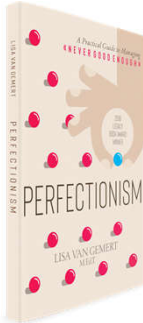


*Student Underachievement: Causes & Solutions*

with Lisa Van Gemert  
giftedguru.com

1



"This book is the PERFECT resource to help adults teach and model happy imperfection."  
- Ed Amend, Psy.D.

"A must-read for parents and teachers."  
- Lisa Conrad, #gtchat moderator

"Highly readable and engaging – marries theory and practice with exquisite clarity." – Jim Delisle, Ph.D.

"The stories and strategies can literally transform lives." – Dr. Dan Peters, Clinical Psychologist and author of *Make Your Worrier a Warrior*


2

Sometimes it's like this.



3


And sometimes it's like this.



girls on the other side of the mountain. She puffed along happily. Then all of a sudden she stopped with a jerk. She simply

4

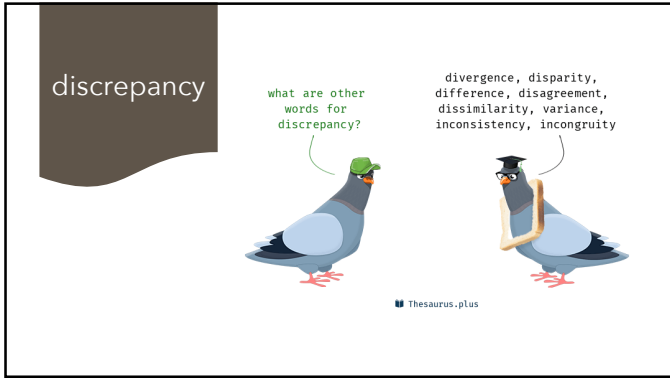
- Defining & describing underachievement
- Causes
- Interventions



