Motivating

the

Unmotivated

Our Goal Is Your Success

Hamblen County DOE
Instructional Coaches

UNMOTIVATED STUDENTS

Diagnosis Form

Students	Power	Models	Connectiveness
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Behaviors

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Power Definition

Having the _____, the _____,

and the _____ to influence

the circumstances of one's own life.

A sense of power is about . . .

A.   Having the competence to do what I must.

B.   Believing that I can do what I set out to do.

C.   Feeling that I can handle, one way or another, what is put before me.

D.   Knowing that I can get what I need in order to do what I must.

E.   Feeling that I am in charge of my own life.

F.   Feeling comfortable when I have a responsibility to fulfill.

G.   Knowing that others cannot make me do anything I really do not want to do.

H.   Feeling that I can make decisions and solve most of my problems.

I.   Knowing that, in spite of pressure or stress, I am not going to easily lose control of myself.

J.   Being able to use the skills I have in situations that require those skills.

K.   Believing that I can influence my environment.

Pattern

1. _____

2. _____

Behaviors That Indicate a Problem with Power

1. Often _____ and excessively _____.

2. Frequently act _____.

3. Control through _____ or _____.

4. Avoid being _____ _____ of others.

5. React poorly to _____.

6. Avoid taking _____ and _____ others.

7. Do not exercise _____.

8. Avoid tasks that are _____.

9. Lack _____ _____.

10. Use _____ language.

11. Use "_____ _____" excuses.

12. Withhold _____ that others need.

13. Undermine _____ that others make.

14. Unilaterally _____ _____.

15. Take _____ for the _____ of others.

16. Are excessively _____ of others' _____.

17. Have trouble _____ _____.

18. Don't _____ _____.

19. Create _____.

SR	**SR**	**SR**	**SR**

→ → →
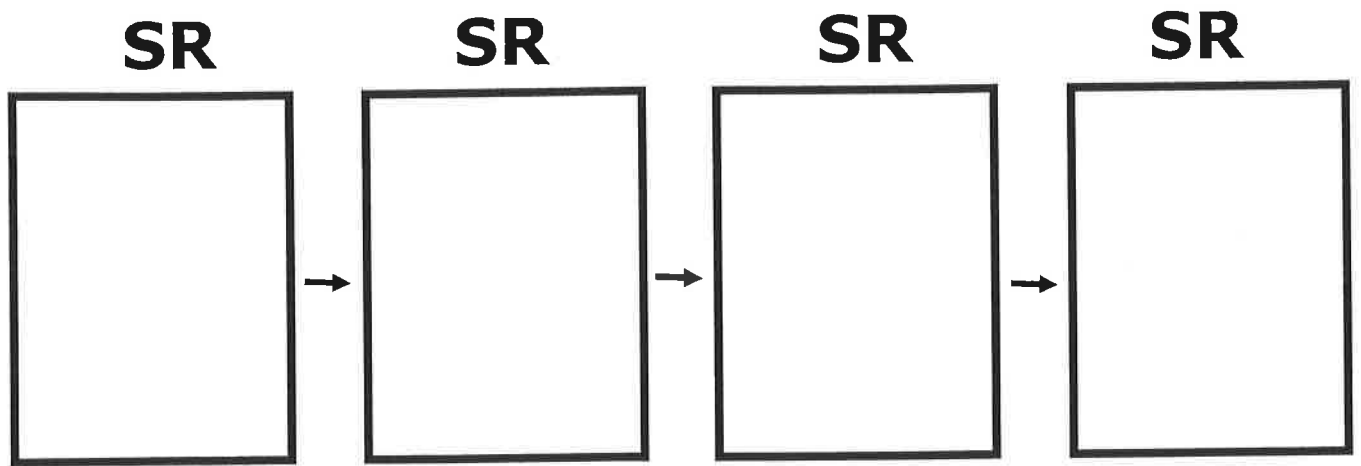
Power Strategy #3

Use *choose, decide,* and *pick* to formulate consequences.

Students don't always see the connection between the choices they make and the results which follow. By using Teacher Talk that includes *choose/decide/pick* you help them take ownership for the consequences that flow from their choices.

> "If you *decide* to turn it in on Monday, you'll have *chosen* to receive the grade you earned. If you *decide* to turn it in after Monday, you'll receive one grade lower than the grade you earned."

> "If you *choose* to do it on the wrong side again, you'll be *deciding* to do it over."

> "If you two *decide* to keep talking, you'll be *deciding* to sit apart."

> "If you *choose* to have your snack now, you've *chosen* not to have one later."

> "If you *decide* to get this in by Thursday, you'll have *decided* to have me sign your eligibility slip. If you *choose* not to turn it in by then, you'll have *chosen* not to wrestle this weekend."

> "If you *decide* to bring your library books back by Monday, you'll have *chosen* the opportunity to check out another book."

Step on It

By Chick Moorman and Thomas Haller

Twenty-four art students sat waiting for the teacher to begin the first day of instruction in drawing class. The teacher, in a northern New York high school, introduced himself and briefly told the students what they could expect during the semester. With the expectations clearly communicated, he then did the unexpected.

The art educator passed out a blank sheet of drawing paper to all the students. Pencils ready, they waited to receive their first assignment. They were in for a surprise. "Stand up, please," this teacher instructed. The students complied. "Now, put your paper on the floor in front of you," he continued. More than one quizzical look came from students as they slowly followed his directions.

When all students were standing with a blank paper on the floor in front of them, the teacher continued with his instructions. "Now step on it," he said. More puzzled looks followed. "I mean it," he continued. "Step on it. I want you to walk on your paper. In fact, I want you to stomp on it. Jump on it if you want to."

Some students eagerly complied. Others were hesitant. Eventually, all students stepped on their papers, leaving shoe marks of various sizes and shapes on their previously clean sheets.

"Now turn the paper over," this teacher suggested, "and do the same on the other side. Leave some marks." The students did as instructed, not fully understanding what was going on. If nothing else, this teacher now had everyone's attention.

"Sit back down now," the teacher suggested when students had successfully scuffed up both sides of their papers. "Now draw on it. And whatever you do, don't throw it away. I want you to make something out of it."

Many students were uncertain about the directions and hesitated to add pencil to the papers with shoe marks on them. The teacher explained, "You are going to make some mistakes this semester. You might even think you have ruined some things. Mistakes can be used to make beautiful creations. Do not start over. Work with your mistakes. Make something beautiful out of your messes."

"Some of your best art can come from your mistakes. See those mistakes as opportunities to create something different. If somebody walks on your paper, use that to create art. If you slip and make something the wrong color, turn it into the right color by turning it into an original creation."

"Now, let's get to drawing." With that, this teacher clapped his hands twice and said, "Come on, let's see what you can do. Step on it."

Attribute Awareness Ideas

The following activities can be used with students to help them see and feel the role they play in creating their own experience. Each activity gives them a lesson in *cause* (their choice) and *effect* (the result their choice produces). The goal is to increase students' personal power by helping them perceive how they can be the cause of much of what happens in their lives.

Attributes List

Directions:
What attributes do you possess that will work with this assignment? List them here. Be prepared to share the one that will be the most valuable to you.

1. _____

2. _____

3. _____

4. _____

Control Factors

Directions:
List three factors over which you have no control on this project.

1. _____

2. _____

3. _____

Find a portion of each factor that you could control. If you cannot think of any, ask classmates until you get answers. Write them below.

