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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

Dear Students, Family, and Colleagues:

The landscape of our new “normal” continues to evolve. We are hopeful that all of us are heading in the right direction as vaccinations continue to be administered and people continue to take precautions to protect personal safety and health.

As we enter the season of Thanksgiving, we at AcademicAlly, LLC are grateful for your continued support of our mission to help empower students across the lifespan. Thank you for allowing us to be a part of your student’s journey.

Happy Thanksgiving!

Motivating Your Students: The Keys to Motivating Students Driven by Prizes and Personal Relationships

In the last of our series about motivation, we talk about students who are motivated by prizes and personal relationships. It may not come as a surprise to know that the most commonly utilized means of classroom motivation is the use of reward systems. Student progress is recorded on charts and checklists are implemented to establish standards students are expected to meet in order to earn the prizes. Some systems require all students in the classroom to meet these criteria before rewards are rendered, while other systems reward the individual student for their personal growth and accomplishments.

The students who thrive with this form of motivation are those who are intrinsically motivated. They love to complete schoolwork; they take pride in their accomplishments; and in general, these students are very academically accomplished in their own right. It is interesting to note that these students will not waver in their success if external prizes and rewards are eliminated because their desire for personal success is so meaningful to them.

On the other hand, students who do not enjoy these prize-driven systems are those for whom school does not come easily. Their ability to process, internalize, and remember information makes it very difficult to succeed. Their lack of executive functioning skills hinders a sense of mastery. No matter how many fantastic prizes you place in front of these students, they struggle to succeed, frustrating students, teachers, and parents alike.

There is a misconception that when a student does not demonstrate achievement in the classroom, they are not trying hard enough, and they are not motivated. **Nothing could be further from**

Keeping on Track: Seniors: Finish up your college admissions essays and your Common App. Keep working on those classes, as some schools may require a first-quarter grade report before they make their decision. Stay active in your extra activities.

Juniors: Get your work done on time and to the best of your ability. Figure out ways to stay involved at school and safely contribute to your community. Start a fundraiser for first responders. Arrange a Toys for Tots Drive for the holidays. Conduct a diaper drive for a local agency. Organize a food drive for Thanksgiving. Be creative and innovative. Think outside of the box. Attend virtual information sessions and tours of colleges. 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

Jokes of the Month:

If April showers bring May flowers, what do May flowers bring?

Answer: PILGRIMS!!

How many seconds are there in a year?

Answer: 12 January 2nd, February 2nd, March 2nd, April 2nd, May 2nd, June 2nd, July 2nd, August 2nd, September 2nd, October 2nd, November 2nd, December 2nd



the truth! When students have learning disabilities, ADHD, or anxiety, these challenges frequently make it difficult if not nearly impossible for the individual to meet teacher and parent expectations.

There are innate flaws in these reward systems. According to Rick Lavoie:

Rewards can divert attention from the actual task.

The reward becomes the goal, not the successful mastery of the task.

When the reward is withheld, children often view this as a form of punishment.

When the reward system is discontinued, the student's motivation wanes significantly.

So, if you have a student who is motivated by external reinforcement, how are you supposed to encourage her success? Rewards should be administered periodically. Provide a prize or privilege because the student worked hard -but be specific about what "working hard" looks like. Choose a favorite activity the student likes to engage in; take her to a favorite place; add a fun feature to her workspace. At home, parents can give prizes in the form of praise, extra time spent together, sleepovers, or later bedtimes. Be sure your student understands that prizes are not equated with your love for them. Too often when tangible rewards are given for performance instead of verbal praise, students can equate these rewards with love.

Give the student the chance to shine in front of an audience. Teachers can post work in the classroom. Students can be given the opportunity to share their work with their peers in class or via blog or other digital post. Literary assignments can be published in a literary magazine that is sent home to parents.

Other creative options include the creation of a game format in which students can demonstrate their individual mastery of material while working together as a team to support one another to victory. The emphasis of these games should not be competition, rather collaboration and support. Regardless of the prizes chosen, make sure the prize is meaningful for him.

As the child gains mastery, they will learn that they are capable and can succeed **without** the intervention of parents and teachers. This realization is reward in and of itself!

While some students are motivated by tangible rewards, others are moved to put their best foot forward when they have established a positive relationship with their teachers and caregivers. In the absence of this alliance, such a student is unlikely to rise to the occasion to meet his or her potential. How are the seeds for such a relationship planted? First, the adult must create an environment of "respect, trust, and empathy". As Lavoie points out, the adults in the student's life must remember: "Before they care how much you know, they must know how much you care." If a student does not feel the teacher cares about them, there is a good chance they will not be as invested in their own personal success.

Students will not be impressed with their teachers' experience and accomplishments as much as they will appreciate the sense that what the student is important and deserving of their teachers' attention. More important than anything else is a teacher's ability to connect

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

with his or her students; bring enthusiasm to the subject, the students, and the process of learning; be respectful of the students' time and are organized; to be genuinely concerned about their students and engage in respectful conversation with them; and offer assistance that caters to the student's learning ability and personality.

Students who struggle with learning disabilities and ADHD have a rich history of contentious relationships with teachers and other adults. They are often misunderstood and judged difficult, stubborn, and unmotivated. As a result, the adults in their lives lose their patience and can quickly become disinterested in their students' success. Consequently, students are left to believe the adults are "not trustworthy or dependable because teachers have betrayed or disappointed them in the past."

As adults who works with and cares for these students, your job is establish trust and respect. Understand and respect a student's boundaries and find a common ground upon which to build. By scaffolding the relationship in this manner, you increase the likelihood of motivating a student to succeed because you have given them every reason to believe not only in you, but more importantly, himself.

For more information about motivation, please read Richard Lavoie's book, **The Motivation Breakthrough: 6 Secrets to Turning on the Tuned-Out Child**.
