Activating Internal Motivation and Raising Student Responsibility

10 Practices that damage teaching and how they can be corrected

1. ***Being reactive rather than proactive***. Rather than wait for misbehavior then react -
   Better approach: Inspire students to behave responsibly, when they don't give choices between two or three correct behaviors.

2. ***Relying on rules of behavior***: Rules are for control, but when enforced can cause adversarial relationships with some students.
   Better approach: Teaching procedures they are expected to follow –emphasize positive expectations.

3. ***Aiming for obedience rather than responsibility***:
   Obedience does not usually create an internal desire to behave properly.
   Better approach: Concentrate on promoting responsibility (Marshal's hierarchy of social development) Desirable behavior is a natural byproduct.

4. ***Creating negative images***: telling students what they should NOT due rather than what they should do. What follows NOT or DON't is the image that stays in the brain.
   Example: Don't run – leaves the image of run in the person's brain.
   Better approach: Leave the picture in their brain of what you want them to do. Example: Don't run would be   Please walk. State what should be done when correcting behavior.

5. ***Unknowingly alternating students***: by speaking to students in ways that promote negative feelings.
   Better approach: People do "good" when they feel good. Speaking in a friendly supportive manner is more likely to illicit cooperation willingly.

6. ***Confusing classroom management with discipline***: Classroom management has to do with classroom organization, student procedures, and the efficient use of materials – teacher responsibility.
   Discipline has to do with self-control and appropriate behavior -student responsibility.
   Better approach: Explain it is your responsibility to provide a classroom which they can learn comfortable and efficiently. Explain their responsibility is to conduct themselves in a responsible manner and that you will teach them how to do so.

7. ***Assuming students know what is expected of them:*** Teachers can assume students know (without being taught) how they are expected to behave in the classroom.
   Better approach: Teach students the procedures and behaviors expected of them and have them practice until they can do those things automatically.

8. ***Employing coercion rather than influence***: Coercion can temporarily control behavior, it does little to motivate students to learn.
   Better approach: Recognize people change themselves through inspiration, teaching, influence and example. Students resist when made to do something – try your best to inspire, teach, influence and model the behavior you seek.

9. ***Imposing consequences rather than eliciting responsible behavior***: Consequences are imposed by the teacher, thereby taking the responsibility from the student and makes the change weak and transitory.
   Better approach: Elicit from the student involved a consequence or procedure that he or she feels will improve responsible behavior.

10. ***Relying on external influences rather than internal processes***: using reward and punishment does not promote young people to develop self-discipline. Self-discipline is intrinsic. Do the students behave when the teacher is not there?
    Better approach: True change comes from self-satisfaction that accrues from one's own efforts. Do what you can to help students find pleasure in improvements in learning and personal behavior.

The Raise Responsibility System: Instructional Model

I.   Classroom Management vs. Discipline

The key to effective classroom management is teaching and practicing procedures. This is the teacher's responsibility. Discipline, on the other hand, has to do with behavior and is the student's responsibility.

II.   Three Principles to Practice

Positivity: Practice changing negatives in positives "no running" becomes "we walk in the hallways" "Stop talking" becomes "This is quiet time."

Choice: Teach choice-response thinking and impulse control in order to redirect impulsive behavior.

Reflection: Since you cannot actually control or change students, ask reflective questions to actuate change in them.

III.   The Discipline without Stress (DWS) System

Teaching the Hierarchy (Teaching)
The hierarchy engenders a desire to behave responsibly and put forth effort to learn. Students differentiate between internal and external motivation – and learn to rise above inappropriate peer influence.

