

ACCESS Academy PTA

Minutes of General Membership Meeting

Tuesday, March 21, 2017, at 7 p.m. in the library, Rose City Park School, 2334 NE 57th Avenue, Portland, Oregon

Attendance: 22 people signed the attendance list, of whom 13 were members for 2016–17. 6 members constitute a quorum for a General Membership Meeting.

Meeting called to order by President Jennifer Ellis at 7 p.m.

Approval of Minutes: The minutes of the ~~03/24/2017~~ 02/21/2017 General Membership Meeting, which were available for review, were accepted. GN

Treasurer's Report

Treasurer Colin Cunningham distributed copies of the latest financial report.

Principal's Announcements

Principal David Wood had no announcements.

Nominating Committee

The Standing Rules specify that the PTA elect a Nominating Committee of at least three members to identify candidates for PTA offices for the following year.

The General Meeting of February 21st elected Sue Fisher and Deborah F. At this meeting, on March 21st, J Grab was elected as a third member of the Nominating Committee.

The Nominating Committee will present its report at the General Meeting of April 25th.

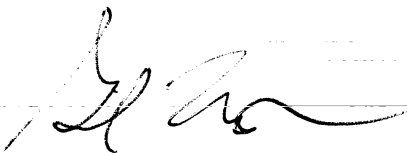
Other Presentations

Following the meeting, there was a presentation by a guest speaker, Dr. Jeff Sosne, on the topic, "Motivating Your Reluctant Gifted Learner." Notes on this presentation appear in an addendum.

Next General Membership Meeting is 4/25/17 at 7 p.m. at Rose City Park School.

Meeting adjourned at 7:03 p.m.

Minutes compiled by Gil Neiger, Secretary



APPROVED, as corrected above,
on 04/25/2017

ACCESS Academy PTA Notes from General Membership Meeting

Tuesday, March 21, 2017

PRESENTATION

Following the regular scheduled general membership meeting, ACCESS PTA hosted guest speaker Jeff Sosne, a psychologist at the Children's Program. Dr. Sosne gave a talk entitled "Motivating Your Reluctant Gifted Learner." The following notes were taken by PTA President Jennifer Ellis. In places, the following notes paraphrase Dr. Sosne's presentation.

The literature is clear that work ethic is the greatest predictor of success in all areas of life.

Our society puts a high value on accomplishment, often where a parent takes the credit. Put an emphasis on the work to reach a goal or accomplish a task or achievement. Make it more about the journey than the goal. The work ethic is in the struggle and journey more than the goal.

One of the greatest barriers to work ethic is the Fun Fallacy: the idea that everything must be fun and interesting. This is what is happening when a child says that something is not fun, interesting or challenging.

To counter the fun fallacy: Do it because it has value, speak to the value and "why it matters."

Children don't identify values on their own, they operate mostly on consequences.

Four Qualities to develop internal motivation, a willingness to work and put in effort:

1. Kindness
2. Helpfulness
3. Responsibility and Maturity
4. Respectfulness

Help child see value in work/effort at home, school, other. Example:

- By going to the store with your mom you are being kind to keep her company
 - By helping dad sweep the garage you are being helpful
 - Ask (paraphrasing here) "Are you willing to sweep the garage with your dad?"
 - If yes: "That is so helpful"
 - If no: "Are you really not willing to be helpful to your dad?"
 - If then change to Yes: ask "Why are you willing to sweep the garage?"
- The idea is to get them thinking about the WHY, the intrinsic value (i.e. helpful)

- If still no "Well never mind" - then think of a way to NOT be helpful to them later. (Gee, I know you want me to drive you to your friend's house but I am too tired from sweeping the garage all by myself - sort of thing) The idea is to show them that being helpful is something you value and that when you are helpful to others they may be helpful to you later.

Make it more about the value than the task. They get treated to the responsibility (maturity), helpfulness, kindness, respect that they show. Can't keep your room clean, wow, we are going to need to reevaluate how responsible you are (in that way that may remove privileges)

If a child is having a hard time finding an intrinsic value in a task it is OK for them to ask for a bribe (some incentive to have when it is done: popcorn, cookie, 10 minute of screen time, etc). So this can be an exercise in learning to do tedious work. Adults use this all the time in our own way. The value in tedious work is just learning to do it since our lives are full of it.

