Not Ready to Make Nice

A tool for advocacy for underachieving gifted girls in the New Zealand classroom

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CONTENTS

ABSTRACT

This resource is an overview of underachieving gifted girls in the secondary classroom. It **defines what the term** 'gifted underachievement' means and then **identifies who** the gifted underachieving girls are by what **characteristics and behaviours** the population has in common. The resource explains **how to identify** gifted underachievers through a variety of methods. **Barriers to achievement** are also explained as well as the **issues** that gifted girls face in the classroom. The resource explains **which strategies are best to implement** and there are templates of graphic organisers to allow you to introduce strategies easily into your school or classroom. Finally, there is a '**where to go from here**' section which gives websites, organisations and best reading to help your cater for the underachieving gifted girls in your classroom.

INTRO

Nice girls do their work even if they do not find it interesting. *Nice* girls work hard in every class, no matter how they feel about the subject. *Nice* girls always give their best. *Nice* girls would never blame other people for their mistakes. *Nice* girls always understand what has been asked of them. *Nice* girls are relaxed at school and do not take things too seriously.

What if some girls are 'not ready to make nice'?

What if they are rebels, conformists, stressed, struggling, distracted, bored, complacent, victims or those who just want to do what they enjoy? What if, instead of having the label 'nice', they have the label 'underachiever'? And, what if this 'underachiever' is also gifted?

A large number of gifted students do not achieve well enough to be recognised as gifted and many are not reaching their potential (Carthcart, 2005; Ford, Alber, Heward, 2007; Moltzen,

2004; Rimm, 2003; Schultz, n.d.; Supplee, 1990). Underachievement of the gifted has been researched for over thirty-five years (Emerick, 2004) with the underachiever being described as "one of the great social wastes of our culture" (Gowan, 1955, p.247, as cited in Emerick, 2004, p.106). It has also been reported that 20% of American high school dropouts are gifted (Rimm, 2008). In America, a 1990 national needs survey of educators of the gifted "identified the problem of underachievement as their number one concern" (Renzulli, Reid, & Gubbins, 1991, as cited in Reis & Small, 2005, p.26-27) and recently, this problem has increased substantially (Reid, 1991, as cited in Baum, Renzulli & Hébert, 2004) with Kerr (1994) even concluding from her studies that gifted girls' I.Q. scores drop during adolescence possibly because the girls themselves believe that female giftedness is undesirable. Of even more concern, McCall, Evahn, and Kratzer (1992, as cited in McCoach & Siegle, 2008, p.724) concluded that gifted underachievers had "greater difficulty completing [tertiary study] and remaining in their jobs and marriages than other students".

HOW *do we define 'underachievement'?*

One of the issues facing teachers is how do we define the 'gifted underachiever'? There is no universally agreed definition of underachievement (McCoach & Siegle, 2008). Schultz (2002, p.203) defines underachievement as a "label attached to students by researchers and teachers based on perceptions of inadequate school-based performance (Carr, Borkowski, & Maxwell, 1991; Dowdall & Colangelo, 1982; Gallagher & Rogge, 1966; Krouse & Krouse, 1981; Oden, 1947)". Delisle and Galbraith (2002) argue that the word 'underachiever' has very negative connotations that may result in 'mental blocks' while Dowdall and Colandelo (1982, as cited in Schultz, n.d., p.1) explain that there are three underlying themes in the definition of underachievement. These are:

1. Underachievement as a discrepancy between *potential* achievement and actual achievement.
2. Underachievement as a discrepancy between *predicted* achievement and actual achievement.
3. Underachievement as a failure to develop or use potential.

Reis and McCoach (2000, p.157, as cited in McCoach & Siegle, 2008, p.722) reviewed the literature on gifted underachievers and asserted the following:

> Underachievers are students who exhibit a severe discrepancy between *expected achievement* (as measured by standardized achievement test scores or cognitive or intellectual ability assessments) and *actual achievement* (as measured class grades and teacher evaluations). To be classified as an underachiever, the discrepancy between expected and actual achievement must not be the result of a diagnosed learning disability and must persist over an extended period of time. Gifted underachievers are underachievers who exhibit superior scores on measures of expected achievement (i.e. standardized achievement test scores or cognitive or intellectual ability assessments).

Robinson, Shore, and Enerson (2007) and Siegle and McCoach (2005) explain that gifted underachievers vary from learners who underachieve due to being twice-exceptional (gifted plus having a learning disability), to the underachiever with low expectations, to the underachiever with family trauma, and finally the gifted underachiever who lacks motivation. Many gifted students may underachieve due to developing negative coping mechanisms in order to handle a school system that does not motivate them (Cathcart, 2005; Delisle & Galbraith, 2002; Emerick, 2004; Ford, et al., 2007; McNabb, 2003; Montgomery, 2009b; Reis & Small, 2005; Schultz, 2002; Supplee, 1990). These negative coping mechanisms include day-dreaming, deliberately underachieving in order to hide their ability, behavioural problems and deliberately only giving the minimum that the teacher has asked for.

Reis and Small (2005, p.28) separate the characteristics into four areas: Personality Characteristics, Internal Mediators, Maladaptive Strategies and Positive Attributes. The Personality Characteristics include low self efficacy, feelings of distrust, pessimism, being socially immature, depressed, dependent or hostile. The Internal Mediators include fear of failure, fear of success, perfectionistic or self critical, rebellious, a negative attitude towards school. The Maladaptive Strategies are lack of goal directed behaviour, poor coping skills, poor self regulation strategies, use of defence mechanisms. While the Positive Attributes of the gifted underachiever are that they are creative, have intense outside interests, and "demonstrate honesty and integrity when rejecting inappropriate schoolwork" (Reis & Small, 2005, p.28).

The following sixteen characteristics of children with underachieving behaviours were compiled by Barbara Clark (1997, as cited in Delisle & Galbraith, 2002, p.179) after reviewing fifteen years of research

The 16 Characteristics of Children with Underachieving Behaviours
1. They have low self concept and give negative evaluations about themselves. These feelings of inferiority are demonstrated by distrust, lack of concern and/or hostility toward others.
2. They are socially more immature than achievers, lacking self-discipline and refusing to do tasks they deem unpleasant. They are highly distractible.
3. They harbour feelings of rejection, believing that no one likes them and that their parents are dissatisfied with them.
4. They have feelings of helplessness and may externalize their conflicts and problems.
5. They do not see the connection between effort and achievement outcomes.
6. They are rebellious, have feelings of being victimized and have poor personal adjustment.
7. They have few strong hobbies or interests.
8. They are unpopular with peers and have few friends.
9. They are hostile toward adult authority figures and distrust adults, generally.
10. They are resistant to influence from parents and teachers.
11. They have lower aspirations for their future, lacking future plans and career goals.
12. They may withdraw in classroom situations and be less persistent or assertive in these situations.
13. They lack study skills and have weak motivation for academic tasks.
14. They dislike school and teachers and choose companions who share similar feelings.
15. They often leave schoolwork incomplete and nap during study time.
16. They perform at higher levels on tasks requiring synthesizing rather than detailed computational or convergent responses or those tasks requiring precise, analytic processing.

Underachievement vs. Selected Consumers

Delisle & Galbraith (2002, p.177-178) make a distinction between underachievers and selected consumers in the following table.

Underachievers....	Selective Consumers...
... do not understand causes or cures	... can explain both the problem and the possible solution
... are dependent and reactive	... are independent and proactive
... tend to withdraw	... tend to rebel
... respect or fear authority figures	... see teachers as adversaries; can be contentious
... need both structure and imposed limits	... require little structure; need 'breathing room'
... exhibit uniformly weak performance	... exhibit performance that varies relative to the teacher and/or content
... generally require family intervention	... can usually be dealt with within school resources
... may change over the long term	... may change 'overnight'
... are often perfectionistic; nothing they do is ever good enough	... are frequently satisfied with their own accomplishments
... have a poor academic self-image	... see themselves as academically able

Delisle and Galbraith (2002, p.178) also recognise that there are characteristics that underachievers and selected consumers share. These are:

1. Their socialization with classmates may be impaired.
2. They prefer a 'family' vs. a 'factory' classroom atmosphere.
3. They need to change both their behaviours and their attitudes.
4. They may need guidance or counselling to achieve academic success.

Female Underachievement

In recent years the media has focused on the plight of boys' achievement in school with girls' achievement receiving less attention (Winstanley, 2009). Statistics in the United Kingdom show that at the ages 11-14 the attainment differential is 13% with girls higher than boys. However, when the students reach higher education this drops to 7% (Winstanley, 2009). This change is concerning, especially if we take into account that until the age of 39, women earn 6.6% less than men and that this rises to 18.3% less than men once they are in their 40s (Winstanley, 2009). Francis (2000, as cited in Winstanley, 2009) observes that while boys do not achieve as high as girls in school, it does not affect their career prospects compared with women working in similar areas. VanTassel-Baska (1998) states the talent pool of gifted girls is almost equal in the early years of school but it reduces in each year of schooling and in tertiary education.

In the United States of America, "despite their relatively greater success on several indicators of school achievement, fewer females are found at the highest levels of leadership across several domains" (Kitano, 2008, p.229). In New Zealand, there are only 48 women to every 100 men in managerial positions (Lips, 1999, as cited in MacLeod, 2004) and while more New Zealand women graduate from tertiary studies, men are more likely to graduate with a higher qualification (Statistics New Zealand, 1999, as cited in MacLeod, 2004).

One reason for girls underachieving can be traced back to Gilligan (1982, as cited in Winstanley, 2009, p.188) who "identified that girls tend to find a competitive structure intimidating and isolating and are inclined to assume a caring ethic, rather than adopting more masculinist competitive and single-minded characteristics". While it is true that the world has changed, there is still a belief amongst society that "the more 'male' traits are unsuitable when expressed by girls" (Winstanley, 2009, p.188).

In her 'talent realization in women', Reis (2005, as cited in Winstanley, p.189) highlights three key initial factors for gifted girls. These are:

- Abilities: such as cognitive abilities and above average potential;
- Personality: characteristics including determination, courage, intensity and so on;
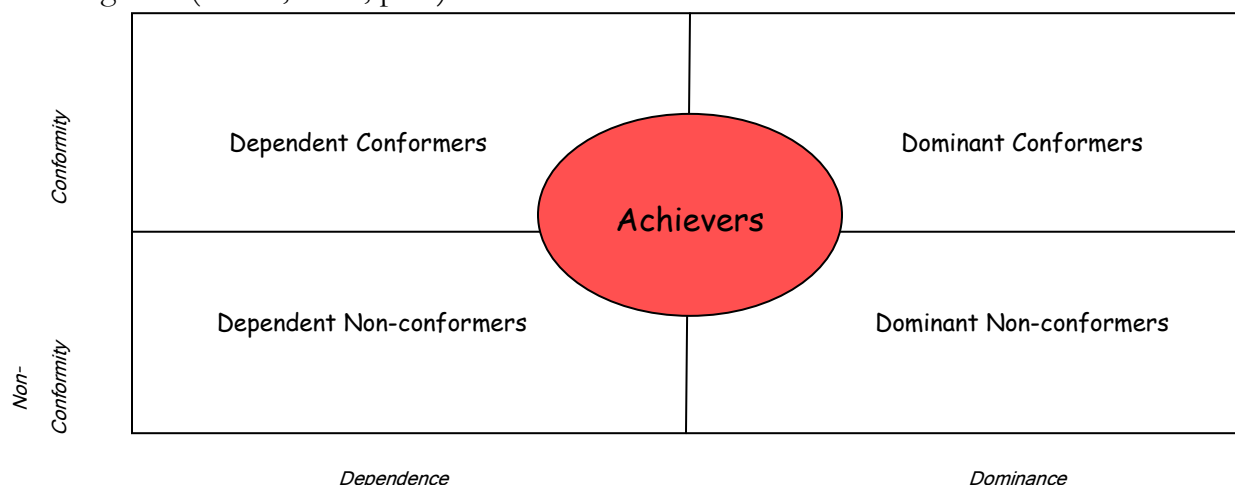- Environment: one's family support and personal relationships.

Through these aspects, gifted girls develop their sense of self concept, their self-esteem and the "desire to develop one's talent with a sense of purpose" (Winstanley, 2009, p.189).

WHO are our underachieving gifted females?

Underachievers can come in many 'forms' but you may be able to recognise a blend of prototypical categories (Rimm, 2008). In general, underachievers can be separated into four categories (Rimm, 2008, p.10):

	Conformity	
Dependent Conformers	**Achievers**	Dominant Conformers
Dependent Non-conformers		Dominant Non-conformers
	Non-Conformity	

Dependence   Dominance

The following profiles have been developed using the work of Heacox (1991), School of Curriculum and Pedagogy (2010) and Rimm (2008).

Name: Rebel Rose

Feelings & attitudes:
- Negative attitude to school and all educational activities.
- Does not make links between school and the 'real world'.
- Chooses careers that are 'unrealistic' and does not see school as being beneficial for them.

Behaviours:
- Power struggle between her and the adults around her.
- Deliberately does not produce at school to maintain 'power'.
- Often takes risks outside of the educational arena.
- She does not know what she is 'for' but it vocal in what she is 'against'.
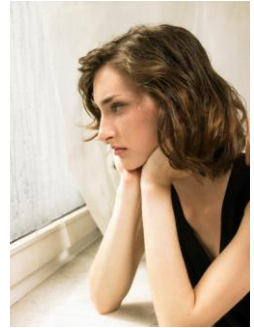
"I don't want to be like everyone else"

Dominant Non-conformer

Name: Conforming Charlotte

Feelings & attitudes:
- Does not want to get top marks as then parents and teachers expect it all the time.
- May seeing being 'smart' as being a 'nerd' or a 'geek' and therefore would affect her popularity.
- She may believe that she will not be popular with boys if she appears too 'brainy'.

Behaviours:
- Will take a long time to complete work that she should be able to finish quickly.
- Actively conceals her abilities.
- Believers that giving a mediocre performance is better than delivering her best.
- Hides from the demands on adults who recognise that she is not giving her best.
- Tries to protect herself from peer ostracism.

