

The Zoom Interface

The screenshot shows a Zoom Webinar window with the following elements and callouts:

- Header:** "Zoom Webinar", "You are viewing David Terry's screen", "View Options", "Click here to maximize your session view", and "Enter Full Screen".
- Main Content:** TTC Technology Transfer Centers logo, "Thank you for joining us today!", and "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a test question and a text input field. Callouts explain: "You can switch between questions you've asked and those asked by others using these buttons." (pointing to "All questions (1)" and "My questions (1)"), "You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above." (pointing to the input field), and "Type your question here..." (pointing to the input field).
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. Callouts explain: "The chat feature will allow you to talk with other people in today's webinar." (pointing to the chat area), "The To field will tell you who will receive your message. Be mindful of who you are chatting to." (pointing to the "To:" field), and "To: All panelists" (pointing to the selected recipient).
- Bottom Bar:** "Audio Settings", "Click Here to adjust your audio settings", "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and "Leave".
- Audio Settings Menu:** A "Select a Speaker" menu is open, showing options like "Speakers (Realtek(R) Audio)", "Same as System", "Test Speaker & Microphone...", "Leave Computer Audio", and "Audio Settings...".

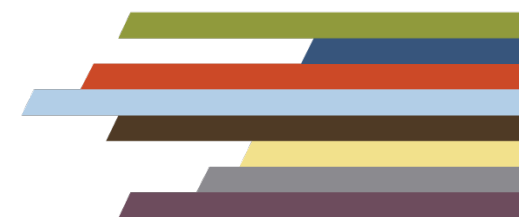
**All attendees are muted. Today's session will be recorded.
A link to the presentation slides and a recording of the webinar will be emailed.
Certificates of Attendance will be emailed.**



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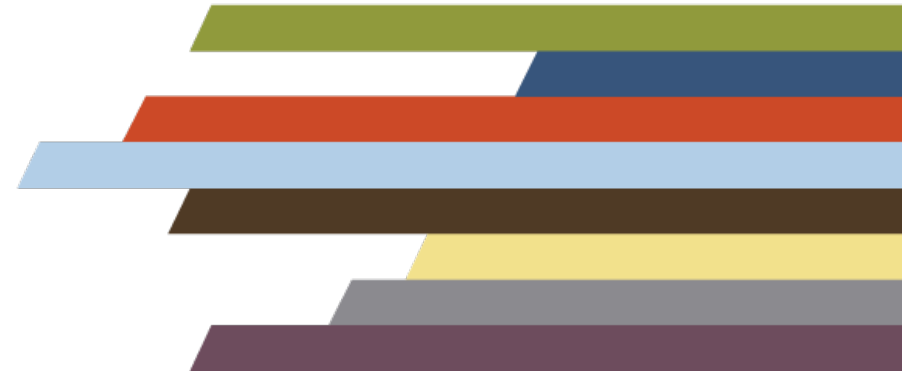
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Top 4 Strategies to Increase Student Motivation: What Every Parent Should Know

Kristy Ritvalsky, MPH

Sr. Training and Consultation Specialist



About Us ...

The Northeast and Caribbean MHTTC provides 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

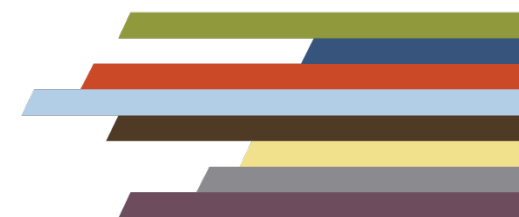
Supplemental funding to work with school teachers and staff to address student mental health.



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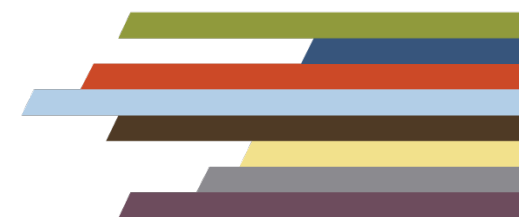
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We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

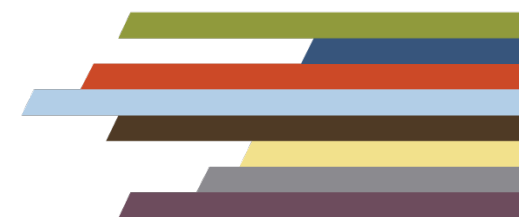
Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. Therefore, your feedback counts!



