



# Empowering Students to Do the Right Thing When No One is Looking

*How to Foster Intrinsic Motivation  
in an Extrinsic Society*

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## Objectives

- ❑ Assess your program behavior practices?
  - ❑ Are you using Extrinsic or Intrinsic Motivation?
- ❑ Understand strategies for fostering intrinsic motivation in your students



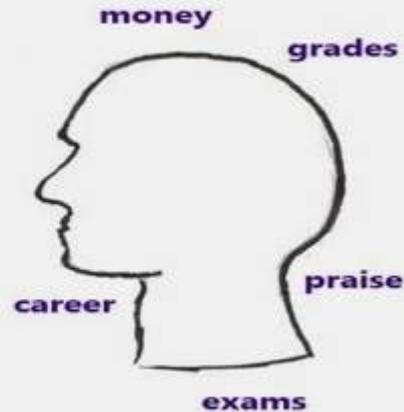
What  
**Motivates**  
You?



## Intrinsic Motivation



## Extrinsic Motivation



# What's the Difference?

Intrinsic motivation	Extrinsic Motivation
Performs with no external prodding.	Performs to avoid punishment or gain reward
Only receive personal fulfillment or joy	External Motivation



# Do Rewards and Punishments Work ?

ABSOLUTELY

THE MORE REWARDS ARE USED  
THE MORE THEY SEEM TO BE NEEDED



# Rewards and Punishments Do Change Behavior

- ❑ For whom are rewards effective?
- ❑ For how long are they effective?
- ❑ What are they effective for?
- ❑ At what cost are they effective?



# What Extrinsic Motivators Do You Use?

Rewarding an activity will get you more of it.  
Punishing an activity will get you less of it.



## How many of you are tired...

- ❑ Of giving out tokens, paw points, caught yas?
- ❑ Of students asking “Can I have \_\_\_\_\_ because I was good”?
- ❑ Seeing students behavior change once the possibility of earning a prize is gone?



# **We Want Students Who Do the Right Thing When No One Is Looking**

- Respect for rights and needs of others
- No fear of punishment
- No desire for rewards
- Want desire to come from inside the student.



# The Problem With Rewards

- ❑ Punish
- ❑ Rupture Relationships
- ❑ Ignore Reasons
- ❑ Discourage Risk Taking
- ❑ Reverse Effects



# Reverse Effects



## **3 Motivational Drives**

1. Survival
2. Seek Rewards and Avoid Punishment
3. Intrinsic: To achieve internal satisfaction



# A Different Motivation

- ❑ Autonomy
- ❑ Mastery
- ❑ Purpose



# Recommendations

1. Afternoon Meetings
2. Reflection and Restitution/Logical Consequences
3. DIY Report Cards for Self Monitoring
4. Offer Praise--The Right Way
5. Empower Students With Autonomy and Choice



# Afternoon Meetings

**Democratic process for establishing classroom norms together helps students understand the reasons for rules and builds a sense of community.**

Provide opportunities for

- Respectful conflict resolution
- Establish routines for greeting each other
- Sharing opinions
- Showing an interest in others
- Build classroom community and empathy



## Reflection and Restitution -Help Kids See the Big Picture

- ❑ Focus is on the Heart  
Change, not only compliance
- ❑ Reflect on Specific behaviors
- ❑ Take Responsibility
- ❑ Repair the Relationships Hurt
- ❑ Restore the Situation
- ❑ Logical Consequences

"A change of heart leads to change in behavior, and a change in behavior leads to changing the world"

~Marianne Williamson



① What did you do wrong?

Not keep my hands to myself

② Why did you do it?

because we were playing a game

③ What do you think your punishment should be?

I do not know

Ms Fedrick should call my mom

④ What should happen if this ever happens again?

~~I do not know~~ No iPad

⑤ How do you feel now?

~~I do not know~~  
Disappointed

① What did you do wrong?

TAKE MY iPad to school

② Why did you do it?

because it was show and tell Day

③ What do you think your punishment should be?

No Wi

No Xbox 360

④ What should happen if this ever happens again?

I would get every thing taken

⑤ How do you feel now?

UPset

What happened?

Why did it happen?

How would you feel if someone did this to you?

Why would I not want this to happen?

What should happen now?

If this ever happens again, what do you think will happen?

How do you feel now?



1. What promise(s) from our Social Contract did you break?

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2. What did you do to break the promise(s) from our Social Contract?

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3. What can you do in the future to keep the promise(s) that you chose to break from our Social Contract?

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I understand that I have been written up for this behavior incident.

