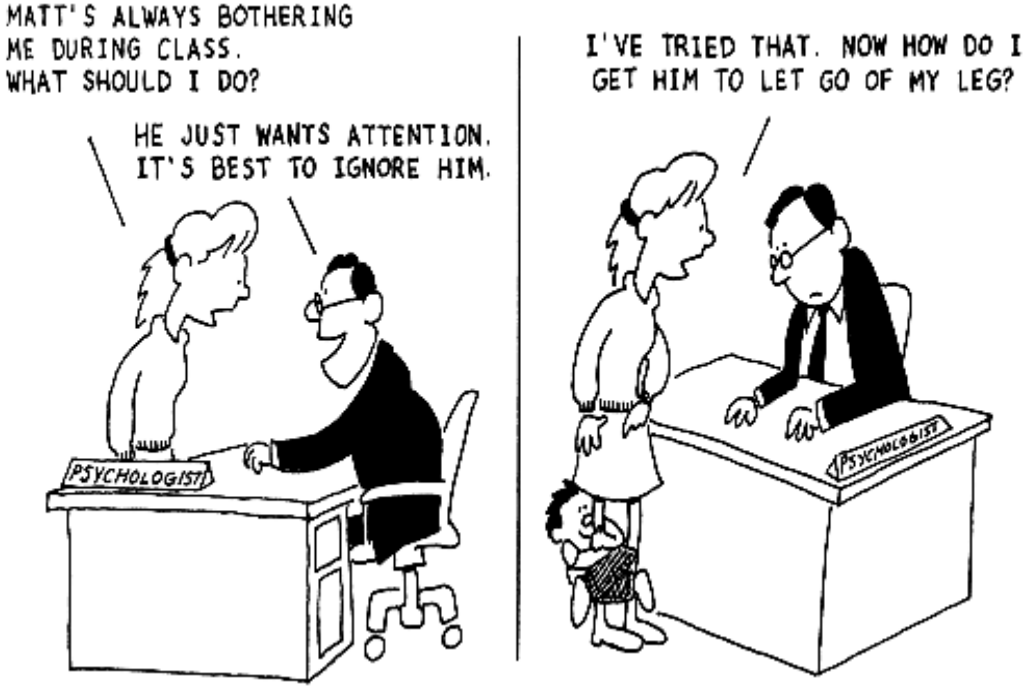
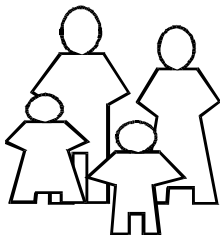

MATT'S ALWAYS BOTHERING ME DURING CLASS. WHAT SHOULD I DO?
HE JUST WANTS ATTENTION. IT'S BEST TO IGNORE HIM.
PSYCHOLOGIST
I'VE TRIED THAT. NOW HOW DO I GET HIM TO LET GO OF MY LEG?
PSYCHOLOGIST



Leadership Institute

Learning Supports and Motivation: Enhancing Engagement of Students, Families, and Staff & Re-Engaging the Disconnected

About the Center at UCLA – The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA. (Contact info: Center for Mental Health in Schools, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563; phone (310) 825-3634 or Toll Free (866) 846-4843.)

For an overview of resources available at no cost from the Center, use the internet to scan the website: **http://smhp.psych.ucla.edu**

Note: Most of the handouts from this presentation and others of relevance are included on the Center website in both powerpoint & PDF formats.

Permission to reproduce this document is granted. Please cite source as the Center for Mental Health in Schools at UCLA.

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III. Appreciating Intrinsic Motivation

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V. About School Engagement & Re-engageme

VI. A Focus on Re-engagement in School Learning

Why Motivation is a Primary Concern in Improving Schools

For students, family members, staff, or any other school stakeholders, concerns about engaging, reengaging, and maintaining engagement are central to effective schooling.

