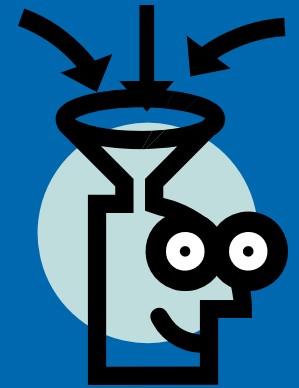


You Can't Make Me Do It!
(I'm the Boss of Me!)

Cheryl Franklin-Rohr
GT Coordinator

Know:

- Intrinsic vs. extrinsic motivation
- States of being
- Fixed mindset versus growth mindset



Understand:

- All students are motivated
- Parent/Teacher/student perspective may differ
- Engagement and self-motivation are interrelated.

Do:

- Read and manage emotional states of being
- Identify ways to help student grow a growth mindset
- Parents and teachers can support students' motivation by rewarding experimentation and progress, not perfection

Is all motivation the same?

- **Extrinsic motivation** can be useful in initiating a learning task, particularly one that is time-limited, routine, and relatively unexciting,
- **Intrinsic motivation** helps students make sustained progress toward significant goals, learn to take risks and explore.

“If the learner is doing the task to get the reward, it will be understood, on some level, that the task is inherently undesirable. Forget the use of rewards...Make school meaningful, relevant, and fun. Then you won't have to bribe students.”

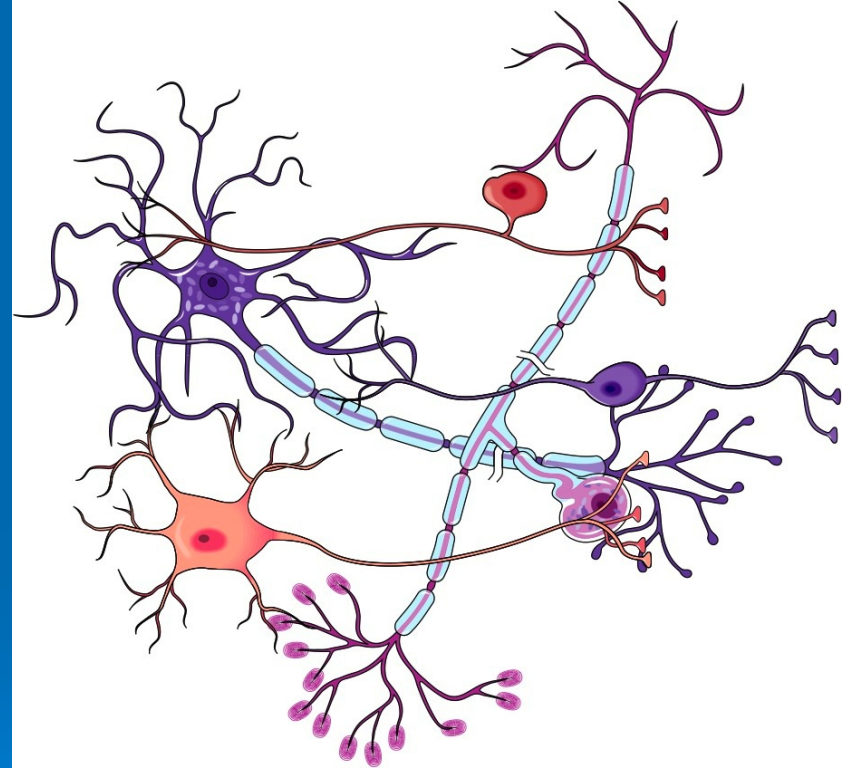
Activating the Desire to Learn by Bob Sullo

