



Unmotivated

the

Motivating

Key

Pattern
 1. Number
 2. Frequency

- 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.

A sense of power is about . . .

Power Definition
 Having the resources, the opportunity, and the capability to influence the circumstances of one's own life.

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

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

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

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

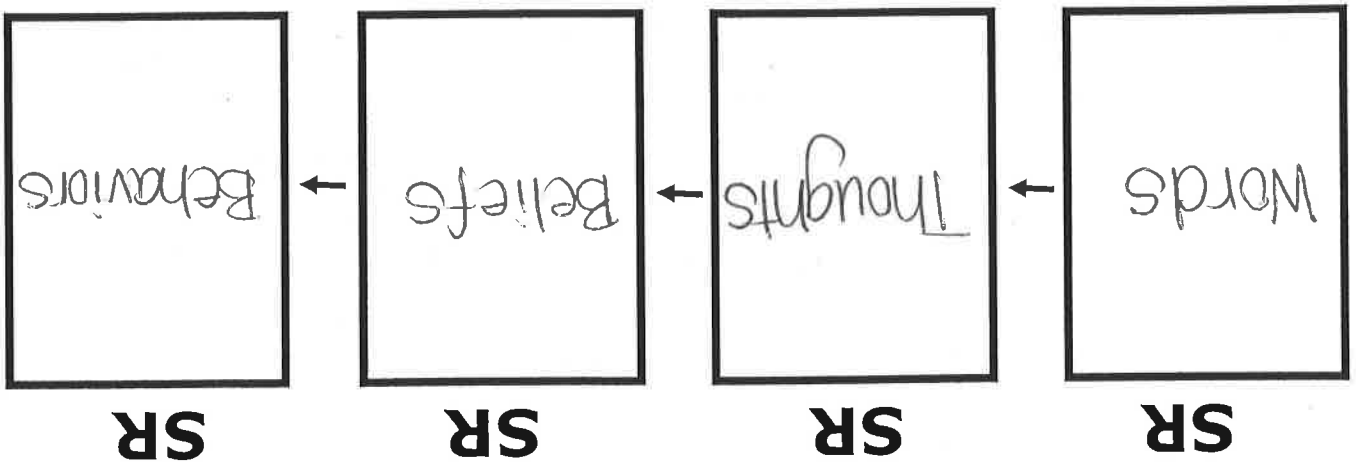
"If you *decide* to turn it in on Monday, you'll have *chosen* to receive the grade you earned. If you *decide* to turn it in after Monday, you'll receive one grade lower than the grade you earned."

flow from their choices.

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

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

Power Strategy #3



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. _____

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 *f* is least control.

Project Map

I chose ...

I chose ...

I chose ...

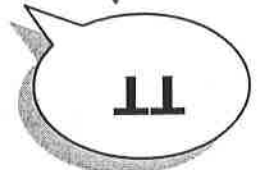
I chose ...

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.

Behave calmly and consistently.

Power Strategy # 11

1. Act as if.
2. Pretend.
3. Play like.
4. If you did know how, what would you do?



Employ the "I Can't" antidote.

Power Strategy # 10

On Wednesday of the second week, Mrs. Milliman 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. Milliman noted the changed behavior and continued to mention it in the teachers' lounge.

During the second week, Mrs. Milliman 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."

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.

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.

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.

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

The student responses came quickly.

At the conclusion of the discussion, Mary challenged her students to use the strategy on Mrs. Milliman 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?"

"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.

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.

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								
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 _____

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.

CHOICE REFLECTION & EVALUATION

Name: _____
 Program: _____ AM PM School: _____
 Date: _____

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?

Signatures:

Student _____ Date _____

Instructor _____ Date _____

Case Manager _____ Date _____

DATE	STUDENT RATING/INITIALS	TEACHER RATING/INITIALS	COMMENTS

-
-
-
-
-
-
-
-
-
-
-
-

SEE CASE MANAGER

SUCCESS PLAN EVALUATION

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

Date: _____

RESPONSIBILITY QUESTIONS

QUESTIONING PROCESS

What do you want?

What are you doing?

Is it helping?

What else can you do?