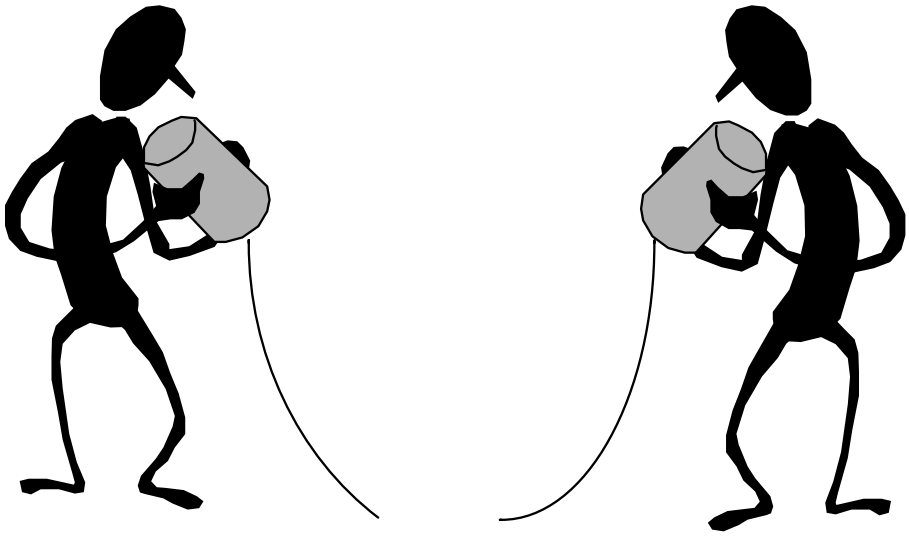
Given this, it is surprising how little attention has been paid to the topic of intrinsic motivation in discussions of school improvement.

The following quick and simplified overview is meant to encourage a greater emphasis on these matters.

The focus here is mainly on students, but extrapolation to staff, family members and other stakeholders should be easy.

I don't want to go to school.
It's too hard and the kids
don't like me.

That's too bad,
but you have to go -
you're the Principal!



I. Intro to Expanding Understanding of Human Motivation

A fuller understanding of motivation is essential to addressing student *engagement and re-engagement in classroom learning.*

And, it is fundamental in dealing with *misbehavior*

Can you translate the following formula?

E x V = M

<><><>

Translation:

Expectancy times value equals motivation

- **"E" represents an individual's *expectations* about outcome** (in school this often means expectations of success or failure).

- **"V" represents *valuing*, with valuing influenced by both what is valued intrinsically and extrinsically.** Thus, in a general sense, motivation can be thought of in terms of expectancy times valuing.

Such theory recognizes that human beings are thinking and feeling organisms and that intrinsic factors can be powerful motivators.

This understanding of human motivation has major implications for learning, teaching, parenting, and mental health interventions.

Applying the paradigm:

Do the math.

E	x	V	=
0	**x**	**1.0**	**=**

What are the implications?

<><><>

Now, what about this?

E	x	V	=
1.0	x	0	=

What are the implications?

<><><><><><><><><><><><><><><><><><><><><><><><>

High expectations paired with low valuing also yield low approach motivation.

Thus, the oft-cited remedial strategy of guaranteeing success by designing tasks to be very easy is not as simple a recipe as it sounds.

Indeed, the approach is likely to fail if the outcome is not valued or if the tasks are experienced as too boring or if doing them is seen as too embarrassing.

In such cases, a strong negative value is attached to the activities, and this contributes to avoidance motivation.

It's not worth doing!

<><><><><><><><><><><><><><><><><><><><><><><><>

Two common reasons people give for not bothering to learn something are

"It's not worth it"

"I know I won't be able to do it."

In general, the amount of time and energyspent on an activity seems dependent on how much the activity is valued by the person and on the person's expectation that what is valued will be attained without too great a cost.

Small Group Activity

(1) Discuss how much you think your teachers currently are aware of how some of their instructional practices may be having a negative impact on student motivation.

(2) As a group, develop a list of some ways teachers can enhance *both* expectations of positive outcome and valuing for students.

(Post the lists)

Overreliance on Extrinsics: a Bad Match

Throughout this discussion of valuing and expectations, the emphasis has been on the fact that motivation is not something that can be determined solely by forces outside the individual.

Others can plan activities and outcomes to influence motivation and learning; however, how the activities and outcomes are experienced determines whether they are pursued (or avoided) with a little or a lot of effort and ability.

Understanding that an individual's perceptions can affect motivation has led researchers to important findings about some undesired effects resulting from over-reliance on extrinsics.

Extrinsic Rewards Can Undermine Intrinsic Motivation

[Excerpted from: *The Rewards Controversy* discussion highlighting the controversy and the research – on the University of Rochester Self Detemination Theory website – http://www.psych.rochester.edu/SDT/cont_reward.html]

- Over the past 20 years, nearly 100 published experiments have provided support for early studies indicating that extrinsic rewards can undermine people's intrinsic motivation for the rewarded activity. This finding has been interpreted as stemming from people coming to feel controlled by the rewards.

