



Genuinely trying, but might drop out if not supported.

WHAT THIS STUDENT IS THINKING:

- Such Students are trying, but finding some aspects of the course difficult: usually time requirements, distractions and the requirement for support.
- This Student might have felt “coerced” onto the course, or they’ve leapt onto the course without really understanding what is involved. So the Study Coach must remind them of the benefits.
- They will have self-doubts, so remind them of their Strengths and achievements so far.

Study Coach Principles

- Praise participants for steps that are being taken.
- Reiterate them of the ‘point’ of the course.
- Ask them for examples of where they’ve successfully achieved a goal before: driving tests, exams, moving house, asking someone out on a date etc.

Study Coach Strategies

1. FOCUS ON THE “PROS”

Weigh the PROS of the course (eg ‘sense of independence’, ‘future opportunities’) vs the CONS (eg ‘it will take time and energy and I might embarrass myself’, ‘fear of failure’).

- Ask these students to name as many benefits of the course as they can (they’ll typically name around 3. Keep these for future reference.)
- Let them know there are double or triple that many, and challenge them to name more.
- Then run through your list of the Pros of the course that they might have missed out.

2. RAISE RESILIENCE

The student is likely to be hiding from doubts and issues. Raise the student’s awareness of their own doubts, “are there any issues that might prevent you from finishing this course?”

- Normalise these doubts by saying, “yes, many people initially have issues with finding the time/course content/interest, then overcome it.”
- Reassure them that you’re there for them.
- Ask students about issues they’ve overcome in the past – driving tests, exams, asking someone out, buying a house, moving home etc. Ask how did they find the strength and resilience to succeed in the end? Affirm that they were strong and determined to achieve those things.
- Offer tips on finding private time and space to study, on dealing with family to allow them to progress with their studies.

3. BUILD SELF-EFFICACY

Use the “SCALING” technique: Ask them to score out of 10 (1 being ‘very poor’ and 10 being ‘great’) on how well they’re doing on the course. If they say “2” ask “why a 2, why not a 1?” and build on those positives. Ask “How can we get you to a 3?” This builds only positives, even if the student is feeling negative.

- Ask them to describe when they’ve completed courses before – including at school. What was different then? How can they make that happen again?
- Set an Action Plan and small steps to achieve it.
- Consider their survey answers and address their concerns.
- Remind them of their “Pros” for completing the course and what others will think of them once they’ve completed it – the example they’re setting, the pride, the better prospects etc.
- Remember: Coach – don’t lecture.