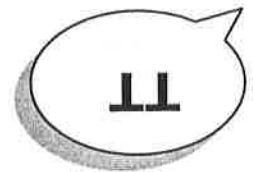
Models Wheel



Model Strategies

Model Strategy #1

Use the Teacher Talk strategy, "Next time."



"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."

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.

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.

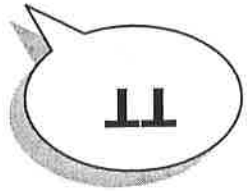
Examples:

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.*

Give constructive examples of how students can improve.

Model Strategy #6

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?



"Because . . ."

Model Strategy #5

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.

Be redundant.

Model Strategy # 11

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

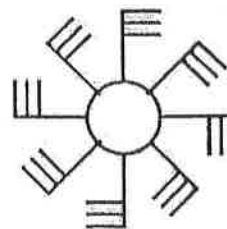
Students who are low in models need structure and routine. It's helpful to them to be able to count on organization that will be the same tomorrow as it was today because:

Create structure.

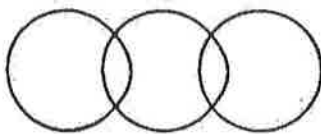
Model Strategy # 10

Graphic Organizers

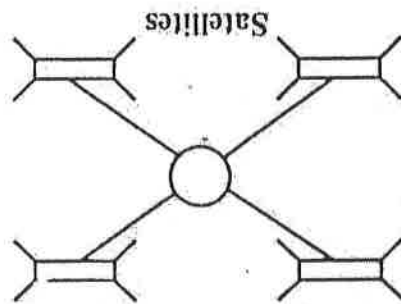
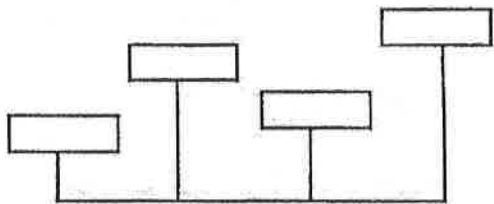
Fan



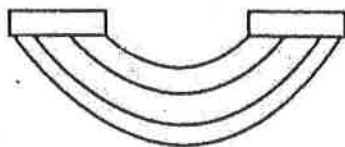
Venn



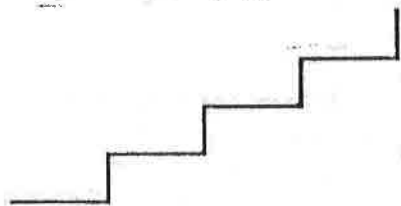
Dangling Rectangles



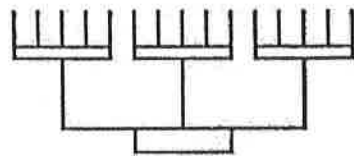
Satellites



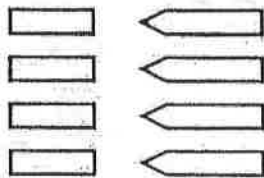
Rainbow



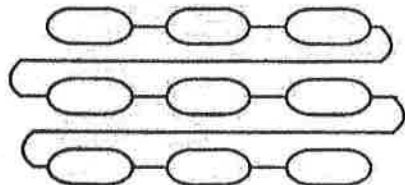
Combs



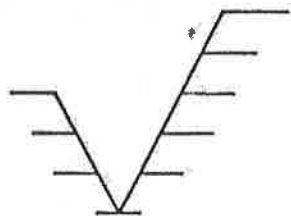
Attributes



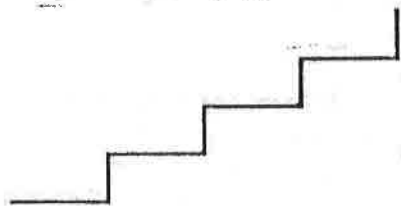
Chain Train



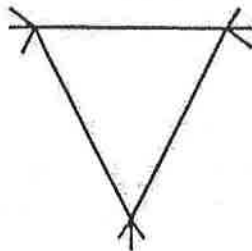
A-Frame



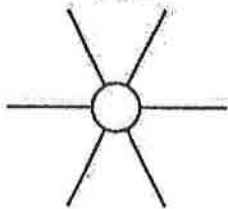
Staircase



Triangle



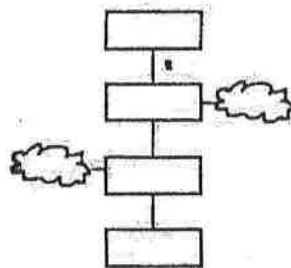
Web



Belt



Boxes



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.