Four levels of social development or self-discipline are taught.
   Level D Democracy   (develops self-discipline and demonstrates initiative to be responsible)
                  Internal motivation – takes intuitive to do the right thing. \
   Level C Cooperation / Conformity (complies to what is expected / conforms to per influence)
                  External motivation
   Level B Bossing / Bullying / Bothering   (breaks laws and makes own standards)
                  Obeys, only when enforcer show more authority.
                  Ignores student and teacher rights.
   Level A Anarchy   (absence of order – aimless – chaotic – impulsive)

Checking for Understanding (Asking)
Students reflect on the level of chosen behavior. This approach separates the person from the behavior, thereby negating the usual tendency toward self-defense that leads to confrontations between student and teacher.
   Disruptions are handled by checking for understanding.
   The disrupting student recognizes and acknowledges the chosen level of behavior.
   Recognizing the level is necessary in order to accept responsibility.
   The key to raising responsibility is (1) teaching the levels and (2) checking for understanding.
   The vast majority of situations are handled using this basic learning approach of teaching and
   then checking.

Guided Choices (Eliciting)
If disruptions continue, a consequence or procedure is elicited to redirect the inappropriate behavior.
   This approach is in contrast to the usual coercive approach of having a consequence imposed.
Guided choices are used for students who have acknowledged disruptive behavior and continue
           irresponsible behavior.

IV.   Using the System to increase Academic Performance

Using the hierarchy for review before a lesson and for reflecting after a lesson increases effort and raises academic achievement.

LEVELS OF SELF-DISCIPLINE   (On the bulletin board in classroom)

LEVEL   D   DEMOCRACY

Students **take the initiative** to do the right thing because they know it is best for the class, the school and themselves.

Being responsible without being asked, told, rewarded, or punished
Internal motivation – knowing what is expected and why – caring about others.
Takes authority over themselves.

LEVEL   C   COOPERATION
**   CONFORMITY**

Conform to expectations set by others.
Cooperate due to external influences – rules, teacher demands, peer pressure, fear of consequences.
Takes authority over themselves.

LEVEL   B   BOSSING
**   BULLYING**
**   BOTHERING**

No consideration for the harm they are doing.
Do what is right only when forced to.
Needs someone to take authority over them.

LEVEL   A   ANARCHY

No sense of purpose or order. No consideration for other students or the teacher.   Seldom accomplishes anything worthwhile in class.
Needs someone to take authority over them.

Steps to Intervene:

Student taking responsibility for their own classroom behaviors:

Step 1: Use an unobtrusive tactic:
   facial expression and or eye contact,   hand signal, moving near the student,
   changing voice tone, thanking students for working saying "excuse me,"
   or asking students for help. Speaking directly to them, softly, right ear
   Count down from 3 – 2 – 1
   Or **MOST** effective….stop talking, hold still, students will quiet the class down.

Step 2: **Check for understanding: reflective questions**: **Very Important**

   Ask what level they are choosing - never ask **WHY**!
    Tom, reflect on the level you have chosen.

   Do not mention the specific behavior concentrate on the student's **choice** of behavior.

   We are not attacking the student we are separating the student from the inappropriate behavior,
    sometimes difficult to master.

Step 3: **Use guided choice: authority without punishment**

   Place a form on the student's desk and quietly ask the following:

   Do you prefer to fill this out in your seat, in the rear of the room, or in the office?

   The form has the following three questions.
    What did I do? *(Acknowledgement)*
    What can I do to prevent it from happening again? *(Choice)*
    What will I do? *(Commitment)*

  Later: When the student is returning it to you, ask: Do you know why the form was given to you?
    Do you think it is personal?
    How can I help?
    Do you want to talk about this after school?

Step 4: **Make a self-diagnostic referral**:

   If after two attempts and the guided choice, the behavior continues, then a **self-diagnostic referral**
   is given. This would be a form that students are given and fill out after school in your classroom
   with the following questions. This form would be dated and kept on file for a year, to assist with
   future discussions with teacher, student, parent, or administration.

   Items such as:
  * Describe the problem that led to writing this
  * Identify the level of behavior
  * Explain why this level of behavior is not acceptable.
  * On what level should a person act in order to be socially responsible?
  * If you had acted on an acceptable level, what would have happened?
  * List three solutions that would help you act more responsibly?

Steps 5 and 6 are rarely used.

