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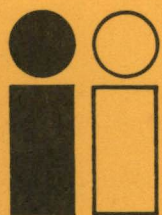
SELF ✓
INSTRUCTION

MOTIVATION

UNIT 5



PARENTAL SKILLS PROGRAM HANDICAPPED CHILDREN



SELF-INSTRUCTION WORKBOOK

UNIT V

MOTIVATION

PARENTAL SKILLS FOR PARENTS OF
HANDICAPPED CHILDREN

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MOTIVATION



INSTRUCTIONS: Turn the page and begin reading. Take a sheet of paper and slide it down the page as you read. Throughout the unit, you will come to exercises marked with a big circle. You should complete each exercise as you come to it. Then slide the paper down and check your answer with the answer provided immediately following the exercise. If you are not satisfied with your answer, go back and read the part just before the exercise and then redo the exercise. When you are satisfied with your answer, proceed with your reading.

UNIT 5

THIS IS THE FIFTH UNIT IN THE PARENTAL SKILLS PROGRAM.

MOTIVATION

THIS UNIT DEALS WITH DEVELOPING MOTIVATION IN YOUR CHILD. IT COVERS WHAT PARENTS CAN DO TO DEVELOP IN THEIR CHILD A DESIRE TO ACCOMPLISH AND DO HIS BEST.

HANDICAPPED
CHILD

MANY PARENTS OF HANDICAPPED CHILDREN FEEL IT IS DIFFICULT TO MOTIVATE THEIR CHILD. IN A LEARNING SITUATION THE CHILD DOESN'T SEEM TO TRY AND PARENTS GIVE UP.

FAIL
TO
TRY

WHAT IS IT THAT MAKES A HANDICAPPED CHILD, OR FOR THAT MATTER ANY CHILD, FAIL TO TRY? WHAT IS IT THAT MAKES A CHILD TRY IN ONE AREA AND REFUSE TO TRY IN ANOTHER?

MOTIVATION	
SUCCESS	FAILURE
CREATES	DESTROYS

THERE IS A SIMPLE RULE IN MOTIVATION: SUCCESS CREATES MOTIVATION AND FAILURE DESTROYS MOTIVATION.



SELF-IMAGE

THE AMOUNT OF SUCCESS OR FAILURE A CHILD HAS IN WHAT HE ATTEMPTS TO DO AFFECTS HIS SELF-IMAGE. HIS SELF-IMAGE AFFECTS HIS WILLINGNESS OR UNWILLINGNESS TO TRY.



SUCCESS
BACKLOG

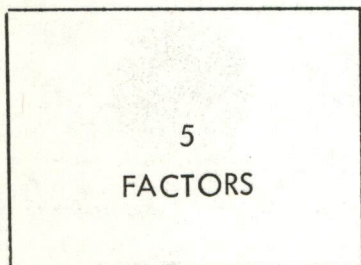
IF A CHILD EXPERIENCES MORE SUCCESS THAN FAILURE, HE WILL LIKELY HAVE A SUCCESS BACKLOG. HE WILL TEND TO EXPECT TO SUCCEED SO THEREFORE HE WILL TRY. IF HE EXPERIENCES MORE FAILURE THAN SUCCESS, HE WILL LIKELY HAVE A NEGATIVE SELF-IMAGE. HE WILL EXPECT TO FAIL AND THEREFORE HE WON'T TRY.



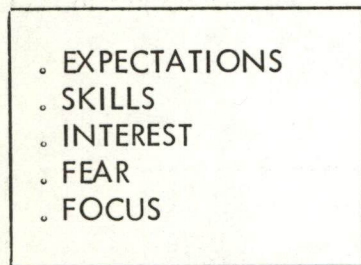
Check (✓) the statements below which are true of a success back-log.

- _____ 1. Results in a positive self-image
- _____ 2. Increases a person's willingness to try
- _____ 3. Includes more success than failure
- _____ 4. Creates motivation

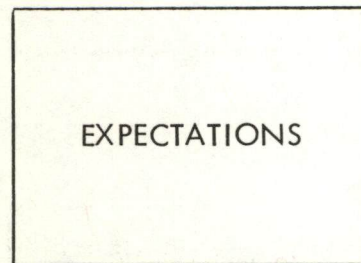
(All of the above statements are true and should have been checked.)



THERE ARE FIVE BASIC FACTORS WHICH INFLUENCE A CHILD'S MOTIVATION.



THESE FACTORS RELATE TO WHAT IS EXPECTED OF HIM, THE LEVEL OF HIS SKILLS, HIS INTERESTS AND HIS FEARS, AND HIS PARENTS' FOCUS.



EXPECTATIONS HAVE A GREAT DEAL TO DO WITH WHETHER A CHILD TRIES OR NOT. IF WHAT IS EXPECTED OF A CHILD IS UNREALISTIC, CONFLICTING OR CONFUSING, THE CHILD WILL EVENTUALLY GIVE UP AND QUIT TRYING.

• UNREALISTIC
• CONFLICTING

UNREALISTIC EXPECTATIONS CREATE THE MOST TROUBLE. IF A CHILD IS EXPECTED TO DO SOMETHING BEFORE HE IS READY, OR SOMETHING HE CAN'T POSSIBLY ACHIEVE, HE IS BOUND TO FAIL. IF MANY UNREALISTIC EXPECTATIONS EXIST, HE WILL FAIL OFTEN AND FINALLY QUIT TRYING. CONFLICTING EXPECTATIONS, OR WHEN ONE PARENT EXPECTS A LOT AND THE OTHER A LITTLE, CONFUSES THE CHILD. HE WON'T TRY IF HE IS CONFUSED.



Each of the statements below describes an unrealistic or conflicting expectation. In the blank beside each statement write "unrealistic" if the statement describes an unrealistic expectation or write "conflicting" if it describes a conflicting expectation.

- _____ 1. Expecting a child to do something before he is ready
- _____ 2. One parent expecting something different than the other parent
- _____ 3. Not being sure what each parent expects
- _____ 4. Expecting a child to do something he can't possibly do

(Statements 1 and 4 are "unrealistic"; statements 2 and 3 are "conflicting".)

SKILLS

LIMITED SKILLS CAN CAUSE A CHILD TO FAIL. IF HE FAILS OFTEN, HE WILL QUIT TRYING. CHILDREN NEED SOCIAL, INTELLECTUAL AND PHYSICAL SKILLS. THE DEVELOPMENT OF SKILLS IN EACH OF THESE AREAS IS SOMETIMES DIFFICULT FOR THE HANDICAPPED CHILD. SOME SKILLS MAY BE UNATTAINABLE AND OTHERS MAY BE UNDEVELOPED. IN SOME CASES THE CHILD DEVELOPS UNSUITABLE SKILLS.

UNATTAINABLE

SOME SKILLS ARE UNATTAINABLE FOR A HANDICAPPED CHILD. A CHILD WHO IS EXPECTED TO DEVELOP SKILLS WHICH HE CANNOT MASTER WILL FAIL AND SOON BECOME UNMOTIVATED TO TRY.

UNDEVELOPED

MANY TIMES HANDICAPPED CHILDREN DO NOT DEVELOP THEIR SKILLS BECAUSE THEY ARE DENIED OPPORTUNITIES. THEIR SKILLS ARE SIMPLY UNDEVELOPED.

UNSUITABLE

OFTEN HANDICAPPED CHILDREN DEVELOP BAD HABITS AND UNSUITABLE SOCIAL SKILLS. OFTEN PARENTS UNKNOWINGLY REWARD WRONG BEHAVIORS IN THEIR CHILDREN. IN THIS WAY CHILDREN DEVELOP BAD HABITS AND UNSUITABLE SOCIAL SKILLS WHICH CAUSE THEM TO FAIL.



Beside each statement below write:

A if the skill is unattainable

B if the skill is undeveloped

C if the skill is unsuitable

- ___ 1. Jerry tried to run with his braces on and fell.
- ___ 2. Susan can't tie her shoe because of her paralysis.
- ___ 3. Mary, who is blind, can go into regular class if she learns to type this summer. It will take hard work.
- ___ 4. Susan doesn't know how to play with other children because she has spent so much time at home alone.
- ___ 5. Allan has a tantrum every time he wants something and the other children don't like him.
- ___ 6. David, who is deaf, can't understand Tom because he hasn't learned to read lips yet. He starts to school soon so he can learn.