- The finding was very controversial when it first appeared because it seemed to contradict the prevailing behaviorist wisdom of that time, which maintained that the careful use of rewards (or reinforcements) was the most effective approach to motivation. Remarkably, three decades later, in spite of very convincing evidence in support of the fact that rewards can undermine intrinsic motivation, the controversy continues. Nevertheless, most psychologist have accepted it as an important phenomenon.

- Tangible extrinsic rewards reliably undermine intrinsic motivation under most circumstances, and, interestingly the most detrimental reward contingency involves giving rewards as a direct function of people's performance. Those who perform best get the most rewards and those who perform less well get less (or no) rewards. *This contingency, which is perhaps the one most often used in life, seems to be the one that is most detrimental to the motivation, performance, and well-being of the individuals subjected to it.*

Caveat about Extrinsics

As Ryan & Deci (2000) stress, there are varied types of extrinsic motivation.

"Students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task. In the former case—the classic case of extrinsic motivation—one feels externally propelled into action; in the later case, the extrinsic goal is self-endorsed and thus adopted with a sense of volition.

Understanding these different types of extrinsic motivation, and what fosters each of them, is an important issue for educators who cannot always rely on intrinsic motivation to foster learning.

Frankly speaking, because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable, knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching."

R.M. Ryan & E.L. Deci (2000), Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*, 54-67.

III. Appreciating Intrinsic Motivation

Think in terms of

Maximizing feelings of

>>Self-determination

>>Competency

>>Connectedness to others

Think in terms of

Minimizing threats to feelings of:

>>Self-determination

>>Competency

>>Connectedness to others

In particular:

>*minimize*

- strategies designed only for social control

and

>*maximize*

- options
- choice
- involvement in decision making

Some Guidelines for Strategies that Capture An Understanding of Intrinsic Motivation

- minimize coercive interactions
- facilitate students' desire and ability to share their perceptions readily (to enter into dialogues with the adults at school)
- emphasize real life interests and needs
- stress *real* options and choices and a *meaningful* role in decision making
- provide enrichment opportunities (and be sure not to withhold them as punishment)
- provide a *continuum* of structure

Small Group Activity

Thinking about both what happens in the classroom and around the school, list out what you think may be

(a) *threatening*

>feelings of competence
>self-determination
>relatedness to staff and peers

(b) *enhancing*

>feelings of competence
>self-determination
>relatedness to staff and peers?

IV. About Psychological Reactance and Misbehavior

It is particularly important to minimize the heavy emphasis on social control and coercive procedures!!!!

Those in control say:

You can't do that …

You must do this …

Social control and coercion lead most of us to react overtly or covertly

You can't do that …

You must do this …

Oh, you think so!

This is called
Psychological Reactance.

- **When people perceive their freedom is threatened, they experience *psychological reactance*, which motivates them to act in ways that can restore the threatened sense of freedom.**

- **With prolonged denial of freedom, reactance diminishes and people become amotivated – feeling helpless and ineffective.**

Researchers conclude:

Engagement is associated with positive academic outcomes --

including achievement and persistence in school.

And it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure.

V. About School Engagement & Re-engagement

A growing research literature is addressing these matters.

The material on the following page is from:

"School engagement: Potential of the concept, state of the evidence" (2004) by J Fredericks, P. Blumenfeld, & A. Paris. *Review of Educational Research, 74,* 59-109.

ABOUT SCHOOL ENGAGEMENT AND RE-ENGAGEMENT

A growing research literature is addressing these matters. Below is an excerpt from a recent review which concludes: **Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure.**

***Engagement* is defined in three ways in the research literature**:

- ***Behavioral engagement*** draws on the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out.
- ***Emotional engagement*** encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influence willingness to do the work.
- ***Cognitive engagement*** draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.

A Key Outcome of Engagement is *Higher Achievement.* The evidence from a variety of studies is summarized to show that engagement positively influences achievement

A Key Outcome of Disengagement is Dropping Out. The evidence shows behavioral disengagement is a precursor of dropping out.

