**CTEPS Research Project**

**Engendering Engagement for Academic and Behavior Improvement**

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**School Context**

Jefferson County Public Schools district has issued a mandate to radically transform the culture in classrooms and schools as well as the relationship between educators and students. The stated aim is to produce “self-motivated and creative life-long learners who are ready to participate as responsible and engaged citizens, nationally and globally. These goals are expected to be reached through the following factors:

1) Integrated college-and career-ready standards and assessments that enable our student to graduate with the intellectual and academic skills necessary for success in college and careers;

2) A personalized learning environment which is teacher facilitated and student-directed based on each individuals learning modality and style, skills, pace and aptitude;

3) Data systems which inform educators, students, and parents to improve instruction;

4) Professional development experiences, tools, and resources that produce and support great teachers and leaders;

Two major outcomes of the mandate are expected to be

A) a turn-around of lowest performing schools and

B) reduction of the achievement gaps.

For the core element, the Personalized Plan of Study, JCPS further proposed that“*Each student will have a Personal Plan of Study (PPOS) beginning in 7th grade.”*  The plan would be devised after consultation with students, counselors, parents/guardians about students’ interests, and career goals. Frequent review are expected to keep students on tract and ensure that classroom instruction are tailor made for each student. My response to this mandate was that it is not possible for me to customize instruction for the 110 students I serve, given the range of behavioral, educational and medical issues they bring to the class room. I perceived that four conditions would have to exist:

1. Students would have to be self-directed;
2. Students would have to be motivated to take education seriously;
3. Students would have to believe they can be successful and
4. Students would have to be confident that such success will have an outlet through educational and career opportunities.

**Research Problem**

My school, Westport Middle School, is a persistently low performing school. A constant complaint among teachers is about the lack of academic engagement. This deficit is evident in students’ refusal to complete homework, their poor performance of classwork, their casual approach to assessments (formative and summative) and the non-application of learned concepts across content areas. In addition, we have chronic disruption in classes, albeit by five or six repeat offenders in each class, which results in frequent referrals and suspensions. Both of these measures disciplinary measures further ensure that some students fall farther below grade level. They become more stressed to catch up and become more prone to continuing their self-defeating behavior. Given this academic and socio-cultural context, I chose to explore the issue of academic engagement and design measures to address it in my ELA classes with the hope that the effects would be evident on my team. My plan included sharing my intention, ideas and materials and outcomes with my team and the staff and be available to assist anyone who expressed the desire to replicate my project.

**The issue of engagement**

Engagement is central to educational success, for students must focus on understanding and retaining what they are being taught, so they can successfully apply it. Research has shown that unengaged students are more likely to repeatedly disrupt the learning process for others (Marzano, Pickering and Heflebower 2010). The atmosphere in such classrooms become less conducive to learning. Summarizing research on the topic, [The Glossary of Education Reform for Journalists, Parents, and Community Members](http://edglossary.org/) cites six categories of engagement: 1) intellectual, 2) emotional, 3) behavioral, 4) physical, 5) cultural and 6) social.

A close reading reveals that these categories are not types of engagement but are actually approaches used to grab and hold students’ attention and secure their cooperation. Engagement is presented not as what students do to learn but what teachers do to interest students in learning. According to explanations given for the above categories, intellectual engagement refers to strategies such as giving students assignment or assessment choice to encourage them to complete assignments. Emotional engagement referred to teachers securing students’ cooperation by showing interest in students’ “personal passions, future aspirations, and distinct learning challenges and needs.” Behavioral engagement referred to routines and cues used to ensure student compliance. Physical engagement referred to activities used to allow students to move, stand, speak, write and draw in order to cater to different way of learning. Social engagement referred to groupings that allowed interaction. Cultural engagement referred to the use of activities that acknowledged and celebrated all forms of diversity so that all students felt included in the educational process.

Repeatedly, ideas cited as categories of engagement are only lists of suggestions of how to engage students in the learning process. I realized that no matter what strategies are used, they do not guarantee that students would be committed to mastering the business (knowing the why and how) of learning and understanding subject content (knowing the what) of lessons. I concluded that that it was necessary to see engagement as more than participation or compliance. It is a commitment to the “what” of learning constantly reinforced by the “how” and “why” of learning. My concept of engagement is similar to that reached by Schlechty (2002) who cites five levels of student engagement:

**Authentic Engagement**—performance of a task that has value such as reading a book about a topic of interest.

**Ritual Compliance**—performance of tasks that don’t have immediate meaning because they generate extrinsic rewards such as grades and benefits that will pay off later.

**Passive Compliance**—performance of tasks to avoid negative consequences (not having to stay in during recess to complete work)

**Retreatism**—non-performance of tasks without disruption. I perceived engagement as a decision to be committed to learning. My job is to teach content which students are expected to learn, but in my environment, I realized that like an engineer, I had to prime the pump and remove air pockets in order for the water to flow. This meant looking at indicators of non-engagement and finding ways to reverse them.

Whereas passive and ritual compliance as well as retreatism might facilitate classroom management but not effective teaching, I was interested in having my students experience authentic engagement beyond mere reading a book that they liked. First, I had to consider reasons given for students’ non-engagement. Jim Wright (2011) offered six in his article entitled, “Six Reasons Why Students are Unmotivated”. He also suggested what teachers could do to effect motivation.

1. The student is unmotivated because he or she cannot do the assigned work. [intellectual ability]

2. The student is unmotivated because the ‘response effort’ needed to complete the assigned work seems too great. [low intellectual stamina]

3. The student is unmotivated because classroom instruction does not engage. [in need entertainment]

4. The student is unmotivated because he or she fails to see an adequate pay-off to doing the assigned work. [value**]**

5. The student is unmotivated because of low self-efficacy—lack of confidence that he or she can do the assigned work. [beliefs]

6. The student is unmotivated because he or she lacks a positive relationship with the teacher. [trust ]

**Intervention Parameters**

Value, purpose and relevance of studies (4) and self-efficacy (5) seemed to be the foundation of engagement, for they were the factors over which teachers had least control since they were intrapersonal to the student. I reasoned that if 4 and 5 existed, a student’s desire to succeed would not be easily thwarted by intellectual gaps (1), low mental stamina (2) social discord (6) or unsatisfactory lesson presentation (4). In the research, students’ lack of engagement is also associated with deficits of resilience, self-efficacy and mindfulness, a predominantly fixed mindset, and above all, not enough grit. These are all intrapersonal factors. This means that a desire for change must be generated within the student.

