**OBJECTIVES**

- What is motivation?
- How do we cultivate motivation?
  - Define link between school-wide behavior support and classroom systems
  - Provide a Framework that Defines 5 Evidence-based practices of effective classroom management
  - Build strategies within routines to increase desired behavior
  - Specific acknowledgement/reward systems to motivate students who need a little extra
- **Outcomes**:
  - Strategy for assessing classroom management systems
  - Strategy for defining and teaching classroom routines

**ACTIVITY**

- Think of a time when you were highly motivated to do something. Were you successful? Why or why not?
- Share with a partner.

**CONCEPTS TO UNDERSTAND:**

- Behavior that is repeated is motivated-behavior does NOT reoccur when there is no motivation.
- Most people are motivated to engage in a behavior by both intrinsic and extrinsic factors.
- If a student perceives himself to be incapable of being successful, he is unlikely to be motivated.
- We sometimes have to be creative in motivating students who have a history of failure (or perceived failure).

**MOTIVATION**

- A person’s level of motivation on any given task is a product of BOTH how much a person wants the rewards that accompany success (value) and how much he or she expects to be successful (confidence).
  - Ex.
- When you implement effective instruction along with positive feedback, you motivate students to demonstrate their best behavior.

- Extrinsic motivation– lies outside the individual and the task
- Intrinsic motivation– lies within the individual and task; the person finds the task enjoyable or worthwhile in and of itself.
  - Motivation to engage in task for its own sake.
- Often learners may be both extrinsically and intrinsically motivated
  - A single motive can have extrinsic and intrinsic aspects (e.g., good grades bring external rewards and verification of material mastery)
Motivating the Academically Unmotivated (Hidi & Harackiewicz, 2000)

- Individual interest is an antecedent to strength of intrinsic and/or extrinsic motivation (Schiefele, 1999)
- Combination of carefully administered extrinsic rewards and situationally interesting activities may be one of the most realistic approaches to educational intervention
  - Likely a combination of intrinsic rewards inherent in interesting activities and external rewards (particularly performance feedback) may be necessary to maintain engagement for complex tasks
- Importance of extrinsic rewards
  - Effects of external rewards may depend on complexity of activity and length of involvement
  - When initial interest in task is low; tasks perceived as dull

Maslow’s Hierarchy of Needs

- Deficiency needs—satisfied by external sources
- Growth need (self-actualization)—enhances growth and is rarely completely satisfied

Un-Teachable Moments

Principles of Behavior Management

Assumption of Behavioral Theory:
People are constantly engaged in learning and every experience adds to a person’s knowledge base and influences his/her subsequent actions

Therefore, effective teachers
1. Spend more time promoting responsible behavior than responding to irresponsible behavior
2. Recognize that misbehavior occurs for a reason, & take this into account when determining how to respond to misbehavior

Reasons Student Commonly Misbehave

- Student(s) don’t know expectations
- Student(s) don’t know how to exhibit expected behavior
- Student is unaware he/she is engaged in the misbehavior
- Misbehavior is providing student with desired outcome:
  - Obtaining attention from adults/peers
  - Escape from difficult task or non-desired activity

Learned Responses

- Students who chronically engage in escalating/anxious/aggressive behavior have:
  - Learned that it is a functional response for getting what they want
  - Expect adults to react emotionally to them and anticipate power struggles
  - Often do not recognize personal anger cues
  - Often do not have practiced alternative, more appropriate behaviors to fall back on
UNDERSTANDING CHRONIC MISBEHAVIOR

- If a student repeatedly engages in a problem behavior, he/she is most likely doing it for a reason, because it is **paying off** for the student
  - The behavior is **functional** or **serves a purpose**
- Behavior is a form of communication, unfortunately some students learn that **Problem Behavior** is the best way for them to get their needs met

ENVIRONMENTAL REDESIGN

- Behavior support is the **redesign of environments**, not the redesign of individuals
  - Attend to what happens between problem behavior bouts as much as what happens during behavior episodes
- Positive Behavior Support plans define **changes in the behavior of those who will implement the plan**

EFFECTIVE ENVIRONMENTS

- Problem behaviors are **irrelevant**
  - Aversive events are removed
  - Access to positive events are more common
- Problem behaviors are **inefficient**
  - Appropriate behavioral alternatives are available
  - Appropriate behavioral alternatives are taught
- Problem behaviors are **ineffective**
  - Problem behaviors are not rewarded

MAIN MESSAGES

The consequences for problem behavior are important (and necessary)...but prevention is more efficient and effective.

