

SAVE THE DATE!

WIN *Fest* '26

**MONDAY, FEBRUARY 16, 2026
JUNCTION CITY HIGH SCHOOL**

They Don't Care:
Apathy and Motivation

Erin Bohanan-
erinbohanan@usd475.org

Angela Pond-
angelapond@usd475.org

USD 475 STRATEGIC PLAN CONNECTION

- Goal 1: Equitably support the academic learning all students.
- Goal 2: Equitably address the social emotional needs of all students.
- Goal 3: Create opportunities to enhance family and community engagement in an equitable manner that allows for participation for all.
- Goal 4: Develop a plan to recruit, retain, and support high quality staff that reflects our community.



PROFESSIONAL EXPECTATIONS

C



Be respectful with conversations and talk time

H



Ask questions as they arise; please feel free to email or call us after the training

A



Build your skills as a professional

M



Take care of personal needs as they arise

P



Be open, honest, positive, have a growth mindset

Success



LEARNING TARGETS

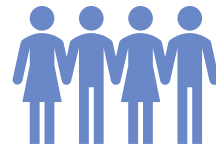


Universal Factors

Learn the Formula for Motivation.

Understand how to leverage the Formula for Motivation to increase engagement

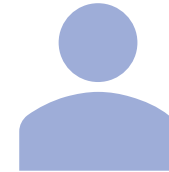
Apply STOIC as it pertains to apathy



Tier 2-Small group

Learn a process that will

- Name and define specific apathetic behaviors
- Help teachers identify procedural responses to apathetic misbehavior



Tier 3-Individual Student(s)

Learn how to use the Encyclopedia of Misbehaviors to create a plan for a student that is apathetic



A FEW THINGS ABOUT THIS PRESENTATION...

