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Graduate Studies

MOTIVATING STUDENTS WITH LEARNING DISABILITIES: FOSTERING
LIFELONG READERS

A Chapter Style Capstone Seminar Paper Submitted in Partial Fulfillment of the
Requirements for the Degree of Master in Special Education

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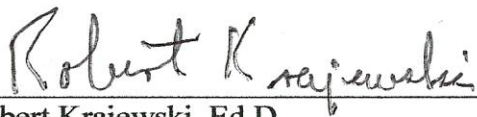
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MOTIVATING STUDENTS WITH LEARNING DISABILITIES: FOSTERING LIFELONG
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By Gina M. Krueger

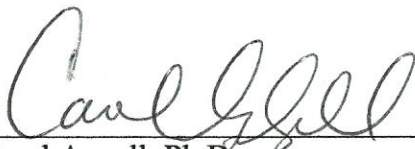
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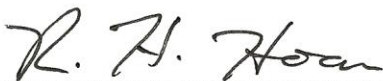
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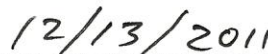
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ABSTRACT

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In recent years motivation has been added as a critical component in literacy. Some students are motivated more than others. Students with learning disabilities typically are less motivated. Research has shown that this is in part due to students with learning disabilities tending to have characteristics that contribute to low motivation to read. The goal of this capstone aimed to research motivation and strategies to increase motivation in terms of reading.

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CHAPTER I

INTRODUCTION

Introduction

Throughout our lives some people influence us more than others, thus they leave a lasting impression on us. The effect of the imprint on the person can contribute to foster values in the future. For the majority of children, parents and teachers are these influential people who help to create and instill lifelong values. As students continue their education there is a slow progression from the students being completely dependent on the teachers to their becoming solely independent in their education. Once the switch occurs, motivation is a key factor that influences the student's success in school. Not every student possesses the same skills to use motivation to help them succeed in school.

One population of students who struggle more with motivation than others are students with learning disabilities. Due to the huge impact motivation can have on students with disabilities, it is an important topic of research. However, there are but few research studies which assess motivational levels of students with learning disabilities. Motivation has recently been added as one of five highly influential components of literacy, which increases the necessity to do more studies on motivation.

Learning disabilities is the fastest growing classification in special education due to more students being classified as having a significant learning disability. The typical student with learning disabilities has difficulties in literacy, which leads to their classification. There is an increasing necessity to conduct research and analyze previous research on factors that influence motivation in students with learning disabilities.

Within the past few years ‘motivation’ has increasingly become a buzz word on the lips and minds of educators. A general understanding among teachers is that a student’s motivation has an influence on their achievement in the classroom. The more determination a student has to work hard the more likely they will achieve at a higher level. It would be difficult to find an educator who would not agree that motivation isn’t significant across all subjects.

Educators value motivation and understand its importance. Yet, in the past very few educators in the schools would do anything to try to increase motivational levels in the students. Most teachers recognize the key role of motivation in accounting for poor instructional outcomes; yet, they still cannot incorporate it into their teaching (Taylor and Adelman, 1999). Teachers are even less likely to devote more time to try to encourage students with low motivation. These students are typically students with learning disabilities. An oversight like this further would place students with learning disabilities behind their nondisabled peers. However, it wasn’t until recent years that motivation has been identified as a key element in reading. Since this acknowledgement, extensive research on the influence and effect of motivation in reading has been conducted.

Literacy is composed of two skills, which are the ability to read and the ability to write. Literacy has always been a key component of the curriculum. In spite of the emphasis placed on literacy, many students in the United States are falling below the basic level of reading proficiency. Students who are identified as having a learning disability typically struggle significantly in reading. For this reason, research has especially focused on the relationship between motivation and reading regarding students who have learning disabilities. It is important to consider the influence of motivation and literacy individually as well as studying the interaction between motivation and literacy together in order to build lifelong readers in students with learning disabilities.

The purpose of this literature review is to analyze previous research that studied motivational levels of students with learning disabilities and what motivates them to learn in the classroom. More specifically, the research was directed towards motivational levels in reading. In addition, the research investigated the motivational factors that influence, as well as strategies that increase, students with learning disabilities' desire to learn and read. Five questions were considered while analyzing past research.

1. What are the factors that play an influential role on a student's motivation?
2. What are some methods that educators can use to increase intrinsic motivation of students with learning disabilities?
3. What are some methods that educators can use to increase extrinsic motivation of students with learning disabilities?
4. How are a student's motivational levels to read affected by a learning disability?
5. Is motivation an innate behavior or is it learned from family and/or educators?

The topic of motivation was chosen because through my observations in the schools, motivation is a crucial component that many students lack. I will be licensed to teach students with learning disabilities and educating this population of students is rewarding. Every day is different and every day is challenging in various ways. Motivation is a beneficial topic to research because it can be directly implemented into a classroom in order to make the classroom a more conducive learning environment. I have seen how influential extrinsic motivators can be used effectively in the classroom, but from my prior knowledge it is important to foster intrinsic motivation.

The ability to read is imperative for success in school and motivation can play a crucial role. Motivation is a powerful resource. Unfortunately, its abundance varies within the student population. Motivation can be used as a tool by educators teaching students to read and write. Understanding the factors that encourage and also discourage student motivational development will allow special education teachers to properly utilize it to teach reading and writing skills. Overall, I wanted to learn more about motivation to read, why students may lack it, and what special education teachers can do to foster it within students.

The process of finding and selecting useful research articles that aim to answer the key questions of this literature review was arduous. There has been much research conducted in the past on motivation to read. However, it hasn't been until recently that these studies began to look at how motivated students with learning disabilities are, and what factors influence their motivational levels.

This literature search began by using the Education Resources Information Center (ERIC) database. The ERIC database was accessible through the University of Wisconsin-La Crosse library website. Some of the keywords researched included: motivation, motivating, motivated, and motivate as well as many different endings for learning disability and reading.

Student motivation was a huge descriptor that produced many different types of usable articles. Pairing the keywords 'reading' and 'learning disabilities' produced many helpful articles. Other various descriptors, factors, and effects were paired with motivation. The main subject area researched regarding motivation was reading. These initial articles led to discovering many others on the topic.

CHAPTER II

DEFINITIONS AND KEY AUTHORS

Definitions

Academic Achievement: the level of actual or proficiency one has accomplished in an academic area, as opposed to one's potential. For example: a student may have the tested potential to read on a 12th grade level, but may only be reading on a 4th grade level (Retrieved September 17, 2011 from <http://www.dpsnc.net/about-dps/abbreviations-and-glossary>).

Achievement Motivation: a collection of beliefs, attitudes, and emotions that influence students' performance in school. This collection includes students' explanations for the causes of success and failure, their personal expectancies and standards for performance, confidence in their ability to do well, and beliefs about the nature of intelligence – innate or changeable (Bempechat, 2004).

Achievement Tests: the method of assessing any or all of reading, math, and written language as well as subject areas such as science and social studies. These tests are available to assess all grade levels, including through adulthood.

Achievement tests are used to determine a student's academic strengths and weaknesses. The achievement test scores reveal whether or not a child has severe differences in ability and performance that indicates a learning disability diagnosis (Logsdon, 2011).

Adaptive Motivational Skills: healthy and positive motivational behaviors that help increase academic achievement. These adaptive behaviors include:

- responsibility
- confidence
- persistence
- goal setting
- planning, and the
- ability to delay gratification (Bempechat, 2004).

Attribution Theory: an assumption arguing that students come to perceive success and failure in school result primarily from effort, ability, and external factors such as task ease, difficulty, or luck (Bempechat, 2004).

Behavioral Rigidity: a person's difficulty maintaining appropriate behavior in new and unfamiliar situations (Logsdon, 2011).

Bidirectional Relationship: an interaction in which two variables influence each other.

This means that both literacy influences motivation and at the same time, motivation influences literacy (Becker et al., 2010).

Category: any of several fundamental and distinct classes to which entities or concepts belong; a division within a system of classification.

Cognitive Disability: a disorder of significantly sub-average intellectual functioning that exists concurrently with deficits in adaptive behavior; further it also adversely affects educational performance (IDEA, 2004).

Collaborative Learning: students working together in groups to complete selected activities. This process gives students an opportunity to consolidate their understanding about concepts they are learning (Frey & Fisher, 2010).

Criteria: a standard of judgment or criticism; a rule or principle for evaluating or testing something (Retrieved September 21, 2011 from <http://dictionary.reference.com/browse/criteria>).

Disability: the deprivation of ability or absence of competent physical, intellectual, or moral power, means, fitness, and the like; also the combination of physical or intellectual impairments of an individual and the social attitudes and environment

that prevent a person from living a full, normal life or performing his/her normal job. The four broad categories that students can be classified under include:

- emotional disability
- behavioral disability
- cognitive disability, and
- specific learning disability (Retrieved September 7, 2011 from <http://dictionary.reference.com/browse/disability>).

Developmental Differences: notable discrepancies in behavior between students of the same age in the process of growing physically and intellectually.

