


Strategies and Resources for Addressing Motivational Challenges

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Tier 1: Class-wide Considerations		
	Strategies	Resources
Learning Environment	<ul style="list-style-type: none"> • Arrange desks to allow for group & independent seating. • Adjust lighting & avoid glares. Consider bringing lamps if fluorescent bulbs bother students. • Adjust the temperature of the room. • Ensure that audio-visuals for whole group instruction are able to be seen &/or heard in all areas of the classroom. • Keep charts & bulletin boards current. • Post student work. • Clearly define areas that are student accessible & those that are off-limits to students. • Post illustrated procedure charts in areas of the room that are designed for specific learning activities such as computer stations, listening centers, or a classroom library corner. • Place materials & supplies that are not in use out of sight in cabinets or arranged neatly on shelves. • Keep the classroom neat & organized. • Provide designated areas for students to store personal items. • Make the classroom attractive with content specific items & illustrations. • Keep traffic patterns clear & uncluttered. • Provide adequate personal space around desks. • Provide a designated area for calming down if upset. 	<div style="text-align: center;"> <p>THE #1 SCHOOL IN THE UNIVERSE</p> <p>(Pike, Mumper, & Fiske, 2000)</p> </div> <div style="text-align: center;"> <p>WE THINK OUR CLASSROOM SHOULD. . .</p> <p>(Pike, Mumper, & Fiske, 2000)</p> </div>

<p>State of the Learners</p>	<ul style="list-style-type: none"> • <i>Check the level of alertness of the class.</i> • <u>If the group is sleepy or bored, engage in a 1-2 minute brain break activity</u> such as stretching, performing a group cheer, or playing a quick game of teacher led <i>Simon Says</i>. • <u>If the group is excessively talkative, active physically, or agitated engage in a brief activity that will help them focus</u> such as a) setting a timer & instructing them to turn & talk to a partner about the instructional topic; b) play <i>Silent Speedball</i>; c) divide the class into teams, ask questions about the instructional topic, require the students on each team identified as the ones who will answer the question to balance a white board eraser on their heads and walk quickly to a designated area before answering the question; or d) play vocabulary Bingo with vocabulary from the lesson. • <u>After lunch or recess:</u> Try using songs. Begin with songs that are fast & rhythmic. Move to songs that are slow & soothing. Use CDs if a teacher-directed sing along is not a personally satisfactory option. A quick game of teacher-directed <i>Simon Says</i> or <i>Silent Speedball</i> can also be effective. • <u>During a lesson:</u> Try giving students 2 minutes to turn & talk to a shoulder partner about the content, move to an academically focused game on the same content (Bingo, Jeopardy, 20 Questions), change the pace &/or the materials being used to increase the appeal of the task, or make a game of either beating the clock (completing a task before a specified time limit) or beating the teacher (having students earn points for a targeted behavior & having the teacher earn points when students fail to exhibit the behavior. 	<p>Creating a Positive Classroom Climate, Penn State University http://www.personal.psu.edu/scs15/idweb/positiveclimate.htm</p> <p>Positive Classroom Climate, University of Delaware Center for Teaching & Learning http://cte.udel.edu/publications/handbook-graduate-assistants/getting-started/positive-classroom-climate.html</p> <p>A Positive Classroom Climate/Environment for Learning, U. S. Department of State http://www.state.gov/m/a/os/44871.htm</p> <p>Creating a Climate for Learning, Effective Classroom Management Techniques (Includes a self-assessment to determine your classroom management style!) http://www.educationworld.com/a_curr/curr155.shtml</p>
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	<ul style="list-style-type: none"> • <u>Keep fruit, crackers, or a light snack</u> of some type available or allow students to bring a healthy snack for eating during a teacher-specified period if lunch schedules are unusually early and afternoon hunger is a problem or if lunch schedules are unusually late & many of the students do not eat a sufficient breakfast. 	
<p>Beliefs about Learning</p>	<ul style="list-style-type: none"> • <u>Greet students warmly</u> when they enter the room. • <u>Include posters & other items</u> in the classroom that reflect the cultural backgrounds of students. • <u>Engage students in a discussion of grading & disciplining practices</u> to clarify any points that students have expressed as a concern. Include processes in the grading & disciplining policies that allow students to reflect, make corrections, and recover from errors. <i>Examples:</i> Make provisions in the grading policy for students to redo some assignments or turn in work late—even if a small point penalty is imposed. Examine responses to undesired behaviors. Impose logical consequences such as requiring students to complete work during lunch when misbehavior interfered with work completion. Make provisions in the discipline policy for students to earn back privileges for exemplary behavior. • <u>Provide policies for grading & disciplining in writing</u> to students and parents. • <u>Be consistent</u> in enforcing grading & disciplining policies. • <u>Engage students in a discussion of Expectations:</u> Expectations are the values that define the culture of the classroom such as respect, trustworthiness, or being prepared. Require students to describe behaviors that reflect each expectation. When 	<div data-bbox="1297 435 1654 854"> <p>☆ Student of the Week ☆</p> </div> <p data-bbox="1667 488 1780 602">Establish clearly defined criteria.</p> <p data-bbox="1667 651 1829 732">All who meet criteria earn recognition.</p> <div data-bbox="1297 959 1654 1378"> <p>Turn Around Student of the Week</p> </div> <p data-bbox="1667 971 1871 1133">Recognize successive approximations!</p> 