\_\_\_\_\_  
(Student Signature) (Date)

\_\_\_\_\_  
(Staff Signature) (Date)

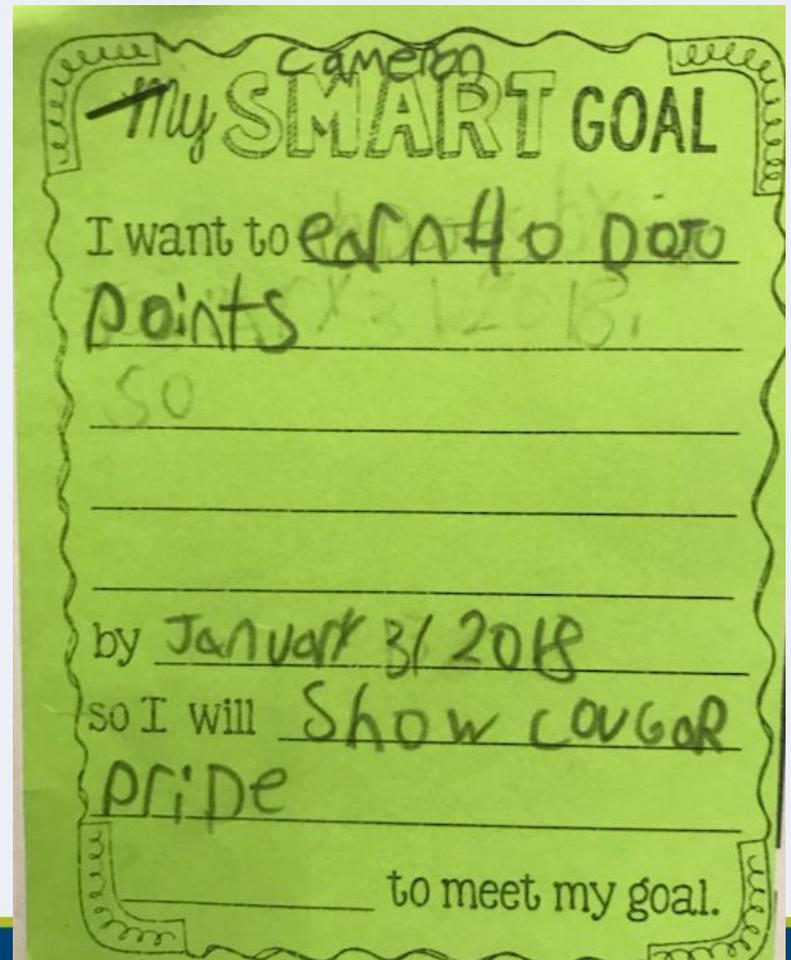
I understand that my child has been written up for this behavior incident.

\_\_\_\_\_  
(Parent Signature) (Date)



# DIY Evaluations

- ❑ Beginning of the quarter
  - ❑ Ask students to list their top learning and behavior goals.
- ❑ End of the quarter
  - ❑ Ask students to create their own evaluation along with a one -two paragraph review of their progress
    - ❑ Where did they succeed?
    - ❑ Where did they fall short?
    - ❑ What more do they need to learn?
- ❑ Allow students to compare it to the teachers evaluation and let the comparison of the two be the start of a conversation on how they are doing on their path toward mastery



## Offer Praise ....The Right Way

- ❑ Make praise specific
- ❑ Praise effort and strategy, not the person
- ❑ Don't let praise become yet another "if...then"
- ❑ Praise in private
- ❑ Offer praise only when there's a good reason for it (Not that sets up for a competition or phony)



# We have to change our actions and our language

From



To

**General** (*I'm so Proud of You*)

**Specific** (*How did that make you feel?*)

**Person** (*You're Such a Good Writer*)

**Action** (*That's a really nice story you wrote*)

*(That's neat at the end when you leave the main character a little confused about what happened to him)*

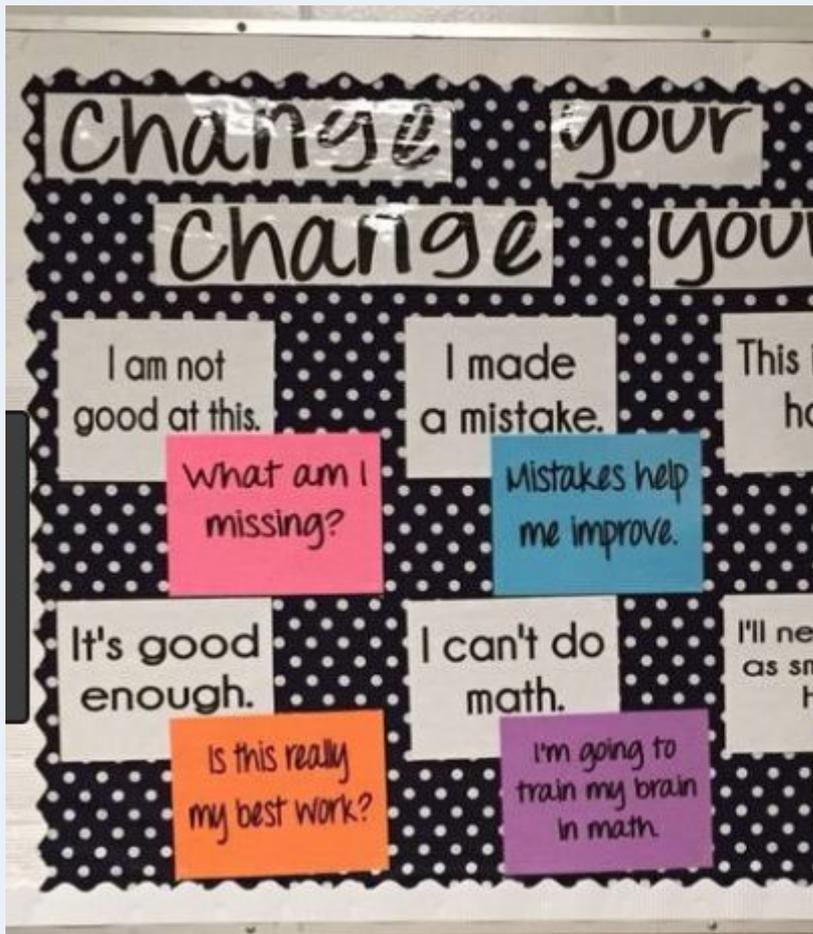
**Phony** (*I like the way Maria is sitting quietly*)