Focus as much on how to improve classroom management across the whole school as you do on how to improve the classroom management in your class.

Link behavior supports and academic supports. Students who are engaged and successful behave well. "Every instructional decision is paired with a critical management decision." - Anita Archer

"All organizations are designed, intentionally or unwittingly, to generate exactly the results they get." - R. Spencer Darling

SCHOOL-WIDE & CLASSROOM SYSTEMS

Why SWPBS?

- The fundamental purpose of SWPBS is to make schools more effective, efficient, and equitable learning environments.

SWPBS

- Predictable
- Calm
- Content
- Safe
- Positive

- Attendance
- Behavior
- Communication
- Classroom
- Family
- School Systems
- Student

~80% of Students
~15%
~5%

Primary Prevention: Primary Prevention:
School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior
SOBERING CONSIDERATIONS

- Student problem behavior is cited by the U.S. Dept of Education as one of the top three reasons why educators leave the field.

- Student problem behavior is one of the top two content areas identified by teachers (a) as an on-site training need, and (b) as a gap in their pre-service training.

HENCE, A FRAMEWORK FOR CLASSROOM MANAGEMENT IS CRITICAL TO ALLOW TEACHERS TO USE EVIDENCE-BASED PRACTICES WITHIN THEIR CONTEXT

Research of Brandi Simonson, & George Sugai, and Sarah Falcon

SETTING UP ENVIRONMENTS THAT PROMOTE APPROPRIATE BEHAVIOR

- Organization
  - How does the day flow?
  - Routines for handing in daily work?

- Visual Calendar

- Attention Code
  - High ....Ho
  - 1, 2, 3...
  - Silent Raise of hand

SETTING UP THE ENVIRONMENT FOR SUCCESS

- Knowing the answer
- Getting the correct answers
- Smiles from the teacher
- Praise for academic and/or behavioral success
- Making friends

We get more of what we pay attention to

Successful School/Classroom Environments....

What parents, teachers, peers, and others do to increase student success – the whole village!

SUCCESS

- Knowing the answer
- Getting the correct answers
- Smiles from the teacher
- Praise for academic and/or behavioral success
- Making friends

FAILURE

- Not knowing the answers
- Getting the answers wrong
- Frowns and corrections from adults
- Peer rejection
WHAT CAN WE DO TO IMPROVE MOTIVATION AND PREVENT PROBLEM BEHAVIOR?

- Define the expected behavior
- Teach the expected behavior
- Acknowledge the expected behavior
- Correct behavior quickly, respectfully
- Supervise actively
- Develop relationships

WHAT CAN WE DO TO IMPROVE MOTIVATION AND PREVENT PROBLEM BEHAVIOR?

- Define the expected behavior
- Teach the expected behavior
- Acknowledge the expected behavior
- Correct behavior quickly, respectfully
- Supervise actively
- Develop relationships

1. **Maximize structure in your classroom.**

2. **Post, teach, review, monitor, and reinforce a small number of positively stated expectations.**

3. **Actively engage students in observable ways.**

4. **Establish a continuum of strategies to acknowledge appropriate behavior.**

5. **Establish a predictable and consistent hierarchy of consequences to respond to inappropriate behavior.**

EVIDENCE BASED PRACTICES IN CLASSROOM MANAGEMENT

1. Maximize structure in your classroom.
2. Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
3. Actively engage students in observable ways.
4. Establish a continuum of strategies to acknowledge appropriate behavior.
5. Establish a predictable and consistent hierarchy of consequences to respond to inappropriate behavior.

