



# Motivating Student Learning: Keys to Success

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Promoting Social Emotional  
Competence:

Building Relationships and Creating  
Supportive Environments

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# Learner Objectives

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Participants will:

- Be able to describe the importance of building relationships with students, families and colleagues
- Be able to describe the relationship between a number of environmental variables and a students challenging behavior
- Be able to identify strategies to build positive relationships



# In the Beginning...

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- We created the expectations
- We taught them
- We reinforced them
- We re-taught them
- We doled out consequences-----

**We laid the foundation-so**

**Why is it crumbling?**



# We've Lost Our Way

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We're stressed

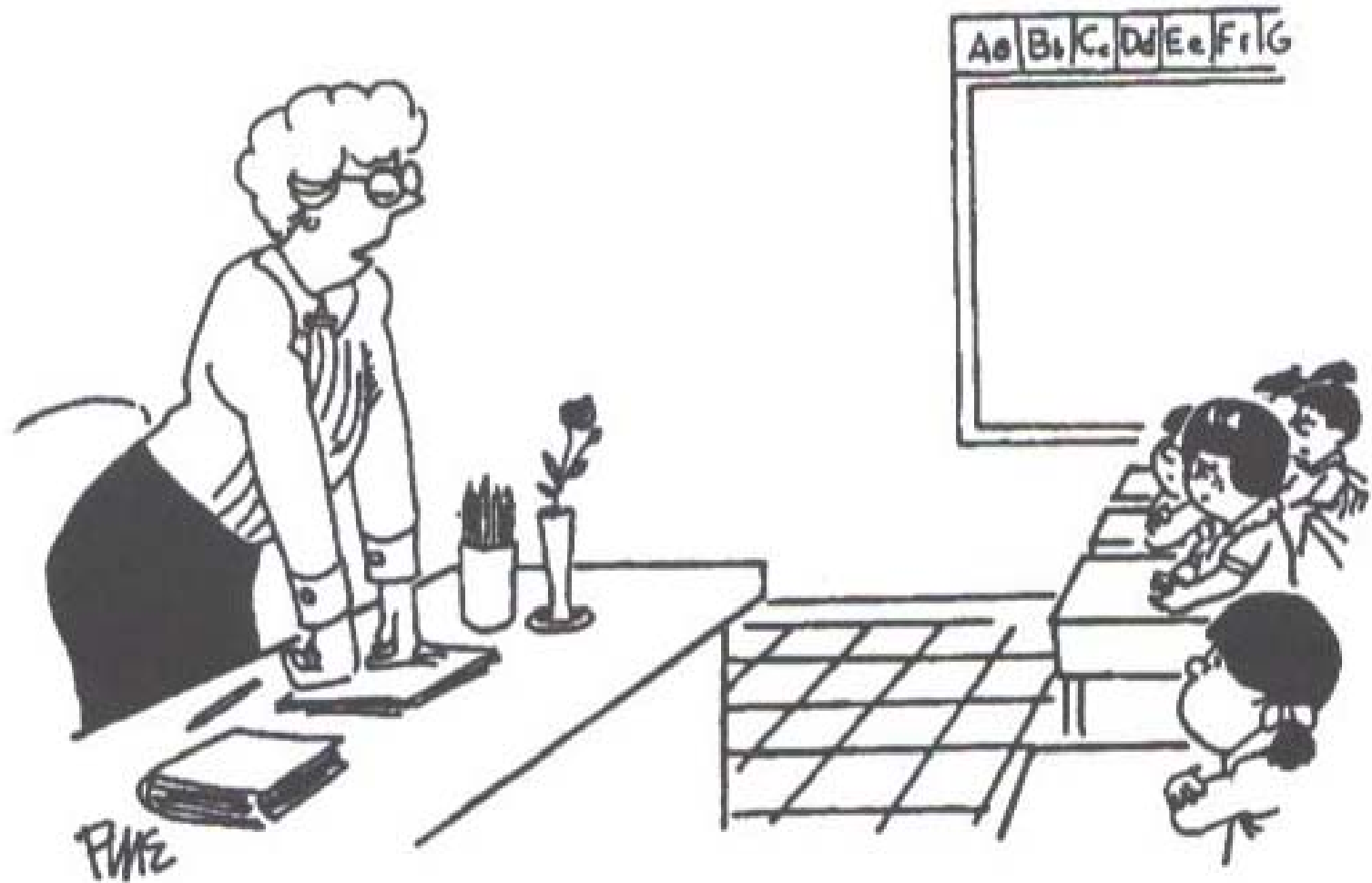
We're frustrated

We're tired ---

They're stressed

They're frustrated

They're tired---



*"I'm your teacher, Mrs. Gridley. Learn to read, write, and do arithmetic, and nobody will get hurt."*

# How Did You Get Here?

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***Turn to the person next to you and share why you choose teaching as your vocation.***

Then answer these simple questions:

1. What is it you believe in?
2. How did you envision the ideal classroom?
3. What went wrong?



Behavior is...

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A form of

**COMMUNICATION!!**

What are you saying?

What are they trying to say?



# What Behaviors Constitute Discipline Problems?

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Answer that question and you've established the pre-requisite necessary for establishing effective classroom management!

Activity: List 5 behaviors you believe constitute discipline problems



## Try This Definition:

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A discipline problem is behavior that:

1. Interferes with the teaching act,
2. Interferes with the rights of others to learn,
3. Is psychologically or physically unsafe, or
4. Destroys property.

This definition does not limit behavior to student behavior! Yep- you could be the problem!!!



## Two Kinds of Student Behavior:

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1. Incident behaviors (talking, scuffling, littering, tardiness, etc.) There is no premeditated attempt to be disruptive. These students are **NOT** disconnected!
