

ATTRIBUTION REPHRASING

CHAPTER 6: SUCCESS

If you find that you are not responding to student performance in the most motivating way after self-evaluation or use of the Attribution Checklist, consider how you can rephrase your statements to students. We've used statements from Figure 6.2 in the book as examples.

| Instead of saying: | Say: |
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| "Way to go, you're a regular genius at this!" | "Way to go, you worked really hard today!" |
| "Maybe you should think about taking the regular section instead of honors, you just don't seem to be a math person." | "You may find math challenging in the honors section, but it will get easier if you work hard and ask for help when you need to. I am here for you." |
| "Don't feel bad, the test was really hard." | "If you study more and practice regularly I am sure you will do better next time." Or "At this level, class is getting more challenging, but you can handle it. You just have to work harder and use the study strategies we've talked about in class." |
| "Those of you who had Mrs. X for algebra can do this; the rest of you cannot." | "If this topic is new to you, you'll have to work harder to catch up. Here are some work sheets to get you up to speed." Or "If you did your work in algebra, you are off to a good start, if you did not work as hard as you should have, you may have to put in more effort now to catch up." |
| "I'll help you." | "You seem to have a good handle on this, but I'm here if you need help in any way." |
| "You have the entire class period to work on the test. Good luck!" | "You have the entire class period to work on the test. Take your time and use what we have learned in class, and you will do fine." |
| "It's your lucky day; you got a perfect score on the quiz!" | "Great work – you must have studied hard; you got a perfect score on the quiz!" |

<http://www.niu.edu/eteams>

A companion website for *Enhancing Adolescents' Motivation for Science*, Shumow & Schmidt, 2013