Education for All Handicapped Children Act (EAHCA): a legislation act passed in 1975 which mandated that states create full educational opportunities for children with disabilities. The EAHCA is often referred to as P.L. 94-142. In addition, P.L. 94-142 mandated that qualified students with disabilities had the right to:

- nondiscriminatory testing, evaluation, and placement procedures,
- education in the least restrictive environment
- procedural due process, including parent involvement,
- a free education, and
- an appropriate education (Yell, 2006).

Education Resources Information Center (ERIC) Database: an online digital library of education containing research and information. ERIC provides ready access to

education literature to support the use of education research and information to improve practice in learning, teaching educational decision-making, and research.

Educational Research: basic, applied, and developmental activities conducted to advance knowledge in the field of education as well as identify problems in education (Retrieved October 19, 2011 from <http://www.education.com/definition/educational-research/>).

Effective: the ability to produce a decided, decisive, or desired result(s) or outcome(s) (Retrieved August 12, 2011 from <http://www.merriam-webster.com/dictionary/effective>).

Emotional and/or Behavioral Disorder: the Individuals with Disabilities Education Act (IDEA) defines a serious emotional disturbance (SED) as a condition which exhibits one or more of the following characteristics over a long period of time and to a marked degree and which also adversely affects an individual's educational performance:

- an inability to learn which cannot be explained by intellectual, sensory, or health factors;
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- inappropriate types of behavior or feelings under normal circumstances;
- a general pervasive mood of unhappiness or depression; and

- a tendency to develop physical symptoms or fears associated with personal or school problems (IDEA, 2004).

Engaged Readers: the ideal students who are intrinsically motivated. These students will read regularly and enthusiastically for a variety of their own purposes (Applegate & Applegate, 2010).

Environment: the surroundings of, and influences on, a particular item of interest; the natural world or ecosystem; all elements over which a designer has no control and that affect a system or its inputs and outputs.

Extrinsic: the not forming part of or belonging to a thing; originating from or on the outside; originating outside a part and acting upon the part as a whole.

Extrinsic Motivation: the desire to complete tasks in exchange for tangible external rewards such as: receiving money, candy, or any other reinforcing object (Skinner & Belmont, 1993).

Extrinsic Reading Motivation: the desire to obtain external recognition, rewards, or incentives such as attention from parents and/or teachers as well as good grades toward living up to external expectations, or toward avoiding punishment (Becker, McElvany, & Kortenbruck, 2010).

Extrinsic Reinforcement: a term also referred to as extrinsic motivation. See the definition of extrinsic motivation.

Inclusion: an instructional methodology based on educating children with disabilities and without disabilities in the same classroom environment. Often called "full inclusion," this practice is encouraged by IDEA by the provision that disabled children should be educated in the least restrictive environment possible. Therefore, if a disabled child can effectively learn in a regular classroom environment, he or she should study there. Proponents of inclusion generally favor newer forms of education service delivery (Retrieved April 9, 2011 from <http://www.education.com/definition/inclusion/>).

Inclusive Classroom: an environment in which all students are full members of the school community and are entitled to the opportunities and responsibilities available to all students in the school. An inclusive classroom places students with disabilities in the regular education classroom, which requires teachers to differentiate instruction to meet all students' learning needs (Gaillard, 2011).

Individuals with Disabilities Education Act (IDEA): the public law (P.L. 108-446) that requires children with disabilities to be educated in the "least restrictive environment appropriate" to meet their "unique needs." IDEA has been reauthorized twice since it's first being signed as a law in 1990 and has made significant changes. These most important changes were in:

- the IEP,
- the discipline, and
- the identification of students with learning disabilities (IDEA, 2004).

Innate Behavior: the actions that students engage in that are present in an individual from birth rather than a learned behavior.

Intelligence Test: the estimation of a student's current intellectual functioning through performance of various tasks designed to assess different types of reasoning in order to determine one's intelligence quotient also known as IQ (Logsdon, 2011).

Intrinsic: of or relating to the fundamental nature of a thing; inherent.

Intrinsic Motivation: the desire to complete tasks due to internal rewards such as the feeling of accomplishment of success (Skinner & Belmont, 1993).

Intrinsic Reading Motivation: the disposition to read purely for the enjoyment, interest, and excitement of reading (Becker, McElvany, & Kortenbruck, 2010).

Learned Helplessness: the tendency to fall apart in the face of difficulty or challenge. This includes the tendency to believe that mistakes are a sign of low ability, a stable quality of the self over which they have no control (Bempechat, 2004).

Learning Environment: the climate in the classroom which teachers create for the students. The learning environment should be positive, encouraging, and challenging for the students. The direct setup of the classroom also affects the learning environment (Sanacore, 2008).

Learning Goals: the targets in which the choice and pursuit processes involve a focus on progress and mastery through effort (Dweck, 1986).

Literacy: the ability to read and write. It is one of the major emphases in school as there is a switch from learning to read to reading to learn.

Motivation: there are many different ways in which this term has been defined in the literature. One definition is the effort, persistence, and drive directed toward a particular goal (Klassen & et al., 2008). In contrast, researchers Garcia and De Caso (2004) defined motivation as not an exclusively stable characteristic of a person, but rather, it is strongly influenced by the situation, domain, and context.

Motivational Readiness: a situation offering stimulating environments that can be perceived as vivid, valued, and attainable (Taylor and Adelman, 1999).

No Child Left Behind Act: a reauthorization of the Elementary and Secondary Education Act, the central federal law in pre-collegiate education. ESEA, first enacted in 1965 and last reauthorized in 1994, encompasses Title I, the federal

government's flagship aid program for disadvantaged students. At its core, NCLB has several measures designed to facilitate broad gains in student achievement and to hold states and schools more accountable for student progress including:

- annual testing
- academic progress
- report cards
- teacher qualifications
- reading first, and
- funding (Yell, 2006).

Performance Goals: targets in which the entire task choice and pursuit process is built around children's concerns about their ability level (Dweck, 1986).

Personalization: individual differences in both capability and motivation in the classroom through differential instruction as well as assignments (Taylor & Adelman, 1999).

Procrastination: a type of *anti-motivation*, that is, avoidance or delay of the application of effort and persistence directed toward a task (Klassen & et al., 2008)

Reading: the interpreting of letters or other written information; speaking aloud words or other written information.

Reading instruction: a reliable, trustworthy and valid evidence indicating that when a program or set of practices is used, children can be expected to make adequate gains in reading achievement.

Reading Literacy: the ability to understand, use, and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate effectively in society. Reading literacy involves four main components such as:

- reading fluency and decoding
- vocabulary
- comprehension, and
- motivation (The Organization for Economic Co-operation and Development, 2001).

Reading Motivation: the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading (Becker, McElvany, and Kortenbruck, 2010).

Reinforcement: the process of adding or taking away a stimulus in order to increase or decrease a behavior. Positive reinforcement aims to increase a behavior by introducing a stimulus. Negative reinforcement aims to decrease a behavior by removing a stimulus.

Reluctant Learners: individual in their disinclination to learn as they are in their

motivation to learn. Three commonalities among reluctant learners include:

- do not complete tasks
- do avoid challenges, and
- satisfied with just getting by (Sanacore, 2008).

Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112): a legislation act passed in

1973 which prohibits discrimination against people with disabilities. This was the first piece of legislation passed as a safeguard for people with disabilities. Under Section 504 a ‘handicapped’ person was defined as any person who has a physical or mental impairment that substantially limits one or more of that person’s major life activities, or a person who has a record of such an impairment or who is regarded as having such an impairment (Yell, 2006).

Self- Concept: an individual’s assessment of his or her status on a single trait or on

many human dimensions of societal or personal norms as criteria. This mental image one has of oneself includes:

- the whole set of attitudes
- opinions, and
- cognitions that a person has of himself (Retrieved September 17, 2011 from <http://dictionary.reference.com/browse/self-concept>).

Self-Efficacy: the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. In other words, it's a person's belief in his or her ability to succeed in a particular situation that determine how people think, feel, and behave. The four major sources of self-efficacy include:

- mastery experiences
- social modeling
- social persuasion, and
- psychological responses (Bandura, 1977).

Self-Fulfilling Prophecy: a concept developed by Robert K. Merton to explain how a belief or expectation, whether correct or not, affects the outcome of a situation or the way a person (or group) will behave. Thus, for example, labeling someone a "criminal," and treating that person as such, may foster criminal behavior in the person who is subjected to the expectation (Colombia Electronic Encyclopedia, 2007).

Self- Regulation: the ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation. It includes the abilities:

- to inhibit first responses,
- to resist interference from irrelevant stimulation, and
- to persist on relevant tasks even when we don't enjoy them.

Special Education: the specially designed developmental and corrective instruction implemented to meet the unique needs of a child with a disability, including instruction conducted:

- in the classroom,
- in the home,
- in hospitals,
- in institutions, and
- in other settings as well as instruction in physical education.

Special Education services also include speech-language pathology, audiology, psychological, recreation, physical and occupational therapy, and transportation services, travel training, and vocational education and refers to a range of educational and social services provided by the public school system and other educational institutions to individuals with disabilities who are between three and 21 years of age (Retrieved October 9, 2011 from <http://www.education.com/definition/related-services-special-education/>).