Value in Homework:

Note: there was a discussion on the studies that show homework, as often is used now, has minimal value. This was not disputed but even with that here are some values that may be associated with homework.

- Fluency (practicing and becoming more proficient at what you are learning in class)
- Preparing for a lesson the next day
- Show parents what working on in class
- Expand on knowledge, going deeper into subject
- Couldn't get to it in class time

If the teacher doesn't give the work value it can become busywork.

Golden Nugget!

When a child wants something from you, always ask something in return. (i.e. Can you make me a sandwich? Sure! While I am doing that can you please plug in my phone to charge?)

If they learn that they must do something, even small for what they want they will grow up to be less entitled and know that effort is required to get what they want.

Create Thinking Points (in time):

- Make these when leaving the house or other location, ask "Do you have what you need?" Get them thinking about what they need or have. Don't do the thinking for them.
- Have them review accomplishment and upcoming tasks
- The idea is to get them thinking - don't list what they need, let them think about it. (i.e., do you have everything you need for your day at school? As opposed to "do you have your lunch, homework and coat?")

- Don't do the thinking for your child!! Rephrase questions to make them think!

When assigning tasks if you can let them self-select it will improve their work ethic. Even if still not a fun task if they have some choice will improve. (Do you want to clean the toilet or sweep the floor?)

Do not threaten to take away something or not do something if they don't do work. It undermines work ethic. You can certainly NOT give them privileges if they don't finish tasks. So it is more a matter of wording:

Not: You will not have any screen time until your homework is finished.

Yes: Oh, you want to play Minecraft? Is your homework done? No? Well let me know when it is and we can discuss Minecraft then. Or I'd be happy to let you have some screen time when your chores are finished.

Screen Time Rules (can apply to adults as well):

- You are not allowed to start until you let the adult know when you are going to stop.
- First things First! Needs before Wants
- Physical movement after screens
- No humanoid violence
- Don't treat all screen experiences the same. (Family movie night is different than watching a show on their own, computer chess vs MarioKart)
- Balance! (Is it a sunny nice day? Have you been outside? Find your balance)

Talk of your own struggles and journey, and your accomplishments from those. Your own fear of failure of doing difficult things.

Fear of Failure or perfectionism:

- If can't do it perfectly the first time don't want to start.
- Need to allow for discomfort in child (and the parent too). Let them feel the discomfort.
- Model work and making mistakes
- Give them experiences where they will fail (better stated: experience and learn)
- Have them see you practicing

Procrastination:

When they want to do a fun thing ask "what have you accomplished today" To have our fun, we get things done.

Can have work ethic but lack skills: lack organization, writing or other skills to start a project. Yet more opportunities to step back and let them experience and learn (not fail).

Dreamy Child:

- Set goal, one they can bite, chew and swallow. (Better to reach 100% of a smaller goal than less of a larger one)

- Help them identify some motivation
- Work until reach goal then reassess. Can continue or take a reboot.
- Reboot attention with: physical activity, refreshment (snack), nature, music, different activity from goal
- Teach them to evaluate if paying attention, have them check in with themselves.

When interrupting your child's fun (to ask to do something different):

- Get closer - physical touch can be used
- Acknowledge interruption
- Apologize for the interruption
- Ask for willingness (see notes above for example):
 - "I am sorry to interrupt your LEGO building but are you willing to help me cook dinner?"
 - If yes: Great! You are so helpful!
 - If no: "Really? You are not willing to help me cook dinner?"
 - If change to yes: ask "why are you willing to help me cook dinner?"
 - If still no: "Oh well, Never mind" - then find a time to NOT be helpful to them later, great if you can find "Mother Nature" consequences. Actual natural ones or the ones the parents dream up. (Example: I keep asking you to lock your bike up at the park. You don't. We steal it and you don't know it was us. You have to save and save for a new bike. The old one is miraculously returned after the thief has a change of heart)

Does your child think they are smart? Or some other trait? Just say "SO; why does that matter?"

- "I scored 99% on my math TAG testing!" "So?" (Being smart is great but it is the work ethic, struggle and perseverance that will take you far in life.)

Notes compiled by Jennifer Ellis, President