



Motivation Strategies

iCHAMPS
Module 6





Motivation Strategies

Motivation strategies are specific and appropriate reinforcements that increase student engagement and motivation.





Training Objectives

By the end of this training you will...

- Learn the 3 factors of motivation:
 - Repeated behaviors indicates motivation
 - Motivation is a mix of internal and external factors
 - Motivation is a function of expectation by value
- Determine effective strategies to increase student motivation
- Discuss a case study with the 4-step problem solving process to implement a class-wide motivation system





What determines motivation?

Repeated behaviors demonstrate motivation

The behavior is reinforcing at some level, even if it is not clear or logical to others.



Behavior Serves a Function

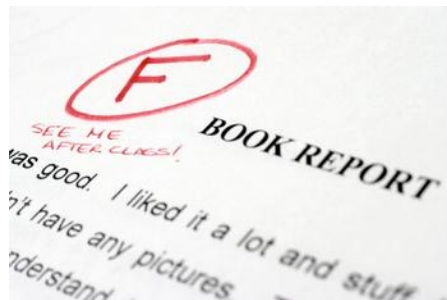
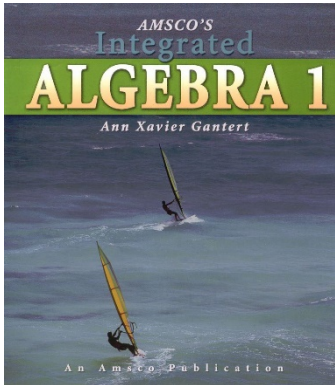
To GET Something:

- Preferred tangible (a thing)
- Attention
- Preferred person
- Preferred activity



