Finding the Spark: How to Give Students the Tools to Manage Their Own Learning

Jim Wright

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Workshop PPTs and handout available at:

Response To Intervention – RTI Resources

Response to Intervention

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WS28: Finding the Spark: How to Give Students the Tools to Manage Their Own Learning
Jim Wright, Presenter

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Workshop Handouts & PPTs Available at:
www.interventioncentral.org/NASP_2015.php
Learning is “giving personal meaning to public knowledge”.

Response to Intervention (RTI) as a model to facilitate inclusion for students with learning and behaviour problems.

**ACADEMIC RTI**
- **Tier 1: Universal**
  - Core Instruction: 80%
  - Effective group instruction
  - Universal academic screening
  - Academic interventions for struggling students

- **Tier 2: At-Risk Students**
  - 15%
  - Small-group interventions to address off-grade-level academic deficits
  - Regular progress-monitoring

- **Tier 3: High-Risk Students**
  - 5%
  - Diagnostic assessment of academic problems
  - RTI Team Meetings
  - Customized/intensive academic intervention plan
  - Daily progress-monitoring

**BEHAVIORAL RTI**
- **Tier 1: Universal**
  - Classroom Management: 80%
  - Clear behavioral expectations
  - Effective class-wide management strategies
  - Universal behavior screening

- **Tier 2: At-Risk Students**
  - 15%
  - Small-group interventions for emerging behavioral problems
  - Regular progress-monitoring

- **Tier 3: High-Risk Students**
  - 5%
  - Functional Behavioral Assessments (FBAs)
  - Behavior Intervention Plans (BIPs)
  - Wrap-around RTI Team meetings
  - Daily progress-monitoring

Common Core State Standards Initiative
http://www.corestandards.org/

View the set of Common Core Standards for English Language Arts (including writing) and mathematics being adopted by states across America.
Core Standards & Student Motivation/Self-Regulation

Grade 5 students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b. Follow agreed-upon rules for discussions and carry out assigned roles.
   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS: ELA: Speaking & Listening Standards: K-5

Response to Intervention

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   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
c. Engages in Q&A turn-taking and contributes ideas to discussion

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Core Standards & Student Motivation/Self-Regulation

d. Reviews discussion content to summarize learning, draw conclusions.

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# Response to Intervention

## Teacher Tools for Student Self-Management: A Mosaic

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<tr>
<th>Instruction-Friendly Definitions of Motivation &amp; Self-Regulation</th>
<th>Framework to Identify Type of Motivation Blocker(s)</th>
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[www.interventioncentral.org](http://www.interventioncentral.org)
Deciphering Motivation & Self-Regulation. What are useful ways to define these terms?
Definitions of ‘Motivation’

Motivation “refers to a student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process.”

“Motivation is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior.”


Source: Excerpted from Chapter 11 of Biehler/Snowman, PSYCHOLOGY APPLIED TO TEACHING, 8/e, Houghton Mifflin, 1997.
Unmotivated Students: What Works

Motivation can be thought of as having two dimensions:

1. the student’s expectation
   of success on the task
   Multiplied by

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

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.

Intrinsic vs. Extrinsic Motivation

“...an extrinsically motivated behavior refers to behavior controlled by stimuli external to the task.”

“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.”

p. 345

Intrinsic Motivation: Is There Any Utility to This Construct?

By definition, intrinsic motivation is supported by the reinforcing quality of the activity alone. As a construct, ‘intrinsic motivation’ may be untestable, because the reinforcer cannot be directly observed or experimentally manipulated.

“Intrinsic motivation has been defined as behaviors performed in the absence of observable external reinforcement. Defining any construct in terms of what it is not does little to advance the course of science.”

p. 358

Big Ideas: The Four Stages of Learning Can Be Summed Up in the ‘Instructional Hierarchy’

(Haring et al., 1978)

Student learning can be thought of as a multi-stage process. The universal stages of learning include:

• Acquisition: The student is just acquiring the skill.
• Fluency: The student can perform the skill but must make that skill ‘automatic’.
• Generalization: The student must perform the skill across situations or settings.
• Adaptation: The student confronts novel task demands that require that the student adapt a current skill to meet new requirements.

Reframing ‘Intrinsic Motivation’ as the Handiwork of Good Teachers

- When a student appears to be ‘intrinsically motivated’ to complete a task, that student has advanced through the stages of the Instructional Hierarchy to independence.

To reach his or her current state of academic competence, however, the student needed to move through the usual stages of learning and required lots of close teacher support, encouragement, and extrinsic reinforcement.

When students are observed who seem to be ‘intrinsically motivated’ by academics, then, it’s likely that we are observing the excellent handiwork of past teachers!
Student Motivation: Reframing the Issue in Observable (and Fixable) Terms

Step 1: Redefine ‘motivation’ as academic engagement: e.g., The student chooses “to engage in active accurate academic responding” (Skinner, Pappas, & Davis, 2005).

Step 2: Build staff support for this mission statement: “When a student appears unmotivated, it is the school’s job to figure out why the student is unmotivated and to find a way to get that student motivated.”

Tamara & Jack: Contrasting Learners

Has several favorite study techniques that help her to fully comprehend challenging reading assignments.

+ Cognitive Strategy Use

Completes a single reading of any assigned text, whether he understands the content or not.

- Cognitive Strategy Use
Tamara & Jack: Contrasting Learners

Attends all classes, takes full notes, has a strong homework routine, and is developing solid time management skills.

+ **Academic Survival Skills**

Takes sporadic notes, lacks a consistent homework routine, and has difficulty planning multi-step academic tasks such as writing a research paper.

- **Academic Survival Skills**
Tamara & Jack: Contrasting Learners

Reflects on her work habits and academic performance—and makes adjustments as needed.

+ Self-Monitoring

Seldom sets academic goals of any kind and pays little attention to work performance.

- Self-Monitoring
Tamara & Jack: Contrasting Learners

Will seek out teachers immediately if she has a problem with coursework and is able to advocate for her learning needs.

+ Negotiation/Advocacy

Avoids meeting with teachers unless forced to—and says little during those instructor conferences.

- Negotiation/Advocacy
Self-Regulation: Motivation...With a Plan

“Self-regulation of learning involves learners setting goals, selecting appropriate learning strategies, maintaining motivation, engaging in self-monitoring, and evaluating their own academic progress.” p. 451

Crafting Definitions...Motivation and Self-Regulation

- At your tables:

- Review the definitions provided here for ‘motivation’ and ‘self-regulation’.

- Discuss a process that you might follow in your school to develop shared definitions for these terms that will encourage teacher intervention.

- **Motivation** is academic engagement: the student chooses “to engage in active accurate academic responding” (Skinner, Pappas, & Davis, 2005).

- **Self-regulation** of learning involves learners setting goals, selecting appropriate learning strategies, maintaining motivation, engaging in self-monitoring, and evaluating their own academic progress.” (Bembenutty, 2011)
Analyzing Motivation. How can teachers identify the reason(s) that a student is not motivated and select intervention strategies that will be effective?
Response to Intervention

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


Six Reasons Why Students Are Unmotivated (And What Teachers Can Do)

• This handout provides guidance to teachers in identifying why a student lacks motivation and what general strategies are recommended in the research.

• The teacher then has latitude to use the general guidelines and the research that supports them as a starting-point for their own intervention ideas to boost motivation.
Six Reasons That Students Are Unmotivated
(And What Teachers Can Do)

**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.

- Profile of a Student with This Motivation Problem:
  The student lacks essential skills required to do the task.
Motivation Deficit 1: Cannot Do the Work

- **Profile of a Student with This Motivation Problem (Cont.):**
  Areas of deficit might include:

- *Basic academic skills.* Basic skills have straightforward criteria for correct performance (e.g., the student defines vocabulary words or decodes text or computes ‘math facts’) and comprise the building-blocks of more complex academic tasks (Rupley, Blair, & Nichols, 2009).

- *Cognitive strategies.* Students employ specific cognitive strategies as “guiding procedures” to complete more complex academic tasks such as reading comprehension or writing (Rosenshine, 1995).

- *Academic survival skills.* General skills that are crucial to academic survival (or ‘academic enablers’; DiPerna, 2006) are not tied to specific academic knowledge but rather aid student learning across a wide range of settings and tasks (e.g., organizing work materials, time management).
Motivation Deficit 1: Cannot Do the Work (Cont.)

