

A young girl with curly hair, wearing a blue denim shirt and a colorful beaded bracelet, is resting her head on her hand with a bored expression. In the background, another student is visible, holding a pencil and looking towards the camera.

Help! This Student Isn't Acting Gifted!

Del Siegle
University of Connecticut

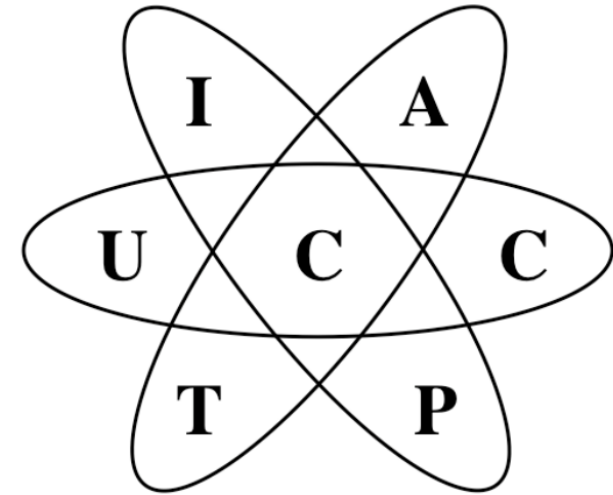
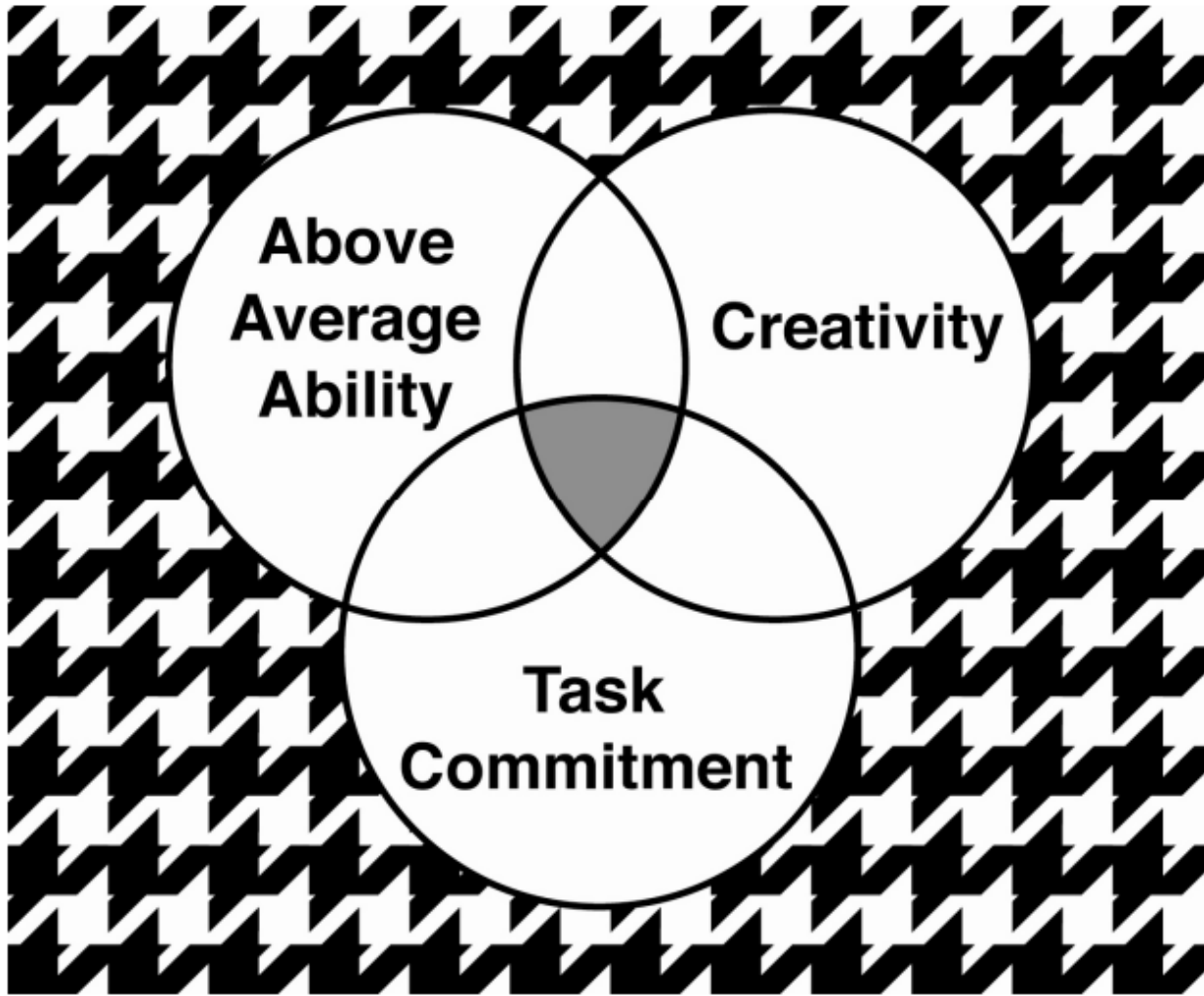
A blurred background image of a classroom where several students have their hands raised, suggesting an interactive session or a vote-taking activity. The focus is on the hands and arms, with the faces of the students out of focus.

Who are we?

Gifted specialist?
Elementary classroom teacher?
Middle school teacher?
High school teacher?
Administrator?
Parent?



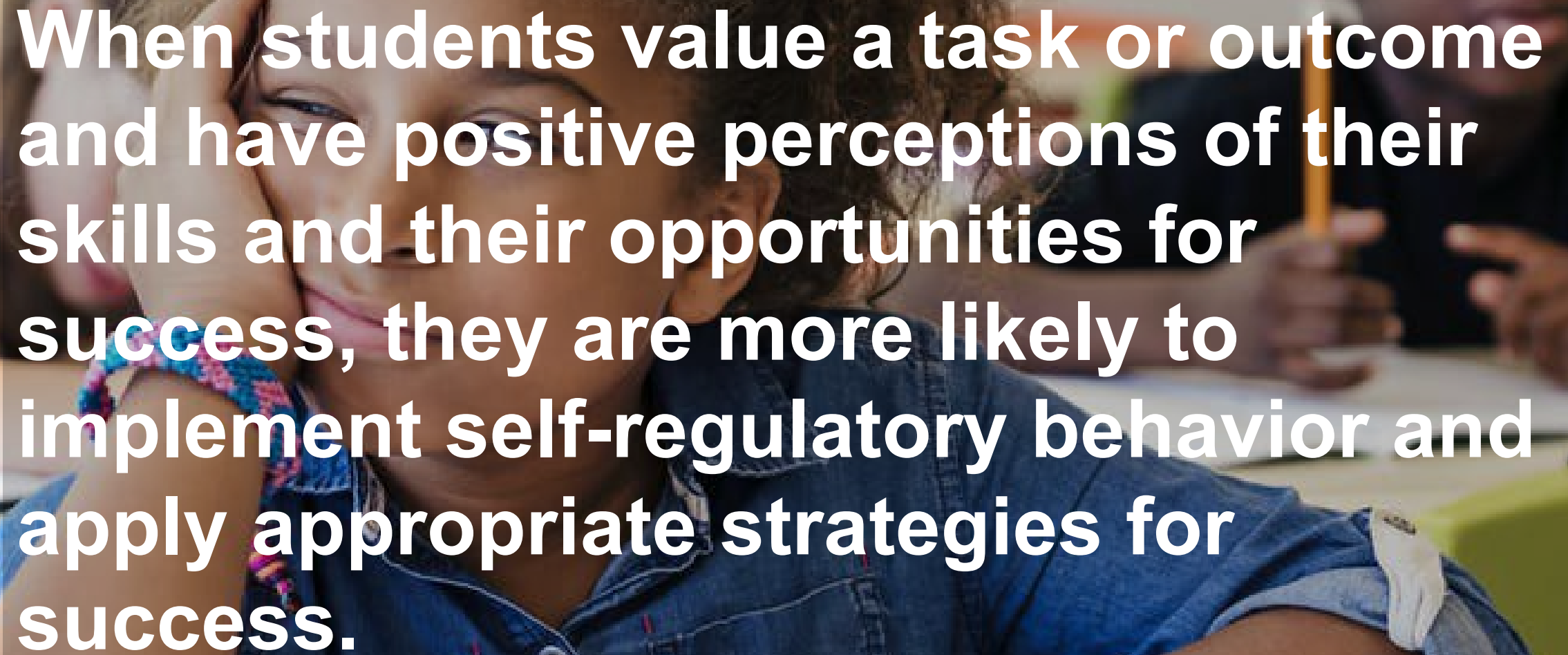
**What
does
acting
gifted
mean to
you?**