students are demonstrating one of the expectations like respect ask them to rate themselves from 1-5. Talk briefly about how they knew they were being respectful. At other times when they are not demonstrating respect ask them to self-evaluate. Do not challenge a student who is being untruthful. Praise those who are truthful & ask how they can “fix” their behavior. Thank them for their thoughtfulness, ask if they are ready to try again, & resume instruction. This can be more effective over time than external rewards.

- Engage students in discussions about what they want to know relative to state standards. Often the questions & interests posed by students can be integrated with state & district required curriculum.
- Plan lessons that utilize students’ interests & experiences to teach state & district required content. For example: The textbook might include photographs of hot air balloons to illustrate the physical properties of unevenly heated air. Most students have never ridden in a hot air balloon & some have never even seen one. Ask them instead if they have ever been in shower & been surprised or even frightened when the shower curtain began to move toward them after the warm water began to flow.
- Teach pre-requisite social skills & procedures for collaborative group work.
- Structure the introduction of collaborative group work to maximize success by developing with students a rubric for evaluating team work, beginning with 2 person teams & brief, easily completed tasks, providing frequent feedback on students’ behaviors during these activities, &



Concept Graphic Organizer

Respect

Concept

To show concern or consideration: Behaviors that help people feel calmer, safer, friendlier, and more cooperative

Definition & Critical Attributes

Listen during lessons
Hold the door open
Ask before touching things that belong to others

Examples

Grab materials
Call people names
Make noises during lessons

Non-examples

gradually increasing the complexity of the learning task as well as the number of students in a group as students master expected behaviors for group work.

- Engage in differentiated learning strategies to maximize student success. Strive to ensure 80% & above success rates daily for each student, regardless of his/her achievement level status.



Quality Teamwork

- **Ready on time**
- **Listen during lesson**
- **Work quietly**
- **Complete work**
- **Clean area**

	0	1	2	3
No one ready	A few ready	Most ready	All ready	
No one listening	A few listening	Most listening	All listening	
No one on task	A few on task	Most on task	All on task & quiet	
No one done	A few done	Most done	All work done	
Area messy	A few in place	Most in place	All in place	

Beliefs about Self as Learner

- Post rules & expectations with illustrations.
- Pair written & oral directions rather than relying on one or the other.
- Engage students in a discussion of the relevance of content to their lives outside of school, present goals, & future dreams.
- Analyze times of the day that are more difficult for students. Make adjustments in how directions are given, transitions are structured, or the tasks themselves to help facilitate student acquisition of the necessary skills for success.
- Teach students to establish goals, collect data, celebrate their successes, analyze the data to determine their needs, & self-monitor.
- Engage students in the completion of consensograms at the beginning and ending of selected units of study. Debrief after each posting of students' self-reports.
- Teach students about Gardner's 8 Intelligences, learning styles, and/or disabilities. Develop a "Phone a Friend" or "In-House Coach" bulletin board that illustrates students' strengths.

