

LEARNING COACH RESOURCE

Motivational Tips

Students are more motivated to engage in an activity when the purpose behind accomplishing the given task is clear, and successful results are valued by themselves and their families.

A **positive mindset** and a **supportive atmosphere** for learning is essential to motivation. Students need:

- To **believe** that they can **succeed**.
- An **incentive** to **complete the task**.
- A **sense** that their **efforts are connected** to results.
- A **connection** to a group of people who **reward success**.
- To know **what** they need to do, **why** it is important, and **how** they will achieve it

Tips for fostering motivation:

- Create an **atmosphere** that **encourages learning**:
 - Model and demonstrate a **desire to learn**.
 - Encourage and model **curiosity**.
 - **Read to** young children and **alongside** older children.
 - **Promote** a **problem-solving** attitude.
 - Encourage **physical activity** in the learning process.
 - Provide unique learning experiences by **exploring new topics** or places together.
 - Express appreciation for anytime they demonstrate a **responsible attitude or actions** towards learning. Comment specifically and positively about actions that show initiative.
 - Ask the student to **explain what was learned**.
 - **Celebrate learning** and progress.

Using Rewards

Earning **rewards can be motivating** for some students. Here are some tips and points to consider when you are planning rewards for your student:

- **Focus on a specific behavior or skill**. Motivation is increased when a specific skill or behavior is the focus.
- Decide when a reward will be provided. **Providing rewards incrementally** is more effective than waiting to reward students after learning a long series of skills.
- Break the skill down into **manageable tasks**. Students must believe they can successfully learn the skill.

Motivational Tips

- **Check for understanding** by asking the student questions about the topic. Students must understand what they are being asked to do.
- The reward can be **tangible or intangible** such as verbal affirmation.
- Rewards should be given in a **timely manner**.
- Delivering rewards **by a significant person** is more effective.

Goals

Setting goals can be motivating for some students.

Goals:

- Can help students **begin a task and persist** until the task is complete.
- Are effective when the focus is on **increasing understanding, knowledge, or skills**.
- Are effective when the goals are **specific and short-term** or long term and provide a **link** between **day-to-day activities** achieving that long-term goal.

Here are some tips and **points to consider** when you are setting goals alongside your student.

- Goals should be **challenging but attainable**.
- Goals should be focused on **increasing previously-learned skills**.
- Goals should be **created by the student** or with their input.
- Goals are more effective if they are **supported** by the **people the student respects**. Tell a close family member or someone that the student talks to regularly about the goal
- Goals are motivating when the student **knows the steps to take** to achieve the goal. List the **clear, understandable steps** to accomplish the goal.
- Goals are more motivating when **progress** towards the goal is **tracked**.