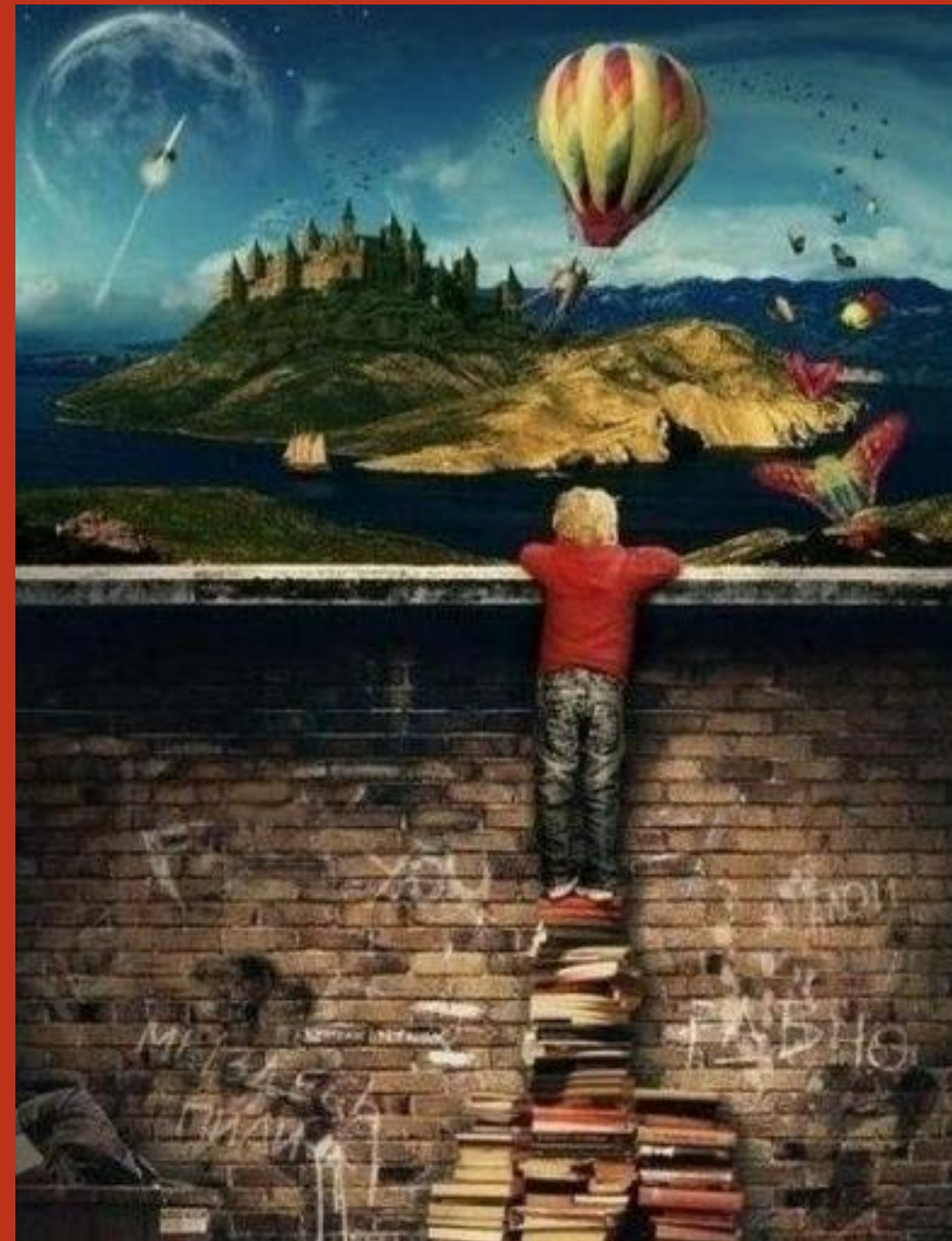


# Excellence beyond boundaries

Breaking through barriers of gifted underachievers

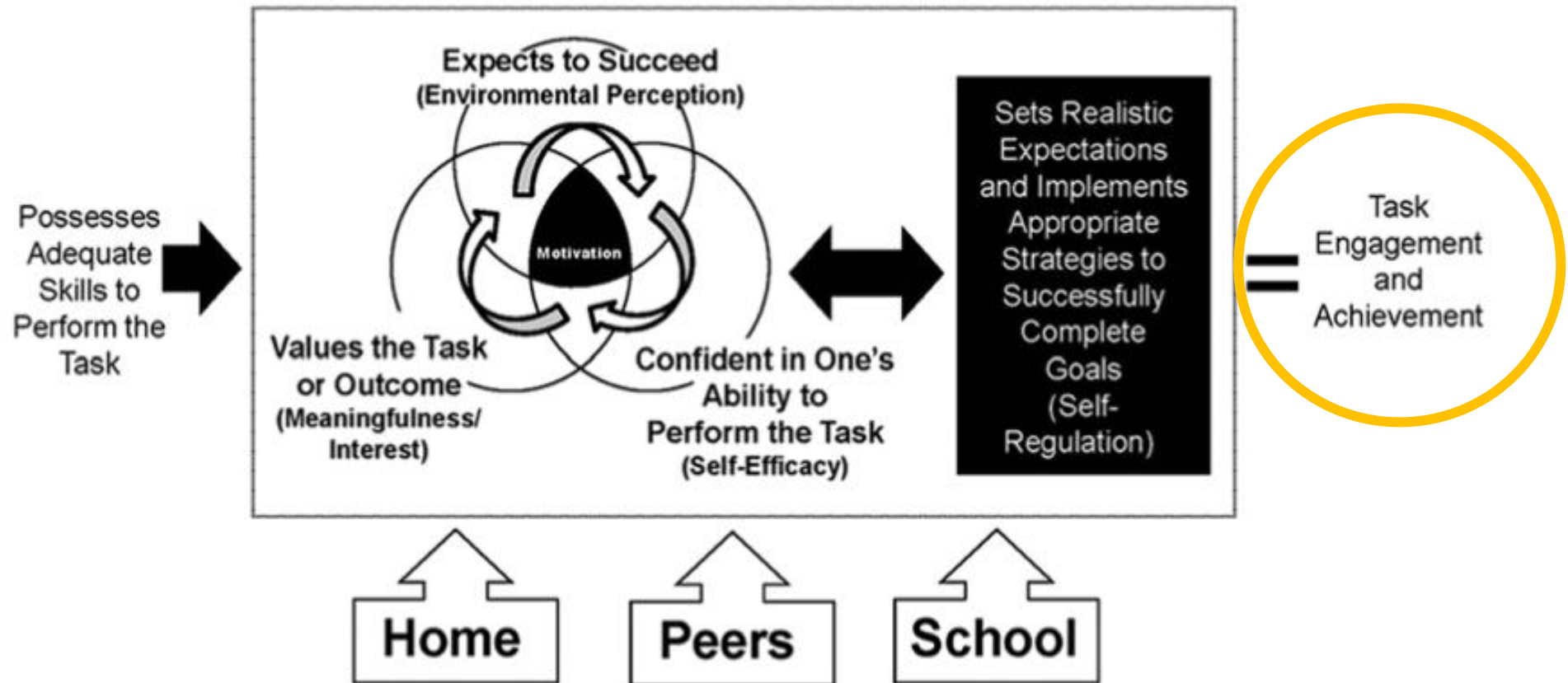




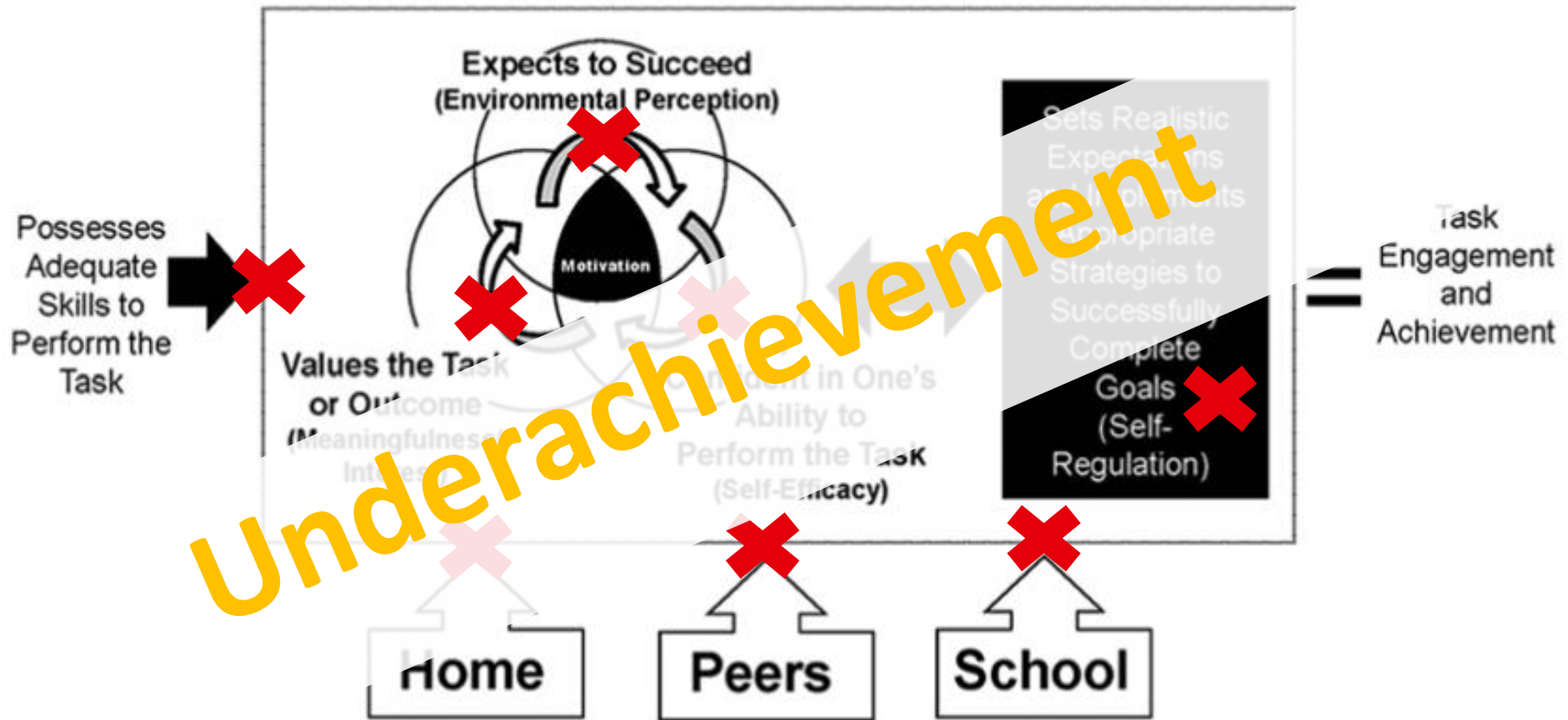
# Barriers



# Barriers vs. achievement



The Achievement Orientation Model (McCoach & Siegle, 2003)