"It's not cool to be smart."	Dependent Conformer

Name: Stressed Susan

Feelings & attitudes:
- Is a perfectionist.
- Loves to be the 'best' and berates herself for any failures.
- Sets impossibly high standards for herself.
- Sees the alternative to perfection as failure.
- Experiences more punishments than awards.
- At risk of anger issues, eating disorders and depression.
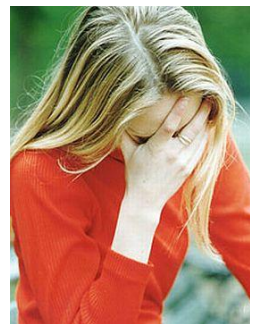
Behaviours:
- "Should haves" will be frequent in her vocabulary.
- Distrusting of positive comments if she feels her work is not up to her high standards.
- May refuse to hand in work if she feels it is not 'perfect'.
- May stop completing work as she feels it will never be 'good enough'.
- Will not attempt work that seems too challenging.

"I don't know what to do!"	Dominant Conformer

Name: Struggling Sina

Feelings & attitudes:
- Found earlier stages of schooling 'a breeze' and never learnt study skills.
- Is frustrated that work has now become 'difficult'.
- Suffers from test anxiety.
- Believes that she has 'lost' her intelligences rather than not having the skills needed to complete the work.
- Is afraid that parents and teachers may realize that she is no longer 'smart'.
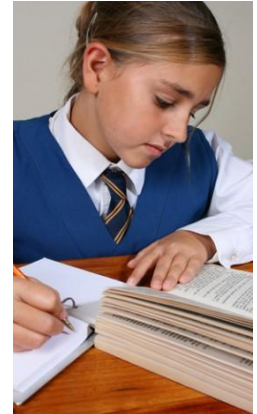
Behaviours:
- She is not equipped to deal with tertiary study and lacks study skills and organization.
- Finds it difficult to focus on course content and constantly compares herself to the others in the class.
- Her self esteem drops and she is 'at-risk' of dropping out, depression or suicide.

| *"But I thought that I understood it. I used to be smart!"*	Dependent Conformer

Name: Victim Kiri

Feelings & attitudes:
- Reluctant to accept responsibility for her grades.
- Has a range of excuses.
- Thrives on negative outcomes.
- Likes the control that manipulation brings.

Behaviours:
- Often finds a 'sympathetic ear' to receive reassurance about her intelligence, social skills or self confidence.
- Does not take 'risks' or make attempts to improve her self confidence.
- Insists that adults manage her workload for her rather than taking responsibility herself.
- Often manipulates adults into achieving her aims.
- Allows adults to 'own' the problem of her underachievement and makes no effort to change it herself.
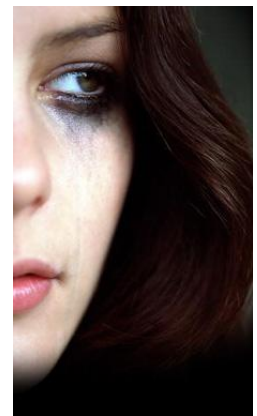
"The teacher hates me!"	Dependent Non-conformer

Name: Distracted Aroha

Feelings & attitudes:
- Gives other tasks precedence over schoolwork.
- May have personal or emotional problems that she is not willing to share.
- School is irrelevant compared to what else is going on in her life.
- Will only give 100% to the areas of their life where they are "winners".
- Do not see that underachieving is narrowing their career options.

Behaviours:
- Is overcommitted and cannot find enough hours in the day.
- May have additional responsibilities in the home that are more important than academic success.
- May thrive in competitive activities, be sociable and personable.
- May claim that school work does not 'drive' them and does not give them passion.

"I had to work late last night."

Dominant Conformer

Name: Bored Beth

Feelings & attitudes:
- May genuinely want more advanced and challenging work at school.
- May school as not meeting her needs in creative areas.
- May say that she is bored when she really is afraid of failure.
- Believes that failing by not doing the work is better than doing the work and failing.

Behaviours:
- May have bad work habits and learning patterns.
- May be a struggling student who is using boredom as an excuse to not work.
- May be 'at-risk' of substance abuse to gain 'excitement'.

"School's such a drag. I did all this last year."

Dependent Conformer

Name: Complacent Kim

Feelings & attitudes:
- She is satisfied with her effort at school and the grades that she receives.
- Often has high self-esteem that is not grade related.
- Does not value high achievement.
- She may see the goals that adults set for her as being unrealistic.

Behaviours:
- She may fight back when pushed by teachers and parents that she is not meeting her potential.
- She may appear to agree with adults but then internally ignores their opinion.
- Continues on her own achievement pattern unless she discovers something that 'sparks her interest'.

"You're the only one bothered about my grades."

Dominant Conformer

Name: Single-Sided Tui

Feelings & attitudes:
- Has unwavering opinions.
- Has passion for selected areas.
- Motivated by subject matter, teaching style, or learning activities in the class where she achieves.
- Sees the classes she does not achieve in as being irrelevant or boring.

Behaviours:
- Is rigid in her actions.
- Will focus on one area and not take risks that could allow other areas of talent to be discovered.
- She deliberately chooses to achieve in some areas and underachieve in others – she is a selective consumer.

"I only like Science. Who cares about English?"

Dominant Non-conformer

are their barriers to achievement?

Sugar and Spice and All Things Nice: Shaping for Femininity

Blue for boys. Pink for girls. From the moment that a baby is born, their sex is subconsciously determining how they will be treated. Parents will generally respond to a baby girl's cries faster than they would to a baby boy's cries (Kerr, 1994; MacLeod, 2004). Boys are allowed to hit, throw or poke their parents whereas girls are discouraged from this aggressive behaviour (Kerr, 1994, Smutny, 1999). Once that baby girl reaches primary school, her parents are more likely to 'help' when she is frustrated at a task whereas boys are left to sort it out themselves (Kerr, 1994). Girls are discouraged from taking even responsible risks and this inhibits their ability to build up confidence, independence and self trust (MacLeod, 2004). At this age, girls are "self-assured and confident but at age eleven they begin to lose confidence in their abilities, their looks and their personalities" (Rogers & Gilligan, 1988, as cited in Kerr, 1994, p.157).

As 'Feminine modesty' increases and girls begin to attribute their success to 'luck' and any bad performance to low intelligence. This is in direct opposition to males who at the same age attribute failure to 'bad luck' and success to their own ability (Kerr, 1994; Winstanley, 2009). In the United States, in tertiary study, women are called on less than men to answers questions and are less likely to be asked to become student assistants or to participate in research (Kerr, 1994). Research by Bernard (1976, as cited in Kerr, 1994, p.158) found that "higher education seriously short-changes women, providing for many of the gifted only a 'null academic environment without encouragement". It is now 2010, so one would hope that this research would no longer be valid and that tertiary education has improved. However, it is important to recognise this past research as it reflects a possible environment that our gifted students' mothers could have experienced. These experiences would then reflect on the advice and guidance that these mothers give their daughters which could act as a barrier to achievement.

"A girl should be two things – classy and fabulous"
Coco Chanel

Shaping for femininity also creates a barrier in that society suggest that girls have to choose between being 'popular' and being 'smart' (Winstanley, 2009). This barrier results in girls deliberately downplaying their ideas and abilities to conform with their peers who may isolate them. "In these instances, abilities they could be using to develop talents are wasted on trying to modify the expectations of other people." (Winstanley, 2009, p.190). Fraud (as cited in Kerr, 1994, p.1) believed that young women "develop the feminine characteristics of passivity, obsession with beauty, and timidity which will make them attractive to men". Smutny (1999, p.1) stated that "in school, the desire for friends, a disinclination to stand out, fear of ridicule, along with the need for acceptance, often impel gifted girls to make their abilities appear ordinary or even nonexistent" while Kerr and Nicpon (2003, p.500) state that "gifted girls may focus their intelligence and creativity on diets, shopping, and grooming".

Nice Girls Can Do Anything? The Glass Ceiling

Racism and Sexism are the most frequently named obstacles to achievement in the United States (Kitano, 1995, as cited in MacLeod, 2004). Despite the 'women's movement' there is still sexism and discrimination against all women and it appears to affect women at poverty level as well as gifted females the most (Kerr, 1994). This sexism and discrimination allows women to only rise as high as the 'class ceiling'.

This 'glass ceiling' and the 'sticky floor' is generally only encountered by women at the very top or at the very bottom of the career hierarchy. In the middle, women seem to be more protected by legislation and by the new 'middle class' values of their employers and co-workers (Kerr, 1994). However, at the very top 'the old boys' network' often discriminates against aspiring females (Kerr, 1994; Noble, Subotnik & Arnold, 1999).

"Women are nothing except machines for producing children"
Napoleon Bonaparte

While the majority of research is overseas based we only have to remember that in 1982, New Zealand Labour MP, Judy Keall, entered Parliament and was told by the Opposition "to go back to the kitchen" (*NZ Herald,* as cited in MacLeod, 2004) to see that it is still present in New Zealand. In 2001, the *New Zealand Herald* reported that 60% of men's work is paid and 70% of women's is unpaid and that "80% of working women feel that the lack of support from their managers and their spouses

means that working mothers believe they emotionally damage their children and risk their own health" (as cited in MacLeod, 2004, p.489).

Nice Girls Don't Stand Out: The Horner Effect

The Horner Effect equates with fear of success (Smutny, 1999) and it is when gifted girls deliberately suppress the talents in order to please others (Winstanley, 2009). This is present in most females however it is more "intense with gifted rather than average girls" (Smutny, 1999). Kerr (1994) writes that the Horner Effect is a fear to win against a male component because winning against a man means actually losing in the long run. It is important to note that MacLeod (2004) writes that the Horner Effect has lessened if not disappeared except for where intimacy is involved (Kerr, 1995, as cited in MacLeod, 2004).

"You cannot have what you do not want."
John Acosta

Winstanley (2009) states that girls actively avoid comparison with other people as they feel the comparison would cause the other person distress. That is why girls generally dislike competition as there has to be a winner and a loser and therefore do not like partaking in it (Winstanley, 2009). Terman's (as cited by Kerr, 1994) studies show that gifted girls and women have a stronger desire to please others when compared to average females and this can cause internal conflict.

Gifted girls who are hiding their abilities are aware that they are underachieving, although they may not be aware of the reasons behind it (Kerr, 1995).

Boys like 'Nice Girls': The Cinderella Complex

This complex is where females wait for something or someone (usually a male) to 'save them'. It is relying on an external force that will transform their lives into what they dream of. Independence and achievement are discouraged (MacLeod, 2004). Gifted females facing the barrier of the Cinderella Complex are "too angry to stay behind and too frightened to move ahead" (Kerr, 1994, p.164). This complex was developed by Colette Dowling (1981, as cited in Kerr, 1994) who observed that many of the women's attitudes derived from their relationship with their parents. Fathers were not supportive of advanced career goals and mothers appeared focused on their daughter

finding the 'right man'. Dowling (1981, as cited in Kerr, 1994) also observed that women who had married based their self-worth on their husband.

Holland and Eisenhart's (1991, as cited in Kerr, 1994, p.166) research support Dowling's theories. They show that young women who enter into non-traditional career roles come from homes that "foster independence, achievement and active exploration". These women also come from homes where they were not pressured to date. They usually have working mothers and proud, educated fathers.

"I wish someone would have told me that, just because I'm a girl, I don't have to get married."
Marlo Thomas

Kerr and Nicpon (2003) talk about the 'culture of romance' and that in a survey of bright young women, 80% of their conversations centred around men, relationships or activities involving men (Holland & Eisenbart, 1990, as cited in Kerr & Nicpon, 2003). They go as far as to say that the only way that an intelligent female can gain the respect and admiration of her peer group is through forming a relationship with a "high-prestige male" (Kerr & Nicpon, 2003).

Me? Nice AND intelligent? Nooooo: The Imposter Phenomenon

The Imposter Phenomenon is an internal barrier where a gifted girl does not attribute their success to their own ability as this would be in conflict with personal and social expectations (Winstanley, 2009). Instead, she attributes her success to luck, charm or leniency/error on behalf of the marker (Winstanley, 2009). These young women consistently fear that someone will discover that they are an 'intellectual imposter' (Kerr, 1994) – they feel that they are a goldfish pretending to be a shark.

"Be prepared, work hard, and hope for a little luck. Recognise that the harder you work and the better prepared you are, the more luck you might have."
Ed Bradley

Clance and Imes (1978, as cited in Kerr, 1995) identify two family patterns that can contribute to the Imposter Phenomenon. The first situation involves two siblings – one being the 'intelligent one' and the other being known as the 'sensitive one' or something similar. When the 'sensitive one'

starts to gain success, she believes that she is being an imposter because it is her sibling who is intelligent. Her family does not consider her to be intelligent so her grades or other people's opinions must be incorrect.

In the second situation, a young gifted woman has been given 100% support from her family. In fact, she has been given too much support. When her schoolwork becomes more challenging and she has to exert more effort, this gifted girl is afraid to let anyone know for fear that she is no longer intelligent. Struggling Sina is an example of the Imposter Phenomenon at work.

There are four behaviours that continue to assert the imposter's belief in herself (Kerr, 1994). First, she is incredibly hardworking which in return gains her praise and recognition. This, in turn, makes her work even harder in order not 'to be found out' and so it becomes a vicious circle. Second, she is desperate to please her teachers and so will always give answers that she thinks they want to hear rather than voice her own opinion or thoughts. Third, she will use her charm and perceptiveness to win approval from her peers and her teachers. She may seek a mentor to help her develop her skills. When the mentor praises her, she will attribute the praise to her charm rather than her abilities. Finally, she will deliberately avoid showing any confidence in her own abilities as she is afraid of being rejected due to her success.

Nice No More: The Self-Esteem Plunge

Researchers have consistently proven that as gifted girls progress through their schooling their self confidence decreases (Winstanley, 2009). Gifted girls are extremely sensitive to negative comments and even the most casual negative comment can have a lasting effect. Repeated negativity can result in a sense of resignation where the gifted girl will no longer engage in tasks and will be apathetic (Winstanley, 2009).