My Success Plan for Grading Period ____

Name _____ Subject _____

Topics to be learned: _____

Things I do well: _____ Things I need to improve: _____

My plan for improvement: _____

Data I will keep to monitor my progress: _____ My success goal: _____

Student Signature

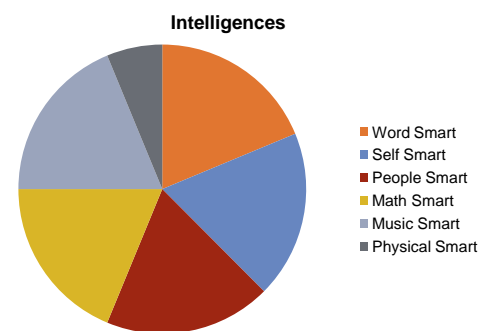
Parent Signature



Teach students to set personal goals, collect data, self-monitor, & celebrate their own successes!

- Make a “We’re 100% Smart” bulletin board (Rief & Heimburge, 1996) to celebrate the diversity of students’ strengths as learners.
- Require each student to keep a portfolio that includes their best work, items that are in development, & pieces that were not their best—but illustrate how much they have grown.

WE’RE 100% SMART! (RIEF & HEIMBURGE, 1996)



The Learning Task

Planning

- Design lesson plans that meet the needs of all students through differentiation of input options, output options, materials used, & formative assessment processes.
- Adjust the length of time students are engaged in one task to meet the needs of the age & developmental levels of the students.
- Use engaging materials, game-like learning activities, timed tasks, artifacts, &/or unexpected high interest strategies such as dressing like a character or historical figure.

Teaching

- Construct an overview of a unit plan with students.
- Post the learning objective for the day & how the students will know if they mastered the objective in a prominent place in the classroom.
- Identify how the current objective fits into the overall unit plan before beginning the lesson.
- Establish clearly defined routines for attaining students’ attention, distributing materials, & the use

Procedures ➔ **Routines**

CHAMPS	ACHIEVE
Conversation	Activity
Help	Conversation
Activity	Help
Movement	Integrity
Participation	Effort
Success for All!	Value
(Sprick, 2006) pp. 93-94)	Efficiency










	<p>of materials during guided or teacher-modeled portions of lessons & collaborative group work.</p> <ul style="list-style-type: none"> • <u>Identify how the content of the lesson will be useful to the student & how the completion of the learning task will be important to the student.</u> • <u>Adjust the pace of the lesson, the task, the audio-visual supports, &/or the materials students use as the lesson progresses if students' behaviors indicate the need.</u> 									
<p>Beliefs about the Learning Task</p>	<ul style="list-style-type: none"> • <u>Check-in with students regarding their beliefs</u> about a particular content area or task by using one of the following strategies: a) thumbs up, thumbs down responses to questions, b) survey, c) consensogram, or d) 4 corners options (Put options for learning tasks in each of the corners of the classroom. Instruct each student to move to the corner that represents his/her preference. • <u>Develop cheers</u> for content areas or tasks or select songs with positive messages. Engage students in cheers before beginning the tasks or play the portion of the song that is appropriate for the moment such as “We are the champions. We are the champions.” • <u>Teach students to reframe negative beliefs.</u> Instead of telling themselves that they hate a particular subject, for example, teach them to say “This isn’t my favorite subject, but I can do it if I listen & work.” • <u>For younger students:</u> Instruct the students to trace their hands on the front of their folders or notebooks. Tell them to write one positive statement about themselves &/or the content area on each finger of their hand. • <u>Display inspirational sayings & posters.</u> Provide an area where students can add positive statements of their own. 	<div data-bbox="1312 581 1507 604" data-label="Section-Header"> <p>CONSENSOGRAM</p> </div> <div data-bbox="1312 630 1705 704" data-label="Text"> <p><i>Place a red dot on the chart in the spot that best represents your present level of mastery in motivating reluctant learners.</i></p> </div> <div data-bbox="1312 727 1852 922" data-label="Figure"> <p>The consensogram chart shows three vertical lines representing levels of mastery: Novice, Average, and Expert. Red dots are placed on the lines to indicate mastery levels for different individuals. The dots are positioned as follows: Novice (two dots), Average (two dots), and Expert (one dot).</p> </div> <div data-bbox="1312 1036 1516 1221" data-label="Text"> <p>Individualize recognition of success while maintaining a group focus!</p> </div> <div data-bbox="1339 1247 1474 1393" data-label="Image"> </div> <div data-bbox="1570 997 1843 1029" data-label="Section-Header"> <p>Reach That Goal!</p> </div> <div data-bbox="1537 1052 1885 1367" data-label="Table"> <table border="1"> <tr> <td>Joe Completed all assignments.</td> <td>Mike On task during group project.</td> </tr> <tr> <td>Alonzo Completed homework.</td> <td>Alonzo Ignored other's rude comments.</td> </tr> <tr> <td>Mike Accepted praise.</td> <td>Sam Accepted help.</td> </tr> <tr> <td>Alonzo Helped resolve a conflict.</td> <td>Joe Used words to express anger.</td> </tr> </table> </div> <div data-bbox="1528 1383 1885 1448" data-label="Image"> </div>	Joe Completed all assignments.	Mike On task during group project.	Alonzo Completed homework.	Alonzo Ignored other's rude comments.	Mike Accepted praise.	Sam Accepted help.	Alonzo Helped resolve a conflict.	Joe Used words to express anger.
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- Develop rubrics for self-evaluation purposes. Engage the students in the development of the rubrics. Provide samples of work at different levels of mastery. Require students to score their own papers before turning them in.
- Token Economies: Some groups respond well to a token economy used at the beginning of the school year to get students' attention. With a token economy the teacher awards points, play money, or some other item when students complete tasks & comply with class rules. Students exchange the tokens for a variety of tangible items, activities, & privileges on a predetermined schedule. This process can be gradually faded by slowly extending the time between opportunities to exchange tokens, pairing the awarding of tokens with specific praise, and slowly decreasing the frequency of token distribution.
- Pair food, mystery motivators, humor, &/or other highly desirable items, activities, or events with lessons &/or targeted behaviors. *Examples:* Plan math &/or science lessons that include measuring, weighing, experimenting with or sorting & graphing food items. Allow students to eat the food items when the lesson is complete. If food is relevant to a lesson on a diverse culture, bring some for students to sample. Include music that represents diverse cultures in lessons. Two teachers decided to encourage students to come to school on time by staging hip hop performances for their combined classes. The teachers were not trained or skilled, but put on quite a show complete with props. Students from other classes even started coming to school on time just to see them.