creative productive giftedness
academic giftedness

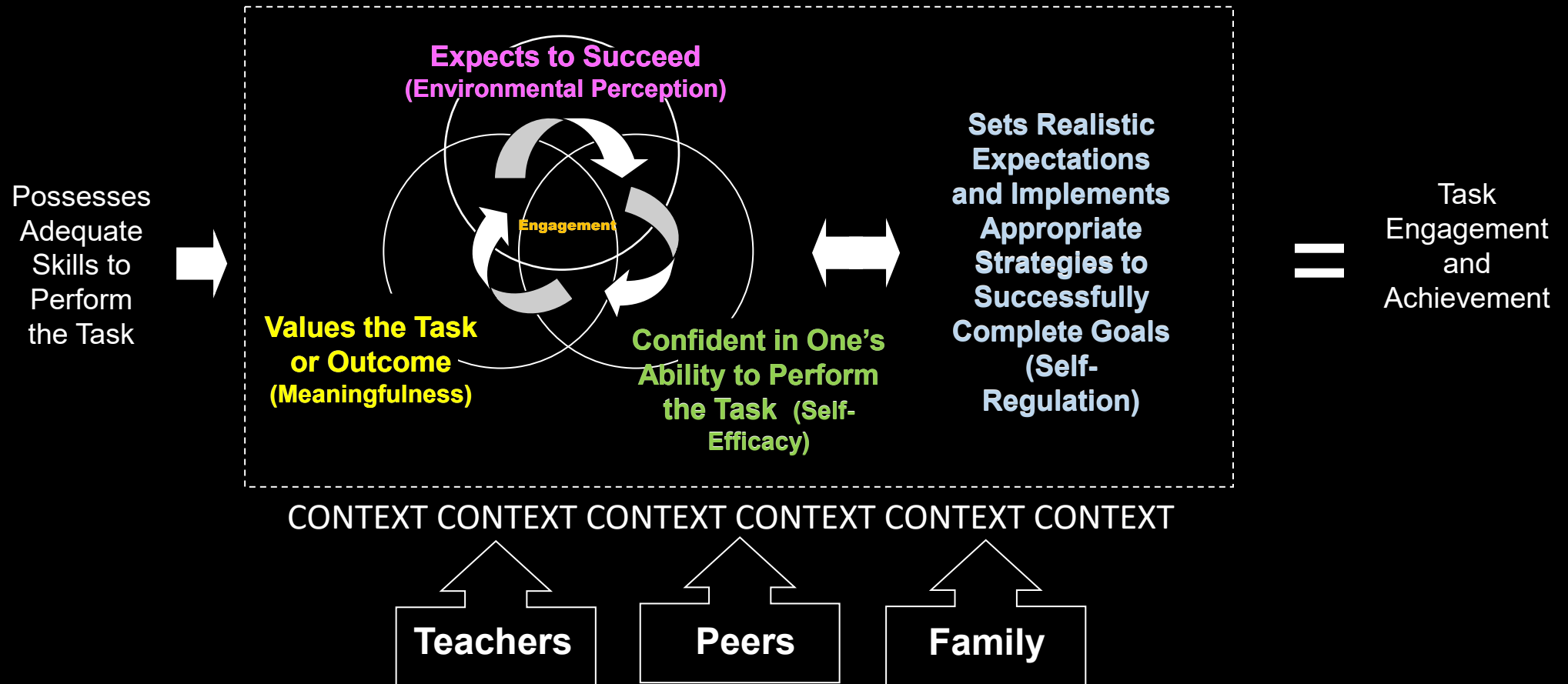
**Why
might a
student
not be
acting
gifted?**



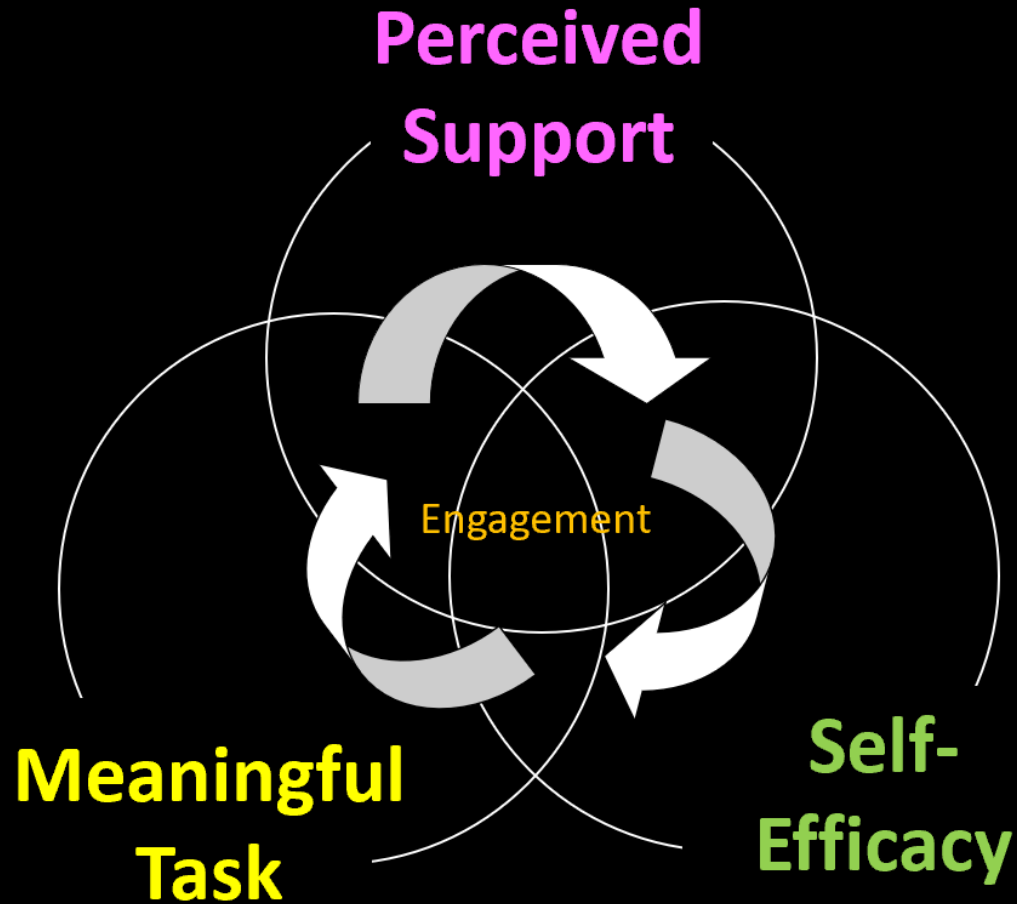


When students value a task or outcome and have positive perceptions of their skills and their opportunities for success, they are more likely to implement self-regulatory behavior and apply appropriate strategies for success.

Achievement Orientation Model



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.



Confidence: I am capable!

Interest: It's important to me!

Trust: I have what I need and feel supported!

Engage: I am ready to do it!




Confidence

Interest

Trust

Engagement



**What are
students told
about their
giftedness?**


Don't assume...

**“That’s
dumb...”**



*Help
students
feel
confident in
their ability
to learn and
grow*

The Catch-22 of nurturing confidence...



**Recognize they
have the ability
to do well**

**Understand they
control its
development**

Teacher Rating of Students



Student Self-Rating



Students Don't See the Relationship Between Effort and Quality Work

Siegle, D., & Reis, S. M. (1998). Gender differences in teacher and student perceptions of gifted students' ability. *Gifted Child Quarterly*, 42, 39-48.
doi:10.1177/001698629804200105

**In gifted education, we have a difficulty
balancing act recognizing...**

effort



ability

IF YOU NEED TO
WORK HARD IT
MEANS YOU ARE
NOT SMART

WORKING HARD
MAKES YOU
SMART

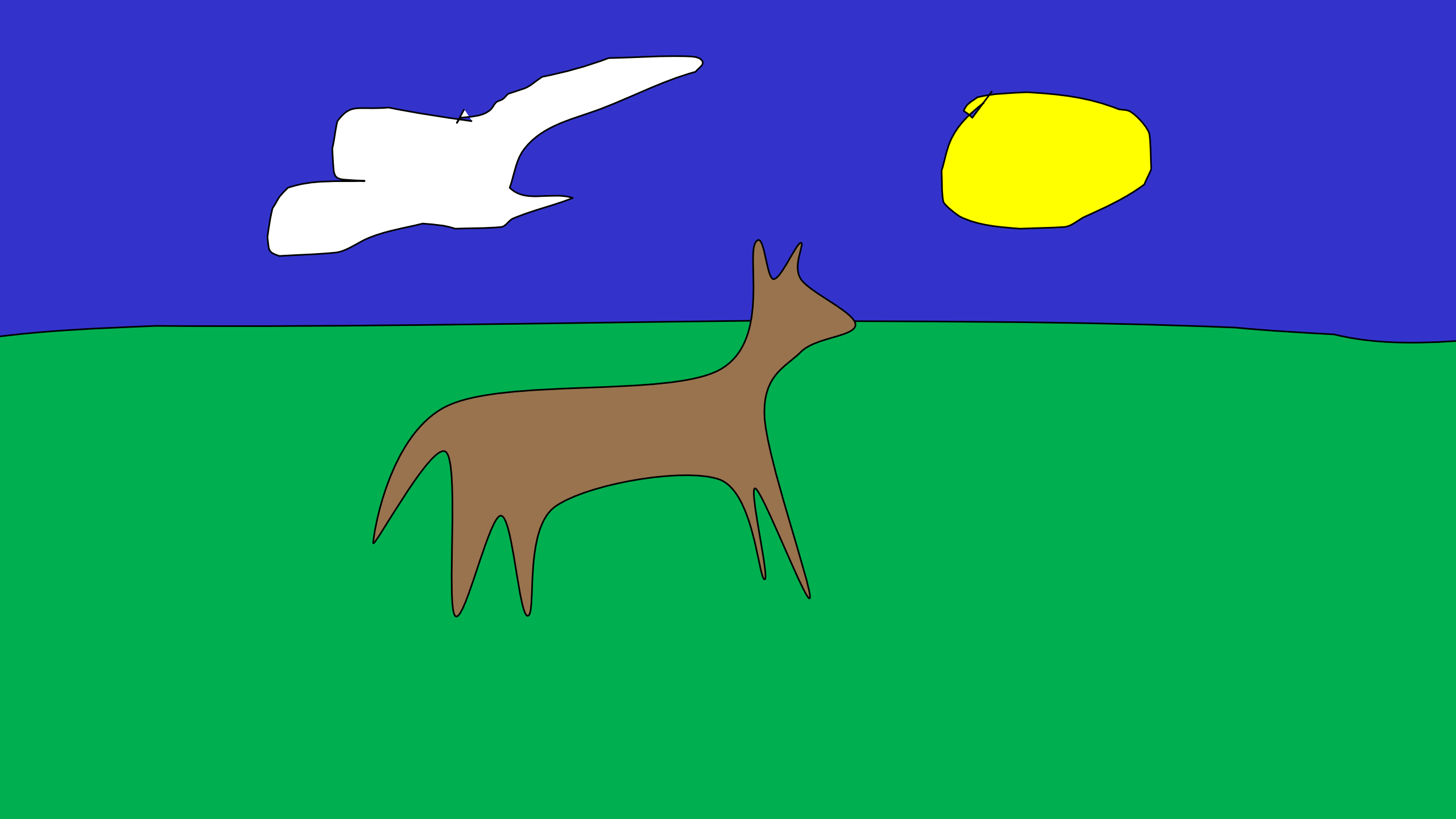
performance
goals
Entity
(Fixed
Mindset)



CAROL DWECK

learning/mastery
Goals
Incremental
(Growth Mindset)

For children who are
identified as gifted who
have a **fixed mindsets**,
every challenging task is a
test of their giftedness.