Reflective questions: Examples

For changing behaviors:
> What do you want?
> What are you choosing to do?
> If what you are choosing is not getting you what you want, then what is your plan?
> What are your procedures to implement the plan?
> Could you have made a different behavior choice? How?
> What do you see as the problem?   How can I help?

For getting on task:
> Does what you are doing help you get your work done?
> If you would like to get your work done, what would be your first step?
> Is what you are doing the best use of your time?   right now?
> What do you like to do that you can apply to this task?
> If you don't work on this now, when will you have to work on this? Will you have time then?

For Commitment
> In the realm of *all things possible*, could you have kept your commitment?
> What are you going to do to make it happen?
> On a scale of 1 to 10, how would you rank your commitment to it?
> What is making you choose to be late for class so often?

For Improving Quality
> How does that look to you?
> What would you like to have improved even more?
> If there were no limitations on what you did, what would allow you to do it even better?
> If you had had more time, what would you have done differently?

For Reducing Complaining:
> How long are you going to continue this?
> Is what you are doing helping you to get what you want?   Where you want to be?
> What do you notice about the experience you are having?

For Starting Conversations:
> What was most pleasing for you today?
> What bothered you the most today?
> What was your biggest challenge today? How did you deal with it?
> If the situation came up again, what would you do?
> I can see you are struggling, can you help me understand what is challenging you?

Magic Questions to Memorize: ☺
> Are you angry at me or at the situation?
> What would an extraordinary person do in this situation?
> Are you willing to try something different if it would help you?
> **Student**: I don't know. **Teacher:**   If you did know what would you say?
> Never ask why – ask questions with what can I do? How can I help the situation? Can you help me understand your actions? If you were me, how would you handle the situation?
> **NOTE**:   I have found sitting next to the student, both facing forward as though looking at something in front of you both, (the problem), is more effective in promoting a non-confrontational conversation.

Guidelines:

Effective questions require a thinking response. Such questions:
- are usually open-ended, require more than a yes or no answer.
- focus on the present or future (as opposed to the past) not what they did, but what they will do now.
- help people learn through the process of thinking.
- help people ask questions of themselves
- are framed to fit the situation and clarify
- often start with "What?" or "How?"

However, closed ended questions (yes or no answer) CAN work if followed up with a question that calls for a solution.
- Is what you are doing working?
- Is what you are doing helping to get your work done? How?
- Is what you are choosing to do helping you get what you want? How?
- Are you willing to do something new?
- Are you taking the responsible course? How?
- If you could do better, should you?   In what way could you do better?
- Are you satisfied with the results?

Please describe to me….
Help me understand…..
I am understanding that you feel, think, see the situation, experienced, etc……
I understand how you feel, I have felt that way, but I have found that…….

Look for the positive.

Some helpful more in depth resources:

1) Teacher Guide to Choices® Explorer   **Decision Making Guide**
   A fun course in the art of responsible decision making
   https://access.bridges.com/usa/en_US/choices/pro/content/lessons/decisionmakingguide/dmg_usa_teachers.pdf

2) Dr. Marvin Marshall's website
   http://marvinmarshall.com

3) Chicago Center for Teaching: Asking effective quesitons
   http://teaching.uchicago.edu/teaching-guides/asking-effective-questions/

4) **Mind/Shift: For Students, Why the Question is More Important Than the Answer**
   http://ww2.kqed.org/mindshift/2012/10/26/for-students-why-the-question-is-more-important-than-the-answer/

Strategies for Dealing with Defiant, Rude & Oppositional Students

http://www.behavioradvisor.com/Defiance.html

Defiant : Challenging; non-compliant; confrontational; openly and boldly challenging and resisting authority

We have 5 available choices when we don't want to follow a direction:
1. Deny or swallow our feelings & comply passively.
2. Refuse in a rude manner. (This is the common choice for our defiant kids.)
3. Withdraw or run away.
4. Avoid complying by use of trickery and manipulation.
5. Make our feelings and decisions known in a respectful manner.

