHRASE
(RAP) Sheet:
Reading
Comprehension:
Cognitive Strategy
(Available on
Conference Web
Page)

How to...Promote: Math Fact Fluency

Cover-Copy-Compare: Spelling & Math Facts

In this intervention to promote acquisition of spelling/vocabulary words or math facts, the student is given a sheet with the spelling words or math facts with answers. The student looks at each spelling or math model, covers the model briefly and copies it from memory, then compares the copied version to the original correct model (Skinner, McLaughlin & Logan, 1997).

Cover-Copy-
Compare Math
Fact Student
Worksheet

Math Facts	Student Response
1. $9 \times 7 = 63$	1a. $9 \times 7 = 63$
	1b.
2. $9 \times 2 = 18$	2a.
	2b.
3. $9 \times 4 = 36$	3a.
	3b.
4. $9 \times 1 = 9$	4a.
	4b.
5. $9 \times 9 = 81$	5a.
	5b.
6. $9 \times 6 = 54$	6a.
	6b.
7. $9 \times 3 = 27$	7a.
	7b.
8. $9 \times 5 = 45$	8a.
	8b.
9. $9 \times 10 = 90$	9a.
	9b.
10. $9 \times 8 = 72$	10a.
	10b.

Cover-Copy-Compare Spelling Student Worksheet

Worksheet: Cover-Copy-Compare Student: _____ Date: _____

Spelling Words	Student Response
1. product	1a. product
	1b.
2. laughter	2a.
	2b.
3. string	3a.
	3b.
4. summer	4a.
	4b.
5. distract	5a.
	5b.
6. neighbor	6a.
	6b.
7. stable	7a.
	7b.
8. geography	8a.
	8b.
9. spool	9a.
	9b.
10. strict	10a.
	10b.

Fold Line

Self-Management. How can
checklists help struggling
learners to take on challenging
tasks?

“ *The secret of getting ahead is getting started.* ”

-Mark Twain

Reducing Complexity in the Classroom...Checklists

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Checklist for Academic Skills: Make the Complicated Simple (Alter, Wyrick, Brown, & Lingo, 2008). When the student must apply several steps to complete a complex academic task, the teacher can give the student a checklist detailing each step and instructions for completing it.

Before the activity, the student is prompted to preview the checklist; after the activity, the student uses the checklist to review the work.

ADHD

ODD

GAD

Behavioral Checklist: Academic Example: Cognitive Strategy



<i>Math Word Problem: Problem-Solving Checklist</i>	
WHEN COMPLETING A MATH WORD PROBLEM, THE STUDENT FOLLOWS THESE STEPS:	
1.	READING THE PROBLEM. The student reads the problem carefully, noting and attempting to clear up any areas of uncertainty or confusion (e.g., unknown vocabulary terms).
2.	PARAPHRASING THE PROBLEM. The student restates the problem in his or her own words.
3.	DRAWING THE PROBLEM. The student creates a drawing of the problem, creating a visual representation of the word problem.
4.	CREATING A PLAN. The student decides on the best way to solve the problem and develops a plan to do so.
5.	PREDICTING THE ANSWER. The student estimates or predicts what the answer to the problem will be. The student may compute a quick approximation of the answer, using rounding or other shortcuts.
6.	COMPUTING THE ANSWER. The student follows the plan developed earlier to compute the answer to the problem.
7.	CHECKING THE ANSWER. The student methodically checks the calculations for each step of the problem. The student also compares the actual answer to the estimated answer calculated in a previous step to ensure that there is general agreement between the two values.

SOURCE: Montague, M. (1992). The effects of cognitive and metacognitive strategy instruction on the mathematical problem solving of middle school students with learning disabilities. *Journal of Learning Disabilities*, 25, 230-248.

Antecedents: Strategies That ENCOURAGE Goal Behaviors

Checklist for Challenging Situations: Script Transition Times (McCoy, Mathur, & Czoka, 2010). Students often struggle with the complexity of managing multi-step routines such as transitioning between classroom activities or moving to different locations within the school.

Teachers can assist by making up step-by-step checklists that 'walk' the student incrementally through the routine. Instructors can use these checklists as guides to teach and measure student success in navigating transitions. Just as important, the student can use the checklist as a prompt and guide to follow the expected steps.

ADHD

ODD

GAD

Behavioral Checklist: General Behavior

Example: Routine/Transition



Start-of-Class Checklist

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



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.