Whereas teachers may plan lessons to enhance learning and devise activities guaranteed to generate fun or create trust and cordial relationships, they cannot make students want to learn. As the proverb goes, you may lead a horse to the water but you cannot make him drink. Of course, you may feed him salt and generate an artificial need for water, but that is not the same as the horse deciding to drink water because he likes the taste, or he is thirsty, or he is aware of its health benefits. Engagement is a lot more than participation. We may include all students in class activities, but that does not mean we have engaged them. In fact, I would go so far as to say we cannot really engage students, but we can prompt, inspire, encourage and support them to engage themselves for a purpose. Here is where the teacher’s role coincides with that of human potential trainer and cognitive coach.

Psychologist and Edutopia contributor, Maurice Elias (2013) makes the following claim in is blog, Reach them to Teach Them:

“*As our students know that we are willing to reach them intellectually, morally, socially, and emotionally, they will be more open to deeper learning. They will know that we don't just want them to be better students; we want them to grow to be better people.”*

One may ask how long might it take for students to know teachers are willing to reach them? Given that middle schoolers usually want less work and more “free time”, teachers’ expectations will often run counter to their interests. I forward the notion that in addition to reaching for students, we should set up situations that make them reach for us to assist them as they strive to better themselves. How might we do that? We can introduce print and non-print texts and activities that prompt students to pay attention to how they think, consider alternative ways of thinking and being. In addition, they would have to be challenged to embrace learning of content as a means to enhance their present situation and to lay a foundation for a better possible future.

**Resilience**

In the research on engagement, resilience and a growth mindset are cited as associative traits. Resilience may be demonstrated in a students’ willingness to continue working on assignments or tasks that continually fall below proficiency. A growth mindset would be evident in the students’ attitude to failure; they would see it as a chance to learn rather than as a mark of inadequacy. Even though physical resilience need not be an indicator of mental resilience, I figured that students who exhibit the former might be easily led to believe they can manifest the latter if they are encouraged to reflect on their past behavior that demonstrated resilience. I also figured that even though teachers might believe that all students can learn and keep repeating it, students need to believe it too, but such belief could not be built on words only; Students needed to feel the impact of beliefs in the benefits or repercussions of living them either actually or vicariously. I decided that material selected to engender student engagement would include how struggles are overcome by people, animals and plants.

Sara Truebridge and Bonnie Benard (2013)have stated that resilience is a process, not a trait because “it involves how we interact and negotiate with ourselves… on a positive trajectory of success and health in the midst of adversity, trauma, and everyday stress. I disagree and assert instead that resilience is a trait demonstrated in the process of all this interacting and negotiating. It is activated by the strength of one’s need to survive, achieve, or prove a point. Truebridge and Benard noted that the three major protective factors that help us mitigate adversity and nourish personal strength are caring relationships, high expectations, and opportunities to participate and contribute. I agree and note that these factors boost personal worth, fuel the desire to meet expectations set by oneself and others, and generate confidence in the possibility of success. In a nutshell that is what teaching is about.

**Application:** I therefore set out to express that care, emphasize high expectations and generate hope that students can find or create opportunities for success and if they failed, they could keep on trying, not as victims but as survivors. I had to stress the need to be proactive rather than reactive. I also realized that encouragement works best in the presence of trust backed up with personal experience.

**Growth Mindset**

Every year I introduce my students to the concepts of fixed and growth mindset. This year they were introduced to the whole school as part of Westport 101 advisory lessons. These concepts were crucial to the discussion on engagement because it was clear that focus and intention were essential to the development of a growth mindset and they were also indicators that one was engaged in a task.

**Application:** I had my students take the quiz prior to introducing them to the Ted Talk and class discussion. After students viewed the talk and discussed the items on the quiz, they composed “tweets” about what constituted a fixed and growth mindset. To keep these distinctions uppermost in students’ minds, I had them write their tweets about fixed mindset characteristics on pink paper and posted them on the left side of our classroom door. They tweeted about growth mindset characteristics on green slips and posted them on the right side of the door. The tweets remained there all year as instant reminders of cognitive and affective behaviors exhibited by students. The terms soon became a part of our classroom language and references to particular behaviors and attitudes. It was more revealing to ask whining students, “Now what mindset are you displaying? What might you do to change it? Since students had discussed the information necessary for self-correcting, it was easier to remind them that I was not the boss of them; rather they were in charge of their own behavior, classroom atmosphere and academic outcomes.

**Grit (Test at Appendix E)**

Whereas resilience is akin to getting up after falling, grit is like the intention and action of moving on despite the pain and while being aware that one might fall again. Self-efficacy would be more like the belief that one can make the trip. But grit is more than mere performance. Vehicles do not just perform; they have many internal elements that contribute to the move, plus fuel, plus someone to steer. So you cannot think of Grit as performance without the essential elements that make the performance possible – motivation – the ability to live the future in the instant experiencing the emotions attached to success and failure and the choice to do whatever is needed to have the pleasure of the former rather than the haunting of the latter.

**Application:** With this thought came the idea of making grit a household word. I devised a GRIT project which required students to create acrostics and acronyms for GRIT to force them to think about the concept. They were then to create posters and place them in the classrooms on our team and around the school for motivation during the upcoming K-Prep testing. They would also identify grit traits in the motivational material they read or viewed.

**Mindfulness**

Repeatedly, students are rational during discussions and then turn around and do some ridiculous irrational action that disrupts the class. It occurred to me that there had to be a simple way for me to remind students to track their behavior and for them to remind themselves. I thought of the idea of being mindful, not as a meditative measure, but as simple self-checking mechanism to check what they were doing, how they were doing it, why they were doing it and what were the effects of their actions. In fact, researchers note that individuals with higher mindfulness have greater resilience, and greater satisfaction. They argue that being mindful helped one to be less emotionally overwhelmed by setbacks. Those setbacks could include the numerous issues arising in a classroom including issues of comprehension and poor academic performance.

**Application**: I did not take a survey, but when students are told, “you are not being mindful.” they usually self-corrected. They seem to be more amenable to this concept than responding to the idea of breaking school rules probably because it was seen as an essential personal trait whereas school rules were perceived as impositions.

### **A Sense of Control**

Another factor relevant to resilience is the concept of personal control. Research has found that as students develop an understanding of their islands of competence, they feel more in control and take more pride in their accomplishments. Students who are allowed to make significant choices regarding their own educations are more likely to feel some control or ownership of their own lives. This sense of control is powerful in supporting a resilient mindset.