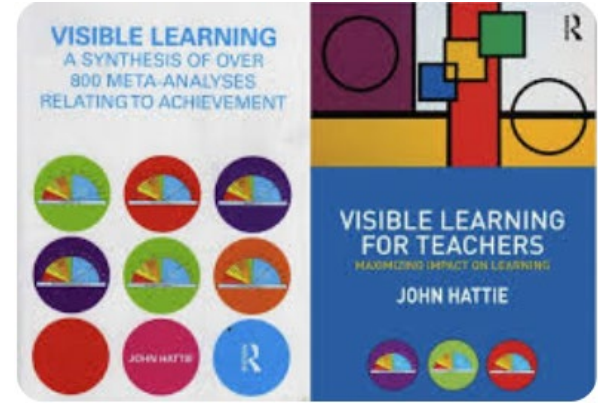
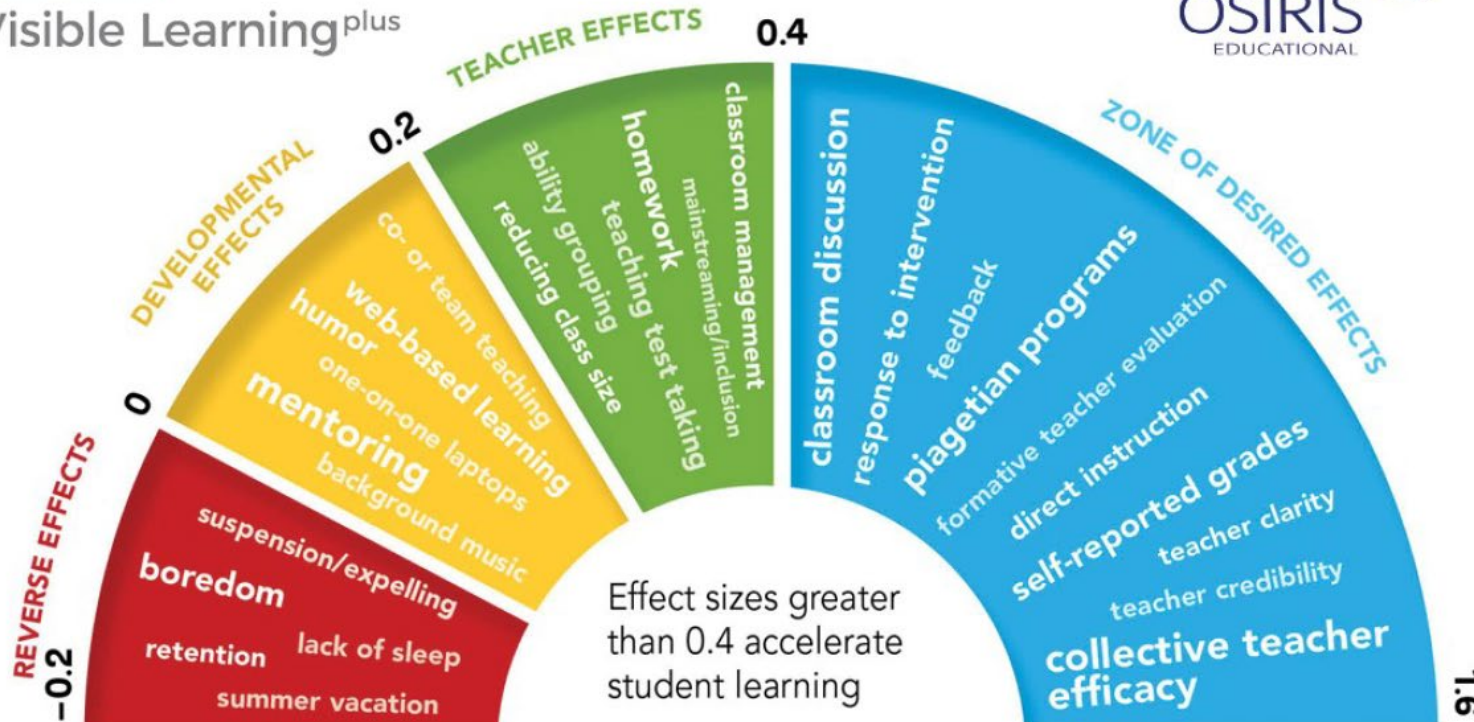
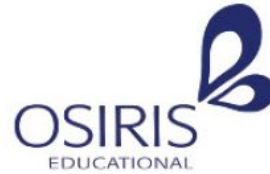


- Inspiration not duplication
- Write down good ideas
 - Purposeful Pause
 - Protect and Celebrate
- Behavior is a puzzle. There is not one way to set up your classroom, nor is there one way to approach behavior.
- Behavior can be changed.