(The answers are: 1-A, 2-A; 3-B; 4-B; 5-C; 6-B.)

INTEREST

ANOTHER REASON A CHILD MAY NOT TRY IS BECAUSE HE HAS NO INTEREST. LACK OF INTEREST CAN COME FROM LACK OF EXPOSURE IN THE AREA, PAST EXPERIENCES WHICH TURNED OUT BADLY, OR THE LACK OF PAY-OFF IN TERMS OF FULFILLING NEEDS.

NO EXPOSURE

WHEN A HANDICAPPED CHILD HAS LIMITED EXPERIENCES AND LIMITED EXPOSURE TO A VARIETY OF THINGS, HIS LACK OF MOTIVATION MAY BE THE RESULT OF NOT KNOWING ENOUGH ABOUT SOMETHING TO DEVELOP CURIOSITY. THIS IS A PROBLEM WITH HANDICAPPED CHILDREN WHO ARE DENIED A WIDE RANGE OF EXPERIENCES.

PAST EXPERIENCE

CHILDREN TEND TO DEVELOP AN INTEREST IN WHAT THEY ARE GOOD AT, IN THINGS WHERE THEY SUCCEED. IF A CHILD'S EXPERIENCE RESULTS IN FAILURE OR CONFUSION, HE WILL TEND TO AVOID THAT ACTIVITY IN THE FUTURE.

PAY-OFF

IN ORDER FOR A CHILD TO HAVE AN INTEREST IN DOING SOMETHING, THE ACTIVITY SHOULD HAVE SOME KIND OF PAY-OFF FOR HIM. A PAY-OFF IS ANY KIND OF REWARDING OUTCOME. IF A CHILD IS AVOIDING SOMETHING, IT MAY BE BECAUSE HE HAS NO EXPECTATION OF ANY PAY-OFF FOR DOING IT.



Each statement below is an example of: (1) no exposure, or (2) bad past experience, or (3) no pay-off. In the blank beside each statement write either "no exposure", "past experience" or "no pay-off" where they apply.

_____ 1. A child didn't want to kick a ball because he had tried before and couldn't do it.

_____ 2. A child didn't want to clean up her room just because her mother asked.

_____ 3. A child didn't want to collect stamps because he had never heard of stamp collecting until his parents suggested it.

(Statement 1 is an example of past experience; 2 is no pay-off; and 3 is no exposure.)

FEAR

FOR SOME CHILDREN, NOT BEING MOTIVATED TO TRY COMES FROM BEING AFRAID. FEAR IS A STRONG FACTOR IN MOTIVATION. IT USUALLY MAKES A CHILD TRY TO AVOID OR ESCAPE FROM SITUATIONS RATHER THAN TO TRY.

FAILURE

FEAR OF FAILURE IS ONE OF THE MOST FREQUENT REASONS FOR A CHILD TO FAIL TO TRY. IF A CHILD FAILS OFTEN, HE DEVELOPS A FAILURE BACKLOG. HE THEN EXPECTS TO FAIL AND WON'T EVEN TRY.

UNKNOWN

MANY CHILDREN ARE AFRAID OF THE UNKNOWN. IF A CHILD DOESN'T KNOW WHAT TO EXPECT, HE MAY AVOID A SITUATION OR TASK. PARENTS WHO FAIL TO PROVIDE THEIR CHILD WITH INFORMATION ABOUT WHATEVER HE IS TO DO MAY UNKNOWINGLY GENERATE FEAR IN THEIR CHILD.

LOSS

SOME CHILDREN FEAR LOSS OF STATUS, IMAGE, OR SECURITY IN A SITUATION. IF THEY HAVE TO PROCEED DIFFERENTLY FROM OTHER CHILDREN BECAUSE OF THEIR HANDICAP, THEY MAY FEAR LOSS OF FACE OR ACCEPTANCE. RATHER THAN APPEAR DIFFERENT, THEY WILL AVOID THE SITUATION.



Below is a list of statements describing situations where the child is afraid of failing, afraid of the unknown or afraid of a loss. On the line beside each statement write in failure, unknown or loss depending on the situation described.

- _____ 1. The little boy was afraid to go to school because this was his first day.
- _____ 2. The little girl did not want to read aloud because the last time she did, everyone laughed at her.
- _____ 3. The boy didn't want to take his math test because he had flunked the last three math tests.

(The answers are: Statement 1 - fear of the unknown; 2 - fear of loss and 3 - fear of failure.)



FOCUS

IN OUR CULTURE IT IS VERY COMMON FOR PARENTS TO TRY TO MOTIVATE THEIR CHILDREN USING NEGATIVE MOTIVATION BEHAVIORS. THESE PARENTS TEND TO FOCUS ON TRYING TO GET A CHILD TO STOP AN UNDESIRABLE BEHAVIOR ONCE HE HAS DEVELOPED IT. IN SO DOING THEY FOCUS ON THEIR CHILD'S FAILURES AND THEIR CHILDREN OFTEN GET DISCOURAGED AND FAIL TO TRY.

NEGATIVE BEHAVIORS

PARENTS WHO USE NEGATIVE MOTIVATION BEHAVIORS CRITICIZE, PUNISH, AND REJECT. THEY CRITICIZE AND PUNISH FOR MISTAKES AND MISBEHAVIORS, WHILE TAKING SUCCESSES AND GOOD BEHAVIOR FOR GRANTED. THESE PARENTS FOCUS ON STOPPING BEHAVIORS THEY DISLIKE IN THEIR CHILD.



POSITIVE BEHAVIORS

INSTEAD OF FOCUSING ON STOPPING BEHAVIORS THEY DISLIKE, SOME PARENTS FOCUS ON BUILDING SUITABLE AND APPROPRIATE BEHAVIORS IN THEIR CHILD. THESE PARENTS TEND TO USE POSITIVE MOTIVATION BEHAVIORS. SUCH PARENTS GUIDE, REWARD, STIMULATE AND RELEASE THEIR CHILD TO LEARN.



On the line next to each statement, mark a "+" if you think the behavior is positive and a "-" if you think the behavior is negative.

- _____ 1. Releases
- _____ 2. Criticizes
- _____ 3. Rewards good behaviors
- _____ 4. Punishes mistakes
- _____ 5. Ignores good behavior
- _____ 6. Guides
- _____ 7. Stimulates

(Behaviors 1, 3, 6, and 7 are positive; 2, 4 and 5 are negative.)

PARENT
MOTIVATION
SCRIPT

LET US NOW TURN TO THE SCRIPT PARENTS CAN FOLLOW WHEN THEY USE POSITIVE MOTIVATION BEHAVIORS WITH THEIR CHILD.

GOALS

- SUCCESSES
- SKILLS
- SELF-MOTIVATED

THE OVERALL GOAL FOR PARENTS IN POSITIVE MOTIVATION IS TO HELP THEIR CHILD DEVELOP A SUCCESS BACKLOG, DEVELOP HIS SKILLS, AND GUIDE HIM TOWARD BECOMING SELF-MOTIVATED.

HOW?

YOU ARE ALL PROBABLY SAYING, THOSE ARE LOFTY GOALS; HOW CAN PARENTS DO ALL OF THAT?

MOTIVATION
CLIMATE

THE FIRST THING YOU MUST DO IS TAKE A LOOK AT THE MOTIVATION CLIMATE OR CONDITIONS UNDER WHICH YOUR CHILD IS EXPECTED TO LEARN AND DEVELOP.

STOPPING
OR
BUILDING

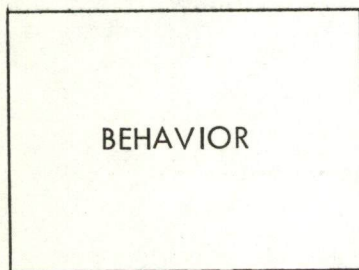
ASK YOURSELF WHAT YOU FOCUS ON. ARE YOU MOSTLY CONCERNED WITH MOTIVATING YOUR CHILD TO STOP BEHAVIORS YOU DISLIKE OR WITH MOTIVATING YOUR CHILD TO DEVELOP DESIRABLE BEHAVIORS AND SUITABLE SKILLS? WHEN YOU FOCUS ON BUILDING AND USE POSITIVE MOTIVATION BEHAVIORS YOU CREATE A FAVORABLE CLIMATE FOR DEVELOPING MOTIVATION.