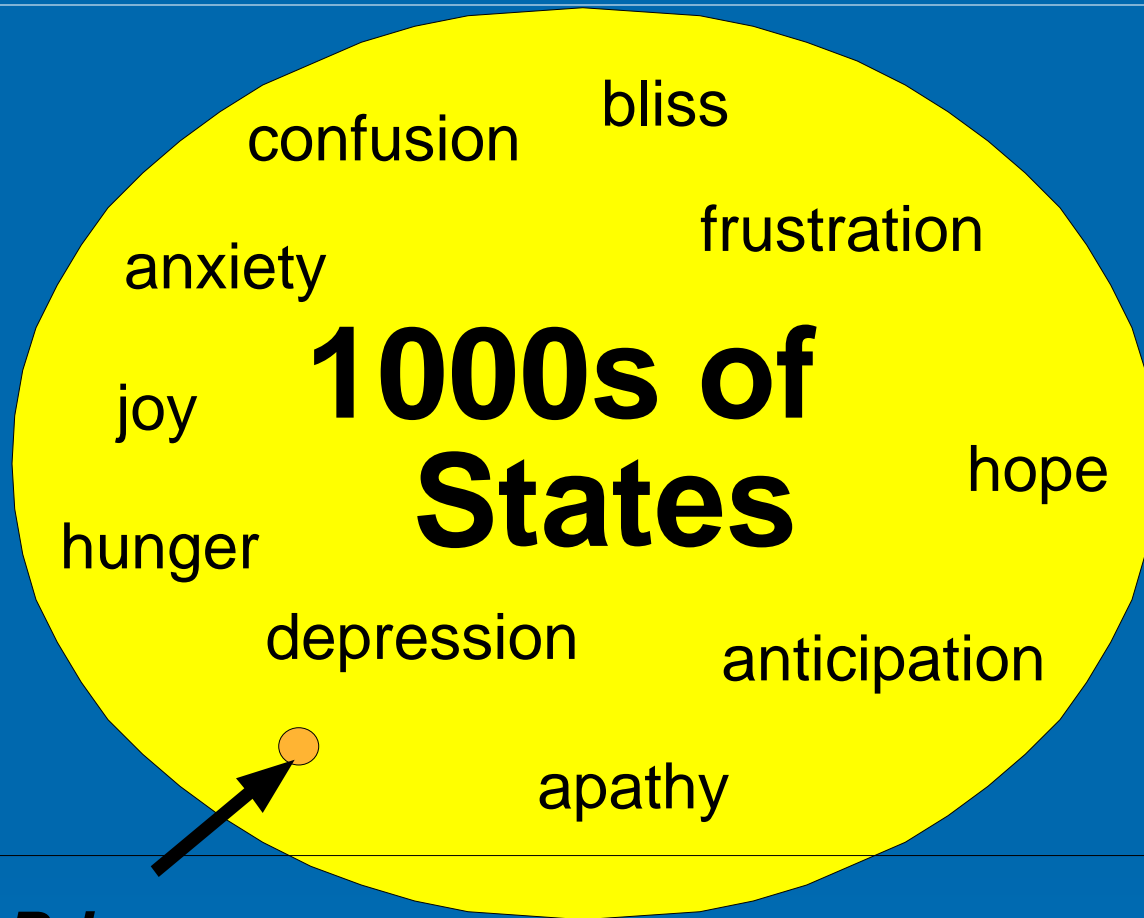


What are “States”?

They are *bodily responses* created by a

- 1) momentary **aggregate of signals** from emotional, cognitive and sensory neurons AND
- 2) a corresponding **chemical signature.**





**6 Primary Emotions are:
joy, fear, anger
disgust, surprise
and sadness**

**Emotions are a subset
of all possible states.
They are the only states
that are biologically
hard-wired or built in.**

Why are States So Critical?

Brains Can Learn Under
Extreme Conditions...

But Complex
Learning Requires
Background Knowledge,
Working Memory,
Processing Skills, Long-
term Retrieval and Risk-
Taking.

These all Require Positive
Learning States



The Distinction is Profound

We often feel tired, sleepy or unmotivated. But those are just states. Humans go in and out of many states per day. It would be unfair to judge or define you by those very temporary states.