**Application:** I challenged students to demonstrate this by offering them the following choices:

* Redo assignments to improve grades or use the offered free time activity
* Redo an assignment in class and read at home or continue reading and redo at home
* Focus on revisions with a view to applying skills in a new assessment or accept the earned grade.

**Research Question**

A critical question that emerged from the above considerations was this: given that lack of academic engagement is a multifaceted problem, how can it be tackled? It stood to reason that it should be tackled with a multipronged approach. This gave rise to two additional questions:

1) How effective would be such an approach and 2) What would it involve? To answer the second question, I decided to introduce interventions that addressed each of the cited deficits discussed above: lack of resilience, low self-efficacy, lack of mindfulness, a predominantly fixed mindset, and above all, not enough grit. In addition, it made sense to establish a form of communication with students that related students’ attitude and work quality to the above concepts. Cognitive Coaching principles of conversation were ideal since they highlighted a corrective and supportive approach. The expectation was that the first question would have to be answered after the intervention had been implemented.

**Rationale for Choice of stimulus Materials (Appendix D)**

Since specific ELA texts are not mandated by the Jefferson County School District or my school’s ELA department, I subsidized content texts with inspirational material aimed at stimulating discussion about self-efficacy, resilience, grit, growth mind set and mindfulness. Resources included videos, biographical summaries of historical figures in all fields of endeavor as well as modern celebrities and unlikely heroes; affirmations (stock and student-made), Ted talks, songs, poems and frequent talks.

**Videos**: Students tend to remember more of what they see than what they hear. Furthermore it is easier to understand concepts such as resilience or self-efficacy if they are demonstrated. It was also expected that students might recognize these traits in themselves, family or friends and could be encouraged to activate them. On these bases, I showed students videos about people, animals and plants that demonstrated grit. Of course we took into consideration that plants were moved by a natural imperative, animals by instinct and humans by the capacity to exercise decision, will, desire, intention and attention.

**Biographical summaries**: Students saw the less publicized side of well- known figures and were given the opportunity to ponder what strength of character it must have taken them to rise from poverty, repeated failure or abuse to the celebrity status known by the students. These readings were intended to nudge students away from blaming and whining towards proactive responses.

**Ted talks and motivational speeches:** Through listening to these talks, students became the audience of international speakers. They became aware that their academic and behavior issues were shared by students; they saw the impact these issues had on adults and they saw that my concerns were shared by other professionals whose research I was using in the classroom.

**Songs and Poems:** In addition to their teaching content, they were used for their participatory nature, entertainment value and memorability.

**Affirmations:** These were offered as immediate tools for students to experiment with as they practiced being more mindful of their internal and external environments as well as their actions.

**Pep Talks:** These were given in response to classroom events and on occasion to reinforce and make connection to material that had been viewed or read. When held with individuals, they were patterned on the principles listed in under the cognitive coaching column of the chart below. The other services are cited in the appendices. My reasoning was that if cognitive coaching protocols were effective in teacher to teacher conversation, they might also be useful in teacher to student conversations.

**Career Cards (Appendix B):** In keeping with the idea that students need visual reminders of ideas they understand passively, I had each student create folded place cards with their names on one side and their prospective career on the other. On the inside they listed the traits and skills they needed to develop in order to excel in their career. They also had to make a statement about the relevance which ELA in general and any lesson in particular had to their career. The intention was for students to find a personal reason for completing class work, homework and tests rather than for me to tell them what I thought were good reasons.

**Posters (Appendix B):** I posted affirmations and pictures to give students a constant reminder of what they were aiming to achieve. Students participated by adding reflections about the poster message to the poster. These were mounted during the latter part of the semester and throughout K-PREP.

**Feedback**

Feedback was based on the conversation protocols used in Cognitive coaching. I figured if they were good enough to be used with teachers, they were good enough to be used by students, since their use was based on age or maturity but on respect and the aim to enhance performance.

**Figure 1: The characteristics of the Cognitive Coaching Conversation**

|  |  |
| --- | --- |
| **Attribute** | **Cognitive Coaching** |
| Conversations focus: | Metacognition, decision making processes, values, perceptions, mental models |
| Intention | Transform the effectiveness of decision making, mental models, thoughts and perceptions and habituate reflection. |
| Purposes | Enhance and habituate self-directed learning: self-managing, self-monitoring, self -modifying |
| Conversations characterized by: | Mediation, listening, questioning, pausing, paraphrasing, probing, withholding advice, judgments/interpretations  “What might be some ways to approach this?” |
| The support person’s relation to the teacher is: | Mediator of thinking |
| Empowerment to perform this function stems from: | Trust. |
| Source of criteria and judgements about performance | The teacher: “How will you know that you are successful?’ |

**Measures of Success**

Given the complexity of academic engagement, we may conclude that it is not possible to truly measure a student’s engagement, but it is possible to record increased evidence of its presence through the following measures:

* Observations of shifts in students’ attitude to completing assignments.
* Observation of students’ readiness to re-do formative tests to identify of areas of weakness and to improve grades.
* Scores on Mindset and Grit Quizzes before and after class room intervention.

Shifts in performance levels (NAPD) on state tests before, during and after intervention

* Students’ journal entries on their attitude, behavior and academic progress.
* Other content teachers’ anecdotal comments on students’ change in attitude or aptitude and observed changes in grades.

**CTEPS Project Implementation Timetable**

**August, September, October**: Multiple intelligence test. Discussion of attitude to and aptitude in content areas. All students were shown that everyone had areas of competence and even those who shared high performance in the same areas had different reasons for their performance. This was an effort to show students that they all has some ability across the subject areas and had room for improvement.

District diagnostic and proficiency assessments: RDA1 & RPA 1

**November, December, January:** Mindset theory is introduced to students. They take the test. Students make career cards. On one side they write their name and on the other their career. On the inside they list the character traits and skill they would need to excel at their career. The card is placed on desks at the beginning of class. They are used to redirect students’ behavior or attitude by reminding them of the disparity between what they wanted and what they were doing to not get it. The cards also served as a reminder of the relevance of the lesson content to their prospective careers.

District diagnostic and proficiency assessments: RDA2 & RPA2

**February, March:** Grit and mindfulness introduced. Students take the eight item Grit test. Mindfulness is used as a term for redirecting behavior.

District diagnostic and proficiency assessments: RDA3+ RPA3

**March, April, May**: Affirmations are discussed. Students use on-line affirmations and create their own. They participate in a Grit project to provide motivation during K-PREP testing.

