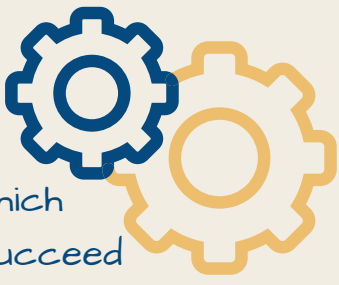


Improving Motivation and Social Behavior

Motivation

The degree to which students desire to succeed in school



Affect

Students' emotional mood and personal feelings



Motivation Types

- Intrinsic motivation = internal; participation out of curiosity, desire to contribute, or desire to succeed
- Extrinsic motivation = external; participation out of anticipation of an external reward

Motivation and affect can be improved by meeting preconditions and by engaging in specific practices including:

- raising students' self-esteem
- promoting goal-setting behaviors
- training positive attributions
- promoting student ownership in the classroom
- making learning fun and interesting using task-centered instruction
- using positive feedback, praise, and rewards whenever possible to acknowledge and promote student accomplishment.

Classroom Behaviors can be improved by:

- Operationalizing and monitoring behavior with formal observations and event recording, duration recording, time sampling, and interval recording.
- Employing less-intensive strategies, such as establishing rules, praising and ignoring, proximity, direct appeals, and reprimands.
- Implementing formal management systems for effective behavior management such as positive reinforcement, punishment, token systems, attribution training, public posting, timeout and level systems, and behavior contracting.
- Self-monitoring and self-instruction training to allow students to become more aware of and take control of their own behavior.
- Dealing with confrontations effectively to prevent them from escalating.
- Implementing Schoolwide discipline systems, such as positive behavioral interventions and supports (PBIS).



Social Skills Training

Social skills are usually taught by modeling, reinforcement, shaping, and modeling/reinforcement. Several strategies can be effective in promoting generalization of social skills. Training includes:

- Defining and modeling the target social skill (i.e., sharing, inviting others to join a group, taking turns in conversation, etc.)
- On-the spot training in which targeted social behaviors have been modeled in practiced and require correction outside of the training time (i.e. asking for permission before taking items from others, use of politeness such as 'please' and 'thank you')
- Generalization of social skills across social settings should be taught so that students are able to apply them effectively and with fidelity. Providing realistic training, clear feedback, and opportunities to demonstrate the skills and report back help to reinforce the skills and increase the likelihood of skills mastery.