Self-Check Behavior Checklist Maker

[View](#) [Edit](#) [Outline](#) [Track](#) [Configure Tool](#)

Self-Check Behavior Checklist Maker



Create customized checklists for students to monitor their own classroom behaviors

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

Untitled Document

[Save](#) [Save as...](#)

[Start New Checklist](#)

Self-Check Behavior Checklist Maker

Students who track their own behaviors gain greater control over those behaviors. Self-Check Behavior Checklist Maker is a free application that allows teachers to quickly create checklists that students can use to monitor their behavior in the classroom. Behavior checklists can be used to help both general-education and special-needs students to manage their behaviors in academically demanding and least-restrictive settings. (For suggestions on how to use behavior checklists, download [How To: Improve Classroom Behaviors Using Self-Monitoring Checklists.](#))

Directions

Click [HERE](#) to download the full [Self-Check Behavior Checklist Maker manual](#).

- To browse student self-monitoring items, select any of the categories from the 'Select Checklist' drop-down

Motivation. How can teachers structure their statements to promote student optimism and motivation?



Mindsets: Determining Limits on Potential

Research in cognitive psychology (Dweck, 2006) demonstrates that individuals' performance as learners is profoundly influenced by

- their perceptions of their intelligence and/or abilities and
- their reinforcing these perceptions through an ongoing monologue as they encounter new challenges.

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**.

Beliefs About Mindsets: Fixed vs. Growth

- Fixed Mindset	+ Growth Mindset
<p>Intelligence (general ability) is fixed. Effort plays a minor role in determining one's level of accomplishment.</p> <p>Thus, setbacks are viewed as a lack of ability and result in the student "giving up or withdrawing effort" (Blackwell, et al., 2015).</p>	<p>Intelligence and other attributes are 'malleable'--they can increase with effort.</p> <p>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).</p>

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."

Contrasting Mindsets: Responses to Setbacks

- Fixed Mindset: The student may:

- give up
- withdraw effort
- 'disidentify' with challenge
subject: e.g., *"I don't like math much anyway."*
- be at greater risk for cheating

+ Growth Mindset: The student will:

- view setback as an opportunity for learning
- increase effort
- figure out deficiencies in work or study processes and correct them

Mindsets: Fixed vs. Growth

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

Dr. Carol Dweck

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), **growth-mindset** students tend to do **significantly better** than their fixed-mindset peers.

Fixed-Mindset Statements: What NOT to Say

Fixed-mindset statements are those that reinforce the (untrue) idea that individuals have a fixed quantity of 'ability' that cannot expand much despite the learner's efforts. Here are statements to avoid, because they send a fixed-mindset message to students:

- *"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."*



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

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

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any 'help' resources.

Mindsets: The Power to Help or Hinder Student Motivation

Motivation is central to student academic achievement. And research shows that there is one crucial factor that greatly impacts academic engagement and performance: whether a student has a 'fixed' or 'open' mindset (Dweck, 2006). Students with a *fixed mindset* view intelligence, or general ability, as having a fixed upward limit. Viewed from this perspective, accomplishments are explained largely by one's intellectual potential, with effort playing only a minor role. In contrast, students with a *growth mindset* see intelligence as 'malleable': they have faith that increased effort will result in more effective learning and accomplishment. When *growth-mindset* learners are challenged by academic tasks, they interpret these struggles as "an opportunity for growth, not a sign that a student is incapable of learning" (Paunesku et al, 2015; p. 785).

Why should teachers be concerned about students having a fixed mindset? When such students encounter difficulty or setbacks, they are likely to respond by becoming discouraged, withdrawing effort, or even giving up entirely. Of even more concern, a fixed mindset can result in learners 'disidentifying' with (i.e., disengaging from) those academic subjects or tasks that they find difficult. Research indicates that rates of cheating may also be higher among students with a fixed mindset (Blackwell, Trzesniewski & Dweck, 2007).

Yet students with a growth mindset have a much more positive reaction to setbacks. When they experience difficulty with schoolwork, they respond by viewing the setback as an opportunity to learn, putting more effort into mastering the task, and analyzing where their work or study processes fall short and correcting them. It's no surprise, then, that—because growth-mindset learners remain optimistic and engaged in the challenging task—they are likely to be successful (Blackwell, Trzesniewski & Dweck, 2007).

Teachers have an important role to play in promoting a growth mindset among their students. First and foremost, instructors should take care not to use statements in their classrooms that reinforce a fixed-mindset. For example, a teacher who says "Excellent essay, Rebecca. You are a natural-born writer" is implying that writing is an innate talent, immune to skill-building. Similarly, when an instructor responds to the student with a poor math-test grade, "That's OK. Not everyone is good at math", the educator has suggested that "math ability" is a fixed quantity that cannot expand much despite the learner's efforts.