1. **Maximize structure in your classroom.**

1) Maximized structure and predictability in my classroom.

   a) Routinely taught and followed predictable routines.
      - Yes
      - No

   b) Arranged my room to minimize crowding and distraction.
      - Yes
      - No

1 minute Turn & Talk

ASSESS, THEN

- Complete item for your own classroom

<table>
<thead>
<tr>
<th>#</th>
<th>Current Level of Performance</th>
<th>Enhancement/Maintenance Strategies</th>
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<tbody>
<tr>
<td>1</td>
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</table>

ACTIONS PLAN

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plan items may include:
  - Describe predictable routine for entering classroom, turning in homework, (or others that are identified as missing)
  - Rearrange furniture to ensure better supervision

- Establish behavioral expectations/ rules.
- Teach rules in context of routines.
- Prompt or remind students of rule prior to entering natural context.
- Monitor students’ behavior in natural context & provide specific feedback.
- Evaluate effect of instruction - review data, make decisions, & follow up.
**Establish Behavioral Expectations/Rules**

- A small number (i.e., 3-5) of positively stated rules. *Tell students what we want them to do,* rather than telling them what we do not want them to do.
- Publicly post the rules.
- Should match SW Expectations

---

**Establish Behavioral expectations/Rules**

- Operationally define what the rules look like across all the routines and settings in your school.
- One way to do this is in a matrix format.
- **Small number of positively stated expectations.**
- **Publicly post the rules.**
- **Should match SW Expectations**

---

**Teach Rules in the Context of Routines**

- Teach expectations directly.
  - Define rule in operational terms—tell students what the rule looks like within routine.
  - Provide students with examples and non-examples of rule-following within routine.
    - Talk in turn, in seat, hands and feet to self, raising hand
  - Actively involve students in lesson—game, role-play, etc. to check for their understanding.
    - Make it fun!
- Provide opportunities to practice rule following behavior in the natural setting.
- Involve community and families!

---

**Rules within Routines Matrix**

<table>
<thead>
<tr>
<th>Routines</th>
<th>Entering Classroom</th>
<th>Seat Work</th>
<th>Small Group Activity</th>
<th>Leaving Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rules</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Be Respectful</strong></td>
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<tr>
<td><strong>Be Responsible</strong></td>
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**“Cool Tool”**

<table>
<thead>
<tr>
<th>Skill Name</th>
<th>(how to ask for assistance for difficulty tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Help</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Examples</strong></td>
<td></td>
</tr>
<tr>
<td>1. When you're working on a math problem that you can't figure out, raise your hand and wait until the teacher can help.</td>
<td></td>
</tr>
<tr>
<td>2. You and a friend are working together on a science experiment, but you are missing a piece of lab equipment. Ask the teacher for the missing equipment.</td>
<td></td>
</tr>
<tr>
<td>3. You are reading a story but you don't know the meaning of most of the words. Ask the teacher to read and explain the word.</td>
<td></td>
</tr>
<tr>
<td><strong>Kid Activity</strong></td>
<td></td>
</tr>
<tr>
<td>1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.</td>
<td></td>
</tr>
<tr>
<td>2. Ask students to indicate or show how they could get help.</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Teach</strong> them to talk to the teacher to get help. <strong>Explain</strong> the steps they need to follow.</td>
<td></td>
</tr>
<tr>
<td><strong>After the Lesson</strong></td>
<td></td>
</tr>
<tr>
<td>1. Just before giving students a difficult or new task, direction, or activity, ask them to tell you how they could get help if they have difficulty asking for help.</td>
<td></td>
</tr>
<tr>
<td>2. While observing students, if you notice a student having difficulty with a task (e.g., off task, complaining), ask them to indicate that they need help (question).</td>
<td></td>
</tr>
<tr>
<td>3. Whenever a student needs help the correct way, provide specific praise to the student.</td>
<td></td>
</tr>
</tbody>
</table>