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Video Recording Information

Please Note:

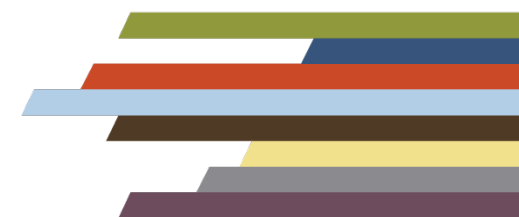
We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



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Your Interactions With Us

Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Be aware: your question is visible to all participants.

Chat and Polls

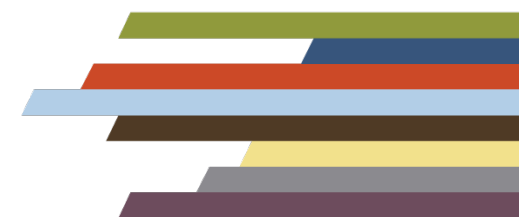
- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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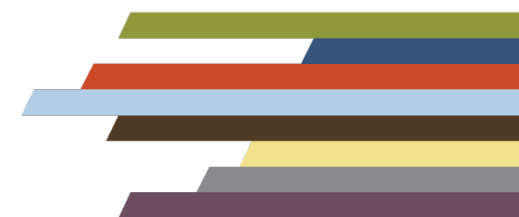
The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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Our Presenter