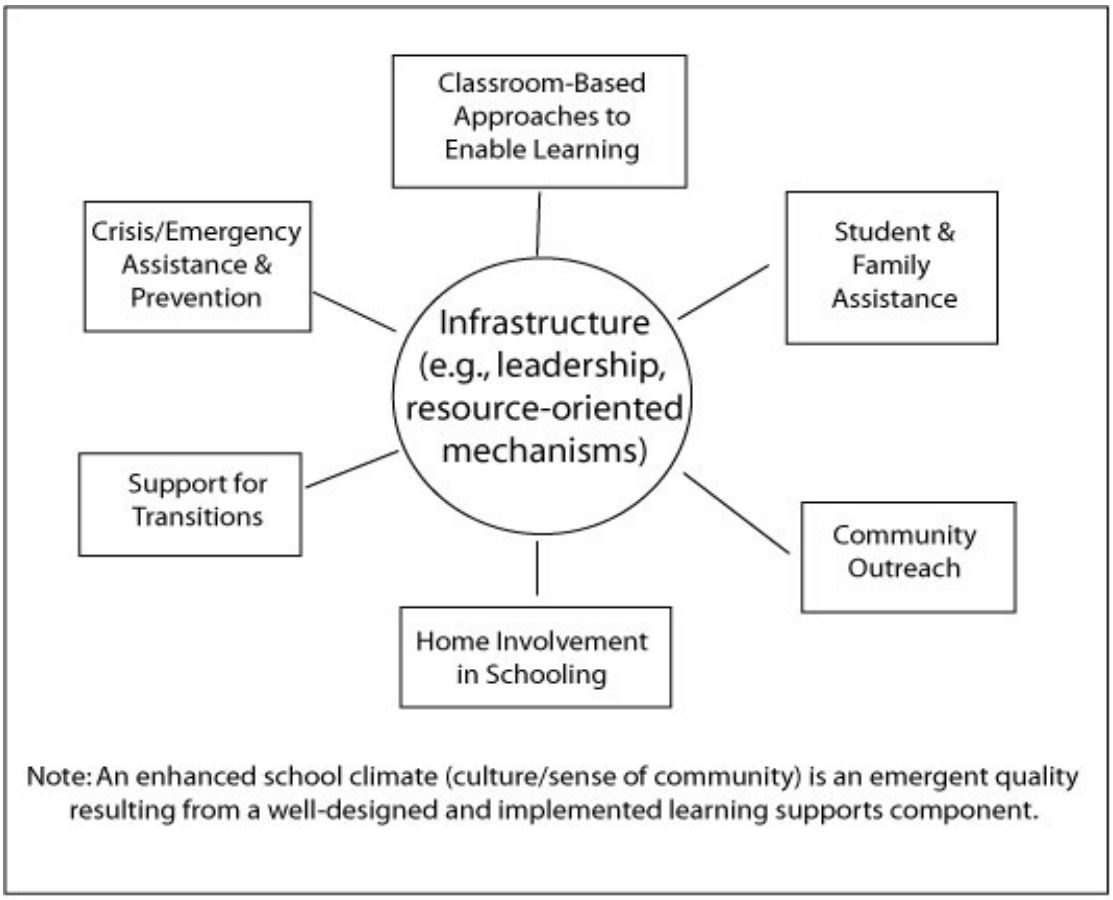
Antecedents of Engagement. Antecedents can be organized into:

- ***School level factors*:** voluntary choice, clear and consistent goals, small size, student participation in school policy and management, opportunities for staff and students to be involved in cooperative endeavors, and academic work that allows for the development of products
- ***Classroom Context*:** Teacher support, peers, classroom structure, autonomy support, task characteristics
- ***Individual Needs*:** Need for relatedness, need for autonomy, need for competence

Measurement of Engagement

- *Behavioral Engagement:* conduct, work involvement, participation, persistence, (e.g., completing homework, complying with school rules, absent/tardy, off-task)
- *Emotional Engagement:* self-report related to feelings of frustration, boredom, interest, anger, satisfaction; student-teacher relations; work orientation
- *Cognitive Engagement:* investment in learning, flexible problems solving, independent work styles, coping with perceived failure, preference for challenge and independent mastery, commitment to understanding the work

Categories of *Basic Content Arenas* for Learning Supports Intervention



Adapted from Adelman, H.S. & Taylor, L. (1994). On understanding intervention in psychology and education. Westport, CT: Praeger.

Note: *All categorical programs can be integrated into these six content arenas.* Examples of initiatives, programs, and services that can be unified into a system of learning supports include positive behavioral supports, programs for safe and drug free schools, programs for social and emotional development and learning, full service community schools and family resource and school based health centers, Safe Schools/Healthy Students projects, CDC's Coordinated School Health Program, bi-lingual, cultural, and other diversity programs, compensatory education programs, special education programs, mandates stemming from the No Child Left Behind Act, and many more.

