



Building A Better Learner

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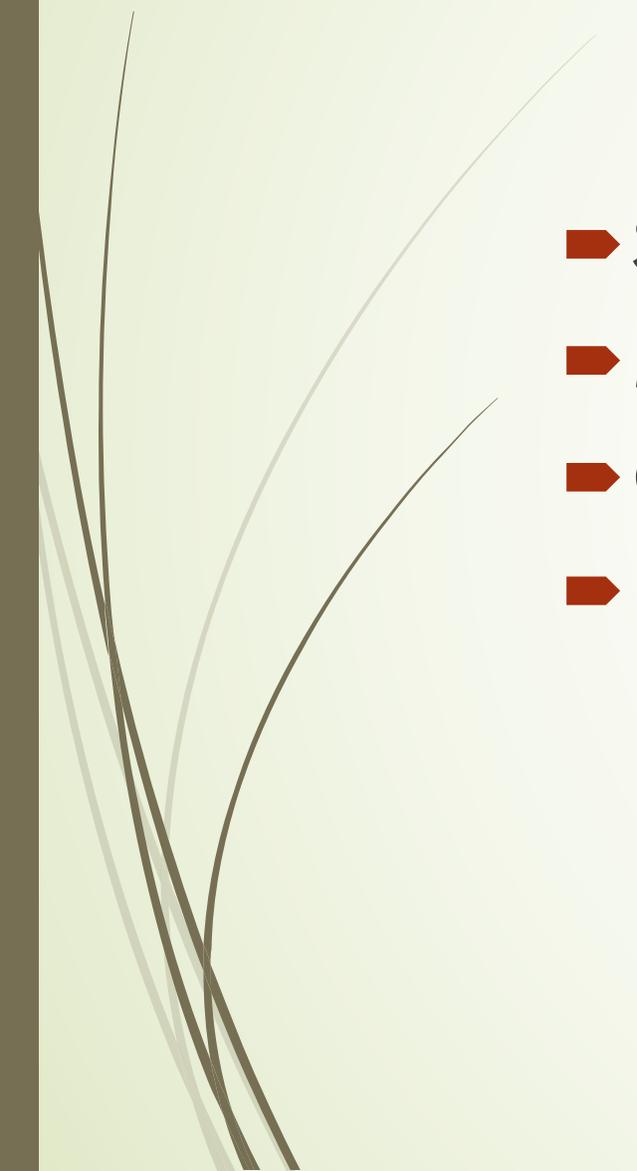
Motivating Your Student



The purpose of this presentation is to suggest means for parents to approach their children and teenagers in ways that reduce friction or misunderstandings. Information on the normal, expected aspects of development and those behaviors that may be cause for concern are presented. Specific activities are suggested for motivation, building self-esteem and developing a sense of responsibility within the family.



Today's discussion will highlight

- Self Esteem
 - Motivation
 - Child's Personal Responsibility for Learning
 - Family Activities to Motivate Your Learner
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Self Esteem

"Self-esteem refers to the sense of self-respect, confidence, identity, and purpose found in an individual"
(Reasoner, 1982, p. 1)





A child's self-esteem determines how he or she will act and learn. It is important to begin helping the child develop self-esteem as early in life as possible. However, it is never too late to begin or to resume this assistance.



Points concerning children's self esteem:

➤ Children with high self-esteem

- self-motivated learners;
- Have high expectations;
- Get along well with peers, parents, and adults;
- Are more self-managed and self-disciplined;
- Assume personal responsibility; - Seek and enjoy new challenges;
- Set and accomplish realistic short- and long-range goals.

➤ Children with low self-esteem

- Exhibit low motivation for learning;
- Feel inadequate;
- Criticize others;
- Lack confidence;
- Find excuses for putting forth little, if any effort;
- Find that their motivation to learn lessens
- Are external or other-motivated;



Conditions for self-esteem occur when a child is seen as important and unique, with rights and feelings that need to be acknowledged and protected. Children develop self-esteem when they have a sense of security, identity/self-concept, belonging, purpose, and personal competence.



To support your child in having and maintaining a positive self-concept or identity, there are four actions you can take that will facilitate his or her efforts:

- ▶ **Treat your child as an important person; treat him or her with respect.**
- ▶ **Provide your child with love and acceptance.**
- ▶ **Provide your child with acknowledgment of his or her strengths and make positive comments to others about your child.**
- ▶ **Spend quality time with your child.**



A child feels a sense of belonging when he or she is allowed to contribute to the family and is appreciated by family members. You can facilitate your child's sense of belonging in the following ways:

- **Build close family relationships.**
- **Teach your child how to be a group member.**
- **Encourage your child to perform service to others.**



A sense of purpose occurs when children feel good about themselves. You can help your child develop and maintain a sense of purpose by doing the following:

- **Have high, but reasonable, expectations for your child to achieve.**
- **Help your child to set realistic goals and try to help him or her acquire the skills necessary to reach the goals.**
- **Demonstrate faith and confidence in your child's ability to complete tasks and, when necessary, provide help.**
- **Expand your child's interests and talents by providing as many new experiences as possible.**
- **Implement a reward system to motivate your child.**



It is important for your child to develop a sense of personal competence. This can only be accomplished by practice. However, you can encourage your child in this practice in the following ways:

- **Help your child to learn to set reasonable goals, identify resources, and to plan a schedule to reach his or her goals.**
- **Provide encouragement and support to your child by recognizing and appreciating progress made towards meeting goals and established timelines, and in acquiring and using problem-solving skills.**

Motivation

Motivation "... is a concept which explains the energy, the direction, and the volition which together induce human behavior"
(Wlodkowski, 1973, p. 1).

MOTIVATION



Loading...



Motivation is an attempt to explain why people choose to do the things they do.