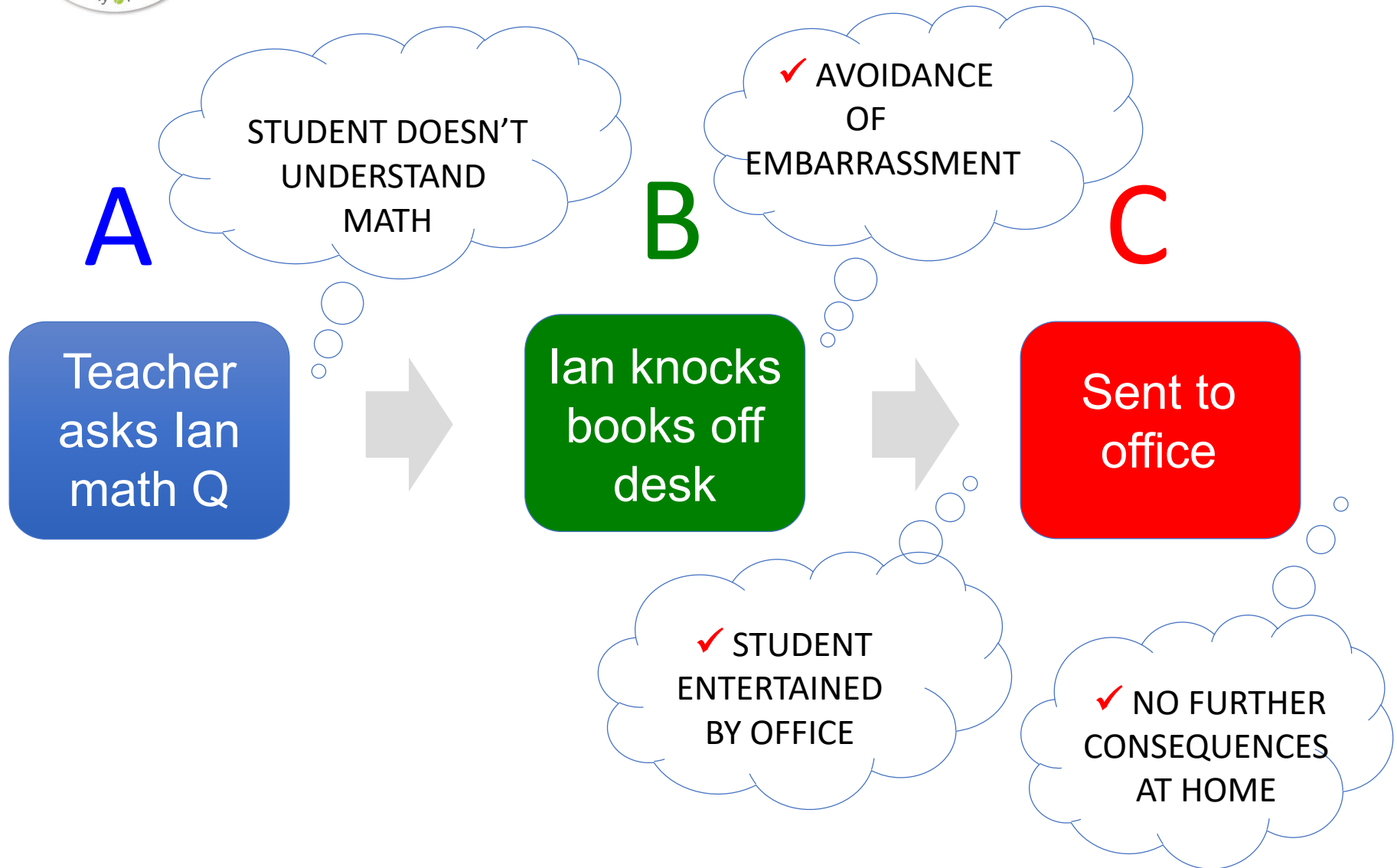
Behavior Serves a Function

To AVOID Something:



- Unwanted attention
- Undesirable person
- Undesirable task
- Undesirable tangible (thing)

Behavior Serves a Function



What determines motivation?

Motivation is a mix of
intrinsic and extrinsic factors

(internal)

- enjoyment
- pride
- satisfaction
- success

(external)

- money
- good grades
- stickers
- activities



What we know about rewards...

Extrinsic rewards are most effective:

- To build new skills, sustain weak skills, or maintain desired skills for specific, challenging behavior
- Are gradually faded over time

Duplicated research shows *“there is no evidence for detrimental effects of external rewards on measures of intrinsic motivation”*

-Cameron, Banko & Pierce, 2001





Aren't rewards just bribery?

Rewards are reinforcement for demonstrating positive behaviors that will benefit the student now and in the future.

VS...

Bribery is rewarding someone for an alteration in behavior for the benefit of the briber



Premack Principle:

The reward must come ***after*** the demonstration of the behavior:
“If you finish your math sheet, then you can listen to music”



What determines motivation?

Motivation is a function of
the **expectation of success** and
the **value of the reward**

EXPECTATION: *“Do I have the ability to succeed at this?”*

VALUE: *“How much do I care if I succeed at this?”*





Motivation formulas

I really want to succeed
I have the ability to succeed

= 100%
= 100%

Motivation = 100%

I don't care if I succeed
I have the ability to succeed

= 0%
= 100%

Motivation = 50%

I really want to succeed
I don't have the ability to succeed

= 100%
= 0%

Motivation = 50%

I don't care if I succeed
I don't have the ability to succeed

= 0%
= 0%

Motivation = 0%



Increasing motivation

Build positive relationships with students, both individually and class-wide; *most importantly with high risk students*

- ✓ Teacher **enthusiasm**
- ✓ **Non-contingent reinforcement** – showing value and interest “just because” – such as kindly greeting students by name
- ✓ **Contingent reinforcement** – for displaying a specific desired behavior you want repeated
- ✓ Positive and accurate **feedback**
- ✓ Intermittent and meaningful **celebrations**
- ✓ **3:1 ratio** of positive interactions to negative interactions