Build confidence by recognizing growth

**recognize growth and
accomplishments...**



**...by using specific,
developmental
compliments**



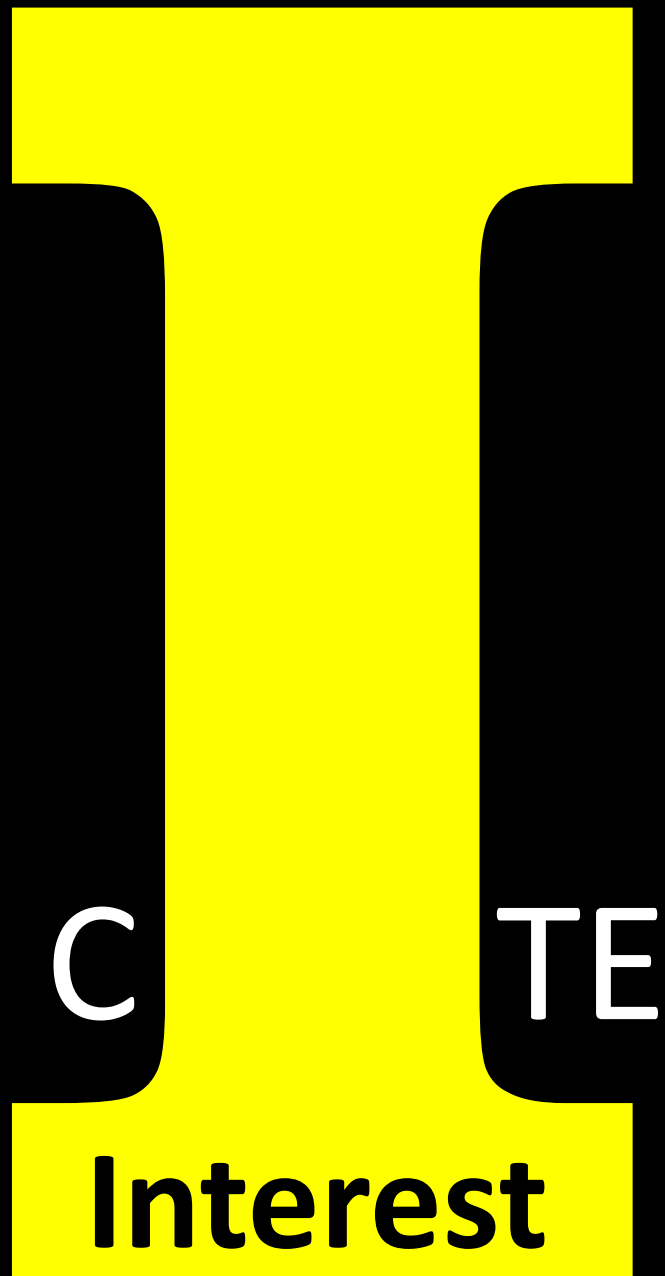


Group Talk:



Confidence

***What has
worked for
you to
increase
student
confidence?***



*Help
students
explore their
interests
and find
meaning in
tasks*

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

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

**Never
underestimate the
power of student
interest in making
learning meaningful**

A Reading

A Math

A Science

D Spelling



```
10 GOTO 23: FOR A= 1 TO 20 :NEXT A: PRINT: IF  
A=1 THEN B=23: GOSUB 200: INPUT A$: PRINT A$:  
GET C: 10 GOTO 23: FOR A= 1 TO 20 :NEXT A:  
PRINT: IF A=1 THEN B=23: GOSUB 200: INPUT A$:  
PRINT A$: GET C 10 GOTO 23: FOR A= 1 TO 20  
:NEXT A: PRINT: IF A=1 THEN B=23: GOSUB 200:  
INPUT A$: PRINT A$: GET C: 10 GOTO 23: FOR A= 1  
TO 20 :NEXT A: PRINT: IF A=1 THEN B=23: GOSUB  
200: INPUT A$: PRINT A$: GET C 10 GOTO 23: FOR  
A= 1 TO 20 :NEXT A: PRINT: IF A=1 THEN B=23:  
GOSUB 200: INPUT A$: PRINT A$: GET C: 10 GOTO  
23: FOR A= 1 TO 20 :NEXT A: PRINT: IF A=1 THEN  
B=23: GOSUB 200: INPUT A$: PRINT A$: GET C 10  
GOTO 23: FOR A= 1 TO 20 :NEXT A: PRINT: IF  
A=1 THEN B=23: GOSUB 200: INPUT A$: PRINT A$:  
GET CGET C: 10 GOTO 23: FOR A= 1 TO 20 :NEXT A:  
PRINT: IF A=1 THEN B=23: GOSUB 200: INPUT A$:  
PRINT A$: GET C 10 GOTO 23: FOR A= 1 TO 20  
:NEXT A: PRINT: IF A=1 THEN B=23: GOSUB 200:  
INPUT A$: PRINT A$: GET C: 10 GOTO 23: FOR A= 1  
TO 20 :NEXT A: PRINT: IF A=1 THEN B=23: GOSUB  
200: INPUT A$: PRINT A$: GET C 10 GOTO 23: FOR
```

```
10 PRINT "ENTER A WORD";  
20 INPUT A$  
25 B = LEN (A$)  
30 PRINT "THE LENGTH OF "; A$; " IS "; B  
32.D=B/2  
33 IF D <> INT(D) THEN D=INT(D + .5)  
36 C$=MID$(A$,D)  
40 PRINT "THE MIDDLE LETTER OF "; A$ ; "  
IS " C$
```

Talent Scout

searching for points of promise





**What
makes
learning
meaningful?**



Make learning meaningful.

Zone of Proximal
Development

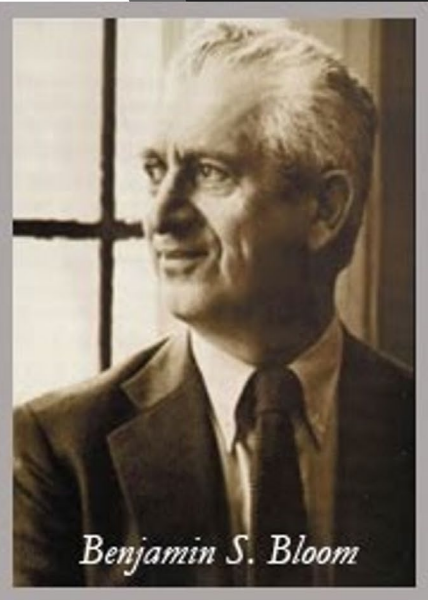
Generally speaking, gifted students enjoy learning and do not want to be bored in school. They often equate lack of challenge with boredom.

(Gallagher, Harradine, & Coleman, 1997)



Pre-assess

Make learning meaningful.



Bloom's Findings on Talent Development

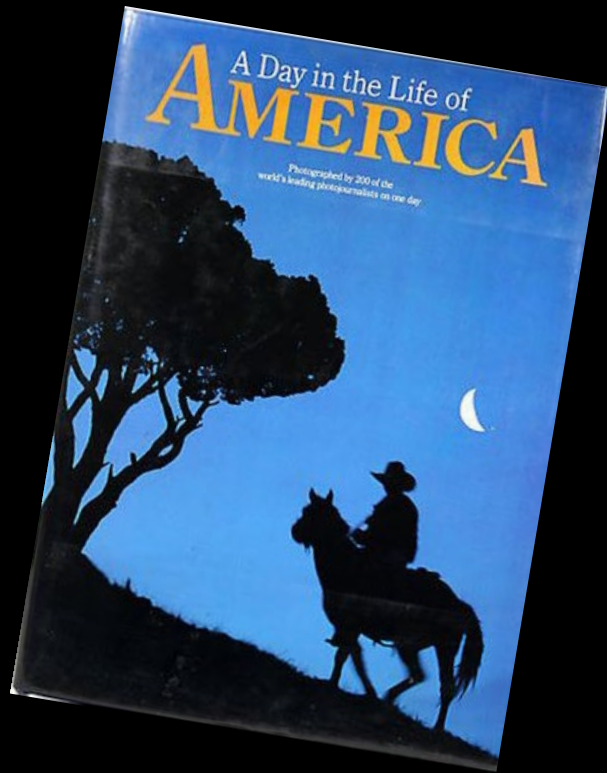
- Teach them to love the field
- Develop their skills and discipline
- Help them to make a unique contribution

Zone of Proximal Development

Staged



Make learning meaningful.



