

International  
**Orientation & Mobility**

Online Symposium

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Title: Building Client Motivation & Collaborating to  
Achieve Goals

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Description: Some of the biggest challenges are creating client “buy in” and maximizing your time to be able to meet clients’ goals. We will explore types of motivators, how to collaborate and some case studies.

# Building Client Motivation and Collaborating to Achieve Goals

*Sharisse Roberts, COMS, Maine*

## **Slide 1, Objective**

By the end of this session, participants will be able to work collaboratively and creatively with others to reach client's goal(s) through client specific motivation and interests.

## **Slide 2, Overview**

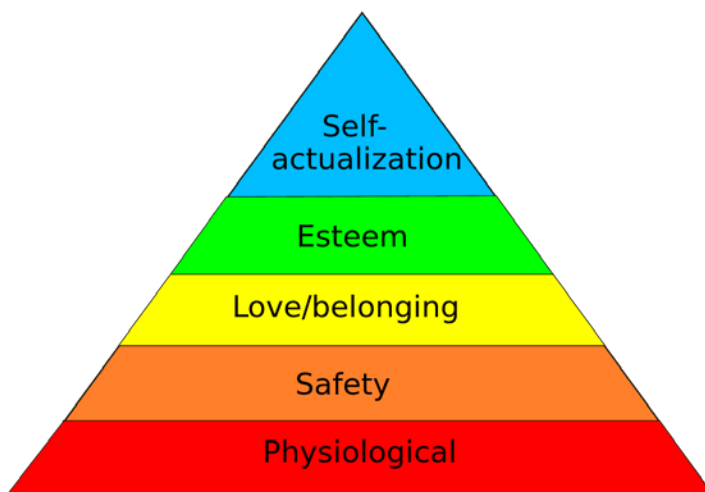
- What is Motivation?
- Collaboration - Who? What? Where? When? Why? How?
- The “Carrot” Concept
- Case Studies
- Questions

## **Slide 3, Motivation**

- Defined as:
  - “One’s direction to behavior or what causes a person to want to repeat a behavior.” [1]
  - “A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behavior.” [2]
- Motivation can be:
  - Natural (drives, needs, desires) or Rational (reasons)
  - Positive or Negative (toward a positive stimulus or away from a negative one)
  - Solitary (doing on own) or Social (being a part of a group)
  - Pushed or Pulled (to do or toward)
  - Intrinsic (internal) or Extrinsic (external)

## Slide 4, Natural VS Rational Motivation

- Natural Motivation
  - Basic needs – food, shelter, water, love/pleasure, survival
  - Maslow's Hierarchy of Needs – motivated by unsatisfied needs (basic to complex); must minimally satisfy one level to reach next
    - Order of Needs (Basic to Complex) – Physiological (Air, Sleep, Food, Hunger, Thirst, Warmth) > Safety & Security (Shelter, Protection, Safety, Health & Stability) > Love & Belonging (Love, Affection, Family & Relationships) > Esteem (Self-esteem, Status, Reputation) > Self actualization (Achievement of full potential)
- Rational Motivation
  - Humans are creatures of reason and therefore we can rationalize pretty much any thing!
  - Self-efficacy – probability of success; confidence in one's ability to achieve desired results; one's power to affect situations, make change or deal with challenges.



**Figure 1 Triangle with Physiological, Safety, Love/Belonging, Esteem, and Self Actualization layers (in order bottom to top).**

## **Slide 5, Positive vs negative motivation**

- Positive Motivation
  - Praise/approval, reward, mastery/accomplishment, charts, etc.
  - Negative Motivation
    - Fear, avoidance, punishment, disappointment, etc.
    - May associate negative feelings with training
    - These tend to trump positive motivators

## **Slide 6, Solitary VS Social Motivation**

- Solitary Motivation
  - Doing it by one's self, learning on their own, etc.
- Social Motivation
  - Learning in a group or as a group; tied to one's activity in a group
  - "People are more intrigued in performing mundane activities so long as there is company because it provides the opportunity to interact in one way or another, be it bonding, amusement, collaboration or alternative perspectives." [3]
  - A person can become more interested in the activity based on the company that they are doing the activity with.

