

Looks Like

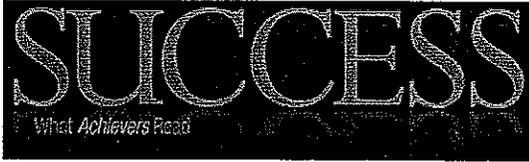


Sounds Like



Feels Like





## Attitude is Everything

SUCCESS for Teens guidelines for parents to share with their teens

David Lee |

**Are most of your thoughts positive or negative?** Do you find yourself spending more time worrying or counting your blessings? Are your parents or teachers too hard on you, or do they just expect great things from you?

How you perceive yourself and the things happening around you can greatly affect your reality. For example, if you constantly tell yourself that you are no good at math and that there's no way you're going to pass, well, then you probably won't. However, if you treat a difficult subject like a challenge that will improve you if you work hard at it, you're much more likely to succeed.

The key is your attitude, and the source of your attitude is your philosophy, or, rather, how you view life and yourself. If you want to change certain parts of your life, take a look at yourself first. Start with your attitude. That's what 19-year-old Tameka Crawford had to do when she got to college. She changed her attitude about herself, and that simple choice changed her life.

Tameka lived in a foster-care group home, and she was insecure and scared about going to college. "I worried about people finding out I lived in a group home and treating me differently and making fun of me," she says.

After she got to college, it wasn't long before Tameka started skipping classes and letting her grades fall. She figured she had plenty of time to pull her grades up; she began creating excuses for herself. "I found myself using the excuse of being in foster care every time I missed a class or failed an exam," she says. "A lot of times I would say to myself, 'Oh, I live in a group home. Who cares if I go to class or not?'"

Tameka admits that even though no one was treating her differently, she still perceived they were. She put limits on herself because of her background. Soon, her self-esteem was low and her grade point average dropped to a 1.0.

"I felt nobody cared for me," Tameka says. "I didn't have any family support. I kept making the mistake of comparing my life to students who had parents calling and visiting them." Just before the end of her first semester, Tameka realized she was wasting time feeling sorry for herself. She got tired of using foster care as an excuse. She was tired of failing tests, and she was tired of crying. "It wasn't because I was in foster care that I was failing my classes," Tameka says. "It was because I had been paying too little attention to my schoolwork. It wasn't being in a group home holding me back—it was me holding me back."

Tameka knew that she needed to change her attitude toward herself before anything else would change, including her grades. During her second semester, she began attending her classes regularly and studying hard to pull her grades up. She sought help from tutors and her professors, and even went to counseling. She started to depend on herself and discovered what she was capable of.

By changing her attitude about herself and her past, Tameka put herself on a path to success.

What we think of ourselves has a tremendous effect on our lives. Fill your head with negative thoughts and you will probably be a negative person. Keep a positive attitude and you'll most likely have positive things happen to you. It's your choice, and while it might seem like a simple one to make, it can have powerful results.

Sponsored by the SUCCESS Foundation and adapted from the book *SUCCESS for Teens*.

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### Quotes about Success

"Most successful men have not achieved their distinction by having some new talent or opportunity presented to them. They have developed the opportunity that was at hand."

-- **Bruce Barton**

There are three ingredients in the good life: learning, earning and yearning."

- **Christopher Morley**

"The great successful men of the world have used their imagination. They think ahead and create their mental picture in all its details, filling in here, adding a little there, altering this a bit and that a bit, but steadily building - steadily building."

**Robert Collier**

"Success doesn't come to you. You go to it." **Marva Collins**

"The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather in a lack of will." **Vincent T. Lombardi**

"Success is a journey, not a destination." **Ben Sweetland**

"Desire is the key to motivation, but it's the determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek." **Mario Andretti - race car driver**

Choice, not circumstances, determines your success." **Anonymous**

Motivation is the fuel, necessary to keep the human engine running. **Anonymous**

### Internet Resources

<http://www.motivatingquotes.com/success.htm>

<http://powertochange.com/life/quotesonsuccess/>

<http://thinkexist.com/quotations/success/2.html>

<http://www.successmagazine.com/> (Teacher Resource: Personal stories about famous people. Higher-Level reading but inspirational stories you can share with your students)

## In-depth Interest Inventory

### INTEREST

1. What types of text do you like to read?
2. Who are your favorite authors? What do you like about his/her books?

### READING LEVEL

#### *Frustration Level (Read Aloud)*

3. What type of text would you like someone to read to you?
4. What type of text does your family read to you?
5. What type of text is really hard for you to read? What makes it hard?
6. What do you do when you don't understand what you read?
7. What do you do when you come to a word you do not know?

