

## SAC QUICKtips: FOCUS ON HELPING A STUDENT SEE SUCCESS

Students are focused on the here and now. Successful interventions don't have to focus on solving problems. Rather, success can come in the form of developing new attitudes, skills and behaviors. Success often breeds more success for students. Helping students focus on their successes can motivate students to keep working toward their goals.

During progress monitoring, listen for even small successes when talking with students, and congratulate the student for making progress.

When students start to talk negatively about a situation, remind the student of past successes and that success is possible in the current situation.

Help students learn that problems don't have to be completely solved or eradicated in order for things to get better.

Help students learn that some progress is success, and more progress can happen in the future.

Help students recognize that success toward the goal is because of their efforts, not someone else's efforts. You are helping the student build confidence in the ability to keep working toward a goal.

Ask a student what he or she could be successful with in the future, and include the answers in your intervention strategies. You are teaching the student to problem-solve for future issues.

Help students understand that a number of factors influence success. Just because the student isn't successful at something he/she thought could be done, doesn't mean he/she failed at it. The same effort could be successful at another time.

Reprimands and harsh reminders rarely motivate students to try harder, or even try at all, and may result in antagonism or disruption. Finding some level of success, even small successes, helps to instill hope rather than discouragement.

Resources on [prevention.org](http://prevention.org) – Professional Resources – Student Assistance Center: Student Assistance Action Plan Checklist, Motivational Exploration, Student Concern Prioritization, School Resource Map, Problem Map, Resource Map