Zone of Proximal
Development

Staged

Authentic

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!



Make learning meaningful.



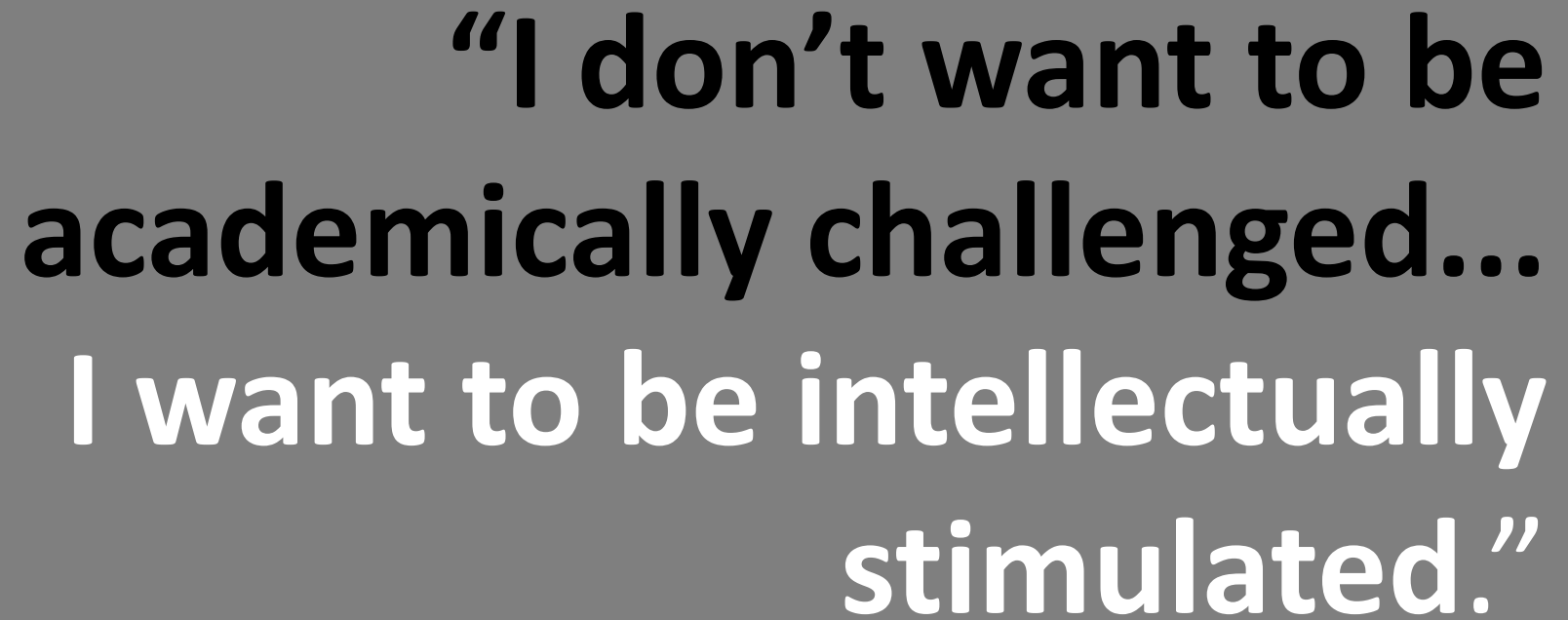
Zone of Proximal
Development

Staged

Authentic

Stimulating

Academic Challenge



**“I don’t want to be
academically challenged...
I want to be intellectually
stimulated.”**

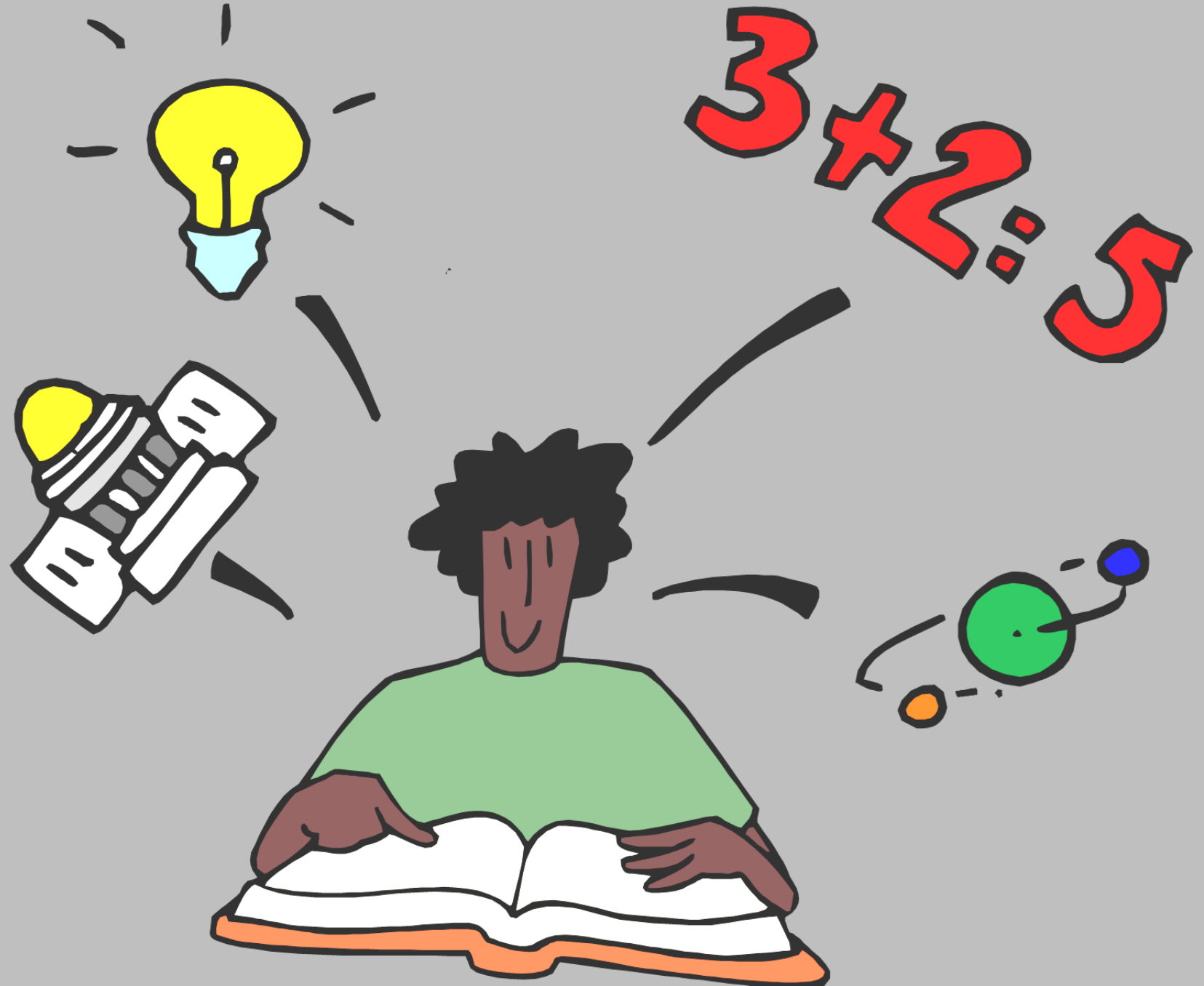
Academic Challenge

quest for mastery

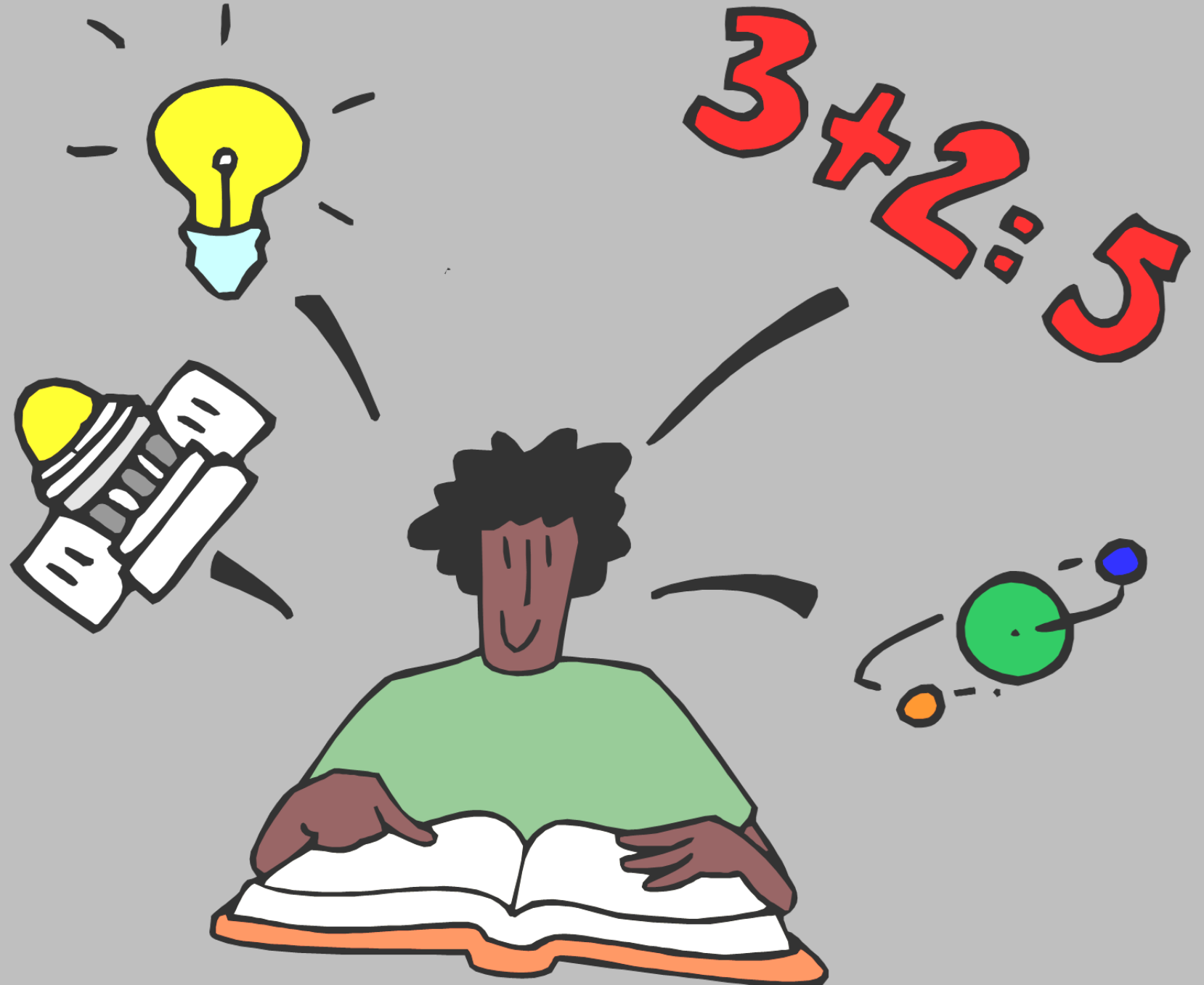
Intellectual Stimulation

search for meaning

**What is the
relationship
between
academic
challenge and
intellectual
stimulation?**



Because content is academically challenging does not guarantee that students will find it intellectually stimulating.



Because content is academically challenging does not guarantee that students will find it intellectually stimulating.

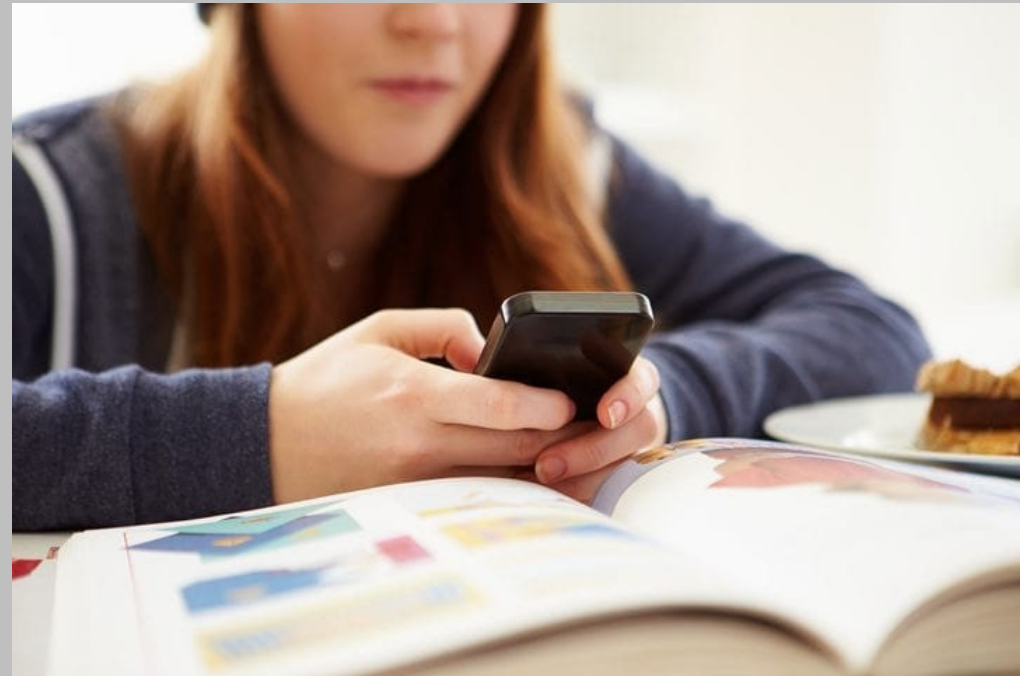
Too little academic challenge, too little intellectual stimulation produces **bored** students.



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.



Mihaly Csikszentmihalyi coined the term “flow”

