

Why Don't My Child's Grades Fully Reflect Their Ability?

by

Stanley Goldstein, Ph.D.

Considering how much time they help with schoolwork, parents often feel THEY should get the grades. And wonder whether stress like theirs is experienced in all families.

To find out why a child's grades don't reflect their likely ability we must first determine when their grades began to deteriorate for this is usually associated with some major psychological or external change. So, for example, if a child's grades were "good" (reflected their innate ability) until the eighth grade but sharply declined thereafter we can conclude (if the academic difficulty remained the same) that the child's problems are emotional not intellectual. But if the course difficulty has increased, the child may benefit from psychological testing, which includes an "intelligence" test, to determine if they can cope with normal schoolwork.

Academic problems can even reflect how a child relates to family stress: a child who "tunes out" the arguments of their parents cannot spontaneously "tune into" schoolwork, particularly when they are feeling upset.

Children are complex but their motivation to learn isn't for it is innate and cannot be forced. They naturally enjoy using their intellectual abilities for this experience fosters a sense of joy which is felt by a child when doing so. When parents, and teachers and other professionals eliminate the problems interfering with a child's natural desire to learn, their grades will reflect their intellectual potential.

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