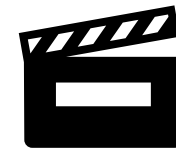
CORWIN

Visible Learning^{plus}

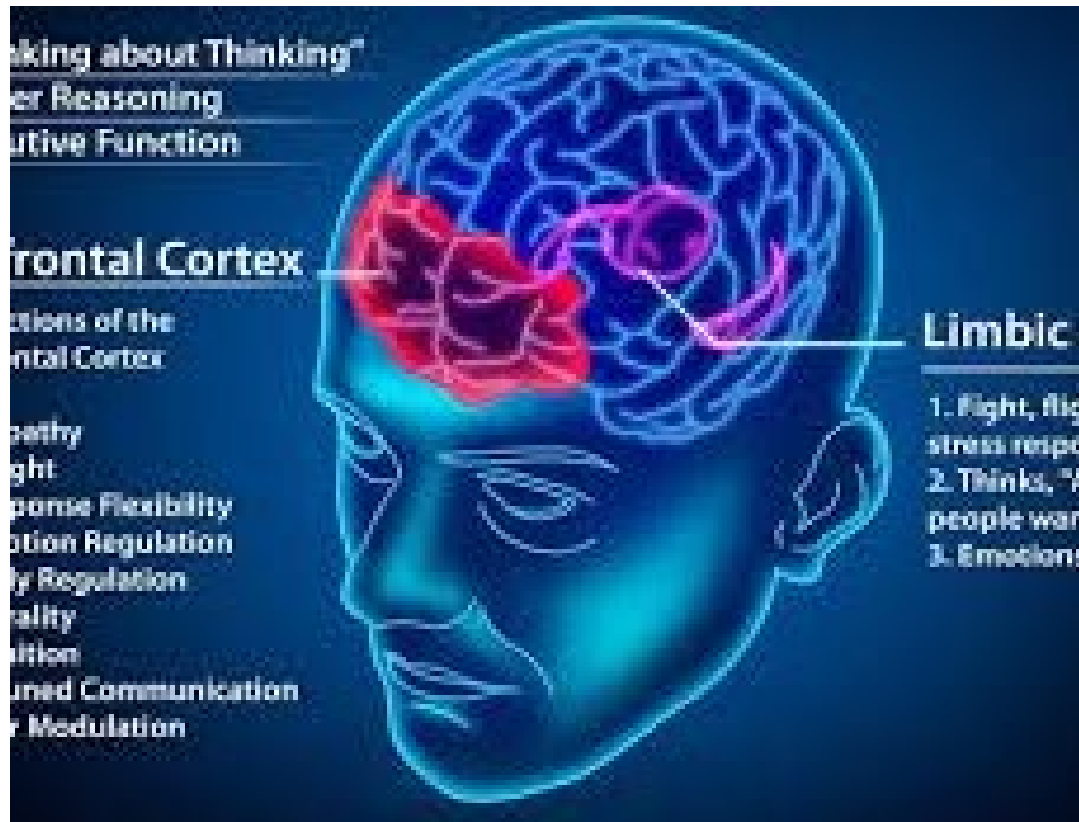


EFFECT SIZE

DEVELOPED BY JOHN HATTIE



BRAIN RESEARCH



Amygdala

- Fight-Flight-Freeze

Prefrontal Cortex

- Logic center
- Plays a key role in regulating behavior and emotions by helping people anticipate consequences and inhibit behaviors
- Fully develops in 20's



THE AMYGDALA

The Brain's Danger Sensor (And Why It Gets It Wrong Sometimes)

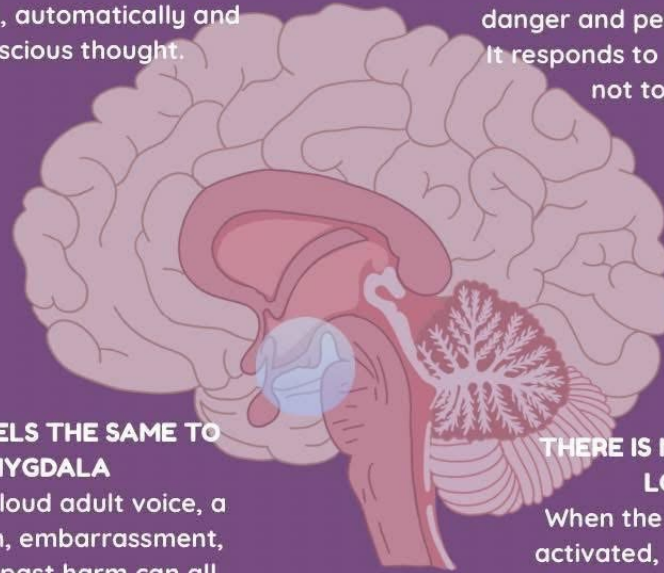
Your child's tiny but sometimes over-reactive alarm system

THE AMYGDALA IS THE BRAIN'S ALARM SYSTEM

Its job is to scan for danger and trigger a rapid response to keep us safe. It acts fast, automatically and without conscious thought.

IT DETECTS THREAT, NOT ACCURACY

The amygdala cannot tell the difference between real danger and perceived danger. It responds to feeling unsafe, not to facts.



