

# DISCIPLESHIP | MATTERS

**Report card time** can be stressful for parents and for students. Data indicate that child abuse increases at report card time. A report card is only one way to measure learning. Many intelligent, hard-working children who grow up to be responsible adults do not do well in traditional education. Ask yourself how it felt the last time you were evaluated for anything. Depending on spoken or unspoken academic expectations, your child may worry, feel embarrassed or internalize negative judgments. Parents' reactions will have a profound impact and affect potential for future success. Take time to review carefully and discuss all aspects of the report calmly to help both of you process the information. Parents who over-identify with their children will likely over-react to both high and low grades. Instead of focusing solely on grades, consider the overall learning process. Ask questions such as, "What did you learn?" "What was most enjoyable?" "What do you think affected your grades?" Finding out if your child understands why he or she received each grade can provide valuable insight for next steps. Develop a strategy together for the days ahead. This is a wonderful opportunity to show trust in a child's ability to do better or for parents to rethink unrealistic expectations. All children need to know that they are valued and loved—that their sense of self goes well beyond their school performance.

*Love is patient, love is kind. . . . It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.*  
— 1 Corinthians 13:4-7 (NIV)



It is better to bind your children to you by a feeling of respect and gentleness, than by fear.

— Terence

The Community for Accredited Online Schools is a comprehensive accreditation resource that provides prospective students and families with the tools needed to make well-informed decisions about their education. Its "Studying with ADHD: Common Challenges for College Students & How to Overcome Them" features tips for improving academic success from clinical psychologist Angela Reiter, who specializes in the evaluation and treatment of ADHD. It can be downloaded at [accreditedschoolsonline.org](http://accreditedschoolsonline.org) > Resources > Studying with ADHD.



*"Come with me by yourselves to a quiet place and get some rest." So they went away. . . to a solitary place.*  
— Mark 6:31-32 (NIV)

**Teaching is inherently stressful.** Students come with a variety of needs. And ever-changing standards mean more pressure on educators. Job satisfaction has plummeted to a 25-year low, with an almost 50 percent turnover rate for new teachers. In a recent study, teachers in high-poverty schools in New York City who were provided with calming and centering techniques reported reductions in anxiety, depression, feelings of burnout and stress along with improved sleep. Classrooms were rated more emotionally positive and productive, students were more engaged, and reading scores improved. "Spiritual Disciplines Made Easy" (#C902) of ABHMS' Workshops for Church Life and Leadership provides training sessions in the classic disciplines of in breath-prayer and meditation, which can be adapted for non-sectarian audiences. Download at [abhms.org](http://abhms.org) > Publications & Resources > Workshops for Church Life and Leadership. Sources: <https://all4ed.org>, <https://news.virginia.edu>



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Unless otherwise noted, Scripture quotations are from the New Revised Standard Version of the Bible.