Cause and Effect Diagram

Directions:
Fill in the diagram below, using a recent term paper, test, project, game, study period, book report, etc., as the topic. This diagram also can be used for a bus altercation, detention, irresponsible behavior at an assembly, etc.

Cause   **Effect**
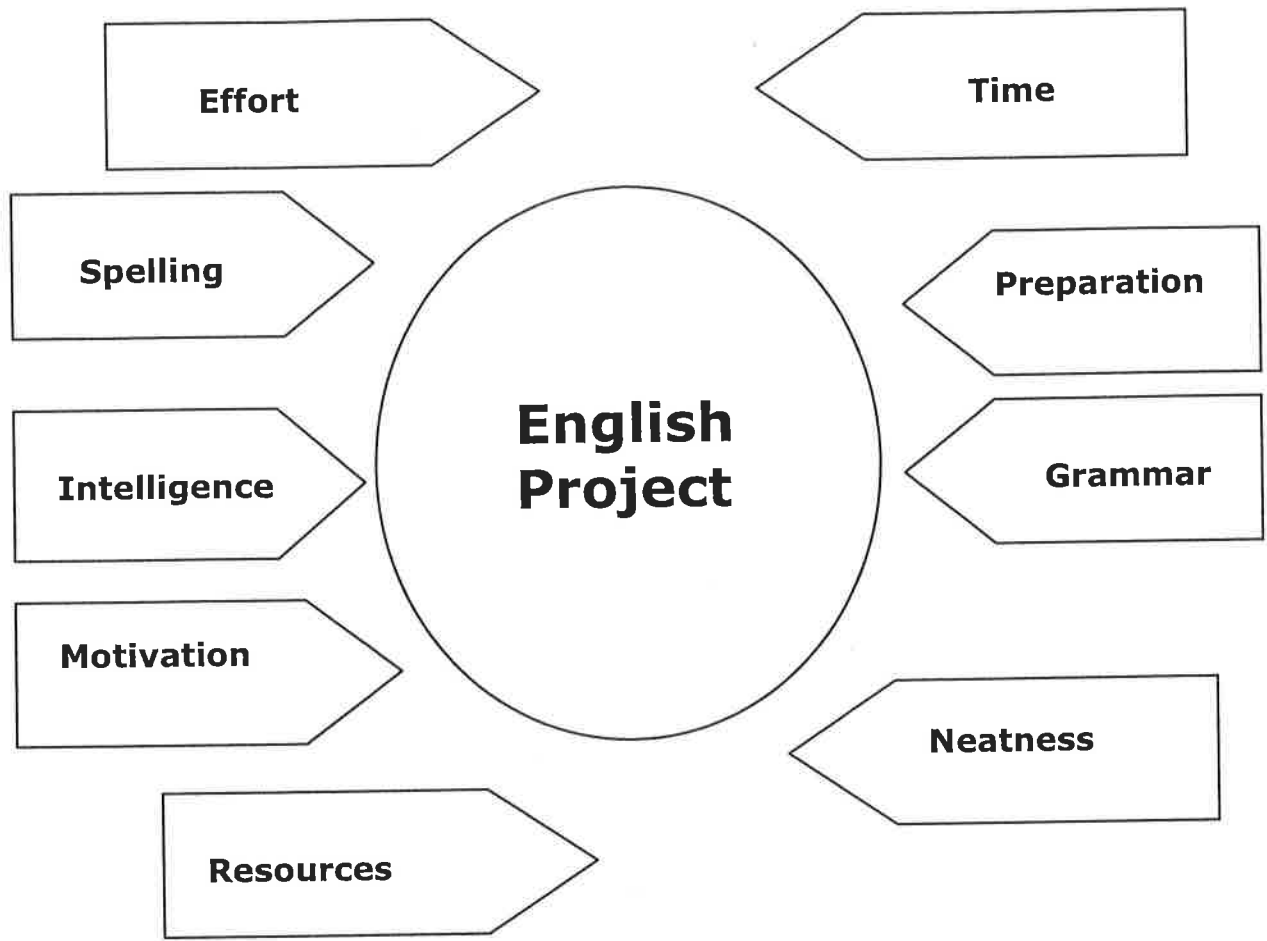
I chose . . .

I chose . . .

I chose . . .

I chose . . .

Project Map

Directions:

1. Rank the arrowed factors below in terms of how much control you had over each as it relates to this project. The *a* is most control and *i* is least control.
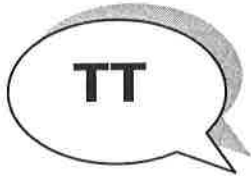
Effort

Time

Spelling

Preparation

English
Project

Intelligence

Grammar

Motivation

Neatness

Resources

a. _____   f. _____

b. _____   g. _____

c. _____   h. _____

d. _____   i. _____

e. _____

2.   Which ones would you choose to take more control of next time? Why?
     How?

Power Strategy #10

Employ the "I Can't" antidote.

TT

1. _____ as _____ .

2. _____ .

3. _____ like.

4. If you _____ _____ _____ , what would

   _____ _____ ?

Power Strategy #11

Behave calmly and consistently.

Do not overreact to the loud, boisterous students. Their goal is to get you angry so they can focus on your anger rather than on their reaction in the situation. They are also invested in having you blow it and then feel guilty.

The Best/Worst Class

By Chick Moorman

(Names and places have been changed in the article below for reasons that will soon become apparent.)

Mary Sutherland teaches science to seventh-graders in a large suburban school district in Michigan. Like many Michigan teachers, Mary had attended one of my Teacher Talk seminars and heard me suggest that teachers add "Act as if" to their teacher talk repertoire. When students look up from their desks and whine, "I can't do it" or "I don't get it," I recommend teachers reply, "Act as if you can," "Pretend like you know how," or "Play like you are an expert."

While this strategy doesn't work with every student and it doesn't work every time, it does help many youngsters get off their "I can't" stance and take action. "Acting as if" gets students moving, gets them doing something. Helpful correction and direction by the teacher follows.

Over the past few years, teachers have shared with me how they have used this strategy successfully with students who were working on long division, dividing fractions, and looking up material on the Internet. Educators have reported success with six-year-olds tying shoes, sophomores demonstrating neck springs in physical education class, and a middle-schooler preparing to give a demonstration speech. Although the applications of this technique have been as varied and as personal as the teachers who have used it, no one has applied "act as if" in quite the same way as Mary Sutherland.

Mary's first-hour science class is her favorite. The students in that first-hour homeroom class are challenging and assertive. Mary enjoys both their energy and their spirit.

Most of Mary's first-hour students move on to social studies class during their second period. Occasionally, her first-hour students complain about second hour and their social studies teacher, saying, "She's boring," and "She doesn't seem like she enjoys teaching." One youngster asked, "Would you go talk to her and tell her to make class more interesting?"

During these times, Mary simply listens and reflects the feelings and content of her students' comments without taking a position one way or the other. She listens as they vent and attempts neither to encourage nor discourage the remarks.

Mary has a third-hour planning period, which she often spends in the teachers' lounge enjoying coffee as she relaxes, plans, or corrects papers. Also having a third-hour planning time is Mrs. Millman, the social studies teacher about whom Mary's first-hour students frequently complain.

