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Helpful Links

For info about SAT I, II, and AP Tests go to:

www.collegeboard.com

For info about ACT test go to:

www.act.org

For info about test optional schools go to:

www.fairtest.org/university/optional

For info about financial aid go to:

www.FAFSA.ed.gov

www.fastweb.com

www.finaid.org

For college search info go to:

www.collegenavigator.gov

www.collegeprowler.com

To take a virtual tour of college campuses go to:

www.youniversitytv.com

www.youvisit.com

To learn about Colleges That Change Lives go to:

www.ctcl.org

Scary Mistakes Students Make in School

Since Halloween is around the corner, we figured it would be helpful to try and decrease the fright of the season by identifying some typical scary mistakes students make in school.

Waiting until the last minute: don't wait until the last minute to get your work done. It will only add up and lead to a **hauntingly** unpleasant evening the night before the assignment is due. Break long-term assignments down into smaller chunks and complete them over the course of a few days or longer.

Failing to ask for help: knowing when you need help and whom to ask are key steps to success. Don't feel ashamed or embarrassed to ask a teacher or trusted adult or friend for help. Asking for assistance is a sign of strength.

Winging it: bats can wing it better than we can! Plan out your work and studies so your finished product is one that meets the requirements and leaves you feeling proud.

Sloppy seconds: neatness counts! Take your time and make sure your work is legible and well edited.

Assume the teacher doesn't care: most teachers are absolutely committed to the success of their students. Go in early or stay late, but get the help you need. You may even discover during these one-one-one meetings that you and the teacher have a lot more in common than you thought you did!

Failing to take notes: yes, it may seem like a tedious step, but taking notes is another way to process information so that you can better process and remember what you are reading and hearing. Ultimately, taking this step may save you from having to review the material, thus save you time and energy!

Thinking you are alone: you are not alone. You have teachers, counselors, principals, friends, academic and sports coaches who care about you. If you are in trouble or feel lost, depressed, or upset, please let someone know so we can help you.

Keeping on Track: Seniors: Early Decision and Early Action deadlines are upon us on November 1st and 15th. Make sure your applications and supplemental materials have been submitted. Finish up your college admissions essays and your Common App. Still struggling with those college essays? We can help you to choose the appropriate prompt, formulate some ideas, and finish with a final draft that captures the essence of who you are! We can also help you to present your best self on your application. Call today to schedule an appointment. Make sure you have signed up for your SAT/ACT test. The last date to take these tests for Early Action and Early Decision is October 2 (SAT) and the ACT deadline was September 11. Make sure your teachers are ready to write their letters of recommendation. Get your transcripts and test scores (if you took them) lined up and ready to be sent to your colleges. Make arrangements to visit the schools to which you are applying. Keep working diligently on your classes and keep up the good work with your extra-curricular activities.

Juniors: Start thinking about when you want to take the SAT/ACT and plan your prep work accordingly. Make sure you are registered for your desired test date. Think about the schools you would like to visit and schedule formal visits accordingly. Keep up the good work in class, and stay active in your extra-curricular activities. Visit colleges if you cannot visit them in person. Speak with admissions representatives who present at your school. Speak with students you know who attend the schools to which you are considering applying.

TEST UPDATES

ACT: Here is the link for the latest ACT information:
www.act.org

SAT: Here is the link for the latest SAT information:
www.collegeboard.com

Motivation

Our conversation about motivation continues as we address strategies to motivate students who are driven by rewards and students who are driven by prestige. Here are some of Richard Lavoie's suggestions for these two unique students.

The Student Motivated by Projects:

Students who are motivated by projects have an understanding -even if it is not a conscious awareness- of the interrelatedness the different areas of a curriculum can have. The idea of slavery and its inception of inequality and systemic racism is not limited to the past, but in the mind of the project-motivated student, is applicable to current day issues. Projects force a child to organize his resources and time and enable him to partake in clearly defined tasks. They also give the student who struggles to demonstrate mastery of material on a traditional assessment the opportunity to shine in an alternative but equally valuable culmination of information. Projects also allow for the internalizing of information-rather than the use of written words, pictures, graphs, songs, and other forms of information provide an alternative avenue to explore and understand material. Finally, projects allow students the opportunity to brainstorm ideas, relationships between people and events, and their applicability to the real world.