5

# Defining Underachievement

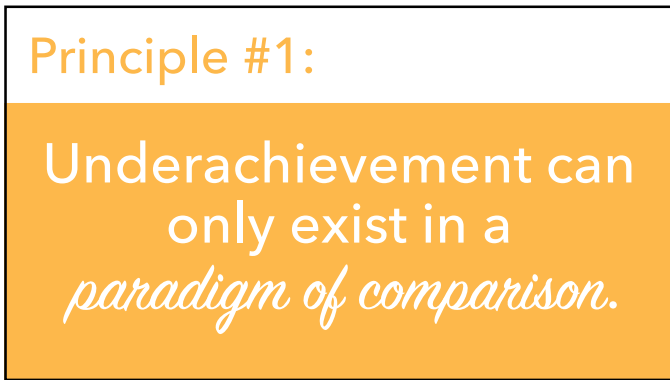
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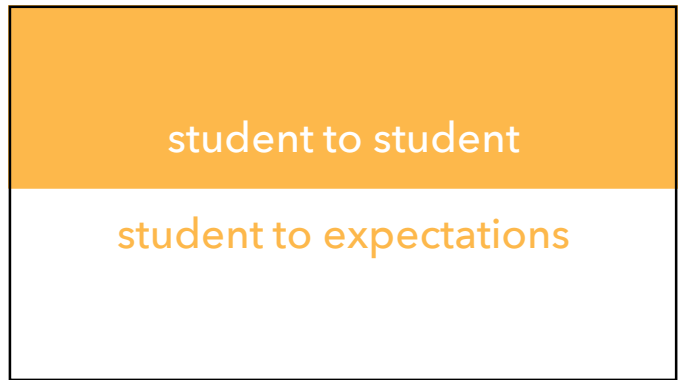
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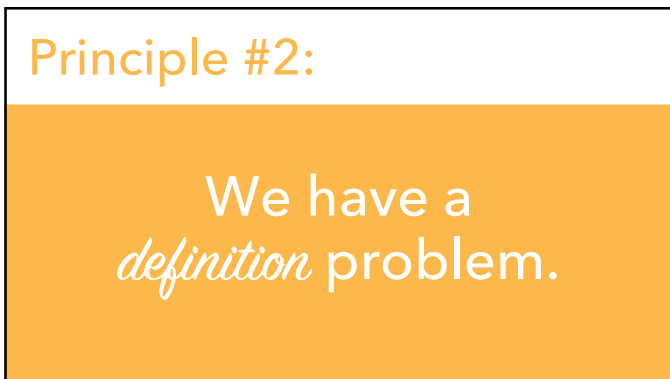
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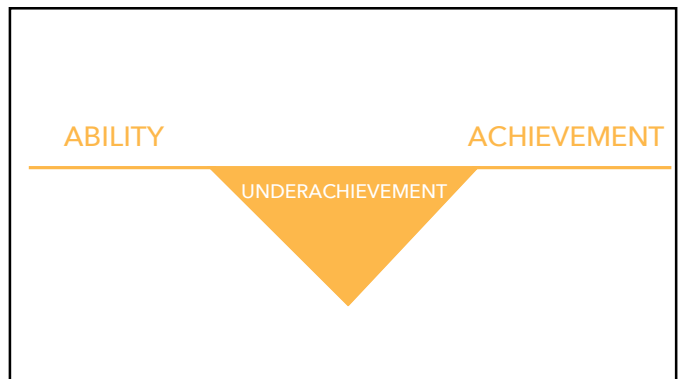
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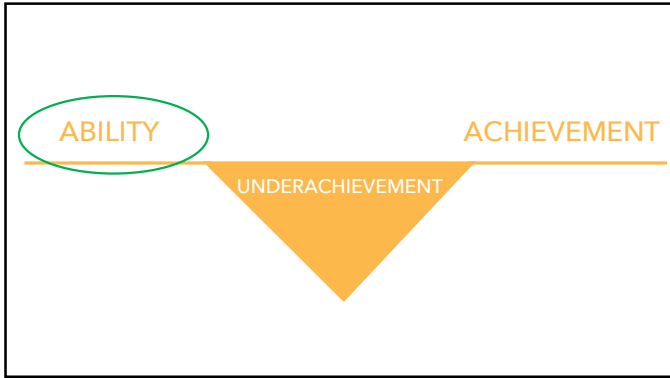
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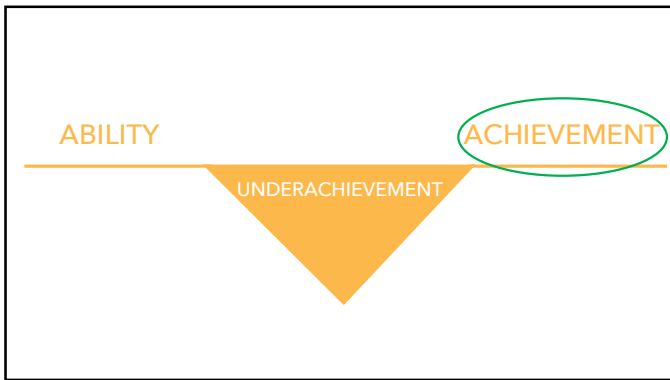
12



13

- test validity
- what are we testing?
- EQ/IQ/EF

14



15

- straight A's?
- elite college admission?
- grades above a certain level?
- no awkward meetings?