On the other hand, when instructors structure their statements of praise, process feedback, and encouragement to reflect a growth-mindset attitude, even learners with a habitual negative fixed-mindset attitude can receive a boost of optimism and motivation. 'Growth mindset' statements can be as varied as the educators, students, and situations they address. However, they typically:

- lay out a specific process for moving forward.
- recognize difficulties or struggles to be faced and frame them as opportunities to learn.
- convey optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any 'help' resources.

In their day-to-day communication with students, instructors have many opportunities to craft statements according to growth-mindset principles. Below is a sampling of statements—praise, work-prompts, encouragement, introducing of assignments—that teachers can use to foster motivation in their classrooms:

Praise

Effective teacher praise has two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher (Hawkins & Helin, 2011). Because this 'process praise' ties performance directly to effort, it reinforces a growth mindset in students who receive it. Here is an example of process praise:



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.

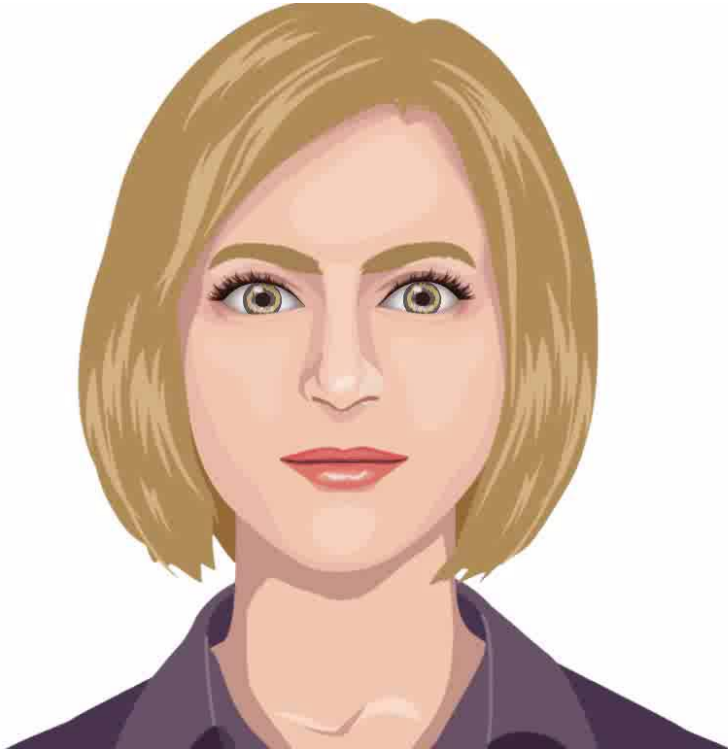
EXAMPLE:

Approval

Performance

"Your writing is improving a lot."

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



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,

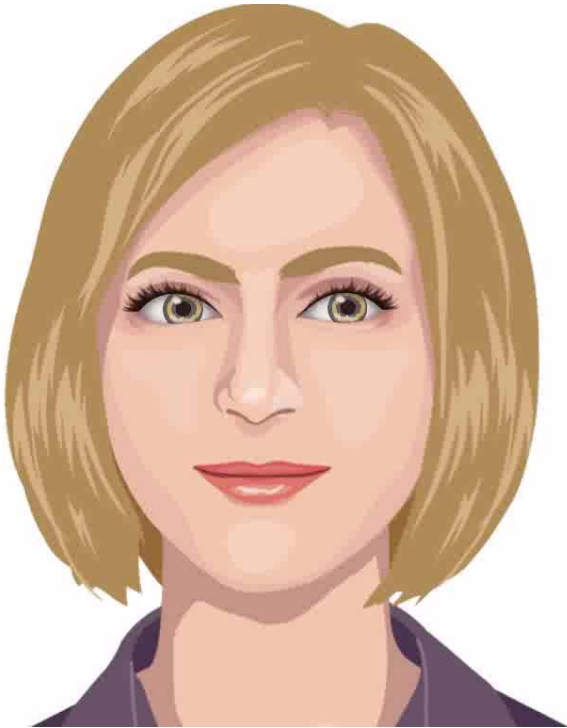
Challenge

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



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



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

Teachers' growth-mindset statements are as varied as the students and situations they address. However, they tend to include these elements:

- **Process.** Lays out a specific process for moving forward.
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- **Confidence.** Conveys optimism that the student can and will move toward success if the learner puts in sufficient effort, follows the recommended process, and makes appropriate use of any 'help' resources.

