



Increase  
Student  
Motivation

## Chapter 7: Motivation

Use the worksheet on the following pages to identify which (or which parts) of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. Then translate your notes onto your planning calendar in the form of specific actions that you can take (e.g., December 2, take time to review my RPI with students).

✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<b>TASK 1: BUILD POSITIVE RELATIONSHIPS WITH STUDENTS</b>		
<input type="checkbox"/>	<p>I have considered how I will provide each of my students with noncontingent attention—including, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Greet students.</li> <li>• Show an interest in student work.</li> <li>• Invite students to ask for assistance.</li> <li>• Have conversations with students, when possible.</li> <li>• Make a special effort to talk with any student with whom I interacted regarding misbehavior.</li> <li>• Reach out to ELL students.</li> </ul>	
<input type="checkbox"/>	<p>In my planning calendar, I have noted two to three times during the school year when I will review how well I am doing at providing all students with noncontingent attention.</p>	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
<b>TASK 2: PROVIDE POSITIVE FEEDBACK</b>		
<input type="checkbox"/>	<p>I have made a plan to ensure that I am incorporating the following characteristics into the positive feedback I give students regarding their academic and/or behavioral performance. My feedback will be:</p> <ul style="list-style-type: none"><li>• Accurate</li><li>• Specific and descriptive</li><li>• Contingent</li><li>• Age-appropriate</li><li>• Given immediately</li><li>• Given in a manner that fits my personal style</li></ul>	
<input type="checkbox"/>	<p>If any student seems to be responding to my positive feedback with an increase in inappropriate behavior, I am prepared to make modifications to the feedback I am giving., such as:</p> <ul style="list-style-type: none"><li>• Treat the misbehavior (the downturn after receiving positive feedback) as a momentary interruption in the student's success.</li><li>• At a neutral and reasonably private time, talk to the student about her tendency to misbehave after getting positive feedback.</li><li>• Find a way to give the positive feedback more privately.</li><li>• Switch from giving specific descriptive feedback to simply interacting with the student when she is behaving responsibly.</li></ul>	



✓	TASK	NOTES & IMPLEMENTATION <i>Ideas</i>
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**TASK 3: PROVIDE INTERMITTENT CELEBRATIONS**

<input type="checkbox"/>	<p>Based on the level of structure I have determined my students need, I will plan on using intermittent celebrations:</p> <ul style="list-style-type: none"> <li>• Rarely</li> <li>• Occasionally</li> <li>• Frequently</li> </ul>	
<input type="checkbox"/>	<p>I will watch for any tendency on my part to fall into the Criticism Trap.</p>	
<input type="checkbox"/>	<p>I have identified (or have a plan for how I can identify) the kinds of rewards that are likely to be most useful with my students.</p>	

**TASK 4: STRIVE TO PROVIDE A HIGH RATIO OF POSITIVE INTERACTIONS**

<input type="checkbox"/>	<p>I understand how important it is for me to interact with each of my students at least three times more when they are behaving responsibly than when they are misbehaving.</p>	
<input type="checkbox"/>	<p>I will watch for any tendency on my part to fall into the Criticism Trap.</p>	
<input type="checkbox"/>	<p>I will periodically assess my patterns of interactions using Tool 2: Ratio of Interactions Monitoring Form (Reproducibles 6.2, 6.3, and 6.4) from Chapter 6.</p>	