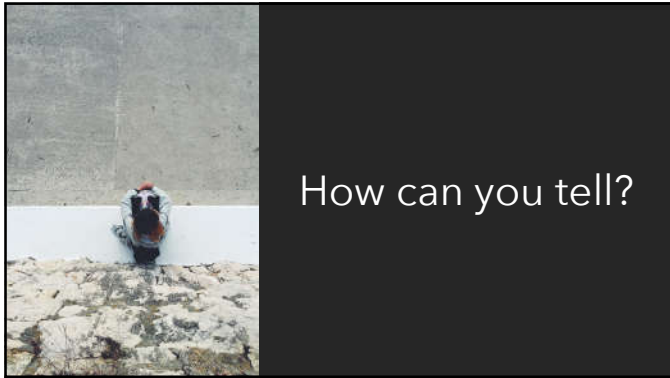
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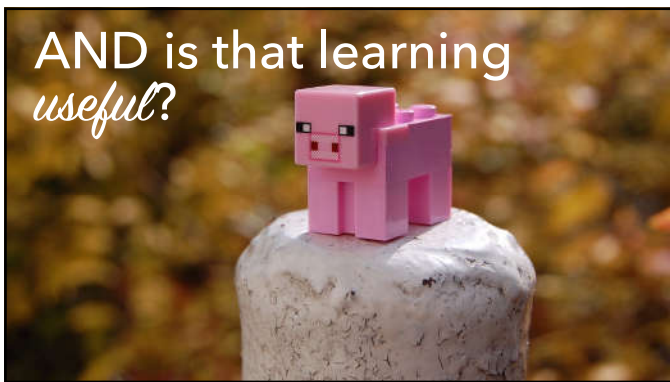
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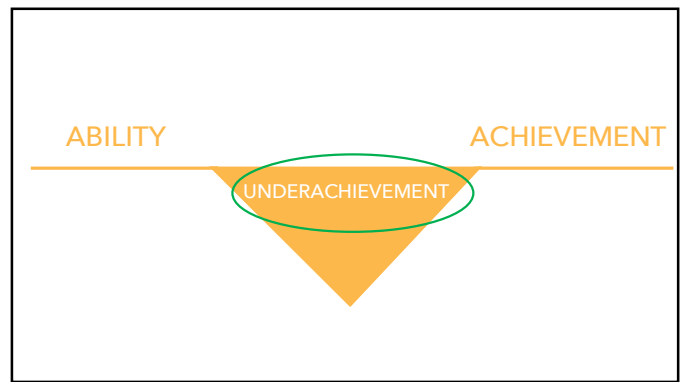
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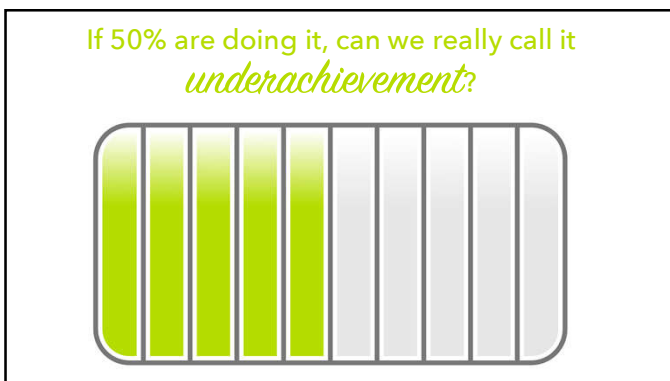
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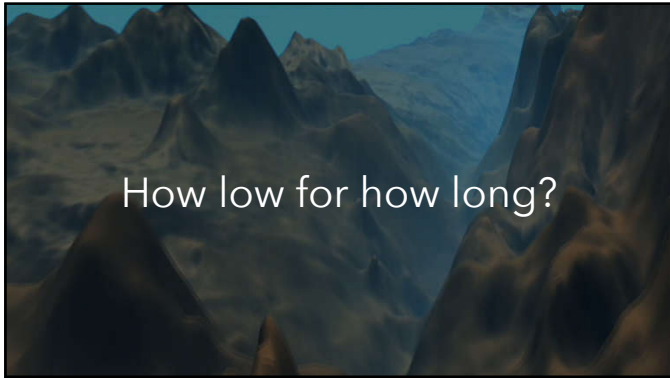
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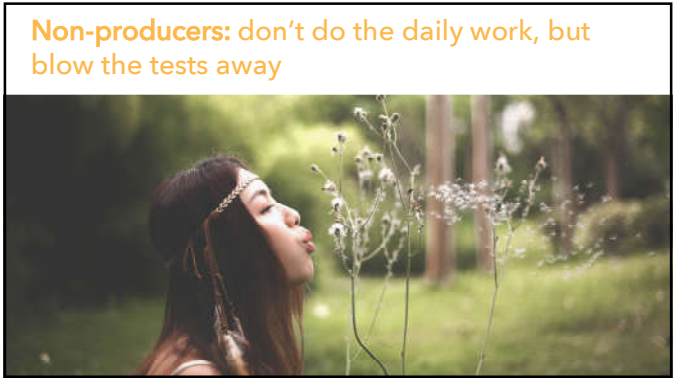
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How specific do we want the correlation?