Specific Learning Disability: a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes, but is not limited to, conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (Retrieved September 17, 2011 from <http://www.dpsnc.net/about-dps/abbreviations-and-glossary>).

Teacher Expectancy Effect: the phenomenon whereby teachers' impressions about students' ability actually affect students' performance, such that the student's performance falls more in line with the teachers' expectancies. One way student's performance is manipulated is thru test information (Dweck, 1986).

Tokenism: the process of giving extrinsic rewards, also known as tokens, for successful completion of necessary tasks (Sanacore, 2008).

Key Authors

Applegate, Anthony: A professor of education at Holy Family University in Philadelphia, Pennsylvania, he has a core interest in literacy. Applegate began his education career by receiving bachelor's degree in English with a minor in Philosophy in 1972. One year later he went back and received his masters in English Literature. Applegate continued his education by receiving a Masters in Education, more specifically in the psychology of reading two years later. He continued on to receive a doctorate in Educational Psychology and the Psychology of Reading. He accomplished all of this in only six years. His research interests include: reading motivation, reading habits and attitudes of teachers, the assessment of thoughtful literacy and general literacy achievement, and the relationship between reading fluency and comprehension. Applegate has had over 17 publications, been included in chapters of two different books, and

numerous presentations in the last three years

(<http://hfc.edu/sedu/drfaculty.shtml>).

Applegate, Mary DeKonty: A professor in the Department of education at Saint Joseph's University in Philadelphia, Pennsylvania since 1983. She began her teaching career in several elementary schools for ten years. At the university she teaches many classes at the undergraduate and graduate levels including Literature II, more specifically reading class as well as the Psychology of Teaching. Her many awards include being the recipient of the Christian R. and Mary F. Lindback Award for Distinguished Teaching in 1983. In 1993, she was selected as the Pennsylvania Teacher Educator of the Year. Her many publications appear in multiple leading reading and literacy journals. Applegate is actively involved in many leadership roles in the Association of Literacy Educators and Researchers

(<http://www.sju.edu/academics/cas/education/faculty/maplegate.html>).

Dweck, Carol: Since 2004, Dweck has been the Lewis and Virginia Eaton Professor of Psychology at Stanford University. Previously to teaching at Stanford she has taught at many other prestigious universities that include: Columbia University, Harvard University, and the University of Illinois. Her primary research interests are in motivation, personality, and development. More specifically, her research philosophy is to bridge each of her interests in order to examine the self-conceptions people use to structure the self and guide their behavior. Since 2003

she has received over 13 honors and awards for her leading research and lectures (<https://www.stanford.edu/dept/psychology/cgi-bin/drupalm/cdweck>).

Fisher, Douglas: At the university of San Diego State, he is a professor of Language and Literacy Education in the Department of Teacher Education. In addition he is a classroom teacher at Health Sciences High and Middle College. Fisher's developmental age range of expertise is from kindergarten up to twelfth grade. His areas or expertise include: English language learners, adolescent literacy, gradual release of responsibility, curriculum design, differentiated instruction, literacy coaching, graphic novels, and struggling readers. Throughout his career he has received many awards that include: the International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, and the Christa McAuliffe award for excellence in teacher education. Fisher has the honor of being a member of the California Reading Hall of Fame. He has published numerous articles and books on school-wide approaches to improve student achievement, reading and literacy, differentiated instruction. Fisher offers highly dynamic and engaging professional development workshops (<http://www.ncte.org/consultants/fisher>).

Frey, Nancy: Frey began her teaching career by working as a public school teacher in Florida where she taught students at the elementary and middle school levels. After she began to work at the state level for the Florida Inclusion Network in order to help districts design systems to support students with disabilities in an

inclusive classroom setting. She currently is a professor of Literacy in the School of Teacher Education at San Diego State University. She and Douglas Fisher have worked closely together to improve adolescent literacy. Frey's areas of expertise include: content area literacy, graphic novels, English learners in the English classroom, literacy coaching, curriculum design, differentiated instruction, and secondary reading and instruction. She has multiple publications and leads many workshops throughout the year (<http://www.ncte.org/consultants/frey>).

Klassen, Robert: His academic career began by teaching French and Music class as a Junior High School Teacher. After teaching for four years Klassen became a School Psychologist for six years before he became an Assistant Professor at the University of Alberta. He worked his way up to Associate Professor after only four years. Klassen currently is the Associate Professor in the Department of Educational Psychology. His research interests include: motivation of teachers and adolescents, cross-cultural research, and social, emotional and motivational perspectives on learning disabilities. With over 35 publications in his career he is highly recognized for his achievements. Throughout his career he has received many awards including the Richard E. Snow Early Career Award from the American Psychological Association in 2011 (http://edpsychology.ualberta.ca/en/People/AcademicStaff/~media/edpsych/Documents/People/Rob_Klassen_CV_Aug_2011.pdf).

Sanacore, Joseph: A classroom teacher was the stepping stone in his career before he became a school administrator and finally a university professor. Through working in these various different educator roles, Sanacore has learned to work cooperatively with key players such as: teachers, administrators, students, and parents in order to promote highly successful literacy-learning environments. He has published more than 100 articles in many prestigious and well known journals including *The Reading Teacher* and *The Journal of Adolescent and Adult Literacy*. His articles discuss key topics that are being discussed in order to better the learning environments for all students. Some of these topics include: strategies for learners at risk of failure, ingredients for successful inclusion, positive classroom environments that promote optimal learning conditions for literacy, and approaches that support lifetime literacy for all learners. Currently he is a professor at Long Island University (<http://www.liu.edu/CWPost/Academics/Faculty/S/Joseph-Sanacore.aspx?rn=Faculty&ru=/CWPost/Academics/Faculty.aspx>).

Skinner, Ellen: In the department of Psychology, she is a professor of Human Development and the Psychology Associate Chair at the University of Portland State. Skinner has a variety of research interests. The first includes life-span developmental psychology as well as the developmental systems theory. In addition, she is interested in the dynamics of motivational development during childhood and early adolescence. Further, Skinner studies how the self-system processes promote engagement and become motivational resources for children's

coping with obstacles and setbacks. She has done extensive research in motivation and has even developed a motivational theory of coping with James Wellborn (<http://pdx.edu/psy/ellen-skinner-phd-professor-of-human-development-and-psychology-associate-chair-department-of>).

CHAPTER III

LITERATURE REVIEW

Learning Disability

In school students can be classified for special education under four broad categories that include:

- emotional disability,
- behavioral disability,
- cognitive disability, and
- specific learning disability.

In recent years specific learning disability has been a rapidly increasing category. With an increase in students being classified as having a specific learning disability it is important to research and learn more about this category of students.

The first piece of legislation to safeguard people with disabilities occurred in 1973 with the passing of Section 504 of the Rehabilitation Act of 1973. Section 504 was the first federal civil rights law to prohibit discrimination against people with disabilities. The primary purpose of Section 504 was to prohibit discrimination against a person with a disability by any agency receiving federal funds (Yell, 2006).

Two years later the Education for All Handicapped Children Act of 1975 (EAHCA) mandated that states create full educational opportunities for children with disabilities. EAHCA is often called P.L. 94-142. Before this act was authorized many students with disabilities were excluded from public schools. Further, findings indicated that the majority of students with disabilities who were in schools were not receiving an education adequate for their needs. The EAHCA permitted a more significant role of the federal government in special education.

In 1990, EAHCA was renamed as the Individuals with Disabilities Education Act (IDEA) and introduced revisions such as including more categories to qualify for special education and transitional requirements for students 16 years and older. IDEA has also been revised a second time in 2004. Even though there has been change in legislation over qualifications for special education, especially for specific learning disability, the definition has remained constant.

Before the reauthorization of IDEA in 2004, the No Child Left Behind Act (NCLB) was signed into law in 2002. NCLB was a reaction to low academic achievement in America's students. This law significantly expanded the role of the federal government in public education by holding states, school districts, and schools accountable for producing measurable gains in students' achievement in reading and mathematics. The purpose of NCLB was to increase the achievement of students in America's public schools. Students with disabilities were included in NCLB in order to

ensure that this population of students was receiving appropriate education to ensure their success (No Child Left Behind, 2002).

Under legislation P.L. 94-142, specific learning disability is defined as a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. The deficit psychological processes may manifest themselves in an imperfect ability to listen, think, speak, read, write, and spell or to do mathematical calculations (Sideridis & Tsorbatzoudis, 2003). Most definitions of a learning disability are broad, and that makes it difficult to understand what criteria a person must meet in order to be classified under a specific learning disability.

Schools have used Intelligence Tests as well as achievement tests to help determine if students have a specific learning disability. Students must show a significant discrepancy between their intelligence and the level at which they are achieving in one of the areas listed in the definition. Typically, students with specific learning disabilities struggle in the areas of reading, math, and writing. Past research has used many different names for students with learning disabilities such as reluctant learners.