## Slide 7, Push vs Pull Motivation

- Push Motivation
  - Pushing one's self toward a goal or to achieve something; also can be one person pushing another person
  - Easy to get discouraged when obstacles are present as it acts on willpower and that is only as strong as their desire
- Pull Motivation
  - Much stronger than being pushed to do something
  - Desire to achieve a goal so badly that it feels as if it is pulling you toward the goal
  - Attractiveness, expectations and desire influence a person greatly

## Slide 8, Intrinsic vs Extrinsic Motivation

- Intrinsic Motivation
  - “self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge.” [4a]
  - Driven by interest or enjoyment - FLOW concept [5] – genuinely interested in mastery
  - Exists within the person -- no outside pressures; absence of reward
  - Curiosity - Critical component in development – many of our clients may lack this
  - Advantages: Long lasting and self-sustaining; Focus on subject, not reward/punishment
  - Disadvantages: Require special and lengthy prep; Must know student to be able to connect interest with subject; Instructor must be passionate about the subject and be aware of how their feedback impacts a student

## Slide 9, Intrinsic VS extrinsic Motivation (continued)

- Extrinsic Motivation
  - “the performance of an activity in order to attain a desired outcome.” [4b]
  - Comes from outside the person; can be money, praise, threat of punishment, competition, social, etc.
  - Need to ask where the person gets their motivation and why they continue to push themselves!
  - Extrinsic can sometimes lead to intrinsic!
    - We have the ability to create genuine interest in training and we have the ability to destroy it too!
    - Teacher’s feedback or teaching style and the learning environment also play a factor in student motivation
    - “Feedback concerning their effort and their strategy leaves students knowing that there is room for growth... while feedback directed at the student can impact their mindset and prevent skill development... Concept of Fixed intelligence vs. Malleable intelligence.” [6]

## Slide 10, Recap – Motivation

- POP QUIZ!
  - John, who has low vision, has started O&M training with an instructor. He stated that he loves mowing his yard and plowing his driveway. He is a little resistant to using a cane but is curious about the device and how it might help him. He lives alone in a rural part of town but there is a sidewalk to a local convenience store and a dollar store. List the following possible motivations – natural, rational, positive, negative, solitary, social, push, pull, intrinsic & extrinsic – for John for O&M training.
  - Angela, who has NLP, has returned for more O&M training with an instructor. She stated that she thinks she may lose her job soon due to her VI. She recently transferred to a new office and she stated she is getting lost at her job which is impacting her productivity so she doesn't get all her work tasks completed during her day. She needs orientation to the local area around her new office so she can get lunch and do some shopping after her work day before she takes the bus home. She stated she loves being around people and wishes she had more friends. She also loves singing and music. List the following possible motivations – natural, rational, positive, negative, solitary, social, push, pull, intrinsic & extrinsic – for Angela for O&M training.



## Slide 11, Identifying client motivators

- Client feedback
  - They are the key to successfully identifying what motivates them
  - Simple as “what motivates you?” and then specifying
    - i.e. Client says “Life” – elaborate on this
  - What do you do when the client has NO motivations? Time to dig deep!
    - Getting to know your client and their likes/dislikes
    - Elaborate on your own motivations or likes/dislikes
    - Make suggestions! Give ideas!
    - Piggybacking!
- Instructor’s Impact on Motivation
  - It’s important that YOU identify YOUR impact! As previously stated, YOU can build or destroy motivation!
  - Remember it’s not about YOU! It’s about your client and their goals/needs!

## **Slide 12, Collaboration**

- Defined as “the process of two or more people or organizations working together to realize or achieve something successfully. ” [7]
- Many of the instructional areas (VRT, O&M, TVI, ECC, PT, OT, Speech, etc) overlap and would be better served as a team rather than individually.
- Itinerant services are very different from center based; collaborating can be a way to “bridge the gap” and create more holistic services for a client.
- Collaborating allows resources to be combined so that the client is instructed as a whole person and in real life situations.
- Allows for different viewpoints, for better assessments and for skills to be taught or addressed as they come up on a lesson.
  - If a client needs more in-depth training, the individual instructor can set up time outside the collaborative lesson to teach the skill.
- Creates a group setting which supports social motivation and can encourage clients to want to do a task even if they see it as unnecessary or mundane.

## **Slide 13, Collaboration – Who?**

- Let’s start with...
  - Whose on your client’s team? Who can you ask to join their team?
    - Other family/friends/co-workers/teachers?
    - Other specialists – O&M/VRT/TVI/PT/OT/Speech?
    - Other clients/community members?
  - Always keeping in mind client choice – permission & approval first! Confidentiality!

### **Slide 14, Collaboration – What?**

- Next up...
  - What's the goal(s)? What's the purpose of the collaboration?  
What do you want to do?
    - Ideas for joint lessons
    - Ideas based on the client's motivator(s)
    - Involving the client in the process of deciding "what?" – creating the "buy in"
      - Client centered services

### **Slide 15, Collaboration – Where & When?**

- Then...
  - Where & When is based on availability and resources in the area of the client
  - Maximizing time for all involved
  - Frequency is based on the needs of the client and availability of the team
  - Get creative!
  - Locations - Use familiar and unfamiliar!