District diagnostic and proficiency assessments: RDA4 & RPA4

**Figure 2: Chart of Project Timetable**

|  |  |  |
| --- | --- | --- |
| **September** | | **October** |
| * Multiple intelligence survey. * Discussion of attitude to and aptitude in content areas. * District diagnostic and proficiency assessments:RDA1 & RPA 1 | | |
| **November** | **December** | **January** |
| * Mindset theory is introduced Mindset quiz is given. * Dweck’s Ted Talk * Career Cards * District diagnostic and proficiency assessments:RDA2 & RPA2 | | |
| **February** | **March** | **April** |
| * Concepts of Grit and mindfulness are introduced. * Students take the eight item Grit test. * Angela Duckworth’s Ted Talk * Mindfulness is used as a term for redirecting behavior. * District diagnostic and proficiency assessments: RDA3 & RPA | | |
| **April** | | **May** |
| * Students take the eight item Grit test. * Angela Duckworth’s Ted Talk * Mindfulness is used as a term for redirecting behavior. * Grit Project * District diagnostic and proficiency assessments: RDA4 & RPA4 | | **K-PREP** |

**ELA interventions**

I used the non-content interventions to supplement and reinforce instruction strategies in the ELA classroom. To help students be more mindful of how they were reading I prompted them to use metacognition markers and annotate. That means they had to note where they had engaged in the following practices:

1. Visualization: pause to see, hear, smell feel what the author is describing
2. Clarification: check the meaning of unfamiliar words or expressions
3. Prediction : anticipate actions based on facts or inference
4. Questioning :
5. Comparison/ Contrast
6. Connection to self/text and world
7. Evaluation

This strategy gave students points of reference to discuss what they understood or did not understand about what they read. The parameters for engagement also gave me means to re-direct students without too much discussion. I had only to stay, “Come on. Get your grit on,” for a student to continue reading or writing. During silent reading, students were given the list of metacognitive tasks as a prompt as well as questions to guide their reflection. After a few weeks when students were asked about their reading they would automatically refer to what they saw, predicted correctly or not the connections they made and the insights they gleaned from what the author or characters said.

Our school-wide practice is that students will annotate all passages as a measure to force them to read the entire passage, but it was clear that annotation would be problem for students who read below grade level and became overwhelmed by too much text. The exercises on grit and mindset were essential for prompting students to stay with the texts and use metacognitive skills and annotate their findings in the margins next to each paragraph. Such measures were essential for students who do not read by choice and whose reading and writing skills are between one and three grade levels below seventh grade. In spite of these interventions most students still did not reach a proficient score but they still showed some improvement. For example, students who routinely bubbled in answers without reading, spent more time on their tests and many who usually scored zeros on their extended responses scored a one or two. Even though these are not proficient scores, they show that the students has made a greater effort than normal and showed some progress.

**Academic Outcomes**

**Figure 3: Summary of Students’ Performance Levels on RPA tests**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TESTS** | **Novice** | **Apprentice** | **Proficient** | **Distinguish** |
| **RPA1** | **34** | **16** | **4** | **4** |
| **RPA2** | **47** | **5** | **4** | **2** |
| **RPA3** | **37** | **12** | **7** | **2** |
| **RPA4** | **36** | **11** | **5** | **6** |

**28**

**Figure 4: Students’ Performance on District Reading Proficiency Assessments RPA 1, 2, 3, 4**

**Student data lists are posted as Appendix A**

**26**

**24**

**22**

**20**

**18**

**16**

**14**

**12**

**10**

**8**

**6**

**4**

**2**

**0**

Constant Novice Fall to Novice Rise to Apprentice Constant Apprentice

Fall to Apprentice Rise to Proficient Constant Proficient

Fall to proficient Rise to Distinguish Constant Distinguish

**Commentary on Students’ Academic Performance**

Too many factors are at play to determine how a non-academic intervention may affect students’ academic performance. The data shows that most students continued to perform at a novice level but a few improved their level. The students who merited comment are those who rose to a higher level of performance whether it was apprentice or distinguish. A more detailed look at the data will show that those who performed at the novice level still scored a higher percentage at their final exam than they had done on previous tests, so one may say they too showed some academic improvement.

**Figure 5: Examples of progress among Novice results from RPA3 and RPA4.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Assessments** | **M.C. 100%** | **ERQ 4.0** | **Performance** |
| **Mike** | RPA3 | 23 | 1.0 | N |
| RPA4 | 46 | 2.0 | N |
|  | | | | |
| **Keyrick** | RPA3 | 31 | 0.0 | N |
| RPA4 | 54 | 2.0 | N |
|  | | | | |
| **Quodie** | RPA3 | 54 | 1.0 | N |
| RPA4 | 15 | 0.0 | N |

**Commentary on Students’ Behavior**

During classes, I used the information on students’ career cards to remind students of their long or short term goals. The reaction was always positive. For example, Kay, who wants to be a nurse, had cited patience and a positive attitude as two personal traits she needed to develop. Once when she was not displaying either trait, I said, “O.K. Nurse Kay, is this how you are supposed to behave?” She immediately straightened up and said, “No Ma’am” and continued with a totally different attitude. Similar instances of self-corrections have occurred with other students: Omar, the chef; Sabrina, the lawyer and Malik, the basketball coach.

The positive outcome of the career cards is that if students are constantly made aware of what they want to do and who they want to be, they might be more invested in lessons and class room tasks. Occasionally, I stopped in the middle of instruction to as them where they see themselves using what we are discussing. Such questioning served to encourage students to look beyond the lesson to consider contexts for the lesson. With this practice, students are engaged in the lesson for their own purpose rather than to satisfy a syllabus, please a teacher or even earn a grade.

The general approach for introducing all interventions was humanistic, laying a focus on students’ abilities from the perspective of their humanity rather than their race or ethnicity. This approach made it easier to discuss all materials from the perspective of what was humanly possible versus what was limited by schemas generated by race, age, gender or ethnicity. It was essential for all videos and texts to be representative of the diversity in my class, so equity was always a major consideration in this project on engagement.

I used a book challenge as a final piece of evidence to gauge the students’ change in attitude and their willingness to make a great effort. They were asked to read four books and write at lease one page on what they had learned from each book. Coming at the end of the school year after exams, this task was more difficult than if it had been given earlier in the year. Nevertheless, in every class only two or three students did not get on task during the reading sessions. Most students asked to take home the books and every day, they read silently and made notes while classical or meditative music played. There were also instances when students asked to remain in class and read instead of transitioning to another class. In fact, I did not have to direct most students to read because they came to class and began reading. Generally, this commitment to the assignment meant that the class atmosphere was peaceful despite the general upheaval that marks the end of the school year.