Enthusiasm

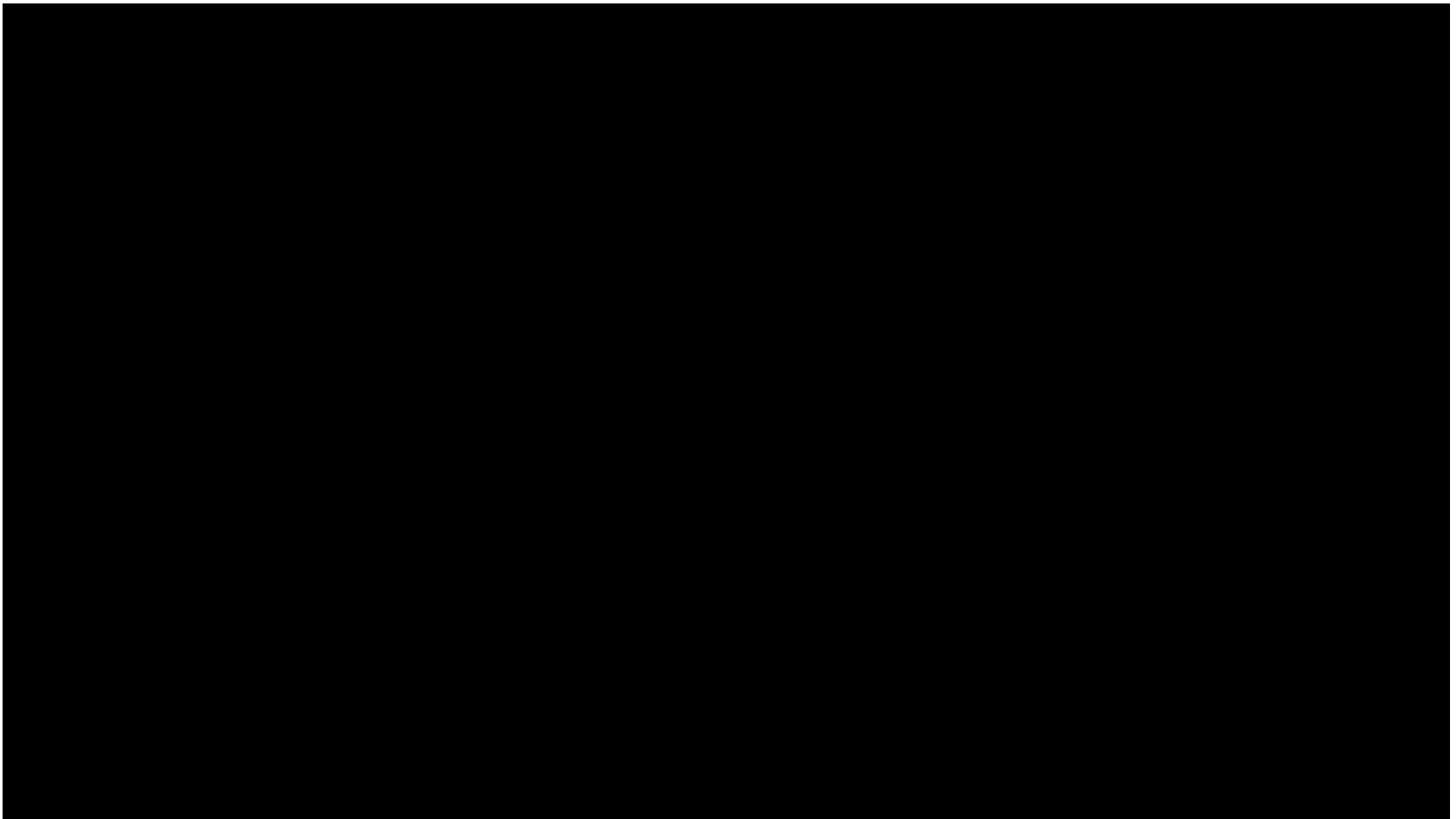
Demonstrate enthusiasm to generate intrinsic motivation:



- Make tasks relevant and meaningful
- Show excitement of teaching and learning content
- Give students a vision to meet goals
- Relate new tasks to previously learned tasks
- Rally student energy through challenges and encouragement
- Ensure high rates of success – students learn better and faster!