In the literature students with learning disabilities have been described as reluctant learners or those students with developmental differences. According to Sanacore (2008), characteristics of a reluctant learner include lacking the motivation to complete tasks, having a tendency to avoid challenges, and being okay with just getting by in school. All of these characteristics directly relate to motivation. In a study done by

Taylor and Adelman (1999), students with learning problems are described as having developmental differences. In their study they take on a transactional perspective which holds that modifications should be made to accommodate students at the level that they are at to allow them to be successful alongside their peers. Students with specific learning disabilities especially should have modifications to accommodate them and that would positively increase motivation for these students.

IDEA 2004 mandates that each special needs child be placed in the least restrictive environment to increase the time they are able to learn alongside their peers. Due to this mandate the number of students with specific learning disabilities has increased in the inclusive classroom rather than the traditional pull-out classroom. Both placements could influence how the student performs in the classroom either positively or negatively. Students with specific learning disabilities in the inclusive classroom may be unable to keep up with the pace and fall into a cycle of feeling defeated, which would negatively affect their performance. In addition, students know when they are different from their peers. Simply being placed in a pull-out resource room could either increase or decrease the performance in students with specific learning disabilities.

Motivation

Students with learning disabilities generally exert similar characteristics that influence their lack of motivation, which is why it is such a prominent problem. Students

with learning disabilities tend to have a less positive self-concept, lower self-efficacy, more negative motivational pattern, less emotional support, lower self-esteem, higher frustration level, and less independence in their learning (Garcia & De Caso, 2004). It is easy to see why so many students with learning disabilities fall into their cycle of learned helplessness. Increasing motivation can help give these students the first feelings of success, which can increase their academic achievement.

Research on motivation has been conducted from both a psychological and educational standpoint. Both areas have discovered and focused on different motivational components. Due to the different components studied, there are two different definitions of motivation. From a psychological standpoint, motivation is made up of many individual intrapsychic influences such as:

- attributions,
- self-efficacy,
- perceived ability,
- perceived control and competence,
- self-concept,
- intrinsic motivation,
- interest,
- learning strategies, and
- goal orientations (Skinner & Belmont, 1993).

From the educational standpoint, research has focused on teacher behaviors that would be effective in increasing motivation such as guidance, modeling, enthusiasm, provision of choice, sincere praise, and reinforcement (Skinner & Belmont, 1993). According to Skinner and Belmont (1993), “the educational literature serves as a guide for discerning the actual classroom practices that influence students’ attitudes and beliefs and the psychological literature explains how these beliefs influence student engagement in the classroom” (p. 571-572). Essentially, psychological research has focused on intrinsic motivation which affects how much a student motivates himself or herself. Educational research has focused more on extrinsic motivation which uses outside influences to reinforce motivation.

Multiple other researchers have defined motivation. All of their definitions are fairly similar but some differ depending on the characteristics the researchers investigated and felt are very influential on motivation. Researchers Klassen, Krawchuk, Lynch, and Rajani (2008), defined motivation as the effort, persistence, and drive directed toward a particular goal. In contrast, researchers Garcia and De Caso (2004) defined motivation as not an exclusively stable characteristic of a person, but rather, it is strongly influenced by the situation, domain, and context. Some researchers focused more on specific characteristics of motivation, whereas others focused on the contexts in which motivation is used.

Depending on the definition researchers choose to investigate will influence the choice on many different characteristics of motivation. Two fundamental motivational

variables have been identified in the literature: self-regulation and self-efficacy. Students with learning disabilities have been found to experience lower levels of self-regulation than their non-learning disabled peers because of faulty theories about self, tasks, and required effort (Klassen & et al., 2008).

In addition, students with learning disabilities struggle with selecting, implementing, and monitoring appropriate learning strategies. Not only do students with learning disabilities have lower levels of self-regulation but also lower levels of self-efficacy. These students tend to have greater miscalibrations of self-efficacy in addition to displaying lower levels of self-concept and self-esteem as well as higher levels of anxiety than their non-disabled peers.

Past research has indicated that self-regulation and self-efficacy are very influential on a student's motivation, and students with learning disabilities typically have low levels of both. It is important to keep in mind that motivation can differ for each person depending on the person, setting, and teaching style (Sanacore, 2008). Characteristics of motivation can either be internal or external.

Students can be intrinsically and/or extrinsically motivated. Many classrooms are set up to extrinsically motivate students, but schools should also foster intrinsic motivation in students. A student is described as being intrinsically motivated if he or she completes tasks due to internal rewards such as the feeling of accomplishment of success. A student is described as being extrinsically motivated if he or she completes

tasks due to external rewards such as receiving money from parents based off of the grades he or she receives. Both intrinsic and extrinsic motivators are important and have a lot of influence in how well students succeed in school.

Every task completed is driven by either an internal or external motivator. The literature refers to internal motivators as intrinsic and external motivators as extrinsic. Extrinsic motivators include tokens and reinforcements. Sanacore (2008) defines tokenism as giving extrinsic rewards, also known as tokens, for successful completion of necessary tasks. Examples of tokens include:

- candy,
- prizes, and/or
- money.

Before choosing tokens it is critical to first find out which tokens would be reinforcing for the student. Tokenism has been proven to be very effective in task completion in the short- term. Tokens are forms of external reinforcements, which increase extrinsic motivation. Reinforcements can be given in other forms such as social reinforcements, from peers or adults, in addition to giving tokens for highly desired objects or activity time.

Intrinsic motivation stems from inner beliefs, emotions, attitudes, and desires, and these are what drive people to complete tasks without a physical reward. The motivation will stem from the feeling of personal success in completing a task. An example of

intrinsic motivation is the desire to achieve good grades, which many students with learning disabilities lack.

Extrinsic reinforcements can be highly effective with immediate effects; however, research has shown that extrinsic reinforcements rarely change a behavior in the long-term. In other words, when the extrinsic reinforcement is taken away the desired behavior goes away and the undesired behavior is displayed. Such action increases the necessity to instill intrinsic motivation in students, especially those with learning disabilities.

The emphasis in the classroom should be on strategies that foster intrinsic motivation. Teachers should keep in mind that emphasizing extrinsic reinforcements weakens intrinsic motivation and performance because students are always expecting something tangible in return. In life there is not always a tangible reward to work towards. For example, cleaning the house is necessary but the motivation stems from knowing (internal) you will have a clean and comfortable house. The level of intrinsic motivation may increase by modifying instruction to include students' interests as well as increase student participation, which will most likely increase achievement and self-competence. There are many advantages to fostering intrinsic motivation in students and should begin as early as possible.

Motivation plays a key role in the success of students throughout all grades. Frey and Fisher (2010) conducted a study that included over 300 juniors and seniors in high

school. The results of the study showed that motivation was at least as predictive of achievement in a subject as was intelligence. In other words, if a student is highly motivated there is a high probability that he or she will also experience higher achievement. In the same respect, if a student isn't very motivated there is a high probability that he or she will have a lower achievement.

Achievement motivation was defined as a collection of beliefs, attitudes, and emotions that influence students' performance in school (Bempechat, 2004). Some examples include:

- the students' explanations for the causes of success and failure,
- their personal expectancies and standards for performance,
- confidence in their ability to do well, and
- beliefs about the nature of intelligence, whether it is innate or changeable.

Intelligence is generally looked at as something that increases until a certain age at which it plateaus out; however, motivation is a quality that is malleable. It is something that can be increased and decreased throughout life. This means that including activities that foster motivation can be a more effective and possibly longer lasting way to increase achievement.

A theory on motivation developed in the research is called the achievement goal theory and goal orientations. This theory was developed by Dweck and Legget (1988) but was researched using only nondisabled peers. Researchers Sideridis and Tsorbatzoudis (2003) took this model and applied it in a research study with students

with specific learning disabilities. Goals set by students have been found to be very influential in students' decisions and approaches to tasks.

The model is based on two types of goals: performance goals and learning goals. Performance goals are based on receiving favorable judgments on their performances on tasks. Learning goals are concerned with increasing skills and students' ability to be proficient at them. In addition, the model consists of two goal orientations. The first is a task avoidance orientation, in which students typically set easy goals in order to put in only minimal effort. The second is a learning-mastery orientation, in which students seek challenges to incorporate motivational strategies.

Past research has supported this model in accounting for increasing students' academic outcomes. Performance goals and task avoidance orientation correlates with extrinsic motivation, whereas learning goals and learning mastery correlate with intrinsic motivation. However, findings from Sideridis and Tsorbatzoudis (2003) demonstrated that students with specific learning disabilities scored lower in cognitive and motivational variables compared to the typical students. In addition, it was discovered that students with specific learning disabilities do not hold healthy goal orientations like typical students do.

Students who are highly motivated typically achieve higher. When students are motivated and supported by the teacher, they are more likely to use the language of the lesson which builds their knowledge of the subject. The more a student interacts with

and uses the information learned, the more likely the student will fully understand the material. If teachers work on motivating and supporting the students they will be more inclined to use the new information and apply it to their lives, which will increase achievement.

In students, motivation is a fairly stable characteristic depending on:

- the situation,
- the context, and
- the domain.

