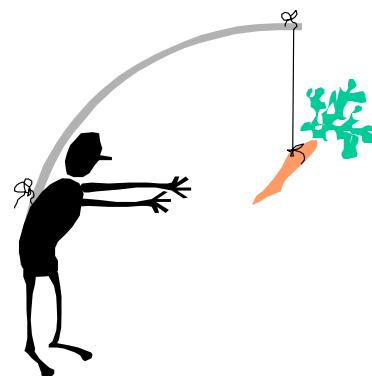


General Ideas for Motivation

1. Your students should clearly understand the objectives of your class activities and assignments.
2. Show enthusiasm and interest in what you have planned and are doing.
3. Present the proper quantity of content at the proper pace.
4. Vary the teaching procedures and the activities. Let students follow the activities of their choice with responsibility for change.
5. Use familiar examples in presenting your materials. Don't just teach definitions, principles, theorems, or rules. Be certain to explicate these with concrete examples that can be understood by students.
6. Use audiovisual materials – but do not assume that the materials have “built-in motivation”. Select those that would be relevant and interesting to the students on the topic or subject matter that is under consideration.
7. Use objects for the lesson – foreign stamps, coins, models, antiques, toys, and so on.
8. Plan your orientation set induction (what you do the first few minutes of a class period) with care.
9. Keep students informed of their progress. Don't keep them in the dark as to where they stand.
10. Remember that students need to be recognized by you, by their parents, and by their peers.
11. Remember that students need steady awareness of progress being made, of “How am I doing?”, “What can I do better next time?”
12. Talk with individual students about their problems or interests.
13. Go down your roll book periodically and ask yourself what you know about each individual in the class.
14. Students are sometimes motivated by extrinsic devices such as tests. Use this technique judiciously, not as a weapon for punishment.
15. Give praise or rewards for jobs well done. But in groups, use strong praise sparingly.
16. Utilize a modified version of the elementary show-and-tell activity.
17. Have students make a movie or slide show of class activities (e.g., a role-playing lesson). Let them plan and write the narration.
18. Word naming in various categories – such as synonyms, same initial letters, various uses of a term – becomes an indicator of ideational fluency.
19. Invite guest speakers when and where appropriate. Perhaps some of the parents can be resource persons.
20. Hold small-group discussions in class. These often are more beneficial than are large-group or all-class discussions.
21. Utilize Mondays or days following holidays to share with your class an exciting or enjoyable experience.
22. Have students prepare a potential guest speaker resource file.
23. Try playing music in your classroom for mood setting, to relieve anxieties and tensions.
24. Use educational games in your teaching.
25. Try role-playing to enhance the reality of material being learned.
26. Try unit contract or contract teaching.
27. Write individual and personalized notes to students on their papers, rather than merely letter grades or point scores.
28. Try videotaping an activity and replaying to the entire class.
29. Invent a useful educational game with class help.
30. Have students plan with you the “open house” and/or “back-to-school night” activities. This helps in getting parents out, too.
31. Let the class help plan a field trip.
32. Have the students create and design a simulation game for a specific subject area or controversial issue in your field.
33. Create student mailboxes out of ice-cream cartons for distribution of papers. Be sure to have one for yourself. Everyone likes to receive mail. You may wish to limit mail delivery time to the first few minutes of the class period. (Mailboxes can be bought too.)
34. Recycle old textbooks by removing all text material but leaving pictures and diagrams; then have students create their own texts.
35. Obtain permission from the administration to redecorate your classroom with colorful walls, drapes, and stuffed furniture.
36. Use a mandala to demonstrate the importance of individual experiences, as in interpreting novels (for English), or current events (Social Studies), or paintings (Art).
37. Have students list items related to the subject content, but write with their nondominant hand, as an introduction to brainstorming.
38. Every Friday, provide a “coupon bag” from which students who have behaved and performed well during the week may draw blindly one from a variety of coupons, such as “one free assignment”, “5 points extra credit”, teacher's assistant for the day”, “one free ice cream cone”, “sit where you want for one day”.



Short Attention Span:

1. Build attention span in small increments.
2. Use kitchen timer for time limits on work.
3. Use cardboard clock to show “stopping time”.
4. Chart to show length of working time increases.
5. Increase stimulus value of material – keep it simple; non-distracting.
6. Reduce environmental distractions.
7. Use visual aids and manipulatives in group situations.
8. Give child a goal to work towards.
9. Establish a signal to re-focus child’s attention.
10. Alternate quiet and active work.
11. Don’t show anger.

Hyperactivity:

1. Alternate quiet activities with movement.
2. Incorporate motor activities – sorting by color, size, shape, etc.
3. Structure and control need for movement.
4. Provide an opportunity to move – either how, when or where; be flexible about where the child works.
5. Involve the entire class in motor activity.
6. Allow flexibility in the cut-off time of the activity.
7. Encourage child to verbalize problems and frustrations.
8. Wanderers must have a separate/private area.
9. Nail-biters, pencil-chewers, etc. need to move around.
10. Goals help to control behavior – Use gradual positive reinforcement.

Weak Organizational Skills:

1. Set up routine procedures and gradually give the child more responsibility.
2. Help child organize desk – a place for each item in the sequence that items will be used.
3. Have supplies organized in a box: remove only supplies needed for each activity as it occurs.
4. Tape “In” and “Out” folders onto child’s desk so he won’t lose papers – boxes or large mailing envelopes could also be used.
5. Provide a written list of assignments and set a time schedule for work to be done: child could use an appointment book to organize his work schedule.

Distractibility:

1. Move child’s desk where there is a minimum of activity (facing wall).
2. Set up private office (i.e. carrel with bookcases as a barrier).
3. Keep work area clear.
4. Don’t clutter room.
5. Use earplugs / earphones.
6. Keep noise level to a minimum.
7. Work on lengthening attention span.
8. Use visual aids, manipulatives.
9. Reduce other stimuli.
10. Establish signals to indicate change in activities.
11. Keep chart of child’s progress.

Not Finishing Work:

1. Emphasize task completion.
2. Review the quantity and quality of work assigned.
3. Break down assignments into smaller segments to allow for some success.
4. Vary length of work – gradually increase size of work assignments.
5. Concrete evidence of progress: (i.e., list of assignments to be checked off upon completion).
6. Encourage – and praise – independence; ask leading questions to prompt independence.

Emotional Outbursts:

1. Encourage “talking it out”. *Goal* – restore order and help child get control of feelings.
2. Build child’s self-confidence with praise.
3. Don’t make the child work at a project until he is successful (don’t insist on success; instead offer a project that can be completed successfully.)
4. Give concrete reinforcement.
5. Save work samples to show improvement.
6. Start with manipulative materials and progress to written materials.
7. End each task on a positive note.
8. Work in small segments.
9. Don’t overcorrect a mistake.

What to Say to Other Children About Behavior:

1. Be open and honest about behavior.
2. Be frank about behavior; point out difficulties by noting positive aspects.
3. Discuss individual differences in general (differences that all children have).
4. Have the class decide, as a group, how best to deal with behavior problems.
5. Have children discuss how they feel when they do something wrong – embarrassment.
6. Let the class know what is going on and what help the misbehaving child is receiving. Don’t try to pretend a difference doesn’t exist. Talk about it.
7. Try to arrange class schedule so the child does not miss important activities when he goes to his special class.
8. Ask the resource teacher to work in your room so other children can see what it’s all about.
9. Ask the class to help you ignore inappropriate behavior (if that’s how you are dealing with it).