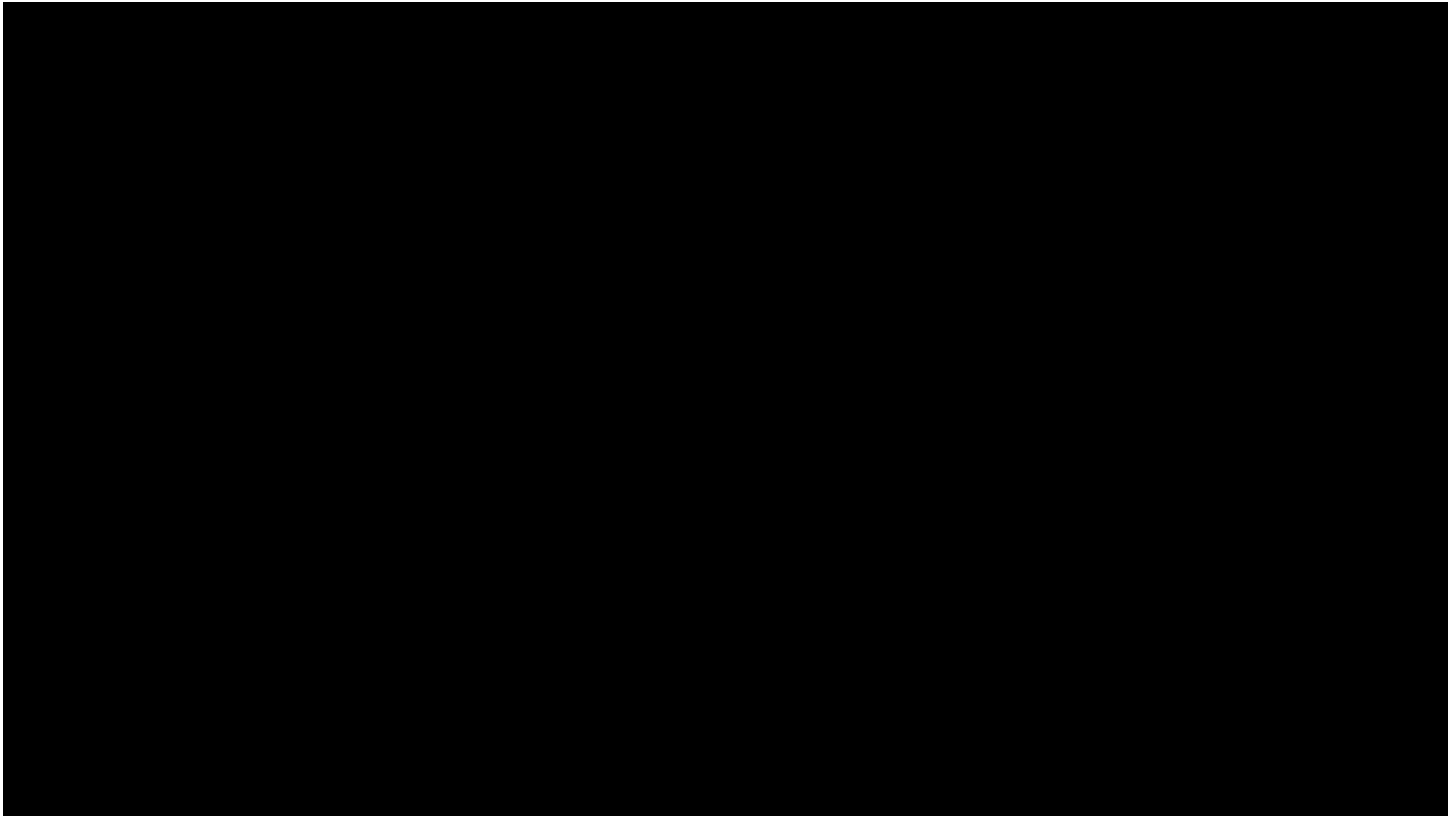


Non-contingent Attention: K - 5





Non-contingent Attention: 6 - 12





Contingent attention

Provide **contingent** praise and feedback to *increase the likelihood that the same behavior will occur again*

