LVCA Motivation Workshop - Notes on the Six Drivers of Persistence

Participants in the Motivation Workshop generated ideas for how to incorporate the six drivers of persistence in tutoring sessions. These ideas are summarized below:

Community and belonging

Creating a welcoming environment; encouraging students to take part in LVCA activities such as field trips and recognition ceremonies; helping student become aware of opportunities and resources in the surrounding community

Clarity of purpose

Starting where student is in terms of life challenges and goals; making connections between what students want to achieve and what is being taught; helping students understand why a particular skill is being taught and why it is important to learn it; listening to student's stories and focusing on where they want to go with their learning

A sense of competence

Starting instruction with skills students already have to scaffold them into higher level skills; helping students recognize their own progress through review of past work; offering authentic praise based on measurable achievement; helping students develop good study and organizational skills; helping students overcome negative self-image through encouragement and by identifying strengths; giving students opportunities to be the "expert" by asking questions about their home country, their native language, past education and professions, family members, etc., where appropriate

Stability

Establishing regular schedules, meeting place, and lesson routines; setting expectations of promptness, courtesy, and regular attendance; establishing clear means of communication and the process for cancelling a session when necessary; positive, supportive, predictable tutor demeanor

Relevance

Providing instruction and materials that relate to a student's life, work, and family; using authentic materials (grocery store flyers, bus schedules, newspapers, work schedules, etc.) in ways that help students navigate everyday life and its challenges; relating instruction to a student's long and short term goals; checking in from time to time to further refine and clarify goals and adjusting tutoring focus as needed

Agency

Involving students in decisions about instruction by asking for input and offering choices; supporting student efforts to become independent in the community; helping students learn ways to express opinions; making sure students know it is acceptable to say, "I don't understand" or "Please repeat that" or "Please speak more slowly."