Guess what Mrs. Millman, the social studies teacher, does during her planning period. That's right. She complains about her second-hour class. Mrs. Millman does not share the same degree of affection for the students that Mary has first hour, and she lets her opinion be known to anyone present in the teachers' lounge following second hour. "How do you stand them?" she once asked Mary. "They're so noisy and can't concentrate for any length of time."

It didn't take Mary long to realize she was caught in a squeeze play. First hour she often heard from students how awful their second-hour teacher was and third hour she frequently heard from the teacher how awful her second-hour students were. After a few days of this cross-venting, Mary realized she had to do something. She figured she had two choices. She could work with her students or she could work with the teacher. She chose the students.

"I took a workshop a couple of weeks ago," Mary explained to her first-hour class the next day. "The presenter told us about a strategy he called, ACT AS IF. He said that if you ACT AS IF you can, you can actually alter the way you look at the world and often change certain situations for the better." Mary gave a few examples and then monitored a lengthy discussion on the topic.

At the conclusion of the discussion, Mary challenged her students to use the strategy on Mrs. Millman during their second-hour class. "What do you think would happen," she asked, "if you all went in there for two weeks and acted as if her class was the most interesting class you ever attended?"

The student responses came quickly.

"We couldn't do that."
"That's impossible."
"You don't know how boring it is in there."
"She'll never change!"

"It's just two weeks," Mary argued. "Maybe it won't make a difference, but at least we can check out this technique and see if it would work in this impossible case. How about doing it for just two weeks?" The students resisted and Mary persisted. Eventually the students agreed to go along with the plan for two weeks as part of a science experiment. They would go to their second -hour class acting as if they loved it for ten school days, documenting both their individual and the teacher's reactions and behaviors.

Before they began, each student described in writing how he or she currently viewed the class. Each student detailed the intervention he or she planned on making (acting as if he or she liked the class) and wrote a hypothesis concerning the experience, predicting the outcome. The "acting as if" strategy was discussed and role-played. Students decided that acting as if you liked a class meant you sat up straight, gave solid eye contact, smiled at the teacher, asked related questions, and participated during discussions. It also meant doing all homework assigned by the teacher.

At the end of the first week, students reported no change in their views of the class. The teacher seemed basically the same, and the class was still boring. Several students did mention, though, that they had done better on the chapter test because they had been paying closer attention to the lecture and discussions.

During the second week, Mrs. Millman brought to school Chinese souvenirs and artifacts from her home. "My second-hour students seem to be behaving better," she told Mary during their Monday planning time. "I think I'll take a risk with them and do a couple of special things this week and see how it goes."

On Wednesday of the second week, Mrs. Millman brought in Chinese finger-food she had prepared at home and fortune cookies. The class asked related questions about the food and continued to act as if they were interested. Mrs. Millman noted the changed behavior and continued to mention it in the teachers' lounge.

At the end of the two week trial period, students voted to extend the experiment for another week. "Mrs. Millman seems a lot nicer," one student offered. Many students agreed that the class was getting more interesting. Other students reported that Mrs. Millman was smiling more in class and had stopped yelling.

At the end of the third week the students turned in their individual science reports on ACT AS IF. All reported that the strategy had helped change their social studies teacher's behavior.

In the staff lounge, Mrs. Millman was heard to announce, "I've finally turned the corner with that second-hour class. It took me awhile, but I finally got them where I want them."

To this date, Mary Sutherland has not confessed her efforts with the science project to her colleague, Mrs. Millman. That's probably just as well.

Power Strategy #14

Involve students in the process of evaluation and self-evaluation.

Evaluation is a power issue. The one who evaluates has the power. It sets up a big me/little you relationship.

Way to involve students:

RATE YOUR WRITING

Dear Teacher:

I am turning in the following creative writing lesson:

_____

Below is what I think of this paper

	LOW				HIGH
Neatness	1	2	3	4	5
Humor	1	2	3	4	5
Interest	1	2	3	4	5
Punctuation	1	2	3	4	5
Effort	1	2	3	4	5

If I were marking this paper, I would give it a grade of _____

_____

Signed

I. GOAL PROFILES

Have each student make a profile. During an individual conference with you, students set learning or behavioral goals. This is done with mutual agreement. Goals are recorded on the profile. After a designated period of time, the student also records her accomplishments.

Goal setting helps children measure their growth over time. It gives them a direction, a way to know when they've gotten there, and a delivery system for measuring their success. Goal setting helps a student see himself as someone who grows, someone who accomplishes, and someone who is capable.

This is _____

My Goals: _____
_____
_____
_____

My Recent Accomplishments:
_____
_____
_____

Date: _____

J. ACADEMIC CONTRACTS

Name _____

Date _____

_____ 1. I will learn _____ new words at the word bin.

_____ 2. I will write _____ new words in a story about _____.

_____ 3. I will tell a story about _____ and use _____ new words.

Completion date: _____

_____   _____
Student Signature   Teacher Signature

YOUR STATE WITH CONTRACTS

I, _____, have read and thought about the list of activities and agree that during the next four weeks (ending _____) I will fulfill the minimum assignment of 1, 2, and 3 plus my three choices listed below:

_____

_____

_____

Signed this _____ day of _____, 200_.

_____   _____
Student Signature   Teacher Signature

Time Budgeting. I, _____, agree to work fifteen minutes a day on math facts.

Sustained Interest. I, _____, agree to spend ten minutes on my autobiography, eight school days in a row.

RESPONSIBILITY PLAN

Behavior I chose: _____

_____

The outcome of my choice:

     For me: _____

     For the classroom: _____

What I learned: _____

_____

_____

What I will do differently from now on: _____

_____

_____

How I will make amends: _____

_____

_____

How I will know if my plan is working: _____

_____

_____

Signatures: _____   _____

           Student   Date

            _____   _____

           Parent   Date

            _____   _____

           Teacher   Date

CHOICE REFLECTION & EVALUATION

Name: _____ **Date:** _____

Program: _____ **AM PM School:** _____

1. What behavior did you choose that resulted in a referral to the Responsibility Room today?

    _____

    _____

2. Did you break any rules? Yes: _____ No: _____

3. Which rule did you break?

    _____

    _____

4. What would your teacher say you were doing?

    _____

    _____

5. Based on the choice you made, what are the consequences of what you did?

    For You: _____

    For the Teacher: _____

    For the Class: _____

6. What do you want from this class?

    _____

    _____

7. Is this behavior getting you what you want? Yes: _____ No: _____

8. What better choices could you have made?

    _____

    _____

9. What will you choose to do differently in the future in order to get what you want?

    _____

    _____

10. Who can help you?

    _____

    _____

11. In what ways can they help you?

    _____

    _____

A RESPONSIBLE SUCCESS PLAN

You have been asked to write a success plan today. These tips will help you write a responsible plan that will help you get back on track.
A responsible plan . . .

1. States what you **will do** rather than what you **will NOT do**. For example:
    "I will control my language."
    IS a good plan.

    "I will not use bad language in class."
    IS NOT a good plan.

2. Shows that you recognize that **you** chose to act in a way that interfered with education and learning at _____. No one caused your disruptive behavior. You control yourself, and therefore, only you can correct your behavior.