- Accurate
- Specific and descriptive
- Age appropriate
- Immediate
- Genuine





Intermittent celebrations

- ✓ Periodic rewards and celebrations
- ✓ Of high value to your students
- ✓ During progress, not just upon success
- ✓ Individual and class-wide systems

Such as:

- Dress down/dress up day
- Staff vs student competition
- Recognition boards
- Student chosen games/activities
- Outdoor learning
- Dancing/singing to favorite music
- Free pass to school event
- Access for favorite staff
- Principal visit





Increase positive interactions

Provide a high ratio of positive interactions

Any comment that thanks or recognizes positive behavior

3:1

Any comment that redirects negative behavior





Worksheet Practice



Complete: A. Individual Motivation Strategies





4 Step Problem Solving Process

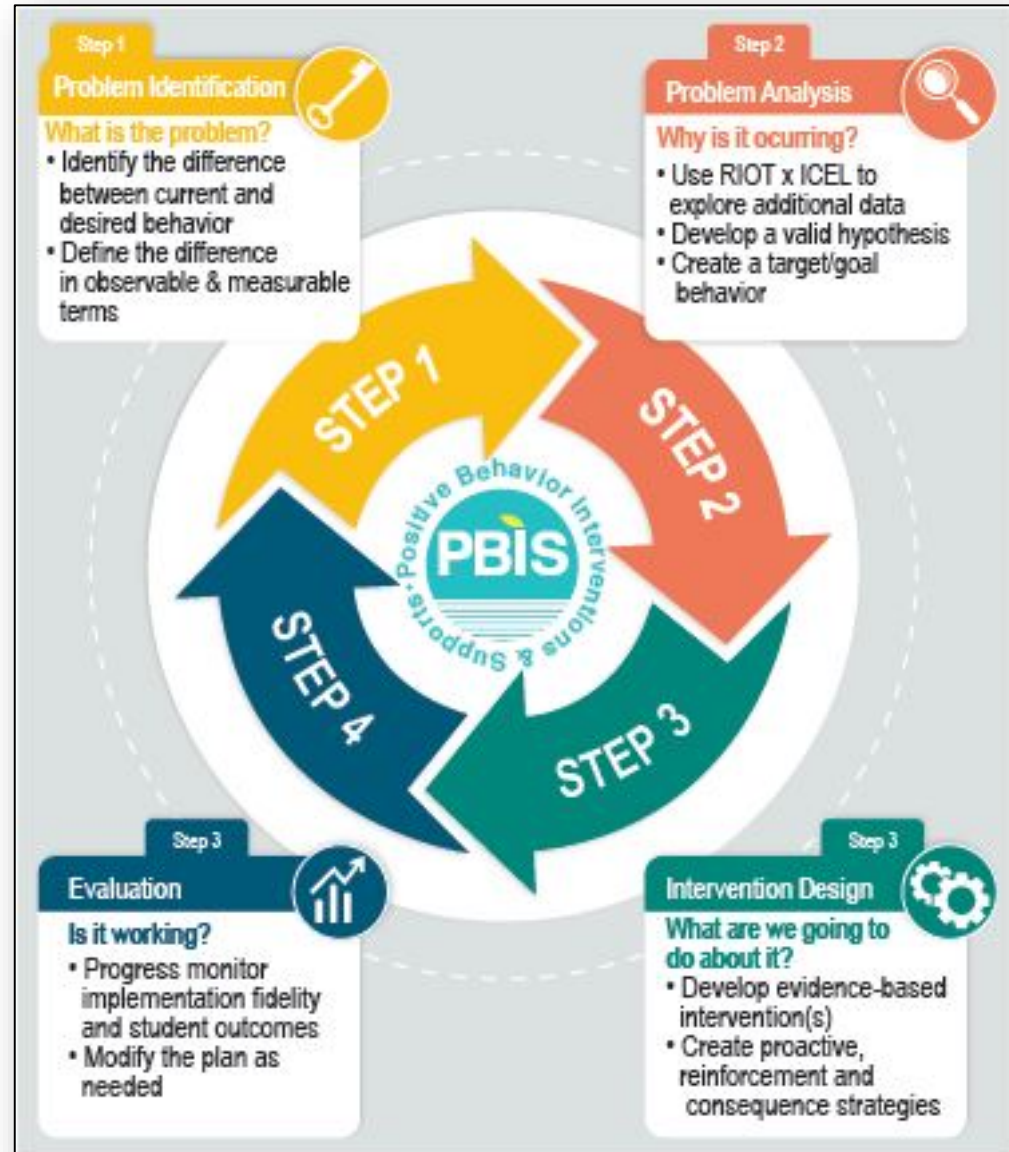
For more detailed information on the 4 Step PSP, please see:

✓CHAMPS II

<https://www.browardschools.com/Page/33682>

✓4 Step PSP Brainshark

<https://www.brainshark.com/browardschools/4Step>





Classroom Motivation Systems

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a classroom problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used:</p> <p>Problem Identification:</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis:</p> <p>Goal Statement:</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System:</p> <p>Description of System: <i>(3-4 sentences)</i></p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor YOUR fidelity (consistency and effectiveness) of implementing the reward program? <i>(2-3 sentences)</i></p>
<p>B. Student outcome monitoring</p>	<p>A. How will you know if the reward program is positively impacting students? What measurable data will you use to determine “success”? <i>(2-3 sentences)</i></p>



Step 1: Problem Identification

Data collection for two weeks:

	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
Calling out						14
						16
Excessive talking						11
						10
OOAA						5
						4
Touching others						3
						2
Off task						7
						7



Step 1: Problem Identification

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a classroom problem. What problem did you identify? (use numerical data)</p>	<p>Data used: Tally data for 2 weeks: identified behavior = calling out behavior</p> <p>Problem Identification: Students are calling out an average of 13 times per week.</p>



must use numerical data to show change





Step 2: Problem Analysis

Why do you think this problem is happening?

<p>HOW?</p> <p>Review: your Instruction</p> <ul style="list-style-type: none">• Lesson Plans• Pacing• Scope & sequence• Student participation• UDL	<p>WHAT?</p> <p>Review: your Curriculum</p> <ul style="list-style-type: none">• Materials• Guides• Scope & sequence• Worksheets
<p>WHERE?</p> <p>Review: your Environment</p> <ul style="list-style-type: none">• Rules• Organization/layout• Procedures & Routines• Structure level• CHAMP visuals	<p>WHO?</p> <p>Review: your Students</p> <ul style="list-style-type: none">• Risk factors• Demographics• Maturity level• Attendance

See ICEL by RIOT
in 4 Step PSP
Brainshark



Step 2: Problem Analysis

Why do you think this problem is happening?

Classroom structure needs to be increased

Students need more opportunities to participate verbally

Students need more cues and reminders

2. Problem Analysis: Why do you think this problem is occurring?
What is your goal? (use a SMART goal statement with numerical data)

Hypothesis: Students need more opportunities to participate during teacher instructional time
Goal Statement: Student call outs will reduce to an average of 10 or less a week. (25% decrease)



Set a numerical goal



Step 3: Intervention Design

- Point system – students earn positive points
- Demerit system – students earn negative points
- Response cost – students lose positive points
- Economic simulation – earn bucks for specific behaviors
- Lottery based – earn a ticket to be put in a lottery for a bigger prize





Step 3: Intervention Design

3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.

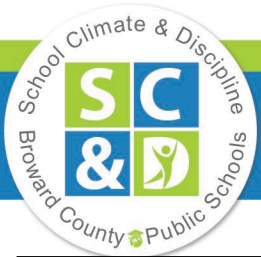
Type of System: **Demerit system**

Description of System: *(3-4 sentences)*

Teacher will CHAMP out every teacher instruction. **Teacher will** pre-correct by reminding students to raise their hand to speak. **Teacher will** provide more opportunities for students to respond verbally during instruction. **Teacher will** use engagement strategies of white boards and true/false cards.