- **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 Verify the Presence of This Motivation Problem:
The teacher collects information (e.g., through observations of the student engaging in academic tasks; interviews with the student; examination of work products, quizzes, or tests) demonstrating that the student lacks basic skills, cognitive strategies, or academic survival skills essential to the academic task.
Motivation Deficit 1: Cannot Do the Work (Cont.)

• **How to Fix 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

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

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<td>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, &amp; Boice, 2008, Rosenshine, 2008).</td>
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## How to: Implement Strong Core Instruction

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

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

*Provide ‘Scaffolding’ Support*

- **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).

- **Talk-Alouds/Think-Alouds.** Verbal explanations are given to explain cognitive strategies: ‘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).
Motivation Deficit 1: Cannot Do the Work (Cont.)

Provide ‘Scaffolding’ Support

- **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).

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

Provide ‘Scaffolding’ Support

- **Collaborative Assignments.** Students have frequent opportunities to work collaboratively—in pairs or groups. (Baker, Gersten, & Lee, 2002; Gettinger & Seibert, 2002).

- **Checks for Understanding.** The instructor regularly checks for student understanding by posing frequent questions to the group (Rosenshine, 2008).
Motivation Deficit 1: Cannot Do the Work (Cont.)

Provide ‘Scaffolding’ Support

- **Group Responding.** The teacher ensures full class participation and boosts levels of student attention by having all students respond in various ways (e.g., choral responding, response cards, white boards) to instructor questions (Rosenshine, 2008).

- **High Rate of Student Success.** The teacher verifies that students are experiencing at least 80% success in the lesson content to shape their learning in the desired direction and to maintain student motivation and engagement (Gettinger & Seibert, 2002).
Motivation Deficit 1: Cannot Do the Work (Cont.)

*Provide ‘Scaffolding’ Support*

- **Brisk Rate of Instruction.** The lesson moves at a brisk rate—sufficient to hold student attention (Carnine, 1976; Gettinger & Seibert, 2002).

- **Fix-Up Strategies.** Students are taught fix-up strategies (Rosenshine, 2008) for use during independent work (e.g., for defining unknown words in reading assignments, for solving challenging math word problems).
Motivation Deficit 1: Cannot Do the Work (Cont.)

Give Timely Performance Feedback

- **Regular Feedback.** The teacher provides timely and regular performance feedback and corrections throughout the lesson as needed to guide student learning (Burns, VanDerHeyden, & Boice).

- **Step-by-Step Checklists.** For multi-step cognitive strategies, the teacher creates checklists for students to use to self-monitor performance (Rosenshine, 2008).
Motivation Deficit 1: Cannot Do the Work (Cont.)

Provide Opportunities for Review & Practice

- **Spacing of Practice Throughout Lesson.** The lesson includes practice activities spaced throughout the lesson. (e.g., through teacher demonstration; then group practice with teacher supervision and feedback; then independent, individual student practice) (Burns, VanDerHeyden, & Boice).
Motivation Deficit 1: Cannot Do the Work (Cont.)

Provide Opportunities for Review & Practice

☑ Guided Practice. When teaching challenging material, the teacher provides immediate corrective feedback to each student response. When the instructor anticipates the possibility of an incorrect response, that teacher forestalls student error through use of cues, prompts, or hints. The teacher also tracks student responding and ensures sufficient success during supervised lessons before having students practice the new skills or knowledge independently (Burns, VanDerHeyden, & Boice, 2008).
Motivation Deficit 1: Cannot Do the Work (Cont.)

Provide Opportunities for Review & Practice

☐ **Support for Independent Practice.** The teacher ensures that students have adequate support (e.g., clear and explicit instructions; teacher monitoring) to be successful during independent seatwork practice activities (Rosenshine, 2008).

☐ **Distributed Practice.** The teacher reviews previously taught content one or more times over a period of several weeks or months (Pashler et al., 2007; Rosenshine & Stevens, 1995).
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Motivation Deficit 2: The student is unmotivated because the ‘response effort’ needed to complete the assigned work seems too great.

- Profile of a Student with This Motivation Problem:
  Although the student has the required skills to complete the assigned work, he or she perceives the ‘effort’ needed to do so to be so great that the student loses motivation.
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 toVerify the Presence of This Motivation Problem:
The teacher first checks to see that the student has the requisite skills needed for academic success. The teacher then looks for evidence that, in specific situations, the student is reluctant to undertake academic tasks because they are perceived to require too much effort.

Tell-tale signs that a student may be unmotivated because of the required response effort include procrastination, verbal complaining, frequent seeking of teacher help, and other avoidant behaviors.
Motivation Deficit 2: Response Effort (Cont.)

- **How to Fix 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:

- *Start Assigned Readings in Class.* Whenever the teacher assigns a challenging text for students to read independently (e.g., as homework), the teacher (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 expected 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 Assignments in Class.* When assigned challenging homework, students are paired off or divided into groups and given a small 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:

• ‘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 (Skinner, Pappas, & Davis, 2005).

• Select a Supportive Peer or Adult to Get a Student Started 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 3: The student is unmotivated because of learned helplessness—lack of confidence that he or she can do the assigned work.

- **Profile of a Student with This Motivation Problem:** The student is passive: he or she does not work quickly, cannot articulate a plan for the assigned work, has a low sense of self-efficacy in the subject area of concern, and is uncertain about what steps to follow to attain academic success.
Motivation Deficit 3: Learned Helplessness (Cont.)

- **What the Research Says:** Students often undermine their academic performance by engaging in a pattern of learned helplessness.
Motivation Deficit 3: Learned Helplessness (Cont.)

“Learned helplessness exists when individuals believe that their own behavior has no influence on consequent events.”

“. . . when individuals learn that responding and reinforcement are independent, they are slower to initiate responses or do not respond at all. They also have greater difficulty learning the response–reinforcement contingency even when they have initiated correct responses because the percentage of reinforced responses is so low” (Sutherland & Singh, 2004; p. 171).

Learned Helplessness: The Failure Cycle

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

1. The student experiences repeated academic failures…

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

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

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

5. …resulting in continued failure…

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

Motivation Deficit 3: Learned Helplessness (Cont.)

Learned helplessness: 3 deficits:

- Reduced motivation to respond in the classroom
- Lessened ability to associate responding with desirable outcomes
- Symptoms of depression or anxiety

Escape/Avoidance vs. Learned Helplessness

- **Escape/Avoidance.** The student finds academic tasks aversive and—in response—displays behavior that results in the student escaping or postponing those task demands. Negative reinforcement drives this student, who is reinforced when academic demands are removed or avoided.

- **Learned Helplessness.** The student does not see a link between effort and improved academic outcome and shows a low level of motivation—but does not make an active effort to flee or avoid academic tasks.

Motivation Deficit 3: Learned Helplessness (Cont.)

- **How to Fix This Motivation Problem:** Teachers can help to support a student experiencing learned helplessness by:
  - providing frequent ‘process’ praise and ‘process’ feedback (vs. ‘ability’ praise and feedback) that helps the student to link effort to improved academic outcomes.
  - 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.
  - instructing the student in how to create a work plan for extended assignments.

Counteracting ‘Learned Helplessness’: Sample Skill Sets

- **Cognitive Strategy: Read-Ask-Paraphrase**
- **Cognitive Strategy: Ask-Read-Tell**
- **Cognitive Strategy: Math Self-Correction Checklists**
- **Academic Survival Skills: Study Skills, Organization, Time Management, Organization, etc.**
- **Work-Planning Skills**
Training Students in Strategies: Modeling & Coaching

Teachers should adopt a modeling/coaching model when training students in any academic skill (DiPerna, 2006):

- **Modeling**: The student observes the educator demonstrate the skill.

- **Coaching**: The educator teaches a skill via verbal instructions in a 3-part sequence:
  1. The educator describes the skill in detail. Student and educator come up with examples and non-examples of the skill and talk about situations and settings when it should be used;
  2. The student practices the skill—either by giving the steps verbally or by demonstration —and receives verbal feedback;
  3. The educator prompts the student to apply the skill in a range of applicable settings and situations to promote generalization.