2. Problem behaviors, these behaviors run the gamut. There is premeditation to disrupt. These students **ARE** disconnected!



# Some Basic Assumptions

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- Challenging behavior is often related to some skill deficit
- Behavior that persists over time is working
- When we have positive relationships with students, supportive classroom environments and focus on teaching social and communication skills, we reduce the likelihood of challenging behavior



# What Does It Take?

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***"Young people are empowered to the extent that they are seen by others as resources, make contributions to society, and feel free of threats to their safety."***

author unknown



# What Can You Do?

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1. Your role as a teacher is to send information to the students.
2. You need to send this information in a variety of ways; appeal to all of the senses.
3. Students will receive this information and begin to form connections.



# Relationships

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“Kids will do what you ask if they have a relationship with you and if they have the necessary skills to do so.” Ross Greene

Successful relationships require two elements:

- Trust
- Respect



# We Need To Build Partnerships Within Our Classrooms.

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To truly partner with our students we need to build trusting and respectful relationships.

Trust and respect can NOT be taught they must be learned!



## Without it...

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- We diminish a student's belief in themselves
- In exerting control, we are stripping our students of their power
- They lose HOPE!

Don't believe it-look at this...

# Shocking But True!

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## ***Percentages of High Self-Esteem in Kids:***

80% of kids entering 1<sup>st</sup> grade

20% of kids entering 5<sup>th</sup> grade

5% of kids entering high school



# We All Need Our Basic Needs Met!

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We are driven by our need to  
***SURVIVE!***

We need to feel a sense of  
***BELONGING--*** of being ***LOVED.***

We need knowledge and skill to gain  
***POWER*** so that we can gain control  
of our own lives.

We need to feel ***FREE*** to be who we  
are.

We need to bring ***FUN*** and joy into  
our lives.



# How Can That Happen?

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You the teacher create it!

Kids do better with predictability and consistency.

It's up to you to build safe, secure and reliable environments conducive to learning.