#### *Instructional Level*

8. What types of text would be easy for you to read on your own? What makes it easy?
9. What types of text would you choose to read for fun? Why?
10. What types of text would you like to read to a younger child? Why?
11. What types of text would you feel comfortable reading in front of your class? Why?

## TEXT HANDLING/STRATEGIC AWARENESS

12. How would you go about reading text?
13. What kinds of things do you do before you start to read?
14. What kinds of things do you do while you are reading to help you understand?
15. What kinds of things do you do after you read to help you remember/understand?

## PURPOSE OF READING

16. What kind of text would you use to find facts about \_\_\_\_\_? How would you go about reading this text?
17. Do you prefer fiction or non-fiction? Why?

## CHARACTERISTICS OF STRATEGIC READERS

18. Do you know someone that is a good reader? What makes them a good reader?
19. How do you feel about reading? Why?
20. Is it important to learn to read? Why? Why not?

## What's Your Motivation Style?

Motivation is the force that drives you. It can come from a desire or a curiosity within you or can be from an external force urging you on. Motivation styles vary for different situations, but none the less, they are important when challenged to learn something new.

Take a few minutes to complete the following questionnaire assessing your preferred motivation style. Begin by reading the words in the left-hand column. Of the three responses, circle the one that best describes you, answering as honestly as possible. Count the number of circled items in each column and record your answer at the bottom of each column. The column with the highest total represents your primary motivation style. The column with the second-highest total is your secondary motivation style. You are likely to have some overlap.

1. I am proud when I...	get things done	help other people	think things through
2. I mostly think about...	what's next	people	ideas
3. To relax, I tend to...	do whatever it takes to accomplish relaxation	hang out and talk with friends	read or surf the web to learn new things
4. I like to do things...	now or on a schedule	when it works for everyone	when it feels right
5. When online, I like to....	search and retrieve	write emails, instant message, or chat	look around and linger
6. Projects should be...	finished on time	done in groups	meaningful to me
7. In school, I liked to...	ask constant questions	make friends	explore
8. I believe schedules...	keep order	help coordinate with people	are a useful tool
9. I like to be recognized for...	being organized, neat, productive, efficient and punctual	noticing others, being kind, fair, thoughtful and considerate	being clever and smart, making discoveries and solving problems
10. In terms of completing things I....	finish what I start	like to enlist the help of others	believe that life is a journey, not a destination

Totals:                      Goal: \_\_\_\_\_                      Social: \_\_\_\_\_                      Learning: \_\_\_\_\_

Primary motivation style: \_\_\_\_\_                      Secondary motivation style: \_\_\_\_\_

If you are **goal-oriented**, you'll probably reach for your goals through a direct and obvious route. This might lead you to a reference book, your computer, or to call an expert---whatever means is available. You usually prefer meeting in person when it is the most effective method.

If you are **relationship-oriented**, you take part in learning mainly for social contact. When you meet and interact with people, you learn things along the way. You may not like working independently and focusing on topics (separately from people) because that does not give you the interactivity you crave.

If you are **learning-oriented**, the practice of learning, itself, drives you. You search for knowledge for its own sake and may become frustrated by anything that requires you to spend more time on procedure and process than on actual learning.

There is a fourth motivation style that has not been addressed, primarily because it is far less common than the other three styles, and because you may not think of it as a motivation style at all. That style is **thrill-oriented**, drawn not to any particular thing, but, rather, away from anything people perceive as tying them down, bounding them, or pulling them in any predictable direction. It isn't to say that thrill-oriented learners cannot acquire goals, relationships or curiosity, but if any task feels too time-consuming, invasive or binding, the learner becomes restless and perhaps a compulsion to go in another direction---any direction---to feel free. If you are thrill-oriented, you are likely to be impulsive and you want to remain impulsive; you seek thrills and flee anything that does not offer you that sensation. All of us are impulsive at one time or another, but we usually moderate these urges instead of always following where they lead.