24



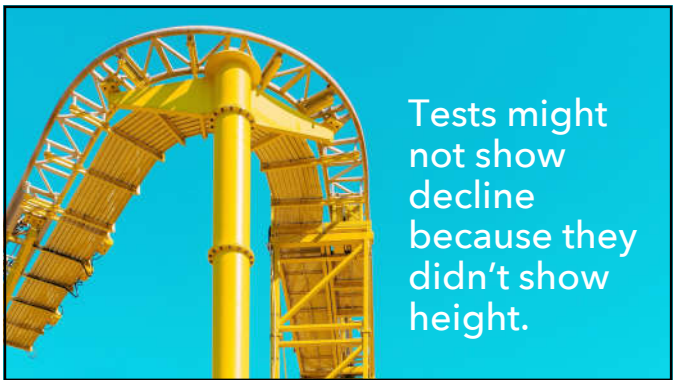
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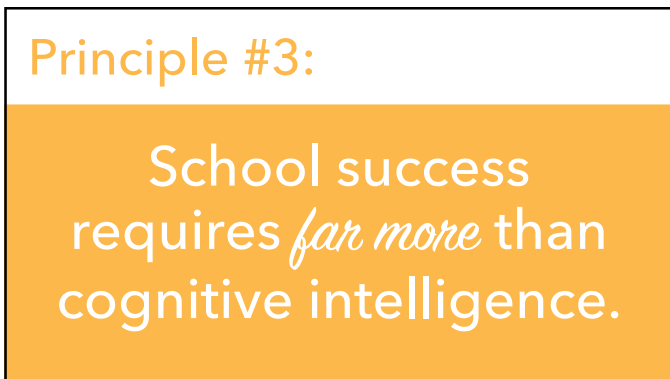
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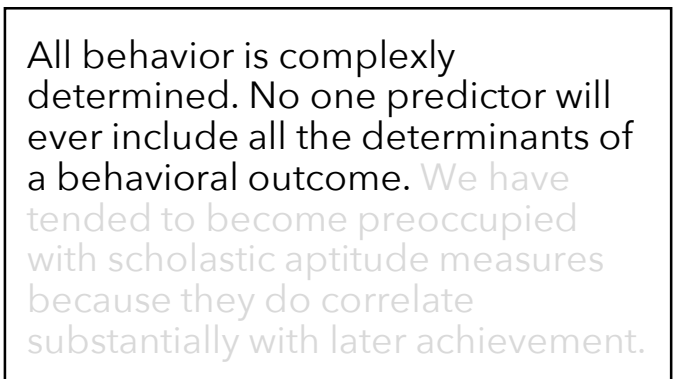
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28



29



30

All behavior is complexly determined. No one predictor will ever include all the determinants of a behavioral outcome. We have tended to become preoccupied with scholastic aptitude measures because they do correlate substantially with later achievement.

31

But neither our psychological insights nor our statistical evidence give us reason to believe that a scholastic aptitude test measures all of the significant determiners of scholastic achievement.

- Robert Thorndike

32

But neither our psychological insights nor our statistical evidence give us reason to believe that a scholastic aptitude test measures all of the significant determiners of scholastic achievement.