SUCCESS PLAN

Name: _____ **Date:** _____

Program: _____ **AM PM School:** _____

1. What will you do?
    - I will _____

    - I will _____

    - I will _____

    - I will _____

    - I will _____

2. When will you begin? _____

3. What are your goals for the future? _____
    _____

4. How will the plan help you meet your future goals? _____
    _____

SUCCESS PLAN EVALUATION

Date: _____

Please evaluate your actions that you included in your success plan (I will.....)
On a scale of 1 to 6, how did I do on **MY PLAN** today?
FOLLOWED PLAN   6 : 5 : 4 : 3 : 2 : 1   **DID NOT FOLLOW PLAN**

SEE CASE MANAGER	DATE	STUDENT RATING/INTIALS	TEACHER RATING/INITIALS	COMMENTS
☐				
☐				
☐				
☐				
☐				
☐				
☐				
☐				
☐				
☐				

Signatures:

_____   _____
Student   Date

_____   _____
Instructor   Date

_____   _____
Case Manager   Date

RESPONSIBILITY FORM

Student's Name: _____   Date: _____

Teacher's Name: _____

Teacher report of the incident: _____

_____

_____

_____

What was my responsibility for the above incident? _____

_____

_____

_____

State your plan to make amends or to fix the problem: _____

_____

_____

_____

_____

(Use back page if necessary)

Administrator's Signature (Signed after plan is completed) _____

Date: _____   Parent call completed on: _____

QUESTIONING PROCESS

What do you want?

What are you doing?

Is it helping?

What else can you do?

Models Definition

One must be able to refer to adequate _____ in

order to establish meaningful _____, _____,

and personal _____.

Students with a strong sense of models . . .

A.   Use models to make sense out of their lives.

B.   Use models to clarify their own standards and live up to them.

C.   Know the standards of performance by which they will be judged and realize how close they are to those standards.

D.   Know what quality work looks like.

E.   Have a sense of direction. They have vision, mission, and purpose.

F.   Feel there is something they are working toward, and know where they are headed.

G.   Make sense out of what is going on around them. They can answer the questions: What am I doing here? What is my purpose?

H.   Know when they are being true to themselves. They have ideals and values and know whether or not they are living up to them.

I.   Use their values to guide them and are not easily thrown off track by new or unexpected situations.

J.   Are able to organize and influence their environments in order to accomplish tasks.

K.   Know how to go about learning what they need to know and have a sense of order in their lives.

L.   Look up to and respect positive attributes in others and themselves.

M.   Recognize which people are worth emulating.

Models Wheel

Understand patterns and order.

Make sense of things.

Have highly developed ethics and values.

Have positive role models.

Understand operational models.

Understand normative social behavior and act accordingly.

Use moral principles as guidance.

Have direction, mission, and purpose.

Behave consistently.

Act with integrity. Walk the talk.
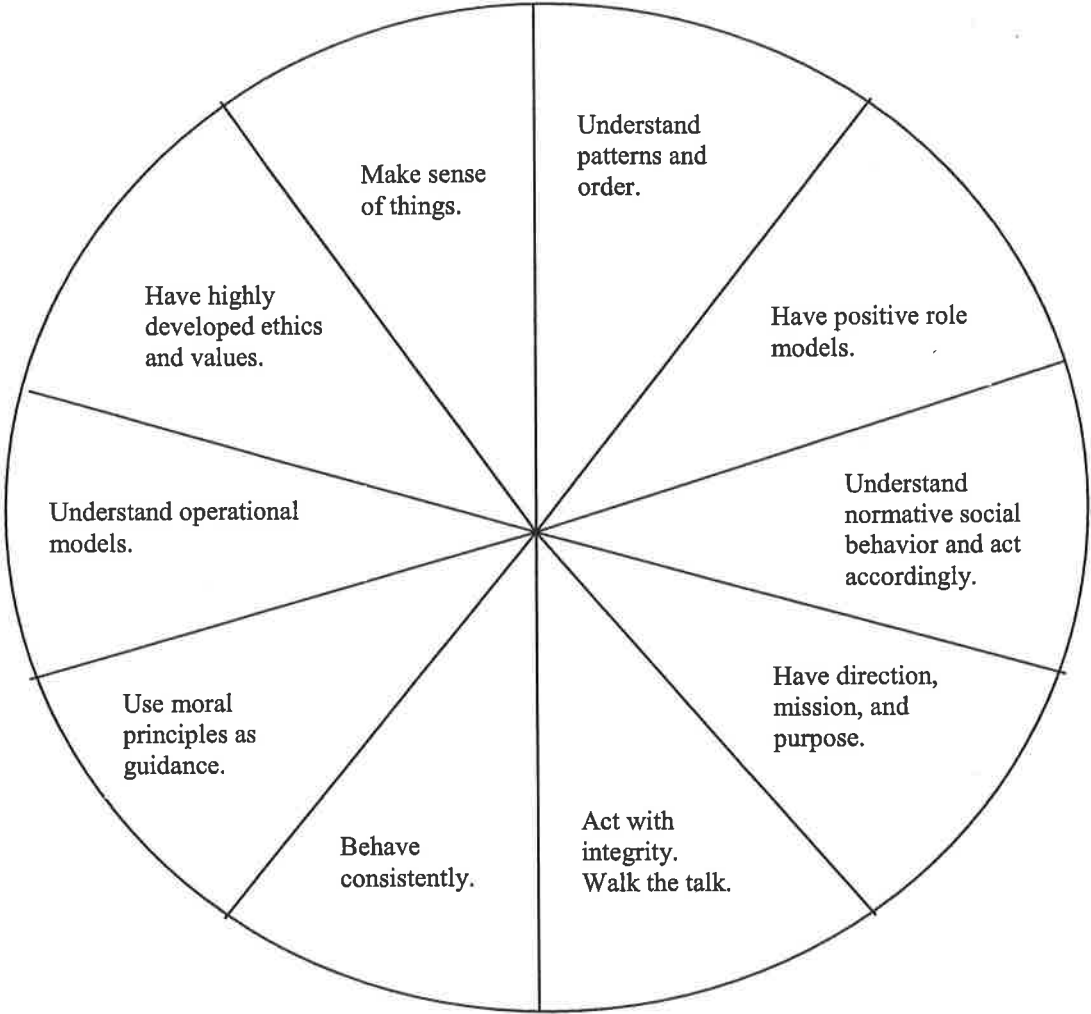
Behaviors That Indicate a Problem with Mental Models

1. Do not respond well to _____.

2. _____ _____.

3. Get _____ easily.

4. _____ and _____ with self and materials.

5. Usually not well _____.

6. Often do not _____ _____ _____.

7. Have difficult time deciding _____ _____
    _____.

8. Do not seem to be _____ in any _____.

9. Are _____ about what they want to _____
    _____ _____.

10. Surface _____.

11. Often insist there is only one _____ _____
    _____ _____.

12. May have _____ standards.

13. Often act _____ to the ethical standards they espouse.

14. Confuse impulsive _____ with _____ they have agreed
    upon.

15. Keep _____ _____.

16. Become _____ around others.

Model Strategies

Model Strategy #1

Use the Teacher Talk strategy, "Next time."

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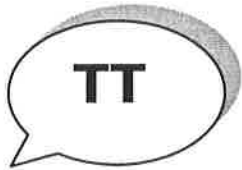
"Next Time" helps students understand how to change their behavior to meet your expectations.

Examples:

"Next time, please let me finish my sentence before you begin talking."

"Next time, please show me where you checked your work."

"Next time, please put all your trash in your lunch bag before you throw it away."

When Is a Sub Not a Sub?

