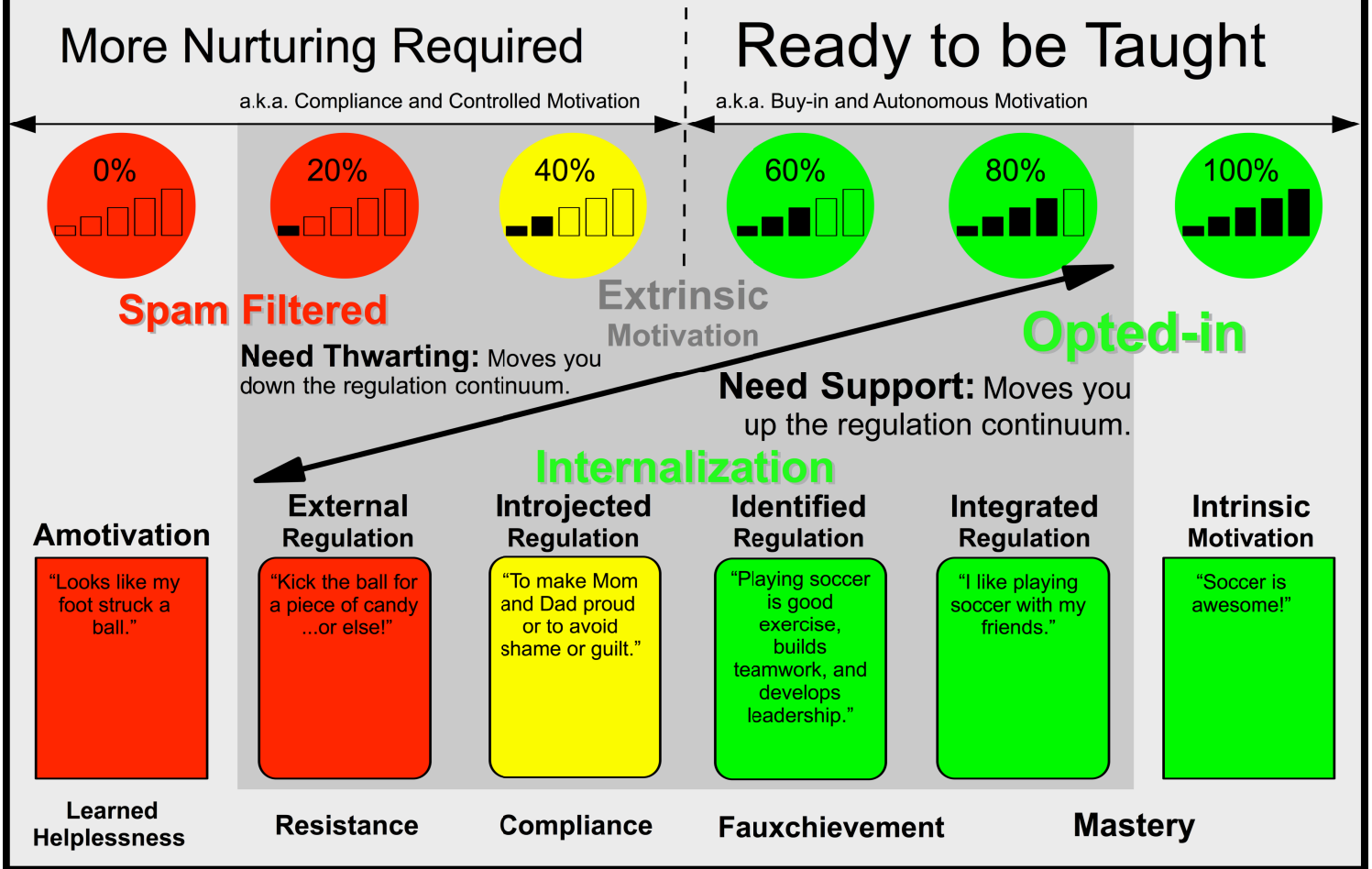


Attitutor[®] Motivation Hacks

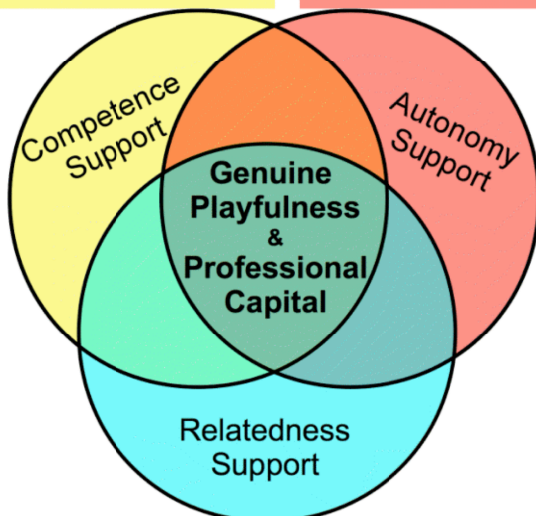
Based on Self-Determination Theory Created By Edward Deci and Richard Ryan



The Motivation Hacks

Competence is the need to have a sense of being effective at achieving relevant goals in a situation. (Maclver, Stipek, & Daniels, 1991).

Autonomy is the need to be the volitional and causal source of your own activities. (Reeve, Nix, & Hamm, 2003)



Relatedness is the need to feel connected to and recognized by other people. (Ryan & Deci, 2006)

GP=f(CS,RS,AS)

PC=f(HC,SC,DC)

The Motivation Hacks Workshop is part of a series that will enable your school to systematically address both the behavioral and the motivational challenges that all K-12 schools face. Call for more information.

Attitutor[®] Services

Don Berg, Founder

503-475-2158

donberg@alumni.reed.edu

Schools-of-Conscience.org

Motivation Hacks

Supporting Competence

Do

Building Human Capital*

Do NOT

- Supply activities with optimal levels of challenge
- Use flexible activities that address the same content but can have different levels of challenge
- Give students choices so that they can find appropriately challenging tasks
- Use the same task for all students without regard for different levels of challenge
- Reduce levels of challenge by giving too much help too early before students have an opportunity to engage with the task

Supporting Autonomy

Do

Building Decisional Capital*

Do NOT

- Offer encouraging informational feedback
- Give meaningful rationale for tasks
- Acknowledge students' perspectives
- Give several choices
- Listen and respond to students
- Use controlling language, rigid deadlines, and rewards
- Prevent students from handling materials
- Rely on outer sources of motivation.
- Prematurely give solutions
- Require students to work at a rigid pace
- Accept only certain views

Supporting Relatedness

Do

Building Social Capital*

Do NOT

- Establish norms early that support positive interactions in the classroom
- Show genuine interest in students
- Be well prepared and hold high expectations
- Respond to students and offer choice
- Work to repair damaged relationships
- Use coercive discipline
- Criticize students
- Ignore or give only minimal response to students

Source: Ross, D., & Bergin, D. (2011). *Recommendations from Self-Determination Theory for Enhancing Motivation for Mathematics*. In Brahier, D.J., & Speer, W.R. *Motivation and Disposition: Pathways to Learning Mathematics* (pp. 55-68). Reston, VA: National Council of Teachers of Mathematics.

*See *Building Professional Capital* by Hargreaves & Fullan (2012, Teachers College Press)

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