Sample Cognitive Strategies
Response to Intervention

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

**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.

<table>
<thead>
<tr>
<th>Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2</th>
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<th>Paragraph 3</th>
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<th>Paragraph 4</th>
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<tr>
<th>Paragraph 5</th>
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</table>

**Available on Conference Web Page**

[www.interventioncentral.org](http://www.interventioncentral.org)
ASK-READ-TELL (ART): Reading Comprehension:
Cognitive Strategy
(Available on Conference Web Page)
Math Problem-Solving: Self-Management Strategies

- **MATH SELF-CORRECTION CHECKLISTS:** The teacher analyzes a particular student's pattern of errors commonly made when solving a math algorithm (on either computation or word problems) and develops a brief error self-correction checklist unique to that student. The student then uses this checklist to self-monitor—and when necessary correct—his or her performance on math worksheets before turning them in.


# Math Self-Correction Checklist

## Directions:
- **To the Student:** BEFORE YOU START: Look at each of these goals for careful math work before beginning your assignment.
- **AFTER EACH PROBLEM:** Stop and rate YES or NO whether you performed each goal correctly.

<table>
<thead>
<tr>
<th></th>
<th>Problem#1</th>
<th>Problem#2</th>
<th>Problem#3</th>
<th>Problem#4</th>
<th>Problem#5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I underlined all numbers at the top</strong></td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
</tr>
<tr>
<td>of the subtraction problem that were smaller than their matching numbers at the bottom of the problem.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I wrote all numbers carefully so that I could</strong></td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
</tr>
<tr>
<td>read them easily and not mistake them for other numbers.</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
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<td></td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I lined up all numbers in the right place-value</strong></td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
</tr>
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<td>columns.</td>
<td></td>
<td></td>
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<tr>
<td>Did the student succeed in this behavior goal?</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I rechecked all of my answers.</strong></td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
<td><em>Y</em> N</td>
</tr>
<tr>
<td>Did the student succeed in this behavior goal?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ YES ☐ NO</td>
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</tbody>
</table>
Academic Survival Skills
The Problem That This Tool Addresses:

Academic Survival Skills Checklist

Students who would achieve success on the ambitious Common Core State Standards must first cultivate a set of general 'academic survival skills' that they can apply to any coursework (DiPerna, 2006).

Examples of academic survival skills include the ability to study effectively, be organized, and manage time well.

When academic survival skills are described in global terms, though, it can be difficult to define them. For example, two teachers may have different understandings about what the term 'study skills' means.

Academic Survival Skills Checklist: What It Is…

• The teacher selects a global skill (e.g., homework completion; independent seatwork). The teacher then breaks the global skill down into a checklist of component sub-skills. An observer (e.g., teacher, another adult, or even the student) can then use the checklist to note whether a student successfully displays each of the sub-skills on a given day.
### Academic Survival Skills Checklist: Homework Example

<table>
<thead>
<tr>
<th>Academic Survival Skills Checklist: Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. WRITE DOWN HOMEWORK ASSIGNMENTS CORRECTLY. Make sure that you have copied down your homework assignment(s) correctly and completely. If necessary, approach the instructor before leaving the classroom to seek clarification about the homework assignment.</td>
</tr>
<tr>
<td>2. ASSEMBLE ALL NECESSARY HOMEWORK MATERIALS. Make a list of those school work materials that you will need for that night's homework assignments and ensure that you have them before going home. School materials may include the course text, copies of additional assigned readings, your class notes, and partially completed assignments that are to be finished as homework. Additionally, monitor your work supplies at home (e.g., graph paper, pens, printer cartridges) and replenish them as needed.</td>
</tr>
<tr>
<td>3. USE AVAILABLE SCHOOL TIME TO GET A START ON HOMEWORK. Take advantage of open time in school (e.g., time given in class, study halls, etc) to get a start on your homework. Getting a head start on homework in school can reduce the amount of time needed to complete that work later in the day. Also, if you start homework in school and run into problems, you have a greater chance of being able to seek out a teacher or fellow student to resolve those problems proactively and thus successfully complete that assignment.</td>
</tr>
</tbody>
</table>

### Academic Survival Skills Checklist: Homework Example

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>CREATE AN OPTIMAL HOMEWORK SPACE. Create an organized space at home for getting homework done. The space can be temporary (e.g., kitchen table) or permanent (e.g., a desk in your bedroom). It should be quiet, well-lit, and include a table or desk large enough to lay out your work materials and a comfortable chair.</td>
</tr>
<tr>
<td>5.</td>
<td>SCHEDULE A REGULAR HOMEWORK TIME. Homework is easier to complete if you set aside sufficient time in your schedule to do it. If possible, your daily routine should include a standing time when any homework is to be done. In deciding when to schedule a homework period, consider such factors as when your energy level is highest, when surrounding distractions are less likely to occur, and when shared resources such as a computer or printer may be available for your use.</td>
</tr>
<tr>
<td>6.</td>
<td>DEVELOP A DAILY HOMEWORK PLAN. Before beginning your homework each day, take a few minutes to review all of your homework assignments and to develop a work plan. Your plan should include a listing of each homework task and an estimate of how long it will take to complete that task. It is a good rule of thumb to select the most difficult homework task to complete first, when your energy and concentration levels are likely to be at their peak. At the conclusion of your homework session, review the plan, check off all completed tasks, and reflect on whether your time estimates were adequate for the various tasks.</td>
</tr>
</tbody>
</table>

## Academic Survival Skills Checklist: Homework Example

<table>
<thead>
<tr>
<th>Academic Survival Skills Checklist: Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. DO NOT PROCRASTINATE ON LARGER HOMEWORK TASKS. Some homework assignments (e.g., term papers) require substantial work and successful completion of several related sub-tasks before attaining the final goal. It is a mistake to put off these larger assignments until the night before they are due. Instead, when first assigned a comprehensive task, break that task down into appropriate sub-tasks. Next to each sub-task, list a target date for completion. When compiling a daily homework plan, include any sub-tasks with upcoming due dates. Monitor your progress to ensure that you remain on schedule to complete the larger assignment on time.</td>
</tr>
<tr>
<td>8. USE HOMEWORK SUPPORTS SUPPLIED BY YOUR TEACHER. Make use of homework guides or resources of any kind offered by your teacher. For example, be sure to review the course syllabus for information about upcoming homework, as well as any print or online listings of homework assignments for the day or week. Take advantage of teacher office hours to drop in and get help with homework as needed.</td>
</tr>
<tr>
<td>9. GET YOUR HOMEWORK ORGANIZED. When several homework tasks are assigned daily from several courses, the total volume of work can quickly pile up. Adopt simple but effective organizational strategies to keep track of all the paperwork. For example, consider maintaining two file folders labeled 'Work in Progress' and 'Completed Work'. Make a point of emptying the 'Completed Work' folder each day by turning in the finished homework.</td>
</tr>
</tbody>
</table>

Academic Survival Skills Checklist: Homework Example

10. NOTE AREAS OF HOMEWORK CONFUSION. If you are stuck on a homework item, be sure to note the specific reason(s) that you are unable to complete it. For example, you may have difficulty with a homework item because you failed to comprehend a passage in your assigned reading (note the problem by highlighting the confusing passage), do not know the meaning of a term (note the problem by writing down the unknown term), or do not understand the teacher’s assignment (note the problem by writing a comment on the assignment worksheet). By recording the reason(s) that you are unable successfully to complete a homework item, you demonstrate to your teacher both that you made a good-faith effort to do the work and that you are able to clearly explain where you encountered the problem and why.

11. CHECK HOMEWORK QUALITY. Students can improve homework performance by adopting quality self-checks. For example, before turning in any homework writing task, you might apply the SCOPE revision tool: check your composition for Spelling-Capitalization-Order of words-Punctuation-Expression of complete thoughts. If your teacher has given you rubrics or other rating forms to evaluate the quality of your work, these also may be useful for evaluating your homework.

Academic Survival Skills Checklist Maker

http://www.interventioncentral.org/tools/academic-survival-skills-checklist-maker

The Academic Survival Skills Checklist Maker provides a starter set of strategies to address:

- homework
- note-taking
- organization
- study skills
- time management.

Teachers can use the application to create and print customized checklists and can also save their checklists online.
Ideas to Amplify the Impact of Academic Survival Skills Checklists

1. Teachers should work together to create shared expectations (and survival-skill checklists).

2. Students should be pre-taught checklists at the start of each school year.

3. Checklists should be a focal point of parent-teacher conferences to guide the discussion toward positive, outcome-based goals.

