Slide 1

Using the
Achievement-Orientation Model
to Reverse Underachievement

Del Siegle

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University of Connecticut

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Slide 2

What is Underachievement?

…high IQ score and low achievement test scores

…high IQ score and low grades

…high achievement test scores and low grades

…high indicators of intellectual, creative potential and low creative productivity

…high indicators of potential and limited presence of appropriate opportunity for intellectual and creative development

Linda Emerick, 1990

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Slide 3

SOME POSSIBLE
Causes of Underachievement
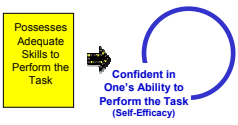
- *Initiating Situation*
- *Excessive Power*
- *Inconsistency and Opposition*
- *Inappropriate Classroom Environment*
- *Competition*
- *Value Conflict*
- *Unrealistic Expectations*

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Tara/Casey Matt/Kevin Brad Clay/Steve Josh/Candi Tye

Slide 4

A Proposed Model of
Achievement-Orientation

Del Siegle and D. Betsy McCoach
University of Connecticut

Possesses Adequate Skills to Perform the Task

Confident in One's Ability to Perform the Task (Self-Efficacy)

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Slide 5

What is self-efficacy?

Self-efficacy is one's judgment of one's capability to perform given activities.

Slide 6

Self-efficacy influences

1. What activities we select
2. How much effort we put forth
3. How persistent we are in the face of difficulties
4. The difficulty of goals we set

People with low self-efficacy toward a task are more likely to avoid it, while those with high self-efficacy are not only more likely to attempt the task, they also work harder and persist longer in the face of difficulties.

1

By the end of elementary school, children's perceptions of ability begin to exert an influence on achievement processes independent of any objective measures of ability and by the time students are college undergraduates, self-efficacy has a significant relationship to academic performance, even when ability is controlled.

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Self-efficacy is based on

1) past performance

2) vicarious experiences

3) verbal persuasion

4) physiological cues

Although there are many possible explanations for why one could fail, effort and ability are the most likely causes that students report.

– Good & Brophy

Teacher Rating of Students
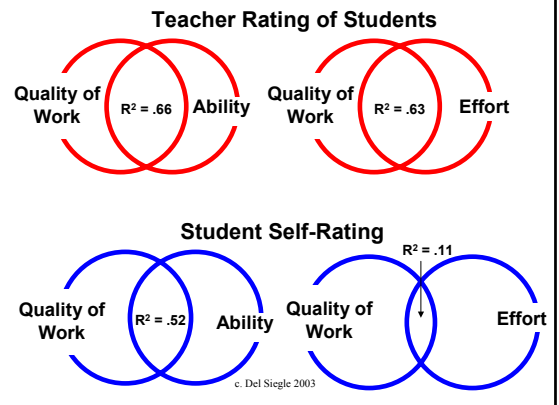
Quality of Work — $R^2 = .66$ — Ability

Quality of Work — $R^2 = .63$ — Effort

Student Self-Rating

Quality of Work — $R^2 = .52$ — Ability

Quality of Work — $R^2 = .11$ — Effort

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"by the early elementary grades, a number of teacher behaviors, such as unsolicited help, appear to function as low-ability cues....Sympathy from a teacher following poor student performance led failing individuals to infer that they were low in ability and to expect failure to continue in the future....Similarly, the communication of praise following success on easy tasks and the absence of blame following failure on such tasks can lead the targets of these types of feedbacks to infer low ability."

–Graham and Barker

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Ability
Attitude
Effort

Let students know that they have the ability to do well.

• **Compliment students on specific skills they have developed**. A specific compliment such as, *"You really learned how to calculate area."* provides more information to a student than a general comment such as, *"Good job."*

• **Help students practice lack-of-effort explanations** when they perform poorly, while drawing attention to something they did correctly. *"You know how to use a ruler, but you need to be more careful reading the numbers."*

• **Avoid the appearance of unsolicited help**. Take an indirect route to a student whom you believe needs help, visit several students before, and after, you visit your target student. Don't always target the student who needs help.

