



# Help! This Gifted Child Isn't Acting Gifted

**Del Siegle**  
**D. Betsy McCoach**  
**University of Connecticut**

**curious**  
**happy**  
**achieving**  
**well-behaved**  
**interested**

**What does  
it mean to  
be acting  
gifted?**

**motivated**  
**knowledgeable**



motivating  
points



motivating  
points



**Promote Growth**

motivating  
point

*performance*  
**g**oals  
Entity  
(Fixed  
Mindset)



*learning/mastery*  
**G**oals  
Incremental  
(Growth Mindset)

**Carol Dweck**

IF YOU NEED TO  
WORK HARD IT  
MEANS YOU ARE  
NOT SMART

**WORKING HARD**

**MAKES YOU SMART**



**Help children understand that  
challenging situations are  
opportunities to acquire or  
improve skills and that  
encountering difficulty does not  
mean that they are not  
intelligent.**



**Build confidence by recognizing growth**

**recognize growth  
and  
accomplishments...**





**...by using specific,  
developmental  
compliments**



**Share your  
successes as  
well as your  
struggles**



**model** mistakes are simply  
unplanned adventures



“Mistakes are  
the portals of  
discovery.”

- James Joyce



Mistakes are  
part of the  
wonderful  
adventure of  
learning and  
growing.

Address fear of failure

**“I kind of start living by the motto of I’d rather enjoy than spend every single minute being afraid of losing it.”**


Taylor Swift

DEC. 25, 2023

PERSON OF THE YEAR | TAYLOR SWIFT



time.com



Create Value

motivating  
point



# **Eccles and Wigfield**

## **Expectancy-Value Theory**



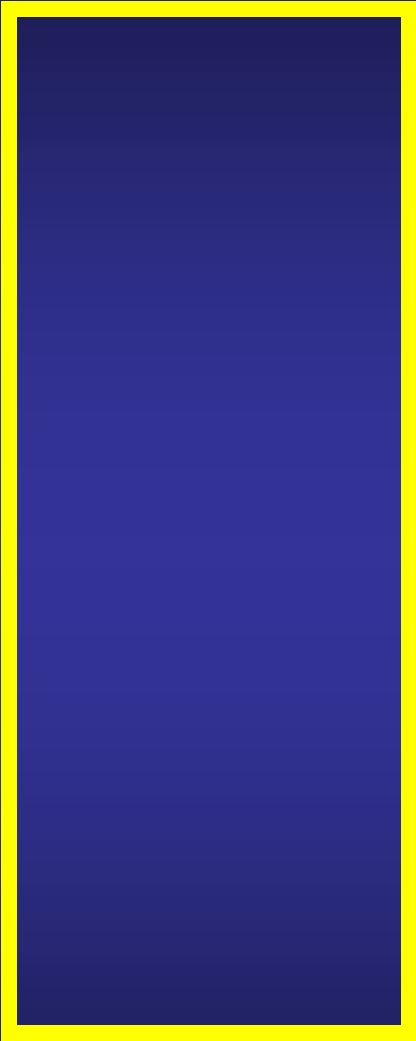
**Enjoyment one gets from performing the activity (intrinsic value)**



**The importance of doing well on a task (attainment value)**



**How useful the task is for future goals (utility value)**



The future  
influences the  
present as  
much as the  
past.

Friedrich Wilhelm Nietzsche

**Never  
underestimate the  
power of student  
interest in making  
learning meaningful**

*Relationship Between Perceived Level of Talent and Belief in an Entity Theory of Intelligence, the Importance of Natural Ability in High Performance Levels, the Important of Personal Effort in High Performance Levels, and Interest in Each of 15 Talent Areas*

Talent Area	Entity Belief	Role of Ability	Role of Effort	Personal Interest
Musical Skills	-0.093	0.019	0.36**	0.601**
Art Skills	-0.123	-0.053	0.16	0.629**
Mathematical Skills	0.027	0.263**	0.059	0.550**
Athletic Skills	0.003	0.124	0.116	0.726**
Writing Skills	0.082	0.259**	0.064	0.598**
Spelling Skills	-0.052	0.162	0.089	0.350**
Dance Skills	0.008	0.109	0.18*	0.691**
Inter-Personal Skills	-0.191*	0.15	0.11	0.453**
Logical/Reasoning Skills	-0.052	0.26**	-0.069	0.514**
Visual/Spatial Skills	-0.126	0.137	0.086	0.513**
Language Acquisition Skills	-0.029	0.063	0.095	0.496**
Verbal Skills	-0.034	0.237**	0.066	0.485**
Leadership Skills	-0.185*	0.186*	0.213*	0.613**
Science Skills	-0.072	0.064	0.05	0.688**
Overall Academic Skills	-0.002	0.093	0.038	0.222**

Siegle, D., Rubenstein, L. D., Pollard, E., & Romey, E. (2010). Exploring the relationship of college freshman honors students' effort and ability attribution, interest, and implicit theory of intelligence with perceived ability. *Gifted Child Quarterly*, 54, 92-101. <https://doi.org/10.1177/0016986209355975>

**Share your children's  
interests with the school  
and work with the school  
and your children to tie  
these interests to school  
projects.**



A large, bold, black number '3' that serves as a background for the text 'Pre-assess & Compact'.