4. Checklists should be used in RTI Problem-Solving Team meetings to collect data, define student deficits, develop intervention plans, encourage parent and student involvement.
How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust
TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

The student is trained to follow a plan>work>self-evaluate>adjust sequence in work-planning:

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

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

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

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

# Independent Work: Student Planner

<table>
<thead>
<tr>
<th>Date:</th>
<th>Planning</th>
<th>Planning</th>
<th>Planning</th>
<th>Self-Evaluation</th>
<th>Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/</td>
<td>Task:</td>
<td>Time Allocated:</td>
<td>Performance Goal:</td>
<td>Actual Performance:</td>
<td>Goal Met?:</td>
</tr>
<tr>
<td><strong>/</strong>/</td>
<td>Describe the assignment or task to be completed.</td>
<td>E.g., &quot;20 minutes&quot;; &quot;11:20 to 11:40&quot;</td>
<td>Your goal for the amount, accuracy, and/or quality of work to be completed.</td>
<td>Amount, accuracy, and/or quality of the work actually completed.</td>
<td>Did you achieve the goal within the time allocated?</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/2/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
<td></td>
<td></td>
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<tr>
<td>3/3/</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>YES</td>
<td>NO</td>
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<td>4/4/</td>
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<tr>
<td>YES</td>
<td>NO</td>
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</tbody>
</table>

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

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

---

Response to Intervention

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

1. **Task.** The student describes each academic task in clear and specific terms (e.g., "Complete first 10 problems on page 48 of math book", "write an outline from notes for history essay").

   For this part of the work plan, the teacher may need to model for the student how to divide larger global assignments into component tasks. In the future to improve performance and outcomes.

TUTORIAL: How To... Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

2. **Time Allocated.** The student decides how much time should be reserved to complete each task (e.g., For a math workbook assignment: "20 minutes" or "11:20 to 11:40").

Because students with limited planning skills can make unrealistic time projections for task completion, the teacher may need to provide initial guidance and modeling in time estimation.

TUTORIAL: How To... Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

PLANNING: The teacher & student meet prior to the work to create a plan, with 3 phases to the meeting:

3. **Performance Goal.** The student sets a performance goal to be achieved for each task. Performance goals are dependent on the student and may reference the amount, accuracy, and/or qualitative ratings of the work: (e.g., for a reading assignment: "To read at least 5 pages from assigned text, and to take notes of the content"; for a math assignment: "At least 80% of problems correct"; for a writing assignment: "Rating of 4 or higher on class writing rubric").

TUTORIAL: How To...Help the Student Develop Work-Planning Skills: Plan, Evaluate, Adjust

SELF-EVALUATION: The teacher & student meet after the work to evaluate with 2 phases to the meeting:

1. **Comparison of Performance Goal to Actual Performance.** For each task on the plan, the student compares his or her actual work performance to the original performance goal and notes whether the goal was achieved. In addition to noting whether the performance goal was attained, the student evaluates whether the task was completed within the time allocated.

SELF-EVALUATION: The teacher & student meet after the work to evaluate with 2 phases to the meeting:

2. **Adjustment.** For each task that the student failed to reach the performance goal within the time allocated, the student reflects on the experience and decides what adjustments to make on future assignments. For example, a student reviewing a homework work-plan who discovers that she reserved insufficient time to complete math word problems may state that, in future, she should allocate at least 30 minutes for similar tasks.

# Independent Work: Student Planner

<table>
<thead>
<tr>
<th>Student: ______________________</th>
<th>Teacher/Staff Member: ______________________</th>
<th>Date: <em><strong>/</strong></em>/___</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td></td>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>Date: <em><strong>/</strong></em>/___</td>
<td>Task: Describe the assignment or task to be completed.</td>
<td>Time Allocated: E.g., &quot;20 minutes&quot;; &quot;11:20 to 11:40&quot;</td>
</tr>
<tr>
<td>1</td>
<td><em><strong>/</strong></em></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><em><strong>/</strong></em></td>
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<tr>
<td>3</td>
<td><em><strong>/</strong></em></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td><em><strong>/</strong></em></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Teachere can modify the format of the Plan-Evaluate-Adjust conference for students of younger ages and diverse abilities. For example, a 4th-grade instructor may not use a form to organize a student’s work-planning phase. Instead the teacher may have the student write down answers to open-ended questions for an assignment, such as:

- What do you want to accomplish today? (TASK)
- How long do you think it will take? (TIME ALLOCATION)
- How will you know that you have done a good job? (PERFORMANCE GOAL)

At the follow-up conference, teacher and student would compare the actual work to the student’s written plan.
Helping the Student Who is ‘Under Water’ With Late Assignments: A Structure for Teacher–Student Conferences
Negotiating Missing Work: Student-Teacher Conference

When students fall behind in their classwork, they can quickly enter a downward spiral. Some students become overwhelmed and simply give up.

In such cases, the teacher may want to meet with the student—and if possible, a parent—to help that student to create a work plan to catch up with late work.

At the meeting, the teacher and student inventory what work is missing, negotiate a plan to complete that overdue work, and perhaps agree on a reasonable penalty when late work is turned in. All attending then sign off on the work plan. The teacher also ensures that the atmosphere at the meeting is supportive.
Negotiating Missing Work: Student-Teacher Conference (Cont.)

Here in greater detail are the steps that the teacher and student would follow at a meeting to renegotiate missing work:

1. **Inventory All Missing Work.** The teacher reviews with the student all late or missing work. The student is given the opportunity to explain why the work has not yet been submitted.
2. **Negotiate a Plan to Complete Missing Work.** The teacher and student create a log with entries for all missing assignments. Each entry includes a description of the missing assignment and a due date by which the student pledges to submit that work. This log becomes the student’s work plan. Submission dates for late assignments should be realistic—particularly for students who owe a considerable amount of late work and are also trying to keep caught up with current assignments.
# Student Late-Work Planning Form: Middle & High School

**Teacher:** __________________________  **Course:** __________________________

**Student:** __________________________  **Date:** ______________/

Directions: At a teacher-student conference, use this form to create a plan for the student to complete and submit missing or late work.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Target Date for Completion</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

What penalty—if any—will be imposed for these late assignments? __________________________

______________________________  ________________  ________________
Student Signature    Teacher Signature    Parent Signature
Negotiating Missing Work: Student-Teacher Conference (Cont.)

3. **[Optional] Impose a Penalty for Missing Work.** The teacher may decide to impose a penalty for the work being submitted late. Examples of possible penalties are a reduction of points (e.g., loss of 10 points per assignment) or the requirement that the student do additional work on the assignment than was required of his or her peers who turned it in on time. If imposed, such penalties would be spelled out at this teacher-student conference. Any penalties should be balanced and fair, permitting the teacher to impose appropriate consequences while allowing the student to still see a path to completing missing work and passing the course.
4. Periodically Check on the Status of the Missing-Work Plan. If the schedule agreed upon by teacher and student to complete and submit all late work exceeds two weeks, the teacher (or other designated school contact, such as a counselor) should meet with the student weekly while the plan is in effect. At these meetings, the teacher checks in with the student to verify that he or she is attaining the plan milestones on time and still expects to meet the submission deadlines agreed upon. If obstacles to emerge, the teacher and student engage in problem-solving to resolve them.
Motivating the CAN’T DO Student

- **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.

- 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.
- What strategies might you try with these students?
Motivation Deficit 4: The student is unmotivated because classroom instruction does not engage.

- **Profile of a Student with This Motivation Problem:** The student is distracted or off-task because classroom instruction and learning activities are not sufficiently reinforcing to hold his or her attention.
“...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)

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 Fix 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:

• *Provide Opportunities for Choice* (Kern, Bambara, & Fogt, 2002). One efficient way to promote choice in the classroom is for the teacher to create a master menu of options that students can select from in various learning situations. For example, during independent assignment, students might be allowed to (1) choose from at least 2 assignment options, (2) sit where they want in the classroom, and (3) select a peer-buddy to check their work. Student choice then becomes integrated seamlessly into the classroom routine.
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.

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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:

- *Incorporate Cooperative Learning Activities into Instruction* (Beyda, Zentall, & Ferko, 2002; Linnenbrink & Pintrich, 2002). Teacher-directed cooperative learning activities can be highly reinforcing for adolescent students, who typically find opportunities to interact with classmates to be a strong motivator. Cooperative learning tasks have the added advantages of promoting active student engagement and allowing the instructor to get real-time feedback through direct observation about the abilities and learning of individual students.
Motivating Students Through Collaboration: Numbered Heads Together

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

- Profile of a Student with This Motivation Problem: The student requires praise, access to rewards, or other reinforcers in the short term as a temporary ‘pay-off’ to encourage her or him to apply greater effort.
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 teacher-administered reinforcers, the student may in turn begin to experience such positive natural reinforcers as improved grades, increased peer acceptance, a greater sense of self-efficacy in course content, and higher rates of teacher and parent approval. The teacher can then fade and perhaps fully eliminate the use of rewards.
Motivation Deficit 5: Insufficient Student Pay-Off (Cont.)

