


## Engaging and Motivating Your Learner with Down Syndrome



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### DS 101 Overview

- Health conditions
- Stamina
- Communication
- Processing Time
- Working Memory
- Cognitive Profile
- Age Appropriate Activities



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### What Is Motivation?

*"If there is anything that we wish to change in a child, we should first examine it and see whether it is not something that could be better changed in ourselves." – Carl Jung*



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## What Motivates You?



- Why are you here?
- Why do you go to work every day? (even after the tough days?)
- Reflect on your favorite teacher in high school.

*Learning begins with motivation. Without motivation, there is no learning.*



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## A Motivating Teacher is...



- Enthusiastic
- Focuses on strengths
- Recognizes success, effort and progress
- Creative
- Flexible
- Promotes cooperation vs. competition



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## A Motivating Teacher...



- Establishes long-term and short-term goals
- Provides choices
- Cares
- Promotes peer relationships
- Provides opportunities to realize success



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## What Impedes Motivation?

- Fear
- Lack of understanding
- Learning needs
- Frustration
- Embarrassment
- One-size fits all instruction
- Anxiety



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## Is Your Student Really Unmotivated?

- Tension
- Frustration
- Anxiety
- Overwhelming environment
- Confusion
- Exhaustion



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## Pace Should Be Priority



- Can't keep up, so why try?
- Too many verbal directions
- Period of time to complete an activity is too short
- Activity is too big
- Unable to gauge time
- Process time



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## Myths & Misconceptions



"I have kept Samuel in from recess for seven days in a row and he still isn't doing his math work!"

*Who has the learning need?*

*Is the strategy working?*



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## Myths & Misconceptions


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**Myth #1**  
Nothing motivates that kid!

- Every behavior on any day is motivated

**Myth #2**  
Motivated one day, the next day s/he is not!

- Motivation is constant
- "Love" substitute




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## Myths & Misconceptions

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**Myth #3**  
Give him/her something, THAT will motivate him.

- Rewards and incentives dependent
- Self assessment
- Premack Principle  
*"If you do X for me, I will give you Y"*
- Intrinsic vs. Extrinsic




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## Effective Use of Praise

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- Contingent
- Specific
- Effort and improvement **not** assessment or a finished product
- Attention to pleasure and pride related to learning
- Encourage social development
- Accompany a behavior
- Recognize expectations




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## Intrinsic vs. Extrinsic

Intrinsic Motivation	Extrinsic Motivation
<ul style="list-style-type: none"> <li>comes from within a person</li> <li>feel a sense of responsibility</li> <li>feel a need to achieve something for its own sake</li> <li>connect the activity with their self-esteem</li> <li>enjoys working on the assignment</li> <li>tries to achieve growth as an individual</li> <li>imagine being in a car - you are the driver in your car - completely in control</li> </ul>	<ul style="list-style-type: none"> <li>comes from outside forces</li> <li>tries to achieve a higher position, pay, or status</li> <li>feels it will ensure their position or status</li> <li>done for recognition from supervisors or superiors</li> <li>values rewards or awards for completing the work</li> <li>outside forces controls life</li> <li>luck</li> <li>imagine being in a car - you are the passenger in the car, not driver</li> </ul>

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## Group Exercise

List Your Personal Motivators

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## Myths & Misconceptions

**Myth #4**

**Competition**

- 2 movements in education
- Competitive Learning Activities
  - Is our work environment competitive?

**Myth #5**

**Punishment is an effective motivator**

- Associate it with punisher

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## How should this look in school?



- Previous Performance
- Chart performance
- Recognize effort – bulletin board
- Lesson plans – identify if lesson is:
  - Individualized
  - Cooperative
  - Competitive
- Focus on relationship building
- Back off tangible rewards for motivation
- Adjust for learning needs




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## Performance Inconsistency



### Impact on Motivation

- Failures and frustrations
- Adult expectations
- Flawed memory system
  - Multitasking
  - Multiple periods before test/exam

**Ex:** Colleague you try to impress, but just doesn't like you – eventually you stop trying.




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## Learned Helplessness



Similar symptoms or behaviors in students = same problem, right?