There are some important considerations teachers should think about in order to increase motivation in their students. Motivation is a key antecedent condition, which means that it is a prerequisite to student performance. If a student is interested in the subject, that student is more likely to perform better because they have personal interest in the material. Motivation is a key ongoing process that can diminish throughout a project if a teacher does not hold students' interest throughout the task. A final consideration is the necessity to enhance intrinsic motivation as an outcome to increase the students' desires to have a strong and complete end product. Strategies should be used to increase intrinsic motivation.

There are multiple ways in which a teacher can support his or her students to build motivation. One way that a teacher can support the students is to raise his or her expectations of the students. This can be demonstrated to the students by raising the level of the challenging work while including the supports they need to be successful in the

tasks (Frey & Fisher, 2010). Teachers should also communicate clear expectations to the students. Children who experience their teachers as providing clear expectations, contingent responses, and strategic help are more likely to be more effortful and persistent (Skinner & Belmont, 1993). Students tend to be more motivated in the face of challenging tasks when they know what the expectations are and that the teacher believes they can be successful.

Another strategy teachers can use to increase motivation in their students is using collaborative learning. Collaborative learning is described by Frey and Fisher (2010) as students working together in groups to complete selected activities. The use of collaborate learning strategy increases motivation and meaningful learning because it allows students to work together. The middle school and high school years are crucial as students look to their peers for validation and support. A major purpose of collaborative learning is that it is an opportunity for students to work together to consolidate their understanding about concepts they are learning (Frey & Fisher, 2010). Small group work also allows for students to open up and demonstrate their knowledge, which increases motivation.

It is important for teachers to believe in their students' abilities and motivate them to do the best that they can. In addition, teachers must also need to ensure that they are grading students' work without personal bias. This can be difficult as a lot of grading is very subjective. A study conducted by Dweck (1986) analyzed the teacher expectancy effect, which is a "phenomenon whereby teachers' impressions about students' ability

actually affect students' performance, such that the students' performance falls more in line with the teachers' expectancies" (p. 1045).

If a teacher believes a student is performing at one level he or she may grade assignments and have their grade reflect that is where the student is performing. Grading subjectively like that can really decrease motivation especially if a student worked hard to get a better grade only to receive the same one as always. The unfortunate teacher expectancy phenomenon as well as giving less attention to the struggling students can increase self-fulfilling prophecies about themselves, which would decrease motivation significantly.

The teacher expectancy effect is not the only consideration of motivation that teachers should be made aware. In a study conducted by Skinner and Belmont (1993), strong support was found for significant reciprocal effects in which positive student engagement elicits positive teacher behaviors. Teachers were discovered to respond to children who were highly engaged with:

- more involvement,
- support, and
- consistency.

In addition, teachers were found to respond to more passive children with more neglect, coercion, and even inconsistency (Skinner & Belmont, 1993). In other words, teachers fall into the trap of putting more effort into the top students because they feel it is more worth their time.

When more time is being afforded to the more involved students there is less time for the more quiet ones, who usually need it the most. In reality, these are the students who really need the attention and help from the teacher. Giving more time to the already high-achieving and motivated students can have significant effects on the passive student's motivation. The lack of attention also puts the students who really need the extra help further behind the other students, which will also contribute to lower motivation.

A self-fulfilling prophecy is one in which a student believes that he or she is unable to do something well and therefore, may not put their best effort into the task. A student may feel like he or she is unable to do something when he or she doesn't receive attention from the teacher to gain needed self-reassurance. When the student receives a bad grade on the task it will justify their belief that they couldn't complete the task well in the first place and in the future they will increasingly try less on tasks.

The same holds true if a student believes that a teacher thinks he or she is incapable of doing well he or she will not try as hard and receive the bad grade, which in their mind justifies them for their incapability. Students really look to their teachers for approval and when students fail to receive reassurance their motivation to try hard decreases significantly. It is critical for teachers to avoid the teacher expectancy effect as well as the lack of attention to select students due to its significant effects on motivation.

In order to be a well-rounded teacher who fosters motivation it is important to consider not only those characteristics to be cautious of but also ones that can improve motivation. Skinner and Belmont (1993) analyzed a model of motivation that includes characteristics and behaviors for teachers to foster motivating classrooms. The model of motivation considers three major characteristics that teachers should be conscious of in order to provide the optimal motivating environment to their students.

The first characteristic is for a teacher to know that children have a need for competence, which is fostered when they experience their classroom as optimal in structure. Children experience structure through teachers communicating their expectations clearly as well as responding to them consistently. When teachers lay out what is expected and respond consistently students can know the boundaries.

The second characteristic is that children have a need for autonomy in learning, which is promoted when they experience autonomy support. Autonomy is experienced by children when they sometimes have the freedom to choose different activities. Children feel more connected to a classroom when they have some control. Giving them choices allows them to have some control and contribute decisions.

The final characteristic is involvement, which is derived from children's need for relatedness. Involvement includes teachers and peers through having interpersonal relationships developed in the classroom. Use of collaborative learning in the classroom will help achieve involvement.

Motivation, whether extrinsic or intrinsic, is difficult to measure for students. The most common way used to assess a student's motivation is self-evaluations, which typically are done through questionnaires or surveys. Students with learning disabilities have a tendency to overestimate or underestimate their abilities, which increases the difficulty of assessing motivation in this population of students. Due to the complications with assessing motivation, this may be another reason why there has been little research done on motivation in students with learning disabilities.

Procrastination

It is important whenever looking at an issue to consider the other side and its effects on students with specific learning disabilities. The opposite of motivation is procrastination. In the literature, procrastination has been described as antimotivation. Procrastination has been described as avoiding and/or delaying effort and persistence directed toward a task (Klassen, & et al., 2008). Motivational characteristics have been found to have inverse relationships with procrastination. For example, lower self-efficacy, the belief that students are able and motivated to carry out a task, has been associated with higher procrastination.

The reasoning behind procrastinating can differ for each individual student. Two general reasons for procrastination have been considered. Students with learning disabilities experience problems rooted in both cognitive and motivational factors (Garcia

& De Caso, 2004). There is a difference between not wanting to complete a task and not having the skills to complete the task. Procrastinating to complete an assignment because a student doesn't understand how to complete it is lacking cognitive skills. However, a student who procrastinates because he or she doesn't want to complete the assignment is lacking motivational variables.

For the student who is lacking the cognitive skills, the direct skill needs to be addressed rather than motivation. Likewise, the student who is lacking motivation needs to be taught extra strategies. Educators must also be able to distinguish between these possible reasons when attempting to increase motivation or teach the skills. Determining the reason can become quite difficult as many times students with learning disabilities lack both.

Students with specific learning disabilities hold beliefs about themselves that increase the likelihood of procrastination. Typical beliefs and characteristics include:

- low self-confidence,
- high levels of depression,
- social anxiety,
- impulsiveness, and
- behavioral rigidity.

All of these negative behaviors could account for late assignments, cramming, test and social anxiety, fear of failure, and usually performing lower than the person is capable.

Students with learning disabilities typically exude these characteristics which influence procrastination, which makes increasing motivation that more challenging and important.

Past research on motivation has lacked the inclusion of students with specific learning disabilities, and the same holds true for procrastination. A study conducted by Klassen and et al. (2008), looked at self-efficacy as well as the ability to rate their performance on tasks in students with learning disabilities. Results showed that students with learning disabilities overestimated their performance in spelling by 52 percent and writing by 19 percent; whereas, their non-learning disabled peers were generally accurate in predicting their self-efficacy and performance. Beliefs that high are huge overestimations, which could contribute to low motivation because they may believe those students can perform well with little effort. However, with some students high levels of confidence contribute to less procrastination because the students are internally motivated.

In the same study students with learning disabilities were asked reasons why they procrastinate to get a better understanding of the percent of students that fall on each side. Many reasons were given from students as to why they procrastinate. The answers link to both internal and external causes. Common answers for internal causes included stress, fatigue, and fear of failure. Frequent answers for external causes include other people, task interest, and task difficulty. One insight was that if students with learning disabilities don't have a feeling of accomplishment they will try to avoid the feeling of failure. Even students with low self-efficacy do not enjoy the feeling of failing.

Lacking confidence in oneself can contribute to learned helplessness which is displayed in many students with learning disabilities. Students can hold the belief that they are incapable of completing the task so why even try which creates learned helplessness. On the other hand, students can fall into the trap of a self-fulfilling prophecy where the student has always done poorly. When a student never experiences success, he or she may believe that no matter how much effort is put into the task he or she will fail.

In addition, if students hear others, especially parents or teachers, comment on the student's inability they may think that since others don't believe they are capable the student begins to believe it as well. This begins a vicious circle of students forming learned helplessness or a self-fulfilling prophecy which contributes to procrastination, which further validates their belief when they fail. Extrinsic motivation and more importantly intrinsic motivation can help pull students out of this vicious cycle.

Literacy

One of the major emphases in school is reading literacy. There is a big switch in the curriculum that occurs in grade school in which students start off in school learning to read text and then it switches to reading the text to learn. It is extremely important for students to be constantly improving their reading skills in order to keep up with the more challenging and demanding reading. Proficiency in reading is not only important in

schools but also in society. The ability to read is strongly correlated to a person's ability to function successfully in society including maintaining a job and reading ability allows one to access the basic necessities to live. The ability to read is a high emphasis component of the curriculum; yet, not all students are successful readers when they graduate from high school.