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PROMPT or REMIND STUDENTS OF THE RULES

- Provide students with visual prompts (e.g., posters, illustrations)
- Use pre-corrections, which include “verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings were problem behavior is likely” (Colvin, Sugai, Good, Lee, 1997)

MONITOR STUDENTS’ BEHAVIOR IN NATURAL CONTEXT

- Active Supervision (Colvin, Sugai, Good, Lee, 1997):
  - Move around
  - Look around (Scan)
  - Interact with students
- Provide reinforcement and specific praise to students who are following rules
- Catch errors early and provide specific, corrective feedback to students who are not following rules
  - Think about how you would correct an academic error

MINI ACTION PLAN

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plans may include:
  - Choose three expectations and create posters
  - Complete matrix
  - Develop lesson plans

<table>
<thead>
<tr>
<th>#</th>
<th>Current Level of Performance</th>
<th>Enhancement/Maintenance Strategies</th>
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<tr>
<td>2</td>
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</tbody>
</table>


MAXIMIZE ACADEMIC ENGAGEMENT AND INSTRUCTIONAL SUCCESS

- Match Instructional demands to student competence
  - Differentiated Instruction
  - Efficient transition
  - Maximize opportunities for student responses
  - Self-management
- Active Supervision
  - Move
  - Monitor
  - Communication/Contact/Acknowledge
- Children with autism

INSTRUCTION INFLUENCES BEHAVIOR

- Pacing
- Opportunities for student responses
  - Acquisition vs Practice/Performance
- Student feedback from teacher
- Instructional priming.
ENCOURAGING MOTIVATING COGNITIONS
- Maximize success but challenge students
- Students should find material interesting and informative
  - Use competition sparingly
- Provide support for effort/success
- Help students understand personal value of material
- Have students set personal goals
  - Focus on mastery goals
  - Short and long-term and monitor progress
- Set high expectations
  - Optimistic teacher attributions and expectations improve performance
    - Look for strengths, learn about students personal lives, assume ability can improve with time, practice, instruction

INCREASING SELF-DETERMINATION/AUTONOMY
- Give students meaningful choices
- Avoid threats and unnecessary deadlines
- Avoid controlling statements
  - Rules for painting vs. information about painting
  - Use rewards to communicate skill or competence or deliver unexpectedly from time to time
- Minimize surveillance & evaluation
  - Encourage students to take leadership/teaching roles
- Secondary-control strategies—put a positive spin on a negative experience
- Maximize success!
  - No amount of autonomy is going to motivate us without competence

DETERMINE INDIVIDUAL DIFFERENCES IN MOTIVATION
- These are often task-specific and fluid
- Need for affiliation
  - Low affiliation choose competent group partners
  - High affiliation choose friends over competent partners
- Need for approval
  - Elementary students want approval from teacher
  - Middle school student want approval from peers
- Need for achievement
  - Motive for success
  - Motive to avoid failure

CONSIDER AFFECT & EMOTION
- Cognitive dissonance
  - Encounter ideas that conflict with current beliefs motivates learners to resolve conflict
- Hot cognition
  - Increased attention & elaboration to emotionally charged information
- Arousal
  - Low level anxiety facilitates learning & performance
  - Yerkes-Dodson law: easy tasks with high arousal, difficult tasks with low/moderate arousal
  - Worrying impacts working memory
- Mood
  - Good mood enhances storage and retrieval
  - Sometimes retrieve info more efficiently when in a similar mood to when it was stored
  - Categorize on schemas, including affect (happy, sad, angry, etc.)

