Building and Maintaining Positive Momentum with Your Learner



Welcome!

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Presenter

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Chat Moderator



Together, we will...

- Identify main motivating factors (Will Drivers) for each learner in a household to allow Learning Coaches (LC) to tailor their approach to best meet each child's needs.
- Review resources and strategies that can benefit many students to build positive momentum.
- Make a plan to try it out with your learner(s).
- Breathe a sigh of relief to recognize that neither the LC nor the learner are necessarily doing something "wrong" if student motivation isn't showing up the ways in which one might hope or expect.



Agenda

- 1) Focusing on what you know about your learner
- 2) The Four Will Drivers
- 3) Strategies for Building & Maintaining Momentum
- 4) Make a Plan to Try it Out
- 5) Questions



Reflect

- You know your learners best!
- Think about a time when your learner was engaged and motivated while doing something challenging.
 - What was your learner doing?
 - How could you tell that they were motivated to work hard?
 - How could you tell that they were doing something challenging?



What type of learner is your student?



The Four Will Drivers





Someone who is motivated by AUTONOMY...

Wants to feel like they have some degree of **control or choice**

They are driven by questions like:

- "What are my choices?"
- "What do I have to do?"
- "What's the best way?"

- "You're making me do it just like everyone else."
- "I don't like doing the same thing every single day."







Someone who is motivated by BELONGING/CONNECTION...

Needs to feel important to the people who matter to them

They are driven by questions like:

- "Who is on my side?"
- "Who believes in me?"
- "Who will support me to be successful?"

- "You act like you think that I'm not even trying."
- "They don't think that I'm going to do well, so I'm not going to work for it."





Someone who is motivated by MASTERY...

Needs to feel like they can **accomplish** something in order to continue working hard.

They are driven by questions like:

- "How do I earn a passing grade?"
- "How do I complete this assignment?"

- "I don't know how to do this!"
- "How am I ever going to be able to do this?!"







Someone who is motivated by PURPOSE...

Needs to feel involved in something that matters. They need to **believe in the cause.**

They are driven by questions like:

- "Why is this important?"
- "Why do I have to do this?"

- "My teacher told me \mathbf{x} , and you're telling me \mathbf{y} . Why aren't you saying the same thing?"
- "What happens if I don't do this?"





In the chat

Which of the Four Will Drivers most closely matches your learner?





In the chat

Which of the Four Will Drivers most closely matches YOU?





Strategies you can implement this week!



Strategies for Building & Maintaining Momentum

- 1. Morning Meetings and Afternoon Meetings
- 2. Daily Schedule
- 3. Setting Goals / Recognizing Effort & Progress



1. Morning & Afternoon Meetings - Overview

- Promote a connection with your learner
- Morning: Set the learning tone for the day, discuss goals, and create a plan
- Afternoon: Check progress for the day and discuss any needed support

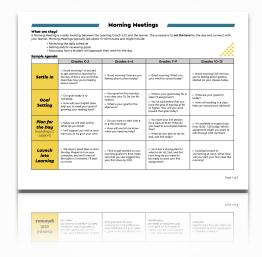


1. Morning & Afternoon Meetings - Application

	AUTONOMY	Highlight the opportunities in a lesson or during the day day for students to choose their next steps and make decisions about their learning
	BELONGING/ CONNECTION	Highlight the opportunities for students to work with you and teachers; remind students that their teachers are on their side and want them to be successful
	MASTERY	Highlight how a student can make meaningful progress on an assignment or in a class; name for students when they have made progress toward a goal
?	PURPOSE	Highlight how a student's daily work connects to a short or long-term goal; prompt students to verbalize how their work was meaningful



1. Morning & Afternoon Meetings - Resource



Click here for this resource!

This resource includes:

- Sample Agendas for grades K-12
- Talking points for Morning Meetings & Afternoon Meetings.



2. Daily Schedule - Overview

- Clear start and end times for each class
- Pre-planned breaks
- Prioritize moments that are important to your family
 - Lunch as a family
 - Walking the dog
 - Spending time outside
 - LC work schedules

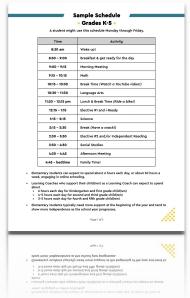


2. Daily Schedule - Application

	AUTONOMY	Include opportunities for students to make choices about how they will spend their time
	BELONGING/ CONNECTION	Highlight for a student the moments when they will work with you, classmates, and their teachers
	MASTERY	Identify how using the schedule will help a student to earn strong grades and build important skills
?	PURPOSE	Describe how the schedule is set up to support a student to meet a short or long-term goal



2. Daily Schedule - Resource



Click here for this resource!

This resource shows sample schedules for elementary, middle, and high school.



3. Setting Goals & Recognizing Progress - Overview

- Create a specific goal that includes a timeline for completion
- Collaboratively decide with your learner how they prefer to be recognized for working hard and meeting goals

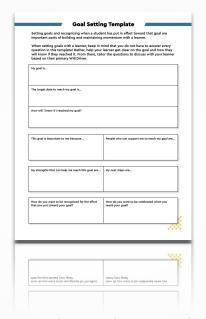


3. Setting Goals/Recognizing Progress - Application

	AUTONOMY	Prompt students to decide for themselves their preferred pathway to meet a goal
	BELONGING/ CONNECTION	Focus on the people who can support a student to meet a goal
	MASTERY	Set smaller goals that show the student that they make progress with effort
?	PURPOSE	Discuss the importance of the goal and frequently remind a student why achieving a goal matters



3. Setting Goals/ Recognizing Progress - Resource



Click here for this resource!

This resource is a goal setting template that includes space to plan...

- a goal
- celebrations for progress



Make a Plan

- Remind yourself: What is your learner's primary Will Driver?
- What are two steps that you can take this week to tailor your support to your learner's primary Will Driver?



We're here for you!

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Thank You!