*We want to help our kids adopt patterns #5.
(Sometimes #1 is an appropriate choice, given certain circumstances)

Why Do People Defy Directions?
1. Transitional phases of human development

-Ages 2-3   You taught them the **NO** word.
-Adolescence   **P**re-teens and teens want to have a say in their world. They want to influence what happens and have their opinions considered.
-Senior years   Imagine that your once strong body and nimble mind now start to fail you. You're much valued independence is something that you see fading.
-Newly married It's not unusual for newlyweds to exhibit defiance as they adjust to a new state of being.

2. Defense of assigned personal image
Many children have been assigned identities by the important adults in their lives. They have been called "bad", "not very bright", "rude", etc. Maybe the behavior pattern resulted in the assignment of the label, but maybe the label promoted the behavior... What you talk about you bring about!
Whatever happened before the youngster reached you, it's now up to you to do things right: **NEVER, NEVER, NEVER** say that a child **IS** a particular type of person. You can say that the **BEHAVIOR** is rude or that the action was thoughtless, but never say that the student is rude or thoughtless (or some other negative identity tag). See the link on this site titled "Nice ways to build self discipline in kids" for more information and strategies regarding this advice.

INTERVENTIONS: (Ways to get our messages imbedded in the youngster's mind, and improve our connection with the student so that we are more likely to have our requests followed)
-Avoid using positive labels (e.g., "You're so smart.", "You're a good boy.") because they will be rejected by a youngster who sees them as being incorrect (given his/her life experience).   So what do we do in place of labels? How do we break down old image (and build a new one)? Disprove the image (and build a new one) with non-disputable evidence and point out factual evidence of good choice making.
-"Thanks for holding the door for us. That was a kind gesture on your part."
-"Your patience with Ivan really helped him to understand the material. Thanks."
-"You showed a lot of restraint & self control in that situation. Proud of self."
-"Wow. You got it! Tell me how you figured it out."

-Set up the youngster for success Arrange opportunities for the student to do well. Set him/her up for success, and then recognize the good choice (or some approximation of it).

-Reminisce   If a potentially frustrating event for the student is about to occur, you can remind the youngster about times when the s/he made a good choice (perhaps times when you rigged the situation for success) and state your belief in his/her ability to make a good choice in this particular situation that is about to happen.

 -Model values and behaviors you'd like the kids to adopt   Are you on time for class? Do you treat others with respect? Your kids are watching. You are a role model.

-Interpret the behavior by placing the unknown or scattered feelings into perspective. Use "*symptom estrangement*" (Fritz Redl's term for separating the inappropriate behavior from the youngster...in other words "I hate the behavior, but I believe in your ability to change for the better.")
 (Symptom Estrangement: Dislike the behavior while expressing belief in the kid's ability to change for the better.)

 -Prepare the student for your positive feedback (In order to prevent the automatic negative reactions)
          -"I have something nice I'd like to tell you. Wanna hear it?"
                    Kid: "NOPE." (but s/he is wondering what you were going to say)
         -"I'd like give you compliment. How're you gonna react if I do?"
                    Kid: "Not well."
          Teacher: "That's OK... I'll take my chances."

 -Make a quick retreat   Provide praise in written form (or make a very quick verbal commentary) and walk away. In this way, there is no chance for the student to give you an automatic nasty retort.

3.   Defiance due to Conflict between the Student and Educators
          Learned over time. Defiant kids will try to force you into that "mean teacher" role to keep their concept of the world intact. It's a coping strategy: They are trying to manage a negative and unpredictable life. They are trying to protect their injured self from further harm. They want to get the "inevitable" rejection over quickly and on their terms. They decide to reject you before you reject them.
          Educators can often create the very behavior that they complain about. Many times oppositional behavior results from getting tired of hearing corrections, chastisement, complaints and other negative comments about oneself all the time.
          Talk privately, <u>NEVER</u> in front of others. Avoid bringing up past failures and infractions.
                    "I can't change the past."