Because content is academically challenging does not guarantee that students will find it intellectually stimulating.

Too little intellectual stimulation produces bored students.

Too much academic challenge with inadequate intellectual stimulation produces frustrated students.



Too little intellectual stimulation produces bored students.

Too little intellectual stimulation produces bored students.

Because content is academically challenging does not guarantee that students will find it intellectually stimulating.



Optimal challenge combined with intellectual stimulation produces students in a state of “**flow**”.

Mihaly Csikszentmihalyi coined the term “flow”



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**”.

**Is what I am
asking
students to do
sufficiently
challenging
AND
intellectually
stimulating?**

**If not, how
can I make it?**

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.

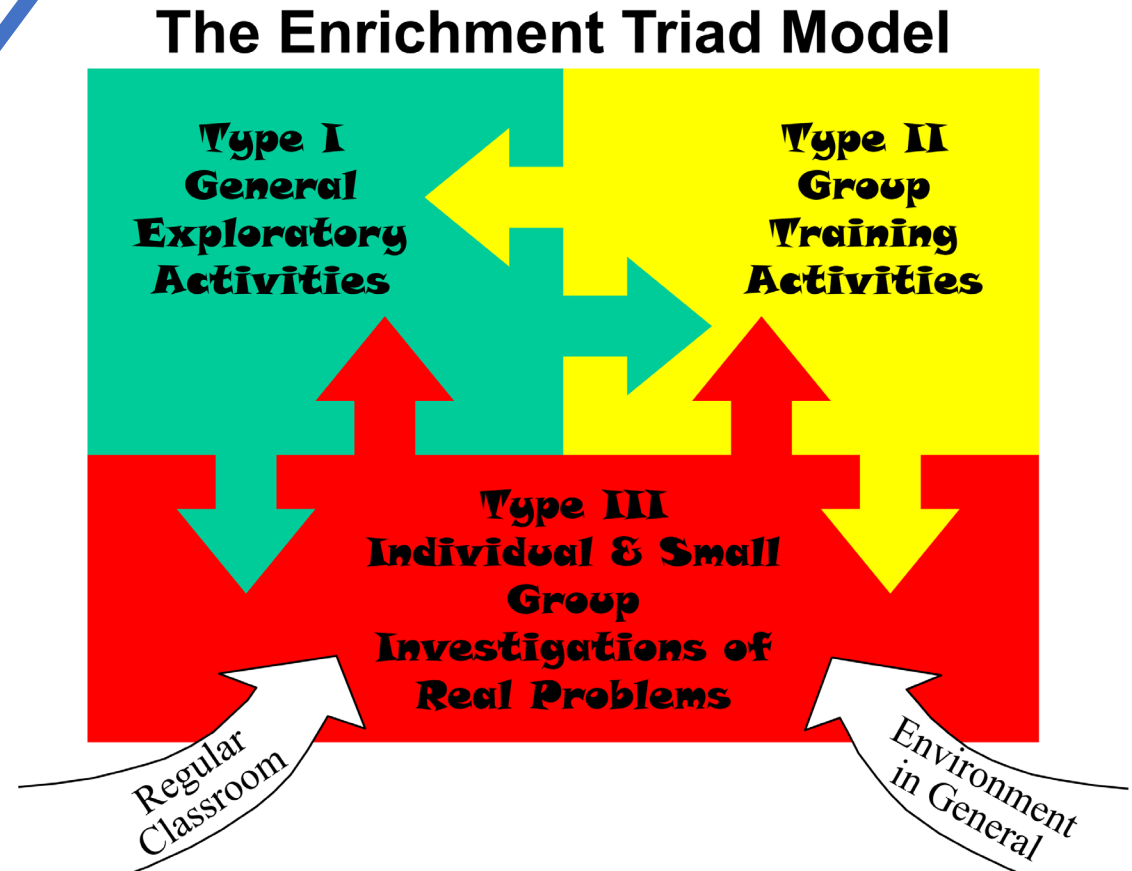
Optimal challenge combined with intellectual stimulation produces students in a state of “**flow**”.