ALL DANGER FEELS THE SAME TO THE AMYGDALA

A barking dog, a loud adult voice, a sudden transition, embarrassment, or a memory of past harm can all trigger the same alarm response.

THERE IS NO TIME FOR LOGIC

When the amygdala is activated, access to the thinking brain is reduced. Reasoning, consequences and explanations won't land in this moment.

THIS IS WHY BEHAVIOUR CHANGES SUDDENLY

Fight, flight, freeze or shutdown behaviours are not choices. They are survival responses driven by the nervous system. Regulation comes before learning. Safety, calm presence and co-regulation help switch the alarm off. Only then can the thinking brain come back online.



DEFINITIONS

Apathy

- Lack of interest, enthusiasm, or concern
- Apathetic students:
 - At worst: do nothing
 - At best: do enough to get by

Motivation

- Driving force that causes a student to take action

Engagement

- Observable behavior or evidence of motivation

Motivation is necessary for engagement, but successful engagement could lead to students feeling motivated in the future.

Our goal is for apathetic students to show an increase engagement



EXPECTANCY X VALUE = MOTIVATION



X



=



Expectancy Rate	X	Value Rate	=	Motivation
10	X	10	=	100
0	X	10	=	0
10	X	0	=	0



EXPECTANCY RATE

■ Student's belief on how successful they think they will be in the task/class

Factors that may influence expectancy rate:

- Previous experience with content
- Previous experience with school
- Relationship with the teacher



Hattie Effect Size:

Self-Efficacy- .71- belief in their ability to complete a task or complete a goal. See [video](#) explanation.

Prior ability- .98 Prior achievement- .59 Teacher estimate of ability- 1.29



WAYS TO INCREASE EXPECTANCY



Clear expectations (CHAMPS)



Goal setting



Consistency



Increase positive interactions



VALUE RATE

■ How valuable is the content to the student?

- Factors that influence value
 - How does it relate to their outside life?
 - How will it impact them in the future?
 - Relationship to the teacher



Hattie Effect Size:

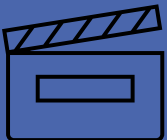
Relating high school achievement to university achievement- .60

Teacher/Student Relationships- .48

Teacher estimate of ability- 1.29



WAYS TO INCREASE VALUE



Connect to the students' current life



Connect to the students' future



Goal Setting



Consistency



Increase positive interactions



Hattie Effect Size: Strategy to integrate with prior knowledge- .93 Transfer strategies - .86 Challenging goals- .59



Structure

Teach

Observe

Interact
Positively

Correct
Fluently

S.T.O.I.C.

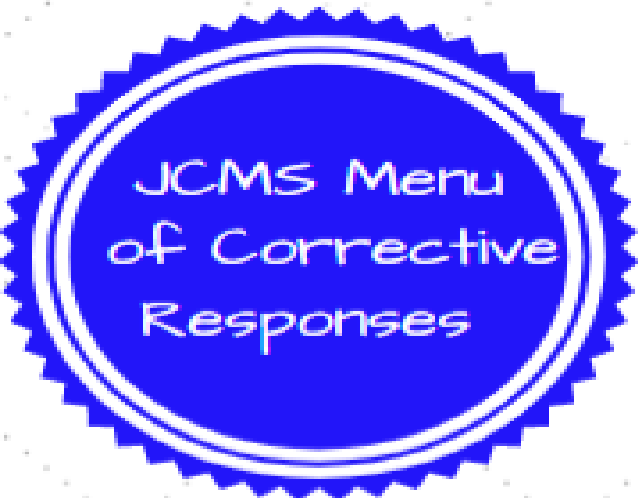


REINFORCING MOTIVATION USING S.T.O.I.C.