Be consistent.

Model Strategy # 17

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.

Hold students accountable.

Model Strategy # 16

- 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.

Examples:

Bring positive role models to your classroom.

Provide role models—mentor and mentee.

Model Strategy # 15

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?

Students with a connectiveness problem . . .

- 1. Make little effort to join in groups activities.
- 2. Are not involved in out-of-school activities.
- 3. Spend quite a bit of time by him/herself.
- 4. Are reluctant to communicate.
- 5. Have few or no friends.
- 6. Are disliked by other students.
- 7. Often actively avoid people or social situations.
- 8. Don't volunteer to help you.
- 9. Are uncomfortable around adults.
- 10. More often relate to things than people.
- 11. Unresponsive to others, not letting them know how he or she thinks or feels.
- 12. Avoid intimacy.
- 13. Talk about family, race, or ethnic group in a negative way.
- 14. Withholds approval of others. Are more critical than praiseful.
- 15. Deny that they have a commitment to or sense of responsibility to others.
- 16. Are uncomfortable about touch or being touched.

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.

- 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.

- 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.

3.
2.
1.

Linkers Layers of Rope

3.
2.
1.

Interaction Linkers

- 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.

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

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

Another way in which you can reach out to isolated youngsters is through touch. Show affection, concern, and caring through physical contact. Your touch can be a pat on the back, a high-five, or a light squeeze on the shoulder.

E. Use physical touch.

Journals are another technique you can use to connect with students. Students make daily journal entries and the teacher reads them and responds in writing. The main goal of journal use in this context is relationship building. It's an effort to ensure that dialogue exists between the teacher and student. Many low-connectiveness students will communicate on paper what seems too intimate to them to say aloud. Be nonjudgmental when responding in writing to students' journal entries. Listen without judgment when students speak aloud. Learn not to continually correct students, nor feel the need to respond to everything students say. Concentrate instead on listening and on simply being there.

D. Use journals.

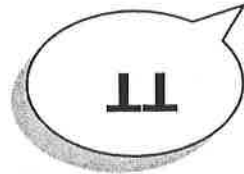
Rather than asking questions about a student's interests and hobbies, which is often perceived as interrogation, concentrate on making statements about yourself. Reach out through sharing yourself. Students who are receptive respond by continuing the dialogue.

C. Share your interests, hobbies, activities, and family experience with students.

Telling students how their behavior benefited and affected other class members helps them see the relationship between themselves and others. These kinds of teacher-initiated experiences can help them connect and experience a sense of oneness.

B. Let students know when they have contributed to the overall progress of the class.

I. Use names.
The sweetest sound in any language is the sound of your own name.



Use names in the beginning, middle, and at the end of a sentence.

"John, I read your report."

"That was fun for me, *Madison*, to be able to read that paper of yours."

"Thank you for your help, *Juan*."

J. Give symbolic hugs.

- Note pad hugs from the teacher
- Stickers with hug themes
- Stuffed animals
- Safe desk
- Quiet area

"I keep a file card on each of the students that I've identified," Mr. Smith told the teachers at the lunch table. "I make sure I do three of the things on my Super Seven Relationship Builders list. If I don't have three check marks on a card by Friday, I go looking for that student."

By the time a student takes government, Mr. Smith has had three years worth of relationship-building contacts with that student. He or she is familiar with him and has developed a positive connection. So if Mr. Smith chooses to use a discipline technique, enforce the school rules, or hold students accountable for the choices they made, he does so in the context of a positive relationship that has already been established.

The other teachers in his building have trouble with many students that create no problems for Mr. Smith. That phenomenon is no accident. It happens because a Spirit Whisperer set out with intentionality to create it.

Thank you for letting us tell your story, Bill. Keep on Spirit Whispering.