Being a struggling reader is typical for students with learning disabilities. Students who are classified as having a learning disability typically struggle significantly in reading and math. If a student struggles in reading they will have a more challenging time in all of their subjects as reading is a part of each subject. Due to the struggles students with learning disabilities have with reading they typically lack motivation to read. Students with learning disabilities' decreased motivation to read is only exacerbated due to the fact that in order to be classified as having a learning disability the student must demonstrate that they have failed several times to in possible interventions to order to increase reading. The more a student fails at a task the more their motivation decreases to do the same activity in the future. It is not only students with learning disabilities who are not becoming proficient in reading.

An alarming number of students are not attaining all of the necessary reading skills before graduating school. According to Hines (2010), "more than eight million adolescents have not mastered the reading skills required to successfully meet the requirements of secondary school or the workplace" (p. 16). That is a significant amount of students with and without disabilities in the United States. The amount of students

who are not proficient is unexpected considering the emphasis placed on reading in the schools. The National Assessment of Educational Progress (NAEP) is the nation's report card on how all of the students are doing. The NAEP is administered every other year to a large sample of students. In 2005, the NAEP indicated that "36% of fourth graders and 27% of eighth graders performed below the Basic Level in reading comprehension" (as cited in Roberts, Torgesen, Boardman, & Scammacca, 2008, p. 63).

Greater percentages of students with learning disabilities score below the Basic Level on the NAEP tests. This is supported by the most recent NAEP data with 63% of eighth grade students with disabilities not attaining even the basic level of proficiency (National Center for Educational Statistics, 2009). Further, according to the NAEP (2009), adolescents who enter high school without the core reading skills have a greatly reduced probability of graduating. Students with learning disabilities and/or students who have low literacy have a dropout rate from high school of 32% compared with a dropout rate of nine percent for students without disabilities. A dropout rate that high makes it extremely important to understand reading literacy as well as motivation in order to increase strategies to help out students, especially those with learning disabilities.

When people discuss the term literacy they are generally referring to reading and writing. However, the term reading literacy refers to specific literacy tasks that build and improve reading. The Organization for Economic Co-operation and Development (2001) define reading literacy as, "the ability to understand, use, and reflect on written texts in order to achieve one's goals, to develop one's knowledge and potential, and to participate

effectively in society” (as cited in Becker, McElvany, & Kortenbruck, 2010, p. 773-774).

The goal of reading is to gain meaning from the text in order to use the knowledge and apply it to one’s life. There are many key reading literacy components to build upon.

Reading literacy involves four main components that are stressed in the classroom. According to Becker et al. (2010) these four components include:

- reading fluency along with decoding,
- vocabulary,
- comprehension, and
- motivation.

It hasn’t been until recent years that motivation was added as a critical reading literacy component. In addition, “the National Reading Panel (NRP) report (2000) identified five similar areas essential to effective early reading instruction that include: phonemic awareness, phonics, fluency, vocabulary, and comprehension” (as cited in Roberts et al., 2008, p. 64).

These five areas were found to work effectively with lower grade levels.

However, many researchers have found that it becomes increasingly difficult to motivate students as they get in the upper level grades. Thus, Roberts et al. (2008) adjusted the five areas for older students to include: word study, fluency, vocabulary, comprehension, and motivation. It is crucial to apply the components to the classroom by adjusting them to student needs in order to increase reading ability, especially in students with learning disabilities.

Students with learning disabilities struggle in reading even with good instruction. They tend to struggle with more than one component of reading, which typically include word level and/or comprehension. One of the best ways of improving overall reading ability is having many different experiences to increase exposure to the text inside and outside of the classroom. However, typically students who don't read well generally choose to not read very much. These students miss out on countless opportunities for reading practice and for learning from what they have read (Roberts et al., 2008). These are the students who need the most extra practice and do not actively seek it.

In addition, there appears to be a disconnect that exists between what students with learning disabilities learn about in their lives compared with in the classroom. According to Applegate and Applegate (2010), students with learning disabilities can analyze and think critically about people and/or events in their lives, but struggle to answer these same higher order questions from reading. To have the skills to think abstractly about oneself but not from characters in a text means that when this disconnect occurs in students with learning disabilities it must be due to inclination and not ability. The disconnect occurs between their world of ideas and their world of text. It is important for teachers to be aware of this in order to help students make deep and meaningful connections between their lives and text through real-life application.

Teachers should do everything they can in order to improve students reading abilities especially with how important and influential reading is on the future of the students. Research has identified serious negative outcomes for students who struggle

with reading. According to Hines (2010), “adolescents with reading problems are more likely to struggle in:

- coursework,
- staying in school,
- facing unemployment,
- struggling with social/emotional challenges as adults, and
- foregoing participation in post-high school training programs” (p. 17).

With the increasing number of students who are falling below the Basic Level of proficiency in reading, these outcomes appear to be inevitable for some students. However, with the increase of effort by teachers this problem can be remediated, especially with the understanding and application of motivational strategies.

Motivation in Literacy

Both literacy and motivation are two extremely important determining factors in the success of students in and out of the classroom. Due to the influential role literacy and motivation have, when these components aren’t fostered they decrease chances for student success. On the other hand, when they are fostered they can increase the student’s success significantly. The two previous discussions discussed the importance and characteristics to be aware of in both motivation and literacy. Educators should discuss and consider the relationship between how motivation and literacy influence each other.

All areas in the classroom are influenced by motivation; however, it appears that the development of literacy skills specifically is influenced significantly by motivation. Researchers have identified the relationship between motivation and literacy as a bidirectional relationship. A bidirectional relationship means that both literacy influences motivation and at the same time motivation influences literacy. According to Becker et al. (2010), the bidirectional relationship might imply that early reading failure leads to higher extrinsic motivation, with children reading only when they have to, which in turn leads to poorer reading skills. The influential relationship between the two components demonstrates the significance that motivation has on literacy and likewise literacy on motivation.

Motivation can be considered and understood specifically in terms of reading. Reading motivation has been defined as the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading (Becker et al., 2010). The International Reading Association (2000) published a position statement that listed, "the development and maintenance of a motivation to read" as one of the key prerequisites for deriving meaning from print (as cited in Becker et al., 2010, p. 773).

Reading motivation increases reading amount, which in turn increases reading literacy due to more text exposure. Likewise, a higher reading ability increases motivation to read. The relationship between reading motivation and reading ability further demonstrates the bidirectional relationship that exists between motivation and literacy. The significance is educators should work to increase motivation to read as it

will increase literacy as well. In addition, there is intrinsic and extrinsic reading motivation that should be considered to determine how they affect the bidirectional relationship.

Motivation can be broken down to look at how intrinsic and extrinsic motivation influence literacy. Becker et al. (2010) defined extrinsic reading motivation as being directed toward obtaining external recognition, rewards, or incentives toward living up to external expectations or toward avoiding punishment in order to increase reading. Extrinsic reading motivation is influenced and varies depending on age. Younger students are highly influenced by their parents; whereas, older students are influenced much more significantly by school or their peers.

A negative relationship was found that exists with high extrinsic motivation being related to poorer reading skills through past research (Becker et al., 2010). More specifically, a study conducted by Becker et al. (2010) found that Grade 3 reading level negatively predicted Grade 4 extrinsic motivation, which was negatively related to Grade 6 reading literacy. In other words, if a student in Grade 3 has poor reading skills, he or she will have a higher extrinsic motivation to read in Grade 4. Further, in Grade 6 he or she will still have poor reading skills creating a vicious cycle. The negative cycle demonstrates how extrinsic motivation can be very detrimental to reading literacy in the long-term.

Past research has indicated that fostering intrinsic motivation in students is much more beneficial than extrinsic motivation. According to Becker et al. (2010), intrinsic reading motivation is the disposition to read purely for the enjoyment, interest, and excitement to read. In other words activities and beliefs such as:

- positive experience of the activity itself,
- books valued as a source of enjoyment,
- personal importance of reading, and
- interest in the topic covered in the reading material

foster intrinsic reading motivation.

A study conducted by Becker et al. (2010), found that Grade 4 intrinsic motivation was strongly predicted by Grade 3 reading literacy just like extrinsic motivation. The association between past achievement and later motivation indicates that individuals enjoy activities they are good at and are thus motivated to engage in them in the future. The fact that past achievement affects motivation further supports the past research which discovered that early success increases motivation. In addition, data confirmed that Grade 4 intrinsic reading motivation was positively related to Grade 6 reading literacy (Becker et al., 2010). The results from the study that Becker et al. (2010) conducted demonstrate how intrinsic motivation has a stronger and more positive relationship with literacy.

Teachers should aim to foster intrinsic reading motivation in their students. The students who are intrinsically motivated in reading typically are more engaged.

Applegate and Applegate (2010) define engaged readers as the ideal readers who are intrinsically motivated. These readers will read regularly and enthusiastically for a variety of their own purposes. Some of these purposes may include: just to read more, attain higher achievement levels in reading, to perform better in reading on standardized tests, and/or receive higher grades in school (Applegate & Applegate, 2010). Those who actively comprehend what they are reading tend to find it more rewarding and valuable. Engagement in reading and the motivation to read seem instinctively to go hand in hand.

