Understanding and Addressing Motivation Issues:
What about gifted students who are not achieving?
Think of a student or someone in your life whom you believe has motivation issues
Not all underachievers draw attention to themselves
Underachievement or low motivation from who’s perspective?
Don’t assume the student doesn’t care
$N = 212$

$\frac{3}{4} \quad \begin{align*}
\text{Male} \quad \frac{1}{4} \quad \text{Female}
\end{align*}$

$IQ = 131.8$
<table>
<thead>
<tr>
<th>ADHD IV</th>
<th>Type</th>
<th>% in GUA Sample</th>
<th>% in Norm Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>Inattentive</td>
<td>23.13</td>
<td>3.2</td>
</tr>
<tr>
<td>Rating</td>
<td>Hyperactive</td>
<td>0</td>
<td>2.1</td>
</tr>
<tr>
<td>Scales-</td>
<td>Combined</td>
<td>6.72</td>
<td>2.2</td>
</tr>
<tr>
<td>Parent</td>
<td>Overall prevalence</td>
<td>29.85</td>
<td>7.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADHD IV</th>
<th>Type</th>
<th>% in GUA Sample</th>
<th>% in Norm Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Inattentive</td>
<td>39.62</td>
<td>10</td>
</tr>
<tr>
<td>Rating</td>
<td>Hyperactive</td>
<td>1.89</td>
<td>3.2</td>
</tr>
<tr>
<td>Scales-</td>
<td>Combined</td>
<td>9.43</td>
<td>8.4</td>
</tr>
<tr>
<td>Teacher</td>
<td>Overall prevalence</td>
<td>50.94</td>
<td>21.6</td>
</tr>
</tbody>
</table>

Each of the four elements of the model (Meaningfulness, Self-Efficacy, Environmental Perception, and Self-Regulation) is usually present in individuals who achieve at a level commensurate with their abilities. Some of these factors may be stronger than others, but overall, achievement-oriented individuals display a combination of all four traits. Remediation can be based on diagnosing which element or elements are deficit and addressing them. Two individuals might have very different remediation programs based on their achievement-orientation profiles.
Self-Efficacy

Meaningful Task

Perceived Support

Engagement

Self-Efficacy
VALIDITY STUDIES

THE SCHOOL ATTITUDE ASSESSMENT SURVEY-REVISED: A NEW INSTRUMENT TO IDENTIFY ACADEMICALLY ABLE STUDENTS WHO UNDERACHIEVE

D. BETSY McCOACH AND DEL SIEGLE
University of Connecticut

The purpose of this study was to design a psychometrically sound instrument to measure adolescents’ attitudes toward school, attitudes toward teachers, goal-valuation, motivation, and general academic self-perceptions that could be used to explore the underachievement of academically able secondary school students. The final School Attitude Assessment Survey–Revised (SAAS-R) instrument consisted of 35 questions, each of which being an indicator of one of the five factors. The final model exhibited reasonable fit, $\chi^2(550) = 1,581.1$, Comparative Fit Index = .91, Tucker Lewis Index = .92, root mean square error of approximation = .059, standardized root mean squared residual = .057. The scores in this study showed internal consistency reliability coefficient of at least .85 on each of the five factors. In addition, four of the five factors of the SAAS-R appear to differentiate gifted achievers from gifted underachievers. It is the authors' hope that the SAAS-R will allow researchers to more fully understand the relationship between these five factors and underachievement in gifted and nongifted populations.

<table>
<thead>
<tr>
<th>Achievers ($n = 56$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$SD$</td>
</tr>
<tr>
<td>$p$</td>
</tr>
<tr>
<td>$d$</td>
</tr>
<tr>
<td>0.973</td>
</tr>
<tr>
<td>1.015</td>
</tr>
<tr>
<td>1.54</td>
</tr>
<tr>
<td>4.52</td>
</tr>
<tr>
<td>5.37</td>
</tr>
</tbody>
</table>

Note: $SD$ = attainment; $p$ = p-value; $d$ = effect size; $TS =$ attitudes toward school; $SAS-R =$ School Attitude Scale-Revised.
<table>
<thead>
<tr>
<th>Subscale</th>
<th>Achievers (n = 120)</th>
<th>Underachievers (n = 56)</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>p</td>
</tr>
<tr>
<td>ASP</td>
<td>6.17</td>
<td>0.590</td>
<td>5.84</td>
<td>0.973</td>
<td>.019</td>
</tr>
<tr>
<td>ATT</td>
<td>5.33</td>
<td>0.915</td>
<td>4.58</td>
<td>1.015</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>ATS</td>
<td>5.33</td>
<td>1.19</td>
<td>4.41</td>
<td>1.54</td>
<td>.001</td>
</tr>
<tr>
<td>Goal valuation</td>
<td>6.56</td>
<td>0.592</td>
<td>5.32</td>
<td>1.42</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>MOT/S-R</td>
<td>5.39</td>
<td>0.975</td>
<td>3.88</td>
<td>1.37</td>
<td>&lt; .001</td>
</tr>
</tbody>
</table>

*Note. ASP = academic self-perceptions; ATT = attitudes toward teachers; ATS = attitudes toward school; MOT/S-R = motivation/self-regulation.*
1. Understand why a student feels confident or not confident

Self-efficacy
performance goals
Entity (Fixed Mindset)

learning/mastery goals
Incremental (Growth Mindset)

Carol Dweck
Students Don’t See the Relationship Between Effort and Quality Work

THE LITTLE ENGINE THAT COULD

A POP-UP BOOK

Retold by WATTY PIPER

A PLATT & MUNK CLASSIC
In gifted education, we have a difficulty balancing act recognizing...
Children need encouragement. So if a kid gets an answer right, tell him it was a lucky guess. That way he develops a good, lucky feeling.
Specific, Developmental Compliments
Unfortunately...many young people believe having to work hard means they are not smart.
“Mistakes are the portals of discovery.”
- James Joyce
Avoid Unnecessary Assistance
Learn what is important to students

