**HOW CAN A PARENT HELP A STRUGGLING LEARNER WITH...**

**POOR MOTIVATION?**
(Difficulties with ATTITUDE, PURPOSE, AND/OR TIME MANAGEMENT)

*Help them identify a **REASON** for learning: required course, prerequisite course, timely brain growth and development, dream job target, no Summer School!

*Encourage them to NOT AVOID least-liked/hardest subject(s): “I do poorly in Science therefore I do not like Science therefore I will not ‘do’ Science therefore I do poorly in Science.”

Help them BREAK this NEGATIVE cycle by doing hardest/least-liked subjects first then “rewarding” with easier/most-liked later. Also “chunk” hard subjects into smaller pieces of time with built in breaks and rewards

*Encourage them to SEEK HELP: classroom teacher tutorials, Learning Centre class time drop in, lunch, or after school RE-TEACH sessions, or private tutoring

*Help them assess **TIME/ENERGY USE**: 168 hours in a week. Where are the hours being SPENT? Establish school as **#1 PRIORITY**

  *Encourage regular planner use: **WHAT** is due **WHEN**?

  *Arrange for them to get sufficient **EXERCISE, NUTRITION, AND SLEEP**

**POOR ACQUISITION SKILLS?**
(Difficulties with UNDERSTANDING new information)

*Help them CONNECT new information to previous base of knowledge AND REMEDY any known “gaps”

*Ask them to LISTEN ACTIVELY (improve **IN CLASS** concentration & participation) by...

  practising and developing **NOTE-MAKING** skills: use different coloured ink for different levels of idea (main→ suptopic→ detail→ example), leave spaces open, make **CONCEPT CONNECTIONS** through outlining and mind mapping, **SUMMARIZE** main message **BEFORE** leaving class, review notes just prior to next lesson.

*Help them **PREREAD** new material before a new unit kicks off: e.g. Science unit on Matter: read TEXT chapter introduction and key concept summary, “...but, I forgot my text at school!” ☹ OK then, Google **ask.com** and enter “what are the key concepts of a Science 8 unit on matter?”

*Ask them to **READ ACTIVELY** (improve concentration & comprehension) by...

  practising and developing **SQ3R** reading skills: **SURVEY** the whole passage before reading, create **QUESTIONS** from passage main headings/topic sentences, **READ** passage seeking answers to questions, **RECITE** each question and answer out loud, **REVIEW** questions and answers.
POOR RETENTION SKILLS?
(Difficulties easily RECALLING newly learned information)

*Help them increase the amount of time they have IN CONTACT with important NEW information: by EXPANDING their HOMEWORK HABIT

IN ADDITION to teacher-assigned homework, students MAKE NOTES by day and CREATE QUESTIONS AND ANSWERS by night. Each day of a given class, e.g. Math, the student actively listens in class and makes notes, THEN that same day they go home and open their binder to the day’s Math notes, textbook work, worksheet, review sheet… and make up 3 or 4 KEY QUESTIONS AND ANSWERS (different coloured ink works best)

*Work with them by regularly REVIEWING all collected questions and answers before next test or quiz

*Help them create MEMORY AIDS (MNEMONICS) for lists or steps that need to be remembered: e.g. HOMES for the Great Lakes

*Help them create FLASH CARDS with key concepts, vocabulary, formulas, on one side and the definition, meaning, or image on the other side. Flash cards work because they employ three key pathways to the brain: VISUAL, AUDITORY, AND TACTILE-KINESTHETIC. They also can be SHUFFLED and SEPARATED into KNOWN and STILL LEARNING @ piles

POOR PERFORMANCE SKILLS?
(Difficulties using and applying new information)

BEFORE THE TEST...

*Encourage them to SELF-TEST at home in between completion of test prep work in class and test in class. Get an EXTRA blank review sheet, test prep sheet, mock test and write it as if it was THE test before actually writing THE TEST.

*Help them REVIEW all flash cards, prepared questions and answers, summary notes.

*Help them to ANTICIPATE/GUESS at some possible test questions by REVIEWING teacher study guides, reviews, test prep materials and past tests.

*Be their “STUDENT” and have them “teach” you the key concepts they need to know.

*Encourage them to practise making a MEMORY DUMP (quickly writing down all the needed key pieces they are fearful of forgetting)

DURING THE TEST...

*Ask them to BEGIN THE TEST by doing a MEMORY DUMP of any details they are fearful of forgetting: e.g. HOMES

*Remind them if they get ANXIOUS to use a RELAXATION RESPONSE such as: positive self-talk, countering negative outcome images with positive ones, using the “the PLUG” strategy of draining out stress and tension through an imagined open plug on one of their big toes.

*Encourage them to look over the whole test and begin with their STRENGTH to establish CONFIDENCE AND MOMENTUM as well as to BANK TIME for more difficult sections

Let us work together to develop students who are productively controlling and monitoring their own learning: seeking & selecting improvement strategies, continuing to use them, modifying them if needed, or selecting superior new strategies