*Learn More Now* (John Wiley & Sons, 2004)

Marcia L. Conner, 1993-2005

<http://agelesslearner.com/assess/motivationstyle.html>

# Reading Strategy Inventory

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions to the Student:** Use this inventory to help you analyze your reading habits and set goals for yourself. Think carefully about each question, and answer it honestly. Keep these pages for future reference. At the end of the year, you can use them to assess your progress and set new goals.

1. Which of the following strategies do you use *before* you read? Circle the words that best describe your habits.

I preview the material by thinking about the title, reviewing any pictures, and reading the introduction and similar material.

never sometimes always

I give myself a purpose for reading, such as deciding what I expect to learn about the theme and how it relates to me personally.

never sometimes always

I recall what I already know about the subject about which I plan to read.

never sometimes always

2. Which of the following strategies do you use *while* you read? Circle the words that best describe your habits.

I try to predict what will happen and change my prediction as I read further.

never sometimes always

I ask questions about what is happening, why characters act as they do, or why the author chose to include particular details or to use certain words.

never sometimes always

I visualize the characters and events.

never sometimes always

I compare characters to myself or to people I know.

never sometimes always

3. Which of the following strategies do you use *after* you read? Circle the words that best describe your habits.

I respond to what I have read by discussing it with someone.

never sometimes always

I review my predictions and questions to determine if my predictions were correct and my questions were answered.

never sometimes always

I use what I have learned in a future project or activity.

never sometimes always

4. Put a check beside the responses that describe what you do when you encounter these problems. You may check more than one response. You may also add additional responses.

When I come across an unfamiliar word, I

- try to figure out its meaning from the way it is used.
- consult a dictionary.
- ignore it and hope it will become clear as I read further.

When I do not understand the meaning of a sentence, I

- read the sentence several times.
- read the other sentences in the paragraph several times.
- ignore the sentence and hope it will become clear as I read.

When I want to remember important information I have read in subjects such as science and social studies, I

- ask myself questions about the important ideas.
- relate the information to something I already know.
- repeat the information to myself several times.
- take notes.

When I read an entire passage over again, it is usually because

- I do not understand it.
- it seemed important to remember that particular passage.
- I want to summarize it for myself.

When reading a textbook, I

- read faster or slower depending on the difficulty of the material.
- skip parts I do not understand.
- make predictions about what I am reading.

When reading a textbook, I assume that

- all the sentences are important or they would not be there.
- some sentences are more important than others.
- sentences with the most details are the most important sentences.

Review your answers to the above questions regarding your reading interests and strategies. Then set goals for yourself by answering these questions.

5. I want to broaden my reading interests by reading more \_\_\_\_\_

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6. In addition to assigned reading, I plan to read at least \_\_\_\_\_

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7. My greatest strength in reading is \_\_\_\_\_

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8. One thing I need to improve about my reading is \_\_\_\_\_

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9. A strategy I should use more often when reading is \_\_\_\_\_

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# Forming Positive Student-Teacher Relationships



Many cognitive theorists argue that learning is a social event, and studies have proven that both teachers and students will pay the price if teachers neglect to form emotionally warm, supportive relationships with and among their students. To improve students' chances for academic success, educators must strive to form meaningful personal relationships with students.

## What Elements Characterize Positive Student-Teacher Relationships?

According to Pianta, positive student-teacher relationships are characterized by *open communication, as well as emotional and academic support that exist between students and teachers*. Student-teacher relationships become particularly important during early adolescence, as students move from the supportive environment of elementary school to the more disjointed atmosphere of a middle school or junior high.

## Good Relationships: What Do Students Have in Mind?

While both at-risk and academically successful students believe it is important for teachers to treat them respectfully and to value them and their efforts, the two groups of students have very different ideas about what makes student-teacher relationships meaningful (Phelan).