The Achievement Orientation Model (McCoach & Siegle, 2003)

# What is **underachievement**?



**Underachievement: A discrepancy  
between achievement and expected  
achievement based on potential**

(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?



# Negative effects:

## Society:

- Loss of potential
- Money

## Underachiever:

- Social emotional effects
- Money

## Schools:

- Loss of potential
- Affecting status
- Money



# What **if**?



# Positive effects:

## Society:

- ~~Loss of potential~~ → turning potential into performance
- Money

## Underachiever:

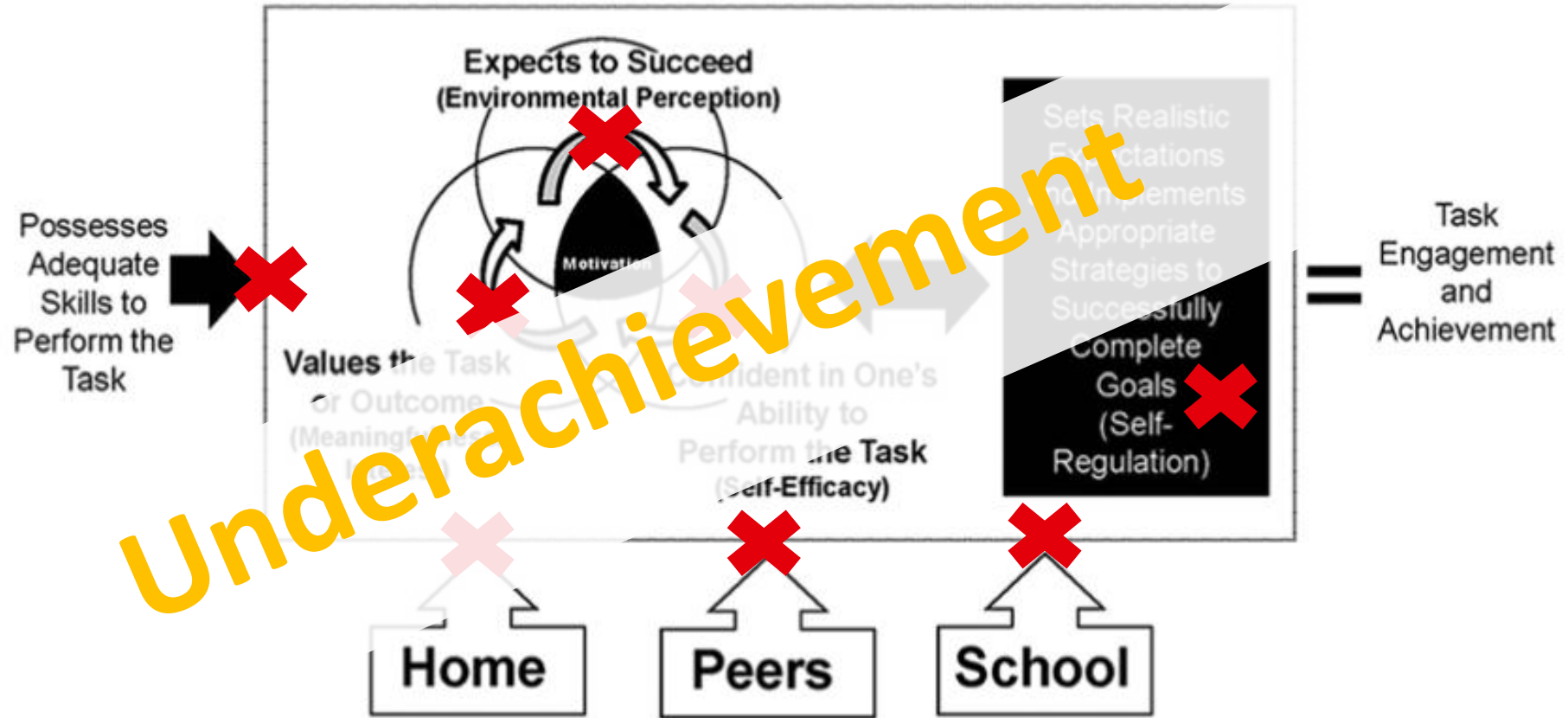
- Social emotional effects → a happier child
- Money