# Key Social and Emotional Skills

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Work to establish the 3 C's:

Connection

Contribution

Competence



# Connection

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- Fundamental positive regard
- Greeting students by name
- Getting to know students
- Name their strengths
- Home visits
- Good news calls
- Incorporate humor and encourage creativity
- Teach the social skills they don't know
- Communicate the expectancy of success

# Connection (continued)

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- Use strategies that address individual needs
- Teach empathy-make caring fashionable
- Cooperative learning projects
- Teacher/student advisory groups
- Peer tutoring/helping
- Comprehensive, inclusive, in-school and before and after school activities
- Find out what they like and ask them about it



# Contribution

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- Give work that is meaningful
- Make learning experimental (service learning)
- Peer helping-tutoring
- Give opportunities to problem solve, plan and set goals
- Involve students in:
  - Creating classroom rules
  - Governance committees
  - Curriculum planning
- Give choices in learning experiences
- Use participatory learning and evaluation strategies

# Contribution (continued)

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- Cooperative (non-competitive learning)
- Community service projects that are:
  - Student initiated
  - Student organized
- Encourage people to people contact
- Encourage volunteerism
- Teach generosity by practicing
  - Giving compliments
  - Express appreciation
  - Making an apology
  - Donating time/resources
- Encourage reciprocity, it's the key to healthy relationships



# Competence

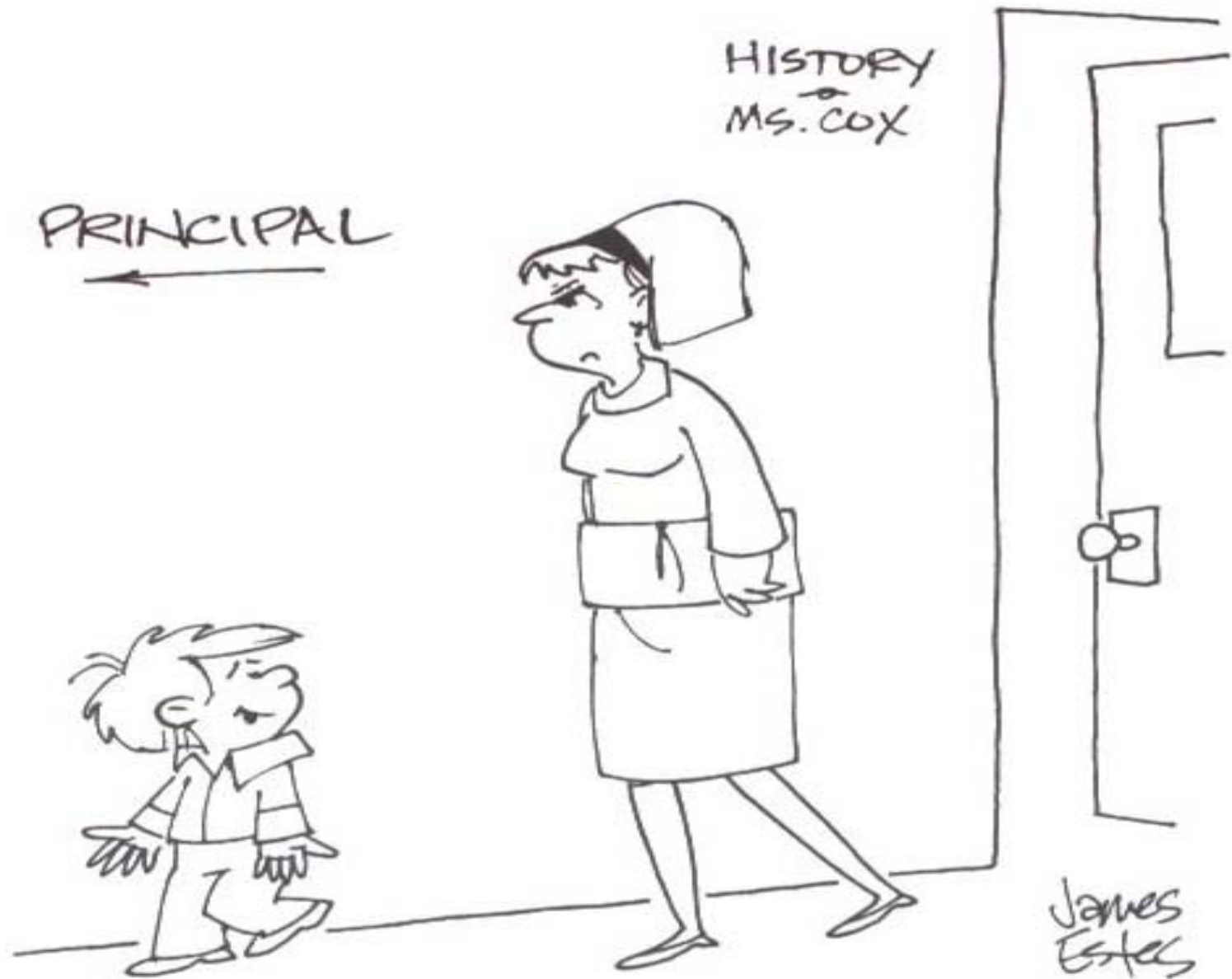
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- Appropriate instruction-recognize learning styles
- Positive/realistic expectations
- Logical consequences, consistently enforced
- Help students appreciate strengths
- Flexible heterogeneous groups
- Help them understand and appreciate diversity
- Give them the power to construct meaning for the things that happen