• How to Verify the Presence of This Motivation Problem:
  Through direct observation, student interview, and/or other means, the teacher has verified that instruction is effectively delivered and sufficiently engaging for most of the class, that the target student has the academic and related skills required for the academic work, and that the student has failed to be motivated by existing incentives such as grades that are typically available in classrooms. In the teacher’s judgment, the target student needs additional incentives (e.g., praise, rewards) to promote motivation to complete academic tasks.
Motivation Deficit 5: Insufficient Student Pay-Off (Cont.)

- **How to Fix 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.
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).

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

• How to Fix This Motivation Problem:

Use Rewards. The teacher establishes a reward system to motivate an individual student by implementing these steps (e.g., Kazdin, 1989):

1. Define the Target Behavior.
2. Establish Criteria for Success.
3. Choose Student Incentives.
4. Decide Whether a Point System Will Be Used.
5. Decide How the Reward is to Be Delivered.
Setting Up a Reward Program for a Middle or High School Student: Five Steps

Students who lack motivation to apply effort or behave appropriately in their middle or high school classrooms may benefit from the temporary opportunity to earn incentives for important behavioral goals such as paying attention in class, doing assigned work, or complying with teacher requests. Reward programs can work well for students who chronically struggle in the classroom and do not see a meaningful payoff to doing their assigned work. The purpose of a reward program is to give the student external incentives to encourage increased effort. Presumably, as the student tries harder to attend to instruction and complete academic tasks in order to earn rewards, there is the possibility that the student will also begin to experience collateral benefits from the increased effort, such as improved grades, greater peer acceptance, and an improved sense of self-efficacy with course work. As these benefits accrue, the teacher can gradually fade, then discontinue, the reward program.

General guidelines appear below for setting up an individual reward program in a middle or high school classroom:

1. Define the Target Behavior. The teacher writes a definition of the undesired student behavior to be decreased or the desired behavior to be increased as a result of the reward program. The behavioral definition should be written in clear, specific terms—sufficiently clear to allow different observers who might review the behavioral definition to all be in general agreement about when the student is displaying that behavior in the classroom.

Here are sample behavioral definitions:

- John turns in homework, with clear evidence that he has attempted each problem or item assigned.
- Jane remains in her seat during large-group instruction.
- Frank completes with teacher requests within 1 minute.

2. Establish Criteria for Success. The teacher defines the minimum acceptable criteria for student success in the target behavior, which may include information about time intervals, cumulative frequency, and/or percentage of compliance.

Time-intervals. Most reward systems are based on time intervals. If the student meets the behavioral goal within a specified time interval, the student is judged to have earned an incentive (e.g., reward, token point, praise, etc.). Here are examples of success criteria tied to time intervals:
Motivation Deficit 6: The student is unmotivated because he or she lacks a positive relationship with the teacher.

- Profile of a Student with This Motivation Problem: The student appears indifferent or even hostile toward the instructor and thus may lack motivation to follow teacher requests or to produce work.
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.)

- What the Research Says (Cont.): At times, instructors and students can fall into a ‘negative reinforcement trap’ (Maag, 2001; p. 176) that actively undercuts positive relationships: A student who has difficulty with the classwork misbehaves and is then sent by the teacher to the principal’s office. Both teacher and student are reinforced by the student’s exclusion from the classroom: The teacher is negatively reinforced by having a difficult student removed from the room and the student is also negatively reinforced by being allowed to escape the challenging classwork. Because this scenario is reinforcing to both parties, it is very likely to be repeated with increasing frequency unless the teacher intervenes to break the negative cycle.
Motivation Deficit 6: Lack of Positive Relationship (Cont.)

- **How to Verify the Presence of This Motivation Problem:**
  The teacher looks for evidence that the student lacks a positive relationship with the teacher, such as:
  - the student’s apparent avoidance of opportunities to talk to the teacher
  - a lack of eye contact, sarcastic or defiant student comments
  - a general pattern of defiant or non-compliant behavior.

**NOTE:** Because teachers as well as students are social beings, an instructor’s impression of whether a student ‘likes’ them or not can often be a good predictor of the actual state of the teacher-student relationship.
Motivation Deficit 6: Lack of Positive Relationship (Cont.)

- **How to Fix 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.)
Motivation Deficit 6: Lack of Positive Relationship (Cont.)

Try These Ideas to Improve the Student-Teacher Relationship:

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

Try These Ideas to Improve the Student-Teacher Relationship:

- **Strive for a High Ratio of Positive Interactions with Students** (Sprick, Borgmeier, & Nolet, 2002). A general, proactive rule of thumb to promote positive teacher-student relationships is for instructors to maintain a ratio of at least three positive interactions with any student for every negative (disciplinary) interaction that they have with that student.
Motivation Deficit 6: Lack of Positive Relationship (Cont.)

Try These Ideas to Improve the Student-Teacher Relationship:

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

Try These Ideas to Improve the Student-Teacher Relationship:

- *Two by Ten: Positively Structure 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.
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.
- 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.
Can’t Do-Won’t Do Assessment.

How can schools decide whether a student has a skill deficit ("can’t do") or a performance deficit ("won’t do")?
Can’t Do/Won’t Do Assessment: Skill or Performance Deficit?

When a student shows low levels of academic performance in the classroom or via an RTI schoolwide academic screening, the school may want to conduct a ‘can’t do/won’t do’ assessment.

In this brief assessment, the student completes academic tasks with and without incentives.

If the student performs substantially better with an incentive than without, that student’s intervention plan is crafted to include motivational strategies to encourage full effort.


Schoolwork Motivation Assessment

Sources:

Schoolwork Motivation Assessment

- Step 1: Assemble an incentive menu
- Step 2: Create two versions of a timed worksheet
- Step 3: Administer the first timed worksheet to the student WITHOUT incentives.
- Step 4: Compute an improvement goal.
- 5: Have the student select an incentive for improved performance.
- Step 6: Administer the second timed worksheet to the student WITH incentives.
- Step 7: Interpret the results of the academic motivation assessment to select appropriate interventions.
Schoolwork Motivation Assessment

- **Step 1: Assemble an Incentive menu.**

Create a 4-5 item menu of modest incentives or rewards that students in the class are most likely to find motivating.
Schoolwork Motivation Assessment

- **Step 2: Create two versions of a timed worksheet.**

Make up two versions of custom student worksheets. The worksheets should be at the same level of difficulty, but each worksheet should have different items or content to avoid a practice effect. **NOTE:** If possible, the worksheets should contain standardized short-answer items (e.g., matching vocabulary words to their definitions) to allow you to calculate the student’s rate of work completion.
Schoolwork Motivation Assessment

• Step 3: Administer the first timed worksheet to the student WITHOUT incentives.

In a quiet, non-distracting location, administer the first worksheet or CBM probe under timed, standardized conditions. Collect the probe or worksheet and score.
Schoolwork Motivation Assessment

- **Step 4: Compute an improvement goal.**

After you have scored the first CBM probe or worksheet, compute a ’20 percent improvement goal’. Multiply the student’s score on the worksheet by 1.2. This product represents the student’s minimum goal for improvement.

Example: A student who completed 20 correct items on a timed worksheet will have an improvement goal of **24** (20 x 1.2 = 24).
Schoolwork Motivation Assessment

- **Step 5:** Have the student select an incentive. Tell the student that if he or she can attain a score on the second worksheet that exceeds their performance on the first worksheet **by at least 1 point** or additional item, the student can earn an incentive.

Show the student the reward menu. Ask the student to select the incentive that he/she will earn if the student makes or exceeds the goal.
Schoolwork Motivation Assessment

- **Step 6:** Administer the second CBM probe or worksheet to the student **WITH incentives.** Give the student the second CBM probe or worksheet. Collect and score.
  
  - If the student betters their previous performance by at least 1 point or item, award the student the incentive.
  - (If the student fails to beat their previous score, consider providing a small 'consolation prize' such as a sticker.)
Schoolwork Motivation Assessment

- Step 7: Interpret the results of the academic motivation assessment to select appropriate interventions.