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



Growth-Mindset Statement: A Motivational Push

Research studies have shown that even students with an ingrained 'fixed-mindset' view of academics can gain a brief motivation 'push' when the teacher reframes a past, present, or future learning activity in 'growth mindset' terms.

Each classroom, then, becomes its own motivational micro-climate.

And with the teacher's continued expression of an optimistic, growth-mindset view, students are more likely to apply more effort, attain greater success, and become self-directed learners.



Growth Mindset: Scenario

Brian: Work Prompt

"Brian, it's time to start your math deskwork. You see that there are 10 word problems, which may seem like a lot.

But remember to use your checklist. It will take you through the right steps to solve each problem.

Follow the checklist and you should be OK. If you need help, though, just raise your hand."

Growth-mindset statements address:

- **Process.** Lays out a specific process for moving forward.
- **Challenge(s).** Recognizes difficulties or struggles to be faced and frames them as opportunities to learn.
- **Confidence.** Conveys optimism that the student can and will move toward success with effort.

Progress-Monitoring. What convenient method can assist teachers in collecting data on student behavioral interventions?

Behavior Report Cards

- **What It Is.** A behavior report card is a type of rating scale that the teacher fills out on a regular basis--e.g., daily-- to rate targeted student behaviors (Riley-Tillman, Chafouleas, & Briesch, 2007).

Behavior Report

Card Example:

Roy: ADHD

Roy: Classroom Attention

Student Name: Roy Date: _____

Rater: Wright Classroom: _____

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

Roy spoke respectfully and complied with Mrs. Smith's requests within 1 minute without argument or complaint.

Did Roy succeed in this behavior goal?

☐ YES ☐ NO

Roy sat in class without fidgeting or squirming more than most peers.

Percentage of times Roy showed this behavior out of total opportunities to engage in it

0%.....10%.....20%.....30%.....40%.....50%.....60%.....70%.....80%.....90%.....100%

Roy left his seat only with permission during academic periods.

The degree to which Roy met this behavior goal



1



2



3

Roy took notes on lecture content, capturing the essential information presented.

How well Roy did in meeting the behavior goal?

1.....2.....3

Poor

Fair

Good

I have reviewed this completed Behavior Report with my child.

Parent Signature: _____ Date: _____

Comments:

5. Behavior Report Cards

- **When to Use It.** Behavior report cards are an optimal measurement tool for teachers to use in tracking classroom behaviors.

Behavior report cards have several advantages: They are quick to complete, can be customized by the teacher to measure any observable behavior, and are an excellent vehicle for communicating classroom behavioral expectations to students and parents.

5. Behavior Report Cards

- **How to Assess and Where to Find Materials.** Classroom behaviors that can be assessed via a BRC are specific, observable behaviors that relate to such categories as general conduct (e.g., remaining in seat, calling out), compliance (e.g., following teacher directives); and academic readiness and engagement (e.g., paying attention to the teacher during a lesson, completing independent seatwork, bringing work materials to class).
- Teachers can use a free online app to create custom BRCs in PDF format.

Behavior Report Card Maker

- Helps teachers to define student problem(s) more clearly.
- Reframes student concern(s) as replacement behaviors, to increase the likelihood for success with the academic or behavioral intervention.
- Provides a fixed response format each day to increase the consistency of feedback about the teacher's concern(s).
- Can serve as a vehicle to engage other important players (student and parent) in defining the problem(s), monitoring progress, and implementing interventions.

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

Behavior Report Card Maker

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

Roy's Report Card

[Save](#) [Save as...](#) [Switch to Expert Mode](#) [Start New Report Card](#)

Step 1

Enter the basic form information

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

Report card title ?	Person to fill out the report card ?
<input type="text" value="Roy's Behavior Report Card"/>	<input type="text" value="Mr. Wright"/>
Directions ?	Student's classroom ?
<input type="text" value="Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal."/>	<input type="text" value="Room 345"/>
	Student's first and last name ?
	<input type="text" value="Roy"/> <input type="text" value="Atkins"/>
	Gender ? <input type="text" value="male"/> ▼
Font family ? <input type="text" value="san serif"/> ▼ Font size ? <input type="text" value="10 pt"/> ▼	
<input checked="" type="checkbox"/> Append signature section ?	
Instructions for report card signer ?	Person to sign the report card ?
<input type="text" value="I have reviewed this completed Behavior Report with my child."/>	<input type="text" value="Parent"/>

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Motivating through Personal Connection.

Students can gain motivation when they feel they are recognized and valued by their teacher.



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:

- *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.