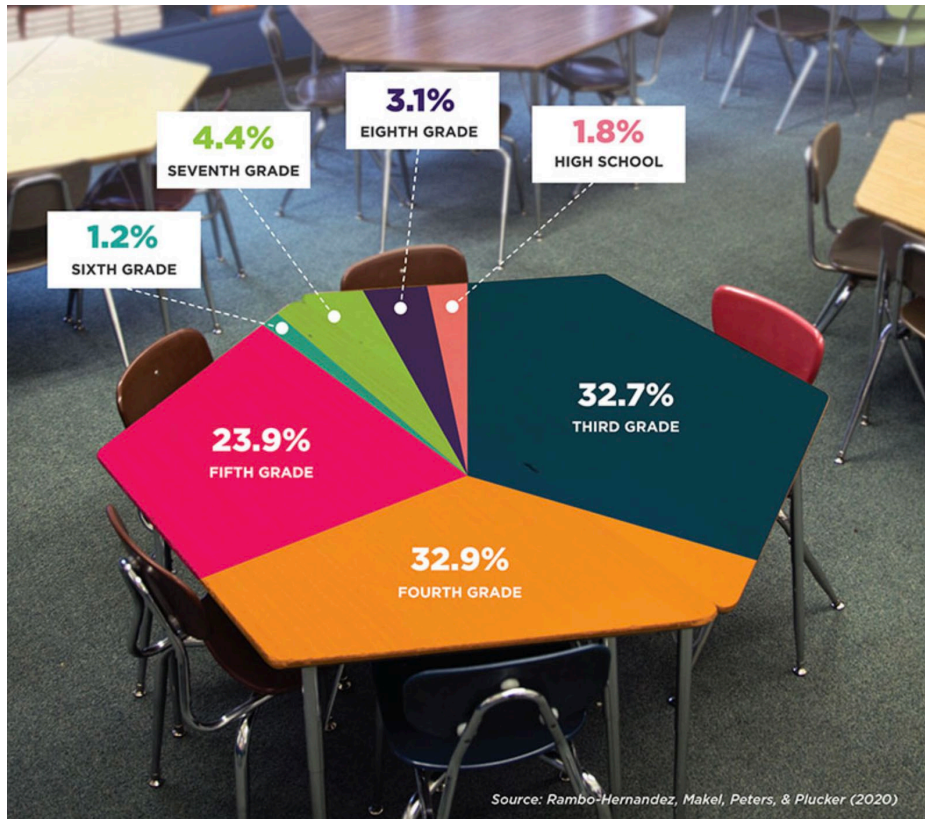
- Enrichment Clusters
- Type III Authentic Learning

Enrichment Acceleration

- Subject Specific
- Whole Grade
- Compacting

- Enrichment Clusters
 - Type III Authentic Learning
- # Enrichment





Acceleration

- Subject Specific
- Whole Grade
- Compacting

NATIONAL
CENTER
FOR
RESEARCH
ON
GIFTED
EDUCATION

*Is your school interested in
doing acceleration better?*

NCRGE is seeking schools serving
grades 2-5 interested in ***FREE
PROFESSIONAL LEARNING
OPPORTUNITIES*** and *assistance
in making acceleration decisions.*

ncrge.uconn.edu/acceleration

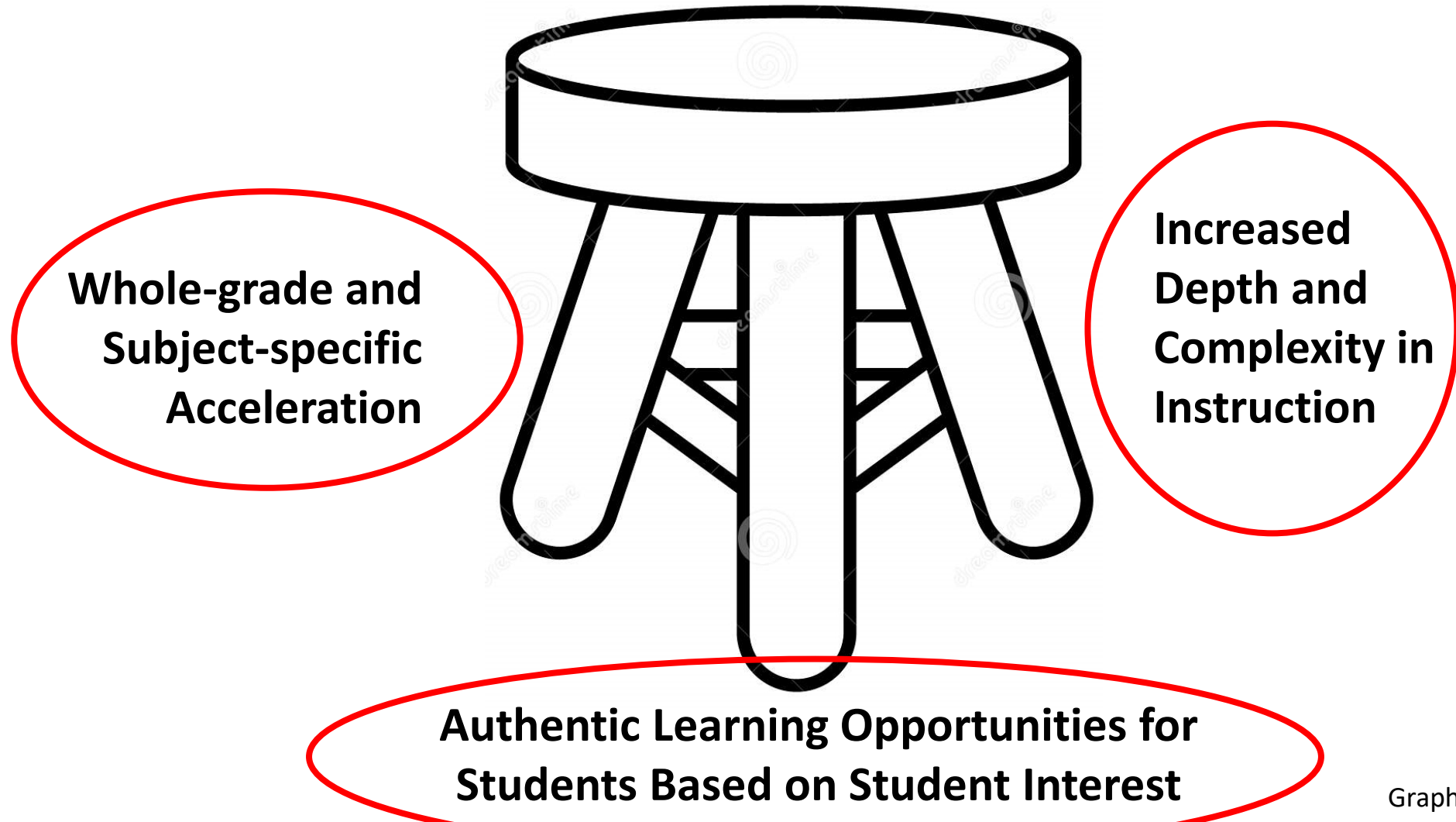


- Enrichment Clusters
- Type III Authentic Learning

Enrichment Acceleration

- Subject Specific
- Whole Grade
- Compacting

Three Legs of Talent Development



**anointing
the gifted
label
unfairly**



**failing to
adequately
service**



Label students as gifted

Develop students' gifts

It is the servicing of the gifts and talents that makes the difference in children's lives and the benefits they bring to society.

What
gifted
high
school
students
seek

- *control*
- *choices*
- *challenge*
- *complexity*
- *caring*



choice

Our children are growing up in a world built around choice...
...having choices contributes to a sense of control and ownership.

Unfortunately
choice
is absent or limited during most
of the school day for many
students



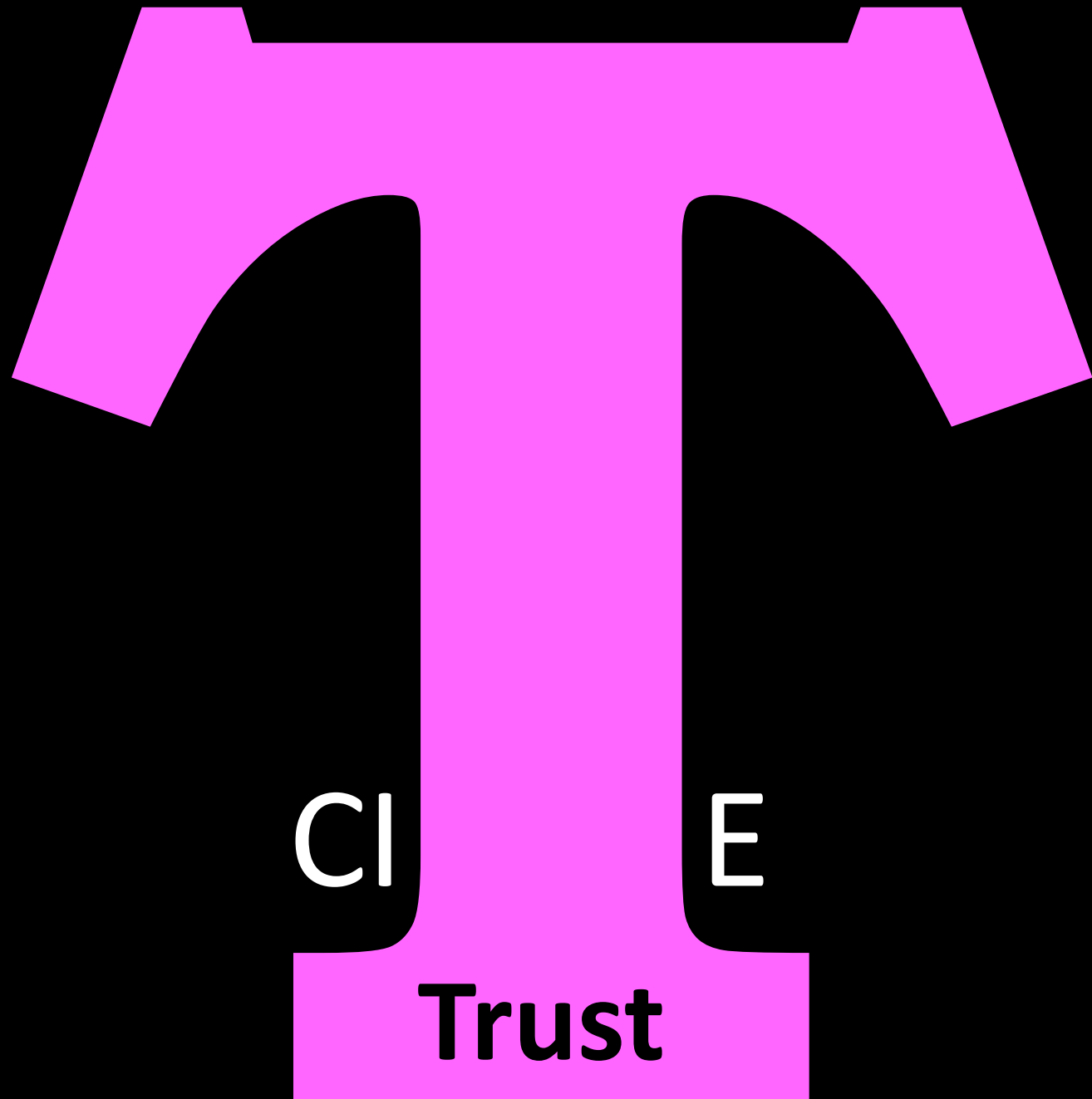
Enrichment Clusters Type IIIs

Group Talk:



Interest

***How have
you been
able to
incorporate
student
interests?***



*Help
student
trust
taking
risks?*

**What
keeps
students
from
taking
risks?**



Mistakes
are the
portals of
discovery

- James Joyce



HOW MUCH OF A PERFECTIONIST ARE YOU?