INTERVENTIONS
     -Recognize the "wounded animal" that doesn't trust and is trying to prevent deeper hurt. This child is afraid, but showing you other behaviors to disguise that fear. If we could just place ourselves in their shoes...we would look funny and our feet would hurt...but let your empathy for others who are hurt win out over caustic reactions.
     -Avoid coercive "Do it dammit!" directions. Use requests and the word "Please" before politely stated directions.
     -Avoid toxic penalties. When we engage in behavior battles with kids, we are at risk for coming to view them as the enemy. Then we decide to "get tough with them to teach them a lesson". Odd...we don't learn lessons that way and would refuse to do what others want us to do (or at least resent them)...but somehow we think that everyone else will learn a lesson is we "get tough with 'em".
     -Use "Symptom Estrangement" (see above).

-Don't take it personally. The behavior is part of the student's disability. Let these oppositional things bounce off of you.

-Never give up on a youngster. Keep believing in their ability to change for the better...now that s/he has a persistent, and caring teacher like you.

4. Fear of failure upon seeing teacher's assignments

Imagine that you are in a group of peers. You are presented with a task that you know you are not able to do well. You are afraid of being publicly exposed as not being able to accomplish what others can do. You have a choice: You can be "bad" or "dumb". Which one would you choose? Certainly, the "bad" badge has more prestige to it than the "dumb" label. Many of our kids will choose the former when faced with failure.

Are you sure that the material is on your student's level? Could your student be avoiding imminent failure? Do you know your students' instructional levels (if they were motivated to show it)? Are you able to identify this student's learning preferences (hands-on, video, etc.) and learning style (auditory, visual, global, inductive, etc.) so that you can teach to his/her strengths? If not, what will you do to seek out this information?

INTERVENTIONS

-Modify assignments so that reading/writing level do not come into play. See web sites like www.LDonline.com for ideas on how to modify assignments so that kids can show their knowledge without limited skills getting in the way.

-Focus on effort, not accuracy. Promote "best effort" over grades and scores, at least focus on effort in your classroom, even though you must eventually assign a grade. Kids will learn more if they're engaged in the task. Requiring only one's best effort results in progress.

-Get them started first with some help and support.

-Break down the task into sections and have each part checked before next part.

-Offer options for completion. Provide acceptable ways (to you) for showing one's knowledge.

-Have the student place his/her answers/thoughts onto audio tape. Then score those answers for content. Use written work as an exercise to improve that particular skill. In other words, separate the information from the skill that gets in the way of showing one's knowledge.

-Implement cooperative learning, peer tutoring, and/or cross-age tutoring (see the link on this site titled "cooperative learning")

OTHER GENERAL STRATEGIES TO USE WITH
KIDS WHO DISPLAY DEFIANCE

The Event That Never Happens
Prevent and Analyze

Be proactive. Based upon past experience and analysis of the youngster's behavior, predict situations in which the behavior might arise and attempt to prevent its occurrence. Become skilled at identifying the goal or function of the student's behavior (see the links on the home page of www.BehaviorAdvisor.com titled "Figuring out why kids misbehave..." and "Functional Behavior Assessment").

Defusing Refusing
Say it nicely

If "non-compliant", "defiant", and "oppositional" kids feel that their view point has been considered or that they have been "asked" rather than "told" to do something, they are more likely to comply. Consider your own life: How would you prefer that bosses, spouses, elder siblings, parents, principals, and professors gain your cooperation? Don't you respond better to a friendly, supportive supervisor?

You can find tips on saying it nicely in the following links on our home page:
-Nice things to try (before using "do it or else" interventions)
-Gaining and getting respect
-I messages
   If these strategies fail, you can always follow them with the usual **coercive** interventions. If the less intrusive strategies don't work initially, don't give up. Keep using them before implementing penalties. Kids will, over time, notice the progression of events and recognize the benefits of responding to your earlier, gentler attempts to gain their cooperation.