# Competence (continued)

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- Give increasing responsibility
- Expect high quality performance
- Pep talks-Make each day count
- Give them HOPE
  - Start each day fresh
- Meaningful and participatory curriculum
- Authentic and self assessment
- Teach dignity and good sportsmanship



*“But I didn’t mean to be disruptive . . . it just seemed to me that such a serious subject cried out for some comic relief.”*



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***I do not want a new generation of children with high intelligence quotients and low caring quotients; with sharp competitive edges and dull cooperative instincts; with highly developed computer skills, but poorly developed consciences; with gigantic commitment to the big “I” but little sense of responsibility to the bigger “We”.***

Miriam Wright Edelman

Children’s Defense Fund, 2000

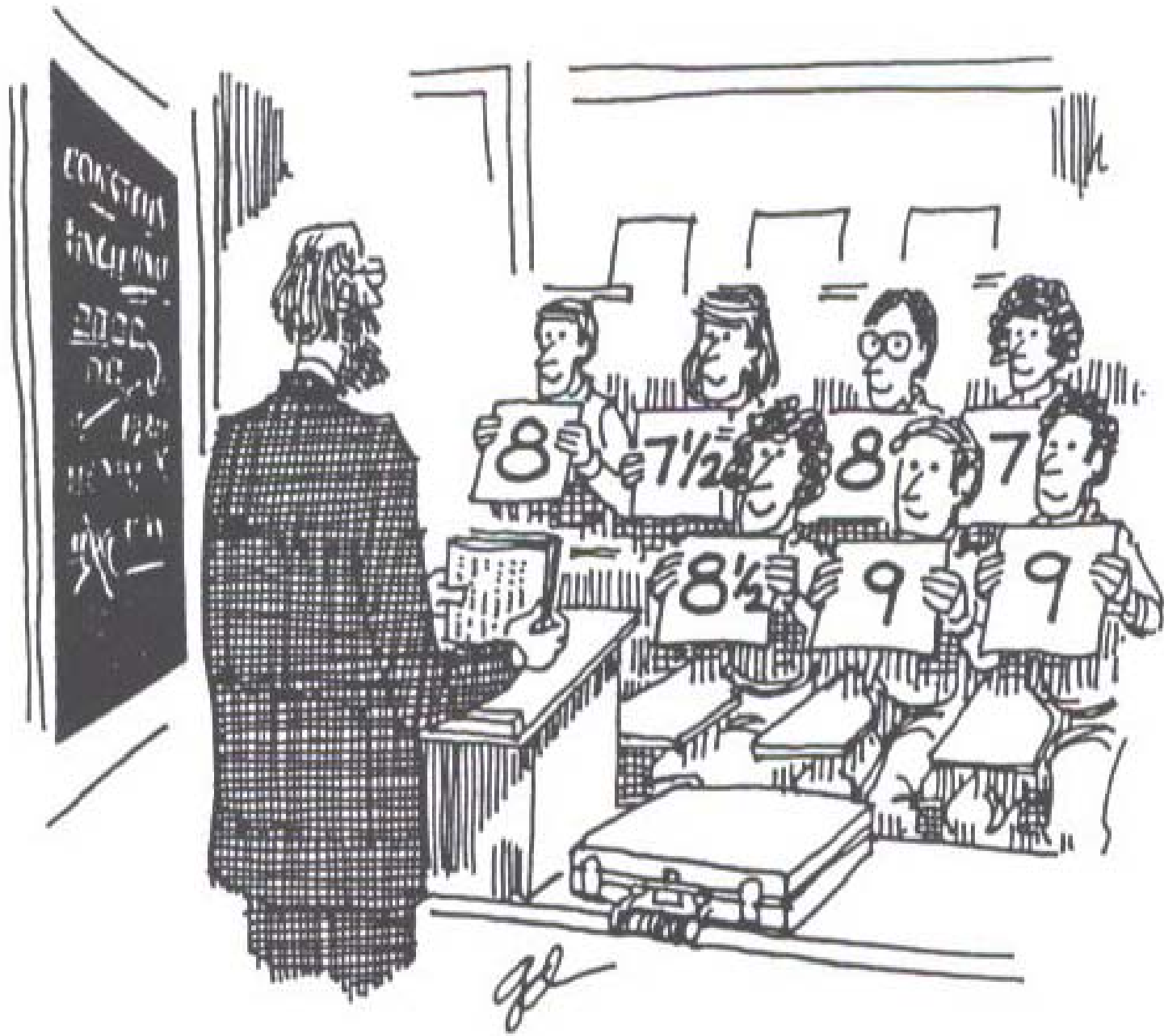


# It's a Production

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You are the director, producer and the actor!

- Set design
- Props
- Stage presence
- The program



# Prevention

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## ○ Lesson Design

- Lesson introduction: provides awareness of what they will learn, focuses attention and motivates them; what's in it for them?
- Clarity: provide clear expectations in step-by-step fashion
  - State objectives
  - Outline content, signal transitions between ideas, call attention to main ideas, and summarize subsections of the lesson during the presentation
  - Summarize main ideas near the end of the presentation

# Prevention (continued)

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- Coached practice: provide coached or guided practice
  - Students need high amounts of success (+75%)
  - Scaffolding- adjust support to learner, the nature of the material, the nature of the task and is removed as students gain competence
- Closure: involve the students in summarizing the key ideas and give them some ideas about where future lessons will go

# There's More...

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- Solitary practice: Independent seat work or homework, where students practice the skill with significant amounts of success
- Review: periodic reviews (daily, weekly/monthly) helps students consolidate their learning



*“That class ought to come with a warning: ‘May cause drowsiness.’”*

# Student Motivation:

The drive that focuses the student and causes them to achieve the task (Brophy, 1989)

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Student interest

Student needs

Novelty and variety

***Remember: Attention Span of an adult***

Success

Tension

Feeling tone (Madeline Hunter, 1982) +/-

Feedback

Encouragement



# Teacher Expectations

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Teacher expectations influence both student learning and student motivation.

Research studies found that teachers often unintentionally communicate low expectations toward students whom they perceive as low achievers.



# Student Motivation

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Student perceptions of why they succeed or fail at school tasks have a direct impact on their motivation to perform.

- 1) Ability
- 2) Effort
- 3) Task difficulty
- 4) Luck
- 5) Teacher

We all need to feel confident,  
competent & capable



# Classroom Procedures

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Two types of classroom guidelines:

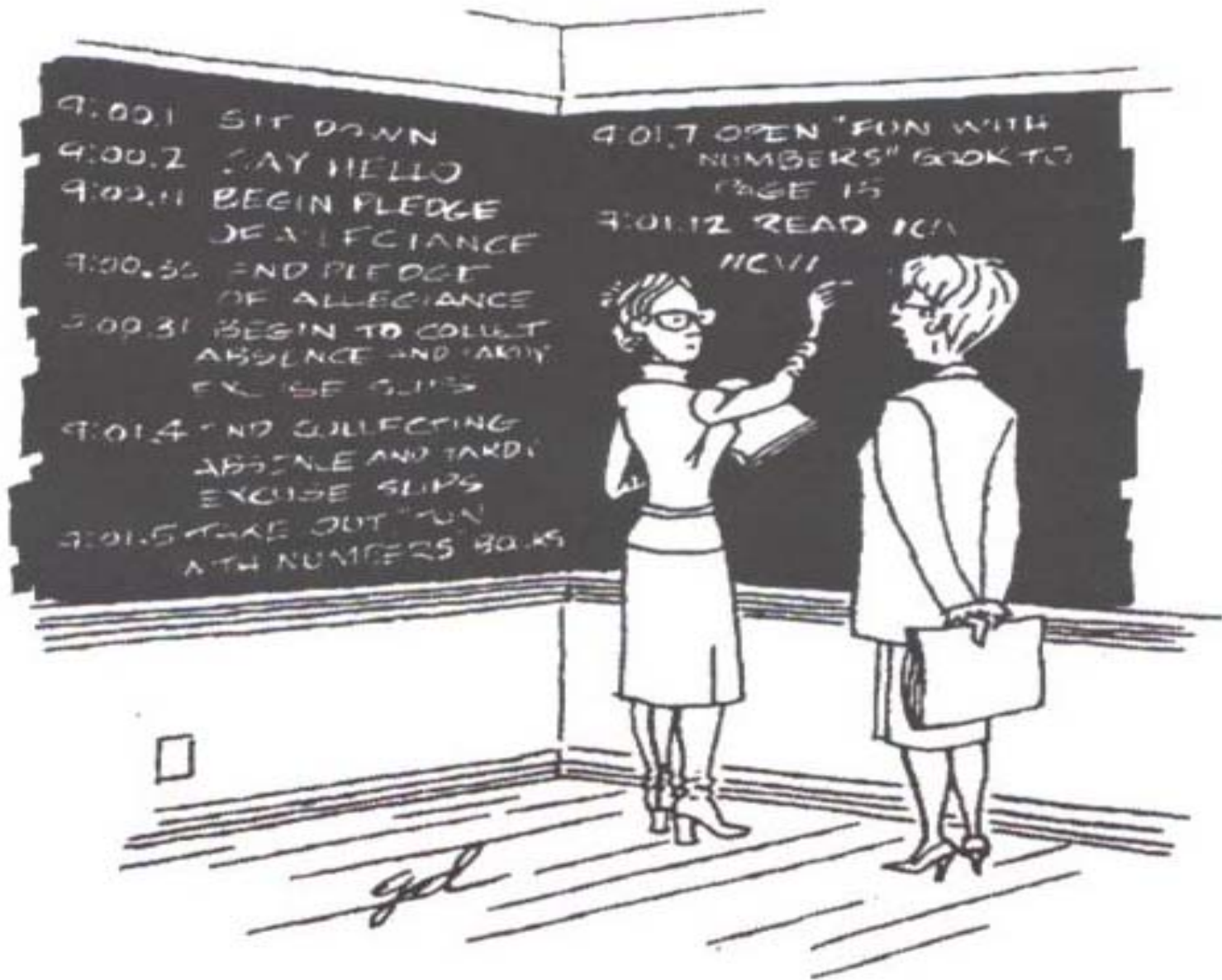
1. Procedures directed at accomplishing something-not managing behavior, procedures reflect behaviors necessary for a smooth operation of the classroom
2. Rules- focus on appropriate behavior, they provide guidelines for behaviors that allow teaching & learning to take place. (These are the classroom expectations)



# The Need for Clear Expectations

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- Rules should be directed at organizing the learning environment to ensure continuity and quality of teaching and learning NOT at exerting control over students. (Brophy, 1988)



*"And then, of course, there's the possibility of being just the slightest bit too organized."*



# When That Doesn't Work, What Then?

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Proactive Intervention Skills

Remedial Intervention Skills

Verbal Intervention



# Proactive Intervention Skills

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1. Changing the pace of classroom activities
2. Removing seductive objects
3. Interest boosting of a student who shows signs of off-task behavior
4. Redirecting the behavior of off-task students
5. Non-punitive time out
6. Encouraging appropriate behavior of others
7. Providing cues for expected behavior



# Remedial Intervention

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We make assumptions:

Make NO assumptions—always error on the side of caution! Teach and Re-teach and when that doesn't seem to be working use:

1. Planned ignoring
2. Signal interference
3. Proximity interference
4. Touch interference



# Verbal Intervention

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## Skillful Feedback is Critical

Feedback must focus on the behavior not the person! Instead of, “You’re rude!”, “You interrupted me.” When we are specific the student has something they can do, something they can change.