How much of a perfectionist are you? This exercise can help you find out. Read each statement, then rate each one according to whether you **strongly agree (+2)**, **agree somewhat (+1)**, **can't decide (0)**, **disagree somewhat (-1)**, or **strongly disagree (-2)**. Answer with your first thought to get the truest response.

- _____ 1. I'm critical of people who don't live up to my expectations.
- _____ 2. I get upset if I don't finish something I start.
- _____ 3. I do things precisely down to the very last detail.
- _____ 4. I argue about test scores I don't agree with, even when they won't affect my final grade.
- _____ 5. After I finish something I often feel dissatisfied.
- _____ 6. I feel guilty when I don't achieve something I set out to do.
- _____ 7. When a teacher hands back one of my papers, I look for mistakes before looking for right answers or positive comments.
- _____ 8. I compare my test scores with those of other good students in my class.
- _____ 9. It's hard for me to laugh at my own mistakes.
- _____ 10. If I don't like the way I've done something, I start over and keep at it until I get it right.

Between +15 and +20, You're too Good to be True

Maybe you're exaggerating your capabilities and skills. And maybe you're used to exaggerating them because people have always expected you to be perfect.

Between +10 and +14, You're too Good for Your Own Good

You're trying too hard—and it's time to ask yourself why.

Between +5 and +9, You're a Borderline Perfectionist

Certain events in your life may push you over the line into Full-Fledged Perfectionism, but you usually manage to roll with the punches without going to extremes.

Between +1 and +4, You're a Healthy Pursuer of Excellence

You enjoy doing well, but you can turn your pursuit of excellence on and off at will (in other words, *you drive it*, not the other way around).

Between 0 and -5, You're Used to Hanging Loose

Maybe you've made a conscious effort to be less perfectionist, or maybe you were born knowing how to relax and take it easy.

Between -6 and -10, You're a Little TOO Relaxed

You're trying too hard—and it's time to ask yourself why.

Between -11 and -20, You're Barely Breathing.

Maybe you're exxaggerating your own coolness. Read through the statements again, you can't be apathetic about everything.

GAMES

P UNHEALTHY LAY PERFECTIONISTS

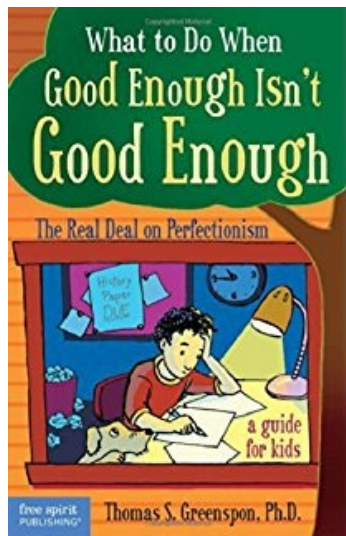
- **Numbers Game**
- **Focusing on the Future**
- **Telescopic Thinking**
- **Pining Over the Past**
- **Getting it Right**
- **All or Nothing**
- **Mood Swinging**



Why People Sometimes Become Perfectionists

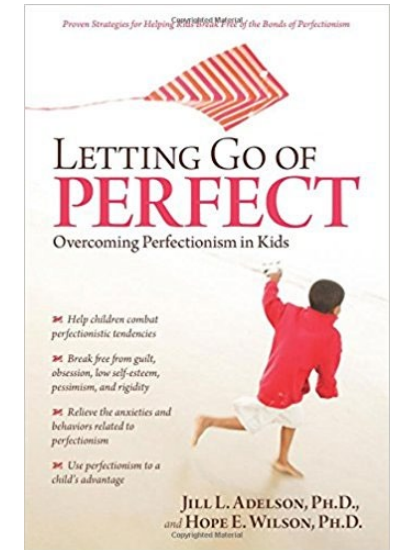
- Birth Order
- Messages of the Media
- Generational Inheritance
- Pressure from School and Peers
- Superkid Syndrome
- MA > CA
- Dysfunctional Family





TIPS

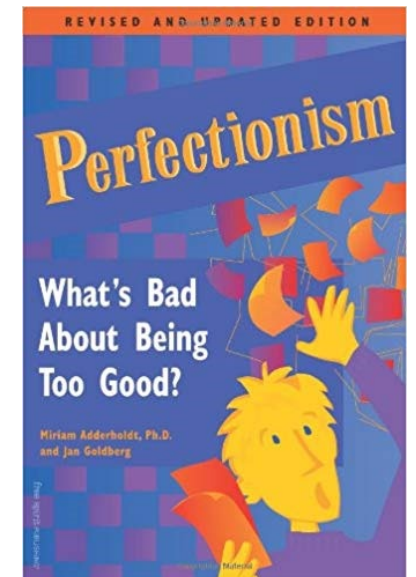
To Reduce Perfectionism



Creative Visualization **Bibliotherapy**

“Debugging”

“Swiss Cheese” **Creative Outlets**





Abraham Lincoln started out as a captain at the beginning of the Blackhawk War; by the end of the war, he had been demoted to private.

Failed in business in 1831.

Defeated for Legislature in 1832.

Second failure in business in 1833.

Suffered nervous breakdown in 1836.

Defeated for Speaker in 1838.

Defeated for Elector in 1840.

Defeated for Congress in 1848.

Defeated for Vice President in 1856.

Defeated for Senate in 1858.

Elected President in 1860.

"You miss 100% of the
shots
you don't
take."

Wayne Gretzky



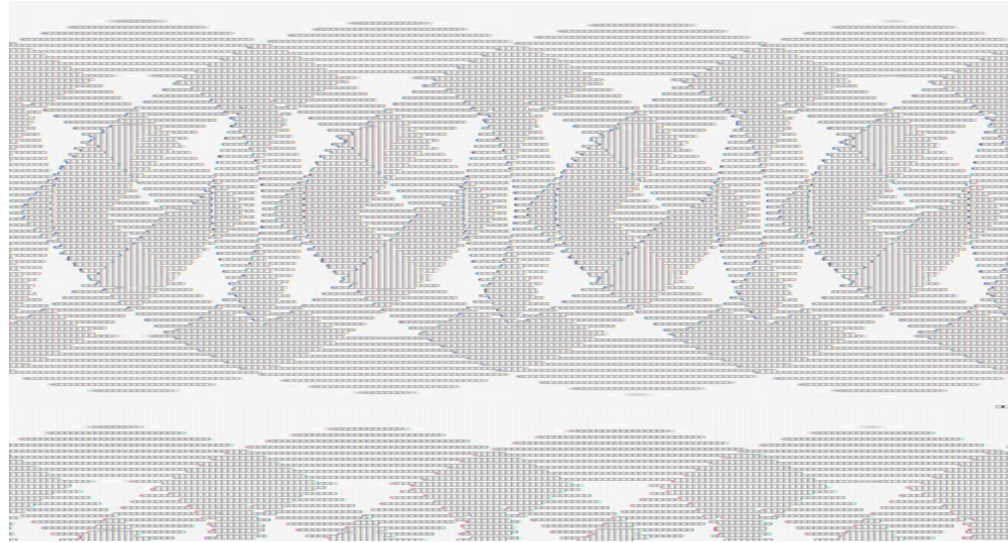
“If you want to
succeed, double your
failure rate.”

-Thomas J. Watson

**“Use what talents
you possess; the
woods would be
very silent if no
birds sang there
except those that
sang best.”**

-Henry Van Dyke





model

Provide opportunities to rework assignments

Avoid placing too much emphasis on a single task

Build in options for risk taking (e.g., best 3 out of 4)

Lead a creative life

Take risks

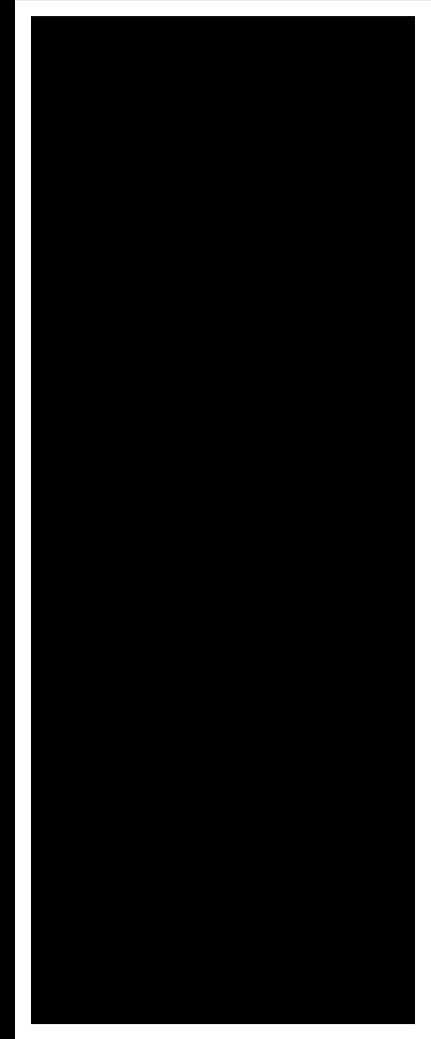
Don't be afraid to defy the crowd

**Take a second, a third, a fourth look...see
the uniqueness in each thing as well as the
commonality across all things**

**Fall in love with what you are doing
knowing there is value in everything and
everyone**

The future
influences the
present as much
as the past.

