Motivation in the Classroom: Resources & Interventions

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Marist College
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Introduction

According to Nevid (2013), motivation is a term often used to refer to factors that activate, direct, and sustain an individual’s goal-directed behavior. Conversely, motives are the needs or wants that drive and explain behavior. As mentioned by the author, motives are not directly observed, but are inferred to exist based on behaviors exhibited by the individual (Nevid, 2013). Given the powerful force behind motives, how can teachers help motivate their students to learn in order for them to excel in school? Perhaps one should first examine the differences between intrinsic and extrinsic motivation.

Intrinsic motivation can be described as unique to the individual student. Many times, students who are intrinsically motivated by something, such as art, will have a passion for learning about the subject, understanding its relevance outside the classroom, and will achieve an inner sense of accomplishment upon mastering a certain topic. This type of motivation can be advantageous for students, in that it can be long lasting, self-sustaining, and promote student learning. However, there are several disadvantages associated with extrinsic motivation, including slow effect on behavior, lengthy preparation, and a variety of approaches may be warranted by a teacher to tailor learning to different students (Delong & Winter, 2002).

Extrinsic motivation is often found residing outside the individual student and typically includes materialistic rewards and praise. Students who are predominantly extrinsically motivated will often be motivated by a specific goal and will strive to achieve such an outcome. Similar to intrinsic motivation, extrinsic motivation is also advantageous and problematic in the classroom. Some advantages associated with this form of motivation may include students being more likely to produce behavior changes, relatively little effort or preparation on behalf of the teacher because they do not necessarily need to know their students very well in order for them to be extrinsically motivated. Disadvantages, however, may outweigh these advantages; they include high distraction
from students’ learning, gradual escalation of motivators in order to sustain students’ performance and attention, and lack of longevity, as well as long-term success (Delong & Winter, 2002).

While students may be motivated to do well in school, either intrinsically or extrinsically, they may not actually be engaged in the learning process (Appleton, Christenson, & Furlong, 2008). Although motivation and engagement overlap in some ways, they are indeed not the same construct. Engagement is a term used to describe students’ attitudes toward school and disengagement is used to identify students’ withdrawal from school in any significant manner. This is quite different from the definition of motivation previously discussed (Sharan, Shachar, & Levine, 1999).

As such, there are four qualities often associated with engagement, including academic, behavioral, affective, and cognitive. Academic engagement is positively correlated with students’ work output. Behavioral engagement is characterized by students’ positive participation in school. Both of these qualities are observable within the school setting. Affective and cognitive engagement qualities, however, are internal to the student and may not be easily observed by teachers. Affective engagement is defined as a student’s sense of belonging, whereas cognitive engagement is a student’s sense of direction and autonomy (Appleton, Christenson, & Furlong, 2008).

With all of this information and its relevance to the challenges faced today by many teachers in America’s schools, the purpose of this handbook is to provide teachers with useful, applicable, and unique resources that can easily be utilized and implemented within the classroom. Proper use of this information and the resources provided is intended to enhance students’ performance and success, both academically and behaviorally, within the classroom.
Carleton College- Student Motivations and Attitudes

http://serc.carleton.edu/NAGTWorkshops/affective/motivation.html

Mission:
The Science Education Resource Center at Carleton College produces the webpage entitled

*Student Motivations and Attitudes: The Role of the Affective Domain in Geoscience Learning.* This website is powered by National Association of Geoscience Teachers (NAGT). The purpose of this page is to provide teachers with resources to enhance their teaching techniques to improve student motivation and attitudes.

Content:
The webpage begins by encouraging teachers to utilize everyday teaching techniques to motivate their students. It discusses the difference between intrinsic and extrinsic motivation. This site does an excellent job of recommending additional resources for teachers, like the book *Tools for Teaching,* by Barbara Gross Davis. Additionally, *Student Motivations and Attitudes* identifies recurring themes in student motivation: making it real, providing choices, balancing the challenge, seeking role models, using peer models, establishing a sense of belonging, and adopting a supportive style. For each of these themes a short description is provided for teachers, with additional references and resources listed at the bottom of the webpage.

Teacher Utility:

- Each theme description is short and concise to increase understandability.
- Every resource suggested is accompanied by a short description so that users can decide whether or not to pursue the resource.
- The wealth of additional resources is wonderful.
  - Books
- Journal articles
- PowerPoint presentations
- Websites

- The PowerPoint presentations can be used by teachers but also by other staff and administration for group conferences or workshops.

**Limitations:**

- Upon first impressions, teachers may dismiss this website because the title infers that the intended audience is teachers of Geoscience.
- Some of the additional resources provided are geared towards college professors and students.
Eberly Center for Teaching Excellence and Educational Innovation

http://www.cmu.edu/teaching/solveproblem/index.html

Mission:

The *Eberly Center for Teaching Excellence and Educational Innovation (ECTEEI)* is a departmental satellite of Carnegie Mellon University. The goal of the department is to bring pedagogical and technological information together to support the college’s faculty and graduate students to be competent and well-informed educators. The website includes a plethora of information concerning: (1) lesson planning; (2) technology for education; (3) how to assess teaching and learning; (4) solving teaching problems; and (5) teaching and learning principles. Although this list is by no means exhaustive, the section “Solve a Teaching Problem” is the point of focus in helping teachers to tackle student motivational issues.

