Objectives

• Volunteers will be familiar with best practices for student behavior management and motivation

• Volunteers will practice applying strategies to common student situations

• Volunteers will take away two strategies and/or activities to do with their student
AGENDA

1. Introductions
2. Behavior Management 101
3. Goal Setting
4. Strategies for Engagement
How does an “ideal” student behave in tutoring session? What does he or she do? Say?
BEHAVIOR MANAGEMENT 101

• In order to make the most out of every tutoring moment
  – Own your role as the adult.
  – Give clear, explicit directions in the form of a statement.
  – Positively reinforce behaviors that you want to see more frequently.
  – Do not bargain under any circumstances.
  – Do what you say you will do.
# TURN VAGUE INTO EXPLICIT

<table>
<thead>
<tr>
<th>Vague</th>
<th>Explicit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go choose a Read Aloud Book for me to read to you.</td>
<td>Walk directly to the library, look through two boxes of books and choose the best red sticker one you can find. You have one minute to choose a book and come straight back here.</td>
</tr>
<tr>
<td>I need you to pay attention.</td>
<td>I need your attention which means your eyes are on me, there is nothing in your hands but your pencil and your lips are zipped.</td>
</tr>
</tbody>
</table>
LET’ S PRACTICE

Clear Explicit Instructions, Given as a Statement

1) Read the page again.
2) Get a white board marker.
1) Finish the worksheet.
2) Write a sentence using the word “is.”
## Clear Positive Praise

<table>
<thead>
<tr>
<th>Vague</th>
<th>Explicit</th>
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</thead>
<tbody>
<tr>
<td><em>Nice Job!</em></td>
<td>Nice job sounding out that word Camyrn! I really like how you took your time to say each sound and put them together to figure out the word!</td>
</tr>
</tbody>
</table>
LET’ S PRACTICE

Practice giving specific positive praise:

1) The student refers back to the book to answer a question.
2) The student writes a great complete sentence.
1) The student takes the time to look at the pictures.
2) The student stops to make a prediction.
GOAL SETTING

Make sure your behavior goals are developmentally and academically attainable.

The average attention span is 3-5 minutes per year of a child’s age.

- 6 year old: 18 -30 minutes
- 8 year old: 24 - 40 minutes
- 10 year old: 30 - 50 minutes

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<table>
<thead>
<tr>
<th>Name:</th>
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<tbody>
<tr>
<td><strong>Big goal:</strong></td>
</tr>
<tr>
<td>Academic:</td>
</tr>
<tr>
<td>Behavior:</td>
</tr>
<tr>
<td>Reward:</td>
</tr>
<tr>
<td><strong>How am I doing?</strong></td>
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<tr>
<td>1st check in date</td>
</tr>
<tr>
<td>2nd check-in date</td>
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Share Out: Tips and Strategies

How can we keep our student(s) engaged and participating?

What motivated your student?
Thank you!

Questions?
Katherine.Koller@readingpartners.org
Katherine.James@readingpartners.org