



Student POWER Award: Recognizing Students' Individual Achievements

SUGGESTED SELECTION GUIDELINES FOR THE NASP STUDENT POWER AWARD PROGRAM

The Student POWER Award program is part of NASP's ongoing effort to help school psychologists promote children's success in school and life, to help colleagues and parents redefine student success, and to highlight students' exceptional efforts and individual achievements. It is grounded in the belief that emphasizing the positive, even in the face of adversity, is essential to achieving one's best in school and life. A NASP Student POWER Award recipients are those who, through their own efforts with the support of others in the school community, makes an exceptional difference in their own lives by achieving personal goals.

In general, a NASP Student POWER Award recipient demonstrates one or more of the following attributes and/or actions:

- Progress toward individual goals
- Optimistic he or she will succeed
- Willing to solve problems
- Eager to do his or her best
- Reaches out to others

Through their hard work, Student POWER Award recipients improve their own wellbeing and demonstrate a desire to make an ongoing difference in their own lives and the lives of others. Student POWER Award recipients can be students of any age. More than one student may be selected.

KEY MESSAGES

Remember—Children achieve their best when they:

- Are physically and mentally healthy
- Feel connected, respected, and safe
- Receive social, emotional, and behavioral support
- Maintain positive relationships
- Are expected to succeed and challenged to do so
- Have problem-solving skills and believe they can overcome challenges
- Receive quality instruction that meets their learning needs
- Receive recognition for building on their strengths

SUGGESTED SELECTION QUALITIES

The students you select for a NASP Student POWER Award might be those who exemplify at an exceptional level at least one or more of the qualities listed below. This listing of qualities is being provided as a way to organize your thoughts as you consider students for this unique recognition and is not intended as a checklist for selection. The activities listed below are not exhaustive, but rather are examples of how students might be meeting individual goals in different environments.

If you are interested in recognizing a colleague, parent, or community member, please consult the guidelines for the Possibilities in Action Partner Award at www.nasponline.org/communications. Student POWER Award certificates that you can personalize and download, sample letters of recognition, and further details are available at <http://www.nasponline.org/communications>.

Examples of "Student POWER Award" Qualities

| POSSIBLE FOCUS OF EFFORT | EXAMPLES OF STRATEGIES | YOUR STUDENTS EFFORTS |
|--|--|-----------------------|
| Makes progress toward individual goals | Meets individual academic short-term goals in reading, math, or other academic areas (e.g., letter identification, reading fluency, test scores, math facts); Meets individual goals in areas such as attendance, classroom behavior, abstinence from drugs/alcohol, increased learning time in classroom | |
| Open to possibilities for themselves, peers, or their school | Makes self available for tutoring or extra help from teachers; Chooses to meet regularly with school psychologist or counselor to work on personal goals; Seeks out positive extracurricular activities; Identifies a problem in the school and works with peers and adults to help solve it; Is willing to take on new challenges | |
| Maintains an optimistic focus | Collaborates with school staff to set realistic short-term goals; Engages with staff to identify post-high school opportunities; Serves as a student leader in character education or positive behavioral intervention programs; Accepts constructive criticism as an opportunity to improve; Is willing to try again when something doesn't work; Appreciates his or her own success | |
| Eager to try their best | Regularly attends after-school homework clubs or extra help programs; Approaches staff for extra learning materials to supplement education; Chooses to move seat in classroom to avoid known distraction; Takes opportunities to redo work or retake tests to improve grades | |
| Reaches out to others | Helps peers access help; Approaches student services staff for information on how to help peers dealing with mental health issues; Invites new student or student with few peers to join a group, lunch table, or recess game; Participates as a peer in a group counseling intervention; Works with school psychologist to serve as role model for students working on specific behavioral skills | |
| Strives to meet academic and life challenges | Willingly attends social skills or counseling group; Learns to navigate school building and class schedule independently; Raises hand to participate in inclusion classroom; Reduces the number of supports needed to complete independent class work; Seeks appropriate adult input on personal problems; Participates in new or more challenging activities | |