Content:

“Solve a Teaching Problem” provides numerous, practical strategies to address teaching hurdles across the disciplines, and is divided into three easy steps.

1. *Identify the PROBLEM encountered while teaching.*
   - Provides problem behaviors in helpful categories such as Attitudes & Motivation, Prerequisite Knowledge & Preparedness, Critical Thinking & Applying Knowledge, Group Skills & Dynamics, Classroom Behavior & Etiquette, and Grading & Assessment.

2. *Identify the possible REASONS for why this problem is occurring*
   - For certain difficulties, a description of the potential consequences if the source behavior is left unchecked is explained to the teacher.

3. *Explore STRATEGIES that may address the problem being experienced.*
• Possible hypotheses for the behavior, include a description of the potential sources of the problem, and are addressed in an overview prior to discussing strategies in any detail.

For example: A teacher is experiencing teaching difficulties because students come late to class, and he believes it is because students do not perceive the beginning of class as important. The website suggests Tier 1 strategies, and specifically notes that the teacher should explain why the beginning of class is important, and examine their own practices to ensure that they make the beginning of class meaningful.

Teacher Utility:

• This resource provides Tier 1 suggestions that do not necessarily require any data monitoring, which makes them less daunting to implement for busy teachers.

• Blame is not placed on the teacher, curriculum, or student. Rather, the website promotes a positively framed examination of all three aspects in a constructive manner. The ECTEEI flowchart emphasizes the interplay of each individual force in the classroom dynamic.

• An excellent resource for new teachers, and teachers who are resistant to change.

Limitations:

• The resources provided are limited to the most rudimentary Tier 1 interventions, and the strategies provided rarely link to additional resources, should a teacher would want further information.

• Teachers may become lost in the labyrinth of causes and suggestions.
Vanderbilt University Center for Teaching

http://cft.vanderbilt.edu/guides-sub-pages/motivating-students/#model

Mission:

The Center for Teaching at Vanderbilt University produces the webpage titled *Motivating Students*. The mission of this website is to honor teacher’s commitment to excellence in teaching and learning by providing resources that summarize best practices, contain links to other online resources, and information about other Vanderbilt resources.

Content:

This webpage in particular provides teachers with information on the different types of motivation, the effects of motivation on students’ learning styles, and strategies teachers can utilize to motivate their students. Also on this webpage, one will find a model of intrinsic motivation applicable to academics, as well as cues to show students the appeal of a subject.

Teacher Utility:

- The webpage is easy to navigate; rather than scrolling down the page to find more information on a particular topic, there are links at the top of the webpage that will automatically bring the teacher to that section of the website.
- Explanations of intrinsic and extrinsic motivations are concise and use easy-to-understand language. Advantages and disadvantages are also discussed for both types of motivation.
- Profiles of students with different learning styles are provided, which will assist the teacher in designing and implementing a motivational intervention.
- The intrinsic motivation model and strategies for teachers are broken down into small, comprehensive steps.
• Cues provided for teachers to use when attempting to increase the appeal of subjects for students are short and natural, meaning a teacher will not come across as unauthentic to their students.

• Resources are provided at the end of each section for further information on the topics discussed.

**Limitations:**

• At first glance, teachers may be deterred from utilizing this resource because the layout is plain and appears to look like an article, rather than a resource for motivational strategies.

• There are no downloads on this website, so teachers will have to take what they have read and adapt it for classroom use themselves.
Houghton Mifflin’s Project-Based Learning Space

https://college.cengage.com/education/pbl/tc/motivate.html#suggestions

**Mission:**

Houghton Mifflin’s Project-Based Learning Space is designed for practicing teachers, novice teachers, and course instructors. One will find information about generic teaching concepts that will assist in expanding one’s knowledge of project-based learning. Within the Teaching Concepts section of this website, is the webpage titled *Motivation.*

**Content:**

On this page, there is a definition of motivation, as well as information on the behavioral, cognitive, and humanistic perspectives of motivation. Also housed on this website is information on the impact of cooperative learning on motivation, as well as teaching suggestions and further resources.