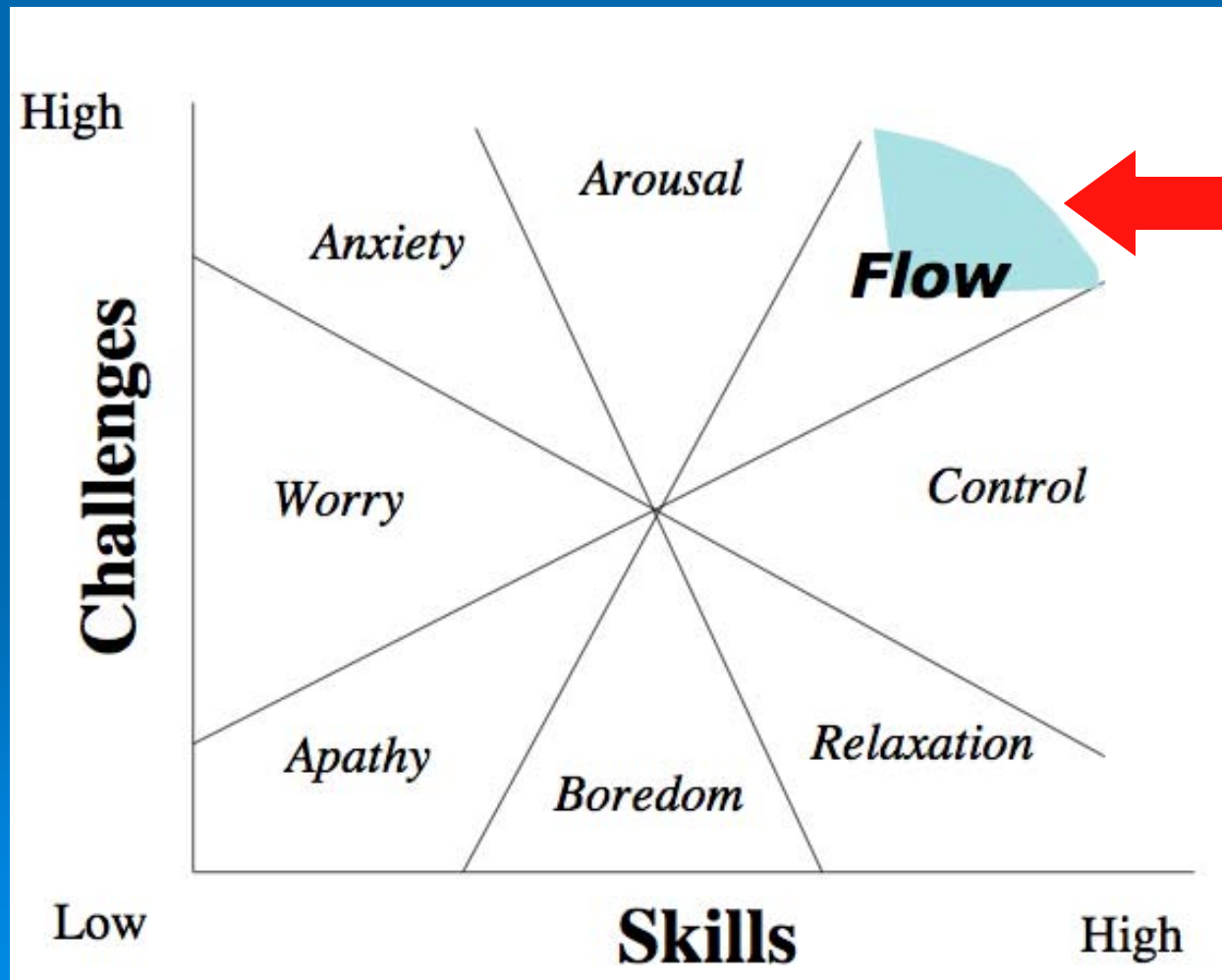
Calling a student
“unmotivated” is ***just
as bad as calling him
stupid or worthless.***

You cannot and should
not judge another by
their temporary state.

Some students are
highly motivated-- ***but
not in certain classes.***



Flow States are Rare and Tough to Achieve and Maintain. More states are Detrimental to Learning than Supportive.



Carol Dweck's Research

- The power of praise
- Giving kids the label of “smart” does not prevent them from underperforming. It might actually be causing it.



*Mindset : The New Psychology of Success by
Carol Dweck, Ph.D.*

Fixed or Growth Mindset

- It is not just our abilities and talent that bring us success-but whether we approach our goals with a fixed or growth mindset.
- Praising our children's intelligence and ability doesn't foster self-esteem and lead to accomplishment, but may actually jeopardize success.

Why are students temporarily unmotivated?