■ **Structure**

- Define appropriate behaviors that show motivation or engagement
- Determine form(s) of reinforcement
 - Random or planned
 - Class-wide or individual (Chapter 8 in CHAMPS, Chapter 7 in DSC)
- Plan for how to be consistent with schoolwide/team structures for correcting
 - Menu of Corrective responses





JCMS Menu of Corrective Responses

Nonverbal correction

- Give a respectful gesture or use body language to indicate that the behavior should stop.
- Finger to lips (without the accompanying "shhh")
- Hand signal to indicate "sit down".
- Subtle head shake to indicate no.

Gentle verbal reprimand

- Use short sentences. The expectation now is that you work quietly.
- Give in close proximity.
- State the expected behavior.
- Create the illusion of privacy.
- Think of it as a hit-and-run reprimand.

Planned ignoring

- Ignore all instances of a specific misbehavior.
- Keep ratio of positive interactions high for appropriate behavior.
- If the student's behavior escalates to a new behavior, do not ignore this new behavior.

Family contact

- Provide an objective description of the behavior.
- Ask the family to discuss the behavior with the students.
- Do not suggest that the family punish the child.
- Try to establish a family-school working relationship.

Planned discussion

- Talk with the student at a neutral time - after class or during independent work time.
- Discussion right after the misbehavior gives the student too much attention and power.
- Make sure the conversation is respectful.

Restitution

- Students repair damages they caused.
- The time or effort involved in the consequence should increase if the student repeats the misbehavior.
- If a student must clean up a mess, use only soap and water (no chemicals)

Positive practice

- This is a good on-the-spot correction and is effective for simple misbehavior such as running.
- Say "Go back and show me the right way to . . ."
- The correction should match the misbehavior.

Detention (classroom)

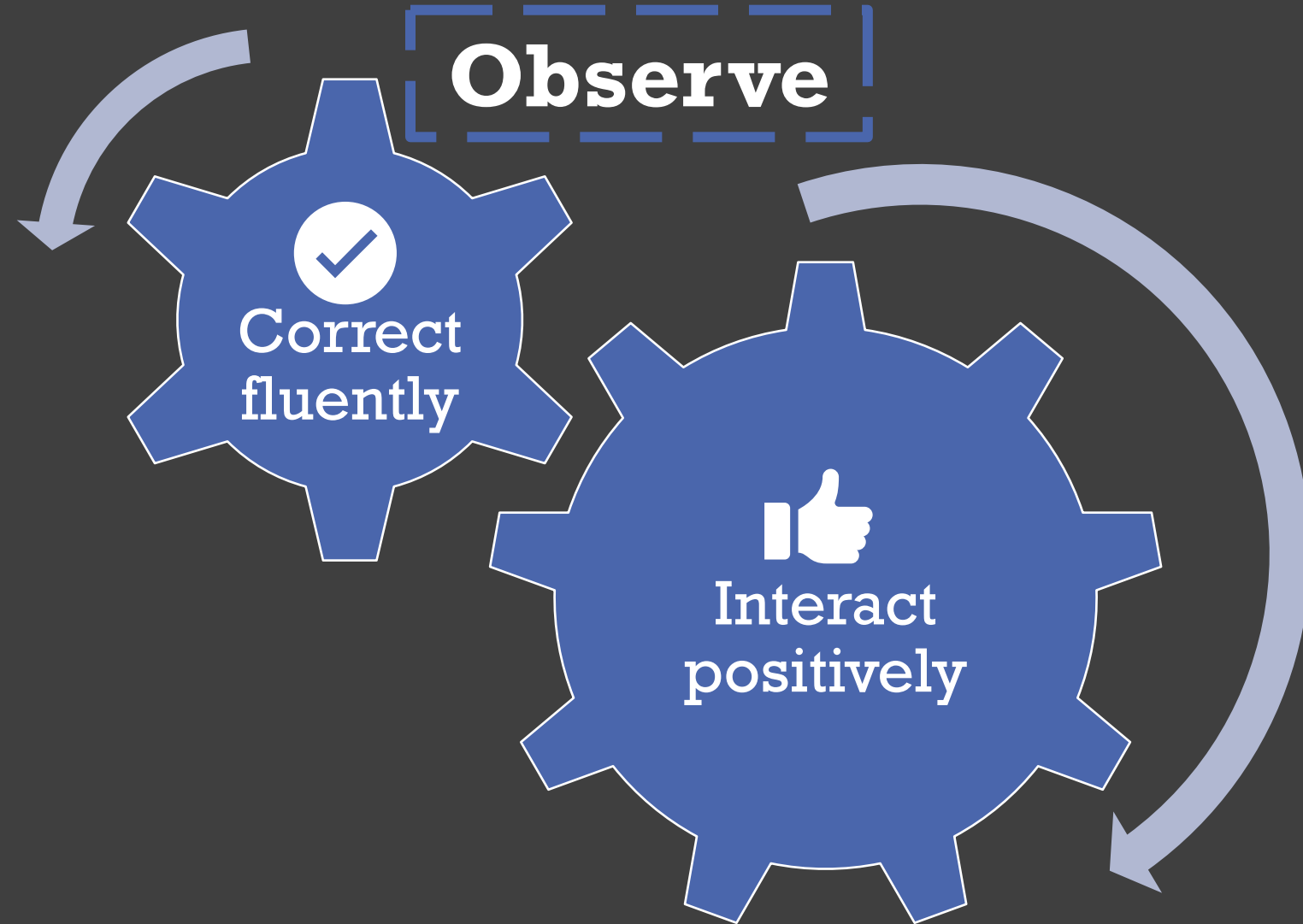
- Students spend a set time in the classroom (non-stimulating) setting either before school, after school, or during lunch.
- Student may work on academic tasks.
- Student should not have access to reinforcement.
- Collect data to determine whether the consequence is working to