MAXIMIZING MOTIVATION IN THE CLASSROOM
- Students should feel they can succeed at tasks
- Provide some degree of autonomy
- Utilize extrinsic strategies to reinforce doing things well
- Feedback should maintain or enhance self-competence and self-determination
- Ensure nonacademic needs are met
- Make learning fun & relatable
- Hold students accountable for learning and enhancing future achievement via assessments

AT-RISK STRATEGIES
- State Changes: Every 10-12 minutes
  - The ADULT brain loses focus after 10-12 minutes
  - Students need a state change at a rate of 1 minute/year of age (with a max of 12 minutes)
  - Students with ADHD need these state changes MUCH MORE OFTEN!
- Brain Breaks:
  - The human brain is not designed for continuous learning, so provide fun quick breaks!
AT-RISK STRATEGIES

- Water: Every 15 minutes
  - The parietal area of the brain dehydrates after 15 minutes
  - This is where problem solving and math abilities occur
  - Research indicates that test scores increased 60%
- Talk to your partner: Every 20-30 Minutes
  - Discuss how you will use this new information. This helps us retain what we have learned!
- Movement: Every 17 minutes
  - After 17 minutes, blood begins to pool in the hamstrings and Melatonin is released through the body. This makes you sleepy.

GOAL SETTING

- Setting goals and monitoring progress even without intervention has been shown to increase performance (Fuchs & Fuchs)
- Performance goals
  - Looking to seek positive evaluations of ability and avoid negative evaluations
- Mastery goals
  - Orientation to acquire new skills, understand information, and improve competence
  - What are characteristics of learners with mastery versus performance goals?

GOAL SETTING

ASSESS, THEN

- Complete item for your own classroom

3) I actively engaged students in observable ways.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a) I provided a high rate of opportunities to respond during my instruction.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>b) I engaged my students in observable ways during teacher directed instruction (i.e., I use response cards, choral responding, and other methods).</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>c) I used evidence based methods to deliver my instruction (e.g., Direct Instruction).</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

MINI ACTION PLAN

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plan items may include:
  - Ask a colleague to take data on my current rate of OTRs and increase by 10%
  - Use response cards during 1 additional lesson per day

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ACKNOWLEDGE

- Positive feedback reinforces appropriate behavior and increases the likelihood of it continuing.
  - Serve as a prompt for what you want all students to keep doing
  - Serve as a reminder (without having to correct) for a misbehaving student
  - Lets students know you appreciate their efforts
- Acknowledgements can be tangible (coupons) or intangible (verbal)
- All acknowledgements – verbal or coupons given, should be authentic!
GIVE POSITIVE FEEDBACK THAT IS:

- Accurate
- Specific and Descriptive
- Contingent- after or dependent on an appropriate behavior
- Age-appropriate
- Given immediately

RELATIONSHIPS......

- Building trusting and caring relationships with students increases a student’s willingness to follow rules and model behavior for others
- James Comer says, “There is no significant learning without a significant relationship.”
- Building rapport lets students know you care
- Get to know the students, their interests, likes, dislikes and greet them warmly each day

GIVE STUDENTS ATTENTION

- Greet each of your students daily
- Make special effort to greet or talk to any student you’ve recently interacted with regarding misbehavior
- 4:1 ratio: Aim to have 4 positive interactions for every 1 corrective/negative interaction
- Show an interest in students’ work
- Invite students to ask for assistance
- When time permits, have a conversation with a student or group of students.

REWARD SYSTEMS

- Some strategies from the CHAMPS manual (Sprick et al., 2010)

- Class/Group points: Students (individual and whole group) earn points for engaging in appropriate behavior. When specified points are earned, the group gets a privilege.
  - Be careful. Kids will lose motivation if they lose points on a regular basis. Better to keep it focused on earning. Teacher or frown points could be used from time to time.
R\text{EWARD S\text{Y}STEMS (S\text{P}RI\text{C}E \text{K} \text{E}T \text{AL.}, 2010)}

- **100 Squares**: When students engage in appropriate behavior, they can draw a number to fill in on the 100 squares. When 10 squares in a row are filled in, students earn the reward.
  - Mix up whole class and individual student feedback to earn numbers.
  - Mix up the pattern, increase or decrease the number of squares to ensure students are successful.