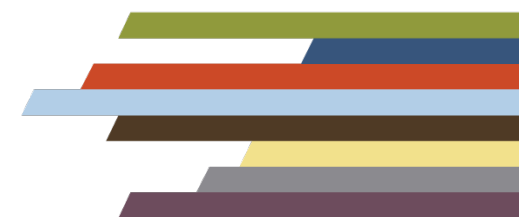
Kristy Ritvalsky, MPH

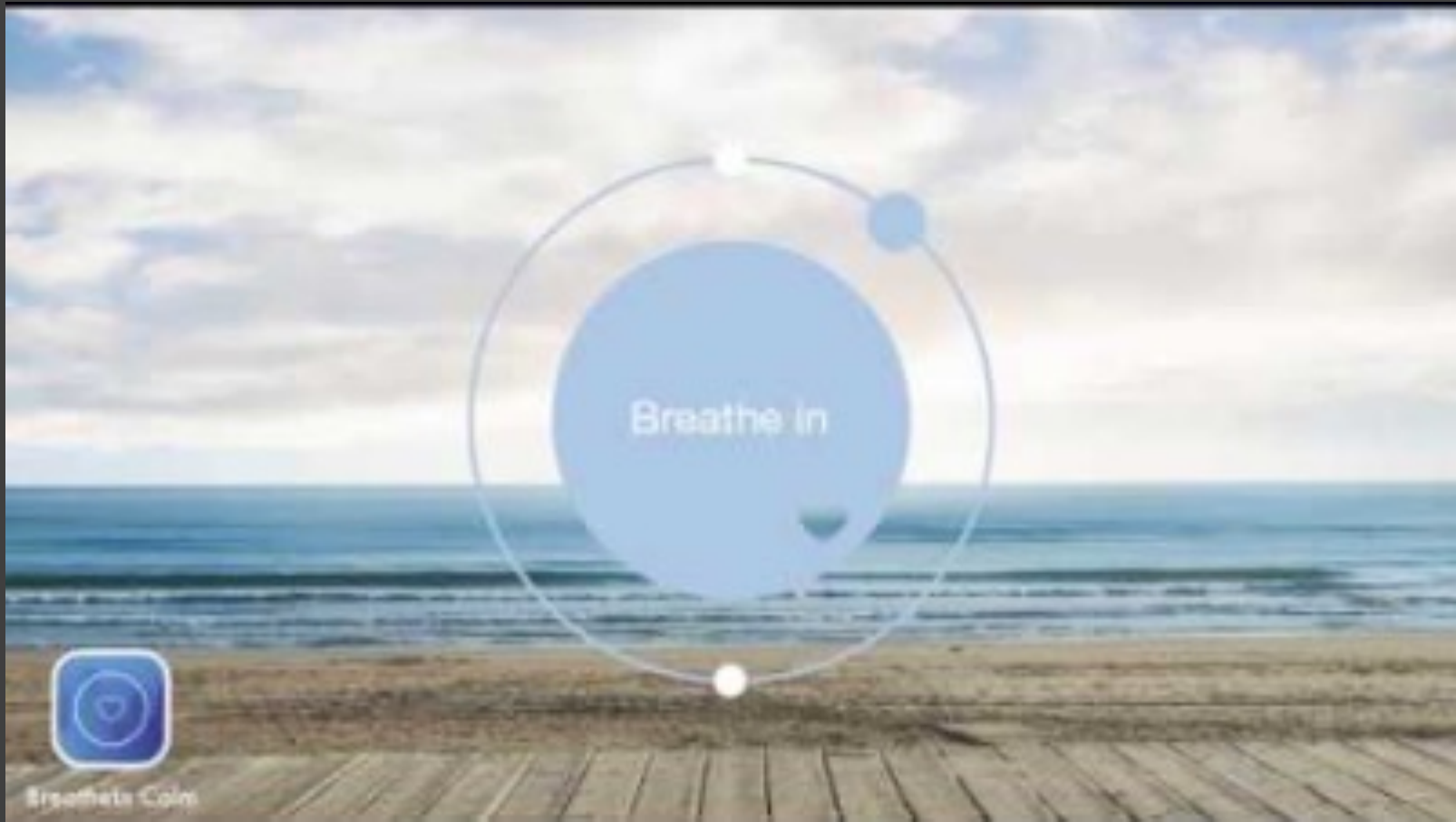


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First, let's prepare
our minds with a
breathing exercise

- Breathe in
- Breathe out

Creating a Family Grounding Kit

- *Grounding Kits- A box of items that help us feel relaxed and calm*
 - *As a family identify the things that help you feel relaxed when you are feeling anxious*
- *Examples*
 - *Stress balls*
 - *Books*
 - *Pictures of pets*
 - *Music*
 - *Stuffed animals*
 - *Journals*



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Identify 1-2 strengths

Workshop Objectives

At the conclusion of this workshop, participants will be able to:

1. Recognize the different types of motivation
2. Explain practical strategies to increase student motivation
3. Apply practical strategies to real life scenarios



What is
motivation?



You're either intrinsically or extrinsically motivated

Intrinsically Motivated



Extrinsically Motivated



Inspiring Intrinsic Motivation

-
- ✓ Providing Choice
 - ✓ Positive Feedback (Praise)
 - ✓ Problem-solving
 - ✓ Goal-setting



Strategy #1: Providing Choice

Description:

Allowing your child to select between 2 or more options

When to use:

- ✓ Before engaging in a less desirable or challenging activity
- ✓ Should be purposely planned and implemented

Choice-Making Opportunities

Types	Definitions
Between/Among	What the child is going to work on
Where	The location where the child will work or play
When	The time the child will begin to work or play
Whom	With whom the child is going to play or work
Tangible	Specific items the child needs either prior to, during, or after completing work

Strategy #2: Provide Feedback (Praise)

Description:

A way of providing attention, feedback, and recognition

When to use:

- ✓ AS MUSH AS POSSIBLE
- ✓ When your child's behavior matches your expectations
- ✓ When your child is learning a new skill
- ✓ When you see a behavior you would like to encourage

Provide Feedback (Praise) Tips

- ✓ Praise should be genuine and sincere
- ✓ It should be behavior specific
- ✓ It should be delivered immediately after the behavior occurs
- ✓ Once the behavior becomes intrinsically motivating you can fade praise over time

Why praise kids for something they should be doing anyway?

- Praise strengthens behavior
- Increases the likelihood that the behavior will occur under similar circumstances
- Oftentimes, we can reinforce the wrong behaviors:
 - Laughing at silly behaviors gains them adult/peer attention



Praise Statements

1. “Great job!”
2. “Nice job cleaning the kitchen tonight!”
3. “I like the way you thought about that and figured out a good solution to the problem.”
4. “You did it!”