**Teacher Utility:**

- Each heading on this webpage provides thorough information for teachers. For example, under the headings “Behavioral Views of Motivation” and “Resources for Further Investigation”, one will find relevant details supporting the behavioral perspective of motivation and links to, as well as citations for, more information on motivation a teacher may wish to review in order to help their students succeed in the classroom, respectively.
- Each section is broken down into subheadings when appropriate, making it easier for teachers to follow along with what they are reading about and relating the information back to the classroom.
- References at the bottom of the webpage provide information on research as it relates to motivational techniques, as well as useful summaries.
Limitations:

- There are few links that teachers can follow to direct resources.
- The amount of detail provided on this website may interfere with the utilization of the information by teachers. As such, teachers may skip over this resource, despite the wealth of information that can be found, because it is so in-depth and lengthy.
- Strategy suggestions for teachers are vague, so novice teachers may have a hard time successfully adapting the information obtained within this resource to the classroom.
University of Michigan: Center for Research on Learning and Teaching

http://www.crlt.umich.edu/tstrategies/tsms

Mission:
The Center for Research on Learning and Teaching (CRLT) at University of Michigan is dedicated in promoting excellence and innovation for educators. This website supports various evidence-based learning strategies and teaching practices that value teaching, respect individual differences among learners, and promote the creation of learning environments where diverse learners can excel. Although CRLT provides teachers with an array of resources, one webpage that specifically targets motivation is entitled Teaching Strategies: Motivating Students.

Content:
This webpage provides educators with several articles and links that support research findings concerning student motivation. Such articles and links provide helpful techniques and strategies that teachers may utilize within the classroom, to further increase students’ interest in particular subjects, classroom preparedness, reading, and more. Furthermore, this webpage promotes the importance of student motivation and how it can enhance the performance of students, as well as the experience within the classroom.

Teacher Utility:
- Teachers can access this webpage easily without having to “sign up” or “log in.”
- The webpage is straightforward and easy for teachers to navigate.
- Teachers are provided with a brief description of each article and link listed on the webpage. This provides teachers with the ability to quickly decipher whether or not they would like to further explore such resources. In addition, this allows teachers to utilize their time efficiently.
Limitations:

- Several articles provided are rather extensive. Teachers may encounter difficulty finding the time to read such articles, due to their compact schedules.

- One of the links, *Motivating Students’ Best Work*, aims to provide teachers with a list of motivating methods directed toward college students. However, teachers can apply the motivational methods to their own grade level, if deemed appropriate.
Intervention Coach Card

*Duck, Duck, Tootle*

**Target:** Behavioral & Affective Motivation

**Goals:**

- To alter the social status of students who demonstrate social, emotional, and/or behavioral challenges.
- To enhance both the quality and quantity of positive social interactions among students in the classroom.

**Location:**

- Tiers 1 and 2
- Classwide or with small/medium groups
- Systems-level potential

**Materials:**

- Tootle charts
- Oval or star stickers
- Systematic Observation Form
- Daily Tootle Recording Sheet
- Construction Paper for Graphic Display
- Markers (to decorate graphic display)

**Frequency:** Daily for 8 weeks, 7 to 10 minutes
Directions:

Training Sessions (4 Days)

Sessions 1 and 2 (15 minutes per session)

- Select 4 on-task classroom behaviors to focus on; student participation in the behavior selection process is encouraged
  - Examples: (a) sitting quietly – seated appropriately, and not talking; (b) paying attention – the is looking where appropriate, and not talking; (c) completing work – the student has a writing tool, and it is touching the paper when appropriate; and (d) completing reading – the student's eyes are on the paper when appropriate
  - Model and have students demonstrate on- and off-task.
- Explain to the children what “tootling” is. “Tootling” is positive tattling. Rather than telling on someone for something bad they have done, “tootling” focuses on encouraging students to share positive observations of one another’s behaviors.

Session 3 (20 minutes)

- Practice “tootling,” introduce the tootle charts, and have the students decorate their “tootle” charts.

Session 4 (20 minutes)

- Practice “tootling” for each of the targets independently, and post the classroom tracking graphic. Decide on the classroom rewards.

Daily Implementation

- Each day the teacher will choose one or more students to be the focus for the day.
- Students will have a chance to praise the target student for good behavior.
- Every day, review the steps for delivering “tootles” when addressing each “tootler”:
1. Make eye contact and smiles at the student you want to compliment
2. Describe what target behavior they demonstrated
3. Make a positive statement (e.g., “good job”)
   - Move on to the next “tootler” and review the steps of “tootling”
   - When possible, encourage voluntary statements with group prompts
   - Following “tootling” teacher should praise and reward each “tootling;” award stickers
   - Track class progress and reward prizes when goals have been met

**Progress Monitoring:**

- This intervention is tracked through the use of frequency data, specifically:
  - Classwide rates of “tootles”
  - Daily numbers of “tootles” made by:
    - target child(ren)
    - peer comparison group
  - Track the frequency of inappropriate and inappropriate behaviors demonstrated across 30 seconds, at the same time every day, twice daily that is:
    - demonstrated by the target(s)
    - demonstrated by the comparison group
- **Baseline:** Administer at least three (3) iterations of the specified measure prior to implementing the intervention.
- **Intervention:** Continue administering the selected measure at least weekly. Data should be recorded and analyzed to evaluate progress.
References:


# STUDENT BEHAVIOR FREQUENCY TALLY SHEET

Date __________________________

<table>
<thead>
<tr>
<th>BEHAVIOR</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tr>
<td></td>
<td>AM</td>
<td>PM</td>
<td>AM</td>
<td>PM</td>
<td>AM</td>
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<tr>
<td>STUDENT</td>
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<td>DISRUPTING WITH NOISES</td>
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<td>STAYS ON TASK</td>
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<tr>
<td>DID NOT COME TO CLASS PREPARED</td>
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<tr>
<td>HOMEWORK IS Turned IN</td>
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<td>TALKING WITHOUT PERMISSION</td>
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<td>RAISES HAND TO BE CALLED ON</td>
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<td>STAYS IN SEAT</td>
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<tr>
<td>GETS OUT OF SEAT</td>
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<tr>
<td>HAS TO BE PROMPTED TO WORK</td>
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<td></td>
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<tr>
<td>GETS RIGHT DOWN TO WORK</td>
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T = TARGET STUDENT  
P = PEER COMPARISON
TOOTLE CHART

TOOTLING PROCEDURAL SCRIPT

Tootling Procedural Script
Training Day One
(15 minutes)

Self Introduction
[Introduce self to class.]

Introduction of target behaviors
“What does it mean to be a good student?”
[Confirm correct responses and provide praise.]

“That’s right. All of those things are a part of being a good student.”
[Solicit examples from class]

“Now you tell me some ways that you can be a good student in class.”
[Confirm correct responses and provide praise]

Introduction of tootling
“Does anyone know what tootling means? Tootling is when you tell the teacher something that one of your classmates did that was wrong. Well you guys know what, there is a good way of telling on your classmates that was helpful called tootling.”

“Tootling is when you tell the teacher something that one of your classmates did in class that was right! You know telling the teacher something that they are doing that they are supposed to be doing. Remember tootles have to be something that your classmate did in class.”

“Some examples of tootling are — sitting quietly or writing your assignments — things like that.”
[Solicit examples of tootling.]

“No, it’s your turn. You give me some examples of tootling.”
[Praise and provide corrective feedback.]

Tootling Procedural Script
Training Day Two

(15 minutes)

Review Tootling
“Does everyone remember what tootling is? It’s when you tell the teacher something that your classmate did that was right: something they were supposed to be doing. Remember now, with tootling you don’t tell what you did, but what your classmate did that was right. Now when we tootle, we look at everyone. Not just our friends and you only have three seconds to give out a tootle. Also, remember with tootling, you can only tell something your classmate did, not something that your teacher or another adult did; and it has to be something they did in the classroom. These good things your classmates are doing, we are going to call them tootle behaviors.”

Verbal Practice
“Now let’s practice to see if you guys know what tootle behaviors are. I’m going to point to you and you tell me who you see that is doing what they should be doing. Be sure to look around and find what tootle behaviors you see and who is doing it. Now let’s see.”
[Point to students and have them identify what peers they see doing tootle behaviors and what they are doing. Supply positive and corrective feedback as needed.]

Tootling Procedural Script
Training Day Three

(20 minutes)

Set up
Tape tootle charts to desk
Place decorative shoebox on teacher’s desk

Introduce Duck, Duck, Tootle
“Has anyone ever played Duck, Duck, Goose? Well, we are going to do something like it, called Duck, Duck, Tootle. On your desk, you will find a chart with happy faces. This is a tootle chart. Each square represents a tootle slot.”

Introduce Stickers as Tootles
“Everyone likes stickers, right? We are going to use the stickers to represent tootles. The way you Duck, Duck, Tootle is pretty easy. Mrs. _______ will be it. She will walk around the room while you guys are doing your class work and while she is teaching. When she gives you a sticker, you look up and find one of your classmates

DAILY TOOTLE RECORDING SHEET

_________  Number of Tootles for Target Child 1 ( )
_________  Number of Tootles for Target Child 2 ( )
_________  Total Number of Tootles for class
_________  Goal Met (Yes, No)

**Intervention Coach Card**

*Self-Regulation Empowerment Program*

**Target:** Academic & Cognitive Motivation

**Goals:**

- To improve student motivation in a specific area of academic difficulty thus increasing student academic performance.

**Location:**

- Tier 1 - classwide; systems-level potential
- Tier 2 - homogeneous small/medium groups
- Tier 3 - individual student
- Middle and High schools

**Materials:**

- Performance outcome data in area of academic weakness (i.e. tests, quizzes, homework)
- Graph paper
- Pen/pencil
- Task strategy materials in area of academic weakness (i.e. study skill strategies, graphic organizer)
- Self-Regulation Strategy Inventory–Self-Report
- Student Self-Regulated Learning Outcomes (RSSRL)-Teacher Scale

**Frequency:** Frequency and duration of sessions is subject to student need and scheduling. Cleary & Zimmerman (2004) suggested eight training sessions of 35 minutes
Another study examined the effectiveness of SREP implementation of 23 50-minute sessions given twice weekly for 11 weeks (Cleary, Platten, & Nelson, 2008).