## Schools:

- ~~Loss of potential~~ → 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 I



(Deci & Ryan, 2000)



# Relatedness

## Feeling safe and accepted

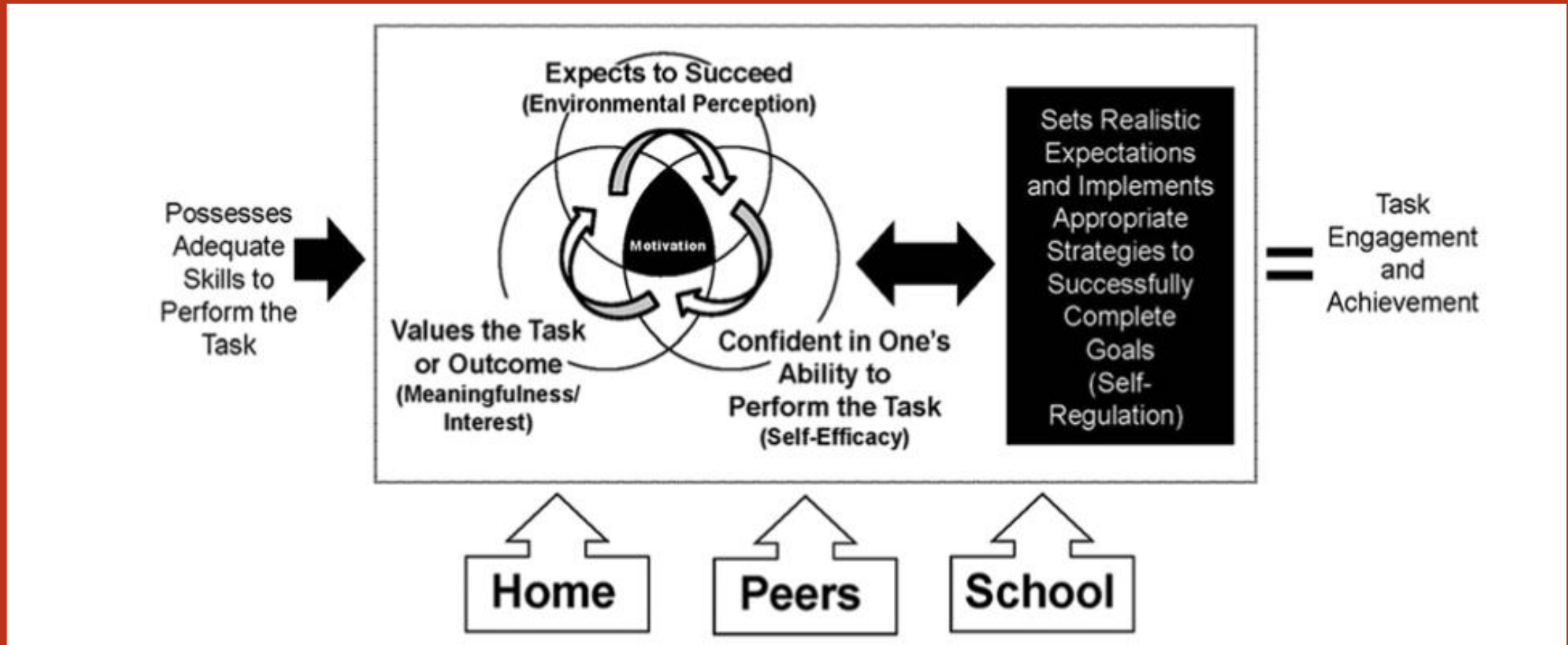
How:

- 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 StudentTalent

## Part I:

- Counseling
- 5 group meetings
- Individual meetings

## Part II:

- Intellectual and creative challenge
- Designing a new course



# Project StudentTalent: part I

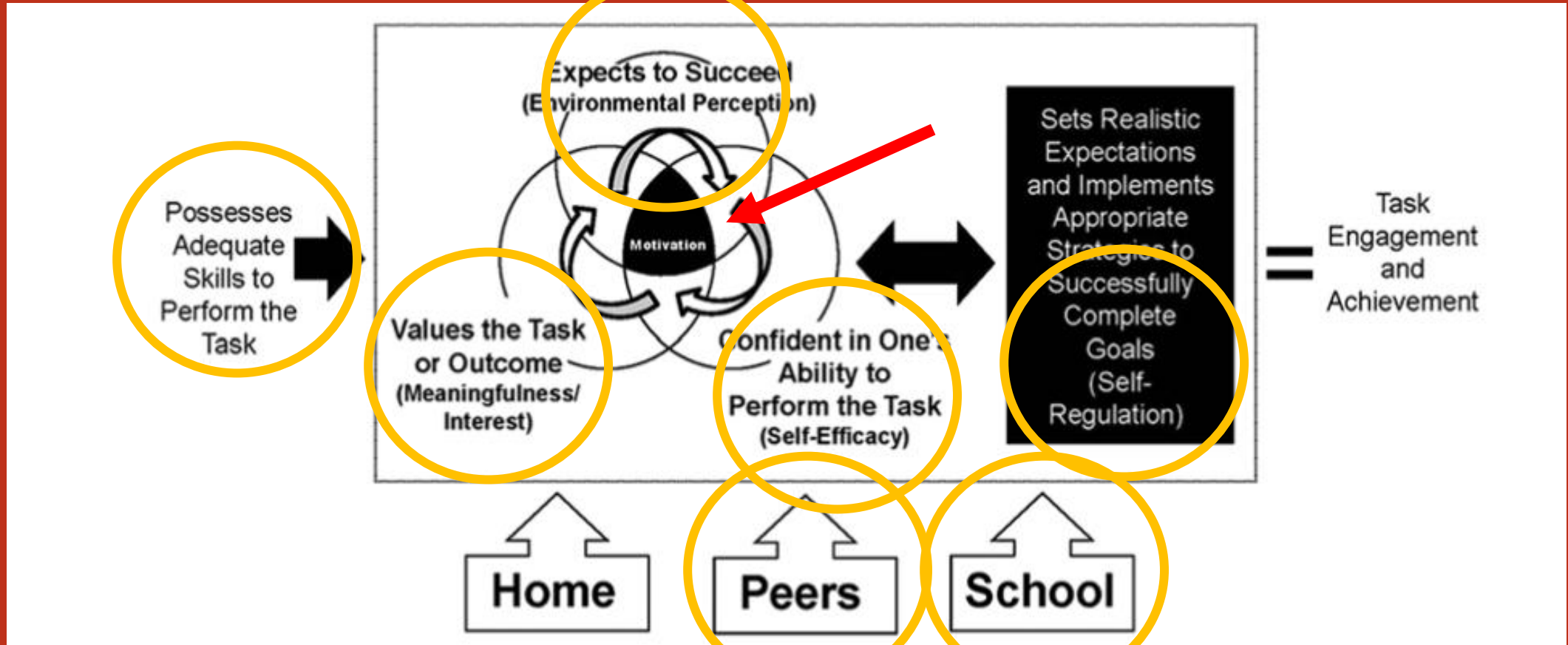
- Meeting **1**: getting to know each other, creating a safe environment
- Meeting **2**: defining current situations, frustrations and thoughts
- Meeting **3**: defining starting point and setting goals
- Meeting **4**: gaining insight in and questioning current behaviour
- Meeting **5**: combining 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 StudentTalent: 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