If they trust/respect you the most powerful words are “it upsets me when you...” or “I’m so proud you can...”

# Classroom Verbal Intervention

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## **Guidelines to keep in mind:**

- ✓ Use non-verbal interventions first
- ✓ Keep verbal interventions private
- ✓ Make verbal intervention brief
- ✓ Speak to the situation, not the person
- ✓ Set limits on behavior, not on feelings
- ✓ Avoid sarcasm & words that belittle/demean
- ✓ Start at student-control and move to teacher-control or on to logical consequences



# Talk to Them!

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Validate your dialogue! The three keys are:

Appropriateness

Clarity

Acceptance



# Empathetic Listening & Dialogue

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How do we communicate respect?

Empathetic Listening

Dialogue

# Please, Please Be Non-Violent

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- ❖ Philosophy
- ❖ Physical Presence
- ❖ Body Position
- ❖ Non-verbal
- ❖ Verbal

(Mandt)



# Philosophy

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- What is it you believed when you first began teaching; what do you believe now?
- Turn to a seat partner and chat about the difference between your idealistic philosophy and your reality philosophy.
- What would it take for you to “renew” your beliefs?



# Physical Presence

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- You orchestrate the tone, volume and intensity by simply “being”
- Name 5 ways you can use your “physical self” to set the stage for success.
- Open Forum: A Time to Share!



# Body Position

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- How you present yourself, sets the mood
- How you position your body, can make a difference
- How you stand or sit can influence how quickly you can intervene



# Non-Verbal

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- It's more than what's written on your face-----
- What are your hands saying?
- What does your physical posturing convey?
- How can you enhance your instruction without saying a word?



# Verbal

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- ✓ Design and communicate rational and meaningful classroom guidelines
- ✓ Recognize misbehavior when it occurs
- ✓ Employ management strategies effectively and consistently



# When You Need To Be Verbal

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- Mean what you say, say what you mean, but don't be mean when you say it!
- Optimize your verbal powers!
- Speak only when necessary—listen only every moment of every minute of every hour of every day.
- To listen is an art you need to be the “master”