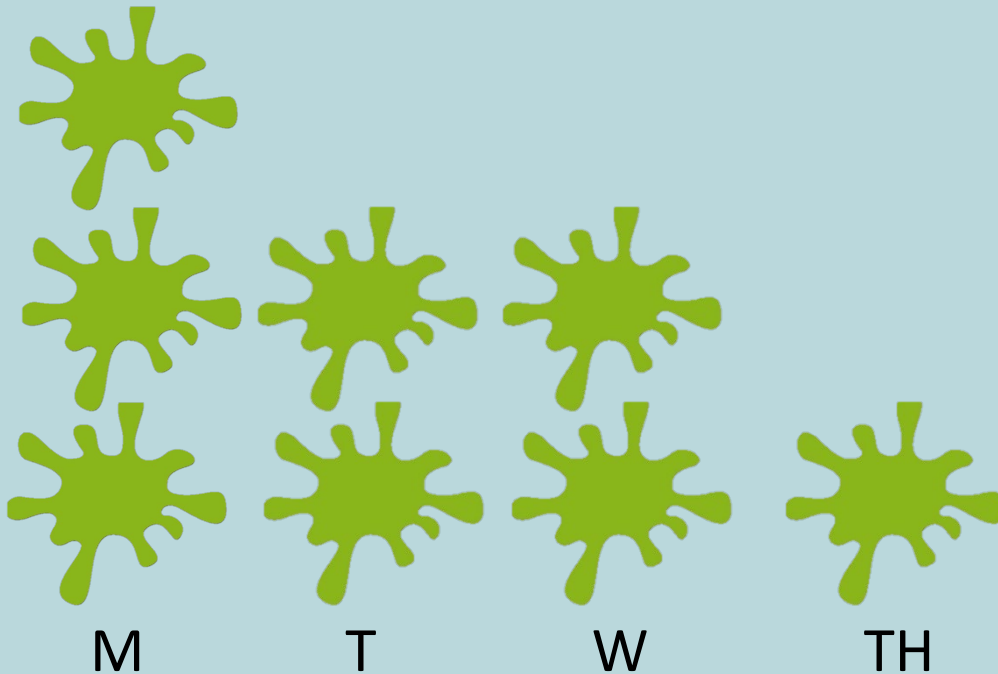
The class will receive 1 splat for every call out that occurs. To earn the Principal Escapades on Friday they can't receive more than 10 splats. If they have 6 or less splats, they will receive extended Escapades time.





Step 3: Intervention Design

Stay away from the SPLATS!





Step 3: Intervention Design

Elementary	Secondary
Reserved seating at school-wide assemblies	Designing the dance themes/ ice cream social/activity night
Choose a book for the teacher to read out loud	Call in to a radio station to play a song
Design a class or hallway bulletin board	Class homework assignment
Chalk drawing outside, lunch outside, any outside time	to a school-wide activity
Class name on school	Classroom dance
Media center visit for	Dress down/up day
Slumber reading party with flashlights!	Principal visit – tie cut, hair cut, dress up, etc.
Show and tell – favorite stuffed animal, family pics, etc.	Playing music during lunch in room

Google it!



Step 4: Evaluation

- Create success in the beginning of the system so all students know what success “feels like”
- Slowly make the success criteria more difficult - **based on data**- when students are successful more than 80% of time, the criteria may be moved up
- Data must be collected
- Posting data can be motivating for students
- Determine when you need to modify, based on:
 - XX% of time, students do not receive reward (too difficult?, reward not motivating?)
 - XX% of time, students receive reward (too easy?)





Step 4: Evaluation

Did you do what you said you were going to do?