The American Association of University Women's Study (1992, as cited in MacLeod, 2004, p.491) found that girls' self esteem

"plunged" between the ages of 11 and 17. In New Zealand, this plunge appears later at about 13 or 14 (MacLeod, 2004). Czeschlik and Rost (1994, as cited in Kerr & Nicpon, 2003) state that gifted girls' self concept decreases in the all areas – physical, academic and social. This drop in self-esteem may be attributed to the shaping for felinity issues that were discussed earlier where girls' priorities are about changing themselves to suit society's views of the perfect girlfriend. At-risk behaviours also develop in the form of bulimia, anorexia, substance abuse, unsafe sex and unwanted pregnancies (Kerr & Nicpon, 2003). Gifted girls may be see that having sex will bring them acceptance in social groups that may exclude them while eating disorders are an extension of the gifted girl's need to for achievement (Kerr & Nicpon, 2003).

> "We all know that self-esteem comes from what you think of you, not from what others think of you."
> Gloria Gaynor

An alternative response to this self esteem issue is a "neurotic form of perfectionism" (Winstanley, 2009, p.191). Here the gifted girl becomes so obsessed with the possibility of her work not being perfect that she will not even start or will not hand in what she has completed. They often have anxiety attacks over their work and often they remained unsatisfied with whatever grade that they achieve. Instead the focus only on the comments of where they could of improved, blaming themselves for not doing it 'perfect' the first time.

Nice vs. Super: The Dilemma of Having it All

"By the time a gifted young woman has graduated from [university], she is likely to have lowered her estimate of her own intelligence, to have changed majors to a less challenging major and to have lowered her career aspirations" (Kerr, 1994, p.2). A possible reason for this is a realisation that she cannot 'have it all'.

MacLeod (2004, p.490) states that the internal barrier of having a combination of a healthy psychological state and an accommodating personality" means that women automatically adjust and compromise to "survive". Young women leave school believing that they can do

> "I've yet to be on a campus where most women weren't worrying about some aspect of combining marriage, children, and a career. I've yet to find one where many men were worrying about the same thing."
> Gloria Steinem

everything (*denial*), this then turns in to them compromising and putting their own needs on hold for their husband or children (*compromise*), then on to believing that time has passed them by and it is too late for them to achieve their dreams (*anger/depression*) to finally taking delight in what they do achieve in their life (*acceptance*) (MacLeod, 2004).

The 'Perfect Day Fantasy' on the following page is an example of how women believe their life will be compared to men. This is indeed a 'fantasy' especially when you compare the male perfect day to the female perfect day. Tomlinson-Keasey (1999, as cited in Kerr & Nicpon, 2003) state that often gifted young women are not supported by their partners and they will compromise or divert from their own dreams and goals in order to support their husband or partner and their family.

The Perfect Future Day Fantasy

In this fantasy, students imagine a day from morning to midnight ten years in their own future. They are asked to imagine where they are living, what they're wearing, with whom they are living, and what kind of work they are doing.

A typical [university] male's fantasy goes something like this: "I wake up and get in my car – a really nice rebuilt '67 Mustang – and the I go to work, I think I'm some kind of a manager of a computer firm, and then I go home and when I get there, my wife is there at the door (she has a really nice figure) she has a drink for me, and she's made a great meal. We watch TV or maybe play with the kids."

Here is the typical [university] female's fantasy: "I wake up and my husband and I get in our twin Jettas and I go to the law firm where I work, then after work, I go home and he is pulling up at the same time. We go in and we have a glass of wine and we an omelet together and eat by candlelight. Then the nanny brings the children in and we play with them till bedtime."

(Kerr 1994 p 3)

WHERE *are they? How do we identify them?*

As mentioned in the introduction, underachievers are often hard to identify as being gifted. Dweck (1986, as cited in VanTassel-Baska, 1998, p.131) observed "a tendency among gifted girls toward low expectancies, avoidance of challenge, ability attributions for failure, and a

debilitation under failure". To identify gifted underachievers, we need to have systematic and comprehensive strategies especially as many students are deliberately hiding their abilities (Moltzen, 2004). Multi-categorical approaches are needed to identify gifted students. These can include, but are not limited to, teacher observation using characteristic checklists or observation scales, questionnaires, standardized tests (PATs, MYATs, asTTle...), parent referral, peer referral and self referral. The most common identification approach used in New Zealand schools is teacher observation and nomination (McAlpine, 2004).

McAlpine (2004, p.97-99) identifies ten principles of identification.

- There should be a school policy on identification of gifted students.
- Identification should begin in the early years of schooling.
- Open communication from all parties - parents, teachers, BOT, community.
- Identification should be on-going through school.
- Identification should be unobtrusive but that depends on teacher quality.
- Identification is a 'means to an end'. Planning a programme should have more attention.
- Effective identification is a team approach.
- Identification should be a multi-method approach.
- Constantly evaluate identification programmes to improve them.
- Identification should include underrepresented groups e.g. Māori/Pasifika.

McAlpine (2004, p.99) also cites five principles of Davies and Rimm (1998) that he feels should be part of successful identification.

- *advocacy* - identification should be designed in the best interests of all students.
- *defensibility* - procedures should be based on the best evidence based research.
- *equity* - procedures should guarantee that no one is overlooked.
- *pluralism* - the broadest defensible definition of giftedness should be adopted.
- *comprehensiveness* - as many gifted learners as possible should be identifies and served.

Teacher Observation Using Characteristic Checklists

While girls may be trying hard to downplay their abilities, teachers will often be able to recognise their true potential based on what they vocally contribute (Moltzen, 2004). Characteristic checklists often help guide teachers to recognise what attributes gifted students have in common.

One checklist that has been developed specifically for recognising underachievers is that of Whitmore (1980, as cited in Moltzen, 2004, p.391). Generally speaking if a student displays ten or more of these traits it may be a sign that they are a gifted underachiever and more investigation should take place. These traits are:

• easily distracted – difficulty maintaining interest and attention	• below average performance in one or more core curriculum subjects
• daily work often of a poor standard and incomplete	• evidence of greater discrepancy between oral and written work
• evidence of greater understanding and retention when interested	• not comfortable or constructive in group situations
• creative with a vivid imagination	• persistent dissatisfaction with own work
• avoidance of new activities	• perfection and self criticism
• low self-esteem – may withdraw or behave aggressively in the classroom	• a wide range of interests and expertise in a specific area or areas
• excellent general knowledge	• initiative in self-selected work at home
• interpersonal or intrapersonal sensitivity or perception	• unrealistic self-expectations – either too high or too low
• dislike of rote learning and drill practice	• poor performance in tests
• negative or indifferent feelings towards school	• resistance to efforts of classroom teacher to motivate or discipline behaviour
• difficulty in peer relationships and in maintaining friendships	

Additional characteristic checklists can be found in Appendix A and B. These are general characteristic checklists used for identifying gifted students rather than gifted underachievers.

One 'downside' of using teacher checklists for identification is that some teachers may not have the adequate training to recognise gifted students and some may hold indifferent or even negative views of giftedness (McAlpine, 2004). These aspects may inhibit teachers from putting their students for a gifted programme and this is why a multi-method approach is necessary. It is also very informal and subjective in nature.

Teacher Observation Scales for Identifying Children with Special Abilities

McAlpine and Reid (1996, as cited in McAlpine, 2004) designed the Teacher Observation Scales as a way to assist teachers to identify gifted students. The Scales focus on five areas of behavioural characteristics. The five areas include learning characteristics, social leadership, motivation, self-determination, and creative thinking. The scales are particularly of use if a student is 'borderline' gifted. These are available through NZCER at http://www.nzcer.org.nz/default.php?products_id=417

Questionnaires

Questionnaires like those found in Rogers (2002) can be useful to aid the identification of gifted students. Rogers (2002) includes a Parent Inventory for Finding Potential (PIP – Appendix C), a Teacher Inventory of Learning Strengths (TILS - Appendix D) as well as various other questionnaires that relate to the student's attitude to school and various subjects. These questionnaires can be used in conjunction with other methods to establish the domains that a girl may gifted in. Rogers (2002) recommends that identification should include a variety of objective (quantifiably measured) and subjective (personally observed) information. A variety of these types of information, divided into gifted domains, can be found on p.38-42 of her book.

Standardized Tests

Moltzen (2004) believes that tests are one of the most effective ways of identifying underachieving gifted students. Teacher-made tests can be useful but standardized tests will provide comparable data to see where the student is in relation to her peers. Scores above the 90th or 95th percentile or stanine 9 are often used to 'prove' giftedness. However these tests often reward convergent thinking (seen usually in maths, science and technology) over divergent thinking (seen usually in arts and humanities) (McAlpine, 2004).

However, teachers need to be aware of the criticisms of standardized tests (not catering for the minority, not be able to give reasons for choosing multiple choice answers etc.) and not rely solely on these tests as a means of identification. McAlpine (2004) identifies the 'ceiling effect' as a disadvantage as gifted students are usually not challenged in these tests. He also states that there is a lack of opportunity for creative thinking in these tests.

Parent Referral

While many teachers believe that every parent will claim to have a gifted child, I have often found that it is the parents of gifted children are the ones who are claiming (often desperately) that their child is not gifted. Their reasoning being that they just want to have a 'normal' child. However, parents and child are often aware that denying the 'reason' is not going to help them. Davis and Rimm (1998, p.79, as cited in McAlpine, 2004, p.114) feel that parent nomination is underutilized and state "no one knows children and adolescents better than their own parents".

Moltzen (2004) states that it is often a child's extra-curricular pursuits that demonstrates their giftedness and this information often comes from the parents. If a gifted girl is hiding her abilities at school due to peer pressure, she may not be hiding them at home. Parents are often concerned about being labelled 'pushy' when approaching teachers about their daughter being gifted so it is important that teachers are open to listening to parents' concerns or comments.

Peer Referral

While peer referral is uncommon in New Zealand, in the United States, as many as 25% of gifted programmes use it (Moltzen, 2004). While the research behind it is inclusive regarding its reliability (Gagné, 1989; Gagné, Bégin, & Talbot, 1993, all cited in Moltzen, 2004) like does recognise like. Often students will see characteristics about their peers that are hidden from parents and teachers.

McAlpine and Reid (as cited in McAlpine, 2004, p.113) advise teachers to ask students the following questions in order to aid peer identification:

- Which students in this class seem to learn quickly and easily?
- Which students would make good leaders?
- Who are always keen to get on and do things?
- Who works well on their own?
- Who has the most original and unusual ideas?

Teachers do need to be careful of the 'friend nominations' where other students say their friends' names to have them included.

Self Referral
While some gifted girls are trying to hide their talents, others, like Bored Beth, are looking for challenge which a gifted programme could provide for them. While some teachers may feel that allowing students to self refer could result in numerous students entering the programme, Moltzen (2004) states that this fear is unfounded.

McAlpine (2004, p.113) states that self nomination could be useful for "unusual areas of talent and for creative, artistic, musical, innovative and practical accomplishments". However, teachers need to be aware that some cultures (for example Māori and Pasifika) would be reluctant to nominate themselves for a gifted programme.

WHICH strategies can we use to help reverse the underachievement?

As underachievement is such a diverse area, there is no 'silver bullet' to solve the problem. What we can do is look toward various theories and strategies that could make difference in some students' attitudes toward themselves and education. VanTassel-Baska (1998) recommends that multiple interventions should be put in place as the underachievement of gifted girls is such a complex problem.

Rimm's Trifocal Model (1995, as cited in Rimm, 2003) has successfully reversed approximately 80% of clinic cases and it is based on schools and families working together to help the student. It works through a series of six steps (as cited in Rimm, 2003, p.432):
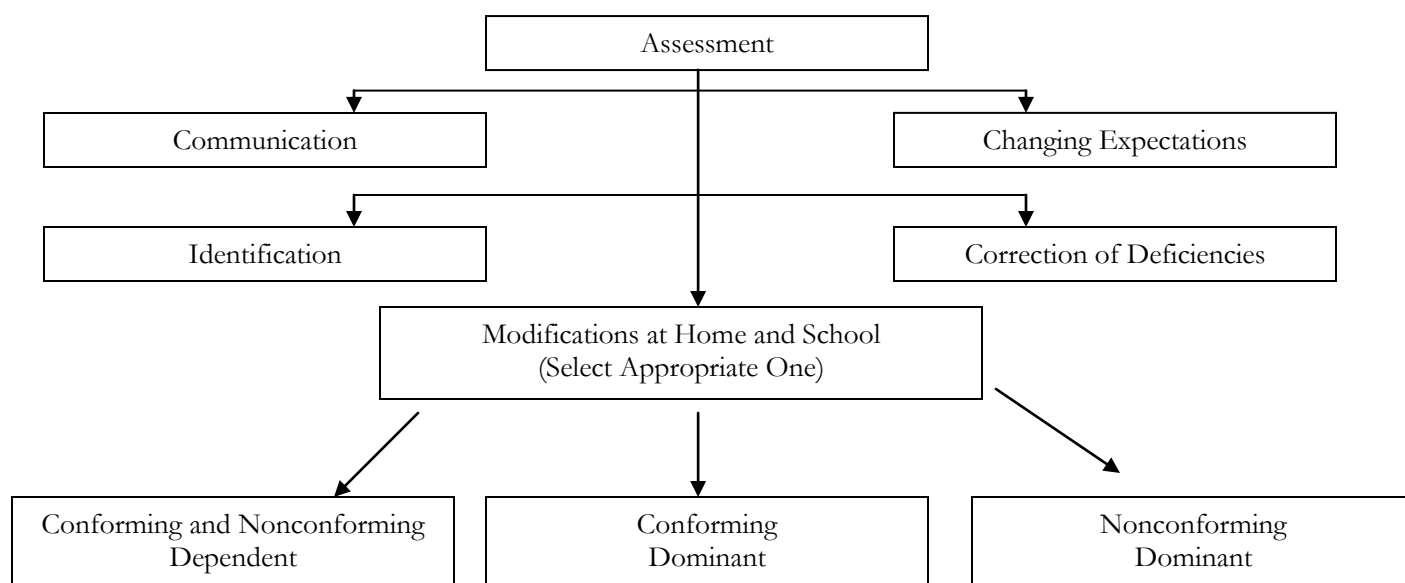
Riggs and Gholar (2009) outlined the following aspects that separate achievers from non-achievers.