**REINFORCING
MOTIVATION
USING S.T.O.I.C.**

- **Teach**
 - **Explicit Instruction**
 - Looks like/sounds like
 - Examples/nonexamples
 - **System of reinforcing and/or correcting**



REINFORCING APPROPRIATE BEHAVIOR USING S.T.O.I.C.



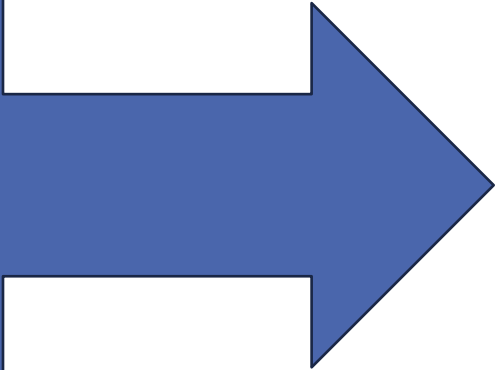
Reminder:

- Every interaction is either a deposit or a withdrawal.
- A positive interaction is \$1, a corrective is \$3.
- Withdrawals are necessary, just don't get overdrawn.



GOAL

80% of your students are following expectations for engagement



If meeting goal:

- Celebrate
- Continue Tier 1

If not:

- Look at the Motivation Formula
 - Increase expectancy rate
 - Increase value rate
- Review each part of STOIC



If the goal is 80%, what do
you do with the other 20%



LEARNING TARGETS

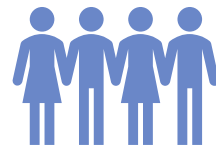


Tier 1-Classroom Factors

Learn the Formula for Motivation.

