Excellence beyond boundaries

Breaking through barriers of gifted underachievers
Barriers
Barriers vs. achievement

The Achievement Orientation Model (McCoach & Siegle, 2003)
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What is underachievement?
Underachievement: A discrepancy between achievement and expected achievement based on potential achievement.

(Baslanti & McCoach, 2006; Baum, Renzulli, & Hébert, 1995; Davis et al., 2014; Morisano & Shore, 2010; Reis & McCoach, 2000; Ritchotte, Matthews, & Flowers, 2014; Whitmore, 1986).
Interesting, but...
What is potential? How do we measure potential?

Can we even measure potential?

What is achievement? How do we measure achievement?

Can we even measure achievement?
So... Why won't stop trying?

I have so much potential!

Then why don't you ever do anything?

I don't want to use it up!
Negative effects:

Society:
• Loss of potential
• Money

Underachiever:
• Social emotional effects
• Money

Schools:
• Loss of potential
• Affecting status
• Money
What if?

GROWTH
Positive effects:

Society:
- Loss of potential $\rightarrow$ turning potential into performance
- Money

Underachiever:
- Social emotional effects $\rightarrow$ a happier child
- Money

Schools:
- Loss of potential $\rightarrow$ better performances in school
- Affecting status in a positive way
- Money
How to reverse underachievement?

The Achievement Orientation Model (McCoach & Siegle, 2003)
How to reverse underachievement?

Autonomy – Competence – Relatedness

(Deci & Ryan, 2000)
Autonomy

Free from external control or influence; independence

How:

• Opportunity to take responsibility
• Enhanced when feeling involved in important environmental matters

(Deci & Ryan, 2000)
Competence

Confidence in one’s own capacities (self-efficacy)

How:

• Experiencing success
• Being valued by their teachers and peers
• Enhanced when offered appropriate l

(Deci & Ryan, 2000)
Relatedness

Feeling safe and accepted

How:

• Experiencing inclusion (play, group work)
• Adults and peers
• Enhanced when children have a voice in how to approach them

(Deci & Ryan, 2000)
How to reverse underachievement?

Autonomy – Competence – Relatedness
How to reverse underachievement?

Project StudentTalent
Project Student Talent

Part I:
- Counseling
- 5 group meetings
- Individual meetings

Part II:
- Intellectual and creative challenge
  → Designing a new course
Project Student Talent: part I

• Meeting 1: getting to know each other, creating a safe environment
• Meeting 2: defining current situations, frustrations and thoughts
• Meeting 3: defining starting point and setting goals
• Meeting 4: gaining insight in and questioning current behaviour
• Meeting 5: combining insights in order to make a plan; where do I want to go to? How am I getting there? Which talents can I use? What do I need to learn?
Project Student Talent: part II

- Designing a course
How to reverse underachievement?

Autonomy  Competence  Relatedness
You are braver than you believe, and stronger than you seem, and smarter than you think.

-Winnie the Pooh