

# Lit from Within:

Developing Internal  
Motivation in the Gifted Student

with Lisa Van Gemert



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**Motivation** (Dan Pink, *Drive: The Surprising Truth about What Motivates Us*)

- 1.0 – Maslow
- 2.0 – Skinner
- 3.0 – Internal Motivation

**Rewards** (learn more by reading Alfie Kohn, *Punished by Rewards*)

**Problems:**

1. backfire
2. narrow focus
3. addictive
4. drown out other voices
5. change relationships

**Solutions:**

1. put praise in its place
2. Tom Sawyer the tasks
3. embrace failure (John Maxwell, *Failing Forward: Turning Mistakes into Stepping Stones for Success*; K.M. Kostyal, *Trial by Ice*; Kim Heacox, *Shackleton: the Antarctic Challenge*)
4. stress the vine
5. appropriate challenge (Mihály Csíkszentmihályi, *Flow* and Edward L. Deci & Richard M. Ryan *Motivation and Self-Determination in Human Behavior*)
6. know difference between obsession and motivation
7. allow boredom



**Stories:**

1. Fermat/Wiles
2. Goodyear
3. Scott (Ranulph Fiennes, *Race to the Pole*; Liz Gogeryly, *Amundsen and Soctt's Race to the South Pole*)

**The Trifecta**

1. Self-concept (Roy Baumeister, *Rethinking Self-Esteem: Why Nonprofits Should Stop Pushing Self-Esteem and Start Endorsing Self-Control*. (2005). *Stanford Social Innovation Review*.)
2. Optimism/The Stockdale Complex (Jim Collins, *Good to Great*; Tali Sharot, *The Optimism Bias : a Tour of the Irrationally Positive Brain*)
3. Grit [Angela Duckworth, Christopher Peterson, et al, *Grit: Perseverance and Passion for Long-Term Goals*. (2007) *Journal of Personality and Social Psychology*. 92(6), 1087-1101; K. Anders Ericsson, Ralf Krampe & Clemens Tesch-Romer, *The Role of Deliberate Practice in the Acquisition of Expert Performance*. (1993) *Psychological Review*, 100(3), 363-406.]

**Take Aways:**

- grade school – continue to explore interest-based ideas
- secondary – career/college-based interests (let that propel)
- model finding other values in the task:
  - i. “I love the way I feel inside when I...”
  - ii. “The house feels so much more welcoming when it’s clean. It’s a nice place to have friends over.”
  - iii. “This isn’t my favorite thing to do, but I feel good about how I’m better at it than I was.”
- Have a long-term goal yourself (language, skill, sport, instrument, craft)
- Use quotations
- Use the news to observe grit/optimism/self-concept
- Help child set goals (objective-based)
- Use rewards spontaneously, intermittently, and avoid peer pressure (adult)

**More reading:**

- Josh Aronson, *Improving Academic Achievement: Impact of Psychological Factors on Education*
- Carol Dweck, *Mindset* and [bit.ly/dweck-praise](http://bit.ly/dweck-praise)