Understand how to leverage the Formula for Motivation to increase engagement

Apply STOIC as it pertains to apathy



Tier 2-Small group

Learn a process that will

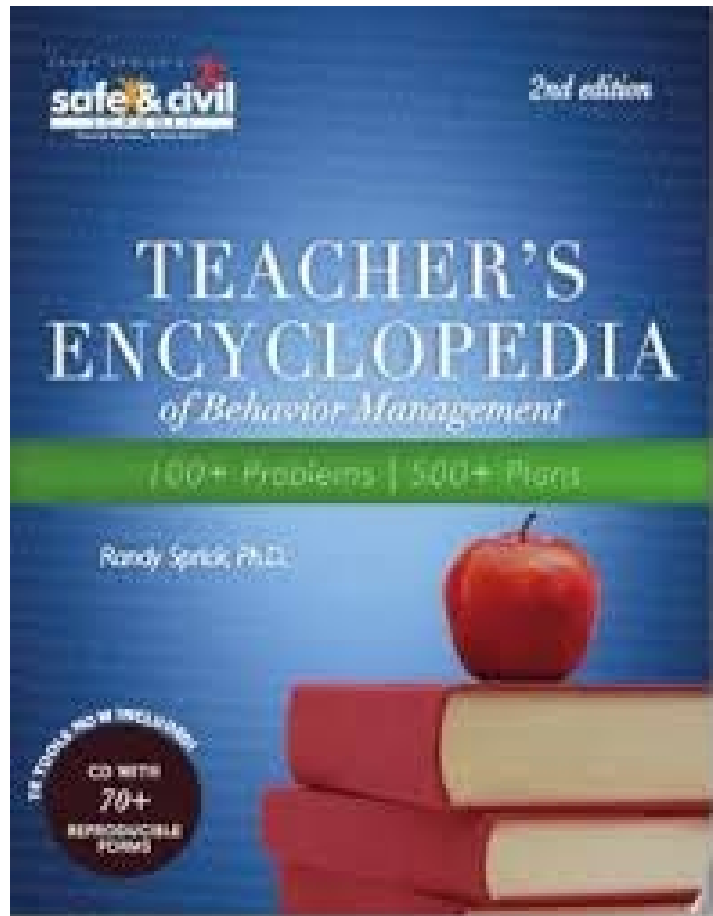
- Name and define specific behaviors included in apathy
- Help teachers identify procedural responses to apathetic misbehavior



Tier 3-Individual Student(s)

Learn how to use the Encyclopedia of Misbehaviors to create a plan for a student that is apathetic





TEACHER'S ENCYCLOPEDIA FOR BEHAVIOR MANAGEMENT

- Appendix C



STARTING WITH 15% (IT'S PROBABLY CLOSER TO 30%)

Tier 2 and 3

**In a class of 25
that would be 4
students (but
maybe more like
8 students)**



1. DEFINE THE PROBLEM BEHAVIORS

List anything the student does that you consider “not engaged”

- Think of your day chronologically
- Be specific when defining the behaviors

Ask yourself what the student does when you...

- Give instruction
- Give work time
- Give free time

Write 1 behavior on one post-it. We will use these post-its for a Jot Thought activity.





2A. SORT BEHAVIORS

Each person will say a behavior written on a post-it

After saying the behavior, put the post-it in the center of the table

As you place the behaviors in the center of the table, group similar behaviors together (ex. singing, making noises, blurting, talking when teacher is talking)

The group must reach consensus about the placement before the next behavior is said/placed

2B. CATEGORIZE THE PROBLEM BEHAVIORS

- Try to get your list to 2-5 categories
 - Name your categories

Unresponsive	Lacks responsibility	Not listening	Wasting time
Does not respond when spoken to	Assignments not turned in	Talking during instruction	Frequently out of seat wandering the room
Responds with a shoulder shrug or "I dunno"	Does not have materials	On computer during instruction	Asking to go places
			Sleeping



3. CREATE EXAMPLES AND NON-EXAMPLES OF PROBLEM BEHAVIORS

- Review behaviors of the student

Unresponsive:

Situation: The teacher says, “Good morning, Carly.”

Example of unresponsiveness:

- Carly walks by without comment or non-verbal interaction.
- Carly grunts as she walks by.
- Carly laughs but says nothing.

Examples of being responsive:

- Carly says “good morning”, “hey” or other greeting in a friendly or neutral voice.
- Carly nods or waves or smiles.