I propose to institute the above interventions from the first week of the new school year as a measure to influence attitudes and create an atmosphere conducive to study. I realize that I will have to share my material with parents in order to have them reinforce my efforts. Even though I will continue to share materials with the teachers on my team as well as the whole staff, I will encourage them to use their own inspirational material so that they will extend and intensify the effort and not merely repeat my input. I anticipate that teachers will say there is not enough time or they do not have the energy, but I can see that time spent priming the students’ cognitive and affective pumps will lead to a major flow of conscientious effort and ultimately improve behavior and academic performance and make classroom management less demanding.

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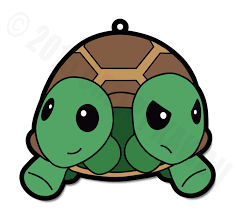
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**Tools of Engagement:**

**Priming the Pump for Academic**

**& Behavior Improvement**



**A** **Double - headed Problem**

**TESTED ANSWER**:

**A** **Multi-pronged**

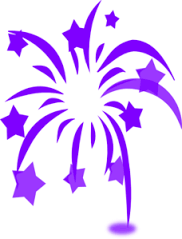
**Approach**

**ASK: What approach might be effective in addressing the multifaceted problem of student engagement?**

**Lack of engagement:**

Emotional investment





**Expected Outcomes**

Increased Mindfulness: Intention & Attention

Improved Behavior & Academic performance

**Feedback:**

Corrective

Supportive

**Tangibles:**

Career cards, videos, songs, speeches, poems, posters, affirmations, pep talks,

**INTERVENTIONS**



**Lack of engagement:**

Academic commitment



**STUDENTS’ NEEDS:**

**Personal Relevance, Socio-cultural value,**

**Purpose - Career connections – Models,**

**Intangibles:**

Growth Mindset,

Self-efficacy, Grit,

Resilience. M.I.

**References**, New. 

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**Appendix A**

**Selected Student Data**

Of 93 students these are the 58 students who took all four district assessments: Reading Proficiency Assessment (RPA) 1,2,3,4.

**D1 P1 D2 P2 D3 P3 D4 P4**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B.L.** | **P** | **N** | **N** | N | **P** | **N** | **N** | **N** | **CN** |
| **1B.J.** | **N** | **N** | **A** | N | **N** | **N** |  | **N** | **CN** |
| **B. Ad.** | **P** | **P** | **P** | P | **D** | **P** | **P** | **P** | **CP** |
| **B. Ag.** | **A** | **A** | N | N | **A** | **N** |  | **N** | **CN** |
| **B.Q.** | **N** | **N** | N | N | **N** | **N** | **N** | **N** | **CN** |
| **B.T.** | **N** | **N** | N | N | **N** | **N** | **N** | **N** | **CN** |
| **C.T.** | **D** | **A** | N | N | **P** | **P** | **A** | **N** | **@N** |
| **C.R.** | **P** | **N** | P | N | **A** | **N** | **N** | **A** | **#A** |
| **C.I.** | **N** | **A** | N | A | **A** | **N** | **N** | **N** | **CN** |
| **C.C.** | **N** | **N** | P | N | **P** | **A** | **P** | **A** | **# A** |
| **C.M.** | **N** | **P** | A | N | **A** | **N** | **P** | **N** | **C N** |
| **C.D.** | **P** | **A** | D | A | **P** | **A** | **P** | **N** | **@N** |
| **C.Dc.** | **D** | **N** | **N** | N | **P** | **N** | **A** | **P** | **#P** |
| **D.Ja.** | **P** | **A** | **A** | N | **A** | **N** | **N** | **N** | **CN** |
| **D.O.** | **N** | **N** | **P** | N | **P** | **A** | **N** | **P** | **# P** |
| **D.Jo** | **P** | **A** | **P** | P | **D** | **A** | **D** | **P** | **#P** |
| **E.Is.** | **A** | **N** | N | N | **N** | **N** | **N** | **N** | **CN** |
| **E.Ay.** | **D** | **A** | N | N | **P** | **A** | **N** | **N** | **@N** |
| **E.C.** | **A** | **N** | A | N | **D** | **N** | **N** | **A** | **#A** |
| **E.G.** | **N** | **N** | N | N | **A** | **N** | **N** | **N** | **CN** |
| **F.L.** | **A** | **N** | N | N | **N** | **N** | **A** | **N** | **CN** |
| **F.C.** | **P** | **N** | A | N | **N** | **A** | **A** | **N** | **@N** |
| **G.Ke.** | **N** | **N** | N | N | **D** | **N** | **N** | **A** | **#A** |
| **G.B.** | **P** | **N** | D | A | **D** | **P** | **P** | **A** | **@ A** |
| **H.D.** | **N** | **N** | N | N | **N** | **N** | **N** | **A** | **#A =** |
| **H.Ke.** | **P** | **P** | P | N | **D** | **N** | **N** | **N** | **CN** |
| **H.Ka.** | **D** | **D** | D | D | **D** | **A** | **A** | **A** | **C A** |
| **H.M.** | **N** | **N** | N | N | **N** | **N** | **N** | **N** | **CN** |
| **H.S.** | **N** | **N** | N | N | **N** | **N** | **N** | **N** | **CN** |
| **J.R.** | **D** | **P** | D | A | **D** | **A** | **P** | **A** | **C A** |
| **J.C.** | **N** | **N** | N | N | **D** | **N** | **N** | **A** | **# A** |
| **J.F.** | **A** | **N** | P | A | **P** | **D** | **D** | **D** | **# D** |
| **K.D.** | **N** | **A** | N | N | **A** | **N** | **N** | **N** | **CN** |
| **K.M.** | **P** | **N** | N | N | **P** | **N** | **N** | **N** | **CN** |
| **L.D.** | **N** | **N** | N | N | **N** | **N** |  | **N** | **CN** |
| **L.Ta.** | **D** | **D** | N | N | **D** | **D** | **N** | **D** | **CD** |
| **M. Seqa** | **N** | **A** | N | N | **N** | **N** | **N** | **D** | **#D** |
| **M. Sb.** | **D** | **A** | P | D | **D** | **P** |  | **D** | **# D** |
| **M.J.** | **D** | **A** | A | P | **D** | **P** | **A** | **D** | **# D** |
| **O.I.** | **D** | **D** | A | A | **D** | **P** | **P** | **P** | **CP** |
| **P.A.** | **D** | **P** | D | N | **P** | **A** |  | **N** | **@** |
| **P.T.** | **A** | **A** | A | N | **P** | **N** |  | **N** | **CN** |
| **P.M.** | **N** | **N** | N | N | **P** | **N** | **N** | **N** | **CN** |
| **R.T.** | **N** | **N** | N | N | **P** | **N** | **N** | **N** | **CN** |
| **R.TM.** | **N** | **N** | N | N | **N** | **N** | **A** | **A** | **#A** |
| **R.J.** | **N** | **N** | A | N | **N** | **N** | **N** | **N** | **CN** |
| **R.Ev** | **P** | **A** | P | N | **P** | **A** | **A** | **N** | **@N** |
| **R.Em.** | **D** | **A** | P | N | **N** | **N** |  | **A** | **#A** |
| **R.O.** | **N** | **N** | N | N | **N** | **N** | **N** | **N** | **CN** |
| **S.M.** | **N** | **N** | N | N | **N** | **N** |  | **N** | **CN** |
| **S.L.** | **P** | **D** | P | N | **D** | **A** | **N** | **D** | **#D** |
| **S.N.** | **N** | **N** | N | N | **A** | **N** | **N** | **N** | **CN** |
| **S.S.** | **N** | **N** | N | N | **N** | **N** | **N** | **N** | **CN** |
| **T. S.** | **N** | **A** | N | **N** | **N** | **N** | **N** | **N** | **CN** |
| **T. V.** | **P** | **N** | P | P | **D** | **P** | **A** | **N** | **@N** |
| **W.J.** | **N** | **N** | N | N | **A** | **A** | **N** | **N** | **@N** |
| **W.V.** | **D** | **N** | A | N | **P** | **N** | **N** | **N** | **CN** |
| **W. O.** | **A** | **N** | N | N | **N** | **A** | **N** | **N** | **@N** |
| **Y.M.** | **P** | **A** | A | **N** | **N** | **N** | **N** | **N** | **CN** |