4. Evaluation: A. Implementation fidelity	A. How do you monitor YOUR fidelity (consistency and effectiveness) of implementing the reward program? <i>(2-3 sentences)</i> Post my tally poster. Review it at end of every day <u>with</u> students. Ensure I completed daily.
B. Student outcome monitoring	A. How will you know if the reward program is positively impacting <u>students</u> ? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i> The system will be successful if students have 10 or less call outs weekly for 4 consecutive weeks. Will review for fading of the system at that point.

Did the students benefit from it?



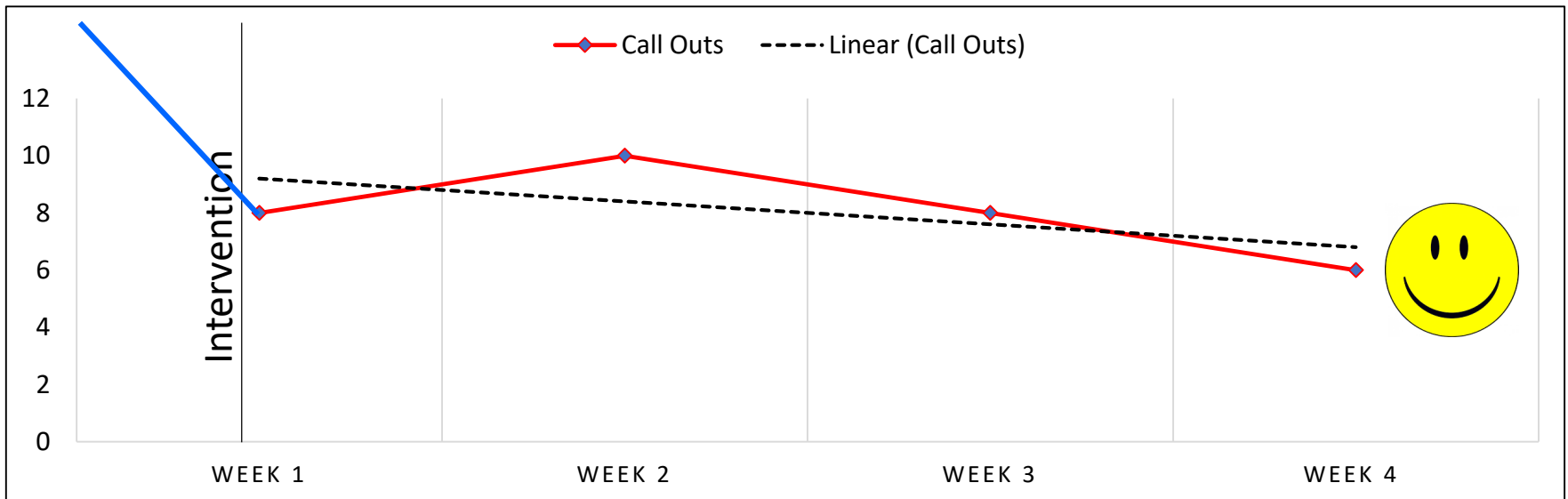


Data collection for four weeks:

Behavior: Calling out:

Week	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
1						8
2						10
3						8
4						6

Average/week = 8





Reinforcement Guidelines

Do

Use a variety of desired reinforcers

Make sure students feel "success"

Focus on problem locations or behaviors

Avoid

Long delays between behavior & reward

Quarterly or semester events only

'No' parties
(tardies, referrals)

General

Everyone eligible to earn rewards

Some students need shorter intervals between rewards



Points to Remember:



“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

--William Arthur Ward

- ✓ Build strongest relationships with high risk students
- ✓ Remember that the behavior you pay attention to is the behavior you will see more of in the future
- ✓ Create a relationship “bank account” with students by depositing positive interactions over negative interaction with a 3:1 ratio.
- ✓ Create a positive class-wide system





And remember....

You cannot make children behave by making them feel worse;

when children feel better, they behave better.





Questions?

For more information,

Call:

The School Climate & Discipline Department
(formerly Diversity, Prevention & Intervention Dept.)
Lauderdale Manors Resource Center
(754) 321-1655



Check out our PBIS Sharepoint Site:

<https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/PBIS.aspx>



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