- Robert Thorndike

33



34



35



36



socially immature

37



lack resilience

38



negative attitudes @ school

39



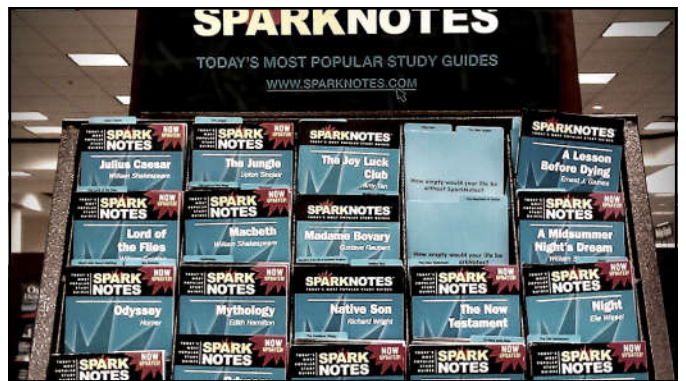
fear of failure/success

40



perfectionistic

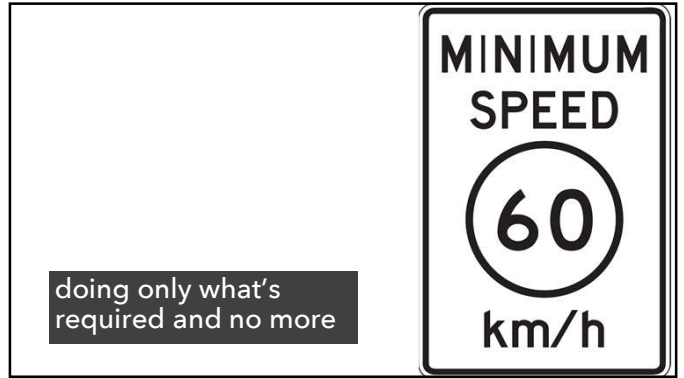
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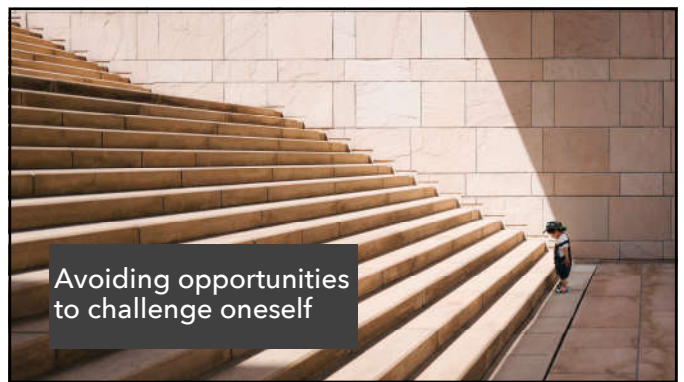
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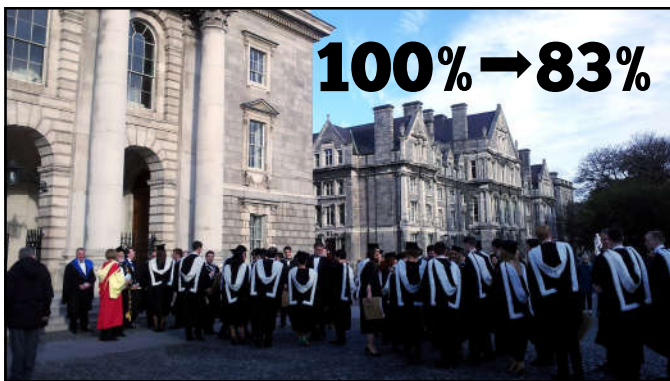
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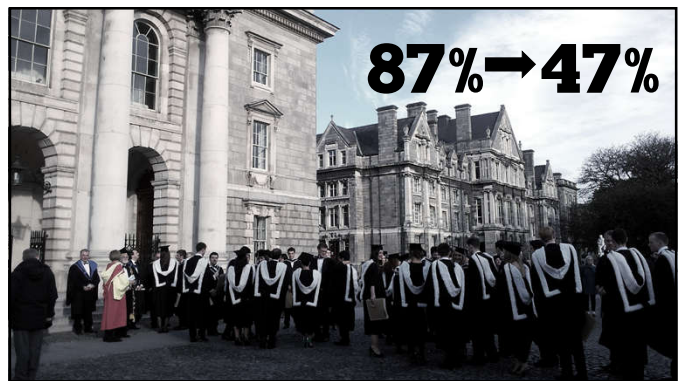
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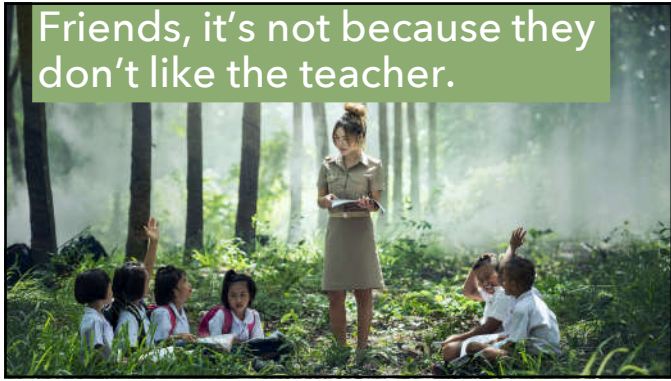


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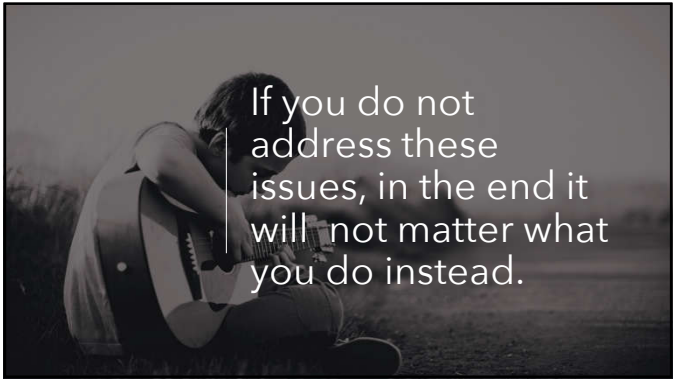
48





Friends, it's not because they don't like the teacher.

49



If you do not address these issues, in the end it will not matter what you do instead.