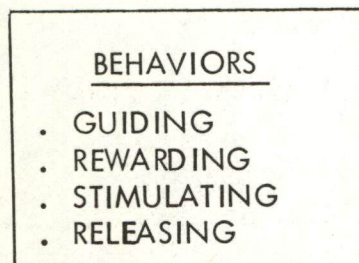
On the line next to each statement below write either Stop if the parent is focused on stopping behaviors or Build if the parent is focused on building behaviors.

- _____ 1. Parents who criticize their child whenever they see him do something wrong.
- _____ 2. Parents who encourage their child when they see him do something right.
- _____ 3. Parents who use positive motivation behavior.
- _____ 4. Parents who pay attention to their child only when he is misbehaving.

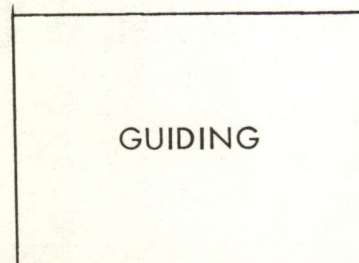
(1 - Stop; 2 - Build; 3 - Build; 4 - Stop.)



NOW LET US LOOK AT POSITIVE MOTIVATION BEHAVIORS PARENTS CAN USE.



WE CAN PUT THESE PARENT BEHAVIORS INTO FOUR CATEGORIES. THERE ARE BEHAVIORS WHICH GUIDE A CHILD; THERE ARE BEHAVIORS WHICH REWARD A CHILD; THERE ARE BEHAVIORS WHICH STIMULATE A CHILD'S INTEREST AND ENCOURAGE HIM TO TRY; AND THERE ARE BEHAVIORS WHICH RELEASE A CHILD TO SEEK ANSWERS AND TRY NEW THINGS.



ONE WAY PARENTS HELP THEIR CHILD BUILD CERTAIN BEHAVIORS AND SKILLS IS BY GUIDING. THE WAY A PARENT GUIDES AFFECTS A CHILD'S LEARNING. IF PARENTS ARE HAPHAZARD IN TEACHING AND POINT OUT EVERY MISTAKE, THEY MAKE IT DIFFICULT FOR THEIR CHILD TO LEARN. LET'S LOOK AT ONE GOOD WAY TO GUIDE AND TEACH.

STEPS

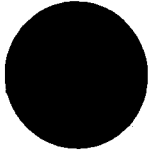
WHEN YOU GUIDE A CHILD, IT IS IMPORTANT TO BREAK WHATEVER YOU ARE TEACHING INTO SMALL STEPS AND TEACH ONE STEP AT A TIME. THIS WILL REQUIRE THAT YOU THINK ABOUT WHAT YOU ARE TEACHING AND ANALYZE EACH STEP INVOLVED IN DOING IT. YOUR HANDICAPPED CHILD MAY NOT BE ABLE TO DO THINGS IN THE SAME WAY YOU CAN. ANALYZE THE STEPS HE WILL HAVE TO DO AND THEN TEACH ONE STEP AT A TIME.

DEMONSTRATE

AFTER YOU HAVE BROKEN A TASK DOWN INTO ITS STEPS, YOU SHOULD TELL YOUR CHILD IN SIMPLE LANGUAGE HOW TO DO THE STEP, THEN SLOWLY SHOW HIM HOW. MANY PARENTS FAIL TO DEMONSTRATE HOW TO DO A STEP. HOW YOU DEMONSTRATE AND DESCRIBE THE STEP WILL DEPEND ON THE NATURE OF YOUR CHILD'S HANDICAP.

PRACTICE

AFTER TELLING AND SHOWING YOUR CHILD HOW TO DO A STEP, ALLOW TIME FOR HIM TO PRACTICE. BE NON-JUDGING. DON'T EXPECT PERFECTION ON THE FIRST TRY. WHEN THE CHILD IS SUCCESSFUL, PRAISE THE ACCOMPLISHMENT THEN MOVE TO THE NEXT STEP. IF AFTER A TIME YOUR CHILD IS UNSUCCESSFUL, PRAISE HIM FOR TRYING, AND FOR WHAT HE DID RIGHT; DON'T MENTION WHAT WAS WRONG. INDICATE HE WILL PROBABLY BE ABLE TO DO IT NEXT TIME.



What are the three parts of guiding a child to learn a new activity?

1. _____
2. _____
3. _____

(1. The first part is breaking the activity into steps which are small and easy for the child to learn. 2. The second part is demonstrating each step to the child as he is ready to try it. 3. The third part is allowing the child to practice without being judged.)

REWARDING

REWARDING IS ANOTHER WAY OF BUILDING BEHAVIOR. CHILDREN TEND TO REPEAT ANY BEHAVIOR FOR WHICH THEY RECEIVE A REWARD. THEY TEND TO STOP DOING ANY BEHAVIOR FOR WHICH THEY RECEIVE NO REWARD. PARENTS CAN USE REWARDS TO HELP THEIR CHILDREN DEVELOP DESIRABLE BEHAVIORS AND SKILLS.

SELECT

SELECTING A REWARD IS IMPORTANT. FAIRLY OFTEN PARENTS THINK THEY ARE REWARDING A CHILD, BUT THE CHILD DOESN'T THINK SO. SOMETHING IS NOT A REWARD UNLESS THE CHILD THINKS IT IS. A REWARD IS ANYTHING THAT IS PLEASING TO A CHILD. REWARDS ARE NOT ONLY THINGS LIKE CANDY, TOYS OR GOING OUT TO PLAY. THEY ARE ALSO THINGS LIKE ATTENTION, PRAISE AND INTEREST IN WHAT THE CHILD IS DOING.

USE

WHEN A REWARD IS GIVEN IT IS VERY IMPORTANT. A CHILD WILL TEND TO REPEAT ANY BEHAVIOR WHICH IS FOLLOWED BY A REWARD EVEN IF THE BEHAVIOR IS UNDESIRABLE. SOMETIMES PARENTS PROVIDE A REWARD FOR UNDESIRABLE BEHAVIOR BY DEVOTING ATTENTION TO IT. WHEN YOU ARE REWARDING YOUR CHILD, MAKE SURE THE REWARD CLOSELY FOLLOWS THE BEHAVIOR YOU WISH TO BUILD. BE SURE YOUR CHILD KNOWS WHAT THE REWARD IS FOR. WHEN YOU SEE AN UNDESIRABLE BEHAVIOR OCCURRING OVER AND OVER, LOOK TO SEE IF YOU ARE UNINTENTIONALLY GIVING YOUR CHILD A REWARD.

MYTH

THERE IS A MYTH THAT REWARDING SPOILS A CHILD. DON'T BE AFRAID OF SPOILING YOUR CHILD BY REWARDING HIS GOOD BEHAVIOR. SPOILING OCCURS WHEN A CHILD GETS SOMETHING FOR NOTHING. WHEN HE IS REWARDED, HE GETS SOMETHING FOR SOMETHING.

- (Only statements 4 and 6 are true. The others are not true.)

STIMULATING

YOU NEED TO STIMULATE YOUR CHILD TO BE INTERESTED IN NEW THINGS, IN THE UNKNOWN, OR IN THINGS WHERE HE HAS FAILED IN THE PAST. THE BEHAVIORS YOU CAN USE TO STIMULATE YOUR CHILD INVOLVE SUGGESTING, INTRODUCING AND INTRIGUING.

SUGGEST

INSTEAD OF ISSUING DIRECT ORDERS, YOU CAN SUGGEST THAT YOUR CHILD MIGHT LIKE TO TRY TO DO SOMETHING. YOU CAN ALSO SUGGEST ALTERNATIVES SO THAT YOUR CHILD HAS A CHOICE OF WHAT HE DOES AND WHEN HE DOES IT. BY SUGGESTING, YOU GIVE YOUR CHILD AN IDEA THAT YOU TRUST HIS ABILITY TO CHOOSE AND MAKE A DECISION. THIS CREATES A POSITIVE SELF-IMAGE.

INTRODUCE

ANOTHER WAY YOU CAN STIMULATE INTEREST AND INCREASE MOTIVATION IS BY INTRODUCING YOUR CHILD TO A VARIETY OF IDEAS AND SITUATIONS. YOU INTRODUCE BY SHOWING, POINTING OUT, EXPLAINING HOW THINGS WORK, AND BY PROVIDING BOOKS, TOYS, AND OPPORTUNITY TO TRY NEW IDEAS AND BEHAVIORS.