Offer a selection of choices that are acceptable to you
 "Non-compliant" pupils wish to have some degree of influence or control in a situation. They rebel against adults who they view as being oppressive. Instead of demanding that the work be completed in a prescribed manner, give the youngster "power" in a situation while still getting what you want (displaying knowledge). Just provide the youngster with a choice of several ways of completing the assignment.

Allow the student to self-monitor and self-evaluate
Allowing student to evaluate their own work gives them "power".

Send a note
Notes are a great way to prevent misbehavior, nip it in the bud, or address issues. Just remember though: watch the wording (remember that this note might be shown to others) and be aware that it is more difficult to convey emotion in writing...add a smiley face to the note (or to your face as you deliver the document).

Pre-emptive/Preventive Notes (Present these to the student(s) before the activity/event)
"Svetlana, remember to raise you hand to offer an answer or comment."
"Group 2: Bring your discussion to a close soon. Have your projects put away by 2:10pm."

After-The-Fact (Present these to address a behavior/event after it has occurred)
"Chandra, please see me at your convenience, but before the bell rings."
"I was saddened to hear of your family's loss. If you want to talk, I'm available."
"T.J.: Insightful answers in class today. Thanks for contributing."
"Shoshana, thanks for helping me yesterday. It's greatly appreciated.
"Calvin, I let some rude remarks pass today. I expect respectful behavior tomorrow."

Humorous Reminders (To address issues that need resolution now...or in a couple of minutes)
Dear Willie: Please stop using invisible ink.
     Your ledger.
Dear Josie: I get lonely without words.
     Your notebook.
Dear Ali: I can't think straight. I need my mind organized.
     Your locker.

"Offers Of Assistance"
Here's a typical scenario: The teacher says "Hector, open your book to page 14 and answer the questions please." Hector says "I ain't opening no stupid book. This is baby crap." Hector is sending a false message to his peers...He's too bright for this material and rejects you for asking him to do the assignment. The true message is that the material is much to difficult for him. He knows that it is better to be "bad" than "dumb". Here's how to use notes to gain cooperation...
If you detect that the youngster needs assistance:
     -Continue to teach the lesson while moving slowly toward the student.
      -As you teach, write on a "post it" (sticky back) "Do you want help?" (Be sure to use the word

"want"...he can't admit that he "needs" help)
-Keep walking, but look back to the youngster in a couple of seconds
-Wait for a cue from him/her as to "Yes" or "No"
-If "Yes", write another note: "From me or another student?"
-Watch for a non-verbal reply (e.g., nod of head, pointing to someone)
"Offers of assistance don't force kids to reveal that they need help and give "personal space" to oppositional kids while being supportive.

Engage in Problem Solving
Visit this site's page on "Problem Solving". Once familiar with the process, schedule a meeting with the student. Respectfully and cooperatively work with the student to devise a new plan.

Try novel ways to gain compliance
CLICK HERE to go to a listing of novel ways to gain student compliance. Inside, you'll find a description of various strategies and activities related to them.

Develop your skills by modeling effective strategies.
By far, the best program I've ever reviewed is "Total Transformation", a multi-media package designed for use by parents whose children have become "out of control" in their defiance and non-compliance. It models and discusses realistic and effective phrasing and interventions for becoming assertive rather than pleading or aggressive with one's child.

Many teachers have found this program to be helpful in allowing them to become the "captain" of their classroom (without becoming either the coercive Captain Bleigh or incompetent Joe Hazelwood... captain of the Exxon Valdez). More information on how teachers are using the program can be found at http://www.empowering parents.com/School-of-Hard-Knocks.php

SPEAKER EVALUATION FORM

Speaker Name: Nancy Valdes M.Ed.
                          Effective Discipline Without Stress in the World Language Classroom
                          nancyvaldes@bishopsnyder.org

Date of Presentation: October 18-20, 2018

Location of Presentation: FFLA Annual Conference – Wyndham Hotel, Orlando Florida

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