**Directions:**

Phase 1: Diagnostic Assessment

A. While building rapport, introduce student to SREP.

B. Identify the specific academic question.
   a. Examine the classes and grading criteria in which the student is struggling.
   b. Review progress notes, report card, and student work samples.
   c. Identify one area of academic weakness to improve.

C. Administer pretest packets that include the Self-Regulation Strategy Inventory–Self-Report and the Children’s Multidimensional Self-Efficacy Scales: Self-Efficacy for Self-Regulated Learning scale, and Self-Efficacy for Academic Achievement scale. Teachers should also complete the Student Self-Regulated Learning Outcomes (RSSRL)-Teacher Scale.

D. Help the student to identify any self-regulated strategies they currently use (i.e. study skills, note taking, organization, time management).

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<tbody>
<tr>
<td>1.</td>
<td>Do you have a method to help you learn and remember what was discussed in class?</td>
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<tr>
<td>2.</td>
<td>Do you have any method to help you plan and write your papers?</td>
</tr>
<tr>
<td>3.</td>
<td>Is there any method you use for completing your assignments?</td>
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<tr>
<td>4.</td>
<td>Do you have a method for preparing for a test?</td>
</tr>
<tr>
<td>5.</td>
<td>Do you have any method for motivating yourself to complete your homework?</td>
</tr>
<tr>
<td>6.</td>
<td>Do you have any methods for improving your study at home?</td>
</tr>
</tbody>
</table>
E. Identify the student’s motivational profile and self-evaluation by asking questions in these areas:

   a. Forethought
   b. Performance control
   c. Self-reflection

Phase 2: Developing the Self-Regulated Learner

A. Empowerment

   a. Improve self-awareness through a graphing procedure. Ask student to graph their baseline performance data in their area of academic weakness.
   b. Establish a link between previous poor academic performance and poor self-regulated learning strategies.

B. Study/Learning Strategies

   a. Using cognitive modeling and cognitive coaching procedures, teach the student new study/learning strategies (i.e. graphic organizers, accessing extra help, flashcards, note taking).
   b. Demonstrate steps of learning strategies and allow the student opportunities to practice while providing feedback and prompts.

C. Cyclical Feedback Loop

   a. Teach/Model student how to set performance goals.
   b. Teach student how to self-record performance processes and outcomes.
   c. Teach student how to evaluate goal progress and strategy effectiveness.
   d. When graphing, engage the student in discussion about self-evaluation, causal attributions, and adaptive inferences.

**Progress Monitoring:**

- This intervention is tracked using academic assignment analysis in areas of academic weakness (i.e. test scores, completed homework assignments).
  - Empower the student to graph their performance outcome data throughout the intervention.

- *Baseline:* Record at least three (3) iterations of the specified measure prior to implementing the intervention.

- *Intervention:* Continue administering the selected measure at least weekly. Data should be recorded and analyzed to evaluate progress.

- Pretest and posttest data described in Phases One and Two can also be used to determine intervention effectiveness.
**Disclaimer:** Classroom teachers may find this intervention difficult to implement the first few times. It is recommended that school psychologists, AIS/specialty teachers, or counselors model and aid the classroom teacher in initial implementation until familiarity is developed. However, teachers are capable of incorporating self-regulation strategies in their everyday classroom activities, such as providing performance outcomes, encouraging graphing procedures, giving performance feedback, and teaching study or learning strategies. For intervention success, it is critical that teachers provide multiple opportunities for students to receive performance outcomes (i.e. tests, quizzes, homework) and structured feedback.
**References:**


### Student Self-Regulated Learning Outcomes (RSSRL) - Teacher Scale
*(Zimmerman & Martinez-Pons, 1988)*

<table>
<thead>
<tr>
<th>Question</th>
<th>Almost Never</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Almost Always</th>
</tr>
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<tbody>
<tr>
<td>1. Does this student solicit additional information about the exact nature of forthcoming tests?</td>
<td></td>
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<td>2. Does this student solicit additional information about your expectations or preferences concerning homework assignments?</td>
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<td>3. Does this student display awareness concerning how well he/she has done on a test before you have graded it?</td>
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<td>4. Does this student complete assignments on or before the specified deadline</td>
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<td>5. Is the student prepared to participate in class on a daily basis?</td>
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<tr>
<td>6. Does this student express interest in course matter?</td>
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<td>7. Does this student offer relevant information that was not mentioned in the textbook or previous class discussions?</td>
<td></td>
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<tr>
<td>8. Will this student seek assistance from you on his/her own when he/she is having difficulty understanding schoolwork?</td>
<td></td>
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<tr>
<td>9. Will this student ask unusual or insightful questions in class?</td>
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<tr>
<td>10. Will this student volunteer for special tasks, duties, or activities related to coursework?</td>
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</tr>
<tr>
<td>11. Does this student express and defend opinions that may differ from yours or those of classmates?</td>
<td></td>
<td></td>
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<tr>
<td>12. Does this student solicit further information regarding your grades or evaluations of his or her schoolwork?</td>
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</tr>
</tbody>
</table>
## Self-Regulation Strategy Inventory - Self Report
(Cleary, 2006)