Academically successful students value a teacher's willingness to help them in academic matters. For example, they may not require face-to-face meeting, but they do want personal notes on papers.

At-risk students encounter more troubles outside of school and are more easily distracted from their schoolwork. As a result, they desire more face-to-face contact with their teachers. These students feel that caring teachers "legitimize their personal concerns and also help them refocus energy on such long-term goals as high school graduation" (Phelan).

## Relationships: How Do They Impact the Classroom?



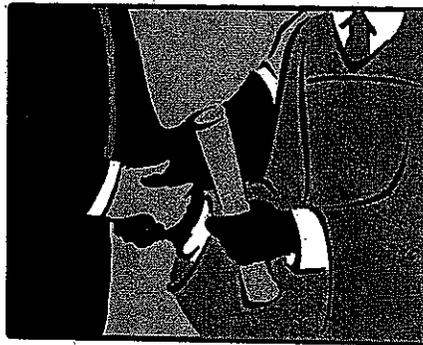
Students are more likely to be emotionally and intellectually invested in the classes in which they have positive relationships with their teachers (Phelan). Therefore, teachers who build positive relationships with their students may enjoy the following benefits:

- Increased levels of students' interest in and enjoyment of the class.
- Increased levels of students' academic achievement (Murray).
- A decrease in the occurrence of classroom disruptions (Phelan).

## How Do Positive Student-Teacher Relationships Affect Academically Successful Students?

High-achieving students will do what is expected of them, but if a strong student-teacher relationship hasn't been formed, they tend to distance themselves from the teacher and from the coursework (Phelan). Obviously, if teachers form positive relationships with academically successful students, these students are more likely to be engaged in the class and internalize the course materials.

## How Do Positive Relationships Affect At-Risk Students?



Not surprisingly, some of the poorest student-teacher relationships have been found among those students who eventually drop out of school. Convincing evidence of this trend was provided by Whelage and Rutter's study on student alienation and rejection of school. One of the variables in their analysis was teacher interest in students. "When those who eventually became dropouts were asked to rate Teacher Interest in Students on a 4.0 scale, marks of fair to poor were given by 56% of the Hispanics, 50% of the blacks, and 59% of the whites." (Testerman). However, it's not uncommon for students who are failing most of their courses to earn above-average grades in those classes where they have a caring relationship with their teachers (Phelan). Clearly, if teachers were to provide a caring and supportive environment for at-risk students, they could positively affect the students' attitudes about school and increase the likelihood of their staying on to graduate from high school.

## How Can Teachers Improve Student-Teacher Relationships?

- Learn as much as possible about students' personal interests and backgrounds. Try to connect their personal interests with classroom work, where possible. Also, learning about students' cultures and religious backgrounds may help you relate to them more effectively.
- Include journal-writing activities, weekly student-teacher meetings, and class discussions, which enable students to voice and teachers to address concerns.
- Implement social emotional learning opportunities, which improve students' abilities to understand their own and others' emotions (Murray).
- Be aware of classroom dynamics. Try to diffuse tensions that may exist between students.
- Be patient with those students who are disruptive and disrespectful. Bonding with disruptive students may improve their behavior in the classroom.
- Model appropriate behavior. Students are very sensitive to teacher's attitudes towards the school and the class in general; therefore, teachers must be extremely self-reflective, making certain that they are modeling positive behaviors for the class. Videotaping several class sessions may make teachers aware of any negative feelings they may be projecting towards their students.

### Additional Resources for Teachers

Pianta, Robert C., Enhancing Relationships Between Children and Teachers. Washington, D.C.: American Psychological Assn., 1999.

### References

Murray, Christopher. "Supportive teacher-student relationships: Promoting the Social and Emotional Health of Early Adolescents with High Incidence Disabilities." Childhood Education 78.5 (2002): 285-290.

Phelan, Patricia, Ann Davidson, Hanh Locke, and Cao Thanh. "Speaking up: Students' Perspectives on School." Phi Delta Kappan 73.9 (1992): 695-704.

