

Increasing Student Motivation – Strategies to Address Apathy Secondary Level – Grades 6-12

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The Expectancy Times Value Theory of Motivation:

$$\frac{\text{Expectancy} \times \text{Value}}{\text{Motivation}}$$

Value--The degree to which an individual values the rewards that accompany success.

Expectancy--The degree to which an individual expects to be successful.

1. Design procedures for assigning, monitoring, and collecting student work. (pages 72-82)

For example:

Regular schedule of assigned homework

Physically collecting homework from each student

Providing a way for students to “check off” completed work

2. Provide frequent non-contingent attention. (pages 149-151)

- Greet your students.
- Show an interest in student’s work.
- Invite students to ask for assistance.
- Whenever time permits, have a conversation.
- Make a special effort to greet or talk to any student with whom you have had a recent interaction regarding misbehavior.

3. Evaluate and improve your presentational style. (pages 145-149 of DSC)

To what extent do you:

present tasks in a manner that creates relevance, interest, and enthusiasm?

Create frequent opportunities for students to respond (OTR)?

pace your instructional presentation to foster attention?

model high levels of interest and motivation?

Consider audio or video recording yourself presenting a lesson about once a month.

Make notes on presentational skills you might want to refine (e.g., rate and variety of presentation, level of enthusiasm, rationale for tasks, and so on).

4. Examine instructional expectations to insure that you have clear and important objectives for each instructional activity. (pages 27-35 of DSC)

- Clear course objectives
- Class activities to learn and practice
- Evaluation procedures that match objectives

5. Develop a plan for providing frequent positive feedback for following rules, striving toward the “Guidelines,” and for meeting expectations. (pages 145-148)

Feedback should be _____
_____.

Early in the year, feedback should use the same vocabulary used to clarify your expectations.

Provide feedback more frequently than you think is necessary.

Recognize that some students _____
_____.

Be aware of “Ratios of Interactions.” Strive for at least a 3 to 1 ratio of positive to negative interaction.

6. Consider establishing a system to provide students feedback on behavior and effort. Incorporate this into your grading system. (pages 35-47)

“Isn’t that illegal or otherwise unacceptable?”

Step 1: Establish a percentage for classroom behavior and effort.

Step 2: Determine the approximate number of point students may earn during the term.

Step 3: Determine the approximate number of total points based on behavior and effort.

Step 4: Design an efficient system for monitoring and recording daily classroom behavior points.

Step 5: Determine the impact of excused and unexcused absences on your grading of behavior and effort.

Step 6: Assign weekly performance points and provide feedback to students.