By Chick Moorman and Thomas Haller

Students who find substitute teachers replacing their *real* teacher for a day do not always treat them with the respect they deserve. The appearance of a sub is often the signal for students to engage in a series of behaviors they would typically not choose if the normal classroom teacher were present. Sitting in different seats, answering to different names, initiating power struggles, refusing to follow directions, ignoring directions, talking more and working less are just a few of the antics that some students choose in the presence of a substitute teacher.

Part of the problem can be traced to the word *substitute*. The prefix *sub* often indicates inferior, not as good as, or next best. If you played *subpar,* you played below average. A *substandard* performance points to one that was below your standard. When the advertised special is sold out, you are often offered a *substitute.* When a star player is injured the coach puts in a *substitute.* That being the case, it is not surprising that students learn to view a *sub*stitute teacher as being a level or two below their normal teacher.

That's why Laurie Tandrup, a fifth-grade teacher at Onoway Elementary School in Alberta, Canada, does not have a substitute teacher when she is ill or goes to a professional meeting. Instead, when she is absent, the fifth graders have a GUEST teacher. And Laurie's students have been taught to treat a guest teacher like they would be expected to treat any other guest -- with respect.

Laurie believes that if you want a behavior you have to teach a behavior. So the last time she knew in advance that she was going to be absent she prepared her nine- and ten-year-olds for the event. Laurie began her preparations the day before she would be gone. She invited students to help brainstorm a list of what it would *look like* and *sound like* to respect the guest teacher. Students decided that respect in this case would *look like* following directions, sitting in your seat, working on assignments, finishing work, and raising hands to ask and answer questions. Their list of *sounds like* behaviors included one person talking at a time, asking for help if needed, asking for permission to do things, and saying please and thank you. The class practiced the behaviors for a portion of the day. Debriefing followed, feedback was given and the list adjusted slightly.

Next, Laurie enlisted her students' input in planning the day. They took each subject (math, language arts, physical education, etc.) and planned what they wanted to have happen while the guest teacher was there. The lessons had to fit Laurie's criteria of being related, rigorous, and relevant. The criteria were satisfied as students decided to use computers to do research for an essay during language arts time, make corrections and skill-practice for math, and do warm-up running and skill-challenges for physical education. By involving students in crafting their own day, Laurie built ownership for the design of the day. She empowered her students, creating less need for them to exercise power at the expense of the guest teacher.

Finally, this second-year teacher asked students to come up with a rubric detailing how they could tell if the day they designed turned out to be an excellent day, a good day, an average day, or a day that needed much improvement. Students, with her help, created behavioral descriptors for each level.

Laurie left a detailed note for the guest teacher to let him know what to expect. She then designed a few debriefing questions that she would use when she returned the day after the appearance of the guest teacher. Her brief list included:

Model Strategy #3

Make expectations clear and simple.

Anything you can do to reduce ambiguity will help students understand expectations. Let students know what you expect of them, and make standards of performance clear. Let them know what "quality" work looks like and sounds like in terms of productivity, behavior, relationships, and self-responsibility.

Example:

If you expect a quality science notebook to be turned in, *tell* students what you want, have them *read* directions for what you want, and *show* them an example of a quality science notebook so they can see and *touch* what you expect.

Model Strategy #4

Use The One Minute Behavior Modifier.

PREPARATION

A. _____ a behavior

B. Make a _____ to _____ it.

C. Give it a _____ .

☼ If you can _____ it, you can _____ it.

IMPLMENTATION

1. Name _____ , Name _____ .

2. A. Say, "It's _____ the class _____."
   Or
   B. Say, "It doesn't _____ with _____."

3. Give a _____ .

4. _____ the new _____ .

Model Strategy #5

TT

"Because . . ."

You help children who are lacking mental models when you share a "compelling why" for each lesson. Invest time in teaching the "why" of a lesson as well as the "how to." How does this learning objective fit your students' lives now? Why is this knowledge important to know and use forever?

Model Strategy #6

Give constructive examples of how students can improve.

Students need specific, descriptive feedback. Refrain from making evaluative comments; instead, tell them what needs to be done, academically and behaviorally. *If you want a behavior, you have to teach a behavior.*

Examples:

If students are to take turns, model how that is done.

If you want students to make a correction, you have to describe specifically how you want them to make the correction.

Model Strategy #7

See one, do one, teach one.

This is a helpful learning strategy for students lacking in models. No matter what they're learning—academics or responsible behaviors, long division or concentration skills—they need to *see* an example. They need to *see* the model, then they need to *perform the skill*. Most important, they need to *teach* it. It is teaching that makes these skills stick in long-term memory.

Model Strategy #8

Divide and limit information.

Divide information into small bits. Presenting smaller units of information increases the number of closure points. Presenting students with less information at one time gives those who are low in mental models more points where they can stop, check, and take stock. It also helps them arrive at closure sooner, which motivates them to keep going.

Model Strategy #9

Check on students soon and often.

By regularly checking on students who lack models you help them stay on track. Sometimes they don't even know what they do not understand. "Practice makes permanent," so get to them quickly when you're introducing new material. Make this a priority after you have given an assignment.

Model Strategy #10

Create structure.

Students who are low in models need structure and routine. It's helpful to them to be able to count on organization that will be the same tomorrow as it was today because:

- Structure reduces ambiguity.
- Reducing ambiguity lowers anxiety.
- Lowering anxiety increases learning.

Model Strategy #11

Be redundant.

Working with students who are low in models requires persistence, patience, and a willingness to say things *over and over* again. Find out the learning styles of these students and then use more than one learning style (kinesthetic, tactile, auditory, visual, etc.) to communicate with them. These students often respond to peer or adult tutoring and derive pleasure from completion of simple tasks.

Model Strategy #12

Help students get organized.

Students low in models need to learn how to become organized.

Examples:

- Assignment notebooks
- Planning books (which the instructor teaches students how to use)
- Checklists
- Priority lists
- Established places for things
- The "how to" of organization
- Checkpoints on long-term projects
- Establishing routines
- Keeping records of completed assignments (Teachers make regular contact with students regarding missing work.)

Model Strategy #13

Demonstrate patterns.

Creative work is often a stretch for students low in models. Since they need clarity and structure to feel successful, their creativity suffers. Teachers who enjoy creative students often find students low in models uninspiring.

Patterns help. If you show these students the pattern for haiku poetry, they can often follow it. Give them an outline for their book review, the four steps for problem solving, the five parts of a business letter—and their achievement improves. If they have a model to follow, they are more likely to be successful.

Acronyms also help students low in models. Give them the 3 C's of a classroom: Caring, Cooperation, Choices. Show them the 4 D's of Westward Expansion: Determination, Direction, Distance, Dissatisfaction.