Students feel teachers have given up on them.

Students arrive at school abandoned and hopeless.

Students are never allowed to succeed.

Students who are destined to fail in school and in life

Students feel abandoned and helpless.

students have lost the will to learn.

Students have not been allowed to discover their skills and talents.

Students
possess inner
courage,
committment,
and conviction.

Students have
effectual
paradigms
(conative
intelligence).

Students are
connected to
their will to
succeed.

**Students
who succeed
in school
and in life**

Students are
self-motivated
to complete
task.

Students
believe in their
abilities.

Students have
an inner will of
purpose and
direction.

Riggs and Gholar (2009, p.27, Figure 2.3)

There are various theories and strategies that could help students move into the six 'success bubbles'. Five theories that could help reverse the pattern of underachievement are creating a supportive learning environment, increasing the self-efficacy of students, using reward systems, using qualitative differentiation and enhancing conative intelligence (CI). Each theory is outlined using supportive literature and this is followed by a 'how' section which includes strategies to implement in your classroom.

Creating a Supportive Learning Environment

This section on creating a supportive learning environment has been adapted from Trenwith (2010a). Moltzen (2004) stated that we need to create a supportive learning environment if we are able to identify gifted underachievers. This environment needs to allow for differences and be safe, secure and stimulating. Dewey (1933, as cited in Riggs & Gholar, 2009) referred to a "hidden curriculum" that involved the relationships in the classrooms. Riggs and Gholar (2009, p.73) state that "when these interactions are characterized by safety, cooperation, and respect, the learning environment tends to be inviting, welcoming, and, stimulating. The environment also promotes conation and self-recognition". Our goal as teachers is to create lifelong learners who are confident, connected and actively involved (Ministry of Education, 2007).

Could be used to help:
- Rebel Rose
- Conforming Charlotte
- Stressed Susan
- Struggling Sina
- Victim Kiri
- Distracted Aroha
- Bored Beth

Garrett (2004, p.31) argues that as gifted students are more emotionally sensitive than other students, teachers need to use strategies to foster "the healthy social-emotional development of gifted students". Colangelo, Kerr, Christensen and Maxey (2004) analysed research comparing gifted underachievers to achievers. This research found "gifted underachievers seem to be more socially immature (Hetch, 1975), to have more emotional problems (Pringle, 1970), to engage in more antisocial behaviour (Bricklin & Bricklin, 1967), and to have lover social self-concepts (Colangelo & Pfleger, 1979; Whitmore, 1980)" (Colangelo et al., 2004, p.120-121). A supportive learning environment could help counteract these characteristics as Montgomery (2009b, p.9) states:

"It is the teachers who are the prime source of motivation for pupils in classrooms, providing interest, enthusiasm, positive feedback and feedforward in assessment for learning and who 'catch them being good' rather than being off task and a nuisance. A positive, supportive system can offer education as a 'therapy' giving emotional support through learners' engagement with the task."

In New Zealand, creating a supportive learning environment for motivating gifted underachievement would also include the unique Māori concepts of giftedness which include the principles of *manaakitanga* (kindness, hospitality, respect), *aroha-ki-tetangata* (love for others), *whanaungatanga* (kinship, commitment to kin), *wairua* (spirituality), and *awhinatanga* (helping, assisting) (Bevan-Brown, 1996; Jenkins, 2002, as cited in Garrett, 2004). Māori also have an inherent expectation that a person's gifts and talents should be used to benefit others (Bevan-Brown, 1996) and this should be allowed to happen in the classroom environment.

Whitmore (1980, as cited in Moltzen, 1996, p.380) stated that underachievement is both created and reinforced in learning environments where there is a lack of respect for the individual, a strongly competitive climate, an emphasis on outside evaluation, inflexibility and rigidity, exaggerated attention to errors and failures and an unrewarding curriculum. The literature has shown that underachievement can be reversed if changes are made to the learning environment of the student (Whitmore, 1980, Butler-Por, 1987, both cited in Emerick, 2004). By connecting learning with students' lives, aligning it with their prior knowledge, and focusing on stimulating student interest within a respectful learning environment (Aitken & Sinnema, 2008), student motivation could be improved.

Students possess inner courage, commitment, and conviction.

The classroom environment and understanding, knowledgeable teachers are key contributors to gifted students' motivation (Garrett, 2004). Vavilis and Vailis (2004) believe teachers should allow an open dialogue and exchange of ideas in the classroom to help students build intrinsic motivation and build a supportive learning environment. Montgomery (2009a) agrees saying that underachievers benefit from classroom discussion before being given a written task. Kanevsky and Keighley (2003, p.27) believe that teachers should use the "five Cs" in their curriculum areas to motivate gifted students. The five Cs are control, choice, challenge, complexity and caring.

Intelligent
Nurturant
Socratic
Progressive
Indirect
Reflective
Encouraging

Smutny (1999, p.2) stated that "gifted girls can go beyond self-defeating assessments of themselves when supportive adults listen to their concerns, questions, and comments, and then go on to offer validation and reassuring response that provide direction for their work". Lepper and Woolverton (2002) go further and describe the INSPIRE model. You can use this model as a guide to help create a supportive learning environment as well as increase the motivation of your students.

Intelligent

Teachers should have depth and breadth of knowledge in their subject matter. Teachers should also be able to provide 'real-world' analogies to help illustrate points to students. Specific content pedagogy is also useful. Here teachers can recognise what subject specific problems students are likely to face and how to counteract them. Teachers should also use a variety of instructional and motivational techniques.

Nurturant

Teachers should be highly supportive and nurturing of students. Classes begin with establishing a personal rapport. They display warmth and concern and are willing to model making mistakes in front of students. They are attentive to their students and focus all attention on students while speaking to them. They do not 'multi-task' while speaking to students. Teachers who are nurturing display confidence in their students' ability to succeed and emphasise with them when they are experiencing difficulties.

Socratic

*So*crates taught by asking questions. A Socratic approach to teaching is when teachers use questions to teach rather than using a didactic approach. In Lepper and Woolverton's (2002) research the best teachers used questions 90% of the time. Hints also need to be given instead of giving the student the answer. This approach works especially well with trying to reverse the pattern of underachievement. Effective teachers also recognise and distinguish between major and minor errors and would often let minor errors 'slide' so that the student could reach a higher level of thinking. They also distinguish between productive and non-productive errors and have specific strategies in place to deal with each type.

Progressive

Teachers who are progressive plan their lessons and set routines in their classrooms. They will begin with lower level tasks to assess student prior knowledge and progressively increase the difficulty for each student based upon their starting level. This way teachers are also able to 'de-bug' the students if there is any incorrect prior knowledge. The routines allow students to internalise the structure of the classroom so that the lessons run smoothly.

Indirect

Negative feedback should be given indirectly in that teachers allude to the problem or error and the students find it themselves. Then the teacher hints at how to fix the error. This allows the student to stay motivated and not face negative criticism. Positive feedback is selectively given and is not overused.

Reflective

Teachers should be modelling and encouraging reflective behaviour. This can be in written or verbal format and is usually used just after a student has succeeded in a task. Another aspect of being reflective is asking students to explain their answers even if the answer is correct. 'Real life' examples are also referred to by asking the students themselves to place the task in a 'real life situation'.

Encouraging

Encouragement can fall into five basic categories: confidence, challenge, curiosity, control and contextualisation. Teachers need to help their students become confident but should also challenge them into doing what they do not think they can accomplish. They need to make students curious so that they 'buy in' to the inquiry process and they also set students control their own learning. They place all content into 'real life' contexts so that students can see the benefit of what they are learning.

VanTassel-Baska (1998, p.138) also provides a list of desirable and undesirable teaching strategies for gifted girls.

Desirable Teaching Strategy	Undesirable Teaching Strategy
Emphasis on utilizing all thinking skills (convergent, divergent, evaluative)	Emphasis on only convergent thinking with one right answer
Emphasis on problem finding and problem solving behaviour	Emphasis on getting the right answer
Emphasis on presentation on organizing concepts and ideas in each discipline of study	Emphasis on individual problems, isolate facts, or parts of a knowledge system
Use of concept mapping to encourage alternative ways of organizing information	Use of one process model for understanding an area of study
Use of teaching behaviour that values thinking, such as wait time, students' processing of information, follow-up questions that probe issues at a deeper level	Use of teach behaviours that discourages thinking, such as: ending discussions on right answer formats, using right answer formats, using right answers as the cue to proceed, rewarding quick response from a few students

Increase self-efficacy

This section on increasing self-efficacy has been adapted from Trenwith (2010a). Stipek (2002, p.54) defines self-efficacy as "personal judgements of performance capabilities on a particular type of task or performance", while Mayer (2008, p.504) cites the following definitions of self-efficacy: "Schunk (1991) defines self-efficacy as 'an individual's judgements of his or her capabilities to perform given actions' (p.207), Bandura (1986) defines it as 'people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performance' (p.391), and Pintrich (2003b, p.107) defines it as 'students beliefs about their ability to do the task.'" Adults and students who enter into a situation believing that they can accomplish their goals are more likely to achieve them. Whereas, people who do not expect to achieve their goals are not likely to achieve them. (Brophy,2010). Bandura (1986, as cited in Rawlinson, 2004, p.468) stated that a person's self efficacy would determine whether a behaviour is initiated, how much effort will be expended and whether a behaviour would continue in the face of obstacles.

> **Could be used to help:**
> - Rebel Rose
> - Conforming Charlotte
> - Stressed Susan
> - Struggling Sina
> - Victim Kiri
> - Bored Beth
> - Distracted Aroha

The literature states that self-efficacy has been found to be a key influence of motivation (Alexander, 2006; Bandura, 1997; Pajares, 1996,2006; Schunk & Pajares, 2004, Zimmerman, 2000, all cited in St. George & Riley, 2008) and that gifted underachievers often have low self efficacy (McCoach & Siegle, 2001; Rimm, 2003). St. George and Riley (2008, p.146) and Siegle and McCoach (2005) identify that students with high self-efficacy readily participate in activities, choose to undertake challenging learning experiences, expend effort, are persistent when faced with difficulties, are less stressed and anxious, remaining optimistic and, engage in self regulation and strategy use. Bandura (1997, as cited in St. George & Riley, 2008), Schunk and Pajares (2002, as cited in St. George & Riley, 2008) have identified four experiences that can help raise self-efficacy in students. St. George and Riley (2008) and Rawlinson (2004) have summarised them as:

1. Having success on moderately challenging tasks which would be positive performance experiences as well as the student receiving focussed feedback emphasising effort, strategy use and skill;

2. Having vicarious experiences where the student's attention is drawn to examples of others who persevere and succeed;

3. Receiving verbal persuasion from someone who uses credible encouragement to convince the student that they are capable of undertaking an action; and

4. Having negative physiological reactions reduced (for example 'butterflies' in the stomach or feeling a sense of anxiety) by developing a supportive learning environment where there is a focus on learning, understanding and skill development.

Self-efficacy can built through students having "mastery experiences" (Brophy, 2010, p.51) that are accredited to internal and controllable forces for example, hard work and effort. Winebrenner (1999, p.13, as cited in Roberts & Roberts, 2009 p.189) agrees stating that "self esteem is actually enhanced when success is attained at a task that has been perceived as difficult or challenging". As many gifted students are not receiving work at level that is challenging for them, it results in a lack of mastery experiences which can effect their self-efficacy.

Students believe in their abilities

Riggs and Gholar (2009, p.26) state:

> "When we emphasize student self-direction and efficacy, we use strategies that offer students opportunities to make decisions and solve problems on their own. Students learn to process information with confidence, come to believe that they have the ability to strive to succeed, begin to set their own goals for personal development and instructional improvements, and plan how they achieve their goals."

HOW?

Success will raise self-efficacy, failure will lower it (Gaskill & Woolfolk Hay, 2002). As mentioned, there are four main influences on self-efficacy – verbal persuasion, mastery experiences, vicarious experiences and through reducing negative physiological factors.
It is through concentrating on these areas that teachers can make an impact on the self-efficacy of their students. The following advice for each of the four influences is adapted from Gaskill and Woolfolk Hay (2002).

Tips for using verbal persuasion

- Read through and implement advice from the effective praise table on page 43. Use only sincere praise with your students.
- Use attributional feedback that focuses on effort. For example, "Well done, you received an Excellence on this task because of your focus to detail and the effort that you put into your research".
- Give constructive feedback on performance. Help students to understand the 'why and where' of their errors rather than that they were just 'wrong'.
- Be aware of the ability of your student and how they will relate to the task. Do not say "You can do this, it is easy." Rather offer encouragement and remind them of other times that they have succeeded in a challenging task. If necessary, give them a hint to get them started on the right track.

Tips for creating mastery experiences

- Use differentiation that caters to different levels of ability and learning preferences.
- Assign tasks that are at the appropriate level for the students – not too high and not too low.
- Set routines in the classroom so that students feel 'safe' and are more willing to take responsible educational risks.
- Allow 'practices' by providing familiar tasks to improve performance.
- Include 'real-life' examples and plan interesting, engaging activities.
- Scaffold tasks to ensure success of underachieving students.
- Encourage incremental views of intelligence (it can be changed!) and plan learning goals instead of performance goals. This could be done using portfolios (see page 47).
- Avoid comparing students to each other.
- Focus on cognitive and metacognitive skills.
- Teach self-regulations and encourage the skills of time management, organisation, applying memory strategies, and maintaining task focus and attention.

Tips for creating vicarious experiences

- Allow other students to demonstrate how to do a task. Have them explain what they are doing as they do it.

- Give out copies of peer work (with the students' permission) and ask other students to state the positive aspects of the work. Why did it get the high grade?

- Encourage peer tutoring if appropriate. Note that this should only be used if <u>both</u> students are going to gain from the experience.

- Incorporate co-operative learning experiences.

- Use flexible groupings. Groups should be changed throughout the year based on the level and skill of the student at that time. Avoid naming ability groups but encourage naming mixed ability groups.

Tips for controlling physiological factors.