50



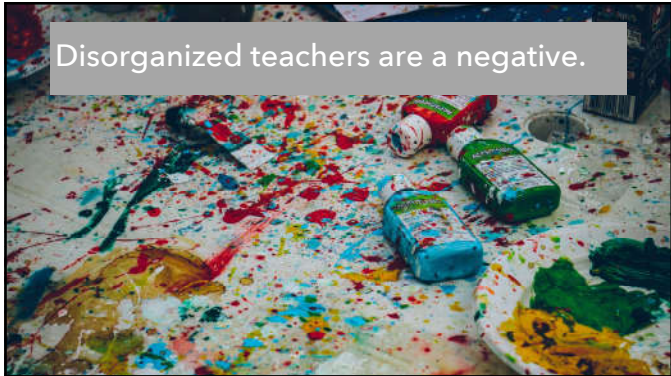
Causes

51



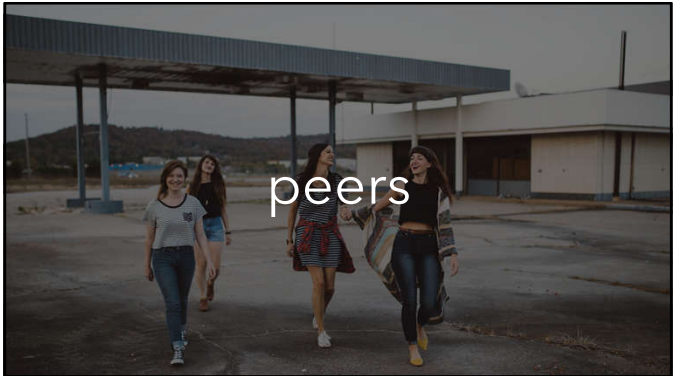
Fundamental differences in values.

52



Disorganized teachers are a negative.

53

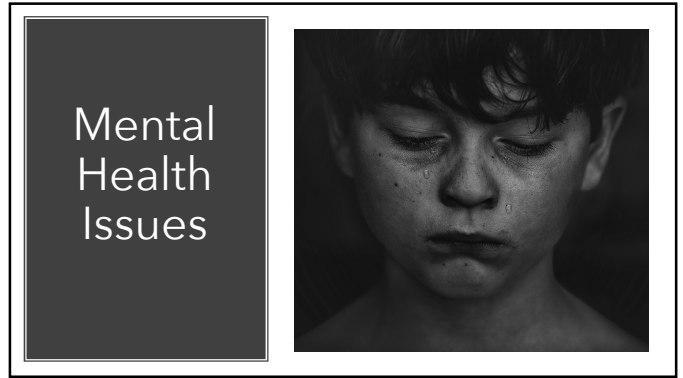


peers

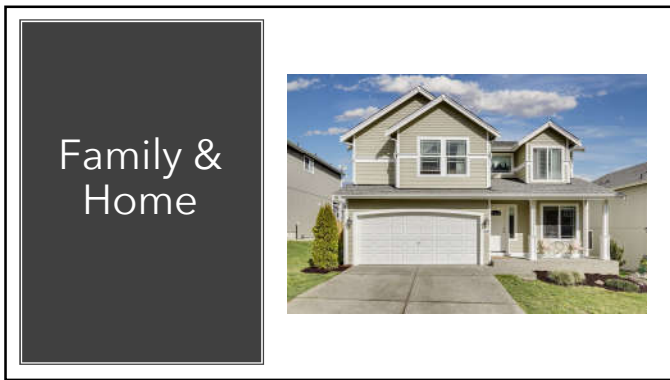
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55



56



57

**McCoach & Siegle (2010, 2013) found:**

**Factors That Differentiate Underachieving Gifted Students From High-Achieving Gifted Students**  
D. Betsy McCoach, Del Siegle  
First Published April 1, 2003 | Research Article  
<https://doi.org/10.1177/001698620304700205>