**Genuine** *I see you followed our rule on not speaking while others are talking. That helps us all be better learners.*

**Competitive** (*I like the way Bobby is walking with his hands by his side and being quiet*)

**Collaborative** (*I see many people walking in line with hands by their sides and voices quiet. That helps students in the other classes keep learning*)





INSTEAD OF: This is too hard  
 TRY THINKING: This may take some time



INSTEAD OF: I made a mistake  
 TRY THINKING: Mistakes help me learn



INSTEAD OF: I just can't do this  
 TRY THINKING: I am going to train my brain



INSTEAD OF: I'll never be that smart  
 TRY THINKING: I will learn how to do this




# Empower Students

- ❑ Voice and Choice
- ❑ Mentoring
- ❑ Leadership Opportunities
- ❑ Service Learning Opportunities
- ❑ FedEx Days or Genius Hours

If children feel safe, they can take risk, ask questions, make mistakes, learn to trust, share their feelings and grow.

~Alfie Kohn



What Intrinsic motivators  
do you use?



## But...Stickers are Easy

### Unintended Consequences of Carrots and Sticks

- ❑ Can become addictive
- ❑ Can foster short term thinking
- ❑ Extinguish intrinsic motivation
- ❑ Crush creativity
- ❑ Crowds out good behavior
- ❑ Encourage cheating, shortcuts, and unethical behavior



## If you must use rewards

- ❑ Offer a celebration after the fact as a surprise
- ❑ Give to everyone/Give for fun
- ❑ Never turn the quest for rewards into a contest
- ❑ Make rewards as similar as possible to the task
  - ❑ If you offer a child a reward for reading a book, give them another book



## Always Reflect...Why Are We Doing This

- ❑ Am I manipulating a child to get the intended behavior?
- ❑ Am I bribing a child to get the intended behavior?
- ❑ Am I using fear to get the intended behavior?
- ❑ Is there a different way to get my desired results?

We are all creatures of habits. A good leader is one who challenge and changes.  
~unknown



# Challenge #1

Go back to your students and ask:

***“What does your teacher most want you do in his or her classroom?”***

Will They Say?

OR

Will They Say?

Ask Thoughtful Questions

Be Quiet

Make Responsible Decisions

Get Our Work Done

Be Kind To Others

Don't Fool Around

Be Creative

Get Good Grades



## Challenge #2

If your program directors says..

*“We are no longer going to use extrinsic motivators to motivate our students.”*

What is your plan?



## Schools using Intrinsic Motivation

## Lesson Ideas

- ❑ [Lincoln Hubbard School](#) New Jersey
- ❑ [Northview High School](#) Missouri
- ❑ [Community School of Davidson](#) North Carolina
- ❑ [Erwin Montessori](#) North Carolina

- ❑ [Touchstone Soup](#)
- ❑ [What Motivates You](#)
- ❑ [Celebrating Character and Kindness](#)
- ❑ [Be a Bucket Filler](#)
- ❑ [Cultivating Caring](#)
- ❑ [Goal Setting](#)



# Resources

- ❑ **Marvin Berkowitz: You Can't Teach Through a Rat**
- ❑ **Alfie Kohn: Punished By Rewards**
- ❑ **Daniel Pink: The Surprising Truth About What Motivates Us**
- ❑ **Carol Dweck: Mindset**
- ❑ **How Ending Behavior Rewards Helped One School Focus on Student Motivation and Character**
- ❑ **Bill Walsh: The Score Takes Care of Itself**
- ❑ **David Brooks "The Road To Character"**
- ❑ **Paula Denton: The Power of Our Words**
- ❑ **Bertie Kingore: Rigor and Engagement For Growing Minds**



# Let's Foster Citizens Who Do The Right Thing When No One is Looking



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