**Key to coding of students’ performance to the data:**

**@ - Fall to a lower level; C – constant at one level; # - Rise to a higher level**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **@N** | **CN** | **#A** | **CA** | **@A** | **#P** | **CP** | **@P** | **#D** | **CD** |
| **8** | **28** | **8** | **2** | **1** | **3** | **2** | **0** | **5** | **1** |

**Appendix B**

**Career Card – Sample 1**

|  |  |
| --- | --- |
| **Front: Name**  **Tayleigh L.** | **Back: Career**  **Photographer** |
| **Inside fold *Focus Ethical***  ***Make connections Creative***  ***Truthful Adventurous***  ***Respectful A keen eye***  ***Patience Observant***  ***Literate Self-control***  ***I need to work on GRIT. I have been working on my focus by reading.*** | |

**Career Card – Sample 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Front: Name**  **Andrew E.** | | **Back: Career**  **Actor / Army** | |
| **Focus** | | **Self-control** | |
| **Army** | **Actor** | **Army** | **Actor** |
| *I need to focus on science, social studies, technology* | *I need to focusd on drama, art and music* | *I need to act better or tougher so I can survive in the army* | *I need to act better abd listen more. If I do these two things it should help my grades.* |

**Grit Demonstrations by Plants, Animals and Humans**

|  |
| --- |
| **Plant Grit:**  ***Flowering Cactus***  Image result for cactus in the desert  The structure of cacti enables them to survive in hot, dry climates. Surfaces of most cacti plants can expand and contract to accommodate changes in the amount of water.  Let us too get our GRIT on! |

|  |  |
| --- | --- |
| **Plant Grit:**  ***Resurrection Plant***  http://waynesword.palomar.edu/images/respla4b.jpg   |  | | --- | | The dried plant (left) was on a shelf in an office for at least 15 years. The green, hydrated plant (right) was not photo enhanced. When the resurrection plant is completely dry, the leaves roll up into a compact ball. After soaking overnight in water, it gradually opens outwardly and turns green.  **Let us too get our GRIT on!** | |
| **Plant Grit:**  ***Buddha’s Belly Bamboo***   |  | | --- | | http://waynesword.palomar.edu/images/power1.gif |   A clump of Buddha's Belly Bamboo breaking out of its concrete retainer.  **Let us too get our GRIT on!** |

|  |
| --- |
| **Animal Grit:**  ***Faith***  image from Animal Wellness Magazine Facebook Timeline Photos  FAITH was born on the eve of Christmas in 2002 with a deformed leg. His mother tried to smother him. His original owner did not think he would survive. The Strongefellow family adopted him and taught him to 'walk'. The name 'Faith' was given to him to bless him with hope and determination. For ten years he inspired thousands of people around the world to stop making excuses, develop an attitude of gratitude, and make the best of what they had.  **Let us too get our GRIT on!** |
| **Human Grit:**  ***Bethany Hamilton***   |  |  | | --- | --- | | Image result for bethany hamilton | **Courage, sacrifice, determination, commitment, toughness, heart, talent, guts – that’s what little girls are made of.**  **Bethany is back on the surf board after losing an arm in a shark attack.**  **Let us too get our GRIT on!** | |

|  |  |  |
| --- | --- | --- |
| **Human Grit:**  ***Nick Vujicic***   |  |  | | --- | --- | | Image result for nick vujicic playing soccer | If I fail, I try again, and again and again.  If you fail, are you going to try again? The human spirit can handle much worse that we realize. It matters how you are going to finish?  Are you going to FINISH STRONG? |   “We have no control over what happens to us but we can control how we respond.  If we choose the right attitude, we can rise above whatever challenges we face.”  **Let us too get our GRIT on!** |
| **Human Grit:**  ***Scott Rigsby***   |  |  | | --- | --- | | Image result for double amputee completes ironman | On October 13, 2007, after 16 hours and 43 minutes, Scott Rigsby became the first double-amputee on prosthetics to finish an Ironman distance triathlon with prosthetics at the 140.6-mile World Championship in Hawaii.  ***Unthinkable***  Rigsby's unique story of success and failures, all started with a decision and the desire to never quit, no matter what, no matter how long.  Scott Rigsby counsels amputees and teaches them to overcome their fears.  **Let us get our GRIT on!** | |

|  |  |
| --- | --- |
| **“You’ll always miss 100% of the shots you don’t take.”**  **– Wayne Gretzky**  **“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times I’ve been trusted to take the game’s winning shot and missed. I’ve failed over and over and over again in my life and that is why I succeed.”**  **Michael Jordan** | basketball and hoop: basketball |