Lavoie suggests some ideas for projects: advertisements, newsletters, dramas, riddles, fairy tales, flyers, resumés, letters to the editor, recipes, travel brochures, songs, comic strips, timelines, collages, mobiles, games, dances, puppet shows, cheers, debates, experiments, community service projects, etc.

Teaching a child how to break down the components of a project is critical to their success. Creating and implementing a plan that accounts for when each piece will be completed and anticipates any obstacles will ensure greater success **and** teaches the student important executive functioning skills like time management and accountability.

The Student Motivated by Prestige:

As Lavoie points out, there is not a classroom that does not contain a handful of students who want to "feel important". (As an interesting aside, there are also plenty of students who wish to remain out of the spotlight, for whom attention and praise feel extremely uncomfortable.) Oftentimes students who seek recognition are mistakenly viewed as egotistical and arrogant, but it is important to understand that these students very often feel **inferior** compared to their peers. It is the recognition that assures them they are valuable and able to succeed.

The prestige-motivated child is one who will embarrass easily. Why? According to Lavoie, "This hypersensitivity is caused by the fact that the child's view of herself is intricately tied to the opinions of that her classmates have of her." A small comment like, "Julie, please move in your chair so your classmates can get passed your desk," could be enough to embarrass the student. Situations in which the student is the last to be assigned to a project, team, or group could prove

Joke of the Month: Yesterday I saw a guy spill his Scrabble letters on the road. I asked him, "What's the word on the street?"



Pay it Forward: Do you know someone who is struggling with the shift to virtual classroom learning?? Send them this newsletter or forward us their contact information. We want to help!

Contact Us

<http://www.Academic-Ally.com>

Hannah@Academic-Ally.com
610 647-3959 ext. 105

devastating as being chosen last is confirmation of their suspicions of being inferior to others. So how does one help a prestige-motivated student?

Begin and end with positivity: "Frank, I like how you managed to complete all of your assignments on time and accurately last week, I have noticed this week that you missed one assignment and another one was incomplete. This is unusual for you as you are such a diligent and hardworking student. I wanted to check in with you to make sure everything is ok and to see if I can do anything to help." By starting and ending the conversation in a positive fashion, you are letting the student know you recognize his hard work and his ability and by inserting the concern in the middle of the comment, you are letting him know you are coming from a place of concern, not criticism.

Perfectionism is not necessary: it is not unusual for this student to "overreact to failures of any type." As Lavoie puts it a teacher "cannot begin to teach until [a student] makes a mistake." Errors give us the opportunity to grow. When something does not go according to plan, it is an opportunity to determine what went wrong and learn from the mistake. Rather than reprimand the student, help him to go over what happened to determine where things got off track and identify strategies that might prevent the same outcome from happening in the future. Achievement does not equal total success. Lavoie states that achievement stems from four mini objectives: learning, effort, improvement, and completion. Achievement comes in gradations. "If a child learns, tries, improves on, or completes a task, he has achieved."

Leadership: the opportunity to lead one's peers is extremely validating and thus rewarding to this type of student. Leadership opportunities give students the chance to hone their listening and communication skills; develop their flexibility; learn to conduct themselves in a way that is conducive to meeting the needs of the group as opposed to a personal agenda; further develop a knowledge base about a particular field; and recognize the limitations that come from being a leader (It's not always glamorous to be a leader, as many of us know!). When identifying the appropriate leader, teachers and parents want to be sure the student has the appropriate skillset to do the job at hand, or at least a solid set of skills that might lend themselves to success. Lavoie uses a sweet example: if your child is a whiz at using the Phillips-head screwdriver, Mom can go around the house and loosen a bunch of screws around the house and once every week, Junior can go around tightening up the place as the official screwdriver manager! As silly as this example sounds, it does highlight the power of giving the child a strong sense of purpose and responsibility.

As Lavoie concludes, while everyone needs to feel a sense of importance, this is particularly true for the student who is prestige-motivated. They rely heavily on positive feedback from others and can become easily humiliated. Regular encouragement and the chance to demonstrate mastery and skills are invaluable to this student.