Compare the student's second score to the improvement goal (above) and apply these decision-rules to determine recommended type(s) of intervention:
Schoolwork Motivation Assessment

- Step 7: Interpret the results of the academic motivation assessment to select appropriate interventions (cont.).

**SKILL INTERVENTIONS ONLY.** If the student fails to meet or exceed the improvement goal, an academic intervention should be selected to teach the appropriate skills or to provide the student with drill and practice opportunities to build fluency in the targeted academic area(s).

**Can’t Do: Won’t Do Example**

|-----------|--------------------------------------|-----------------------------------|---------------------------------------|
Response to Intervention

Schoolwork Motivation Assessment

- Step 7: Interpret the results of the academic motivation assessment to select appropriate interventions (cont.).

**COMBINED SKILL AND PERFORMANCE INTERVENTIONS.** If the student meets or exceeds the improvement goal but continues to function significantly below the level of classmates or benchmark norms, an intervention should be tailored that includes strategies to both improve academic performance and to increase the student’s work motivation.

**Can’t Do: Won’t Do Example**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Norm: 48 CD</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>CBM: Math PROBE 1: No Incentive</th>
<th>CBM: Improvement Goal x 1.2</th>
<th>CBM: PROBE 2: With Incentive</th>
</tr>
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<tbody>
<tr>
<td>Improvement: 20 CD</td>
<td>27 CD</td>
<td></td>
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Step 7: Interpret the results of the academic motivation assessment to select appropriate interventions (cont.).

PERFORMANCE INTERVENTIONS ONLY. If the student meets or exceeds the improvement goal with an incentive and shows academic skills that fall within the range of ‘typical’ classmates, the intervention should target only student work performance or motivation.

Can’t Do: Won’t Do Example

Benchmark
Norm: 48 CD

CBM: Math PROBE 1: No Incentive: 20 CD
CBM: Improvement Goal x 1.2: 24 CD
CBM: PROBE 2: With Incentive: 50 CD
Activity: Motivation Assessments

Brief behavior analysis of motivation (e.g., Schoolwork Motivation Assessment) is most effective for basic skill areas. In your ‘elbow groups’:

1. Discuss using the ‘can’t do/won’t do’ assessment in your school...

OR

2. talk about additional ways that teachers, consultants, or RTI Teams could collect information about whether motivation is an ‘academic blocker’ on more advanced academic tasks (e.g., writing a term paper) or subject areas (e.g., trigonometry).
Student Self-Monitoring. What are the components of a self-monitoring program—and how can self-monitoring empower the student?
ABC Time-line

The ABC (Antecedent-Behavior-Consequence) timeline shows the elements that contribute to student behaviors: (a) the Antecedent, or trigger; (b) the student Behavior; and (c) the Consequence of that behavior.
Response to Intervention

Student Self-Monitoring: Advantages

When students take a role in monitoring their own behaviors, several benefits can occur (Rhode et al., 1983):

- Students can become more independent—increasing their self-regulation/self-management skills as they monitor their progress toward behavioral goals.
- There is also evidence that student-directed interventions such as self-monitoring are less likely to fail (be extinguished) than interventions solely implemented by others.

Student Self-Monitoring: Prerequisites

Before considering self-monitoring, the teacher should ensure that the student has the skills necessary to carry it out successfully (Menzies, Lane, & Lee, 2009). Here are questions to assess the student’s readiness:

1. Can the student control those problem behaviors and/or perform expected behaviors that are the focus of the self-monitoring program?

2. Does the behavior to be monitored occur with sufficient frequency to be easily tracked?

3. Can the target behavior be reliably observed and recorded?

How To: Teach Students to Change Behaviors Through Self-Monitoring (Online)

1. Define Behavior Target(s) to Self-Monitor.
4. Decide on a Monitoring Cue.
6. [Optional] Decide How the Student is to Graph Monitoring Results.
7. Train the Student to Use the Self-Monitoring Program.
8. Conduct Periodic Accuracy Checks.
1. Define Behavior Target(s) to Monitor

The teacher and student meet privately to select and define one or more behaviors that the student will monitor.

Targets for self-monitoring can include behaviors to increase, such as:

- Focusing on the task or assignment (on-task).
- Making positive statements to peers.

Self-monitoring can also focus on behaviors to decrease, such as:

- Calling out.
- Leaving one's seat.
1. Define Behavior Target(s) to Monitor (Cont.)

For each goal behavior, the teacher and student write a clear, specific behavioral definition that provides observable 'look-fors' to indicate when the behavior is displayed.

For example, 'on-task' can be made observable by defining it as "eyes on the teacher or desk-work".
2. Choose a Method for Recording Self-Monitoring Data

The three most common methods for student self-monitoring are:

- Rating scale.
- Checklist.
- Frequency count.
Student Self-Monitoring: **Behavior Rating Scale**

This self-rating scale allows you to rate how well you carry out selected behaviors.

**How to Use This Behavior Rating Scale**: This scale is to be used to rate your selected behaviors at the end of a predetermined period (e.g., after independent work; at the end of the school day; at the end of math class).

**How to Set Up the Behavior Rating Scale**: Follow these steps to prepare the rating scale:

1. **Select Behaviors**: In the left column of the table below, write down up to 8 behavior goals that you plan to rate (e.g., stay in seat, complete seatwork, work well with others, participate in the activity, keep workspace clean).
2. **Choose a Schedule for Completing the Rating Scale**: Decide when you will fill out this self-rating scale (e.g., after independent work, at the end of the school day, at the end of math class, just before lunch and again at school dismissal).

I plan to complete this rating scale on the following schedule:

<table>
<thead>
<tr>
<th>Behaviors: How well did I...</th>
<th>1 Date</th>
<th>2 Date</th>
<th>3 Date</th>
<th>4 Date</th>
<th>5 Date</th>
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<td>Good</td>
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Self-Monitoring Methods: Checklist (Online)

**Student Self-Monitoring: Behavior Checklist**

Behavior checklists are simple way to check off whether or not you carry out selected behaviors.

How to Use This Behavior Checklist: This behavior checklist can be used before starting an activity to ensure that you are prepared (e.g., before beginning independent work) or after the activity (e.g., at the completion of independent work) to track whether you displayed target behaviors. This behavior checklist form allows you to list up to 6 different behaviors. NOTE: Checklists are an excellent tool at the end of an assignment for you to use to check your work.

How to Set Up the Behavior Checklist: Follow these steps to prepare the checklist:

- List Behaviors to Be Treated: In the left column of the table below, write down up to 6 behaviors to make up your checklist. Good checklist items are those that can be easily verified as 'done' or 'not done' (e.g., arrived to class on time, brought all work materials to class, avoided chatting with classmates during independent work time).
- Choose a Schedule for Completing the Behavior Checklist: Decide when you will fill out this checklist (e.g., before or after independent work, at the start or end of the school day, before or after math class).

I plan to complete this behavior checklist on the following schedule:

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<th>Behaviors: I engaged in these behaviors...</th>
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<td>*</td>
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</tr>
</tbody>
</table>

For each behavior, mark 'Yes' or 'No' for each day of the week.

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## Student Self-Monitoring: Frequency Count

A frequency count is a recording of the number of times that a student engaged in a behavior during a specific time-period (e.g., during a class period). Frequency counts can be used to track behaviors that you want to increase or decrease.

How to Use This Frequency-Count Form: With this frequency count form, you record each occurrence of the behavior with a tally mark (†). At the end of the time-period, you add up the tally-marks to get a total sum of behaviors for that observation session.

How to Set Up the Frequency-Count Form: Follow these steps to prepare the frequency-count form:

1. Define the Target Frequency-Count Behavior. In the space below, describe the behavior that you will measure using a frequency count. (Here are some examples: 'leaving my seat without teacher permission', 'completing a math problem', 'requesting teacher help', 'talking with other students about off-task topics')

   **Target Behavior to Measure:**

2. Choose a Schedule for Conducting the Frequency Count. Decide when you will use the frequency-count form to track the target behavior.