Article information  10 

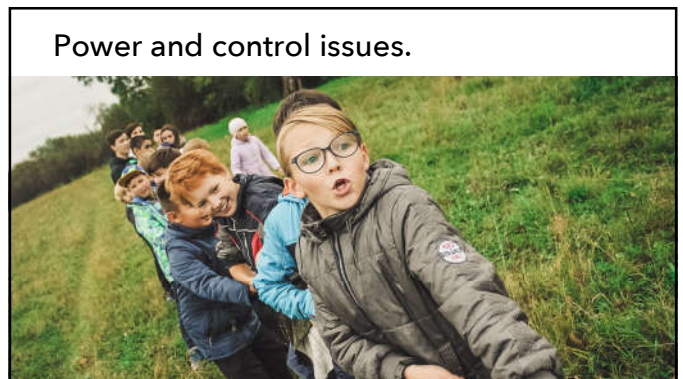
**Abstract**

The purpose of this study was to examine whether gifted achievers and gifted underachievers differ in their general academic self-perceptions, attitudes toward school, attitudes toward teachers, motivation and self-regulation, and goal valuation. The sample consisted of 56 gifted underachievers and 122 gifted achievers from 28 high schools nationwide. Gifted achievers and gifted underachievers differed in their attitudes toward school, attitudes toward teachers, motivation/self-regulation, and goal valuation, but not their academic self-perceptions. In addition, the logistic regression analysis correctly classified over 81% of the sample as either

58



59



60

Lack of an intellectually stimulating environment & lack of support for students' interests.



61

Fixed mindset for intelligence.



62

Interventions  
{finally, right?}

63

KEEP IN MIND:  
*it's all a big guess*

64

KEEP IN MIND:  
*is it causing pain?*

65

KEEP IN MIND:  
*theory guides intervention*

66



67

Is success a valuable goal?  
If so, how can I undo  
unhelpful habits?

68



69



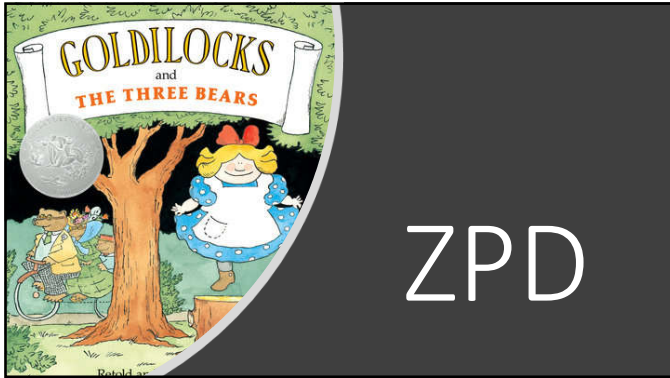
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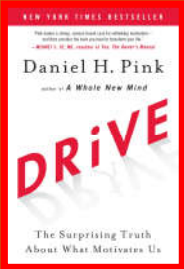
75



76

Internal Motivation requires:

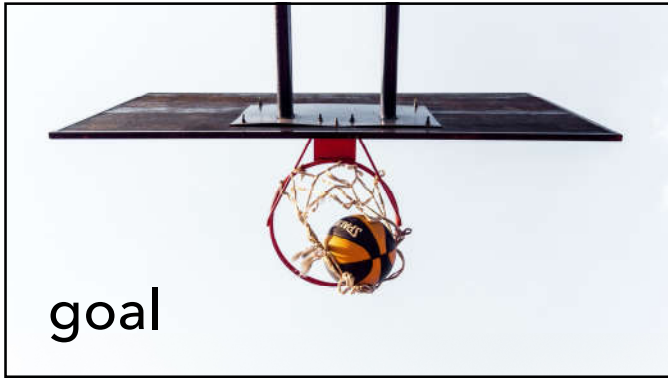
- *autonomy*
- *mastery*
- *purpose*

The image shows the cover of the book 'Drive: The Surprising Truth About What Motivates Us' by Daniel H. Pink. The cover is white with a red border and features the title 'DRIVE' in large red letters. It also includes the author's name and a 'New York Times Bestseller' badge.

77



78



79



80

### Four-step EF Sequence


1. Do it *for* them.
2. Do it *with* them.
3. Watch *them* do it.
4. They do it *independently*.

81



82

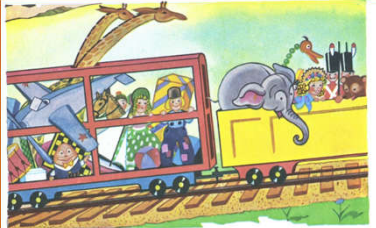
They must find motivation beyond school.