Examples of the Focus on Intrinsic Motivation in the Six Learning Supports Arenas

Some examples of how a focus on intrinsic motivation in the six arenas promotes student and staff feelings of competence, self-determination, and positive relationships with significant others are highlighted below:

1.Classroom focused interventions to enable and re-engage students in classroom learning

By opening the classroom door to bring in available supports (e.g., student support staff, resource teachers, volunteers), teachers are enabled to enhance options and facilitate student choice and decision making in ways that increase the intrinsic motivation of all involved.

2. Crisis assistance and prevention

School-focused crisis teams can take proactive leadership in developing prevention programs to avoid or mitigate crises by enhancing protective buffers and student intrinsic motivation for preventing interpersonal and human relationship problems.

3. Support for transitions

Welcoming and ongoing social support for students, families, and staff new to the school provide both a motivational and a capacity building foundation for developing positive working relationships and a positive school climate.

4. Home involvement and engagement in schooling

Expanding the nature and scope of interventions and enhancing communication mechanisms for outreaching in ways that connect with the variety of motivational differences manifested by parents and other student caretakers enables development of intrinsically motivated school-home working relationships.

5. Community outreach for involvement and support

Weaving together school and community efforts to enhance the range of options and choices for students, both in school and in the community, can better address barriers to learning, promote child and youth development, and establish a sense of community that supports learning and focuses on hope for the future (higher ed/career choices).

6. Student and family assistance

Providing personalized support as soon as a need is recognized and doing so in the least disruptive ways minimizes threats to intrinsic motivation and when implemented with a shared and mutually respectful problem-solving approach can enhance intrinsic motivation and the sense of competence and positive relationship among all involved.

Note: The center at UCLA is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 Phone: (310) 825-3634. Email: smhp@ucla.edu. Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau(Title V, Social Security Act), Health Resources and Services Administration, U.S. Department of Health and Human Services (Project #U45 MC 00175)

School Climate is an Emergent Quality

School climate becomes more positive as a result of building a

Comprehensive System of Learning Supports

with careful attention to minimizing threats to and maximizing development of intrinsic motivation for engaging at school

Small Group Activity

(1) Discuss what factors seem related to students you have seen become disengaged from school learning.

(2) List out ways to help prevent such disengagement.

(post the lists)

"School Engagement: Potential of the Concept, State of the Evidence" (2004) by J. Fredricks, P. Blumenfeld, & A. Paris. *Review of Educational Research, 74*, 59-109.

Working with Disengaged Students

Four general strategies for working with disengaged students are:

(1) Clarifying student perceptions of the problem –

Talk openly with students about why they have become disengaged so that steps can be planned for how to alter the negative perceptions of disengaged students and prevent others from developing such perceptions.

(2) Reframing school learning –

In the case of those who have disengaged, major reframing in teaching approaches is required so that these students (a) view the teacher as supportive (rather than controlling and indifferent) and (b) perceive content, outcomes, and activity options as personally valuable and obtainable. It is important, for example, to eliminate threatening evaluative measures; reframe content and processes to clarify purpose in terms of real life needs and experiences and underscore how it all builds on previous learning; and clarify why the procedures are expected to be effective – especially those designed to help correct specific problems.

(3) Renegotiating involvement in school learning –

New and mutual agreements must be developed and evolved over time through conferences with the student and where appropriate including parents. The intent is to affect perceptions of choice, value, and probable outcome. The focus throughout is on clarifying awareness of valued options, enhancing expectations of positive outcomes, and engaging the student in meaningful, ongoing decision making. For the process to be most effective, students should be assisted in sampling new processes and content, options should include valued enrichment opportunities, and there must be provision for reevaluating and modifying decisions as perceptions shift.

(4) Reestablishing and maintaining an appropriate working relationship (e.g., through creating a sense of trust, open communication, providing support and direction as needed).

To maintain re-engagement and prevent disengagement, the above strategies must be pursued using processes and content that:

- minimize threats to feelings of competence, self-determination, and relatedness to valued others
- maximize such feelings (included here is an emphasis on a school taking steps to enhance public perception that it is a welcoming, caring, safe, and just institution)
- guide motivated practice (e.g., providing opportunities for meaningful applications and clarifying ways to organize practice)
- provide continuous information on learning and performance in ways that highlight accomplishments
- provide opportunities for continued application and generalization (e.g., ways in

which students can pursue additional, self-directed learning or can arrange for additional support and direction).

<><><><><><><><><><><><><><><>

I suspect that many children
would learn arithmetic,
and learn it better,
if it were illegal.