   **I plan to conduct the frequency count at the following time(s) and/or during the following activity(ies):**

<table>
<thead>
<tr>
<th></th>
<th>Tally Box: Write a mark (†) in this box each time the target behavior occurs</th>
<th>Total Behaviors for Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td></td>
<td><strong>Date:</strong> <em><strong>/</strong></em>/___</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>[ ]</td>
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<tr>
<td></td>
<td><strong>Date:</strong> <em><strong>/</strong></em>/___</td>
<td>[ ]</td>
</tr>
<tr>
<td>4</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td></td>
<td><strong>Date:</strong> <em><strong>/</strong></em>/___</td>
<td>[ ]</td>
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<tr>
<td>5</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td></td>
<td><strong>Date:</strong> <em><strong>/</strong></em>/___</td>
<td>[ ]</td>
</tr>
</tbody>
</table>
3. Choose a Self-Monitoring Schedule

Because self-monitoring requires that the student periodically measure his or her behavior, the teacher and student must decide on what schedule the monitoring will occur (Rafferty, 2010; Webber et al. 1993):

- **Start of period or day.** The student monitors at the start of the class period or school day. Sample behaviors suitable for 'start' intervals include arriving to class on time and having all required work materials.

- **End of period or day.** The student monitors at the end of the class period or school day. Sample behaviors suitable for 'end' intervals include copying homework assignments from the board and global ratings of the student's behavior during that classroom period or school day.
3. Choose a Self-Monitoring Schedule (Cont.)

- **Scheduled transition points through period or day.** The student monitors periodically during the class period or school day, with each monitoring episode tied to a scheduled, easily identified 'transition point' that naturally occurs in that classroom setting.

- **Start or end of assignments.** As student academic work is often the focus of self-monitoring, a logical time-point for doing that monitoring is when beginning or finishing assignments.

- **Fixed intervals through period or day.** The student monitors at fixed periods during the class period or school day (e.g., every 15 minutes; at the top of each hour). Sample behaviors suitable for 'fixed' intervals include overall classroom behaviors, attention, social interactions, and compliance.
4. Decide on a Monitoring Cue

- 'Beep tape'. The student is given an audio tape (or electronic audio file) with beeps spaced at fixed intervals whose rate matches the student's self-monitoring schedule. For example, a student monitors his on-task behavior every 5 minutes on a self-rating scale using an MP3 player with an audio-file beep tape with tones at 5 minute intervals.

- Timer. The student or teacher sets a timer (e.g., kitchen timer, cell-phone timer, stopwatch) for a pre-set interval. When the timer rings, the student self-monitors behavior and then the timer is reset. For example, a student in a math class sets a cell-phone timer with vibration setting for 3-minute intervals during independent work. When the timer rings, the student counts up the number of math-computation problems completed during the interval.
4. Decide on a Monitoring Cue (Cont.)

- *Teacher-delivered cue.* The teacher delivers a cue to the student to remind him or her to self-monitor. For example, at the end of an in-class writing assignment, an English instructor prompts the class to review their compositions using self-correction checklists before turning in their work.

- *Student-delivered cue.* The student is given responsibility to initiate self-monitoring informally without use of a timer, beep tape, or other external cue. For example, a student monitoring her understanding of assigned texts during in-class independent reading is directed to use a rating scale at least 3 times during the activity to rate and record her comprehension of the text—with the student determining how to space the self-checks.
Interval Recording: Tech Solutions

- Schools can purchase devices or apps to simplify the process of fixed- or variable-interval self-monitoring. One example of such a device/app product is MotivAider.

Source: http://habitchange.com/
When collecting data and implementing interventions, the educator must often pay close attention to the passage of time. For example:

- An observer measuring a student's level of classroom attention may choose to assess that student's on-task behavior every 20 seconds during an independent seatwork assignment.
- A teacher who wishes to use more praise-statements to motivate the class may attempt to praise positive student behaviors at least once every 3 minutes during large-group instruction.
- A student may need a reminder every 5 minutes to use comprehension fix-up strategies during independent reading.
When assessment or intervention requires that specific actions be performed at fixed intervals, one helpful solution is for the educator to use a fixed-interval audio tape.

Such a tape has pre-recorded tones (i.e., 'beeps') occurring at fixed intervals (e.g., every 30 seconds; every 2 minutes; etc.) to cue the educator to collect a behavioral observation or implement an element of an intervention plan. Think of fixed-interval audio tapes as the 'soundtrack' for effective assessment and intervention work.
# Beep Tapes: Examples of Use

**TEACHER.** A teacher who wishes to use more praise-statements to motivate the class decides to praise positive student behaviors at least once every 4 minutes during large-group instruction.

**EXTERNAL OBSERVER.** An observer measuring a student’s level of classroom attention chooses to assess that student’s on-task behavior every 20 seconds during an independent seatwork assignment.

**STUDENT.** A student is reminded every 5 minutes to use a checklist to self-rate academic engagement and to measure work output.

**WHOLE CLASS.** A class of students is signaled to apply reading-comprehension fix-up skills every 3 minutes during an in-class reading assignment.
Fixed-Interval Audio Files
http://www.interventioncentral.org/free-audio-monitoring-tapes

This web page contains audio files in MP3 format. Each ‘tape’ lasts 30 minutes. Fixed intervals on the tapes range from 10 seconds to five minutes.
5. [Optional] Choose Rewards for Successful Behavior Change

The teacher may want to choose suitable rewards to further motivate students to use self-monitoring to move toward positive behavior change (Loftin, Gibb, & Skiba, 2005). Teachers can increase the power of a self-monitoring program by rewarding students when they consistently achieve positive ratings. Here are 3 ideas for figuring out what rewards will motivate a particular student:

• **Watch the student in action.**

• **Ask people who know the student well.**

• **Administer a reinforcer survey.**
6. [Optional] Decide How the Student is to Graph Monitoring Results

Students are often motivated when viewing visual displays of their self-monitoring data (Menzies, Lane, & Lee, 2009).

The teacher may therefore want to have the student graph his or her self-monitoring data after each session and to reflect periodically on the data levels and trend.
7. Train the Student to Use the Self-Monitoring Program

When all elements of the plan are in place, the teacher meets with the student across one or more sessions to provide instruction in self-monitoring.

The training should include **modeling**, **coaching**, and **role-play** in how to use the self-monitoring procedures (Menzies, Lane, & Lee, 2009).

When the plan is in effect, it is also recommended that the teacher briefly cue the student before any session in which he or she is expected to self-monitor.
8. Conduct Periodic Accuracy Checks

Periodically, the teacher should check the student's self-monitoring data and procedures--particularly at the start of the monitoring--to ensure that the student is recording accurately (Webber et al., 1993). Random spot-checks tend to result in higher-quality student self-recording data.
9. **Fade the Self-Monitoring Plan**

As the student attains his or her behavioral goals, self-monitoring procedures should be faded—that is, gradually simplified or discontinued.

The goals in fading are (1) to streamline self-monitoring so that it becomes sustainable over the long term, while (2) maintaining the student’s behavioral gains.
9. Fade the Self-Monitoring Plan (Cont.)

Specific methods used in fading will vary, depending on the elements that make up the self-monitoring plan.

Fading strategies might include condensing the monitoring format (e.g., distilling a 6-item checklist for monitoring classwork-readiness into a single question: "Am I ready to work?"), changing the monitoring cue (e.g., moving from use of an external beep-tape to student-delivered cues); and monitoring less frequently (e.g., having the student shift down from a daily monitoring schedule to monitoring twice per week on randomly selected days).
Academic Productivity: A Proxy Measure of Attention

Measuring a student’s time on-task can be helpful. But some argue that a better measure is student attention is academic production—the amount of work a student completes in a specific time-frame (Maag et al., 1993). Because the student must be on-task to complete work, measures of academic production are good indicators of attention. As a bonus, when productivity is measured directly, students tend to make stronger academic progress.

Academic Productivity: A Proxy Measure of Attention

Research suggests that the teacher should routinely include the student in an academic intervention plan by having that student set and self-monitor his or her own relevant academic performance goals.

When students are able to set personal academic goals, take steps to meet those goals, and periodically reflect on their actual goal-attainment, they build important skills relating to self-regulation (Burnette et al., 2013). Self-regulated learners also can take on increasing responsibility for managing their own learning (Martin et al., 2003).
Academic Productivity: A Proxy Measure of Attention

Response to Intervention

Academic Productivity: A Prox


STEP 2: Select a method for the student to self-monitor the academic problem. Decide with the student how the academic problem is to be monitored and write that monitoring method into the space provided (use the examples in the table on right as a guide):

Student Monitoring Method: Kevin will keep a daily log of pages read from assigned readings.

STEP 3 [Optional]: Decide on a rate of improvement per monitoring session.
You and the student can agree on a fixed rate of expected improvement per session—as a help in updating goals (e.g., ‘Ongoing goal: To get 1 additional digit correct than in the previous session’; ‘Ongoing goal: To write 5 additional words on the writing assignment than in the previous session’).