Students' arousal needs to be in balance.

If students are 'bored' or need to be woken up:

- Introduce variety.

- Get them curious.

- Surprise them.

- Have them partake in a brief physical experience.

- Incorporate their interests into lessons and assignments.

If students are suffering from anxiety or stress:

- Be careful with competition. In games make sure that all students have a chance of succeeding.

- Avoid having nervous students perform in front of large groups. Give them practice in front of small groups.

- Be clear with instructions. Write instructions on the board rather than giving them orally. Check with underachievers that they understand what is required of them. Use exemplars to enhance clarity.

- Remove unnecessary time pressures or stress. Explicitly teach study and test taking techniques and strategies.

- Allow product differentiation.

Measuring self-efficacy

You may find it useful to ask students to measure their own self-efficacy before beginning a task or assignment and then repeat the process after. A template like the following could be used.

Mark on the continuum how well you agree with this statement.

I am going to do well in this task of assignment.

|——|

Strongly disagree   Strongly agree

Why?

- ❏ Through luck
- ❏ My teacher likes me
- ❏ I have succeeded in something similar

- ❏ Through hard work
- ❏ The task is easy
- ❏ I am well and happy

I succeeded in this assignment.

|——|

Strongly disagree   Strongly agree

Why?

- ❏ Through luck
- ❏ My teacher likes me
- ❏ I have succeeded in something similar

- ❏ Through hard work
- ❏ The task was easy
- ❏ I was ill

Qualitative Differentiation

This section on qualitative differentiation has been adapted from Trenwith (2010b). Qualitative differentiation is about creating learning experiences that that truly meets the needs of gifted and talented learners. A classroom that allows gifted students to "learn at an appropriate pace, develop their critical and creative thinking skills, pursue their passions, represent their knowledge in a variety of ways and interact with mental age peers" (Pyryt & Bosetti, 2006, p.144) meets their needs. Enrichment, acceleration, curriculum compacting and flexible pacing

> **Could be used to help:**
> - Rebel Rose
> - Struggling Sina
> - Distracted Aroha
> - Bored Beth
> - Complacent Kim
> - Single-sided Tui

(Thomson, 2006), these are more beneficial to the gifted learner than 'more of the same'. For gifted and talented learners, the content needs to dive below the surface into deeper and deeper knowledge. The gifted and talented learner needs to make connections between ideas, learn intricate details and find the underlying meaning (Riley, Bevan-Brown, Bicknell, Carroll-Lind & Kearney, 2004).

Riley (2004, p.356) recommends using "broad based themes" and taking a multidisciplinary and conceptual approach to content. Roberts and Roberts (2001, as cited in Riley, 2004) believe that this allows gifted students to make connections between subject areas as well as ensuring that the content contains both depth and breadth. The content, aside from being based upon the curriculum, should also be pertinent and have meaning in the student's life or the outside world (Riley, 2004).

> **Students are self- motivated to complete task.**

You should provide a variety of means to encourage self directed learning and differentiate the process (Berger, 2000). This self directed learning can either be individual or in a cooperative learning arena. Group work is especially important in regards to gifted Māori where (as stated) the gifts and talents can be 'owned' by the group rather than the individual (Bevan-Brown, 2004). The Maker Model (1982, as cited in MacLeod, 2005) suggests that teachers should modify their process in terms of using higher level thinking skills and open-ended questions and activities. It also suggests that the process includes "discovery, proof and reasoning, freedom of choice and group interactions" (p.10).

In differentiating product, you want to give your students the opportunity to show what they have learnt, how they have manipulated their ideas and how they can synthesise information rather than summarise or regurgitate (Berger, 2000). This allows for more variety in the classroom and allows the students to work in their preferred learning style (Coil, 2007).

The Maker Model (1982, as cited in MacLeod, 2005, p.10) suggests that teachers should modify their 'products' to include "real world problems, real world audiences, real deadlines, evaluation and transformations". While Berger (2000) believes that a self-evaluation process should also be included in the final product. Students do need to be guided as to what is expected of different products. This can be in the form of a "how-to-library" (Stephens & Karnes, 2001, as cited in Riley, 2004, p.361) or product criteria cards (Coil, 2007). These guidelines need to be accessible to the students so that they can independently check that they are on the right track with their product. This criteria does need to open-ended in that it should not have a 'ceiling' that will hold the gifted and talented student down. Rather, they should be based on 'real' products that are used in the outside world.

Students have an inner will of purpose and direction.

HOW?

The following are templates that you can adapt and use in your classes to assist you in your qualitative differentiation.

Target
This is a very effective tool to get all students to work at their own level. Harder activities are placed in the centre of the target while easier ones are on the outside. Divide your class into four levels of ability and then assign the number of tasks. See Appendix E for templates.

For example:
High ability students: one from the outside, two from the middle, three from the centre.
High - mid range: one from the outside, three from the middle, two from the centre.
Low – mid range: two from the outside, three from the middle, one from the centre.
Low ability: three from the outside, two from the middle, one from the centre.

Tic-Tac-Toe

These can form a basis for the curriculum or can be used as extension activities. When you plan the activities, write each one on a post-it note and then you can rearrange them until you have a layout that you are happy with. See Appendix F for the layout.

They can be set up in different ways:
1. Students choose three activities either across, down or on a diagonal.
2. Use Bloom's Taxonomy or learning modalities for each line.
3. Make square 5 a must do – all rows of three must go through 5.
4. Tiered rows - easiest on the top, then the mid range, most difficult on the bottom.

Independent Learning Plans

These are based in a graphic organiser format. They take a while to set up but then can be used every year with very different results from each student. You can choose how you want to set them up – that is based on learning styles or modalities, Bloom's Taxonomy or multiple intelligences.

Bloom's Taxonomy	Multiple Intelligences
1. Remembering	1. Linguistic
2. Understanding	2. Logical
3. Applying	3. Interpersonal
4. Analysing	4. Intrapersonal
5. Creating	5. Musical
6. Evaluating	6. Visual/Spatial
	7. Naturalistic
	8. Kinaesthetic

Set deadlines for when a task is due in. The students choose which tasks to do in which ever order they like. You record in your workbook what activities they have chosen. They choose all activities in first lesson and cannot change their minds. Students write the deadline dates on to the ILP. See Appendix G for an example layout of an ILP.

Learning Contracts

This is the process that facilitates in-depth inquiry into an area of interest or into a topic that extends the regular curriculum.

Remember that our students are not used to learning independently and even the most 'gifted' will need guidance on organisation, collecting resources and time management.

Give the students examples of possible independent study and then let them choose. If they have a different idea, they can do it as long as you approve the topic. They then need to set out their objectives and what product they wish to come from their study. For example: DVD, poster, speech, PowerPoint…

All students should keep a learning log (Appendix H) of what they are doing as well as completing a learning contract. See Appendix I for an example of the layout of learning contracts.

Thinker's Keys

You can use these to help establish creative thinking in your classroom. They can be used independently as a differentiated section or can be placed into other differentiated models as a choice activity. These are also useful to have as differentiated "Do Now" activities that the students can choose from. Have them written on cards that the students pick through and choose which one appeals to them. For justification, instructions and to download the free list of Thinker's Keys please go to http://www.thinkerskeys.com/

Using 'Rewards'

This section on using rewards has been adapted from Trenwith (2010c). External rewards are often used to motivate students extrinsically. These rewards come from 'outside' of the student often in the form of "praise, grades, special privileges, certificates or material rewards" (Alderman, 2008). Reeve (2006) identifies that teachers give out awards before a task is issued in order to get a certain behaviour, during the task to continue the behaviour or as a consequence of the behaviour occurring.

> Could be used to help:
> - Rebel Rose
> - Conforming Charlotte
> - Distracted Aroha
> - Bored Beth
> - Complacent Kim
> - Sinale-sided Tui

Bull and Solity (1987, as cited in Capel & Gervis, 2009, p.132) categorised rewards into four types. These are listed in the order that teachers most often use them:

- social rewards (social contact and pleasant interactions with other people, including praise, a smile to recognise an action or achievement or to say thank you, encouraging remarks or a gesture of approval)
- token rewards (house points, grades, certificates)
- activity rewards (opportunities for enjoyable activities)
- material rewards (tangible, usable or edible items)
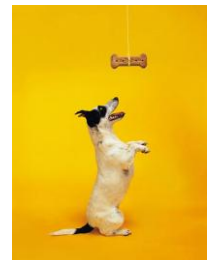
Students are connected to their will to succeed.

External rewards often appear to be effective in that students do what you wish them to do, however, this result is often superficial. The teacher does get compliance but the student is not engaged in their learning (National Council of Research Institute of Medicine, 2004). While researches do admit that external rewards are sometimes the only effective strategy for some students, they state that external rewards should be used "cautiously and no more than necessary" (National Council of Research Institute of Medicine, 2004, p.41) as their short term positive effect could undermine the student's attitude to school and learning over the course of their education (National Council of Research Institute of Medicine, 2004).
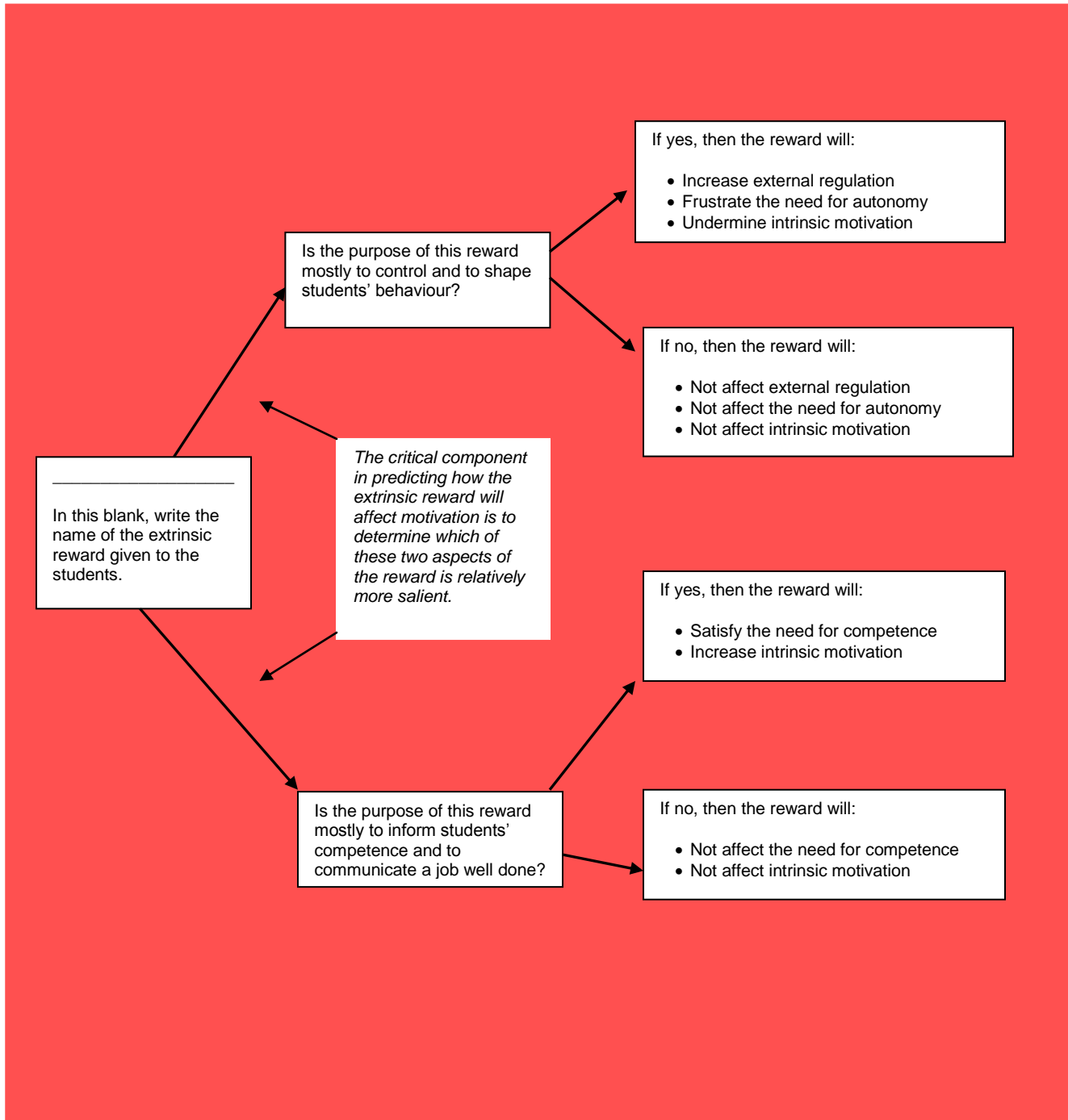
Some studies have shown that external rewards can often diminish "self-motivation, curiousity, interest, and persistence at learning tasks" (Deci, Koestner, & Ryan, 2001, p.1). However, Cameron and Pierce's (1994, p.397, as cited in Deci, et al., 2001, p.1-2) studies suggest that intrinsic motivation is unaffected by the use of external rewards and stated that "teachers have no reason to resist implementing incentive systems in the classroom" and Covington (2000, p.23) states that rewards do increase learning when tasks are perceived as a "chore" or "boring".

Deci, Koestner, and Ryan (1999, as cited in Hidi, 2000, p. 325) made three major conclusions regarding the use of rewards:

1. Most tangible rewards were found to significantly undermine the free-choice behavioural measure of intrinsic motivation for interesting activities, but performance-contingent rewards did not undermine self-reported interest. In addition, unexpected rewards and those that were not contingent on task behaviour had no undermining effect on either of the two measures.
2. Verbal rewards (i.e. positive feedback) had a significant positive effect on intrinsic motivation, although the results were stronger for college students than for children.
3. On the basis of their supplementary meta-analysis, Deci et al. concluded that tangible rewards did not undermine intrinsic motivation of people engaged in uninteresting activities.

Cognitive evaluation theory states that rewards can have two purposes: "to elicit a desired behaviour (control behaviour) and to affirm achievement (inform competence)" (Reeve, 2006, p.652). Before use of external rewards, we should work through the following graphic representation of cognitive evaluation theory (as cited in Reeve, 2006, p.653, figure 24.2).