Testerman, Janet. "Holding At-Risk Students: The Secret Is One-on-One." Phi Delta Kappan 77.5 (1996): 364-365.

## Give One, Get One – Activating Prior Knowledge

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Give One – Get One

Topic: \_\_\_\_\_


© freeology.com

Great for review or hooking students into a new lesson. Students put their own ideas in the top three boxes. Then, on teacher's cue, they move about the room asking the other students for one of their ideas. At the same time, they give one of theirs. This is done until all boxes are filled.

<http://freeology.com/back-to-school/give-one-get-one-activity/>

## Partner Share – Review, Provide Feedback, Confirm Understanding

A classroom discussion management strategy.

### THE STEPS:

1. Please stand up!
2. Everyone find a partner.
3. Who does not have a partner?
4. Decide who will be A and who will be B.
5. B will go 1st – *[Change this each time]*
6. You'll each have 2 minutes.
7. I'll tell you when to switch.
8. Discuss with your partner *[insert your question here]*...
9. Any questions?
10. GO – time 2 minutes, Yell "Switch" time 2 minutes.
11. When both finish – "Thank your partner."
12. Ask whole group, "What are some of the things you heard/learned?"

<http://www.superteams.com/partnershare.php>

## Response/Signal Cards - Check for Understanding, Polling

Provide a prompt or question. Students show their response by using preprinted cards. (Ex. True/False; Yes/No; Noun/Verb/Adverb/Adjective)

<http://prezi.com/gofmhgis0epm/step-4-use-total-response-signals-to-check-for-understandi/>

## Scavenger Hunts – Provide an overview of texts, website, materials

Create a list of items (or clues) for students to find/solve.

### **Inside/Outside Circles – A structure to facilitate meaningful discussion**

1. Divide the class, students count off 1, 2, 1, 2, etc. 1's will form the inside circle and 2's will form the outside circle.
2. Put a question or statement on the board. Give students at least ten seconds to think of an answer on their own.
3. Ask students in the inside circle to share their response with the classmate facing them in the outside circle. When they have done this, ask them to say "pass," at which point their partners in the outside circle will share their responses.
4. On your signal, have the outside circle move one-step to the left or right and discuss the same question with the new partner.

<http://oame.on.ca/lmstips/files/TIPSForTeachers/13InsideOutsideCircle.pdf>

### **Clickers – Check for understanding**

Classroom response system that enables instructors and students to interact in minutes.

### **Four Corners – Check for understanding, polling**

Teacher can choose anything to label the four corners of the classroom. For example, the teacher may label each corner a,b,c,d and ask multiple-choice questions. You may also ask an opinionated question and label each corner with a different answer. The students go to the corner they agree with.

### **Fishbowl – Managing classroom discussion**

Choose a small group (ideally 3 – 6 people) of students to discuss while the rest of the students sit around the outside and observe without interrupting. Facilitation is focused on the core group discussion. Those in the outer groups may be given roles to gather information as they listen to the conversation. Allow about 5-10 minutes for discussions in the core group, before opening up the floor for questions for another 10 minutes.

<http://www.scienceteacherprogram.org/gen-science/Chien04.html>

### **Human Histogram – Polling, rating knowledge levels**

Students create a live histogram to show mastery/understanding. One end of the line signifies "know a lot" while the other end signifies "know nothing." Students place themselves where they feel necessary for a particular topic.

### **Tea Party/Tailgate Discussion**

An interactive pre-reading strategy that frontloads students' knowledge of text information and allows them to become familiar with phrasing and content words.

1. From the text about to be read, choose and copy meaningful words, phrases, and or sentences onto large index cards or heavyweight paper. (The amount of info chosen should represent half of your class number since you will provide duplicates so each student can have his/her own.)
2. Show the stack of cards/papers and explain that each student will have his/her own and there are different words, phrases, and sentences on each set of cards.
3. After the cards are distributed, share their card by reading it orally with one student at a time, then listens carefully as their partner shares his/hers. After a quick discussion, students find a new partner and repeat.

<http://spedlit.k12.hi.us/Strategies/TEA%20PARTY.htm>

<https://www.teachingchannel.org/videos/pre-reading-strategies>