Strategy #3: Problem-solving

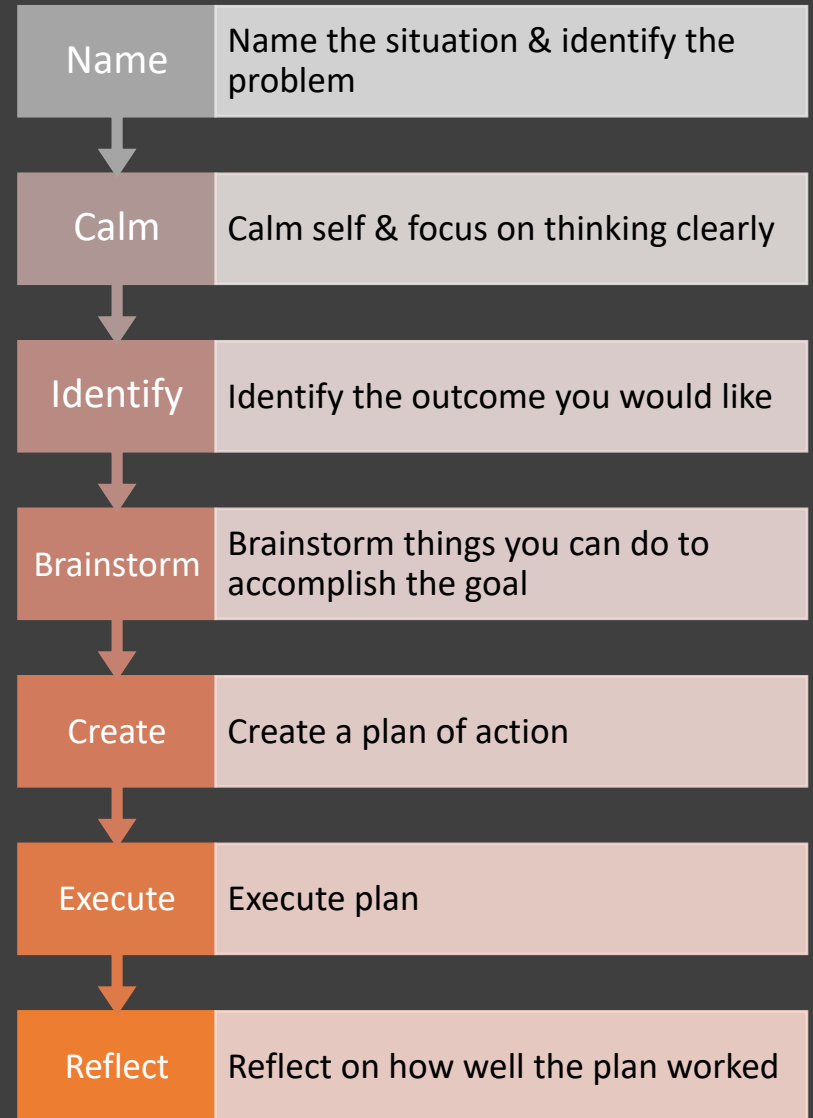
Description:

Designed to help children to slow down, stop, and think, and generate multiple solutions to any problem

- When to use:
 - ✓ When a task is too hard
 - ✓ When your child encounters social challenges
 - ✓ Looking for a solution



Problem-Solving Steps



Strategy #4: Goal-setting

Description:

Set goals that are short-term, specific, and moderately difficult

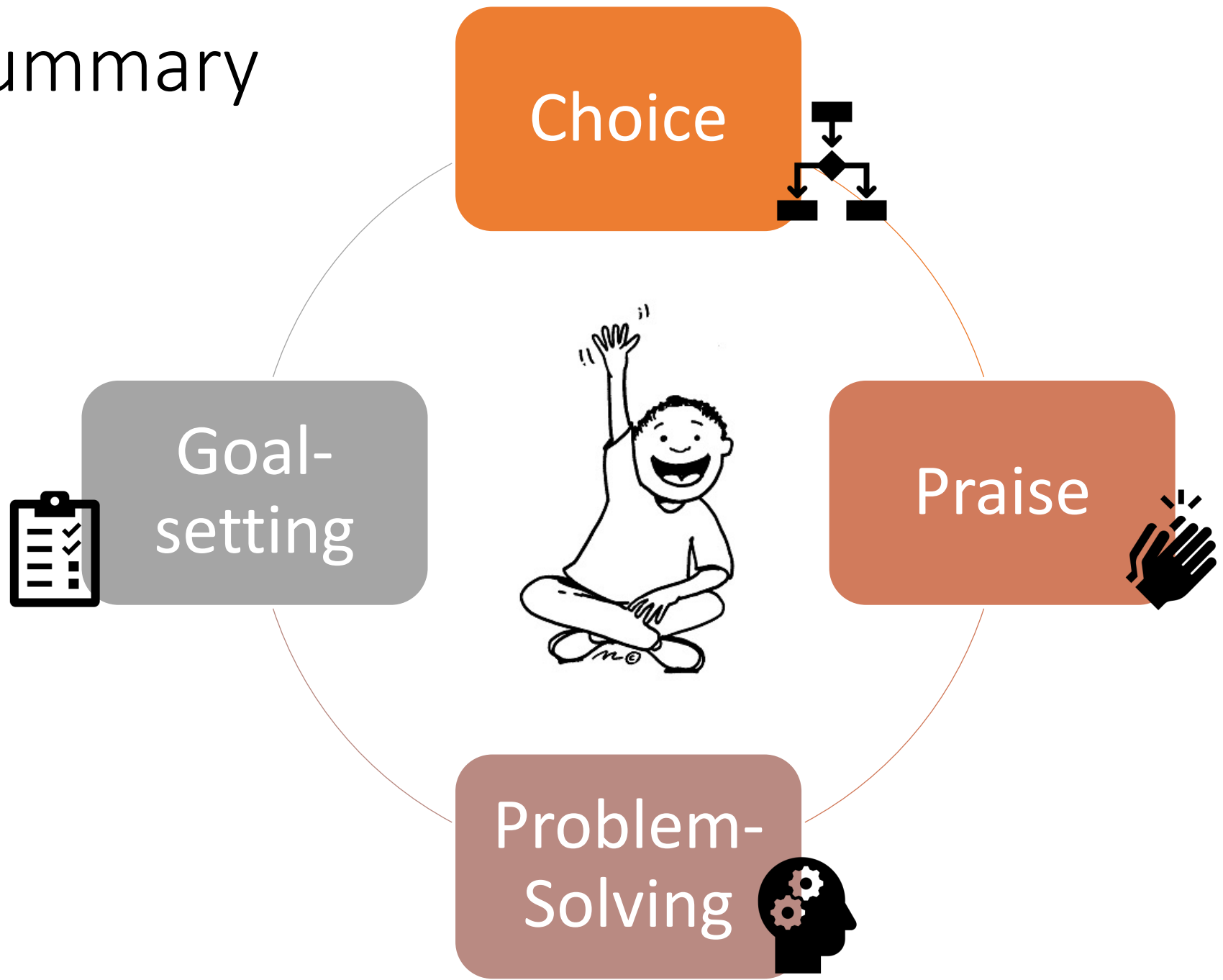
- ✓ Set doable goals together
 - ✓ Write it out
 - ✓ Make a checklist (series of steps)
- ✓ Prompt prioritizing by asking questions
 - ✓ “What’s the most important thing you need to get done today?”
 - ✓ “You’ve been spending about 20-minutes a night on your science project. What’s the maximum amount of time you can spend each night without feeling overwhelmed?”