- Presume students are capable, then provide supports
- Are your supports transferable
- Are you rescuing?
- Must change student's thought process and his/her belief that failure is inevitable
- First response may be "no"




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## Phrases of Helplessness

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- Let me do that for you
- I'll handle it
- I'll talk to your parent
- I'll send the teacher a note
- That's too difficult for you
- I'll RSVP
- I'll call the store
- I'll order the food
- Let me do that, you might drop/break/spill it.




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## Avoiding Helplessness

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### Task Mastery

- Step 1 - Do it for him
- Step 2 - Do it with him
- Step 3 - Watch him do it
- Step 4 - Have him do it




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## Phrases of Independence

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- I'll get the job started, and you can finish it
- Take a chance, give it a try, see if you can do it
- I know you can...
- Sounds like you have a problem, let's find a solution
- Let me teach you how to do this yourself

What phrases do you use most commonly?




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## Teaching Strategies to Motivate



- Environmental supports
- Simple directions
- Verbal and visual input
- Modified test or response
- Positive praise and encouragement
- TEACH organizational skills
- Proximity
- Errorless Learning – unmastered concepts
- Backwards chaining
- Collateral success



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## Teaching Strategies to Motivate



- Avoid overloading with information
- Allow for breaks
- Utilize a cue or private signal with child
- Scaffold or divide large tasks
- Encourage movement and activity
- Assignment notebook/cell phone calendar
- Plan the day for success
- Adjust the learning environment



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## Teaching Strategies to Motivate



- Assist at start of task
- Provide course syllabus
- Assist student with organization/planning
- Organization is daily routine
- Have eye contact before giving directions (use name or hand signal)
- Self evaluation
- Be mindful of the levels instructional material
- Do not emphasize quantity and quality simultaneously
- Response time



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## Classroom Motivation



*“If you want to build a ship, don't recruit the men to gather the wood, divide the work and give orders. Teach them to yearn for the vast and endless sea.” – Antoine De Saint-Exupery*



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## Environmental Factors



- Seating
- Noise
- Mother hens
- Proximity of teacher
- Proximity of support staff
- Do I get to navigate my environment independently?



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## Scheduling Issues



- Pushed in/pulled out more frequently
- Never finishing assignments or activities
- LONG day
- Transitions
- Overwhelming day



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## BREAK

**Visit with your group, how will you build these strategies into your day?**

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## One Size Does Not Fit All

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**8 basic motivational forces - Maslow**

Gregariousness	Aggression
Autonomy	Power
Status	Recognition
Inquisitiveness	Affiliation

**What motivates you?**




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## One Size Does Not Fit All

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Match the motivational force with the descriptor.

1. The need to belong: \_\_\_\_\_
2. The need for independence: \_\_\_\_\_
3. The need to be important: \_\_\_\_\_
4. The need to know: \_\_\_\_\_
5. The need to assert: \_\_\_\_\_
6. The need for control: \_\_\_\_\_
7. The need for acknowledgment: \_\_\_\_\_
8. The need to associate and belong: \_\_\_\_\_




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## Motivating Your Child's Type



- AUTONOMOUS CHILD**
- INQUISITIVE CHILD**
- POWER-DRIVEN CHILD**
- STATUS-DRIVEN CHILD**
- AGGRESSIVE CHILD**
- RECOGNITION-DRIVEN CHILD**
- AFFILIATION-DRIVEN CHILD**
- GREGARIOUS CHILD**

handout




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## Group Exercise



Briefly discuss with your neighbor about the motivational forces affecting your student.

Choose ONE example to share (I know there may be many)

Identify 3 things you can do differently to help improve the situation.

- 1.
- 2.
- 3.