**Pre-assess &  
Compact**

motivating  
point




“I am afraid you will  
forget how to vacuum”



“I just don’t understand.  
I know she knows how  
to vacuum, but she just  
won’t do it.”





**Discuss Cause and  
Effect Relationships**

motivating  
point



**Did we study the right things?**

**What was on the test that we  
didn't study?**

# Test-taking Strategies

Being well prepared for a test involves time management, high-quality note-taking, and regular reviews of material. There are three types of reviews that can better prepare you for test-taking: regular, weekly reviews; reviews just before the test; and posttest reviews of your test performance. Doing well on a test involves test anticipation, preparation, and analysis of performance.

## Test Anticipation:

- What format will the test be? Multiple choice, short answer, essay, or a combination?
- How much is the test worth?
- How much time will you have to write the test?
- Are you allowed to use notes or text?
- What materials will be needed? A calculator, ruler, or a pencil?
- Have you regularly reviewed the notes for the test?
- How much study time will you need? When will you study and for how long each time?
- Were previous tests similar to this one? Were there quizzes on this material?

## Test Preparation:

- Spread your study time over several days and take regular short breaks
- Study difficult or "boring" subjects first
- Schedule study time during your best time of day
- Study where you'll be alert (not in bed or in easy chairs or sofas where you can get too comfortable).
- Revise class and text notes
- Concentrate on remembering the main ideas and most important information
- Ask questions of yourself; provide yourself with elaborate explanations
- Study with a partner to compare notes and test each other
- Review main topics and subtopics

## Posttest Analysis:

- Did you receive the grade you expected?
- Analyze the missing answers: Were they in your notes? In your text? On a quiz?  
Did you not provide enough detail?
- Analyze the type of questions: Did you perform better on a certain type of question?
- Did you have enough time to finish the test and to review your answers?

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**Executive  
Functioning**

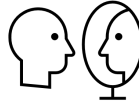
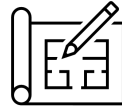
motivating  
point

Renzulli  
Executive Functioning Scale

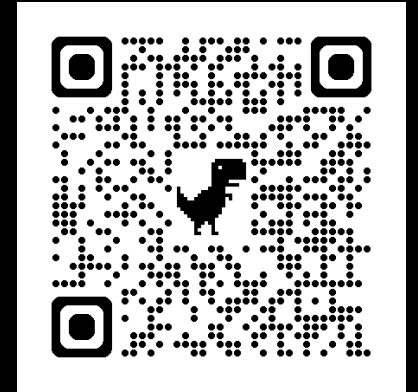
**REFS**

**DOMAINS**

[s.uconn.edu/execfunction](https://s.uconn.edu/execfunction)



- **Task Initiation**
- **Task Completion**
- **Organization**
- **Reflect on Improving**
- **Emotional Regulation**
- **Collaboration**
- **Self-advocacy**
- **Time Management**
- **Help Seeking**



# Task Initiation

The ability to get started, or to begin a task without procrastination

- Let them choose
- Write tasks down and break the task into smaller pieces. Start small.
- Work on anxiety (What is the worst that can happen?)
- Focus on values, not on feelings. (Don't wait until you feel like it). Know that momentum comes AFTER you get started.
- Set a designated time and place
- Set goals
- Checking in; reminding them they can revise later
- Start anywhere
- Create a plan (plan steps) / Create a checklist
- Get a buddy
- Practice Premack's Principle (Grandma's Rule)





# Task Persistence

The ability to put continual effort towards a task-oriented goal. Stick-with-it-ness.