Fixed rate of improvement per monitoring session: Not applicable.

STEP 4: [Optional] Arrange for check-ins. You and the student can agree to meet for pre-session check-ins (to calculate self-monitoring goals) and/or post-session check-ins (to verify successful data collection and provide reinforcement and encouragement) for each self-monitoring session.

Will a pre-session check-in take place? Y N Will a post-session check-in take place? Y N

STEP 5: Fill in the student self-monitoring form. Based on the decisions reached at this planning conference, fill in the Academic Self-Monitoring: Student Recording Form and direct the student to begin the self-monitoring plan.
Academic Productivity: A Proxy Measure of Attention


Response to Intervention

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### Academic Self-Monitoring: Student Recording Form

**Student Name:** Kevin H.  
**Classroom/Grade:** Science 9  
**School Year:** 2013-2014

#### Academic Target

My target is to complete all assigned course readings in science on time.

#### Student Self-Monitoring Method

I will keep a daily log of pages read from assigned readings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Goal</th>
<th>Actual performance</th>
<th>Goal achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 7</td>
<td>11 pages assigned</td>
<td>8 pages read</td>
<td>Y X N</td>
</tr>
<tr>
<td>Oct 8</td>
<td>10 pages assigned</td>
<td>10 pages read</td>
<td>Y N</td>
</tr>
<tr>
<td>Oct 9</td>
<td>8 pages assigned</td>
<td>8 pages read</td>
<td>Y N</td>
</tr>
<tr>
<td>______</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
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<td>______</td>
</tr>
</tbody>
</table>

**Directions to the Student:** This form allows you to track your academic performance. Every time that you self-monitor, first record the date and set a goal that you hope to achieve, next perform the academic task, and finally record and evaluate your actual performance.
Self-Monitoring: Academic Productivity

- Discuss the concept of having students track their academic productivity.
- Discuss how your teachers might use this approach.
- What problems might you foresee? How could you address them?

Self-Monitoring Checklist Maker


This free application allows teachers to create customized checklists for students to monitor their own classroom behaviors.

Once created, checklists can be downloaded in PDF (Adobe Acrobat) or RTF (Microsoft Word and Google Docs) format.
Self-Monitoring Intervention Example: Check In-Check Out (Online)
Behavior Report Card Intervention: Check In/Check Out

- Students can be motivated to improve classroom behaviors if they have a roadmap of the teacher’s behavioral expectations and incentives to work toward those behavioral goals.

- This modified version of Check-In/Check-Out (CI/CO) is a simple behavioral intervention package designed for use during a single 30- to 90-minute classroom period.

- The teacher checks in with the student to set behavioral goals at the start of the period, then checks out with the student at the close of the period to rate that student’s conduct and award points or other incentives earned for attaining behavioral goal(s).

**Check-In/Check-Out: Behavior Report Card**

- **Student Name:** ____________________________  Grade: ________
- **Person Completing This Report Card:** ____________________________

**Directions:** At the end of each school day, please rate the student on the behaviors below. Write your ratings into the appropriate box on the right of the page and record the date of each rating. You may also write daily comments about the student’s behavior on the back of this sheet.

<table>
<thead>
<tr>
<th>Student Behaviors</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student got along with classmates and used socially appropriate behaviors.</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Most/All of the Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student was respectful to the teacher and other adults and complied with their requests in a timely manner.</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Most/All of the Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.</td>
<td>1 2 3 4 5 6 7 8 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never/Seldom</td>
<td>Sometimes</td>
<td>Most/All of the Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student completed and turned in classwork and homework assignments.</td>
<td>0-19% 20-39% 40-59% 60-79% 80-100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Optional Behavior)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Parent Sign-Off (Optional):** I have reviewed this Behavior Report Card and discussed it with my child.

Parent Signature: ____________________________  Date: ____________________________

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**Behavior Report Card Intervention:** Check In/Check Out
### Student Name: ________________________________

**Start Date:**

<table>
<thead>
<tr>
<th>Wk 1</th>
<th>Wk 2</th>
<th>Wk 3</th>
<th>Wk 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>T</td>
<td>W</td>
<td>Th</td>
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</table>

The student got along with classmates and used socially appropriate behaviors.

<table>
<thead>
<tr>
<th></th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually/Always</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>Sometimes</td>
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The student was respectful to the teacher and other adults and complied with their requests in a timely manner.

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<td>Usually/Always</td>
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<tr>
<td>Sometimes</td>
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</tbody>
</table>

The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.

<table>
<thead>
<tr>
<th></th>
<th>9</th>
<th>8</th>
<th>7</th>
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</tr>
</tbody>
</table>
Behavior Report Card Intervention: Check In/Check Out

**Preparation.** In preparation for using CI/CO, the teacher:

- selects 3 to 4 behaviors to be targeted during the intervention.
- creates a Behavior Report Card (BRC) that incorporates the 3-4 target behaviors.
- decides on a daily reward/incentive that the student will earn if successful in displaying positive behaviors (e.g., 5 minutes of free time; 3 'positive behavior points').
- sets a minimum rating on the BRC items that the student must attain to earn the selected reward/incentive.
- meets with the student to explain the intervention.

Response to Intervention

Behavior Report Card Intervention: Check In/Check Out

Procedure. During any class session or other evaluation period when CI/CO is in effect, the teacher follows these 3 steps:

1. **Check-In.** At the start of the class session, the teacher meets briefly with the student to review the behavioral goals on the Behavior Report Card and to provide encouragement. The teacher also prompts the student to set a behavioral goal on at least one of the target behaviors (e.g., "Today I will not leave my seat once without permission.").

2. **Monitoring/Evaluation.** During the session, the teacher observes the student's behaviors. At the end of the session, the teacher rates the student's behaviors on the Behavior Report Card and a reward or encouragement.

Behavior Report Card Intervention: Check In/Check Out

Procedure (Cont.). During any class session or other evaluation period when CI/CO is in effect, the teacher follows these 3 steps:

3. Check-Out. At the end of the class session, the teacher again meets briefly with the student. The student reports out on whether he or she was able to attain the behavioral goal(s) discussed at check-in. The teacher then shares the BRC ratings and gives praise and a reward or encouragement.

Activity: Challenges in Self-Monitoring

- Review the 9 steps to setting up a student self-monitoring program.
- As a consultant:
  - select one step that you think might be most challenging for teachers to implement.
  - brainstorm ways to overcome this challenge.

How To: Teach Students to Change Behaviors Through Self-Monitoring

1. Define Behavior Target(s) to Self-Monitor.
4. Decide on a Monitoring Cue.
6. [Optional] Decide How the Student is to Graph Monitoring Results.
7. Train the Student to Use the Self-Monitoring Program.
8. Conduct Periodic Accuracy Checks.
Motivating Changes in Teacher Practice. How can teachers be motivated to use strategies and tools presented in this workshop to build student self-management skills?
A journey of a thousand miles must begin with a single step.

Lao Tzu, Chinese Taoist (600 BC-531 BC)
### Teacher Tools for Student Self-Management: A Mosaic

<table>
<thead>
<tr>
<th>Instruction-Friendly Definitions of Motivation &amp; Self-Regulation</th>
<th>Framework to Identify Type of Motivation Blocker(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Monitoring Resources</td>
<td>Strategies to Counteract 'Learned Helplessness'</td>
</tr>
<tr>
<td>'Can't Do/Won't Do' Assessment</td>
<td>Self-Management Resources (e.g., Cognitive Strategies, Work-Planning Skills; Academic Survival Skills)</td>
</tr>
</tbody>
</table>

www.interventioncentral.org
Motivating Teachers to Create Self-Managing Students

1. Bring teachers to agreement on a single, shared definition of ‘motivation’ and ‘self-regulation’.

2. Help teachers to see that poor motivation can be viewed as having a number of possible causes – which can be uncovered in the RTI problem-solving process.

3. Develop a bank of ideas for teachers to address common motivation concerns: ‘6 reasons for poor motivation’.

4. Help instructors to realize that proactive classwide strategies (e.g., frequent use of ‘process’ praise; teaching and use of Active Survival Skills Checklists) are an economical way of improving motivation for all.
Culminating Workshop Activity: Next Steps

- Review the content and tools discussed at this workshop.
- Select at least 1-2 ideas, tools, or resources from this training and discuss how you can use them back in your school or district.