INTRIGUE

LEARNING AND DEVELOPING SHOULD BE FUN. YOU CAN CREATE AN ATMOSPHERE WHERE YOUR CHILD WILL ANTICIPATE DOING SOMETHING NEW OR DIFFERENT BY INTRIGUING HIM. YOU INTRIGUE BY DESCRIBING, DEVELOPING ANTICIPATION, AND TELLING YOUR CHILD HOW MUCH FUN THE ACTIVITY WILL BE. IN INTRIGUING, CARE MUST BE TAKEN NOT TO BUILD UNREALISTIC EXPECTATIONS WHICH WILL DISAPPOINT YOUR CHILD.



Beside each statement write whether it is an example of suggesting, introducing or intriguing.

- _____
1. It's really fun to have a stamp collection and to find stamps with pictures of animals on them.
- _____
2. Let's go see the new giraffe. You haven't seen him yet.
- _____
3. Would you rather clean up your room this morning or this afternoon?

(Statement 1 is intriguing, 2 is introducing and 3 is suggesting.)

RELEASING

YOU MUST RELEASE YOUR CHILD AND ALLOW FOR DISCOVERY LEARNING. CHILDREN NEED TIME TO EXPLORE, AND THINK AND FIGURE THINGS OUT FOR THEMSELVES. THEY NEED TIME TO PUT THINGS TOGETHER IN THEIR OWN MIND. YOU RELEASE BY ENCOURAGING INDEPENDENT ACTIVITY, BACKING OFF, AND NOT JUDGING.

ENCOURAGING

CHILDREN NEED ENCOURAGEMENT TO TRY NEW THINGS OR TO TRY SOMETHING WHERE THEY HAVE FAILED. WHEN YOU SEE YOUR CHILD HESITATE OR PUT OFF DOING SOMETHING, YOUR ENCOURAGEMENT WILL HELP HIM OVERCOME HIS LACK OF SELF-CONFIDENCE. ENCOURAGEMENT SHOULD TAKE THE FORM OF ACTING AS IF YOU ASSUME YOUR CHILD HAS THE KNOW-HOW OR COURAGE TO DO SOMETHING, AND PASSING ON YOUR FAITH IN HIM BY SAYING, "I REALLY THINK YOU CAN DO THAT." BY ENCOURAGEMENT YOU SAY, "I BELIEVE IN YOU."

BACK OFF

CHILDREN NEED TIME TO LEARN AND PERFECT THEIR SKILLS. YOU NEED TO BACK OFF AND LET YOUR CHILD DO THINGS ON HIS OWN. YOU MAY DO TOO MUCH BECAUSE IT IS EASIER FOR YOU TO DO IT; YOU CAN FAIL TO PROVIDE A CHANCE FOR YOUR CHILD TO PRACTICE AND LEARN ON HIS OWN. BACKING OFF BEHAVIORS INCLUDE STEPPING BACK AND NOT DOING SOMETHING FOR YOUR CHILD. THEY ALSO INCLUDE PROVIDING FREE UNSTRUCTURED TIME EACH DAY FOR YOUR CHILD TO GROW.

NON-JUDGING

PERHAPS THE MOST IMPORTANT RELEASING BEHAVIOR YOU CAN ACT OUT IS NON-JUDGING BEHAVIOR. IN NON-JUDGING BEHAVIOR YOU DO NOT EXPECT PERFECTION. INSTEAD YOU SMILE, SHRUG YOUR SHOULDERS, AND SAY SUCH THINGS AS, "NO ONE IS PERFECT; FEW PEOPLE COULD DO THAT THE FIRST TIME. THERE IS ALWAYS TOMORROW....YOU CAN TRY AGAIN".



Below is a list of the characteristics of the four positive motivation behaviors. Match each characteristic with the behavior to which it belongs. HINT: Next to reward there should be two numbers listed. Beside the others there should be three numbers.

Positive Motivation Behaviors	Characteristics
Stimulate _____	1. Intrigue 2. Steps 3. Practice 4. Non-judging 5. Demonstrate 6. Use 7. Encourage 8. Select 9. Back off 10. Suggest 11. Introduce
Release _____	
Guide _____	
Reward _____	

(The characteristics for Stimulate are: 1, 10 and 11; For Release: 4, 7 and 9; For Guide: 2, 3, and 5; For Reward: 6 and 8.)

RULE

BRAG
NOT
NAG

A SIMPLE RULE TO FOLLOW IN HELPING A CHILD BECOME MOTIVATED IS "BRAG NOT NAG". USING THIS RULE YOU WILL TEND TO POINT OUT SUCCESSES. YOU WILL GUIDE, STIMULATE AND REWARD WITH THE AIM OF HELPING YOUR CHILD DEVELOP A POSITIVE SELF-IMAGE, SO HE WILL FEEL HE IS IN CHARGE OF HIMSELF AND THAT HE IS LIKELY TO SUCCEED. CHILDREN ARE NATURALLY MOTIVATED. IF THEIR EXPERIENCES PRODUCE A SERIES OF FAILURES, THEY WILL BECOME UNMOTIVATED.

IN THE FOLLOWING SECTION, YOU WILL FIND
PRACTICE ACTIVITIES. THESE ACTIVITIES WILL
PROVIDE AN OPPORTUNITY FOR YOU TO APPLY
WHAT YOU HAVE LEARNED IN THIS UNIT
TO PROBLEM SITUATIONS WHICH ARE SIMILAR
TO THE PROBLEMS PARENTS OF HANDICAPPED
CHILDREN FACE.

"ACCENT THE POSITIVE"

THIS EXERCISE IS DESIGNED TO PROVIDE AN OPPORTUNITY FOR YOU TO USE POSITIVE MOTIVATION IN TEACHING A NEW ACTIVITY TO YOUR CHILD.

In this exercise you should select an activity you want to teach your child; for example, typing a shoe or making a bed. Then complete the information on stimulating, guiding, rewarding, and releasing.

The activity I plan to teach my child is: _____.

STIMULATING

In order to stimulate my child's interest in this activity, I plan to:

Suggest by saying: _____

Introduce by saying: _____

Or Intrigue by saying: _____

GUIDING

To make this activity understandable to my child, I plan to break it into the following steps:

1. _____
2. _____
3. _____
4. _____

After breaking the activity into steps, I will demonstrate and allow my child to practice each step.

REWARDING

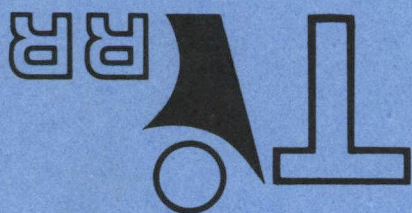
As my child practices, I will ignore his failures and give the following rewards:

1. _____
2. _____
3. _____
4. _____

REMEMBER: Rewards are not only things like candy and toys. They are also giving attention, praising and taking an interest in what your child is doing. It helps to give rewards for trying and for each small part which is done correctly. Give rewards immediately after your child tries and does some part correctly.

RELEASING

After my child is able to do each step and after he has learned the whole activity, I plan to back off and encourage him to perform the activity without my supervision.

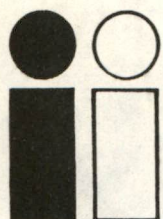


PARENTAL SKILLS PROGRAM HANDICAPPED CHILDREN



MOTIVATION UNIT 5

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FIRST DRAFT

TEXT

UNIT V - MOTIVATION

PARENTAL SKILLS FOR PARENTS OF

HANDICAPPED CHILDREN

PROGRAM

By

Charlotte A. Clifford

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UNIT V

MOTIVATION

Many parents have problems motivating their children. Some children fail to try, while others are passive and uninterested. Some children are very interested in things they want to do and very uninterested in things they need to do.

Some parents of handicapped children talk about how difficult it is to motivate their child. Parents talk about their child being uninterested, failing to try, giving up too easily or insisting he cannot do some things.

In this chapter we'll look at why children fail to try, fail to be interested and what parents can do about it.

Let's first take a look at what being "motivated" means.

BEING MOTIVATED MEANS WANTING TO DO SOMETHING AND DEVOTING THE TIME IT TAKES TO GET IT DONE.

This means that no one is unmotivated. Everyone wants to do something and puts forth effort to do it. The person we generally call unmotivated is someone who has few interests and wants to do very few things.

