

Underachievement, Goal Setting & the Selective Consumer

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To view the presentation click on “view slideshow” in PowerPoint. Click through each slide using the space bar. Read the notes provided on the printout that go along with each slide. (The notes are in place of me speaking).



What is achieve

Underachievement is a broad topic with many underlying factors. In its basic form, it can be defined by the following:

- 1.to perform, esp. academically, below the potential indicated by tests of one's mental ability or aptitude.
- 2.to perform below expectations or achieve less than expected, esp. by others.

As defined by www.dictionary.com

What causes gifted and talented students to underachieve?

There are many reasons why gifted and talented students may underachieve. To help you understand some of these reasons we are going to focus on one form of underachievers in today's presentation...

The Selective Consumer

Selective consumers are
“adept at taking the best
from what school and
teachers have to offer and
leaving the rest behind.”

From When Gifted Kids Don't Have All the Answers



Selective consumers are those students who are motivated in some areas of their choice and choose when to perform. To illustrate, let's look at some common traits in the next slide.

Common Traits

- The ability to explain why schoolwork is not good or grades are low ("Look, if they'd offer something worthwhile, I'd learn it.")
- The ability to "read" a teacher in minutes, performing for those who give them strong content and high respect. ("I like Ms. Cornelius-she's cool.")
- An independent intellectual streak that causes him to pursue interests with passion, sometimes to the exclusion of other obligations ("I know I haven't done my homework, but look at this new computer program I've designed!")
- Has a strong sense of self and doesn't feel bad about low grades ("I could get high grades if I chose to, but what's the point?")
- Improvement, when it comes, can occur overnight ("See? I told you I could do it!")

From *Parenting Gifted Kids* by James R. Delisle

As we go through these, think about your students. Do any of your underachieving students demonstrate some of these traits?

You probably recognize some
of your students by now!



Purposeful



Relevant

Selective Consumers need purpose in learning and have a need for learning to feel relevant.



How can we accomplish this?

There are several strategies to address the issue. We will focus on one strategy for now.

But first, there are three categories these strategies fall into. We will go over these first.

Supportive Strategies - These affirm the worth of the child in the classroom and convey the promise of greater potential and success yet to be discovered and enjoyed.

For example, allowing for student choice, such as an independent study on topics of interest.

Intrinsic Strategies -These are “designed to develop intrinsic achievement motivation through the child’s discovery of rewards available...as a result of efforts to learn, achieve and contribute to the group.”

For example, students set daily, weekly and/or monthly goals with the approval of the teacher.

Remedial Strategies -These are “employed to improve the student’s academic performance in an area of learning in which (s)he has evidenced difficulty learning, has experienced a sense of failure, and has become unmotivated to engage in learning tasks.”

For example, setting self-selected, weekly goals for improvement determined between the student and teacher.

Focus: Goal Setting



Students take charge of their
own learning

All three of these categories have one thing in common, putting the student in charge of his or her own education. This is a main focus of the CRCSD's Guiding Philosophy of Continuous Improvement. As such, I have chosen to focus on the goal setting strategy using the SMART goals approach already being used by many of you in our district. For those of you who have taken the Quality Classroom training, this will be a review. For some of you this will be new.

SMART Goals:

S – Specific
M – Measurable
A – Attainable
R – Results-oriented
T – Time-Bound

Specific-What do I want to measure?

Measurable-How am I going to measure it?

Attainable-Is this a reasonable goal?

Results oriented-What will my goal look like when I've reached it?

Time bound-when should I reach my goal?

Now, let's look at a couple of SMART goals written by actual students in our district.

Examples of SMART goals

- **MY GOAL IN SPELLING**



I will work to score 18 out of 18 on Friday's test.
Plan to reach my goal: I will study spelling for 5 minutes at home everyday.

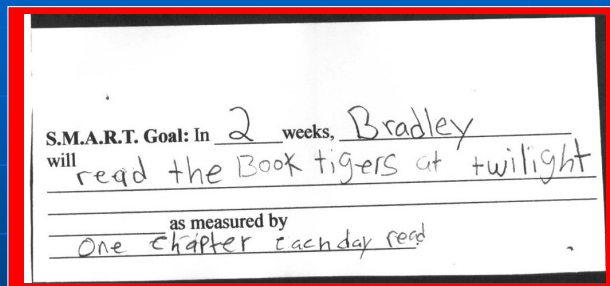
- **MY GOAL FOR MATH FACTS**



I will work to score 15 out of 15 on Friday's test.
Plan to reach my goal: I will practice math facts with Haylie and Shelby.

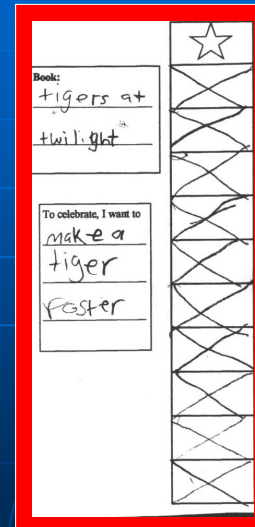
Notice in these two examples how each goal fits the SMART format.

A selective consumer's success:



S.M.A.R.T. Goal: In 2 weeks, Bradley
will read the Book tigers at twilight
as measured by
One chapter each day read

Above: Front of Bookmark – SMART goal
Right: Back of Bookmark-Data



Book: tigers at twilight

To celebrate, I want to
make a tiger
faster

A vertical column of 10 boxes, each containing a star, representing chapters. The first box is checked off.

I would like to stop here and talk about one of my student's successes with using choice and goal setting.

Last year I worked with a very bright 2nd grade BD student, whom I suspect was gifted. During the time he attended our school, the student was constantly exploding when it was time for reading class. Even though he was a very good reader, it was always the same story. Everything started out fine, then once he would see the basil reading book he would explode. He almost always lost out on recess time to finish work or would end in the time-out room for having an explosion. Sometimes he was violent.

After taking the Quality Classroom class offered by the district, I tried two strategies I learned in the class with the student. The first was self-selection of reading material and the other was goal setting. He chose his book and set a goal to read one chapter a day. I created a chart for him to write his goal on and to keep track of by filling in boxes representing the chapters. (In his case I made it a bookmark). He also decided on a "celebration" for when he finished the book and wrote this as a goal on his chart. For instance, the first book was about knights in medieval times and he chose to make a knight costume from craft supplies when he finished the book. The strategies worked almost overnight. For the rest of the year he read every day during reading without any incidents. On some days when there was no reading scheduled, he would ask to read anyway.



The two strategies used fall under two categories: **supportive strategies** (student choice and goal setting) and **intrinsic strategies** (goal setting).

Now It's Your Turn!



Take a few moments to write your thoughts on what you will do to help your students take charge of their own learning.

References

- **When Gifted Kids Don't Have All the Answers-How to Meet their Social and Emotional Needs** by Jim Delisle and Judy Galbraith.
- **Parenting Gifted Kids** by James R. Delisle
- http://quality.cr.k12.ia.us/Tutorials/goal_setting/goal_setting_index.html
- http://www.geniusdenied.com/articles/Record.aspx?NavID=13_25&rid=10599
- <http://www.doe.mass.edu/acls/pawg/gswreport.doc>
- www.dictionary.com

For more information on this subject, please check out these resources.

Thank you!