Meaningfulness
1. Teach them to love the field
2. Develop their skills and discipline
3. Help them to make a unique contribution

Teacher’s Roles in Talent Development

Benjamin Bloom
The Enrichment Triad Model

Type I
General Exploratory Activities

Type II
Group Training Activities

Type III
Individual & Small Group Investigations of Real Problems

Regular Classroom

Environment in General
A Day in the Life of America

Photographed by [Author's Name], world's leading photographers on one day.
My wife and I bring up STEP monthly as we raise our two boys. Thank you for exposing us to some invaluable experiences at such a young age. I still can't believe I was set free in a darkroom in elementary school!
Never underestimate the power of student interest in making learning meaningful.
### Relationship Between Perceived Level of Talent and Belief in an Entity Theory of Intelligence, the Importance of Natural Ability in High Performance Levels, the Important of Personal Effort in High Performance Levels, and Interest in Each of 15 Talent Areas

<table>
<thead>
<tr>
<th>Talent Area</th>
<th>Entity Belief</th>
<th>Role of Ability</th>
<th>Role of Effort</th>
<th>Personal Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Skills</td>
<td>-0.093</td>
<td>0.019</td>
<td>0.36**</td>
<td>0.601**</td>
</tr>
<tr>
<td>Art Skills</td>
<td>-0.123</td>
<td>-0.053</td>
<td>0.16</td>
<td>0.629**</td>
</tr>
<tr>
<td>Mathematical Skills</td>
<td>0.027</td>
<td>0.263**</td>
<td>0.059</td>
<td>0.550**</td>
</tr>
<tr>
<td>Athletic Skills</td>
<td>0.003</td>
<td>0.124</td>
<td>0.116</td>
<td>0.726**</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>0.082</td>
<td>0.259**</td>
<td>0.064</td>
<td>0.598**</td>
</tr>
<tr>
<td>Spelling Skills</td>
<td>-0.052</td>
<td>0.162</td>
<td>0.089</td>
<td>0.350**</td>
</tr>
<tr>
<td>Dance Skills</td>
<td>0.008</td>
<td>0.109</td>
<td>0.18*</td>
<td>0.691**</td>
</tr>
<tr>
<td>Inter-Personal Skills</td>
<td>-0.191*</td>
<td>0.15</td>
<td>0.11</td>
<td>0.453**</td>
</tr>
<tr>
<td>Logical/Reasoning Skills</td>
<td>-0.052</td>
<td>0.26**</td>
<td>-0.069</td>
<td>0.514**</td>
</tr>
<tr>
<td>Visual/Spatial Skills</td>
<td>-0.126</td>
<td>0.137</td>
<td>0.086</td>
<td>0.513**</td>
</tr>
<tr>
<td>Language Acquisition Skills</td>
<td>-0.029</td>
<td>0.063</td>
<td>0.095</td>
<td>0.496**</td>
</tr>
<tr>
<td>Verbal Skills</td>
<td>-0.034</td>
<td>0.237**</td>
<td>0.066</td>
<td>0.485**</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>-0.185*</td>
<td>0.186*</td>
<td>0.213*</td>
<td>0.613**</td>
</tr>
<tr>
<td>Science Skills</td>
<td>-0.072</td>
<td>0.064</td>
<td>0.05</td>
<td>0.688**</td>
</tr>
<tr>
<td>Overall Academic Skills</td>
<td>-0.002</td>
<td>0.093</td>
<td>0.038</td>
<td>0.222*</td>
</tr>
</tbody>
</table>
The future influences the present as much as the past.

Friedrich Wilhelm Nietzsche
Fong, Snyder, Barr, and Patall (2014) examined the effectiveness of interventions to reverse underachievement. Their meta-analysis of 53 research studies suggested that interventions moderately improved achievement and psychological function. Interventions were most effective in elementary and middle school settings.

The most successful interventions for improving achievement focused on instilling a value for learning.
“I don’t want to be challenged. I want to be intellectually stimulated.”
Because content is academically challenging does not guarantee that students will find it intellectually stimulating.

- Too little academic challenge, too little intellectual stimulation produces bored students.
- Too much academic challenge, too little intellectual stimulation produces “turned off” students.
- Too much academic challenge with adequate intellectual stimulation produces frustrated students.
- Optimal challenge combined with intellectual stimulation produces students in a state of “flow”.

Mihaly Csikszentmihalyi coined the term “flow”.
Ensure students feel supported
choice

Benefit

Cost
What gifted high school students seek

- control
- choices
- challenge
- complexity
- caring

(Kanevsky & Keighley, 2003).
Passionate
Hard Working
Meaningful Content
Challenge
Caring
Knowledgeable
Useful
Task Value
Challenge Level
Meaningful Content
Grades
Self-Efficacy
Personal Growth and Satisfaction
Useful Competencies
Environmental Perception
Social Relationships
Knowledgeable Teachers
School: Teacher
Passionate
Hard-working
Varied Delivery Methods
What does being a knowledgeable teacher promote?

1. Self-efficacy to Learn
2. Differentiation of Content
3. Variety of Instructional Strategies
4. Interdisciplinary Connections Which Promote Meaningful Learning
Happy Birthday
I am capable!
It’s important to me!
I have what I need and feel supported!

Perceived Support

Engagement

Meaningful Task

Self-Efficacy
When placed in appropriate environments, all living things flourish.
For more information...

http://s.uconn.edu/achieve

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AT THE UNIVERSITY OF CONNECTICUT