|  |  |
| --- | --- |
| **“If you have a positive attitude and constantly strive to give your best effort, eventually you will overcome your immediate problems and find you are ready for greater challenges.” Pat Riley** | hurdles: Greek art stylized hurdler fly over hurdles |

|  |  |
| --- | --- |
| **“Strength and growth come only through continuous effort and struggle.”**  **Napoleon Hill**  **“Success is almost totally dependent upon drive and persistence. The extra energy required to make another effort or try another approach is the secret of winning.”**  **Denis Waitley** | gymnastics%20clipart%20tumbling |

|  |  |
| --- | --- |
| **“No one succeeds without effort... Those who succeed owe their success to perseverance.” Ramana Maharshi**  **“Strength and growth come only through continuous effort and struggle.”**  **Napoleon Hill** | Man is swimming in the pool Stock Vector - 36170210 |

|  |  |
| --- | --- |
| **“Quality is never an accident. It is always the result of intelligent effort.”**  **“We all have dreams. But in order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline, and effort.”**  **John Ruskin** | Image result for clip art misty Copeland |

|  |  |
| --- | --- |
| **“A little more persistence, a little more effort, and what seemed hopeless failure may turn to glorious success.” Elbert Hubbardo Bennett**  **“Continuous, unflagging effort, persistence and determination will win.** | rock climbing: Isolated Image of a Female Abseiler Climbing a Rock Face Illustration |

|  |  |
| --- | --- |
| **“Make each day count by setting specific goals to succeed, then putting forth every effort to exceed your own expectations.” Les Brown** | Image result for bolt winning 200m |

|  |  |
| --- | --- |
| **“Continuous, unflagging effort, persistence and determination will win.**  **Let not the man [woman, boy or girl] be discouraged who has these.”**  **James Whitcomb Riley** | pole vault: Pole vault |

|  |  |
| --- | --- |
| **“Great effort springs naturally from great attitude.”**  **Pat Riley** | Image result for pictures of effort |

|  |  |
| --- | --- |
| **“Satisfaction lies in the effort, not in the attainment; full effort is full victory.”**  **Mahatma Gandhi**  **“No one succeeds without effort... Those who succeed owe their success to perseverance.” Ramana Maharshi** | Image result for pictures of effort |

|  |  |
| --- | --- |
| **“For those who are willing to make an effort, great miracles and wonderful treasures are in store.”**  **Isaac Bashevis Singer** | Image result for pictures of effort |

|  |  |  |
| --- | --- | --- |
| **At 211 degrees water is very hot;**  **At 212 degrees it boils.**  **When water boils it gives off steam.**  **Steam can drive engines.**  **So much power comes with one extra degree.**  **Make that extra effort and reap powerful results.** | Locomotive.Graphic  for text Stock Vector - 7717893 | |
| **Don’t Quit**  **When things go wrong, as they sometimes will,**  **When the road you're trudging seems all uphill,**  **When the funds are low and the debts are high,**  **And you want to smile, but you have to sigh,**  **When care is pressing you down a bit-**  **Rest if you must, but don't you quit.**  **Often the goal is nearer than**  **It seems to a faint and faltering man;**  **Often the struggler has given up**  **When he might have captured the victor's cup;**  **And he learned too late when the night came down,**  **How close he was to the golden crown** | | **Success is failure turned inside out –**  **The silver tint in the clouds of doubt,**  **And you never can tell how close you are,**  **It might be near when it seems afar;**  **So stick to the fight when you're hardest hit -**  **It's when things seem worst that you must not quit.**  Image result for being helped to the finishing line |

**Appendix C**

**Students’ Comments on the effect of GRIT posters during K-PREP Testing**

|  |  |
| --- | --- |
| *I looked at the Nick Vujicic poster to encourage me to finish the Reading multiple choice.*  Matt | *“When you think you’ve reached your limit, it’s not over yet. Keep on striving.”*  *I repeated it and it helped me by knowing I’m [gonna] finish before the timer goes off.*  Sammy |
| *I looked at the plant grit poster and it helped me because it had my grit comment on it.*  Jenn | *I thought about the cactus that if it can grow in the hot sun, I would not let one question stop me. I went on and came back to the question and knew the answer to it.*  Malik |
| *I couldn’t figure out the ERQ and I felt like giving up. Then I looked at the Michael Jordan poster about how he missed 9000 times and I felt confident.*  Malik | *I looked at the snail poster because I was going [slow], but then I saw that it finished and I found an answer.*  Omarion |
| *The faith poster helped me get through Math Part C. I saw Faith and thought “nothing’s impossible.”*  Alejandro | *I looked at the poster with the basketball player because even though he missed a lot of shots he never gave up. Even though I wanted to quit, I kept going.*  Nautyca |
| *I used the Michael Jordan poster because I only had 2 minutes left and I couldn’t leave blanks unless I would [of] got a zero on the good faith sheet. I just filled in the blanks.*  Makhiya | *I looked at the Michael Jordan poster after the math test. I was frustrated because I did not finish and I left blanks. When Dr. Best said we would lose points if we left blanks, that’s when I read the Gretzky’s comment, “You’ll miss 100% of the shots you don’t take.” It helped me to complete all the other tests.*  Lauren |
| *On Math part B, I was on the ERQ and I was getting tired and I was just going to give up and wing it, Then I looked up and read the poster that said, When you think you’ve reached your limit, it’s not over yet. Keep on striving.” That helped me to try harder and complete the test with no blanks.*  Jerimiah | *In Reading Part A, I looked at a poster in Ms. Hardin’s room about missing 100% of the shots you do not take. It made me think I can do 100 % every time.*  Janelle |

|  |
| --- |
| **Students’ Comments on the use of Career Cards** |
| **I want to be a nurse. For a nurse I have to be friendly, know about medicines and have self- control.**  Chloe |
| ***The career card made a big impact because I notice my grades have improved and I have the mindset to succeed.***  Sabrina |
| ***The cards are helping me. I am focusing more on my work. I am being respectful.***  Tyresha |
| **Students’ Comments on the Grit Project** |
| ***The grit project has helped me. I think of grit every day and when I do that, I come up with a different definition. Every day that helps me push my mind not to think inside the box but outside. If I am taking a test and it is difficult, I think, “You can do this. Don’t think negative.***  Olive |

|  |  |
| --- | --- |
| **Students’ Comments on the Inspirational Videos** | |
| **The Boy and the Butterfly** | **Faith the two-legged Dog** |
| ***This story relates to school because if a teacher would help a student too much then the student would never learn how to do things by himself so he can learn.***  Jeremiah | ***I see a dog walking on two legs. I feel that I could do anything. If a dog can make his back to be straight to walk on two legs, then I can get all A’s on my report card. The grit in this story is that this dog [have] effort and perseverance.***  Alexander |

**Appendix D**

**Links to Inspirational Materials**

1. **Videos**

Boy without eyes who sees with his ears.