<table>
<thead>
<tr>
<th>Question</th>
<th>Never 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Always 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I make sure no one disturbs me when I study.</td>
<td></td>
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<tr>
<td>2. I try to study in a quiet place.</td>
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<tr>
<td>3. I think about the types of questions that might be on a test.</td>
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<tr>
<td>4. I ask my science teacher about the topics that will be on upcoming tests.</td>
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<tr>
<td>5. I rely on my science class notes to study.</td>
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<tr>
<td>6. I study hard even when there are more fun things to do at home.</td>
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<tr>
<td>7. I quiz myself to see how much I am learning during studying.</td>
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<tr>
<td>8. I make a schedule to help me organize my study time.</td>
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<tr>
<td>9. I use binders or folders to organize my science study materials.</td>
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<tr>
<td>10. I lose important science dittos or materials.</td>
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<tr>
<td>11. I avoid going to extra-help sessions in science.</td>
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<tr>
<td>12. I wait to the last minute to study for science tests.</td>
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<tr>
<td>13. I try to forget about the topics that I have trouble learning.</td>
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<tr>
<td>14. I try to see how my notes from science class relates to things I already know.</td>
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<tr>
<td>15. I try to identify the format of upcoming science tests.</td>
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<tr>
<td>16. I try to study in a place that has no distractions (e.g., noise, people talking).</td>
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<tr>
<td>17. I ask my teacher questions when I do not understand something.</td>
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<tr>
<td>18. I make pictures or drawings to help me learn science concepts.</td>
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<tr>
<td>19. I give up or quit when I do not understand something.</td>
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<tr>
<td>20. I forget to bring home my science materials when I need to study.</td>
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<tr>
<td>21. I tell myself exactly what I want to accomplish during studying.</td>
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<tr>
<td>22. I look over my homework assignments if I do not understand something.</td>
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<tr>
<td>23. I avoid asking questions in class about things I do not understand.</td>
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<tr>
<td>24. I tell myself to keep trying when I cannot learn a topic or idea.</td>
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<td></td>
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</tr>
<tr>
<td>25. I carefully organize my study materials so I don’t lose them.</td>
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<td></td>
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<tr>
<td>26. I let my friends interrupt me when I am studying.</td>
<td></td>
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<tr>
<td>27. I think about how best to study before I begin studying.</td>
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<td></td>
</tr>
<tr>
<td>28. I finish all of my studying before I play video games or with my friends.</td>
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<td></td>
</tr>
</tbody>
</table>
### Assessment Specificity Guide Used During Diagnostic Assessment Component

(Cleary & Zimmerman, 2004)

<table>
<thead>
<tr>
<th>Level of Specificity</th>
<th>Assessment Question</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>In which class(es) does the student struggle?</td>
<td>Review report cards, teacher interviews</td>
</tr>
<tr>
<td>Grading Criteria</td>
<td>On which grading criteria in that class does the student perform poorly?</td>
<td>Review tests/quizzes/lab reports, teacher interview</td>
</tr>
<tr>
<td>Strategy</td>
<td>Which study and self-regulation strategies does the student use to perform well in the class?</td>
<td>Retrospective self-reports, structured interview, study material review</td>
</tr>
<tr>
<td>Microanalytic</td>
<td>How does the student select, use, and regulate specific strategies to perform specific tasks within that particular class?</td>
<td>Think alouds, microanalytic assessment procedures</td>
</tr>
</tbody>
</table>

### Examples of Self-Regulation Microanalytic Assessment Questions

(Cleary & Zimmerman, 2004)

<table>
<thead>
<tr>
<th>Phases of Cyclical Feedback Loop</th>
<th>Self-Regulation Processes</th>
<th>Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forethought</td>
<td>Goal Setting</td>
<td>Do you have a goal when studying for your tests?</td>
</tr>
<tr>
<td></td>
<td>Strategy Choice</td>
<td>Do you have a goal you are trying to achieve on your tests?</td>
</tr>
<tr>
<td></td>
<td>Self-Efficacy</td>
<td>How do you decide to use this strategy when preparing for tests?</td>
</tr>
<tr>
<td></td>
<td>Intrinsic Interest</td>
<td>How sure are you that you can get an 85 on your next test?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How sure are you that you can solve 70% of these problems?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How interesting is studying/preparing for your tests?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How much do you enjoy studying/preparing for your tests?</td>
</tr>
<tr>
<td>Performance</td>
<td>Attention Focusing</td>
<td>Do you have to try to motivate yourself when studying for tests?</td>
</tr>
<tr>
<td></td>
<td>Self-Recording</td>
<td>What do you do when you don’t feel like studying for your tests?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you keep track of where you study for your tests?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Do you keep track of how long you study for your tests?</td>
</tr>
<tr>
<td>Self-Regulation</td>
<td>Self-Evaluation</td>
<td>How do you determine if you performed well on your tests?</td>
</tr>
<tr>
<td></td>
<td>Satisfaction</td>
<td>How satisfied are you with your performance on your last test?</td>
</tr>
<tr>
<td></td>
<td>Causal Attributions</td>
<td>What is the main reason why you got a 75 on our last test?</td>
</tr>
<tr>
<td></td>
<td>Adaptive Inferences</td>
<td>What do you need to do to improve your performance on your next test?</td>
</tr>
</tbody>
</table>

