### **Six Sources of Influence Strategy Students Matrix**

For the **hybrid learning** model to be successful, students must take an active and responsible role in their learning. The **student matrix** has been designed to promote key behaviors such as **autonomy, engagement**, and **collaboration**. Through the **six sources of influence**, this matrix outlines the necessary actions to ensure that students achieve their reading and writing goals, fostering an **autonomous** and **dynamic** learning environment.

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| **SIX SOURCES OF INFLUENCE STRATEGY MATRIX** | | | |
| **Vital Behavior:** That second-grade students actively participate in the hybrid learning station model, taking autonomy and responsibility for their tasks to achieve their reading and writing goals. | | | |
| * 1. **PERSONAL MOTIVATION** | | * 1. **PERSONAL ABILITY** | |
| **Objective:** Inspire students to find personal relevance and value in each learning station, fostering intrinsic motivation and a sense of purpose. | | **Objective:** Equip students with the skills and confidence they need to work independently and navigate each learning station effectively. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Do students enjoy working in hybrid stations, or do they feel bored or frustrated?  Do they find meaning in what they are doing?  Can they see how this learning connects to their life, interests, or goals? | Connect station themes to students' interests (e.g., animal stories, interactive games, digital storytelling).  Offer voice and choice: allow them to choose the order or content of some stations.  Present each station as a challenge or mission to awaken curiosity and pride.  Incorporate short reflections where students connect their effort to personal goals or reading progress. | Do students have the necessary skills to rotate independently and manage each station?  Can they use the digital tools, follow instructions, and complete tasks without constant support? | Model and practice each station routine explicitly before expecting autonomy.  Use visual guides and checklists to support independence.  Provide visual supports and scaffolding, such as rubrics or sentence starters.  Offer guided feedback and celebrate small achievements to build confidence. |
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| * 1. **SOCIAL MOTIVATION** | | * 1. **SOCIAL ABILITY** | |
| **Objective:** Leverage peer influence and create a collaborative classroom environment that motivates students to stay engaged and responsible for their learning. | | **Objective:** Provide social structures that enable students to seek help and collaborate effectively with their peers and teachers. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Do peers encourage on-task behavior during stations?  Do students with more skills help others establish positive routines?  Is there a classroom culture that values teamwork and responsibility? | Pair students for peer tutoring and collaborative tasks.  Celebrate “station leaders” who model focus or kindness.  Hold class meetings to reflect on what it means to collaborate well in stations.  Share success stories where peer support made a difference. | Do students get timely help from teachers or peers when they struggle?  Are there safe ways for students to ask for help during stations? | Assign a peer helper or “tech buddy” at each station.  Use non-verbal signals (e.g., a help cup or light) for students to ask for help without interrupting.  Rotate a teacher conference station so each child receives regular targeted support.  Foster an environment where mistakes are seen as opportunities for learning. |
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| * 1. **STRUCTURAL MOTIVATION** | | * 1. **STRUCTURAL ABILITY** | |
| Objective: Create an environment where positive reinforcement and rewards are aligned with effort, progress, and intrinsic motivation, encouraging sustained participation. | | **Objective:** Design the physical and digital learning environment to support independent work and enable smooth transitions between stations, fostering a sense of autonomy. | |
| Questions to ask | Strategies | Questions to ask | Strategies |
| Are there meaningful rewards for fully participating in the stations?  Do celebrations and incentives encourage effort and progress? | Use digital badges, positive notes home, or extra time in favorite activities as rewards.  Allow students to track their progress and set weekly goals.  Publicly recognize effort with achievement boards or special mentions.  Ensure that rewards value progress and dedication, not just “perfect results. | Does the classroom design and the available tools facilitate easy station rotation and independent access?  Are materials organized and visible to encourage autonomy?  Are digital tools ready and functional? | Design stations that are accessible, well-signposted, and organized with materials.  Use color coding, pictograms, or clear visual instructions at each station.  Prepare devices and platforms with the necessary apps and logins in advance.  Use timers or soft signals (visual or auditory) to help maintain the pace in each rotation. |

References

**Patterson, K., Grenny, J., Maxfield, D., McMillan, R., & Switzler, A.** (2013). Influencer: The new science of leading change (2nd ed.). McGraw-Hill Education.