### **Slide 16, Collaboration – Why & How?**

- Lastly... time to sell your collaboration to the client and the team!
  - Why do you think collaboration is important? Why is this better than just individually working with the client? Why is it an important addition to their individual lessons?
  - How will this benefit the client AND how will it benefit the team? How can we accomplish collaboration?
    - "Only my own expert in my own expertise! I NEED YOU!"
    - Setting up ground rules for the collaboration – transparency and communication!!

## Slide 17, The “CARROT” Concept

- The “carrot” is the ultimate motivator... the thing that means the most to someone
- Some clients need a “carrot” to motivate them or help them accomplish a necessary task... your job is to find their “carrot” and utilize it!
- Examples of a “carrot” –
  - Going out to eat
  - Continued services
  - Attending center based program
  - Moving into their own apartment
  - Going for walks around their school
  - Time away from their parents or school
  - Recreational activities

## Slide 18, Case study – NC

- 12 year old male
- Leber Congenital Amaurosis
- Lives at home with parents & attends public school on island
- Collaborative lessons with TVI, Bangor City Engineers, Maine Discovery Museum staff & University of Maine Radio Station staff
  - Photos on slide – Top to Bottom, Left to Right – (Figure 3) 2 instructors (myself & TVI) standing in grocery aisle and student exploring items on shelf; 2 city engineers, myself and student smiling and posing for picture; student holding lobster while his dad points to lobster and myself looking on; student at radio station console with headphones and talking into a microphone
- Transportation provided to Bangor & Machias by ED Tech (parent) and approved by school; also utilized bus, UBER and walking
- O&M Goals included cane skills, orientation skills, residential & urban travel skills, self advocacy, problem solving & environmental awareness
- “Carrot” for NC – Being away from his family & being social with instructor; “Carrot” for family – O&M services



**Figure 2 Two instructors (myself & TVI) standing in grocery aisle and student exploring items on shelf**



**Figure 3 Two city engineers, myself and student smiling and posing for picture.**



**Figure 4 Student holding lobster while his dad points to lobster and myself looking on.**



**Figure 5 student at radio station console with headphones and talking into a microphone**



## Slide 19, Case study – JM

- 21 year old female
- Congenital Glaucoma & Cataracts; Asperger's
- Lives at home with grandparents
- Collaborative lessons with VRT
  - Photo on slide - VRT and JM at Walmart wearing animal heads in the Halloween section
- Lessons take place in 3 nearby cities – Newport, Bangor & Waterville
- O&M Goals – to live independently, including cane skills, self-advocacy, problem solving, orientation skills & environmental awareness; VRT – to live independently, including self-advocacy, money handling, ADLs, note taking, communication skills
- “Carrot” for JM – selecting restaurant for lunch during our lessons & social interactions with staff; “Carrot” for family – receiving services



Figure 6 VRT and JM at Walmart wearing animal heads in the Halloween section



## **Slide 20, Case Study – Transition Age**

- Has worked in a variety of programs over the past 10 years
- 14 – 22 year olds
- Activity selected by teens (“carrot”) & instruction provided based on selection (i.e. ice skating, drive-in movie theater, camping, Halloween Horror nights, Corn maze, movies theaters, theme parks, malls, farmer’s market, etc.)
- Many teens lack experiences; combining VRT & O&M skills so that they aren’t missing out on any instruction

## **Slide 21, Questions?**

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## Slide 22, References

- [1] Elliot, Andrew J; Covington, Martin. "Approach and Avoidance Motivation". *Educational Psychology Review*. **13** (2001): 2.
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  - [4a, 4b] Ryan, R. M.; Deci, E. L. (2000). "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being". *American Psychologist*. **55**(1): 68–78.
  - [5] Mihaly Csikszentmihályi (1990). [\*Flow: The Psychology of Optimal Experience\*](#). Harper & Row.
  - [6] Maclellan (2005). "Academic achievement: The role of praise in motivating students". *Active Learning in Higher Education*.
  - [7] Marinez-Moyano, I. J. *Exploring the Dynamics of Collaboration in Interorganizational Settings*, Ch. 4, p. 83, in Schuman (Editor). [\*Creating a Culture of Collaboration\*](#). Jossey-bass, 2006

## Texas School for the Blind & Visually Impaired Outreach Programs



Figure 7 TSBVI logo.



"This project is supported by the U.S. Department of Education, Special Education Programs (OSEP). Opinions expressed here the authors and do not necessarily represent the position of the Department of Education."

Figure 8 IDEAs that Work logo and U.S. Dept. of Education OSEP disclaimer.