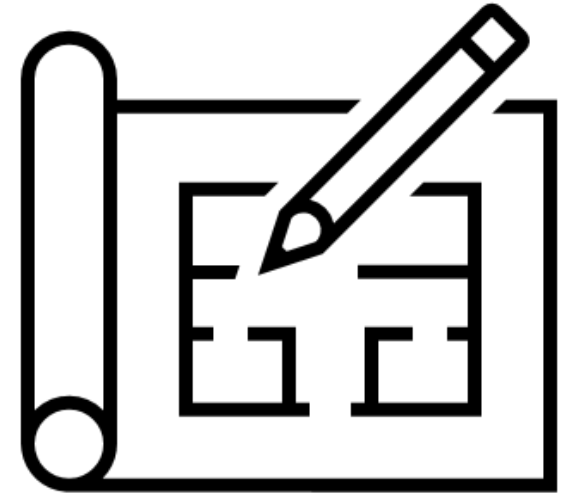
- Set a timer and work in focused bursts with breaks (Pomodoro Technique)
- Create barriers to distraction (physical and digital).
- Give yourself a deadline (Parkinson's Law)
- Set small goals to get excited about competition
- Offer reward tokens / Provide praise and encouragement
- Give feedback for interim steps
- Use goal charts
- Work with student's interests
- Beware of multi-tasking
- Recognize progress
- Organize sectioned binder
- Use music



# Organization

The ability to put things in order, plan, manage time, and monitor one's progress.

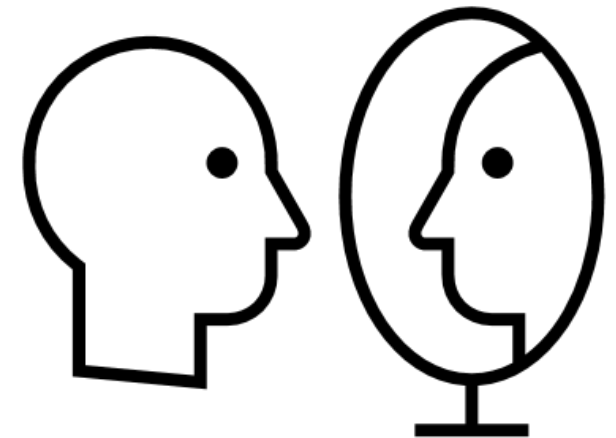
- Color code tasks
- Create task lists
- Labeled portfolios
- Model it: Show what a desk free of clutter look like
- Develop daily checklists
- Have students make planners and binders with ordered tasks
- Build the school-home connection



# Self-Reflection/Awareness

The ability to recognize and understand one's strengths and weaknesses.

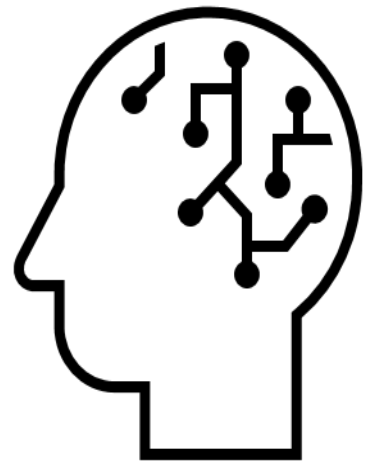
- Encourage self-talk
- Quick polls - rate your understanding or how you are feeling on scale of 1-4
- Tune into feelings
- Grade their own work with a rubric
- Reflection on strengths/area want to improve before a task/project
- Reflect on what went well/biggest strength/something would like to improve after a task
- Set goals for the day



# Emotional Regulation

The ability to sense and manage emotions.

- Take breaks
- Encourage movement
- Listen to quiet music
- Conduct mindfulness exercises
- Reserve time and place to calm down
- Practice breathing (in for 3 seconds and out for 6 seconds)
- Tense muscles and then relax them
- Close eyes and send a mental command to each part of the body to relax (feet, legs, torso, arms, neck and head)
- Control stressful thoughts by thinking about something relaxing



# Collaboration

The ability to work well with others in groups, especially on common projects or tasks.

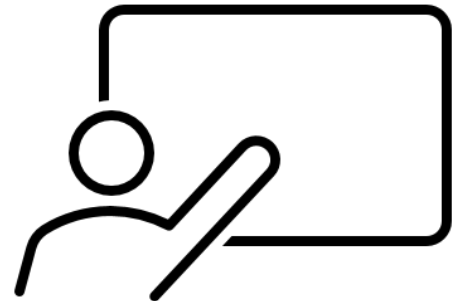
- Share thoughts
- Turn and talk
- Teach how to divide up tasks
- Develop leadership roles
- Implement Kagan strategies that encourage cooperation and communication
- Use flexible grouping
- Conduct team builders
- Jigsaw classroom learning
- Teach how to actively listen to other's ideas
- Encourage involvement in extracurriculars/social activities
- Help raise awareness of context
- Teach need to sometimes “fake” interest



# Self-Advocacy

The ability to communicate one's needs and wants and to make decisions about the support need.

- Develop knowledge of self and how to communicate
- Review how to properly approach/contact a teacher
- Discuss rights
- Locate a trusted adult
- Learn to recognize and appreciate accomplishments
- Use sentence starters
- Role play skills in assertiveness
- Participation in IEP meeting (if applicable)
- Discuss the continuum from too passive to too aggressive



**Remember...**

**All of Us Are Works  
in Progress**