3. CREATE EXAMPLES AND NON-EXAMPLES OF PROBLEM BEHAVIORS

Not Prepared:

Situation: An assignment is due at the end of the class period and you have given your class work time to complete it.

Examples of not being prepared:

- Jack does not have his computer
- Jack cannot not access notes or other materials OR notes are incomplete or illegible
- Jack lacks focus to start

Examples of being prepared

- Jack brings materials to class
 - Computer
 - Notes
 - pencil
- Jack gets started within 3-5 seconds



3. CREATE EXAMPLES AND NON-EXAMPLES OF PROBLEM BEHAVIORS

Not listening

Situation: The teacher is providing whole group instruction.

Examples of not listening:

- Terry's back is to the teacher
- Terry is engaged in whatever is on his computer
- Terry is talking to peers

Examples of listening

- Terry has his eyes on the teacher
- Terry's body is still
- Terry is waiting for the correct opportunities to share with the teacher, class, or small group.



3. CREATE EXAMPLES AND NON-EXAMPLES OF PROBLEM BEHAVIORS

Wasting time

Situation: An 80% assignment is due at the end of the class period and you have given your class work time to complete it.

Examples of wasting time:

- Hudson asks to leave the room (break, nurse, office, bathroom)
- Hudson is playing on his computer/drawing/reading a book
- Hudson is talking

Examples of being productive:

- Hudson gets started before asking to leave the room
- Hudson has the correct materials in front of him AND is following the expectations for use
- Hudson is using “business talk”



4. IDENTIFY A PROCEDURAL RESPONSE FOR EACH CATEGORY

Procedural response: an established method

- Allows you to be consistent
- Allows students to know what comes next

Use the Menu of Corrective Responses

- Follow the steps in listed in the menu
- Talk with your team
- Find the right fit for you and the student



JCMS Menu of Corrective Responses

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- Student may work on academic tasks.
- Student should not have access to reinforcement.
- Collect data to determine whether the consequence is working to

Other resources for Corrective Responses

- Appendix D of Teacher's Encyclopedia
- Intervention Central



EXAMPLES OF PROCEDURAL RESPONSES



Unresponsive	Lacks responsibility	Not listening	Wasting time
Does not respond when spoken to	Assignments not turned in	Talking during instruction	Frequently out of seat wandering the room
Responds with a shoulder shrug or "I dunno"	Does not have materials	On computer during instruction	Asking to go places
			Sleeping
Response: Use nonverbal gesture	Response: Precision Request	Response: Proximity	Response: Precision request



5. TEACH THE STUDENTS YOUR PLAN

Decide which students need this information

- Whole class
- Small group
- Individual

Be explicit with

- Categories
- Examples/nonexamples
- How you plan to respond



6. TAKE TIME TO CHECK IN ON YOURSELF

Are you being consistent?

Is it working?

How is your relationship with the student?

Do you need to collect data?

This should work with 15% that did not respond to your tier 1 strategies



FOR STUDENTS WHO DO NOT RESPOND TO THE INTERVENTIONS IN SLIDES 1-41...

The “meat” of the Teacher’s Encyclopedia of Behavior Management

1. Select the behavior (Apathetic is on page 52)
 - You may have to do some searching to find the correct behavior
 - Read the Description/Goal and General Considerations
 - Utilize the Associated or Alternative Problems
2. Read the “Ask yourself..” questions
3. Select a plan that best matches your student
 - Use the plan creatively and flexibly
 - General rule is to use the least intrusive plan as possible
4. Prepare and implement the plan (pages 4-5)



Frontline/Professional Development Credit

- Ensure that you have registered for February 16th District Professional Development in the Frontline District Catalog.
- Be sure to mark the activity complete within 30 days to receive credit. The exit survey will serve as the Knowledge Evaluation and be given during your building's "sunset" meeting.

Thank you for attending

Apathy and Motivation

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