The level of reading motivation is a characteristic that can be manipulated and changed. There are different activities that teachers should be aware of that typically decrease reading motivation especially in students with learning disabilities. Reading motivation is decreased in adolescents with learning disabilities due to repeated reading and writing failure early on. Even with motivation already lowered in students with learning disabilities, there are more motivational obstacles as they continue with school.

A study conducted by Roberts et al. (2008), found emerging evidence that individual differences in motivation to read for understanding play an important role in supporting the acquisition of the comprehension skills. For older struggling readers comprehension skills are a major focus of instruction. Currently, there is a lack of motivating material to read for older students who read at a lower level such as with minimal decoding skills. This lack of materials only exacerbates the problem by decreasing motivation to read even more.

Every child through the process of learning to read will experience a range of successes and difficulties. For some students this can increase motivation because they do eventually experience success. However, for the students who experience relatively consistent failure in reading are typically the children most likely to exhibit a decrease in motivation. It is due to this repeated failure to acquire reading skills that children become poorly motivated to read. It is not only students who experience repeated failure that tend to have a decreased motivation to read.

Students are very perceptive of their reading skills compared to their peers. Even children who are at risk for reading failure tend to be less motivated to engage in reading tasks. These children tend to hold more negative self-concepts, feel more helpless, display less emotional self-regulation, and/or avoid reading activities (Morgan, Fuchs, Compton, Cordray, & Fuchs, 2008). The lack of motivation could be due to avoidance behaviors. For the students there is a difference between choosing to not do the activity compared with actually experiencing the inability to complete the reading task. It could also be due to the reading activity not holding interest to the student which decreases his or her motivation.

According to Morgan et al. (2008), less motivated children read about one third as much outside of school as do highly motivated peers. One third is a significant amount less than peers, which will only widen the gap between the two groups of readers. It is important to remember that the challenge of motivating struggling students to read becomes increasingly difficult as they age, whether it is due to an accumulating history of

failure or to the considerable effort required for decoding and processing text or lack of interest.

In order to increase students' reading skills teachers are required to use evidence-based strategies or interventions in the classroom. One of the big interventions used in the classrooms to try to remediate the gap between the high-achieving readers and the low-achieving readers are the use of scripted programs. Past research has demonstrated that these scripted programs have increased the number of proficient readers. However, Applegate and Applegate (2010) discussed how although scripted programs may increase the number of proficient readers, these programs do not foster critical thinking and decrease intrinsic motivation.

Most scripted programs focus on decoding skills and don't include many higher order thinking strategies. Students do not typically show excitement or interest towards the scripted programs, which decreases intrinsic motivation. It is important for teachers when choosing interventions to consider the pros and cons of the intervention in relation to its effect on motivation because an ultimate goal should be to increase motivation.

Fortunately past research has helped indicate many different ways to increase motivation to read. Roberts et al. (2008) have identified four features critical to increasing and maintaining a student's motivation to read including:

- providing interesting content goals for reading,
- supporting student autonomy,

- providing interesting texts, and
- increasing social interactions among students related to reading.

Teachers should be made aware of these features so that they can be implemented in the classroom. Each of the features can be easily prepared and implemented in the classroom and be very effective in increasing motivation, which is very helpful for teachers.

In addition to features of motivation, there are some underlying factors that motivation is dependent on. Applegate and Applegate (2010) discussed a theory that motivation to read is built upon. This theory is known as the expectancy-value theory. The expectancy-value theory suggests that motivation is dependent on two key factors.

The first factor is the extent to which an individual expects success or failure in an undertaking will influence a student's motivation to read. It is important to enable early experiences of reading competence to help motivation. Receiving early reading success to increase motivation demonstrates that the problem may not always be that students fail to learn because they lack motivation; rather, students lack motivation because they do not experience progress and competence. The second factor is the value or overall appeal that an individual assigns to the task will influence the student's motivation to read (Applegate & Applegate, 2010). To improve motivation, make literacy experiences more relevant to students' interests, everyday life, or cultural events.

An important aspect of adolescent's life is music. Music is a great way to appeal to students with reading disabilities and make instruction relevant to their interests.

Hines (2010) discussed a way to achieve this by designing a reading decoding program around using lyrics of their favorite songs. The rationale behind the effectiveness of using lyrics is that students will be able to read the printed song lyrics because they already have stored the words in the context of the song in their auditory memory as a result of listening to the song multiple times (Hines, 2010).

The rhythms, contrasts, and patterns of music assist the brain in encoding new information, enabling students to easily learn the lyrics to songs. Most adolescent literacy programs emphasize the focus on comprehension; however, this cannot be achieved if the student cannot decode the words. Using song lyrics can remediate this problem because the focus is on decoding not comprehension. In addition, for older students who read at a lower level this is a great way to provide text that is interesting to them but still at their level.

Homework

For the past couple of decades homework has been a controversial issue in the literature. There have been differing opinions as to whether or not homework is beneficial to students and their learning. Recent research has shown that in the elementary years homework does not increase academic achievement. However, many speculate that it is in the elementary years that the motivational foundation as well as instilling productive homework routines to prepare them for later school years occurs

(Bempecht, 2004). It isn't until middle school and later that homework has shown to increase academic achievement.

According to Bempechat (2004), homework assignments provide children with the time and experience they need to develop beliefs about achievement. In addition, homework assignments increase study habits that are helpful for learning including the value of effort and the ability to cope with mistakes and difficulty. However, students with learning disabilities especially struggle with completing homework.

Several reasons have been identified in the literature as to why students with learning disabilities especially struggle with homework completion. Possible explanations range from lack of motivation and poor attitudes to cultural differences in homework style. For students with learning disabilities, homework problems have been attributed to personal deficits such as:

- short attention span,
- memory deficits,
- poor receptive language, and/or
- lack of organizational skills (Bryan & Burstein, 2004).

These additional characteristics students with learning difficulties typically have can be difficult for not only the students but the special education teachers as well.

In order for homework to be effective, teachers must ensure that they match homework to students' current performance level and ensure that the homework is getting

done. This task becomes even more difficult when special education teachers take into account, and should, the characteristics students with learning disabilities struggle with when completing homework.

Bryan and Burstein (2004) found that as students with learning disabilities are more mainstreamed, special education teachers find themselves spending most of their time monitoring homework completion. Homework completion takes place of developing the skills that would help the students become capable of independently doing homework. Simply monitoring the homework takes away time from teaching the motivational skills as well as the cognitive strategies to complete homework. Lacking to teach motivational and cognitive skills is especially a problem if the students with learning disabilities who are being mainstreamed are not receiving homework at their appropriate performance level. In spite of these additional challenges that students with learning disabilities face, homework can be very beneficial.

Through past research a motivation model as well as a theory of motivation have been developed. Hong, Milgram, and Rowell (2004) have developed a homework motivational and preference model. The motivational component of the model aims to discover what drives students to complete tasks assigned by their teachers just as they ask them to complete it. The researchers divided motivation into two subcategories consisting of source and strength.

Three sources of motivation described in their model include being self-motivated, teacher-motivated, and/or parent-motivated. Strength refers to a student's promptness and persistence. These are two student characteristics that influence how much effort is put into the task as well as to what degree it is maintained (Hong, Milgram, & Rowell, 2004). This model helps to determine where each student's motivation stems from as well as how well and how long students will be able to maintain being motivated.

Research has shown that when homework is done correctly, in terms of proper amount and at the student's level, it will increase achievement motivation. In this sense homework can serve as a multipurpose tool to foster both increasing motivation and the skill of turning in completed homework. Achievement motivation relies heavily on the attribution theory. The attribution theory argues that students come to perceive that success and failure in school can result primarily from effort, ability, and external factors such as task ease, difficulty, or luck (Bempechat, 2004).

These attributions are linked to specific emotions which predict future behavior achievement. For example, if a student fails a test due to a lack of effort, the student may feel embarrassed. The emotion of embarrassment will influence the student to study harder for the next test, which has increased motivation to study harder in order to avoid the feeling of embarrassment. On the other hand, if a student fails a test due to lack of ability, the student may feel incompetent. The emotion of incompetency will influence the student to see little purpose in studying for the next test, which decreases motivation

to study harder. In both of these examples a student failed a test but the outcomes differed due to attributions linked to emotion that influenced future behavior.

Children with learning disabilities typically have some level of learned helplessness, which is the tendency to fall apart in the face of difficulty or challenge. These students tend to believe that mistakes are a sign of low ability, a stable personal characteristic over which they have no control (Bempechat, 2004). Homework has proven to increase achievement motivation, which has the potential to increase positive attributions to tasks.

Homework has also been studied and found to improve academic achievement. The completion of homework accomplishes an increase in academic achievement through developing students' adaptive motivational skills. Specifically, according to Bempechat (2004), these adaptive motivational skills include responsibility, confidence, persistence, goal setting, planning, and the ability to delay gratification. All of these skills are extremely important and needed as students move from middle school to high school and beyond. Along with teachers, parents are highly influential in fostering these skills through the use of homework.