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## The Six P's of Motivation



- PROJECTS**
- PEOPLE**
- PRAISE**
- PRIZES**
- PRESTIGE**
- POWER**




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### The Six P's of Motivation



- PROJECTS - motivates the \_\_\_\_\_ child
- PEOPLE - motivates the \_\_\_\_\_ child
- PRAISE - motivates the \_\_\_\_\_ child
- PRIZES - motivates the \_\_\_\_\_ child
- PRESTIGE - motivates the \_\_\_\_\_ child
- POWER - motivates the \_\_\_\_\_ child




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### The Six P's of Motivation



- PROJECTS - motivates the **Autonomous** or **Inquisitive** child
- PEOPLE - motivates the **Gregarious** or **affiliation-driven** child
- PRAISE - motivates the **status-driven** or **recognition-driven** or **affiliation-driven** child
- PRIZES - motivates the **status-driven** or **recognition-driven** or **affiliation-driven** or **power-driven** child
- PRESTIGE - motivates the **autonomous** or **status-driven** or **aggressive** or **power-driven** child
- POWER - motivates the **power-driven** or **autonomous** or **aggressive** child




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## Power Struggles



Teacher: "put the book on the table and leave the room."

Child: "slams the book on the table and stormed from the room."

*Did he comply?*

Teacher: followed by down hallway insisting on his return to the classroom and "gently place the book on the table ten times."

Child: complied reluctantly, but not to teacher's satisfaction...

*Who has the power issue?*



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## The Power Motivated Child



- Seek the child's advice or input
- Offer minor choices
- Give responsibility
- Use proximity control
- Allow yourself to lose
- State your commands and instructions
- Make and enforce **rules**
  - *Good rules vs. bad rules*



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## The Power Motivated Child



- Set deadlines – allow child to set deadlines
- Broken Record Technique
- Wipe the slate clean each day
- Make promises vs. threats
- Avoid using peer pressure
- Allow him/her to generate a solution



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## The Motivated Child

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- The Praise Motivated Child
- The Project Motivated Child
- The Prestige Motivated Child
- The Prize Motivated Child
- The People Motivated Child



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## Praise Motivated Child

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- Self esteem is important
- Contingent not constant
- Don't use excessively.
- WHO praises is more important
- Praise effort not intellect
- Deliver in a natural way
- Alternatives to praise
  - Encouragement, interest, gratitude and enthusiasm



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## Project Motivated Child

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- Engages because of interest
- Focus on task
- Highlight strengths
- Improves memorization
- “Learning Units” or “Thematic Teaching”



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### Prestige Motivated Child

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- Demonstrate accomplishments
- Poor self-esteem, concept or image
- Easily embarrassed
- Perfectionistic
- Enjoys leadership and responsibility




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### Prize Motivated Child

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- Classroom reward system
- Withheld = punishment
- Intermittent
- Audience
- Meaningful to student
- Pair with person or place




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### People Motivated Child

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- Teacher's pet
- Desire to please
- Needs rapport
- Needs boundaries
- Avoid Sarcasm
- Must know you care




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## Every Child is Different

Student A	Student B
Gregariousness 10	<i>Status 10</i>
<i>Status 10</i>	<i>Recognition 10</i>
<i>Recognition 10</i>	<i>Affiliation 10</i>
<i>Affiliation 10</i>	
Aggression 5	
Power 5	




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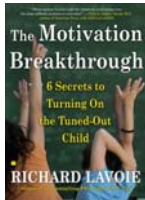
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## Resources

### Book Resources

- "The Motivation Breakthrough" – Richard Lavoie



### Video Resources

- <http://www.youtube.com/watch?v=GfBx8tM7B2c>




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## THANK YOU FOR ALL YOU DO!




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## Questions???

To learn more about supporting students with Down syndrome:

Down Syndrome Guild  
of Greater Kansas City  
5960 Dearborn St. Suite 100  
Mission, KS 66202

913.384.4848  
info@kcdsg.org  
www.kcdsg.org



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