- **Mystery Behavior**: Students know teacher is looking for a particular positive behavior. At the end of the class, all students who engaged in the behavior get a small acknowledgement. The students then discuss what they think the mystery behavior was. Teacher tells the students the behavior and choosing a new behavior for the next day.
  - Mix it up: mystery item for clean up.

- **Marble Jar**: When students (whole group or individual) engage in appropriate behavior, they earn a marble to put into the jar. When the jar is full, the whole group earns a reward.
  - "Lottery Ticket"-PBS tickets for your class/group setting. When students earn a bucket full of PBS tickets in the class/setting, they earn a special privilege.
  - Draw individual student’s tickets from the bucket to give individual reward.
REWARD SYSTEMS (Rodriguez, 2010)

- The EAGLE Game—Students work toward a mystery number of points by engaging in appropriate behavior. At the end of the specified time period, mystery number is revealed. If student points meet or exceed the mystery number, all students earn a reward/privilege.
  - Mix it up—Divide the students into groups to see which group can earn the most points. All groups exceeding the magic number win. The group with the most points gets a special acknowledgement.

ACTIVITY: CLASSROOM ACKNOWLEDGEMENTS

<table>
<thead>
<tr>
<th>What is a Student Behavior that you Value</th>
<th>How is student behavior acknowledged?</th>
<th>Is recognition benefiting one student, group, whole class, whole student body?</th>
</tr>
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<tbody>
<tr>
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<tr>
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<tr>
<td>3.</td>
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</tbody>
</table>

MINI ACTION PLAN

- Generate action plan content (observable and measurable behaviors to address deficits)
- Potential action plan items may include:
  - Ask a colleague to take data on my current rate of specific and contingent praise and increase by 20%
  - Implement an additional reinforcement system to increase appropriate behavior

<table>
<thead>
<tr>
<th>#</th>
<th>Current Level of Performance</th>
<th>Enhancement/Maintenance Strategies[1]</th>
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<tr>
<td>4</td>
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</table>


IDEAS FOR ACKNOWLEDGEMENTS

- Nerf (ball) Toss
- Reading
- Tie-Tac-Toe
- Dancing
- Paper airplane toss
- Tip-toe Tag
- Bazillion bubbles
- Computer Time
- Artwork
- Snacks
- Hangman
- Erasers
- Academic games
- Pencils
- Paper wad toss
- Stickers
- Tickets to school dances/sports events
- Stamps
- Access to game room
- What has worked for you?
- Sit next to friend
- Special dress day
- Homework pass
LEARNING THAT IS ENGAGING AND FUN FOR
THE STUDENT

10 FREE LEARNING WEBSITES
FOR KIDS

http://
www.goedonline.com/
101-websites-for-
elementary-teachers

5. ESTABLISH A CONTINUUM OF STRATEGIES TO RESPOND TO INAPPROPRIATE BEHAVIOR

- Make every interaction a teaching event
  - Focus on what you want ... more than what you don’t want
  - Invest in what happens BETWEEN problems
- Prevent escalation
  - Disengage quickly
- Continue instruction for remainder of class
  - Academic engagement is valued
- Minimize reward for problem behavior
  - Consider WHAT the behavior is, WHERE it is occurring, WHY it continues.
  - Remove access to the WHY
- Safety

MINI ACTION PLAN

- Generate action plan content (observable and measurable behaviors to address deficits)
  - Ask a colleague to take data on my current rate of corrective statements and ensure that this rate is far lower than my rate of praise statements
  - Review the consequences I give and ensure I am using the least restrictive procedures possible

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<th>#</th>
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<tr>
<td>5</td>
<td>5</td>
<td>Enhance and maintain</td>
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</table>

THINGS TO REMEMBER....

- Adults have the unique opportunity to set kids up for success or failure
  - We must have high expectation for student success
  - It is our responsibility to set students up for success
  - We must celebrate little successes along the way
- Motivation is impacted by
  - How important the outcome is to us
  - How successful we are (and perceive we can be)