

# MOTIVATING AND MANAGING HARD TO REACH, UNINTERESTED AND DISRUPTIVE STUDENTS

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## **RESOURCE HANDBOOK**

**TEACHER LEARNING CENTER**

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# LEARNING OBJECTIVES

Given our instruction and resource materials:

- You will be able to recognize and understand why certain teaching practices lead to decreased motivation for certain students and be able to avoid making these mistakes.
- You will learn the 6 reasons why kids misbehave and what strategies should be used to obtain better results when addressing the behavior.
- You will learn specific strategies to avoid and/or reduce power struggles between you and your students.
- Learn and understand why relationship building is so important when working with challenging students and the three places to build relationships.
- Learn, practice, and discuss one of the best relationship building strategies to use with hard to reach kids, the 2 x 10.

## PHRASES TO LEARN & PRACTICE

- “I’m sure everyone will remember to be respectful of each other. However, some of you may forget from time to time and say rude, nasty, inappropriate things. I just want to let you all know that I will not always be stopping our lesson to deal with it. It doesn’t mean I didn’t hear it, and it doesn’t mean I’m not going to do anything about it. In fact, I don’t ignore misbehavior. It just means I think teaching is more important in that moment and I will deal with the individual later. Does anyone have any questions about this?”
- “There will be times this year in this class that I will be dropping by your desk with an individual message that is only for your ears. I will not be sharing that message with anyone else because it is meant only for that person.
- “There will often be consequences given for disruptive behavior this year. However, the consequences will almost always be given privately and I will almost never discuss one person’s consequence with any other person.”

# MOTIVATION ATTITUDES & BELIEFS

- Stay optimistic and be persistent.
- Know change is a roller coaster ride.
- Be willing to think outside the box and have the courage to implement unconventional strategies alongside or instead of conventional ones to motivate and build strengths.
- Influence change with leverage and persuasion.
- See your challenging students as having something to teach you.
- Make sure the solution isn't worse than the problem.
- Students are inherently motivated to learn and do best when they feel connected, competent and in control.

## FAIR VS. EQUAL

Fair means giving each person what he needs. Equal means treating everyone the same way. If you want to successfully *motivate* your students:

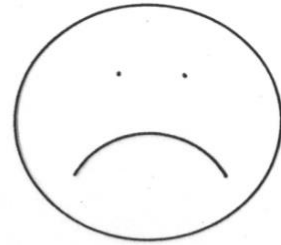
**Be fair, do not worry about treating everyone the same.**

## COMPARATIVE COMPLAINT

- I know the assignment \_\_\_\_\_got and that is about him/her, not you. If you want to talk about a better assignment for you, see me at conference time. Thanks for waiting
- I know the consequence \_\_\_\_\_got and that is about him/her, not you. If you want to talk about a better consequence for you, see me at conference time. Thanks for waiting.



**I DID IT !!!**

**OOPS!! YIKES!!**


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# **NEEDS THAT DRIVE BEHAVIOR**

**CONNECTION**

**COMPETENCE**

**CONTROL**



# THE SIX PILLARS FOR MOTIVATING TOUGH STUDENTS

- Relationship
- Relevance
- Success
- Responsibility/Involvement
- Safety
- Fun

# DEFUSING METHODS TO USE AND MODEL

- Refuse to stop class to deal with each incident of misbehavior
- Use pep
- Acknowledge students power by agreeing and deferring
- Identify what is at stake if power struggle continues
- Consider temporary time-out
- Have student teach the class
- Use humor
- Get with student afterward for further discussion &/or consequence(s)
- Use a third party mediator

## QUICK COMEBACKS

- I'm sorry you feel that way.
- That was unacceptable. You know better.
- I know you are really upset right now.
- I wish you felt different.
- That's your opinion right now.
- I don't see it that way.
- I'm sorry if I did something to make you feel mad, but I think too much of you to back off.
- Sometimes I am, and it is because you are too important and are letting yourself down.

# BUILDING SUCCESS

- That was a really good effort.
- I thought your first example was really well done, even though you didn't get around to the other three.
- This was a tough assignment and I appreciate the effort you put in.
- I know this is hard and it takes a lot of guts to try.
- Even though your work is not complete, your effort and hard work are appreciated.
- You should feel proud.
- You are on your way. Way to go!

# SUGGESTIONS FOR HOMEWORK

- Relate the assignment to what is covered in class (nothing new)
- Give a proper amount (10 minutes per grade level maximum)
- Plan homework with other teachers when possible
- Encourage students to work together while doing assignments
- Let students know where and how they can get help if they do not understand the hw
- Correct hw quickly with specific comments
- Make hw optional for students who don't need the practice
- Give hw choices
- Think of hw as a gift
- Make hw completion a game

# DNA BELLS

( sung to Jingle Bells, lyrics by Aaron Nolan)

DNA, DNA  
DOUBLE HELIX SHAPE  
MADE FROM MANY NUCLEOTIDES  
SUGAR, BASE, AND PHOSPHATE

RNA, RNA  
HAS ONLY ONE STRAND  
IT ACTS AS THE *MESSENGER*  
TO GIVE DNA A HAND

DASHING THROUGH THE CELL  
IN A ONE STRANDED RNA  
O'ER THE FIELDS WE GO  
SINGING ABOUT DNA

DNA HAS TWO STRANDS  
ALSO HAS THYMINE  
MADE OF THE NUCLEOTIDES  
TIS THE REASON YOUR CELLS WORK FINE (OH!)

DNA, DNA  
DOUBLE HELIX SHAPE  
MADE FROM MANY NUCLEOTIDES  
SUGAR, BASE, AND PHOSPHATE

RNA, RNA  
HAS ONLY ONE STRAND  
IT ACTS AS THE *MESSENGER*  
TO GIVE DNA A HAND

# **VALUES/PRINCIPLES**

- **Take Care of yourself**
- **Take care of each other**
- **Take care of this place**

# PROMOTING RESPONSIBILITY IN THE CLASSROOM

## **-Jobs**

- Class greeter
- Absentee caller
- Errand runner
- Paper distributor
- Assignment collector
- Regional quieter
- Materials supplier
- Office reporter
- Work hanger
- Dispute mediator
- Cheerer upper

**-Involve in developing rules**

**-Place on status committee**

**-Have them plan and teach a lesson**



## **EXPRESS ENTHUSIASM & ENCOURAGE ENJOYMENT**

- Let them know that you enjoy teaching them
- Share your love of the subject
- Have an attitude of being a life-long learner
- Be lighthearted (laugh, tell a joke)
- Arouse interest early & vary the routine from time to time
- Encourage skits, drama, building as forms of knowledge expression
- Add movement into the lesson
- Be what you are teaching
- Use guests
- Use music
- Demonstrate with as much “hands on” as possible
- Use natural disasters
- Teach through foods
- Use sports illustrations and analogies
- Have special theme days



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