<https://www.youtube.com/watch?v=AiBeLoB6CKE>

Ten famous blind people who changed the world.

<https://www.youtube.com/watch?v=1yRPfyS_LfA>

Faith the two-legged dog

<https://www.youtube.com/watch?v=7f1ovurzU2s>

Ballet Duet: She has one arm and he has one leg. <https://www.google.com/?gws_rd=ssl#q=one+arm+one+leg+ballet+dancers>

Mother and son without arms

<https://www.youtube.com/watch?v=rgB5XyqZoNc>

Woman with no arms has two black belts in Taekwondo, is a pilot, piano player and scuba diver.

<https://www.youtube.com/watch?v=b2IqpPSF9-U>

Kenyan woman with no arms looks after baby, washes and cooks

<https://www.youtube.com/watch?v=wvlSTbY2hI4>

Woman without arms is a dancer, model and body builder.

<https://www.youtube.com/watch?v=RoT0E5dE3yo>

Black NASCAR engineer who designs race cars with his feet

<http://www.theblaze.com/stories/2013/07/23/inspiring-story-of-how-an-engineer-with-no-arms-designs-nascar-vehicles/>

John Foppe, an international, inspirational speaker and writer was born with no hands.

<https://www.youtube.com/watch?v=JSnZJV7vmjY>

Scott Rigsby, the first double amputee to complete a the Hawaiian Ironman triathlon

<https://www.youtube.com/watch?v=B_l79fQsOtc>

Nick Vujiscic, an international, inspirational speaker and writer was born with no hands or feet.

<https://www.youtube.com/watch?v=6kxSrPD__BA>

Story of Helen Keller who was deaf, blind and mute and became an international inspiration

<http://www.wimp.com/helenkeller/>

Hunger and Poverty - Chicken A la Carte – A short film by Ferdinand Dimadura

<https://www.youtube.com/watch?v=XmUgjX_IiKE>

1. **Poems**

Still I Rise Poem by Maya Angelou **–**

[**http://www.poets.org/poetsorg/poem/still-i-rise**](http://www.poets.org/poetsorg/poem/still-i-rise)

If Rudyard Kipling (1910)

<http://www.drmardy.com/ifferisms/kipling.shtml>

Don’t You Quit (anonymous)

<http://www.usdreams.com/DontQuit172.html>

1. **Inspirational Songs**

Don’t Give Up – Bruno Mars on Sesame Street

<http://www.google.com/#q=youtube+don%27t+give+up+bruno+mars>

Dust Your Self Off – Nat King Cole and George Shearing

<https://www.youtube.com/watch?v=QqC5YtutWAU>

Accentuate the Positive

<https://www.youtube.com/watch?v=cwp-IvX8VM8>

1. **Ted Talks**

Carol Dweck on Mindset Theory

<http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en>

Angela Lee Duckworth on Grit

[https://www.**ted**.com/speakers/**angela**\_lee\_**duckworth**](https://www.ted.com/speakers/angela_lee_duckworth)

1. **Famous people who did not give up**

### [**But They Did Not Give Up**](http://www.uky.edu/~eushe2/Pajares/OnFailingG.html)

www.uky.edu/~eushe2/Pajares/OnFailingG.html

# **Inspirational speeches**

# Change Your Life with TWO Simple Words | Lisa Nichols

<https://www.youtube.com/watch?v=u-GvzU3HVUY>

# Why You Must Be Willing To Walk Alone To Achieve Your Dream | Lisa Nichols

<https://www.youtube.com/watch?v=mtiGilIS-g0>

# <https://www.youtube.com/watch?v=aL8Pg5T6fic>

**Lisa Nichols working with Teenagers – Negative and positive Self -Talk**

# <https://www.youtube.com/watch?v=Ti3-9g_QTq0>

# The Art of Action by Lisa Nichols

# <https://www.youtube.com/watch?v=b5jQti3W5Zs>

# Questions that Will Stir Your Soul

# <https://www.youtube.com/watch?v=JuKCwS8wmls>

# Quitters never win and winners never quit.

# Les Brown 50 Min Mind Set

# <https://www.youtube.com/watch?v=oA1irBhs44k>

# Les Brown - Fear Is False Evidence Appearing Real!

# <https://www.youtube.com/watch?v=aR7TE15o4mc>

# The world will give you exactly what you ask of it by Tony Robbins

# <https://www.youtube.com/watch?v=MVlgtsAggRc>

# What is your life’s MAP (Massive Action Plan).

# The difference between a Winner and a Loser - Tony Robbins

# <https://www.youtube.com/watch?v=VcuQuMwlpgI>

# The Power of Beliefs - Tony Robbins

# <https://www.youtube.com/watch?v=hEStIACmjNE>

# If you have enough leverage, you can inspire change in those who do not want to change.

**Appendix E**

**12- Item Grit Scale**

*Please respond to the following 12 items. Be honest – there are no right or wrong answers!*

1. I have overcome setbacks to conquer an important challenge.
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. New ideas and projects sometimes distract me from previous ones.\*
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. My interests change from year to year.\*
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. Setbacks don’t discourage me.
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. I have been obsessed with a certain idea or project for a short time but later lost interest.\*
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. I am a hard worker.
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. I often set a goal but later choose to pursue a different one.\*
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. I have difficulty maintaining my focus on projects that take more than a few months to complete.\*
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. I finish whatever I begin.
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. I have achieved a goal that took years of work.
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. I become interested in new pursuits every few months.\*
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

1. I am diligent.
   * + Very much like me
     + Mostly like me
     + Somewhat like me
     + Not much like me
     + Not like me at all

Scoring:

* 1. For questions 1, 4, 6, 9, 10 and 12 assign the following points:

5 = Very much like me

4 = Mostly like me

3 = Somewhat like me

2 = Not much like me

* + 1. = Not like me at all

* 1. For questions 2, 3, 5, 7, 8 and 11 assign the following points:
     1. = Very much like me
     2. = Mostly like me
     3. = Somewhat like me
     4. = Not much like me 5 = Not like me at all

Add up all the points and divide by 12. The maximum score on this scale is 5 (extremely gritty), and the lowest scale on this scale is 1 (not at all gritty).

Duckworth, A.L., Peterson, C., Matthews, M.D., & Kelly, D.R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 9*, 1087-1101.