_____
In this blank, write the name of the extrinsic reward given to the students.

The critical component in predicting how the extrinsic reward will affect motivation is to determine which of these two aspects of the reward is relatively more salient.

Is the purpose of this reward mostly to control and to shape students' behaviour?

If yes, then the reward will:

- Increase external regulation
- Frustrate the need for autonomy
- Undermine intrinsic motivation

If no, then the reward will:

- Not affect external regulation
- Not affect the need for autonomy
- Not affect intrinsic motivation

Is the purpose of this reward mostly to inform students' competence and to communicate a job well done?

If yes, then the reward will:

- Satisfy the need for competence
- Increase intrinsic motivation

If no, then the reward will:

- Not affect the need for competence
- Not affect intrinsic motivation

It is also important that we also use praise effectively. The following table outlines effective praise verses ineffective (Brophy, 1981, as cited in Alderman, 2008, p. 259).

Effective Praise	Ineffective Praise
1. Is delivered contingently. 2.	1. Is delivered randomly or unsystematically.
2. Specifies the particulars of the accomplishments.	2. Is restricted to global positive reactions.
3. Shows spontaneity, variety, and other signs of credibility; suggests clear attention to the student's accomplishment.	3. Shows bland uniformity, which suggests a conditioned response made with minimal attention.
4. Rewards attainment of specified performance criteria (which can include effort criteria).	4. Rewards mere participation, without consideration of performance processes or outcomes.
5. Provides information to students about their competence or the value or other accomplishments.	5. Provides no information at all or gives students information about their status.
6. Orients students toward better appreciation of their own task-related behaviour and thinking about problem solving.	6. Orients students toward comparing themselves with others and thinking about competing.
7. Uses students' own prior accomplishments as the context for describing present accomplishments.	7. Uses accomplishments of peers as the context for describing students' present accomplishments.
8. Is given in recognition of noteworthy effort or success at difficult (for *this* student) tasks.	8. Is given without regard to the effort expended or the meaning of the accomplishment (for *this* student).
9. Attributes success to effort and ability, implying that similar successes can be expected in the future.	9. Attributes success to ability alone or to external factors such as luck or an easy task.
10. Fosters endogenous attributions (students believe that they expend effort on the task because they enjoy the task and/or want to develop task-relevant skills).	10. Fosters exogenous attributions (students believe that they expend effort on a task for external reasons – to please the teacher, win a competition or reward, etc.).
11. Focuses students' behaviour on their own task relevant behaviour.	11. Focuses students' attention on the teacher as an external authority figure who is manipulating them.
12. Fosters appreciation of and desirable attributions about task-relevant behaviour after the process is completed.	12. Intrudes into the ongoing process, distracting attention from the task-relevant behaviour.

Enhancing Conative Intelligence

Students have effectual paradigms (conative intelligence)

Riggs and Gholar (2009, p.15) derive the following about conative intelligence (CI):
"the ability to persist, pursue, strive, and commit to a goal; understand the role of persistence in high performance; and productively engage the energy of will in active teaching and learning. Effective learning communities seek to generate and sustain excellence. Conative intelligence embraces the will to succeed in all aspects of education and life. When people engage their conative intelligence, they strive to make wise, self-directed, cognitive, and affective choices. They also nurture, support, and energize their inner will to pursue personal and academic goals (Gholar & Riggs, 2004)".

Achieving students most likely already possess conative intelligence – they have the will to succeed. People who have conative intelligence have willingness to "believe, understand, hope, strive, give, focus, change and pay exceptional attention to their own intentions" (Riggs & Gholar, 2009, p.15). Our underachieving gifted females may be lacking in this area due to the barriers that were discussed earlier. Riggs & Gholar (2009, p.20) explain that for students who have conative intelligence "in moments of conflict, the charge to excel will overpower the temptation to

Could be used to help:
- Rebel Rose
- Conforming Charlotte
- Stressed Susan
- Struggling Sina
- Distracted Aroha
- Bored Beth
- Complacent Kim
- Single-sided Tui

procrastinate in completing the task at hand, or to ignore it altogether. Conation tackles every obstacle, carried the learner forward, and propels the student to achieve or surpass the intended goal".

HOW?

Riggs and Gholar (2009, p.21) state that conative lessons must be active, personally relevant, appropriate to the level of the student, authentic and challenging (but safe), collaborative, flexible and adaptable.

Conative lessons are planned using instructional objectives, making connections, using conative insight and finally assessing the lesson from a teaching perspective (Riggs & Gholar, 2009). The following Classical Studies example (adapted from Riggs & Gholar, 2009, p.32-34) could be adapted for other subjects. This is just one example of a conative lesson. Please refer to *Where to from here?* on page 43 for where you can find additional lesson examples.

Conative Character Map – the *Aeneid*

Purpose
- To acquaint students with the elements of epic poetry.
- To develop an awareness of cultures and genders in the ancient world through characters and their traits.
- To promote an understanding of the elements of character development through reading and writing activities.
- To promote an understanding of one's ability to accomplish a desired goal in life.
- To help students understand the power of will.

Instructional Objectives
- Students will develop an understanding of character traits and how these traits impact on one's life.
- Students will improve comprehension and critical thinking skills through an in-depth analysis of characters and their actions.
- Students will enhance their knowledge and understanding of characterisation in epic poetry.
- Students will gain an understanding of cognitive, affective, and conative skills as they explore characters in various situations.

Interdisciplinary Implementation (this technique could also be used in)
- Career Education
- English
- History
- Language Arts
- Library Science
- Technology

Instructional Focus

Students will complete the Conative Character Map and will improve their abilities in,

- making inferences
- applying metacognition
- accessing prior knowledge
- using critical thinking

Making the Connection

Instructional Strategies and Activities

1. Ask the students to choose to work as individuals, in pairs, or in cooperative teams of three to four students. Each student can make a personal choice in regards to how they work.
2. Using the *Aeneid* text that has been read, ask students to think about Aeneas and if he has achieved his goal of reaching Italy through conation. Explain that people with conative intelligence believe, understand, hope, strive, give, focus, change and pay exceptional attention to their own intentions.
3. Challenge the students to complete the Conative Character Map (Appendix J).

Conative Insight: Now that I know, what will I do?

Extended Research and Reflection

Help students to reflect on their learning by discussing the following:

1. Did you acquire a better understanding on the characters as you reflected on the traits, skills, and qualities of this person?
2. Explain your answer by giving examples from the epic poem.

Assessment

Assess the success of the lesson by asking yourself the following questions:

1. Did the students demonstrate interest in the reading assignment? How did they demonstrate their interest?
2. How did students demonstrate their understanding of the character and his or her actions?
3. Were students able to identify with the character personally or with someone they knew? How did they do this?
4. How effectively were students able to apply their metacognitive, literacy, and critical thinking skills? How was this evidenced?
5. Were students able to understand the underlying theme (persevering despite the odds)? How did each student evidence this?

The strategies that have been mentioned are specifically given from a teacher's perspective. These are teaching and learning strategies that you can use in your own classroom room to help reverse female gifted underachievement. However, these techniques are more likely to work if you consider a three point approach to education:

Teaching & Learning　　　　　　Systems & Structures

Relationships
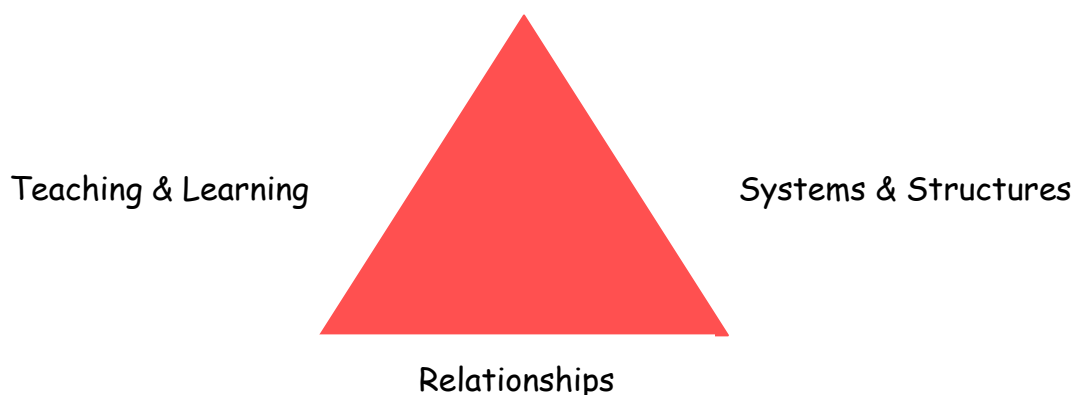
Systems and Structures: E-portfolios

The following section has been adapted from Trenwith (2010d). Systems and structures are what you have available in your school to assist you in meeting the needs of this special needs of this population of students. One system that could be worth investigating in regards to supporting your gifted students is the use of E-portfolios. These are available on most Learning Management Operations (LMOs) like *Moodle* or *Ultranet*. Alternatively, you can enrol your school on an external E-portfolio provider like *My Portfolio* at http://myportfolio.school.nz/.

There are many positive aspects to using portfolios. First, they allow all parties (students, teachers and parents/whanau) to see how the student's learning has progressed over time (Alexander, 2006; Green & Johnson, 2010; Gronlund & Waugh, 2009; Stiggins, 1997). By following the student's progress teachers can easily see if the student has improved or if the student has stalled over the course of the portfolio. Therefore portfolios can be considered diagnostic (Stiggins, 1997).

This growth in achievement (or lack thereof) is also tracked by the student. This helps the student to become more accountable for and have more ownership of their own learning

(Epstein, n.d.; Green & Johnson, 2010) and in turn allows them to have more control over the evaluative process (Alexander, 2006; Green & Johnson, 2010). When we ask students to choose their 'best work' for the portfolio it not only promotes self assessment but it also contributes to raising their self esteem (Butler & McMunn, 2006). This also increases student intrinsic motivation (McAlpine, 2000). Some portfolios include summary pages where students identify their own strengths and areas of improvement (Davies & Hill, 2009). This can be used as a basis for goal setting for the next term or academic year. This also helps meet the Key Competency of Managing Self.

Secondly, portfolios allow flexibility for differentiation of the set curriculum. They can be diversified to meet the needs of all learning styles and needs in the classroom (Belgrade, Burke, & Fogarty, 2008; Epstein, n.d.; Green & Johnson, 2010; Gronlund & Waugh, 2009). For gifted students, portfolios allow them choice and creativity in studying their own personal interests. Their format allows in depth studies that can be completed over a long period of time (McAlpine, 2000). For less able students, portfolios can help students experience academic success by allowing more chance of achievement with completing the tasks several times. By clearly examining the set criteria and through the use of conferencing, lower ability students are able to improve their grades. This can then help these students to raise their achievement level closer to their peers as well as increasing their motivation and self confidence (Stiggins & Chappius, 2005, as cited in Green & Johnson, 2010). Teachers are still able to evaluate knowledge and skills that students learn in the classroom but assessment portfolios do not limit the students' creativity (Epstein, n.d.).

Finally, portfolios allow for clearer and more detailed communication of learning progress both between the teacher-student and between the parent/whanau-student-teacher (Belgrade, et al., 2008; Davies & Hill, 2009; Epstein, n.d.; Green & Johnson, 2010; Gronlund & Waugh, 2009; Stiggins, 1997). In the teacher-student conferences, teachers are able to give task orientated feedback and concrete suggestions for improvement rather than simply marking an answer 'right' or 'wrong'. Task orientated feedback has been judged to be more effective in enhancing student learning (Rawlins & Poskitt, 2008).

Using the portfolio in parent-student-teacher conferences "demystifies the learning process and provides the information they need to become partners in teaching and learning" (Davies & Hill, 2009, p. 81). In this situation, portfolios allow parents/whanau to have a

detailed understanding of their child's learning. This detail is not present when parents receive a simple 'NA', 'A', 'M' or 'E' Achievement Standard grade to represent the student's learning (Stiggins, 1997). Parents/whanau can examine the "multidimensional, tangible evidence" (Green & Johnson, 2010, p.318) of achievement as well as the summary of the self assessment and metacognition that the student has been through. Bourke (2008) states that students often pick up subtle messages about themselves from family or whanau and that these messages help shape their understanding of themselves not only a learner but also as a person. By making the evidence more transparent and tangible, these messages could become more obvious and positive in nature.

The Ministry of Education recognises that parent/whanau-teacher conferences can help all parties to set goals to meet the individual needs of a student (Ministry of Education, 2008). When students lead these conferences by explaining their assessment portfolio, they are explaining their own skills, areas of improvement and progress (Bailey & Guskey, 2001; Benson & Barnett, 2005; Stiggins & Chappius, 2005 as cited in Green & Johnson, 2010). This responsibility allows them to make connections between their own actions and their learning progress (Green & Johnson, 2010).

Relationships: The Role of the Family

There are many ways that a family can nurture a gifted female to help them reach their potential. Daughters should be allowed to "rough and tumble" (MacLeod, 2004, p.492) and should observe role sharing between their parents. Parents should also encourage personal

portfolios like those outlines above (MacLeod, 2004). Gifted girls should also be exposed to films that contain strong, positive female role models (for example, *Erin Brockovich*) who take charge of their lives (MacLeod, 2004) rather than romantic

comedies where a woman appears to be incomplete until she is in a relationship (for example, *Maid in Manhattan*). TV shows should also be monitored especially in this era where in reality TV women gain fame for being 'socialites' (for example, *Keeping up with the Kardashians*) or for using their bodies (for example, *Girls of the Playboy Mansion*). Appendix K contains additional advice from Rimm (2000, as cited in MacLeod, 2004) for how parents can help their daughters 'bloom'. Parents may also like to read Blakeley (2001) which is a parent's story of how she helped her daughter come to terms with her giftedness.