- unsuitable learning styles
- a lack of resources
- language barriers
- a lack of choice
- cultural taboos
- fear of embarrassment
- a lack of feedback
- poor nutrition
- prejudice,
- poor lighting,
- bad seating
- the wrong temperature
- fear of failure
- a lack of respect
- irrelevant content
- and a host of other possibilities (Wlodkowski 1985).

Teaching with the Brain in Mind by
Eric Jensen

School Reasons for loss of Motivation

- A rigid, unbending curriculum, with little or no differentiation for gifted learners
- A definition of giftedness that is so narrow it excludes many types of learners, especially minority children
- Staff members who do not understand the special intellectual, social and emotional needs of gifted students.
- Insufficient challenge, the learner isn't engaged; learning tasks become routine and boring.
- If the challenge is too great, the student may become frustrated, unmotivated, or just give up
- Student must believe that the learning tasks are important enough for them to invest their time and effort

“When students are motivated, what’s going on in the brain?”

Or...

“What conditions are present that foster that precious inner drive?”

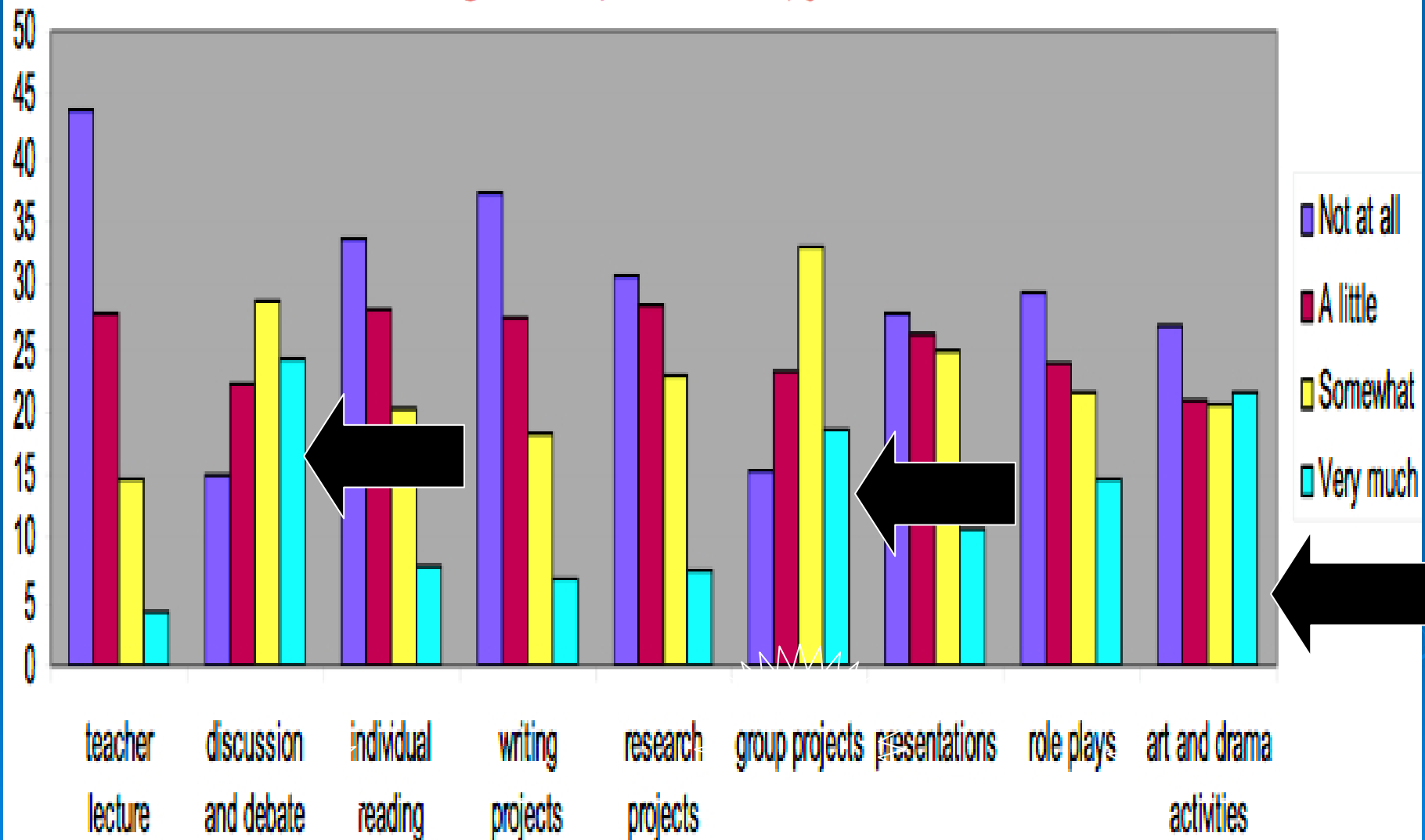
- emotions
- novelty
- movement



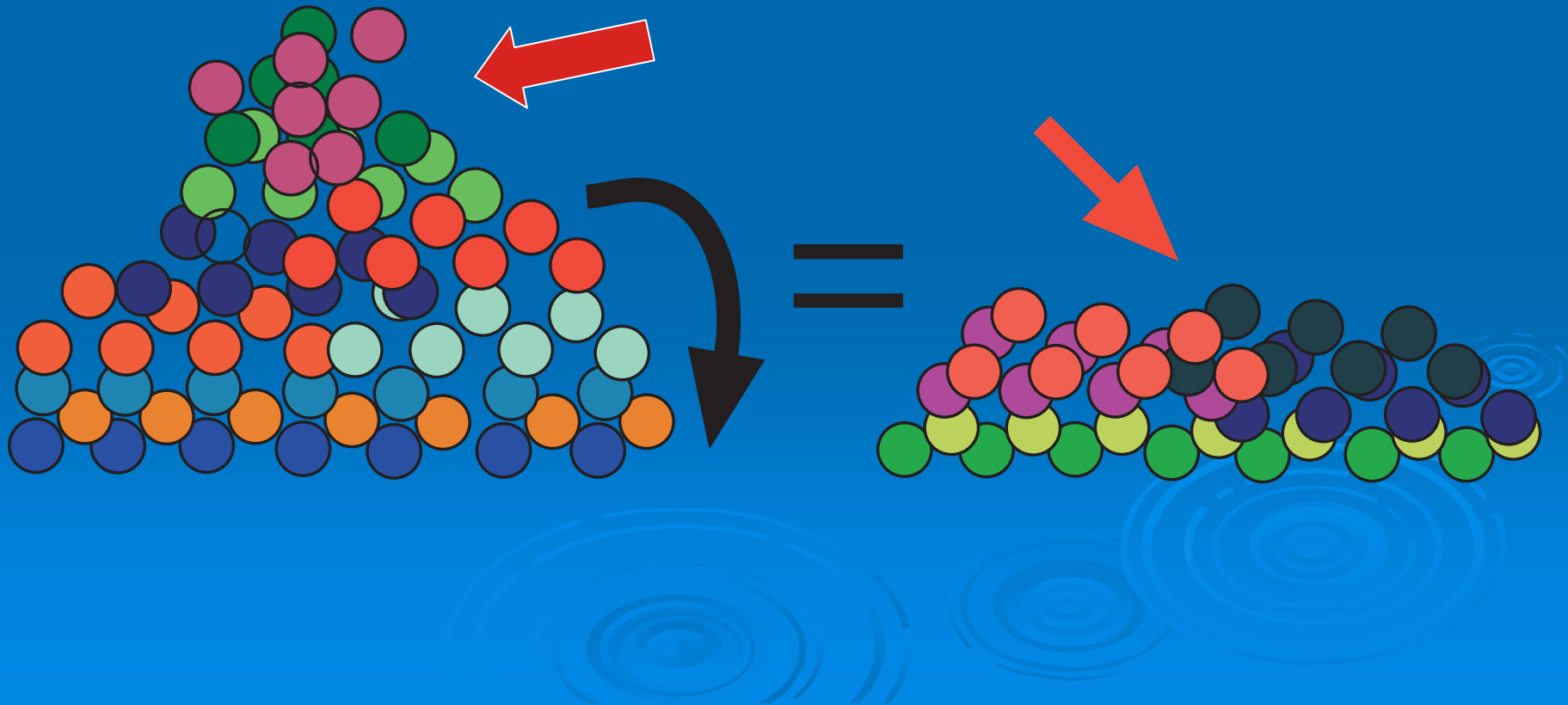
Teaching with the Brain in Mind by Eric Jensen

What Do Students Enjoy Most?