Friedrich Wilhelm Nietzsche





Trust

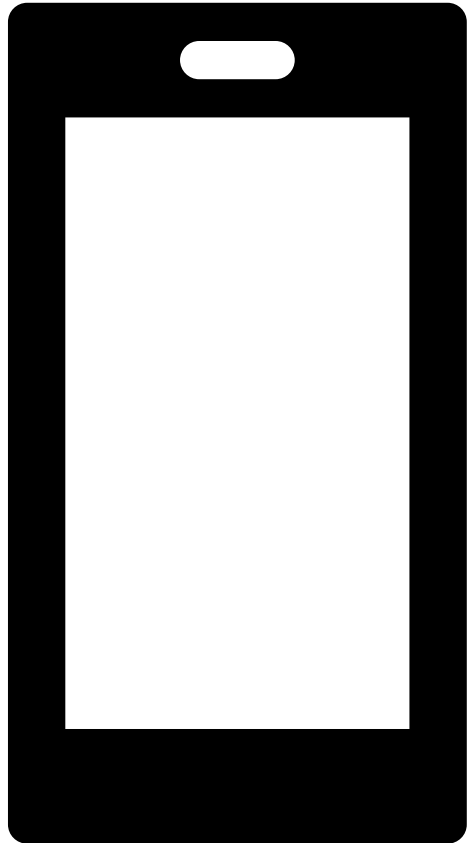
Group Talk:

***How do you
provide a
safe
environment
to take risks
and grow?***



*Help
students
embrace
challenges
and engage*

Discuss Options and Cause and Effect Relationships



“Did we study the right things?”

What was on the test that we didn’t study?”

Success Involves

1. **Commitment to goals** during
Goal-Setting
and
2. **Effective planning and
enactment behaviors** during
Goal-Striving

1. **Imagine the positive outcomes** associated with completing the goal
2. **Name critical obstacles**
3. **Develop implementation intentions** (if -- then --) that result in immediate, effortless unconscious actions to overcome the obstacles

**Share control
and
responsibility.**

**passion
urgency**

**“Passion is not a luxury, a frill,
or a quality possessed
by just a few teachers. It is
essential to all good teaching”**

(Day, 2004, p. 11).

“We cannot expect our children to become truly educated until we ensure that teachers know not only how to provide information but also how to spark the joy of learning”

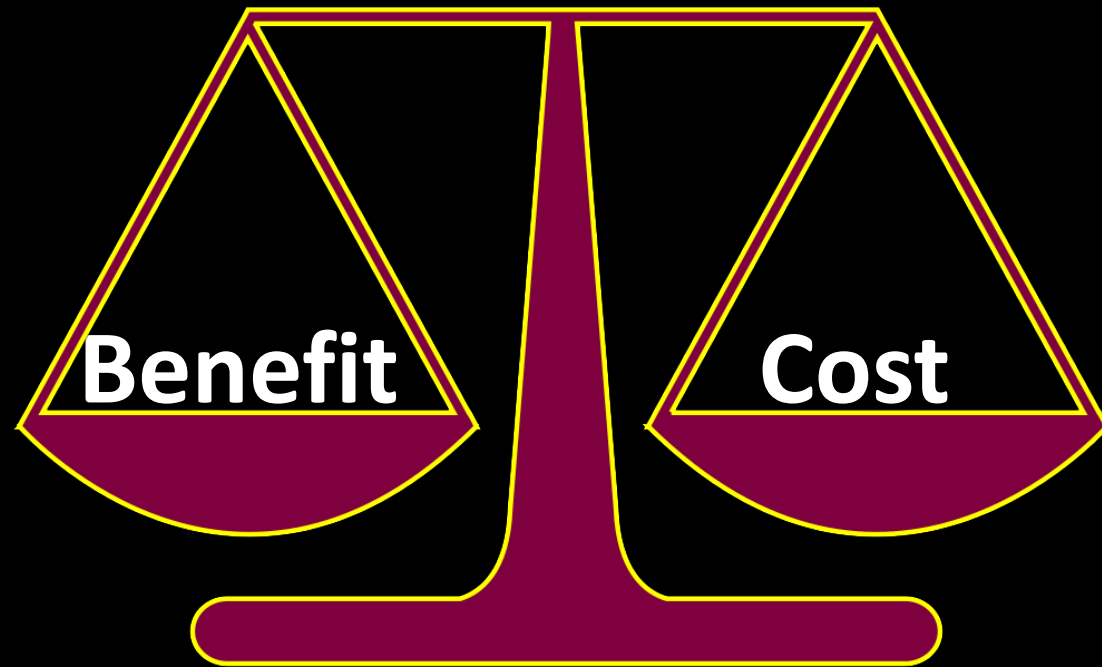
(Csikszentmihalyi et al., 1993, p. 195).

An aerial photograph of Neuschwanstein Castle, a famous 19th-century Romanesque Revival castle in Bavaria, Germany. The castle is perched on a steep, forested hillside. It features multiple towers with conical roofs, a large central tower, and a complex of interconnected buildings with light-colored stone walls and dark roofs. The surrounding landscape is lush with green trees and grass, with some residential buildings visible in the distance. The text is overlaid on the upper right portion of the image.

*If you have built
castles in the air,
your work need not
be lost;*

*that is where
they should be.
Now put the
foundations under them.* - Henry David Thoreau

values

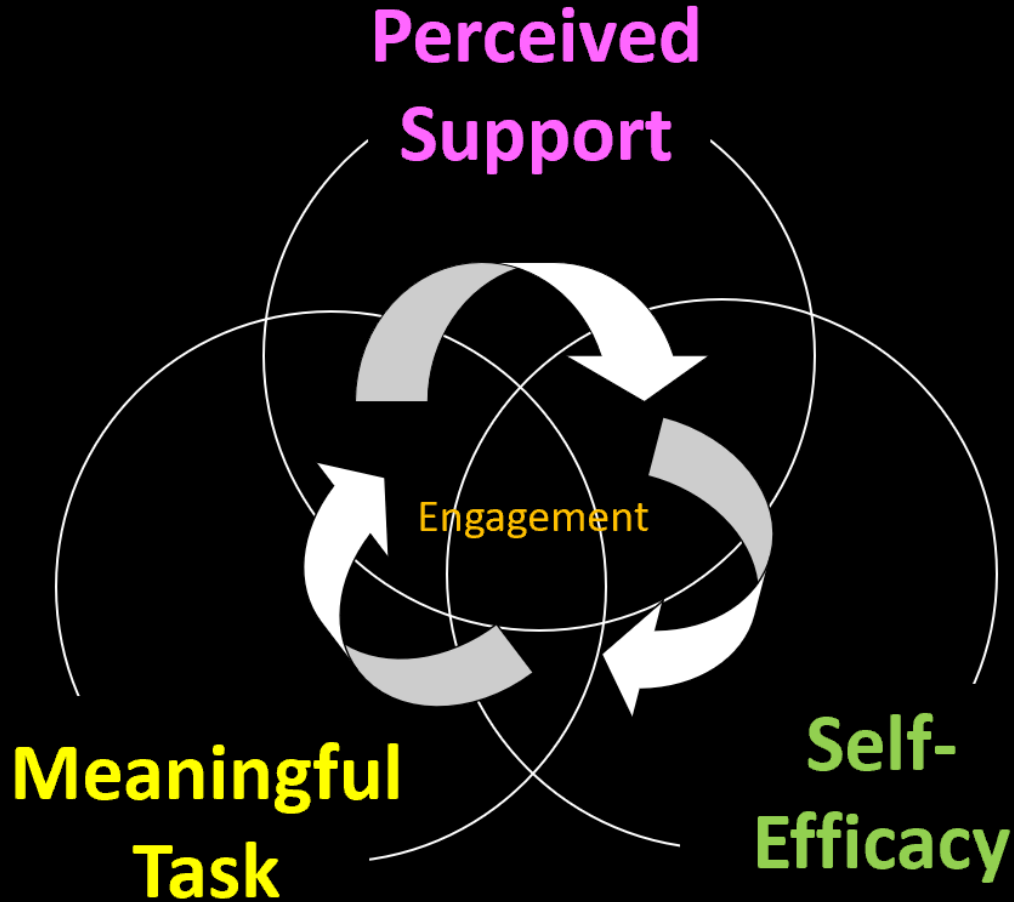




Engagement

Group Talk:

***How do
you get
students
engaged?***



Confidence: I am capable!

Interest: It's important to me!

Trust: I have what I need and feel supported!

Engage: I am ready to do it!



**When
placed in
appropriate
environments,
all living
things
flourish.**



- Recognize students' strengths and interest
- Provide authentic learning opportunities
- Help students develop a vision for their future
- Provide intellectual stimulation
- Build some choice and options into the school day

“How’s life?”

“Thanks for helping
me with my family
problems.”

**Every single person
makes a difference
every single day.**

- Jane Goodall



**You make the
difference every
single day.**

**“I cannot separate
the program from
you.”**



**“I am only one,
But still I am one.
I cannot do everything,
but still I can do something;
And because I cannot do everything
I will not refuse to do
the something
that I can do.”**

- Edward E. Hale