Relationships: "Femtoring"

"Femtoring" is a female equivalent to mentoring (MacLeod, 2004). Lovecky (1995, as cited

in MacLeod, 2004) found that underachievement was developed by over half the gifted girls she studied. It was developed as a way for the girls to cope with the social pressures that they were facing. Spielhagen (1996, as cited VanTassel-Baska, 1998, p.132) performed an interview study of females aged 9 to 26 and found that "older students were more independent of extrinsic reinforcement needs yet more in need of role models than younger students." "Femtoring" was seen by Lovecky (1995, as cited in MacLeod, 2004, p.494) as a way of developing "empathetic connections which allowed the gifted girls to integrate feeling and thinking". WISE through Auckland University is one example of femtoring in New Zealand - http://www.auckland.ac.nz/uoa/home/for/current-students/cs-student-support-and-services/cs-support-for-specific-groups/cs-wise

Roles of Significant Others Influencing Gifted Girls

VanTassel-Baska (1998, p.140) summarises the role that others have in influencing gifted girls the following table. While the table focuses on influencing girls in mathematics, the ideas can be applied to other subject areas.

Teachers Can	Counsellors Can	Parents Can
Proactively talk about females who are mathematicians or mathematics prone	Proactively counsel girls before puberty to take advanced math courses	Set high expectations for female children regarding course-taking and success in mathematics
Assure girls that they *can* do mathematics	Lay out detailed courses of study in mathematics to serve as a model	Seek information on excellent mathematics programmes for girls and enrol their daughter in them
Discourage stereo-typing of math as a male subject	Discuss math anxiety issues with girls if and when they arise	
Teach math in a context of social science experiments	Provide career data that emphasises the central role of mathematics competency	
Teach math from a more conceptual framework, with linkages to other domains of inquiry		

Underachievement

- **Heacox, (1991).** *Up from underachievement: How teachers and parents can work together to promote success.* **Minneapolis, MN: Free Spirit Publishing.**

An easy to read and well set out book that contains many practical tips including tips for student interviews and developing an academic plan.

- **D.Montgomery (Ed.)** *Able, gifted and talented underachievers* **(2nd ed., p.185-200). West Sussex, UK: John Wiley & Sons Ltd.**

An excellent starting point when you are beginning to look at underachievers, including a chapter on girls specifically. It also discusses how to change the teaching environment as well as identification.

- **Rimm, S.B. (2008).** *Why bright kids get poor grades and what you can do about it: A six-step program for parents and teachers* **(3rd ed.). Scottsdale, AZ: Great Potential Press**.

This book contains an effective six-step programme for reversing underachieving. It involves both parents and teachers and is an excellent starting point for developing a programme for one or two underachievers.

Identification

- **Rogers, K.B. (2002).** *Re-forming gifted education: How parents and teachers can match the program to the child.* **Scotsdale, AZ: Great Potential Press Ltd.**

This book is useful for both teachers and parents so I would recommend having a copy in the school library so that students can gain access it to it for their parents. It outlines how to create a 'data collector' for a gifted child and this can inspire GATE Coordinators about how they organise their data. It also includes a range of questionnaires that are of great value.

- **McAlpine, D. (2004). The identification of gifted and talented students. In D. McAlpine & R.Moltzen (Eds.),** *Gifted & talented: New Zealand perspectives* **(2nd ed., pp.93-132). Palmerston North, New Zealand: Kanuka Grove Press.**

This article covers all aspects of identification used in New Zealand and makes frequent references to overseas examples. It is a useful starting point for beginning your identification process.

Increasing Motivation

- **Coil, C. (2007).** *Successful teaching in the differentiated classroom.* **Marion, IL: Pieces of Learning.**

This book covers all aspects of differentiating in a highly practical and easy to follow format. It has exemplars for various subject matters as well as CD of all templates used.

- **Riggs, E.G., & Gholar, C.R. (2009). *Strategies that promote student engagement: Unleashing the desire to learn* (2nd ed.). Thousand Oaks, CA: Corwin Press**

This book explains all aspects of conative intelligence and focuses on how to engage students and enhance motivation. It is full of practical strategies and lesson plans that you can adapt for your own subjects.
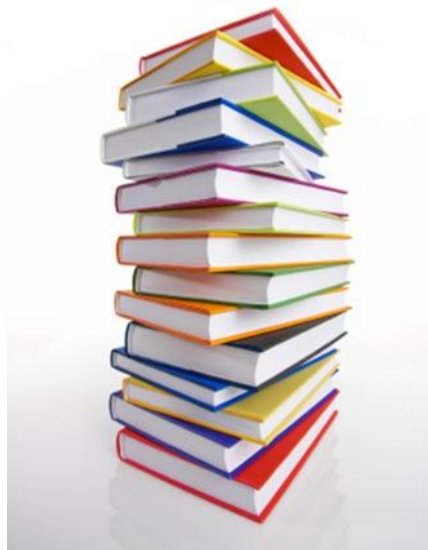
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"Here's to the crazy ones. The misfits. The rebels. The trouble-makers. The round pegs in the square holes. The ones who see things differently. They're not fond of rules, and they have no respect for the status-quo. You can quote them, disagree with them, glorify, or vilify them. But the only thing you can't do is ignore them. Because they change things. They push the human race forward. And while some may see them as the crazy ones, we see genius. Because the people who are crazy enough to think they can change the world, are the ones who do."

Apple

Gifted Education Consultant
Unleashing Potential

TEACHER CHECKLIST
FOR IDENTIFYING STUDENTS WITH HIGH ABILITY
Sonia White

How To Use These Identification Checklists

The first two pages (page 1 – positive and negative behaviours, indicating potential; page 2 actual achievement in standardised tests and subject areas) are designed to be printed on ONE double-sided page and enlarged to an A3 size page. This makes the spaces large enough for writing several students' names.

Teachers should have their class list(s) or, in the case of Secondary teachers, maybe a year level list with them, as well as mark-books and student records.

Start with **Page 1:**– behavioural checklist; **this page examines gifted behaviours / potential rather than achievements**
Look at the first characteristic in the Positive characteristics column: *Learns quickly and easily; effective memory and quick mastery of new skills.* Which students exhibit this characteristic to a high degree *when compared with others of similar age, cultural background and experience?*
Note down the names in the space provided alongside.

Now move to the first characteristic in the Negative Characteristics Column: *May be easily bored, & resist drill and repetition.*
Which students exhibit this characteristic *perhaps because they do learn quickly and easily, have effective memory and quick mastery of new skills?* (Often the students appearing in the negative column do not appear in the positive column because their negative behaviours mask their abilities. Where a student keeps appearing frequently in this column, it is well worth investigating them further.)

Note down the names in the space provided alongside.
Continue with the next positive characteristic, then negative, and so on.

Frequently Asked Question: How many times should a student's name appear for them to 'qualify' as gifted?
You will notice that the behaviours are clustered into three areas: cognitive, creative and emotional intelligence/ affective abilities. Each of these could arguably have twenty or more characteristics, but user-friendliness, only six have been included under each section, as it is likely that these six will give you the same students identified as twelve characteristics under each section. Scoring three or more may indicate giftedness in this area. Some gifted students may only score highly in one section – meaning that they may be high creatives, or high in affective / leadership or other emotional intelligences. These students should not be excluded. On Page 2: students can be gifted in one or more areas. The reason for identification is so that student's learning needs may be better met in these areas.

Page 2: Actual Achievement: Departments should note down the high scoring students in their curriculum areas. There should not be a 'cut-off' percentage mark, so much as a deliberate effort to find the top ten percent or more of the students in the specific school community. (For example, some school communities may have a higher percentage of ESOL students, and students from less advantaged background, and as a result these students may not score as highly on standardised tests as others. This does not mean there are less gifted students in their school community; it may mean that the tests are less effective in identifying potential in these students.)
Once Page 2 is completed: Which student's names appear on Page 1, but not on page 2? These are your underachievers. They warrant a closer investigation to discover why they are underachieving: it may be that they are gifted with a specific learning difficulty, or there may be some strategies that can be put in place that can quite effectively reduce their underachievement.

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#	POSITIVE CHARACTERISTICS – CRITICAL THINKING – 'G' INTELLIGENCE	Names	Possible 'NEGATIVE' CHARACTERISTICS – CRITICAL THINKING – 'G' INTELLIGENCE	Names
1	Learns quickly and easily; effective memory and quick mastery of new skills		May be easily bored, & resist drill and repetition	
2	Wide general knowledge		May monopolise conversations, dominate class discussions	
3	Large vocabulary		May show off, evoke peer resentment	
4	Avid reader and/or writer		May neglect other responsibilities	
5	Advanced in one or more subject areas /domains		May brag, be egotistical or impatient with others	
6	High level competency in problem finding and analysis		May be overly critical or dogmatic in social situations; may correct other students and adults	
	POSITIVE CHARACTERISTICS – CREATIVE INTELLIGENCE		Possible 'NEGATIVE' CHARACTERISTICS – CREATIVE INTELLIGENCE	
7	Generates many ideas quickly and easily		May go off on tangents, with little follow-through	
8	Keen sense of humour – able to laugh at self		May play tricks or make jokes at others' expense; may use humour to control others	
9	Produces quality novel / original ideas /imaginative		May be constantly inattentive and off-task	
10	Advanced curiosity / questioning		May irritate others; may appear to 'threaten' adults who don't know the answers	
11	Likes inventing, creating, constructing,		May be frustrated and rebellious in a conventional setting; may be 'dropouts'.	
12	Willing to take risks / experiment		May be rebellious and challenging; may take inappropriate risks	
	POSITIVE CHARACTERISTICS – EMOTIONAL INTELLIGENCE / INTRA & INTER PERSONAL CHARACTERISTICS		Possible 'NEGATIVE' CHARACTERISTICS – EMOTIONAL INTELLIGENCE / INTRA & INTER PERSONAL CHARACTERISTICS	
13	Shows concern / sensitivity towards others		May be overly self-sensitive and easily upset	
14	Shows high level of personal intensity of feelings		May find it difficult to control emotions, anger, sadness, depression etc.	
15	Deep appreciation of aesthetic /artistic pursuits		May be overly imaginative and dreamy;	
16	Strong sense of justice		May be the class rebel and 'bush' lawyer;	
17	Shows high levels of perfectionism and strives for high personal standards		May avoid tasks where there is a risk of the high personal standard not being attained.	
18	Shows leadership qualities – others follow naturally		May manipulate others in negative ways	

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TEACHER CHECKLIST
FOR IDENTIFYING STUDENTS WITH HIGH ABILITY
Sonia White

Potential or Performance in Specific Areas of Talent:

Shows High Achievement or high potential in:	NAMES	Shows High Achievement or high potential in:	NAMES
Standardised tests: e.g. AsTTLe; MidYis, NSW entrance tests RAVENS SPM, etc.		Fluency in native language /e.g. Maori	
Listening PAT High Reasoning on CEM/Midys		Cultural knowledge, values and ethics (own culture/Maori)	
National / District competitions – any talent area		Technology	
Mathematics		Art	
Written Language		Physical Education	
Oratory / Debate		Sport (Specific Sport)	
Science		Foreign Language(s)	
Drama		Music	
Social Studies		Social Responsibility/ Citizenship / Leadership	
Information Technology		Spirituality/values/ethics	

Identifying Gifted & Talented Students

Carefully consider each child in your class. Does she belong in any of the categories below? Write her name in the space provided.

On an attached piece of paper, list as '*Highly Probable*' any child whose name appears at least <u>three</u> times in Category Three.

NOTE: These children may or may not appear in Category One or Two at this stage.

List as '*Possible*' (a) all children in Category One, (b) any child in Category Two whose name <u>also</u> appears in at least once in Category Three.

Category One: *Children who you would place in the top 10-15% academically.*

_____

_____

_____

_____

Category Two: *Any child who is frequently:*

   (a) Disruptive, unco-operative, resentful of authority

_____

(b) A day dreamer, 'switched off', apathetic, withdrawn

_____

(c) A 'loner'_____

(d) A big nuisance, over active, show-off, 'class clown'_____

(e) Any child ('bright' or 'dull') for whom you have a gut feeling that there is something

   there _____

Category Three: *Any child who is outstanding in the following areas:*

 (a) Leadership_____

 (b) Sense of humour, esp. verbal_____

 (c) Reading_____

 (d) Critical thinking_____

 (e) Original or creative thinking_____

 (f) Determination_____

 (g) Curiosity, likes to 'find out'_____

 (h) Vocabulary_____

(i) Likes working independently_____

(j) Asks interesting/difficult/unexpected questions_____

(k) Sense of right & wrong, 'fair play' _____

(l) Strong scientific 'bent'_____

(m)   Ability in music, art, dance or

   drama_____

(n) Ability in storytelling, speech, debate_____

(o) Ability in written stories, poem-making etc_____

(p) Knows more than one language_____

(q) Physical coordination, motor skills_____

(r) Ability in gesture, movement, expression_____

STUDENTS IDENTIFIED THROUGH OUTSIDE SOURCES (Ed. Pysch. Etc.)

_____

_____

(Adapted from Carmel College Identification Folder, original source unknown)

Parent Inventory for Finding Potential (PIP)

Please indicate how often you observe the following behaviours in your child. Check the box that indicates your response.

Behaviour or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. *Reflective* – when asked a complex question or given a new task, tends to take time to think before jumping in.				
2. *Connective* – makes connections with what is already known or tries to apply new information to other contexts.				
3. *Focused* – stays attentive and alert when new or complex information is being given; long attention span.				
4. *Retentive* – remembers information in vast quantities.				
5. *Enjoys school* – loves attending school and even 'plays' school at home.				
6. *Enthusiastic* – enters into most activities with eagerness.				
7. *Sensitive to problems* – ready to question or change situations, see inconsistencies, suggest improvements.				
8. *Abstract thinker* – makes generalizations and draws conclusions that summarize complex information easily.				
9. *Persistent in own problems* – tries to follow through on self-initiated work.				
10. *Curious* – pursues interests to satisfy own				

curiousity; wants to know why and how.				
11. *Perceptive* – is alert, observant beyond years.				
12. *Aesthetically responsive* –responds to beauty in arts and nature.				
13. *Independent thinker* – follows own ideas, rather than others'.				
14. *Sensitive to others* – easily understands how other feel or think; easily hurt by others' negative actions				
15. *Independence* – uses own set of values to dictate behaviour; concerned with free expression of own ideas.				
16. *Sensitive to ideas, stories* – upset with sad, negative, hurtful events related through some form of communication.				
17. *Independent in action* – plans, organises activities; evaluates results.				
18. *Processing speed* – learns new information easily; recalls rote information rapidly.				
19. *Verbal* – learned to speak and read considerably earlier than agemates; uses extensive vocabulary.				
20. *Fair* – looks out for welfare of others; compassionate; concerned with justice and fairness.				
21. *Sense of humour* – can laugh at self; enjoys lighter moments. sensitive to hidden meanings, puns.				
22. *Self-accepting* – understands, accepts own feelings, thoughts and how best to learn; views self realistically.				
23. *Intense* – highly motivated and skilled in a specific subject area or domain.				
24. *Self-critical* – mistrusts own ability; lower self-concept that agemates; hard on self in self- evaluation.				
25. *Achievement need* – strong drive to be "the best", be recognized as expert, master domain of knowledge or set of skills.				