Although everyone is motivated to some degree, a person's level of motivation is

not fixed. That is, motivation can be increased or reduced. Parents may want to increase a child's motivation but by using certain behaviors they may actually be reducing motivation. The point is that motivation is affected by factors outside the child. (a)

Sometimes parents make the mistake of thinking a child is unmotivated when he doesn't want to do as they want him to do. The problem is that such a child is motivated to do what he wants, and unmotivated to do what the parent wants or what he needs to do for his long-range good. Perhaps a better word here would be mis-motivated.

Generally Unmotivated

First let's take the child who is not interested in doing very many things. What is it that makes a child disinterested, unenthusiastic and unwilling to try? How does a child get to this point? What makes such a child want to do only a few things?

Failure Backlog

When a child has more failures than successes in the things he tries, he develops a backlog of failure. This will affect the ideas he has about himself. When a child fails at many of the things he tries, he begins to expect to fail. Children who expect to fail, don't try. Why should they? It will only show one more time that they are a failure. Sometimes rather than fail again, they do not try.

(a)

See 5, 13, 17.

On the other hand, if a child has more successes than failures in the things he tries, he will develop a backlog of success.^(b) A child who has succeeded often will expect to succeed. When something new comes up, he will tend to expect success and he will try. Chances are that a child who is uninterested, passive and who fails to try has a backlog of failures.

Not all children are passive and disinterested, however. Some are simply not interested and motivated to do some of the things they need to do for their long-range development and welfare. What is it that makes children unmotivated to do what they need to do?

There is a simple rule in motivation.....

SUCCESS CREATES MOTIVATION AND FAILURE DESTROYS MOTIVATION.

FIVE FACTORS

There are five factors which can affect a child's motivation:

1. What he is expected to do
2. The level of his skills
3. The level of his interests
4. The fears he has
5. The focus of his parents' behavior

(b)

See 4, 5, 14.

1. WHAT A CHILD IS EXPECTED TO DO AFFECTS HIS MOTIVATION

What parents and others expect a child to do has a great deal to do with a child's motivation. Over-expecting things of a child is a sure way to destroy motivation. When parents expect perfection, when they expect things too soon, or expect a child to do things he cannot do, they set the stage for their child to fail over and over again. This creates a failure backlog and may establish a lasting attitude that prevents the child from trying even later on in his development when he actually has the skills to succeed.

OVER-EXPECTING CAUSES A CHILD TO FAIL AND
FAILURE DESTROYS MOTIVATION

2. THE LEVEL OF A CHILD'S SKILLS AFFECTS HIS MOTIVATION ^(c)

A lack of skills can cause a child to fail, and many handicapped children have problems in developing a wide range of skills.

Unattainable Skills

Some skills are unattainable for a handicapped child because of the handicap. A child who is unaware of the skills he can never develop may try to do things requiring such skills and fail. A child who understands the areas where he will be unable to develop skills will not expect to do things requiring these skills, but can be encouraged in areas where he can develop the necessary skills.

^(c) See 1, 7, 8, 11, 15, 18.

Undeveloped Skills

Some skills go undeveloped in handicapped children. Too often, handicapped children face situations where they have never developed the skills they need. Undeveloped skills are things a handicapped child could do if he had a chance to practice and learn. When children try to do things for which they have undeveloped skills, they fail. Lack of exposure to a wide range of learning experiences, over-protection, and parents who do everything for a child can cause a handicapped child's skills to go undeveloped. Parents who have few expectations for their child can have a child with many undeveloped skills. Such children will face many failures because of a lack of skills and can become unmotivated.

Unsuitable Skills

Some handicapped children have unsuitable skills. Unsuitable skills are ways of doing things which are ineffective and which may even work to the disadvantage of the child. For example, in social situations some handicapped children are holy terrors. They have no manners, are rude and demanding. They turn people off. People in turn avoid them and the children fail in social situations. Sadly, many parents blame such unsuitable behaviors on the child's handicap, when actually the blame lies with faulty training. As Zigler and Harter (1969) point out for the retarded child, we cannot "assume that every behavior he manifests is the...product of his low intelligence alone" (p. 1080).

A LACK OF SKILLS CAN CAUSE A CHILD TO FAIL AND
FAILURE DESTROYS MOTIVATION.

3. THE LEVEL OF A CHILD'S INTEREST AFFECTS HIS MOTIVATION

Another reason why a child won't try is a lack of interest. Children can lack interest in an activity because they know nothing about it or because their past experiences with a similar activity turned out badly. Children also have little interest in things where there is no pay-off or reward in terms of fulfilling needs or wishes. (d)

Limited Exposure

When a handicapped child has limited experiences and limited exposure to a variety of things, his lack of motivation may be the result of not knowing enough about something to develop curiosity. This is a big problem with handicapped children who are isolated.

Failure

Children tend to develop an interest in what they are good at, in things at which they succeed. If a child's experiences with a certain thing have all been failures, he will lose interest and will tend to avoid that activity in the future. (e)

No Reward

In order for a child to maintain an interest in doing something, the activity

(d) See 12.

(e) See 13.

will need to have some kind of a benefit for him. The benefit must be something which is important to the child. A child may be uninterested in doing something because he can see no reward in doing it. The ultimate reward may be too far off for the child to understand. School work is an example.

WHEN SOMETHING HAS NO INTEREST FOR A CHILD,
HE WILL BE UNMOTIVATED TO DO IT.

4. FEAR IS A STRONG FACTOR IN MOTIVATION

For some children, not being motivated to try comes from being afraid. If a child is afraid, he will be motivated to avoid or escape from doing something rather than trying to do it.

Fear of Failure

Fear of failure is a big factor in motivation. A child who has failed often, especially because others expected too much of him, may not try for fear of failing. Rather than disappoint himself and others, he won't try.

Fear of Unknown

Fear of the unknown is also a factor in motivation. Many children are afraid because they don't know about something or don't know what to expect.

When a child doesn't know what to expect in a situation, he may avoid it.

Parents who fail to provide their child with information about whatever he is to do may unknowingly generate fear in their child.

Fear of Loss

Some children are unmotivated to try because of fear of loss of approval or acceptance. For example, if a handicapped child has to proceed differently than other children because of his handicap, he may fear loss of face or loss of acceptance. Rather than appear different, he will avoid the situation.

A fear of looking bad in the eyes of others often creates a lack of motivation.

NOT BEING MOTIVATED CAN COME FROM BEING
AFRAID.

5. PARENT'S FOCUS AFFECTS MOTIVATION

The focus of a parent, that is, the kinds of behaviors he uses to motivate his child has a profound effect on the child's willingness to try and on the child's general motivation.

There are two major kinds of focus in parental motivation behavior. First, are those parental behaviors which can be called NEGATIVE MOTIVATION BEHAVIORS, where parents focus on stopping unwanted or undesirable behavior in a child. And, secondly, are those parental behaviors which can be called POSITIVE MOTIVATION BEHAVIORS, where parents focus on developing desirable and suitable behaviors in a child.

Parents who most often use negative motivation behaviors tend to focus on stopping some unwanted behavior in a child and rarely focus on building wanted behaviors. Parents who most often use positive motivation

behaviors tend to focus on building or developing some desirable or suitable behaviors rather than stopping unwanted ones.

Let's take a look at these two kinds of parental motivation behaviors:

NEGATIVE MOTIVATION BEHAVIORS

The most typical motivation behaviors used by parents in our society are what can be called "negative" behaviors. We use these behaviors on our children mostly when we want them to stop doing something. The use of these negative behaviors as a means of control is deeply embedded in our culture and in the traditional parent scripts of the Controller and Martyr. These behaviors are based on the idea that people must be threatened if they are to change their behavior. It is the idea that punishment is the mover of men.

Negative motivation behaviors include, for example:

Scolding
Criticizing
Threatening
Nagging

Excluding
Withholding
Spanking

These behaviors are essentially punishment or a threat of punishment. They are punishments because they threaten a child's basic needs in one way or another. For example, harsh punishment, especially physical punishment, threatens safety and security needs. Criticism or ridicule threatens a child's self-esteem needs. Withholding can threaten a child's needs for self-expression by denying opportunities to participate or do as he wishes. Excluding threatens a child's social needs.

The use of these negative motivation behaviors is based on long-standing ideas that to get someone to do something or to stop doing something, you punish, or threaten needs, and the person will comply with your wishes to escape the unpleasantness.