Strategies

The goal of research is to take information learned from research and apply it in the classroom. The research from this paper focused on strategies to foster intrinsic and

extrinsic motivation. Through research, many intrinsic and extrinsic strategies were discovered that include:

- early success
- model skills
- parent involvement
- positive learning environment
- student interests
- personalized instruction
- homework
- self-monitoring
- token economy, and
- research-based motivational interventions.

Teachers should first take into account some considerations when choosing motivational strategies to implement in their classroom. One consideration is that optimal performance and learning require motivational readiness. Taylor and Adelman (1999) defined motivational readiness as offering stimulating environments that can be perceived as vivid, valued, and attainable. Teachers must be aware that they have the necessity and challenge to not only increase motivation but also avoid practices that decrease it. Motivation not only represents a process but also an outcome concern, which means that building motivational skills will be continuous. A final consideration is that, in order to increase motivation, teachers must be sensitive to students' thoughts, feelings, and decisions.

Many students with specific learning disabilities experience learned helplessness and/or the self-fulfilling prophecy. A simple but yet overlooked strategy to incorporate into the classroom is ensuring early success. If teachers work to set up tasks for students with learning disabilities to be successful early on, students will be able to experience the feeling of accomplishment which will increase their self-efficacy. As previously discussed, as self-efficacy increases, motivation increases in students with learning disabilities. Sometimes all these students need is a tangible feeling and an end product that reaffirms that they are capable of completing the task which can increase motivation for the future. Early success can help foster intrinsic motivation.

The most influential people in student's lives are their teachers, parents, and family. Students typically model these people's actions and are very influenced by their beliefs and attitudes. Therefore, an extremely effective strategy to increase motivation is for the teacher to model the skills that increase motivation. The skills that increase motivation include completing tasks well and on time while showing that they know they are capable of completing the task. Essentially, teachers who model and talk with the students about the importance of being motivated will make students more likely to do the same.

Parents and family are also very influential. Parent involvement in children's education has been correlated with higher academic achievement, improved school attendance, increased cooperative behavior, and lower dropout rates (Bryan & Burstein, 2004). These categories all have a motivational component. Teachers should encourage

parent involvement whenever possible. Modeling and parent involvement will help foster intrinsic motivation.

As discussed previously, fostering intrinsic motivation will have huge benefits in the present and future for students with learning disabilities. There are several simple strategies that can be used in the classroom to increase intrinsic motivation. Teachers should create a positive learning environment that is encouraging and challenging. Providing students with opportunities to make learning choices increases motivation to complete the tasks. Educators should work hard to increase student participation in classroom activities in order to give them the sense that they can contribute because their opinions matter.

In addition, teachers should encourage students to love learning by providing optimal conditions for enjoying learning. It is vital that teachers get to know their students on a personal level in order to incorporate their interests into the classroom. (Sanacore, 2008). The students' interests can be incorporated into their learning choices, which will increase motivation. All of these strategies foster intrinsic motivation through incorporating students' personalities into the classroom to deepen a love for learning.

Another strategy to develop intrinsic motivation is to personalize classroom instruction. Taylor and Adelman (1999) define personalization as accounting for individual differences in both capability and motivation. This approach accounts for individual differences in capability. Many teachers often comment, "They could do it, if

only they wanted to!” This statement shows that teachers understand that motivation is critical but yet many teachers choose not to spend time teaching motivational skills. The way to implement personalization in the classroom is to:

- place emphasis on assessing motivation,
- overcome negative attitudes,
- enhance motivational readiness for learning,
- maintain intrinsic motivation throughout the learning process, and
- nurture the type of continuing motivation that results in the learner engaging in activities away from the teaching situation. (Taylor & Adelman, 1999).

An example of this would be to include real-life assignments such as budgeting for the grocery store. Personalizing instruction is extremely influential in increasing intrinsic motivation.

Homework, which was discussed extensively previously, is an important strategy to use in the classroom. Teachers must consider the students’ current level of performance in addition to the time it would take to complete the assignment in order for homework to be an effective motivational strategy. When used in the classroom as a strategy teachers should encourage student feedback. Student feedback can be done by having students record how long it took them to complete the homework assignment.

In addition, teachers could have students put in the upper right-hand corner a smiley face, a partial face, or sad face to let the teacher know how comfortable they are with the homework content. Feedback is not only valuable to let the teacher know how

the students are feeling about the content but also it demonstrates to students that their feedback and input matter to the teacher. On top of the other benefits discussed about homework increasing motivation, this style of feedback increases a student's desire and intrinsic motivation to want to do better for themselves and to show to the teacher that they can do it.

Self-monitoring is a useful tool to use that requires students to monitor their achievement or scores to help keep them on task. In a study done by Goddard and Sendi (2008), students were required to self-monitor their writing skills. After the study students indicated that they enjoyed self-monitoring their writing skills. In addition, they believed that self-monitoring helped them write more words and better stories and they wanted to continue self-monitoring even after the study was done.

Students can also be required to self-monitor their scores, such as fluency, by graphing them. Sometimes giving students this task to graph their improvements can offer students with learning disabilities their first tangible evidence of success. In addition students could be asked to graph the number of assignments they have completed as well as their overall grade. Seeing a graph with completed assignments and grades can help make the connection that doing their homework will improve their grade. Self-monitoring can develop both intrinsic and extrinsic motivation as it fosters positive beliefs as well as offers a physical object for students to refer back to view their progression.

Physical reinforcers have always increased extrinsic motivation in students. A useful strategy to use in the classroom would be through the use of a token economy. For example, if throughout the week for every assignment the student turns in, he or she would receive a set amount of tokens. At the end of the week the tokens could be either turned in for a small desired prize or saved up for the next week to “purchase” a larger desired object. The students would have to know what the tokens can be exchanged for as well as they must be interesting to the students. Students will work hard when they know that there is incentive for their work. This strategy fosters extrinsic motivation.

In order to teach motivational skills, research-based interventions would be helpful to implement in the classroom. The National Reading Research Center offers products whose main focus is teaching motivational considerations in relation to literacy. This can be a great resource for teachers to look to when looking for a motivation intervention in the classroom.

CHAPTER IV

CONCLUSION

Conclusion

Finding ways to motivate and engage students in reading is an essential feature of adolescent literacy instruction. In particular, older readers face increasingly more difficult reading material and classroom environments that tend to deemphasize the importance of fostering motivation to read. Motivation and engagement make reading enjoyable, increase strategy use during reading, and support comprehension.

Struggling readers, typically students with learning disabilities, often lack this. Not being motivated to read often limits opportunities to build vocabulary, improve comprehension, and develop effective reading strategies. If a bidirectional relationship truly exists between literacy and motivation then educators could focus on providing reading skills interventions and still expect to see improvements in children with learning disabilities' motivation. In addition, educators could provide motivational interventions and see improvement in the children with learning disabilities' reading skills, which will help to create lifelong readers.

Motivation is a topic that has been researched extensively in the past. However, it wasn't until recently that motivational studies have aimed to investigate the relationship between motivation and students with learning disabilities. These studies have developed multiple definitions of motivation as well as many different characteristics that influence motivation. In addition, specific motivational characteristics were found in students with learning disabilities compared to their nondisabled peers.

The purpose of this literature review was to discover what motivates a student to learn and read. Throughout the process I learned that there are multiple ways to define motivation and even more characteristics that play a role in a student's motivation to read. Due to this, there is not one simple clear cut answer as to what motivates a student. In addition, this literature review analysis presented multiple intrinsic and extrinsic factors that increase a student's motivation to read as well as the importance of each.

There were five questions that drove the analysis for this literature review.

1. What are the factors that play an influential role on a student's motivation?
2. What are some methods that educators can use to increase intrinsic motivation of students with learning disabilities?
3. What are some methods that educators can use to increase extrinsic motivation of students with learning disabilities?
4. How are a student's motivational levels to read affected by a learning disability?
5. Is motivation an innate behavior or is it learned from family and/or educators?

The research wielded many factors that play an influential role on a student's motivation. Once again these have been extensively discussed and are very complex. Two questions focused on discovering methods to increase a student's extrinsic as well as intrinsic motivation. There were many intrinsic and extrinsic motivational strategies presented as well as the importance and considerations for both types of motivational skills. Further, research presented many strategies and factors to increase motivation to read. When reflecting on the characteristics presented as well as the impact modeling and parent's role has on student's attitudes, it would be conclusive to say that motivation is a learned behavior.

There is a high need for more research in the area of motivational skills in students with learning disabilities. Motivational skills are a new area of research. Some topics that would be helpful to investigate further are the functional variables of motivation. These variables include self-efficacy and self-regulation. It would be interesting to investigate whether or not self-determination increases motivation in students with learning disabilities.

Many students struggle to find the will power to want to take time out of their free time to dedicate to homework. This struggle is even greater for students with learning disabilities. In this population of students the struggle can stem from lack of motivational skills or cognitive skills. Motivation affects students' lives in and out of the classroom making it an extremely important skill to learn. There are many effective strategies for teachers to incorporate to increase students with learning disabilities' motivation.

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