### Goals and Intervention Procedures Used in Self-Regulated Learner Development Component (Cleary & Zimmerman, 2004)

<table>
<thead>
<tr>
<th>Intervention Steps</th>
<th>Goal of Intervention Steps</th>
<th>Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowerment</td>
<td>To enhance student perceptions of control over academic performance and learning processes</td>
<td>Self-monitoring forms, graphing procedures</td>
</tr>
<tr>
<td>Study/Learning</td>
<td>To teach the student various study/learning strategies and self-regulation strategies</td>
<td>Cognitive modeling, cognitive coaching, guided practice</td>
</tr>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyclical Feedback</td>
<td>To teach the student how to use forethought, performance control, and self-reflection phase processes in a cyclical manner</td>
<td>Self-regulation graph, cognitive modeling, cognitive coaching</td>
</tr>
<tr>
<td>Loop</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Intervention Coach Card**

*Classwide Antecedent Modifications*

**Target:** Behavioral or Academic Motivation

**Goals:**

- To reduce inappropriate behavior/increase appropriate behavior, by identifying and modifying what occurred before the presentation of the problem behavior (antecedent).
- To set appropriate task demands and provide structure, to motivate students to engage appropriately in academic tasks, which in turn will lead to the reduction of a problematic behavior (i.e. disruptive behavior or task refusal).
- Establish a classroom environment that is positive, orderly, predictable, and motivating.

**Location:**

- Tiers One and Two
- May be utilized with students at all grade levels

**Materials:**

- Poster (to display classroom rules and expectations)
- Markers (to clearly write classroom rules and expectations)
- Reinforcers (i.e. token or praise) as necessary

**Frequency:** Classwide Antecedent Modification is to be implemented with integrity on a daily basis for 8 weeks, throughout the entire academic day.

**Directions:**

1. Set classroom rules: Develop, model, and post clear classroom rules.
   
   a. Teach students the skills necessary to follow the rules if the students do not currently possess the skills required.
b. Reinforce appropriate behaviors as quickly as possible and minimize reinforcement for inappropriate behaviors.

c. Keep a consistent classroom schedule.

2. Use appropriate task demands.
   a. Use instructional materials that are at the student’s instructional level.

3. Structure the class to increase interest.
   a. Set a brisk teaching pace but allow opportunities for students to respond.
      i. Consider classwide choral responding or response cards to increase classwide response opportunities.
   b. Integrate both easy and difficult tasks.
   c. Allow for student choice.
   d. Use high-interest materials/topics.

**Progress Monitoring:**

- This intervention is tracked through the use of frequency data, including classwide behavior problems, or task refusal. A teacher can collect the frequency at which such behaviors occur compared to more successful peers; this can be done in thirty-second intervals, at the same time each day, at least twice daily (see template on page 20 of this handbook).

- **Baseline:** Record at least three (3) iterations of the specified measure prior to implementing the intervention.

- **Intervention:** Continue administering the selected measure at least weekly. Data should be recorded and analyzed to evaluate progress.
References:


Intervention Coach Card

Choice Making

**Target:** Academic & Behavioral Motivation

**Goals:**

- To prevent problematic behaviors and promote task engagement by providing students with opportunities to make choices.
- To increase active student participation among students who can perform a task, but are choosing not to do so, in both preferred and less preferred activities.
- Promote students’ self-determination, which can be especially critical to the success of students with disabilities.

**Location:**

- Tier 2 - small groups
- Tier 3 - individual student
- All grade levels (Preschool through High School)

**Materials:**

- 2 or more assignments with comparable content
- Multiple assignments across different academic domains
- Timer
- Classroom observation form for progress monitoring (optional) (Wright, 2007)

**Frequency:** The Choice Making intervention should be implemented daily for 8 weeks, in order to adequately assess the effectiveness of this intervention on a student’s motivation.
Directions: The Choice Making intervention provides teachers with flexibility. There are two options for this intervention, Assignment Selection and Choice of Assignment Order. Directions for both intervention adaptations follow:

Assignment Selection

1. Create 2 assignments with comparable content that is aimed to satisfy current learning objectives. (More assignments may be created, but 2 is the required minimum.)
2. Describe the assignments to the student
3. Explain to the student that they must select only 1 of the available assignment options
4. Set a timer to ensure that the student is adhering to a time limit for assignment completion