Goal-setting Worksheet

MY WEEKLY GOAL WORKSHEET

GOAL	WHAT STEPS DO I NEED TO TAKE?	HOW LONG WILL IT TAKE?	WHEN WILL YOU DO IT?	DID YOU COMPLETE?
1. Finish reading book for social studies report	<ul style="list-style-type: none">○ Read chapters 10-12○ Highlight key points	<ul style="list-style-type: none">○ 2 hours	<ul style="list-style-type: none">○ Thursday & Friday from 12-1 pm	<input type="checkbox"/> YES <input type="checkbox"/> NO

Summary



Scenario

- ❖ Ruth is a 13-year-old girl who has always hated math. She often needs help completing homework assignments and gets extremely frustrated when she can't solve problems. Last night Ruth was so frustrated she took it out on her younger brother by screaming at him.
- ❖ What strategy could we use to motivate Emma?

Q and A



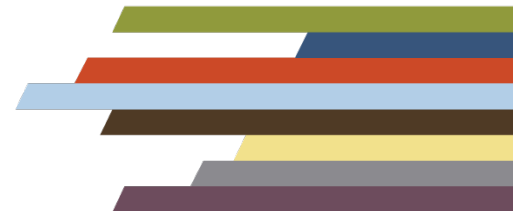
“There is no such thing as the perfect parent. You got this!”



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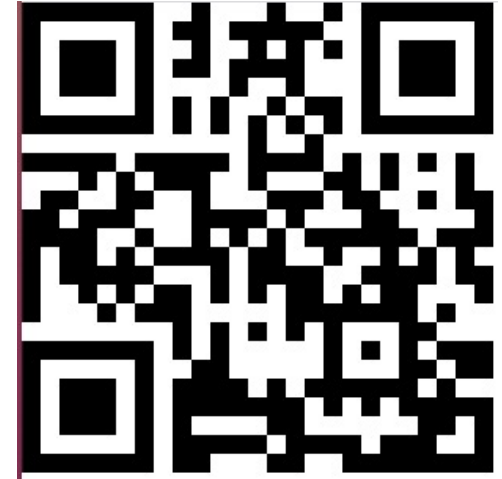
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Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a **brief** survey about today's training.



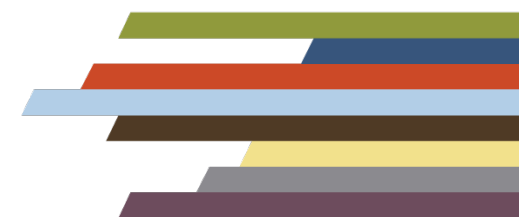
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Upcoming Workshops

- Creating Resilience in Children that will Foster their Potential and Increase their success in the world
 - *Wednesday, April 21, 2021, 6:00-7:00 pm*
- Emotions Matter: Social Emotional Learning at Home and in the Community
 - *Wednesday, April 28, 2021, 6:00-7:00 pm*

Connect With Us!

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Website:

<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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