


Tackling the Motivation Crisis in Our Students and Ourselves

Amy Carlson, Ed.D. CCC/SLP
WV ECPBIS Coordinator



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Collaboration



WEST VIRGINIA
AUTISM TRAINING CENTER
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Technical Assistance Center



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By the end of our session:



1. Understand the two types of motivation
2. Understand where motivation comes from
3. Teaching skills to introduce self-motivation and self-management in ourselves and in our students
4. Conclude with next steps at how you'll start

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Sound Familiar

"But my student(s) just don't care?"


"Is it graded?"

"Do I get anything for it?"

"My class was excited to earn stars towards a movie in September, but they don't seem to care as much now that it's February."

"What happens if I don't?"


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Motivation

- Extrinsic – the doing of an activity (or action) driven by external factors. For example, to gain rewards or to avoid punishments. Goal is for compliance.
- Intrinsic – the doing of an activity for its inherent satisfaction rather than for some reward, punishment, or consequence. Driven by enjoyment, curiosity, autonomy, power, control, purpose, or identity.


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Truths about Motivation –True or False

1. It isn't something you either have or you don't. It's a fixed trait. – False
2. It comes and goes in all of us – TRUE
3. Rewards always increase motivation – FALSE
4. Motivation must come before action – FALSE
5. Waiting for Motivation to strike – FALSE


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Using both kinds of motivation for behavior or academics

- Extrinsic – good for short term goal achievement or short-term compliance. But diminished intrinsic drive in the long-term.
- Adult life is full of extrinsic motivation.
- Incentive systems- what we use for extrinsic motivation. **Lowest level of moral pathways and reasoning.** No identity in growth mindset. Reinforces fixed mindset rather than a growth mindset.
- Intrinsic – much harder to teach and use than carrot/stick approaches.
- Intrinsic motivation is highly correlated to interest, excitement, confidence which in turn, leads to higher or better performance.


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Hierarchy of Moral Reasoning-(Kohlberg, 1981)

Level of Moral Reasoning	Description	Driving Question
Respecting all people	At this highest stage, people are concerned with taking care of others and the greater good.	"How will my actions impact others?"
Following Rules	In this higher stage, people are concerned with order and the functioning of the group.	"What if everybody did it?"
Earning Praise/Recognition	Here, people are motivated by social recognition and relationships.	"What will people think of me?"
Gaining a Reward	This level is self-centered. People consider possible rewards as the goal.	"What's in it for me?"
Avoiding Punishment	In the lowest level or moral reasoning, people avoid punishment as the primary goal.	"Will I get in trouble?"


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Are we teaching that learning is transactional?




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Teaching skills for us- the adults


- 1. patience – the ability to delay gratification
- 2. flexible thinking – one size does not fit all – offering a few options for learning that each connect with different motivators
- 3. self-reflection – creating your own self motivation and identifying your own strategies
- 4. Mindset of a teacher is a lead learner – less “bosses in a factory” and more “helping students cultivate and develop interests” around your curriculum

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Beginning to Understand Intrinsic Motivation

- Autonomy
- Belonging
- Competence
- Purpose
- Fun
- Curiosity



Remember executive function thinking skills are connected to many of these

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1. Take One Bite at a Time
2. Set Goals Around Time/Not Completion
3. Track your Progress
4. Tackle an Easy Task First
5. Tackle a Hard Task First
6. Take Breaks
7. Leave Something Unfinished and Return Later
8. Build Stamina Over Time (today 5 minutes, next week 10 minutes)
9. Try to Plan for Screening Out Distractions
10. Know When You are Saturated



Instead of Emphasizing Teacher Pleasing and Compliance	Focus on What Students Have Done and Why It's Positive
"I love the way you cleaned up so well after that last activity!"	"You got everything cleaned up—that was really responsible!"
"I like how you stayed focused for the whole reading period today."	"You stayed focused for the whole reading period today, what helped you stay focused?"
"I am so proud of the way you took turns in your breakout group!"	"You took turns well so that allowed everyone's voice to be heard!"
"Great job being a good friend by helping Kelcey push her chair in when her hands were full."	"You helped out Kelcey by pushing her chair in for her when her hands were full. How did it make you feel when you did that for Kelcey?"

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Thank you!

Amy Carlson, Ed.D. CCC/SLP
WV ECPBIS Coordinator

amy.carlson@marshall.edu

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