The use of graphic organizers also helps these students develop mental models. Ask students to take notes on graphic organizers, and teach their use for study purposes.
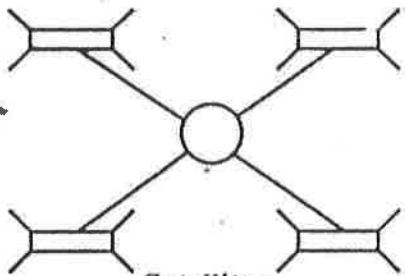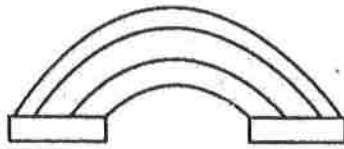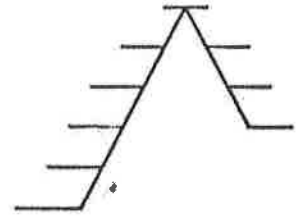
Graphic Organizers
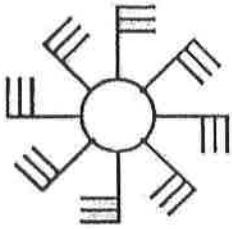
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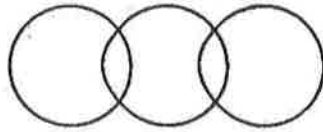
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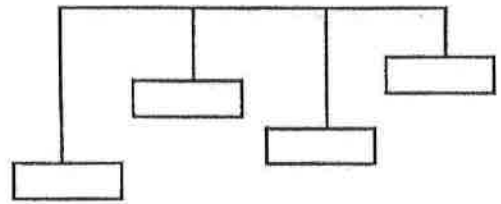
Dangling Rectangles

Satellites

Rainbow

A-Frame
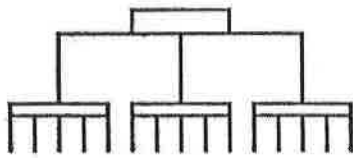
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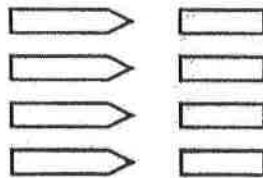
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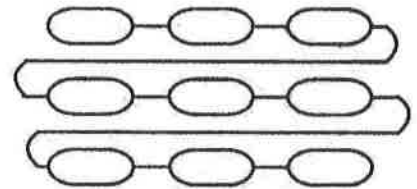
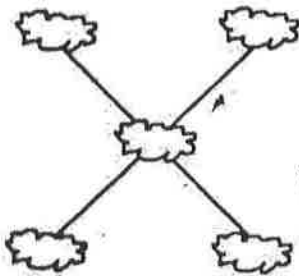**Chain Train**
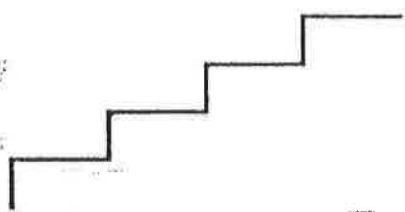
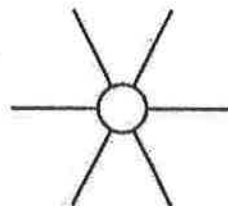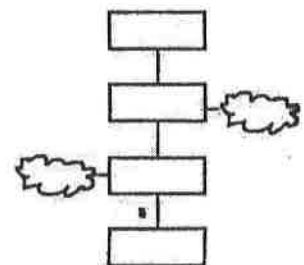**Staircase**
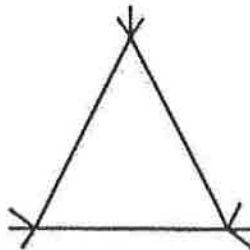
Triangle

Belt

Fluffs

Web

Boxes

Model Strategy #14

Help students set goals.

Help students low in models set direction for themselves. They need realistic goals—ones they have a 70 to 80 percent chance of achieving. Goals also serve as benchmarks that can tell students where they are in a process. Teach students they cannot "do" a goal; they can only "do" activities that will help them move closer to their goal.

Examples:

If my goal is to lose ten pounds, I can't do nothing and lose ten pounds. I can, however, do activities that will help me lose weight.

For example, I can:

- Buy a book on dieting, read it, and follow the steps listed.
- Walk one mile a night.
- Call two friends who have lost weight, ask them how they did it, and follow their advice.
- Join an aerobics class and attend regularly.
- Realize that I can "do" any of these activities.

Creating a goal and listing possible activities to reach that goal helps students low in models create a picture in their minds of how to achieve that goal, keep track of how they are doing, and celebrate small successes along the way.

Model Strategy #15

Provide role models—mentor and mentee.

Bring positive role models to your classroom.

Examples:

- Ask former high-school students to describe what it is like to be in college.
- Have eighth-graders read to third-graders who are poor readers.
- Bring in a police officer, doctor, banker, writer, or other respected member of the community for an interview.
- Read about people with character in textbooks, magazines, newspapers, etc. Study the lives of people who are worth emulating as one grows up.

Model Strategy #16

Hold students accountable.

Make sure students face the consequences of their behavior. This means you must follow through. Giving consequences clarifies the cause and effect relationship between how students act and what happens as a result.

Model Strategy #17

Be consistent.

Students who lack models may have difficulties when you are consistent. When you are inconsistent, they feel as if they're walking in quicksand; they don't know where to take the next step because everything is constantly shifting. These students need disciplined discipline. With any discipline system, the kiss of death is inconsistency. Say what you will do, and then do what you say.

Model Strategy #18

Use visualization.

Visualization is an incredibly powerful learning tool.

If you don't believe in the power of images, interview an advertising executive and ask her if images can influence behaviors. Teaching students to mentally picture a desired outcome helps them to focus on the end results they desire rather than on the problem. If you can see it in your mind, you have a better chance of accomplishing it. Images do teach.

Visualization: Elementary

"Just put your heads down on your desks for a minute," Lisa Wagner tells her second-graders moments before they're due in the all-purpose room for an assembly. "Rest a minute and relax. See if you can hear yourself breathe. Now I want you to use your imagination to create some pictures in your mind.

"Can you see me up in front of the class? Good. Now hear me call for us to line up for the assembly. Watch as you walk quietly over to the door and get in line. Notice that you have chosen someone to stand next to who will help you listen to the speaker when we get to the gym.

"See our class walking down the hall to the assembly. See how quietly and orderly we walk as a class. The first-graders don't even look up as we pass their open door. Feel proud and smile to yourself.

"Now see yourself sitting in the gym enjoying the assembly. Notice how you keep your eyes on the speaker and sit quietly, thinking about the message she is sharing with us. Hear yourself applaud when it's over. Again, use your imagination to see the orderly exit and flow of our class back to the classroom. Notice how you go directly to your seat and sit up alert, ready to talk about what we just heard. Now, when you're ready, sit up, and let's line up for the assembly."

This kind of mental run-through of an event helps students get a clear picture of what the teacher expects. It creates a model of the desired behavior in their minds. It provides them with the opportunity to see themselves doing what is expected and to experience positive feelings about it. That the experience is imagined doesn't matter. What children can imagine, hold in their minds, and see themselves doing they can achieve.

Children won't act properly in the hall unless they have a picture in their minds of what acting properly in the hall looks like. Children won't read smoothly without interruptions unless they can see themselves doing just that. And students will not exercise alternatives to fighting unless they can visualize those alternatives. Without pictures in their minds of what alternatives look like, how can students possibly choose them?

Connectiveness Definition

A sense of _____ , _____ or

_____ to people that are important to me.

A sense of connectiveness is about . . .

A.   Gaining satisfaction from valued associations and having those associations affirmed by others.

B.   Being a part of something.

C.   Feeling related to others.

D.   Identifying with a group.

E.   Feeling something that is important belongs to us.

F.   Feeling that we belong to something or someone.

G.   Feeling that we are important to others.

H.   Feeling comfortable with our bodies and being able to trust their developing capabilities.

I.   Getting involved in and enjoying group activities.

J.   Being skilled interpersonally.

K.   Learning to make friends and build relationships.

L.   Learning to communicate verbally with people.

M.   Feeling comfortable around other people.

N.   Feeling connected to our past or heritage.

Students with a connectiveness problem . . .