SOURCE: Ethan Yazzie-Mintz (2/28/07) • Center for Evaluation and Education Policy
emintz@indiana.edu • <http://newsinfo.iu.edu/news/page/normal/4948.html>



Sometimes a Small Change in a Pile Can Destabilize the Entire Pile. Often a Small State Change Can Reap Big Dividends.



Considerations for Parents & Teachers:

- Remember that all students are motivated from the inside out.
- Help students build an internal picture of themselves as hard-working and successful.
- Help students see relevance of what they are asked to learn.
- Become aware of messages we send our students.
- Emphasize the positive feeling that accompanies high achievement.

Activating the Desire to Learn by Bob Sullo



How parents and teachers can effectively use the power of praise

- We should keep away from a certain *kind* of praise – praise that judges their intelligence or talent.
- We should praise them as much as we want for the growth-oriented process – what they accomplished through practice, study, persistence, and good strategies.

Praise

- Use *Specific, Developmental* Compliments
- “You’ve learned to write supporting sentences in a paragraph that elaborate on the topic sentence.”
- Help students to connect results of the assessment to the outcome: “You know how to use a ruler, “but you need to be more careful reading the numbers.”

Practical Alternatives to Using Rewards



Create Strongly Positive Climate

Acknowledgments
Rich Environment
Policies/Rituals
Relationship-Build



Increase Feedback

Peers/Family
Projects
Computers
Self-Evaluation
Natural Results



Activate and Engage Positive Emotions

Drama, Music, Art
Celebrations, Service Work
Games/Win-Win Competition

Teaching with the Brain in Mind by Eric Jensen

Eliminate Threat

Uncover problems
Add transitions time
Avoid demands



Goal Setting Meaning-Making

Student Choices
Valid Reasons
Clear Purpose

Academic Strategies

- Plan lessons carefully using differentiated instruction
- Build in flexibility and choice
- Adjust pacing
- Arouse students' curiosity
- Plan to vary your methods
- Relate lessons to students' lives
- Build in success
- Anticipate questions
- Question the underachieving
- Consider every response
- Be open to students' answers
- Encourage student participation
- Use personal responses

Activating the Desire to Learn by Bob Sullo

Engage with “Hooks”

Good hooks
and lures
almost make
fish bite.

Hooks can be
verbal, emotional
or physical
appetizers that
almost force
a student
to engage.



The Foundation is Relationship

All Successful Engagement
is Based on These 3 Rules

1. Respect

You show respect first, before they give it to you; You cannot demand respect, *only earn it.*

2. Relationship

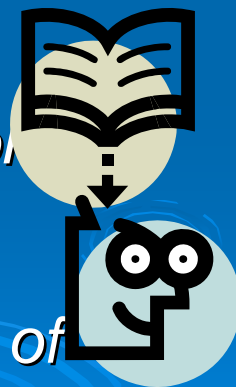
Show you care about them, first, *before they'll care about you.*

3. Hope

You must never, ever, give up on them; they'll sense it and give up on you, too.

Resources

- Coil, Carolyn (2001). *Motivating Underachievers*. Marion, IL: Pieces of Learning.
- Jensen, Eric (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rathvon, Natalie (1996). *The Unmotivated Child, Helping Your Underachiever Become a Successful Student*. New York, NY: Fireside.
- Sullo, Bob (2007). *Activating the Desire to Learn*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Whitney, Carol (2007). *A Love for Learning Motivation and the Gifted Child*. Scottsdale, AZ: Great Potential Press.
- Dweck, Carol (2006). *Mindset: The New Psychology of Success*. New York, NY. Ballantine Books



The Inverse power of praise

- Carol Dweck's article on "How not to talk to your kids"
- <http://nymag.com/news/features/27840/>

- Each time we steal a student's struggle, we steal the opportunity for them to build self-confidence. They must learn to do hard things to feel good about themselves.
– Sylvia Rimm