All negative parental behaviors or punishment methods have something in common: they result in forcing a child to do something and they are unpleasant to the child. A child is not likely to enjoy doing what he is forced to do and that which is associated with unpleasantness. How can a child learn to like arithmetic, for example, if his parents' behavior in getting him to do his homework is to nag and threaten him with some kind of punishment? It is much more likely that he will learn to despise arithmetic, to think of it as something very unpleasant.

There are some other limitations and long-run disadvantages in using negative behaviors. These negative punishing behaviors can stop a child's unwanted behaviors (often only momentarily), but do nothing to build or develop a new, more suitable behavior in the child. Therefore, parents who are primarily punishers find themselves repeatedly punishing the child for the same misbehaviors, or threatening the child and forcing him to do something. Another disadvantage is that the child, rather than learning a better behavior, may simply learn how to avoid the punishment. Lying and sneakiness are some ways children have learned to avoid punishment.

A further shortcoming is that the constant use of negative motivation behaviors by the parents creates an unpleasant, unwholesome atmosphere in the home and prevents a close relationship between parent and child. Finally, the parent who spends a good deal of time punishing the same misbehaviors (because he has failed to help his child develop suitable and wanted behavior) is often angry at the child. In this situation the parent is usually in no mood to notice or reward a child when good behavior does occur. Consequently, the good behaviors go unnoticed or are taken for granted and result in no show of approval from the parent.

The above does not mean that negative motivation behaviors have no place in child rearing. They can be an effective short-term method when the objective is only to stop a behavior which is in progress. An example would be slapping a child's hand when he reaches for a dangerous or breakable object. There are also other situations where negative behaviors may be the best tactic; but it would be well to keep in mind that a child's behaviors are most effectively built and maintained by the use of positive parental behaviors, which are covered in the next few pages. If you use positive or rewarding behaviors, then occasional negative behaviors can be used without harming the relationship with your child.

Results of Negative Behavior

Parents' exclusive use of negative behavior to control a child strengthens a backlog of failure. The child is easily discouraged by mistakes and cannot take

them in stride. Failures are emphasized to the exclusion of any successful experiences. Eventually, the child may come to view himself as a "failure" and develop a diminished self-image. He will fail to try.

Negative parental controls tend to reinforce irresponsibility rather than responsibility. The child does not develop a healthy respect for himself, he does not feel competent and adequate. A child who is always told what to do, who is always given directions, and who senses negative repercussions from all his action, will tend to believe that he has very little control over events and over himself. Since the child assumes that he has no control, he may also assume that he does not have responsibility for either himself or his actions.

Many parents fail to realize that they are using negative behaviors, that they are always pointing out a child's mistakes and never mentioning what the child is doing well. They criticize, threaten and punish for mistakes, while taking success and good behaviors for granted. This focus on failures and mistakes tends to create a sense of failure in the child and failures destroy motivation.

Usually these parents are following traditional parent scripts. They probably do not know any other motivation behavior to use.

POSITIVE MOTIVATION BEHAVIORS

A different approach to motivating a child emphasizes what we call positive

motivation methods. Positive motivation is based on a principle which is almost the opposite of the ideas upon which negative motivation is based. In negative motivation the idea is that if we punish, threaten and exclude, people will refrain from doing something in order to avoid the disagreeable consequences. Positive motivation techniques, on the other hand, are based on the realization that people continue doing something when it is rewarding to them, when it fulfills their basic needs. While punishment and criticism may work to control or suppress a behavior in certain instances, they are not effective means of motivating someone toward new or alternate behaviors. Positive motivation methods are needed for this purpose.

Unfortunately it always takes time for new ideas and new behaviors to become commonplace in our society, and positive motivation behaviors are still not sufficiently known to most parents. We are so oriented to the use of threats and punishment as "the way" to control behavior that most of us have probably never considered nor had an opportunity to learn the effectiveness of positive motivating behaviors. It is important to recognize that not only do the techniques of positive motivation work better to achieve immediate results, but the long range effects on a child are generally very positive. When parents use positive motivation the child usually develops a positive self-image, a success backlog and is much more likely to develop his skills.

Overall, positive motivation is concerned with developing within a child:

1. Adequate skills and behaviors
2. A backlog of success
3. A positive self-image

These are the goals of a parent in terms of long-term growth and development which will help a child become as self-sufficient as possible.

PARENTS' POSITIVE MOTIVATION BEHAVIORS

Now let us turn to what parents can do. The question becomes: How can I help my child develop an interest in and a willingness to spend time to learn and do the many things he needs to do to develop and grow?

There are some specific things parents can do which will tend to increase motivation in their child. We can put these positive motivation behaviors into four groups: ^(f)

1. Parents GUIDE their child to develop his skills
2. Parents REWARD their child to encourage behaviors
3. Parents STIMULATE their child's interest
4. Parents RELEASE their child to explore and learn

In each of the four groups, there are some specific behaviors one can learn, and the remainder of this chapter will be devoted to discussing each of the behaviors in the chart below:

(f)

Clegg, 1963, lists stimulation, responsible freedom ("releasing"), support, success ("rewarding"), commitment, and self-insight as important parent motivation behaviors.

GUIDE

Steps
Demonstrate
Practice

REWARD

Select
Use

STIMULATE

Suggest
Introduce
Intrigue

RELEASE

Encourage
Back Off
Don't Judge

Let's take these behaviors one at a time.

1. GUIDING

To help a child become motivated and willing to put forth effort in a wide variety of activities, parents can guide the child to develop skills and suitable behaviors with which the child can successfully do things. Remember, a lack of skills and inappropriate behaviors can cause failure and failure destroys motivation.

Unfortunately, some parents do not guide and teach their child in ways that make it easy for the child to learn. Sometimes with a handicapped child, parents are unfamiliar with how to teach their child to do things when he may need to do things in a different way than other people.

Let's take a look at some simple methods to use in teaching a child to do something. Whenever you feel, through ability testing and observation, that your child is ready to learn a new skill, you can do the following:

- a. Look at the skill and break it down into the simple steps it involves.

This means you have to analyze the things you do in the skill. If, because of your child's handicap, you feel your child will have to do it differently, you should work through the steps he will have to

do. Then begin with one step at a time and let your child learn the one step.

- b. Demonstrate the step to your child. First tell him how to do it, then show him how. You may have to adapt your demonstration and instructions if, for example, your child is blind, cannot hear, or has a very short attention span.
- c. Allow time for your child to practice the step. Be careful you don't judge him. Don't expect him to be successful the first, second or even third try. Encourage him and praise him for trying. When he accomplishes one step, praise him for his accomplishment and move on to the next step.

If your child after a while does not seem to be able to do the step correctly, praise him for trying and for the parts he did right. Do not mention what he did wrong. Suggest that he will probably be able to do it when he tries again later on. At the next session, again demonstrate and tell him how to do the step.

Let's take a concrete example of guiding:

In this example, let's assume that you are pretty sure your child is ready to learn the new skill of tying a shoe lace. There are two ways to teach a skill. You can start from the beginning or start from the end - In this example, we are starting with the very last step, straightening the loops of

the bow to make them the same size. For many skills you may wish to start with the last step first because in this way your child gets the reward of finishing the task and is very encouraged to keep trying. Here are the steps you can follow:

Break the task down into very small steps

For example: (1) tie a half knot, (2) make a loop, (3) tie second half of knot loosely, (4) make second loop (5) and put through loose knot, (6) tighten up knot, (7) make both loops the same size by pulling.

You should take the time to break down whatever you are trying to teach your child into the smallest steps possible. Do this ahead of time. This can be fun for you and sometimes a real challenge.

1. Explain the last step in words (or signs). In this case it would be task step 7 - make both loops the same size by pulling. You might say, "The very last thing you do when you tie a shoe is make the loops the same size so the bow will look good."
2. Now demonstrate pulling both loops to make both loops the same size. Make sure your child is watching. For a blind child, make sure he is feeling what you are doing. You can hold your child's hands on the loops and guide him through pulling the loops.
3. Let your child try to do it; allow time for practice.
4. Praise for trying ("That was a real good try; you did real well.")
5. Praise for parts done right ("You got the string on this side just right and that is good.")
6. Show your child again how to do the part he did wrong. Don't be a judge - be an encourager. ("It's hard to do this the first time; everything takes practice. Let me show you again.") Do not criticize or judge what he did wrong.
7. Let your child try again.