1. Make little effort to _____ in _____ activities.

2. Are not involved in _____ activities.

3. Spend quite a bit of time _____.

4. Are reluctant to _____.

5. Have few or no _____.

6. Are _____ by other students.

7. Often actively avoid _____ or _____ situations.

8. Don't _____ to help you.

9. Are _____ around _____.

10. More often relate to _____ than _____.

11. _____ to others, not letting them know how he or she _____ or _____.

12. Avoid _____.

13. Talk about family, race, or ethnic group _____ _____.

14. Withholds approval of others. Are more _____ than _____.

15. Deny that they have a _____ to or sense of _____ to others.

16. Are uncomfortable about _____ or being _____.

CONNECTIVENESS STRATEGIES

Connectiveness

In every school there are some students who appear to be isolates. They have few friends and spend much of their time alone. They eat by themselves, study by themselves, and walk through the halls by themselves. They are on the outside looking in and are never really a part of the action—never included in an "in" group. They appear to exist on the fringe.

Students' #1 Need

From the students' point of view, the number one need of kids in school today is social. From our point of view, students have many other needs that have to be addressed. But from their perspective, the main need is social acceptance. All kids want it and some will even lower productivity to get it. We've all seen examples of bright youngsters purposefully achieving less than they could in order to be liked and have friends. In their minds it's more important to be social than academic.

This social need grows and becomes strongest in the middle-school years. If you're not part of an in-group by middle school, your sense of belonging and feeling of oneness suffers. Some students give up the search to belong and concentrate solely on academics. Others act out. Much of what we call "acting out" in school today is simply kids getting their social needs met. Having side conversations, text messaging, coming to class late because "I was talking to my friends at my locker" are examples.

Your Role

While it is not your job to be the support system for all isolated students, it is your job to create that support system.

Connectiveness Strategy #1

Get involved in a long-term, in-depth, skill-oriented cooperative learning training program.

This is not a suggestion to put kids into groups and tell them to work together. That's not cooperative learning. That's group work. Group work is different from cooperative learning and often creates divisiveness, separateness, and resentment.

Presented and structured unskillfully, group work can lead to alienation and distancing.

Develop proficiency in a cooperative learning model that:

- Teaches interpersonal skills as well as task skills.

- Teaches techniques to purposely structure positive interdependence into the design of the lesson so that students are encouraged to work together as well as give and get support from one another.

- Teaches what interpersonal skills students need in order to function as effective team players and how to teach those skills.

- Teaches how to debrief lessons in ways that help students stay conscious of the choices they make during work time and how to set goals for the future.

- Teaches how to stay out of groups as students work and to behave as interactionists rather than as interventionists.

As you develop your professional competence with a cooperative learning model, your students will experience increased unity, belonging, and friendship while simultaneously learning content.

Connectiveness Strategy #2

Structure some student-to-student interaction time every day.

Interaction Linkers

Primary

1. **Reading.** Look at this letter of the alphabet. What do you notice? Share some things you notice with your partner.

2. **Science.** Drop the stone in the water. What do you see happening? Drop the pencil in the water. What do you see happening? Tell your partner what you saw.

3. **Science.** As you touch your piece of fruit, tell your partner what you feel. As you taste your fruit, tell your partner what you taste.

4. **Language Arts.** What are some characteristics of kittens? Share with your partner.

5. **Classroom Management**. Discuss with your partner the rules of going to the restroom.

6. **Math.** See if you can agree with your partner on the pattern in these sets of numbers.

7. **Math.** With a partner, sort the buttons into groups of your choice.

8. **Art.** With your partner, take turns listing the steps you will follow for cleanup.

9. **Language Arts**. Put your heads together and think of three reasons why the character got in trouble.

10. **Art.** Look at your two drawings. Tell each other how they are the same.

11. **Social Studies**. Discuss with your partner how living on a farm is different from living in a big city.

12. **Reading.** Talk with your story buddy about the ways the two stories are

different.

13. **Math.** Here are some coins worth different amounts. What are some ways you and your partner can arrange them in piles that are the same amount of money?

14. **Language Arts/Art.** What changes would you and your partner make in this story? Draw a picture to show your changes.

15. **Physical Education.** What ideas can your group come up with for a new game that will help us practice throwing?

16. **Language Arts.** See if you and your partner can guess what Fox will do next.

17. **Art.** With your partner, discuss what you think would happen if we added red to the paint.

18. **Math.** In your group, predict how many marbles are in the jar.

Elementary

1. **Language Arts.** Tell your group what emotions you felt when I read the poem.

2. **Geography.** What do you see on this map? Tell your partner what you notice.

3. **Social Studies.** Picture yourself in an igloo. Look around. What do you see? What sounds might you hear? Are there smells? Share what you experienced with your base group.

4. **Language Arts.** Is there a pattern in these poems? Discuss with your partner.

5. **Social Studies.** On the whole, what can you say about policemen and policewomen you have seen? Discuss in your group.

6. **Math.** In your core group, see if you can determine the rule that governs the process you use to solve these problems.

7. **Reading.** With your story buddy, make a sequence of the main events of the story.

8. **Health.** Working with your lab group, make a list of the parts of the human body.

9. **Science.** Working with your lab group, make a list of the parts of the human body.

10. **Reading.** In your group, compare your experience of working together in a group to the experience of the team in the story.

11. **Language Arts.** Discuss with your partner how this sentence is like the other one on the board.

12. **Art/Science/Social Studies.** In your triad, discuss how working together on a project is different from working alone. Then discuss how it is similar.

13. **Current Events.** In your core group, brainstorm a list of ways we could assist the tornado victims.

14. **Math.** At your table, suggest options for the answer to this problem.

15. **Language Arts.** In your reaction groups, come up with some possibilities for displaying our poetry.

16. **Language Arts.** Based on this headline, predict in your group what you think will be the focus of this article.

17. **Social Studies.** In your triad, decide what would happen to our city if half the population moved away.

18. **Science.** In your core group, predict how our lifestyle would change if the world's temperature increased an average of ten degrees over a year.

Middle

1. **Science.** Look carefully at the diagram of the rocket. What do you see? Talk about your observations with your partner.

2. **Math.** What do you notice about these shapes? Tell your partner.

3. **Language Arts.** As I read this paragraph, listen for words that describe. Tell your partner some that you heard.

4. **Science.** Think back to the three demonstrations. Recall any patterns in how the chemicals changed things. Come to agreement with your lab

partner.

5. **Social Studies**. Recall all the facts we covered in this chapter. Make a generalization about explorers. Share with your explorer group.

6. **Drug Education**. What generalizations can you make about drug users? Share your ideas with the person next to you.

7. **Social Studies**. In your core group, mind map the ways in which you can recycle household trash.

8. **Language Arts**. With your partner, sort these words by parts of speech.

9. **Math.** In triads, write the sequence of steps to change a mixed number into an improper fraction.

10. **Science.** In your group, list the similarities between a moth and a butterfly.

11. **Music.** Write down with your partner ways that the two renditions of the song were not the same.