John Holt (1989)

<><><><><><><><><><><><><><><>

Talking with Kids

How to engage youngsters in productive dialogues

Create the context for dialogue

>Create a private space and a climate where the youngster can feel it is safe to talk

>Clarify the value of keeping things confidential

>Pursue dialogues when the time, location, and conditions are right.

Establish credibility as someone to whom it is worth talking

>Respond with empathy, warmth, and nurturance

>Show genuine regard and respect

>Use active and undistracted listening

Facilitate talk: be an active listener

>Avoid interruptions

>Start slowly, avoid asking questions, and minimize pressure to talk

>Encourage the youngster to take the lead

Remember:

Short periods of silence are part of the process and should be accommodated.

Creating a Caring Context in the Classroom

- *A Learning Community*: Learning is neither limited to what is formally taught nor to time spend in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (including the school) provide learning opportunities.

It is important that teachers establish a classroom atmosphere that encourages mutual support and caring and that creates a sense of community.

Caring has Moral, Social, and Personal Facets

On an ongoing basis, caring is best maintained through use of personalized instruction, regular student conferences, activity fostering social-emotional development, and opportunities for students to attain positive status. A myriad of strategies can contribute to students feeling positively connected to the classroom and school.

Just as with students and their families, school staff need to feel truly welcome and socially supported.

Learner Options to Enhance Motivation and Learning

Learner Options include:

Content - Students should be able to explore content that has personal value.

- Expanding options to include a wide sampling of topics that are currently popular with the majority of students (e.g., animals, sports, music)
- Ask students to identify additional topics they would like included
- Options the teacher identifies as important and worthwhile.

Process - Students should be helped to pursue outcomes and levels of competence that reflect their continuing interest and effort.

- Process outcomes can be expanded by adding procedures that are widely popular (e.g., video or audiovisual materials)
- by adding those of special interest to specific students, or
- by adding those newly identified by the teacher.

Structure- It is expected that those with the lowest motivation are likely to need the most support and guidance. At the same time, they are likely not to seek help readily. Moreover, those with avoidance motivation tend to react negatively to structure they perceive as used to control them.

Decision Making to Enhance Motivation and Learning

Are students competent to make good decisions?

Learning to make decisions should be a basic focus of instruction.

- **Decisions about participation are the primary foundation upon which all other decisions rest.**

- **Helping students make decisions**

  - The student must understand the value of making his or her own decisions.

  - The process must include ways for students to actively sample and select from available options and to propose other when feasible.

  - Working out problem details should be done as soon as choices are made.

  - From the moment the student begins an activity, it is important to monitor motivation.

Two Key Matters for Personnel Development

(1) Increasing understanding of motivation in ways that can enhance engagement, prevent disengagement, and facilitate re-engagement

(2) How to reduce overreliance on extrinsics and social control in order to

>avoid undermining efforts to enhance engagement in learning,

>promote generalization and maintenance of what is learned,

>minimize reactance.

To Recap:

- Understanding Intrinsic Motivation is essential to enhancing engagement and re-engaging those who have become disengaged

- Overreliance on extrinsics can undermine efforts to enhance engagement in learning and to promote generalization and maintenance of what is learned

Study Questions

Why is an emphasis on intrinsic motivation essential in engaging and re-engaging students in classroom instruction?

How might an overreliance on extrinsic rewards undermine intrinsic motivation?

Activity

Analyze school practices to identify

(a) those that seem to *threaten* and

(b) those that seem to *enhance*

>feelings of competence

>self-determination

>relatedness to staff and peers

Some Relevant References & Resources

From the Center:

- **»Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling (a guidebook)**

- **»Revisiting Learning & Behavior Problems: Moving Schools Forward (book-length)**

- **»Classroom Changes to Enhance and Re-engage Students in Learning (a training tutorial)**

- **»Re-engaging Students in Learning (a very brief Quick Training Aid)**

A few other general resources:

- ***Motivating Students to Learn* by J. Brophy (2004). Erlbaum Pub.**

- ***Engaging schools: Fostering high school students' motivation to learn* by National Research Council (2004). D.C.: National Academies Press.**

- ***Motivation to learn: From theory to practice* (3rd ed.) by D.J. Stipek (1998). Boston: Allyn & Bacon.**

- **For a theoretical foundation and applications to education, psychotherapy, and the workplace, see Ed Deci & Richard Ryan (1985). *Intrinsic motivation and self -determination in human behavior.* New York: Plenum.**