8. Praise for trying.
9. Praise for parts done right.
10. When the child can do the last step praise his accomplishment and go to the next to the last step and repeat 1 through 9 above, demonstrating and having your child do the last two steps of tying his shoe.
11. Continue backward, adding one step at a time and having the child continue through to completion of the task.
12. Stop before your child gets discouraged or loses interest. Always stop right after he has had a success. Praise for trying, praise for what he has done right. Do not mention what was done wrong.

This procedure is called backward chaining; or we might simply call it "the last-step-first process." It allows your child to have a success each time because he always completes the last step. Completing a task is usually rewarding to a child.

This last-step-first process works well for many activities. For example: in learning to make a bed, the child watches you make the bed, and the last step is to straighten up the spread. Let your child help you straighten up the spread. Next time the bed is made let your child help put the spread on and straighten up the spread all alone. The next time let him help you put the pillows on, and let him put the spread on and straighten it up, and so on through all the steps until your child can make the entire bed. Remember, always reward for trying, reward for parts done. Do not expect perfection.

Not all tasks can use the last-step-first process. Some tasks work better learning the first step first. You will have to decide. Just remember that the last-step-first process always gives your child a feeling of accomplishment because it allows him to finish the task. For such things as learning the alphabet or numbers, or other things where the sequence is important, a first-step-first procedure is necessary.

2. REWARDING

In helping a child build skills and develop suitable behaviors, the use of rewards is very important. Children tend to keep doing things which have resulted in immediate rewards ^(g) (rewards occurring right after the behavior), and they tend to quit doing things for which there is no immediate reward.

This is why, for example, a child may want to go out and play rather than stay in and study. Playing provides an immediate reward for the child, while the reward for studying may be a good grade on a report card the child won't get for six weeks. The child will avoid studying because as far as he is concerned there is no reward for doing it.

Consequently, a big part of helping a child build necessary skills and suitable behaviors, is for parents to provide "now" rewards for such behaviors when the ultimate reward may be a long time in coming.

^(g) See 5, 19.

There is a rule about rewards:

REWARD THOSE BEHAVIORS YOU WISH TO BUILD; DO
NOT REWARD BEHAVIORS YOU WISH TO ELIMINATE.

Selecting Rewards

What makes something a reward for a child? A reward can be anything that is pleasing to your child. Giving your child attention or showing an interest in what he is doing is usually a reward for a child. Praise and approval are powerful rewards. Remember when we talked about the social needs we all have for approval and acceptance? When parents show approval they help fulfill their child's social needs. Remember self-esteem needs for looking good in the eyes of others and feeling that we are doing things well? Parents who point out successes and what a child does right help to fulfill a child's need for self-esteem. When needs are fulfilled this is a reward for the child.

The positive responses of other people, especially parents, are rewards that can have a strong influence in building behavior, and they are easily employed. Other rewards can be of a tangible nature. For example, rewards can be something a child wants to do, something he likes to eat, or something he can play with.

Parents must be sure that what they intend to be a reward is something desired by the child. Sometimes parents may think something is a reward but

it turns out that it has no meaning to the child. He doesn't consider it a reward. For example: Parents know studying has a reward, but telling a child if he studies he'll do well on his report card may not seem like a reward to him because it's too far in the future. This is one reason why motivation problems can exist.

Parents get into a trap by not realizing the child may not be able to see the benefit or reward in some activity. This is because the child may not have developed enough maturity to be able to take a long view of things. If you will recall, one step to maturity is going from the short view of childhood toward the long view of adulthood. It takes a long time for children to develop a long view and to consider things far in the future as a possible reward.

Using A Reward

Rewards should come immediately after a behavior. The rule is the sooner after the behavior the better. So, don't tell Johnny or Jill that if he makes good grades in second grade, he'll be able to go to college. A child of seven or eight can't think in terms of eleven years from now. As a matter of fact, don't even think that something that will happen a week from now will seem like a reward when a child is young.

Just remember, when the reward for an activity is a long way off, parents should act to provide a "now" reward for the child. For example, a child

may need to wear a brace so that as he grows his legs will be straight. The long range benefit of straight legs will not seem like a reward for a young child. A parent can, however, provide a "now" reward by giving approval for wearing the brace ("Jenny, you make me so happy when you wear your brace") or a parent can always praise the child for wearing it ("It is heavy, but you are strong and wear your brace".)

REMEMBER: A NOW REWARD IS THE MOST MEANINGFUL TO A CHILD.

Waiting an hour or a day, or until daddy gets home is not an effective way of rewarding.

When providing your child with a reward for a particular behavior, always make sure that your child knows what the reward is for. Do this by specifically naming the behavior or activity for which the reward is intended and giving the reward immediately. For example, Johnny made his bed. Mother could give rewards in the following ways: "Johnny, it makes me happy when you make your bed;" "Johnny, you did a fine job in making your bed. Let's have a cookie;" "Johnny, how good you made your bed look."

Remember, children tend to keep on doing things for which they get an immediate reward and children tend to quit doing things for which there is no immediate reward.

Now, think of the things you are trying to motivate your child to do, and think also of things your child continues to do that you really wish he would stop. Try to answer this question: Is the reason why my child is not doing things he needs to do because there is no immediate reward for doing them? Is the reward too far off to be a reward for him?

Now think of the things he keeps on doing that you wish he would stop. Try to answer this question: What is happening that keeps giving my child a reward for these behaviors? Am I, for example, unintentionally giving him a reward when he does certain things - the things I wish he'd stop? The answer is probably "yes". As the Early Childhood Learning Center (no date) has noted:

We motivate by our smiles and words of praise when they begin to make sounds that approach words; we motivate by giving things they ask for when they ask clearly enough so that we understand; later, we motivate by praise for good school grades, etc. Sometimes, we motivate in ways we did not intend and inevitably, at times, they learn things we would rather they did not learn. But the material must have been available to be learned, and something or someone in their world motivated them to learn it. (p.2)

Most parents forget that to their child the parents' attention is a reward. The child may not consider if the attention is positive or negative - he's just got your attention. You might check and see if you are giving attention by getting angry, fussing, noticing, making an issue about things you dislike. Many troublesome child behaviors are maintained entirely by the fact that

they get a reaction from parents. Such behaviors can be eliminated in a child in a short time if parents carefully and consistently avoid responding to them.

When you are trying to develop an interest on the part of your child in doing a new thing, or when your child is first learning an activity or behavior, you should give a reward frequently. The child should be rewarded for just trying. He should be rewarded for the smallest achievement. Once a behavior or skill has been established, rewards may be given only occasionally. Rewarding becomes "controlling" if it isn't faded out when the child has mastered the task.

THE MYTH THAT REWARDING SPOILS A CHILD IS UNTRUE

It is a common notion that rewarding spoils a child. Don't be afraid of spoiling your child by rewarding his good behavior and his achievement in developing a skill. Spoiling occurs when a child gets something for nothing; that is to say, when he gets what he wants regardless of his behavior. When a child is rewarded, he gets something for something; that is, rewards are dependent upon his good behavior.

Example Of Rewarding

Here is a way one parent taught herself to use rewards. This parent had a child four years old. She had a habit of correcting and punishing her child all day long. She became aware that all she did was focus on failures and mistakes her child made, and she was on the child's back constantly.

Wanting to change her own behavior focus, she got some gold stars and put twenty five in her pocket. She decided that everytime she saw her child doing something well or everytime her child had a success, she was going to give her a star. The mother said it is hard to believe the trouble she had giving out the twenty five stars the first day, and the trouble she had trying not to point out the failures and mistakes. The second day wasn't quite as hard, and within a week she wasn't having much trouble focusing on her child's successful behaviors and achievements. Yet she still had the urge to point out mistakes, to correct and correct, and it took quite a while to get over this habit.

You may have to use some kind of a reminder system like the stars (be sure the reward is meaningful to your child) to break the habit of over-correcting your child all day long. Remember, when you reward your child for what he is doing right, point out his successes and achievements and his acceptable behavior. In this way you help him BUILD good skills and behaviors. This in turn gives him successes and good feelings about himself and about his ability to do things. He will likely be interested in continuing to do things when he has been rewarded for them in the past.

