

# **Increasing Student Motivation – Strategies to Address Apathy Elementary Level – Grades K-6**

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Kansas Multi-Tier System of Supports Symposium  
Wichita, KS  
September 8, 2011





## 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 90-104)

For example:

Regular schedule of assigned homework

Physically collecting homework from each student

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

### **2. Build positive relationships with students.** (pages 278-283)

- 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.**

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 \_\_\_\_\_ yourself  
presenting a lesson about once a month.

**4. Examine instructional expectations to insure that you have clear and important objectives for each instructional activity.**

- 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 283-292)**

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. Develop and implement a list of individual and whole-class rewards that can be used as intermittent celebrations of success.** (pages 293-297)

<b>Individual rewards:</b>	<b>Whole class rewards:</b>
Give a note	Play a game
Shake hands	Music during work
Call parents	Have principal congratulate class
Let student be teacher	Compliment class (to another adult)

**7. Decide if your students could benefit from one or more systems for reinforcing responsible behavior.** (pages 305-354)

Common questions about reward systems:

- Isn't this bribery?
- Shouldn't students be responsible without needing rewards?
- Won't the students get "hooked" on the reinforcement?
- Can I ever get rid of the reinforcement system?

Systems are more closely analogous to \_\_\_\_\_.

Types of classroom systems include:

Low Structure

Goal Setting (pages 348-353)

Medium Structure

100 Squares, Group. Response. Cost, Mystery  
Behavior of the Day (pages 337-341)

High Structure

Whole Class Points (pages 324-328)  
Economic Simulation (pages 329-331)  
Behavioral Grading (pages 333-337)