

DESIGN PROJECT SUMMARY
CEP 802
UNENGAGED ALEX

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The Student: Alex

- 9th grade male
- Has a Learning Disability in Basic Reading and Math Computation
- Frequently absent or late from school: 2-3 days per week
- Nice young man with good relationships with peers outside of the classroom
- Enjoys skateboarding and playing basketball

Motivational Problem

- Avoids participating in classroom activities
- Looks like he is busy and paying attention, but he is not retaining the information- He “flies under the radar”
- Frequently misses or is late to school: 2-3 days per week
- Shuts down when he gets frustrated or does not understand something
- Struggles with work completion- only completes about 25% of his assignments

Gathering Additional Information

- The situation in which Alex was observed was during Sustained Silent Reading (SSR).
 - ▣ Alex will complete the reading (listens on an MP3 player), but he avoids completing the packet of worksheets that follows the reading.
 - ▣ He tries to leave the room or just looks like he is keeping busy. He only completes about 25% of the assignment.
 - ▣ The task that he is being asked to complete is a traditional pen/paper worksheet with either a right or wrong answer.

Motivational Problems

- Alex does not find the activity (filling out the packet of worksheets) valuable or worthwhile.
 - ▣ Research has shown that students will be more motivated to complete assignments asked of them if they perceive them as meaningful and worthwhile (Brophy, 2010).
- Alex has no autonomy over the tasks in the classroom. He is being told what novel to read and what worksheets to complete. The tasks are not considered open-ended tasks, in fact, they are the opposite.
 - ▣ If students are provided with more open-ended tasks that require creativity and are more interesting than simple right or wrong responses they may be more motivated to complete them (Stipek, 2002, p. 178).
 - ▣ Stipek (2002) notes that the more choice students have, the more likely they are to be intrinsically interested in the learning task or activity.

Motivational Intervention

- First, put pre-conditions in place so that the motivational intervention can be successful: Create a classroom community. Then...
- Strategies:
 - ▣ Allow Alex some autonomy in the assignments that he completes: Provided him with a menu of task choices for when he has completed his reading. The choices will be more open-ended and will include his interests as well as a layer of technology (computer). Alex will have more options to work with peers of his choice.

Motivational Intervention Cont.

- Ensure that Alex understands the rationale and value behind each assignment he is given. Make a real-world connection to each task.
- Engage Alex in personal goal setting and monitoring.



Rational

- Classroom Community: Brophy (2010) argues that in order for motivational strategies to be effective the classroom has to feel attractive to students, included collaborative learning goals, teach things that are worth learning, and has to help students appreciate their value (p. 40).
- Engaging students in the personal goal-setting process has shown to raise self-efficacy and enhance performance (Stipek, 2002, p. 101). This was chosen for Alex because he is a student with a low self- image and this is an opportunity for him to experience success as a result of his own goals.
- Alex is also being offered more autonomy in the classroom by being offered choices that relate to his interests. It is noted by several researchers that students' engagement in tasks can be increased by giving them material that is relevant to their interests (Stipek, 2002, p. 139).
- Another motivational strategy being implemented is making sure that Alex knows what the learning goal is for the task and ensuring that there is a real-world connection made. Students benefit from being told the purpose of tasks and how they are important outside of school (Stipek, 2002).

TARGET Model

	Pre-Intervention	Post-Intervention
Task	Very closed tasks. Traditional tasks with either a right or wrong answer. No choice allowed.	Menu of choices that involve his interests. They are open-ended and collaborative.
Authority	The teacher held all of the power in the classroom.	Alex is given autonomy and is an active participant in the class.
Recognition	Alex was rarely recognized or praised.	Alex will be earning recognition through his goal setting process.
Grouping	Alex typically worked independently.	Many more opportunities for collaboration.
Evaluation	Traditional pen and paper evaluations.	Alex will be able to express his knowledge through a variety of different modes.
Time	Time was very rushed, no flexibility.	Much more flexibility to act on those teachable moments and to allow time to re-teach.

Next Steps:

- The motivational intervention is being introduced on December 5th.
- Both the general education teacher and myself are going to be documenting Alex's progress. We will make changes where necessary.
- We are going to continue to provide him with as much support as necessary to ensure success for Alex in the classroom.