For practical purposes, motivation in this module refers to the way in which you get your learner to do what you want him or her to do.



Motivation is how you get your child to:

- ▶ Do their expected chores;
- ▶ Complete their homework on their own;
- ▶ Get along with other family members; and
- ▶ Do what is generally expected of them, such as making appropriate decisions, following through on tasks, and living up to expectations.

Everyone is motivated, however not everyone is motivated toward the same goal or goals.



There are two sources of motivation- internal and external:

- ▶ Internal or "Self-Motivation"

- ▶ It is internal energy that drives students to want to learn. When people do what they love to do, they do more.

- ▶ Self-motivated students value knowledge and achievement; they are driven to create and to advance in their career preparation and work situations.

- ▶ It is possible to encourage internally or self-motivated learners by:

- ▶ Establishing learning rituals that are consistently enforced in the home;
 - ▶ Enhancing the learners' self-esteem on a consistent basis; and
 - ▶ Using consistently positive reinforcers in acknowledging learners' successes.

- ▶ **External Motivation**

- ▶ **External** motivation is generated from others.

- ▶ Although external motivation is better than no motivation at all, external motivation should be used by parents only when necessary to provide learners a sense of achievement and confidence which may result in motivation becoming more internally derived.

- ▶ External motivation usually begins early in a child's life with the use of rewards and punishment.



Discipline is a form of external motivation that is used to facilitate obedience. Discipline is most effective when you mean what you say, follow through, be sure your he or she did wrong, and be sure your child understands the consequences. Discipline is not synonymous with punishment. Discipline learned by knowing how to behave is optimum. This is a positive, internal motivation approach which leads to children having self-discipline, which in turn leads to responsibility.



Reckinger (1982) identifies twelve ways parents can facilitate their learner's motivation:

- ▶ Encourage by expecting your child to be competent and responsible.
- ▶ Provide enthusiastic rewards for effort and improvement.
- ▶ Provide support and security for any setbacks and fears.
- ▶ Continually appreciate small steps of accomplishment.
- ▶ Expect children to make many trials at certain behaviors.
- ▶ Applaud successes, regardless of whether they are large or small.
- ▶ Listen to your child's feelings as well as his or her message.
- ▶ Provide as many opportunities as possible for your child to develop and refine his or her skills.
- ▶ Help your child value his or her successes by sharing your happiness for the success.
- ▶ Have a time set aside or ritual to allow for skill practice.
- ▶ Provide your child with security by setting and maintaining limits.
- ▶ Enjoy being with your child, providing love, support, guidance, instruction, and by modeling the values and behaviors important to you and your family.

Child's Personal Responsibility for Learning

Being responsible is to make sure something happens; it is making decisions. Making **decisions** to solve problems takes practice in learning about choices and consequences of choices.





In order to help your child develop responsible behaviors, it is very important that you establish clearly and exactly who in the family is responsible for what and when. When children know what they are responsible for they will feel more secure, learn to make decisions and plan for actions, and learn to be responsible for the consequences of their decisions.

Beginning early in the child's life by stating expected responsibilities establishes lifelong patterns.



After you have established responsibilities for specific tasks, you **may wish to post a written** list of family members' responsibilities, using the following **examples** as guidelines.

▶ Home responsibilities

- ▶ Pick up toys
- ▶ Set table
- ▶ Help with food preparation
- ▶ Run errands
- ▶ Do laundry

▶ Student Responsibilities

- ▶ School work
- ▶ Study
- ▶ Pack for school



Help your child develop a sense of responsibility

- ▶ Experience-Help your child to become aware of what he or she experienced.
- ▶ Identify-Have your child describe what was significant about the experience or particular event.
- ▶ Analyze-Now help your child to analyze and to understand why the event or outcome was or was not significant.
- ▶ Generalize-Summarize with your child how what he or she learned can be used in future decisions

Family Activities to Motivation Your Learner

The family is the prime motivator for your learner. It is in the family atmosphere that children learn to be appreciated, to feel secure, to feel a sense of belonging, to feel valued and respected, and to receive encouragement.





Following is a list of activities that have been proven successful for motivating learners in some families, however, there are no right ways for all families. The best activities are those that work for you!

- ▶ When you go shopping, take your child and explain why you buy certain items and not others.
- ▶ Have a “Do Right” bulletin board where items or messages about "good things that have happened" or about tasks that have been completed are posted.
- ▶ Have your child make a collage entitled “I am okay and so is my family.”
- ▶ Read together, both silently and aloud.



Family Meetings



- ▶ Family meetings that are a regularly scheduled ritual become great motivators. Following are some general guidelines for establishing family meetings.
- ▶ Hold a family meeting once per week, every week, no matter what. The whole family gets together for a family meeting. This technique is for all families: single parent, two parent, families with one child or eleven.
- ▶ Do not allow interruptions. Have one family member answer the phone and/or door, telling callers they will have to try again later or leave messages for return calls.
- ▶ Everyone gets an opportunity to talk or express his or her feelings without interruption or criticism.
- ▶ Each child has the opportunity to say what is on his or her mind, to "get things off his or her chest." There are to be no interruptions or criticisms. If a child has nothing to say, ask about his or her week.
- ▶ **This is the child's time to be center stage.**



Benefits of a Family Meeting

- ▶ Children feel valued by having a say in decisions.
 - ▶ Issues can be explored before anger takes over.
 - ▶ Family members have a sense of belonging.
 - ▶ Parents can appreciate the good things children have done.
 - ▶ Children learn how their individual wants and needs affect other people.
 - ▶ Small problems get solved before they become much larger problems.
 - ▶ Families experience pulling together to help each member.
 - ▶ Families are strengthened and become significant as a way of life.
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