



# Student Behavior and Motivation

September 28, 2015

# 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**



# EXPECTATIONS: WHAT BEHAVIORS DO WE WANT?

**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

## Vague Versus Explicit Directions

### Vague

*Go choose a Read Aloud Book for me to read to you.*

*I need you to pay attention.*

### Explicit

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.

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.



# 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.”



# KEEP THE MOMENTUM GOING

## Clear Positive Praise

### Vague

*Nice Job!*

### Explicit

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!



# 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.

## GOALS!

<b>Name:</b>			
<b>Big goal:</b>			
<b>Academic:</b>	<b>Behavior:</b>	<b>Reward:</b>	<b>How am I doing?</b>
			<b>1<sup>st</sup> check in date</b>
			<b>2<sup>nd</sup> check-in date</b>

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

# Share Out: Tips and Strategies



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

What motivated your student?

# Thank you!



Questions?

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