12. **Math**. With your math buddy, compare parking, ticket, and refreshment prices at Wrigley Field and the Sky Dome.

13. **Social Studies**. In your group, make a list of ideas for the theme of your shoebox float.

14. **Language Arts.** With your writing buddy, write down options you have for places to display your poster.

15. **Classroom Climate**. Brainstorm with your partner about what opportunities exist for us to help each other.

16. **Physical Education**. Together, forecast how you think our team will do in the tournament.

17. **Counseling.** With the person seated next to you, predict what would happen if there were no school rules.

18. **Social Studies**. Find a partner and hypothesize how the lives of United States citizens would be different if England had put down the revolt by the Colonies.

Secondary

1. **Literature.** What do you notice about this character's physical appearance? Tell the person in the row next to you.

2. **Science.** Rub this material on your partner's hand. What did she feel? Now have her rub it on your hand.

3. **Speech.** What did you notice about Michael's body language? What gestures did you see him use? Discuss in your reaction group.

4. **Home Economics**. Sequence the steps you and your partner took to create the meal.

5. **Government.** Make a list with your partner of the procedures we should follow when we visit the jail.

6. **Psychology.** In your triad, give several reasons why people are prejudiced.

7. **Literature.** What is one quality of the story's secondary players? Share in your reaction group.

8. **Science.** Do you see a pattern among the three environmental concerns we have studied? Tell your idea to three other people.

9. **Driver Education**. What generalizations can you and your partner make about teen drivers?

10. **Art.** Together, list ways the impressionists were alike. How were they different?

11. **Science.** After listening to the article read by your group reader, differentiate between the plight of the humpback whale ten years ago and today.

12. **Government.** With your partner, list five major differences in the candidates' positions. Did you find anything that was similar?

13. **Business.** With your core group, discuss ways you could change this display to attract more attention.

14. **Journalism.** With your partner, think of possibilities for improving this article.

15. **Any Subject**. Discuss together what options are available to you and your partner for learning the chapter terms.

16. **Business.** In your groups, write down a prediction for what would happen to sales if you added $10 to the purchase price of each item.

17. **Journalism**. With your partner, hypothesize how this article will affect the student body, the community, the faculty.

18. **Government.** In your core group, decide what consequences there would be if you staged a sit-in to protest the removal of the candy machine.
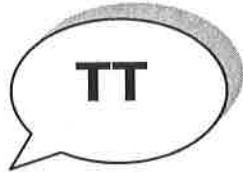

Interaction Linkers

1.

2.

3.

Linkers Layers of Rope

1.

2.

3.

Connectiveness Strategy #3

Use connective Teacher Talk.

TT

"Us/We/Our"
"Ask 3 before me."
"Someone in your group knows."
"Is this a group question?"

Connectiveness Strategy #4

Create an "Our Classroom" feeling.

A. Add-ons

Add-ons are one effective strategy for building a sense of unity in your classroom. An add-on is a product begun by the teacher, with students expected to add on their own unique contribution. One example is the "A friend is . . ." graffiti board observed in a middle-school classroom. The teacher displayed the caption and made the initial contributions. Students added on and filled the poster board with their individual perceptions of what a friend is.

An add-on could be a goal-setting chain with a link that holds each student's individual goal. It could be flowers in a flower bed, stars in the sky, grapes in a bunch, or teeth in a smile. Students may be invited to add a prediction, a sentence, an opinion, a question, or a statistic.

Other add-ons:

- My favorite sandwich book
- Contraction choices
- Dates on a timeline stretching across the room

Add-ons give visual proof of an individual's place within the group. When

displayed they provide continuous visual impact to the notion that it takes all of us to make up our group, and everyone in our group is an important link. Having your individual contribution displayed as a grape in the bunch or a bird in the flock helps you see connectiveness and your place in something larger than yourself.

B. Group Products

Creating group products is another strategy essential to promoting unity and connectiveness. Working on a class mural helps the group to bond. So does producing a class newsletter to be sent home to parents, building and tending a butterfly garden in front of the school, creating a class flag, and creating a classroom exhibit for open house. Producing a class play and presenting it for other classrooms brings the presenting students closer together.

It is not accident that most cooperative learning models require students within each group to produce a single group product. If everyone in the group is creating their own individual product, what reason is there to work together? Creating group products builds team pride, fosters feelings of belonging, and gives students a real reason to work together.

C. Group Goals

The creation of group goals also helps build classroom unity. A group goal could be a dollar amount that is needed to finance the spring trip for the Spanish Club. It could be seeing if your entire class can get 400 spelling words correct when they take the spelling test this Friday or having every student learn their times tables by November first. Shutting out the opponent in Tuesday's game, getting all permission slips in by Thursday, and getting a "ONE" rating by the lunchroom supervisor three days in a row are further examples of group goals.

Working toward a common goal helps people pull together. The more difficult the goal, the greater the feelings of accomplishment and unity that occur when it's reached.

D. Class Names

Selecting a class name is another way to produce bonding, unity, and feelings of togetherness. Group validation occurs when your class becomes Snyder's Spiders, Olsen's Owls, the Pink Panthers, the Banana Splits, or the Third-Hour Hummers. The specific name matters less than its use and the process of

selection.

You could choose to name your class the Southwest Scientists or the History Hunters. If you alone decide on the class name, you bypass students' participation in the selection process. When you decide on a class name without student input, the name is now your name, for your class, decided by you. Attachment to the class name, pride in being part of that group, and feelings of oneness are heightened if students participate in the selection process.

Involving students in the process of name suggestion through seeking, narrowing, consensus, and final selection requires more time than deciding by yourself. Yet it is just that process of involvement that builds commitment for and attachment to the final selection.

Once the class name has been selected, it can be used on other group products that validate groupness. It can be incorporated into the class flag, song, banner, t-shirt, badge, or creed. The History Hunters can design a logo for the class stationery and develop a class motto that goes with it. They can send home a monthly "History Hunter News." They can display their findings in the History Hunter display case in the hall.

E. Service Projects

Another important group validation technique and strategy is participating in projects that help others. Raking the leaves or planting a garden for an elderly couple, sending cards and letters to a serviceman or servicewoman, cleaning up the playground, visiting a nursing home, and organizing a welcome wagon to assist new students are examples.

Performing a service—giving to others—builds connectedness. A shared sense of purpose combined with reaching out to others will help your students to connect and work as one. In addition to building unity within your class, the individuals within the group build bridges and connect to the community, the neighborhood, the elderly, and the less fortunate, as well as to the environment.

A kindergarten class adopted a grandparent as a class project. A physical education teacher organized his sixth-graders to help younger children learn to throw and catch. Many high schools today have a service requirement for graduation. Each student is expected to perform several hours of community service before receiving a diploma.

F. Class Meetings

Class meetings can be used to activate a sense of belonging. Solution seeking puts students and teacher on the same side and reinforces the value of group cohesiveness, which grows as students improve their ability to work together. The more a class pulls together to make decisions and solve problems, the more clearly they see themselves not only as a unit, but as a problem-solving, solution-seeking unit. What a healthy way for a classroom full of young people to picture themselves.

Connectiveness Strategy #5

Create an "Our School" feeling.

Create opportunities to enhance students' feelings that they are part of the school.

- Older class adopting a younger class
- School festivals
- All-school projects
- School pride issues

Make a memory.

- Red Day
- Endangered Species Day
- Hat Day