"But we must get over the mountain before the children awake," said all the dolls and the toys.  
The very little engine looked up and saw the tears in the dolls' eyes. And she thought of the good little boys and girls on the other side of the mountain who would not have any toys or good

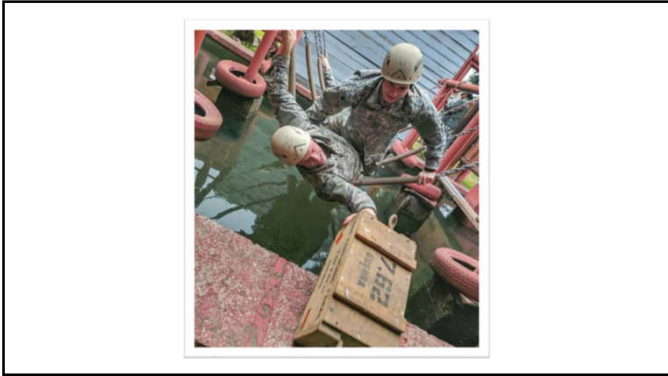
83

They must believe in their ability to accomplish their task(s).



food unless she helped.  
Then she said, "I think I can. I think I can. I think I can." And she hitched herself to the little train.  
She tugged and pulled and pulled and tugged and slowly,

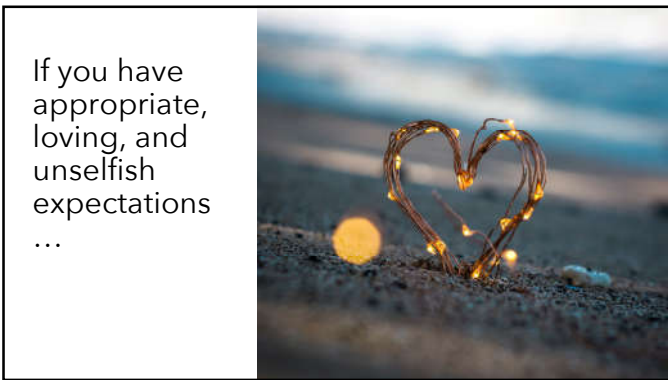
84



85

None of these are  
*guarantees.*

86



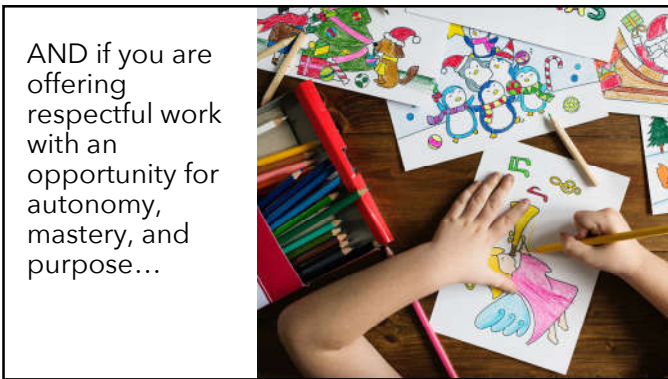
If you have  
appropriate,  
loving, and  
unselfish  
expectations  
...

87



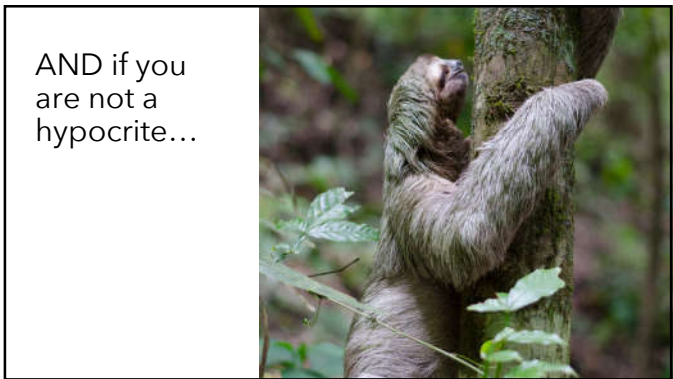
AND If the  
child is  
receiving  
any  
needed  
services...

88



AND if you are  
offering  
respectful work  
with an  
opportunity for  
autonomy,  
mastery, and  
purpose...

89

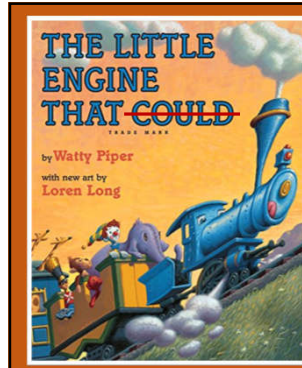


AND if you  
are not a  
hypocrite...

90

then even if the child  
*continues* to  
underachieve, you  
are *successful*.

91



*Underachievement  
& the Gifted*

with Lisa Van Gemert  
giftedguru.com

92