



This NEPS Handout has been developed by educational psychologists and is based on current knowledge in this area. It is intended as a guide only. Not all the advice here may apply to any one student or situation. Teachers and parents may wish to identify the strategies that will work best for them.

## Increasing Motivation

Research shows the strong link between motivation and achievement. Below are some strategies that may be helpful for increasing motivation.

- It is important that there is a match between the task and the child's ability.
- Make the task more achievable by reducing the number of items on a page, for example, have 5 sums on a page rather than 10 to be completed.
- Clearly define the start and finish points of tasks, for example, by using a start and finish sticker in the text book, using Start and Finish Trays for tasks.
- The teacher needs to vary the content and style to take account of the child's learning style, for example, visual, auditory or kinaesthetic or all three.
- The reflective teacher adapts the lesson to meet the observed needs of individual children.
- Peer coaching, pair work and small group work are effective for maximising the child's participation in the lesson.
- Provide alternative opportunities for children to demonstrate their learning, for example, verbal answers, typed responses, art work, tape recordings.
- Praise effort and persistence with tasks, as well as achievement.
- For some children, praise is not enough and they need tangible rewards such as stickers and stamps to increase motivation and participation in the lesson. See the NEPS Behavioural, Emotional and Social Difficulties Continuum of Support for further information.