Pre-teach the steps students should take when they are upset.

Do not wait until a problem arises to try to instruct students who are upset.

Using Self-Control

1. Stop and count.
1...2...3...4...5...

2. Think of how you feel.
   
3. Think of choices:
a. Walk away. 
b. Relax. 
c. Say how you feel. 
4. Do your best choice 

Sample Classroom Menu

25 Points	50 Points	75 Points	100 Points
Miniature candy bar	Pretzels	Peanuts	Dill pickle
Water bottle	Ice for water	Juice	Generic soda
Pencil	Media Center Pass	Homework Pass	"Specials" Pass (Music, Art, P.E.)
Eraser	Choose an Activity (5 min.)	Choose an Activity (10 min.)	Eat with another class
School Spirit sticker	Care for Class Pet (1 week)	Help teacher in another class	Listen to music while working
Colored paper	Pen or Marker	Bonus Points Coupon	Office assistant

Tier 2: Targeted Groups

Any of the strategies suggested for individual students would be appropriate for targeted subgroups within a classroom. Some teachers have found it useful to partner individuals who are having similar behavioral &/or academic challenges and encourage them to work together toward a goal. One teacher actually had a meeting with the 6 boys in the classroom who were experiencing the highest frequency of behavior and learning problems. She told them that they were a secret and select group. The added appeal of having a secret team name and purpose was highly motivational for this group.

Tier 3: Individual Students

Individual students who are experiencing significant challenges with motivation may have undiagnosed learning, emotional, or health problems that are contributing to an inability to perform. Conduct a Functional Behavior Assessment and analyze error patterns in work samples for possible clues to motivation deficits. The following tools could be useful in the analysis of the sources of the students difficulties and in developing interventions:

- Florida Positive Behavior Support www.flpbs.fmhi.usf.edu
- Kidtools & Kidskills: **Free** downloadable formats for generating individualized behavior plans and individualized learning strategies <http://kidtools.missouri.edu>
- Forced Choice Reinforcement Menu (Gable, 1991 adapted from Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. *Teaching Exceptional Children*, 2:3, 143-149.)
- Intensive Individual Instructional Contingency Analysis (Rockwell, 2002)

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