# You Want Tricks?

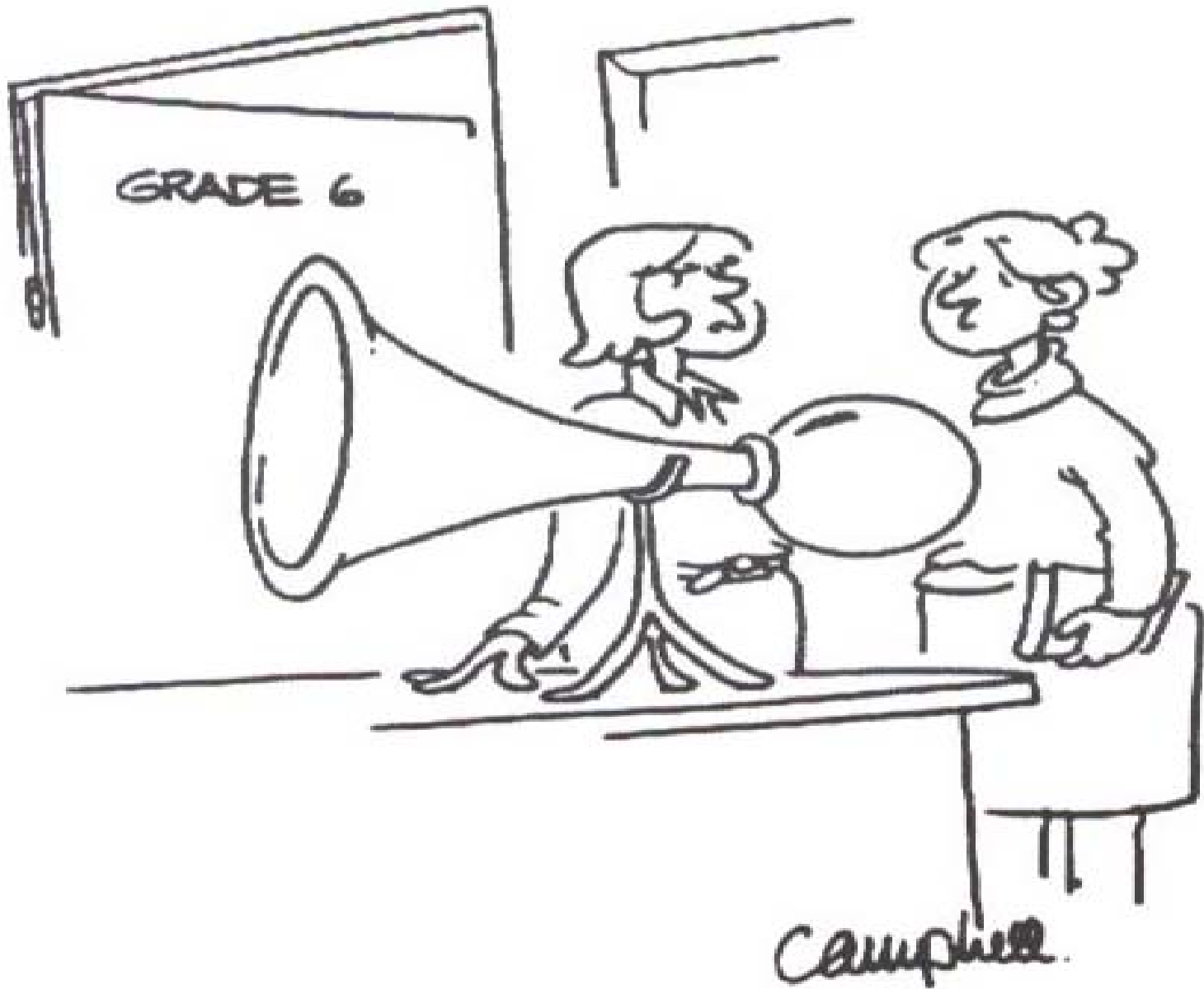
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- Classroom Arrangement
- Attention Signal
- Instruction Spots
- Balcony View





*“Miss Marpole, I need to talk to you about your seating arrangement.”*



*"First, you have to get their attention."*



Tricks may work----

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**But it's really about what it is  
we want for our students not  
only today but all of their  
tomorrows.**

**What will we teach them?**

**What will they learn from us?**

# What I've Learned Along The Way and What I Want Them to Learn--

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I've learned Covey's 7 Habits:

1. Caring
2. Listening
3. Supporting
4. Contributing
5. Encouraging
6. Trusting
7. Befriending

I've learned Ross Greene's Trick:

1. Empathize
2. Invite



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I've learned to:

- Anticipate
- Act
- Avoid

I've learned that it's all possible when we:

- Build Relationships
- Avoid Power Struggles
- Support Each Other



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I've learned that:

- Students who do poorly in your classes are capable but may be turned off to school!
- It doesn't make any difference how capable you are if you are too angry to work!
- Kids don't care how much you know until they know how much you care!



# A HUGE Bonus

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“When we respect that universal human need in our classrooms, students discover healthy, responsible ways to increase their sense of power in the world. They are less likely to be driven to get power “over” other people in destructive ways and more likely to become powerful beings who make valuable contributions to our world.”

Glasser

# *Author Unknown*

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***"I used to think that all I needed to do was to teach math well. Now I teach children not math...the youngster who really made me understand this was Eddie. When I asked him one day why he thought he was doing so much better than last year, he replied, "It's because I like myself now when I'm with you."***



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## ***Haim Ginott Said it Best***

***I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous.***

***I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.***

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