Let's take another example of using rewards: Sue, who is three years old and a rather sloppy eater, is really "getting to" her mother who is tired of cleaning up the mess. This mother has been complaining, correcting, slapping Sue's

hands when she's messy and in general using punishment, threats and criticism in an effort to get Sue to stop being messy. It wasn't working and Sue's mother decided to try a different approach. Instead of trying to get Sue to stop being messy, she decided she was going to build the behaviors it took for Sue to eat without making a mess. Using this approach, Sue's mother simply ignored the unwanted behaviors, and began rewarding the opposite behaviors. That is, she showed Sue, using the step method of guiding, how to use a spoon, and rewarded every single step, rewarded for trying. She rewarded every time Sue got the spoon to her mouth without spilling something. Every time Sue was not messy - that is every time she was neat, Sue's mother rewarded her with approval, smiles, soft pats, and such things as "how nice." Soon, Sue began to eat without spilling very much. This mother focused on building a skill rather than on getting Sue to stop being messy.

These are examples of how a parent can correct a child's unwanted behavior without resorting to spankings, fussing and criticism. These are examples of focusing on developing suitable behaviors and skills by using positive motivation.

3. STIMULATE INTEREST

Another reason a child won't try is because he is not interested. A child may be uninterested simply because he doesn't know anything about an area or a subject.

Parents should stimulate their child to be interested in a great number of things. You may find yourself in the position of trying to stimulate your child's interest in something he knows nothing about, or in something at which he has failed in the past.

There are three major ways you can stimulate your child's interest:

- (a) Suggesting
- (b) Introducing
- (c) Intriguing

a. Suggesting

Suggesting is one good way to stimulate a child's interest. When you offer suggestions or offer alternatives to a child and let him choose, he will be much more interested since he gets to make the choice. ^(h) For example, say you are having a problem with Larry not wanting to eat. You might suggest that he might like to eat outside for a few days or before the television. The issue then becomes where he's going to eat, and not if he is going to eat.

By suggesting, you let your child know that you trust his judgment and ability to choose and make a decision. This helps give him a good image of himself, and also gives your child an opportunity to learn to plan

^(h) Foote, 1970, notes that motivation is affected by choosing from alternatives.

things and decide things. You can give your child a reward when he makes a good choice. Something like, "It makes me happy to see you make the decision to go on to school even if your foot is a little sore. It was a wise decision."

b. Introducing

Another way a parent can stimulate interest and increase motivation is by introducing a child to a variety of ideas and situations. You introduce by showing, pointing out, explaining how things work and by providing books, toys and opportunities to try new ideas and behaviors.

You can play classical music for your child, take him to an art museum, or take your blind child to the children's zoo to feel the small animals.

Children tend to be interested in things they know about. Some children are afraid of new situations and should gradually be introduced to a number of different situations so they will know what to expect. A perfect example is the first day of school. Very few children who have never been to school before want to go. They won't have mother there perhaps, there will be different people, different children. They may get lost.

Before school starts if a parent introduces her child to the situation by taking the child to the school, shows the child the room, lets the child watch (or hear) the other children, she will have a child much more willing to go to school.

A good method to use is to "role play" a situation with a child ahead of time if he shows any concern about it. In this way you can let your child know what to expect. Here's how a role play will go: "Okay, let's pretend we are going to the shopping center. First we get in the car and drive. Here, you climb on the couch and pretend it's the car seat. BUZZZ - hear the engine? Look at all the cars on the freeway. Do you see that blue one? You don't? Look up ahead, there is the driveway for the shopping center. I'll have to park the car, and we'll push your wheelchair up to a sidewalk that is just a little distance from the car. There probably won't be any other children in a wheelchair there today, but sometimes there are. Somebody might ask you your name and smile at you. What will you say? Will you tell them your name?" and so on, to let the child know the things to expect.

c. Intriguing

Learning and developing should be fun for a child. (i) It does not have to be a series of bad or sad experiences. A parent can create an atmosphere where the child will anticipate doing something new or different by intriguing him. When you intrigue a child you can suggest the possible rewards associated with each activity: Doing this is fun; this tastes like candy; doing this makes lots of people happy; there is a place to play with lots of toys; there will be some other boys and girls there; look

(i) See 5.

at how the children are laughing, etc.

By intriguing you can develop anticipation by telling your child how much fun an activity will be. However, be sure you don't build unrealistic expectations which will disappoint your child.

4. RELEASING

In order for a child to learn, parents must release their child and allow for discovery. Children need time to explore, think and figure out things for themselves. They need time to put things together in their own mind. Parents can release in three ways:

- a. Encouraging independent activity
- b. Backing off
- c. Not judging

Let's take these one at a time:

a. Encouraging

Children need encouragement to try new things or to try something where they have failed. When you see your child hesitate or put off doing something, your encouragement and belief in his ability will help him overcome his lack of self-confidence. Encouragement should take the form of acting as if you assume your child has the know-how and the courage to do something. It involves the parent letting the child know the parent has faith. You can reward your child for having his own ideas and opinions. After your child discovers a better way, you can praise his discovery and encourage him to use the better way by rewarding.

You can encourage your child to become his own judge by asking him what he thinks of what he's done. When he says he's done a good job, you can praise him for self-praise. This is a good way to release a child from reliance on parental rewards.

There are several other ways parents can encourage a child. You can say such things as "I really think you can do that." or "That won't be hard for you, you did something like that last week."

b. Backing Off

One of the hardest things for parents to do is back off and let the child have time on his own to learn and discover. Some parents have the problem of doing too much, doing almost everything. They never back off and let the child have a chance to practice and learn. ⁽ⁱ⁾ Backing off behaviors include stepping back and not doing something for your child. They also include providing free, unstructured time every day for your child to grow, explore and learn on his own. ^(k)

c. Not Judging ^(l)

Perhaps the most important releasing behavior a parent can act out is non-judging behavior. In non-judging behavior you do not expect perfection. Instead, you smile, shrug your shoulders and say such things as, "No one is perfect; few people could do that the first time. There is tomorrow when you can try again. "

When a child is learning, when you are trying to motivate him and generate an interest, you can turn off the motivation if you judge, stand

(i) See 9, 10.

(k) See 2, 16, 20.

(l) See 21.

around and watch. All children need time to learn. They need to be released to make a mess if it takes a mess to learn how.

SUMMARY

In this chapter it was pointed out that a backlog of successes tends to help a child feel capable and more willing to try, that it is necessary for a child to develop behaviors and skills in order to succeed, that a backlog of failures tends to make a child anticipate that he will fail and so he doesn't try.

There was a rule about motivation:

SUCCESS CREATES MOTIVATION; FAILURE DESTROYS
MOTIVATION.

It was noted that five general factors influence a child's motivation:

1. UNREALISTIC EXPECTATIONS CAUSE A CHILD TO FAIL OFTEN - that is, children of parents who overexpect things tend to fail more often than children whose parents have realistic expectations of what the child can do.
2. LACK OF SKILLS CAUSES A CHILD TO FAIL - Undeveloped and unsuitable skills can create situations where a child will fail.
3. PARENT'S FOCUS ON MISTAKES AND FAILURES - can give a child a sense of failure and lack of self-worth - also it won't build good skills or behaviors.

4. LACK OF INTEREST can be caused by lack of knowledge about something, past failures, or by lack of rewards or benefits .

5. FEARS can cause a child to fail to try. Fears can relate to fear of failure, fear of the unknown, or fear of loss of prestige and face.

It was pointed out how negative parental behaviors result in a child developing a sense of failure because he is threatened, punished and criticized for his mistakes. Also it was shown how negative parental behaviors are rather ineffective since they focus on getting a child to stop a behavior rather than on developing suitable behaviors and skills.

Positive Motivation Behaviors were presented and included:

GUIDING - Break what you teach into small steps
- Demonstrate and tell your child how
- Allow time for practice - don't expect perfection

REWARDING - Reward behaviors you want to build; do not reward behaviors you want to eliminate.
- Select rewards that are meaningful to your child. A reward is anything pleasing to a child
- "Now" rewards work best. Reward right after the behavior you seek to build. After a while give a reward for the behavior only occasionally.

- STIMULATE
- Stimulate interest in new things, or where a child has failed in the past by:
 - Suggesting or offering alternatives
 - Introducing a child to a wide variety of ideas and situations by taking him places and talking about ideas
 - Intriguing a child by describing what an activity is like, what the rewards are.
- RELEASE
- Allow time for self-learning and exploration
 - Encourage your child to do things on his own; allow calculated risk taking
 - Back-off and let your child do it himself
 - Refrain from judging and expecting perfection

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