Choice of Assignment Order

1. Provide the student with several assignments from several academic domains
2. Clearly communicate to the student your expectations about which assignments must be completed
3. Provide the student with the choice of selecting the order of assignment completion
4. Set a timer for each assignment to ensure that the student is adhering to a time limit for assignment completion

Progress Monitoring:

- Baseline: Collect 3-5 data points related to the target behavior.
  - A teacher may collect data on the number of completed assignments turned in during the school day or what percentage of each assignment has been completed.
o Or a teacher can collect the frequency at which such behaviors occur compared to peers that are more successful; this can be done in thirty-second intervals, at the same time each day, at least twice daily (see page 20 of this handbook for a template).

• *Intervention:* Data should be collected in the same manner as the baseline data.

• Data should be graphed and analyses should be conducted to determine the effectiveness of the Choice Making intervention.
Disclaimer: There are several critical expectations of the teacher that must be present during implementation in order for the intervention to be successful. Teachers must maintain consistency in their expectations for assignment completion in relation to the student’s decisions. Also, an appropriate match between the student’s level of academic skill and the assignment’s level of difficulty must be ensured; for example, a curriculum-based measure may be used to discover the student’s instructional level and assignments may be designed based on this information. Teachers must also set a time limit for students when they are completing the assignments. Positive reinforcement, either verbal or material, for on-task behaviors and assignment completion should also be provided to students in order to externally motivate the students; off-task behaviors should be ignored.
References:


**Intervention Coach Card**

*Noncontingent Reinforcement*

**Target:** Behavioral Motivation

**Goals:**

1. To reduce problematic behaviors, which students may display.
2. To provide students frequent access to a reinforcer (i.e. attention, verbal praise, or escape), so they are no longer motivated to demonstrate disruptive behavior in order to obtain said reinforcement.

**Location:**

- Tier 3 - individual student
- May be utilized with students of all grade and developmental levels

**Materials:**

- Pen
- Paper
- Noncontingent reinforcers (i.e. attention, verbal praise, or escape) independent of student’s behavior

**Frequency:** NCR is to be implemented daily for 8 weeks. This intervention is based on a “fixed schedule,” which is dependent on a student’s age, developmental level, and the severity of their problematic behavior(s). Teachers are to develop a fixed schedule in order to effectively provide a student with a noncontingent reinforcer prior to the demonstration of problematic behavior. The fixed schedule will help motivate the student to no longer exhibit disruptive behaviors. For students with severe behavior problems, teachers are to deliver the NCR very
frequently (i.e. every 30 seconds). For students with more “mainstream” problematic behaviors, teachers are to deliver the NCR less frequently (i.e. once every 15 minutes).

**Directions:**

1. Identify the setting in which the problem behavior occurs (i.e. reading, writing, or math class, and/or during independent activities).

2. Once the reinforcer is identified, with your pen and paper, tally how many times the problematic behavior is displayed for 3 to 5 days, in order to collect baseline data.

3. Develop a fixed schedule in order to effectively deliver the noncontingent reinforcement to the target student, subsequent to reviewing the baseline data. The fixed schedule is to be based on the frequency of disruptive behaviors displayed by a student. For example, if the student talks out every 10 minutes in the classroom, the noncontingent reinforcer should be implemented on a fixed schedule of less than 10-minute intervals.

4. Once an appropriate fixed schedule is developed, apply the NCR. The NCR is the reinforcer previously identified in step 1. It is to be applied independently of either a problematic or an appropriate behavior displayed by a student.

5. With your pen and paper, take a daily tally, or frequency count, of the amount times the student exhibits disruptive behavior, throughout the course of an entire academic day.

6. With your pen and paper, take a tally, or frequency count, of the amount times the student exhibits disruptive behavior, within the identified academic setting that the problem behavior occurs, one day a week. For example, if the problem behavior occurs during a 40-minute math class, a tally is to be recorded during math class once a week.

7. If a student’s problematic behavior is noticeably reduced throughout the course of 8 weeks, reduce the frequency of delivering the NCR.
8. At the end of 8 weeks, compare baseline and intervention data, in order to determine if the intervention was effective in reducing a student’s problematic behavior, as well as motivating the student exhibit more appropriate behaviors.

**Progress Monitoring:**

- This intervention is tracked through the use of frequency data, to identify the amount of times a student exhibits disruptive behavior throughout an entire academic day. A teacher can collect the frequency at which such behaviors occur compared to peers that are more successful; this can be done in thirty-second intervals, at the same time each day, at least twice daily (see template on page 20 of this handbook).

- *Baseline:* Record at least three (3) iterations of the specified measure prior to implementing the NCR intervention.

- *Intervention:* Continue administering the selected measure at least weekly. Data should be recorded and analyzed to evaluate progress.
References:


References


Positive Behavior Interventions, 6(4), 228-237.