26. *Persistent in assigned tasks* – concerned with completion and follow through when given a task to do.				
27. *Elaborative* – concerned with detail, complexity; involved with implications of situation.				
28. *Dominant* – asserts self with influence in group situations.				
29. *Uneven* – is not balanced in skills and abilities; very good in some things but not everything.				
30. *Flexible* – approaches ideas from a number of perspectives; is adaptable.				
31. *Structurer* – shapes the environment around self so comfortable; negotiates tasks to suit own needs, interests.				
32. *Risk-taker* – takes mental, emotional, and physical risks easily.				
33. *Tolerant of ambiguity* – comfortable in "messy" contexts and with ill-structured tasks which seem impossible to solve.				
34. *Confident* – feels can produce at will; positive about own abilities.				
35. *Inner locus of control* – attributes success and failure to own efforts and ability.				
36. *Fluent* – produces large number of ideas easily.				
37. *Original* – uses original methods; creates unusual, unique products.				
38. *Imaginative* – freely responds to ideas, producing mental images, fanciful insights.				
39. *Physically expressive* – enjoys physical activities as means for self expression.				
40. *Energy level* – has available pep and vigour for carrying on most activities				

41. *Task analytic* – breaks down tasks into sequential steps through backwards planning.				
42. *Global scanner* – scans complex information quickly to pick out important items.				
43. *Perceptual perspective taker* – can orient self and figures in space easily.				
44. *Popular* – others enjoy and want to be with this person.				
45. *Accepting of others* – relates to others with genuine interest, concern; seeks out others, is warm.				
46. *Physically able* – is coordinated, agile; participates well in organised games.				
47. *Socially mature* – able to work with others; can give and take; sensitive to others' wants.				
48. *Happy* – cheerful; has satisfied look on face most of the time.				
49. *Emotionally controlled* – expresses and displays emotions appropriately.				
50. *Stable* – can cope with normal frustrations of living; adjusts easily to change.				
51. *Associative* – finds similarities, differences between cognitive, verbal, and visual pairs easily.				

Instructions:

Use the key below to compute the five mean scores for the five scales on the PIP. Scores of 2.67-3.33 indicate the domain to be an area of strength. Mean scores of 3.34-4.00 indicate the domain to be an area of giftedness.

Key:

Scale 1: Intellectual: Add scores from items 1-22.

Divide by 22 =   _____.

Scale 2: Academic: Add scores from items 2, 4-6, 9-10, 13, 15, 17-18, 23-29.

Divide by 17=   _____.

Scale 3: Creative: Add scores from items 2, 6-7, 9-10, 12-13, 15-16, 17, 21-22, 27, 29, 30-40.

Divide by 24 =   _____.

Scale 4: Social: Add scores from items 6-7, 9-11, 14, 16, 17, 20-22, 27-28, 31, 40-41.

Divide by 25 =   _____.

Scale 5: Artistic: Add scores from items 2-4, 9, 12-13, 16-17, 23-27, 29, 32, 38-39, 51.

Divide by 18 =   _____.

Intellectual Score	Academic Score	Creative Score	Social Score	Artistic Score

(Adapted from Rogers, 2000, p.444-450)

Teacher Inventory of Learning Strengths (TILS)

Please indicate how often you observe the following behaviours in your student. Check the box that indicates your response.

Behaviour or Characteristic	Seldom or Never (1)	Sometimes (2)	Regularly (3)	Almost Always (4)
1. Reflective				
2. Makes connections readily				
3. Concentrates well				
4. Memorizes easily				
5. Enjoys school				
6. Enthusiastic				
7. Sensitive to problems				
8. Abstract thinker				
9. Persistent in own interests				
10. Curious				
11. Perceptive				
12. Aesthetically responsive				
13. Independent thinker				
14. Sensitive to others				
15. Independent				
16. Sensitive to ideas, stories				
17. Independent in action				
18. Quick processing speed				

19. Highly verbal				
20. Concerned about fairness				
21. Sense of humour				
22. Self-accepting				
23. Intense				
24. Self-critical				
25. Strong need to achieve				
26. Persistent in assigned tasks				
27. Elaborates with details				
28. Self-assertive				
29. Uneven set of abilities				
30. Flexible				
31. Structures tasks and environments				
32. Takes risks				
33. Tolerant of ambiguity				
34. Confident				
35. Inner locus of control				
36. Fluent				
37. Original				
38. Imaginative				
39. Physically expressive				
40. High energy level				
41. Task analytic				
42. Scans information holistically				
43. Spatial thinker				
44. Popular				
45. Accepting of others				
46. Physically able				
47. Socially mature				
48. Happy				
49. Emotionally controlled				

50. Stable				
51. Sees differences easily				

Instructions:

Use the key below to compute the three mean scores for the three scales: Academic, Personal, and Social. Scores of 2.67-3.33 indicate the domain to be an area of strength. Mean scores of 3.34-4.00 indicate the domain to be an area of giftedness.

Key:

Scale 1: *Academic Learning Strengths:* Add scores from items 1-4, 8-9, 13, 15, 17-19, 26-27, 29, 31, 36-37, 41, 43, 51.

Divide by 20 = _____.

Scale 2: *Personal Strengths:* Add scores from items 7, 10-12, 16, 23-25,30, 32-33, 35, 38.
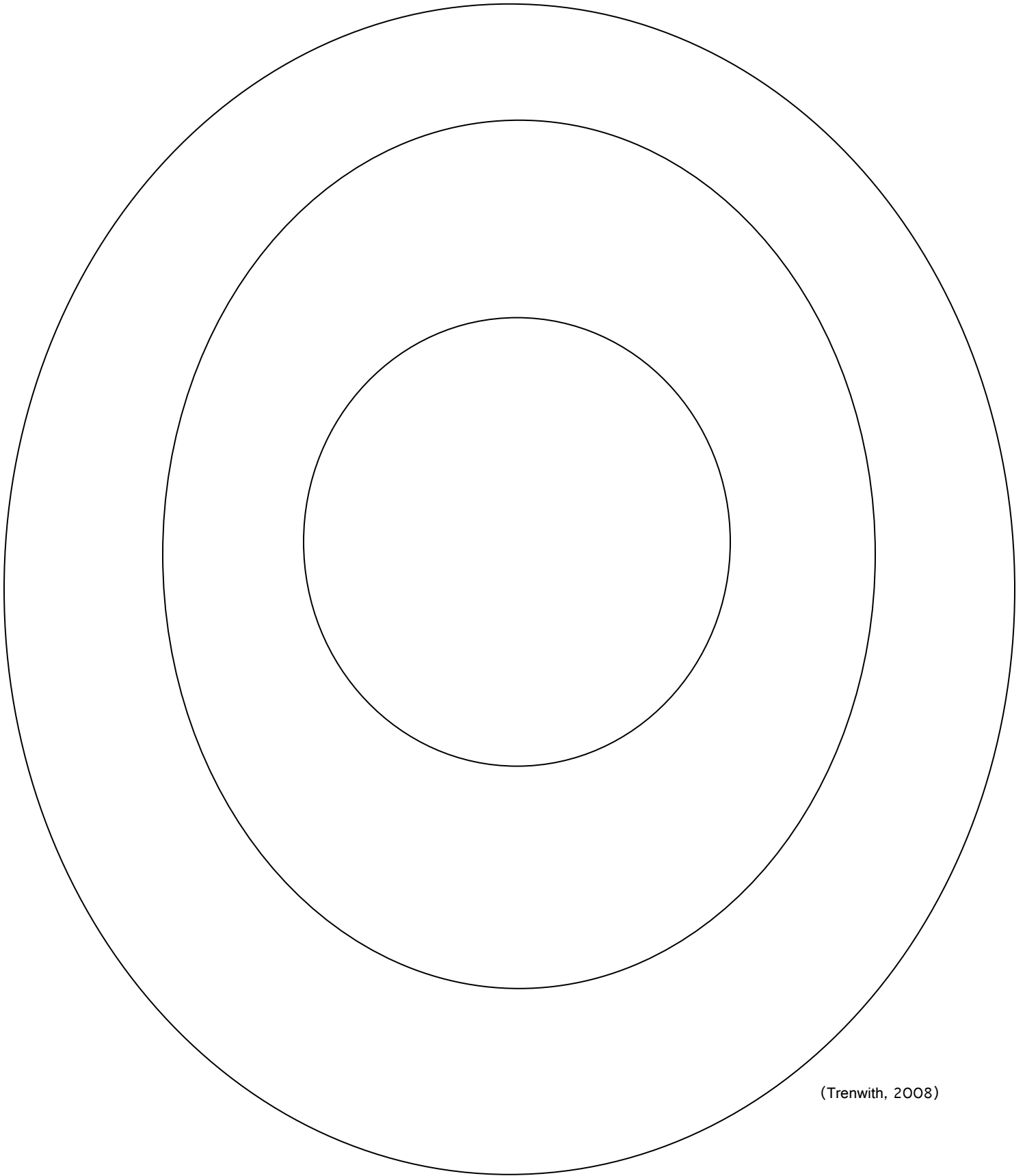
Divide by 13 = _____.

Scale 3: *Social Strengths:* Add scores from items 5-6, 14, 20-22, 28, 34, 39-40, 42, 44-50.

Divide by 18 = _____.

Academic Score	Personal Score	Social Score

(Adapted from Rogers, 2000, p.451-453)

(Trenwith, 2008)

Name: _____

Choose **three** activities from the outside circle: #___   #___   #___

Choose **two** activities from the middle circle: #___   #___

Choose **one** activity from the centre circle: #___

Name: _____

Choose **two** activities from the outside circle: #___   #___

Choose **three** activities from the middle circle: #___   #___ #___

Choose **one** activity from the centre circle: #___

Name: _____

Choose **one** activity from the outside circle: #___

Choose **three** activities from the middle circle: #___   #___   #___

Choose **two** activities from the centre circle: #___   #___

Name: _____

Choose **one** activity from the outside circle: #___

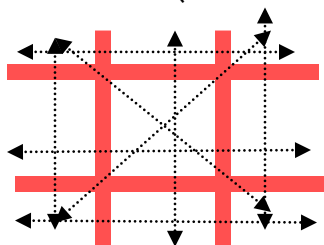Choose **two** activities from the middle circle: #___   #___

Choose **three** activities from the centre circle: #___ #___   #___

(Trenwith, 2008)

1.	2.	3.
4.	5.	6.
7.	8.	9.

Choose three of the above activities (one from each horizontal line) to form a noughts and crosses win.

You will be required to hand in one activity at each of the due dates given to you by your teacher.

(Adapted from Coil, 2007, p.115)

Individual Lesson plan:

Instructions: Chose one activity from each of the student choices. Write the number of your choice under the correct title and discuss with your teacher when each will be due in. You must complete all activities in the <u>Teacher's Choice</u> box.

Assessment Required Activities

Due Date for Student Choice Activities

Products/performance Required

Products/performance Required

Teacher's Choice

Chosen Activities

Remembering

Understanding

Applying

Analysing

Creating

Evaluating

Student Choices

Analysing

Creating

Evaluating

Remembering

Understanding

Applying

(Adapted from Coil, 2007, p.106)

Learning Contract

Name:_____

Topic:_____

Materials that I plan to use:

_____

_____

_____

_____

Rules that I will follow while working on this independent assignment:

_____

_____

_____

_____

The Process that I am going to use is: Blooms/Williams/Multiple Intelligences etc… Explain what level you will be working on and how.

_____

_____

_____

_____

Checkpoints:

First checkpoint date:_____

Second checkpoint date:_____

Third checkpoint date:_____

Signatures:

Student: _____ Teacher: _____

(Adapted from Coil, 2007, p.72)

Learning Log

	Work I plan to do	Work that I actually did	Adjustments to plan	Reflections on my work effort
MON				
TUES				
WED				
THURS				
FRI				
SAT				
SUN				

(Adapted from Coil, 2007, p.72)

1. How do you think Aeneas was able to accomplish the things that he accomplished? Where do you think his strength of will and character came from?

2. How do you think the epic poem would have ended if the character did not have the will and the determination to succeed?

3. List three character traits that prove that Aeneas believed in himself.

4. Name at least two people who have been influential in your life and explain why you have selected these two.

5. Write three examples that demonstrate Aeneas had the will and the determination to do whatever was required of him to achieve his goal.

6. Describe one way that you and Aeneas are similar.

7. Explain three things that give you the incentive to never give up your attempts to be successful.

8. Give two reasons why you know you are able to succeed in whatever you put your mind to.

(Adapted from Riggs & Gholar, 2009, p.34)

APPENDIX K

Ways that you can help your daughter bloom

Encourage extra-curricular activities.

Mothers should fulfill their own life dreams.

Allow your daughter to be a 'bookworm'.

Set high academic expectations.

"Be a coach – not a judge."

Promote good study skills & a strong work ethic.

Look at acceleration as an option in some subjects.

Accept a 'traditional female' career choice.

Encourage Maths and Science.

Encourage competition.

Insist that they have some down time/quiet time.

Arrange tutoring if your daughter is struggling.

Travel with your daughter or allow her to travel alone.

Don't glorify your or anyone else's experiences with drugs or alcohol.

Teach them time management skills.

Encourage her to value challenge along with her own contribution and creativity.