Children who observe a model similar to themselves are likely to believe that they can perform as well as the model and thereby experience higher self-efficacy.

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Five Conditions of Modeling

- **Peer Models versus Teacher Models**
- **Live Models versus Taped or Filmed Models**
- **Coping Models versus Mastery Models**
- **Number of Models Observed**
- **Self-Modeling**

Children's identification with a positive adult role model in their environment is based on three variables…

…nurturance, or the warmth of the relationship between the child and a particular adult

…similarities that children see between themselves and the adult

…the power of the adult as perceived by the child

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-- Silvia Rimm

models

Let students see other students, similar to themselves, succeed.

- **Have students demonstrate** how to do portions of the daily lesson. Select students with a variety of skill levels for the demonstrations, and confirm that a student can perform the skill prior to having her model it for the class or small group. Larger tasks can be broken into smaller components to allow students with limited skills to participate.

- **Videotape or photograph students working** and later review the tape or photographs with the class. Have the class discuss the activities and progress that is reflected in the photographs.

- **Allow students to work in groups** where they can observe and interact with each other.

- **Provide hands-on activities** that allow students to observe others.

Goals provide a standard against which students can gauge their progress and setting goals can have a substantial impact on student self-efficacy and achievement.

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goals

Help students recognize that they are learning new material and making progress.

- **Begin lessons by listing and discussing the skills** that students have mastered from previous lessons.

- **Post the goals (skills) students will learn** during a new lesson. Let students help determine goals and how to break up larger goals into smaller, attainable ones.

- **At the end of a lesson, review the goals (skills)** which were achieved. Provide students time to reflect on what they learned. Journals or calendars upon which they can record new skills they have mastered or skills at which they excelled help draw their attention toward the progress they are making.

A Proposed Model of Achievement-Orientation

Del Siegle and D. Betsy McCoach
University of Connecticut

Possesses Adequate Skills to Perform the Task

Confident in One's Ability to Perform the Task (Self-Efficacy)

Value the Task or Outcome (Meaningfulness/ Goal Valuation)

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Personally Meaningful

→ Tied to Student's Identity

→ Personally Interesting to the Student

→ Integral to Student's Vision of the Future

→ Viewed as Useful

Eccles and Wigfield

Directions:
Please complete all of the following sentences regarding the class that you are focusing on for this program. There are no right or wrong answers. Put down the first idea that comes into your head. When you are done, give this form back to your teacher/counselor.

1. When I try hard in this class, it's because _____.
2. I would spend more time on my schoolwork if _____.
3. If I do poorly in this class, then _____.
4. When I don't try hard in this class, it's because _____.
5. I would rather do _____ than do my work for this class.
6. Doing well in this class will help me to _____.
7. Doing poorly in this class will keep me from _____.
8. This class is important because _____.
9. The most interesting thing that I learned this year is _____.
10. The thing that I am most interested in learning more about is _____.
11. The most interesting thing that I learned in _____ class is _____.
12. I feel best about myself when _____.
13. I feel worst about myself when _____.
14. I am most proud of _____.
15. I wish that I could _____.
16. When I grow up, I want to _____.
17. I really value _____.

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Goal Setting Plan *(Based on Heacox, 1991)*

1. What is one area of your class performance that you really want to improve? (This is your long term goal. It may take you several weeks, months, or even a whole school year to improve this goal.)

This goal is important to me because:

2. What is one thing that you can do NOW to help you reach your long-term goal? (This is your short-term goal. You should be able to accomplish this goal in 2-4 weeks.)

3. What steps do you need to reach your short-term goal?

4. What things or people might keep you from reaching your goal? These are your obstacles.

5. What can you do to get around your obstacles? These are your solutions.

7. What special materials or help do you need to reach your goal? These are your resources.

8. How will you reward yourself when you achieve your goal? These are your incentives.

9. How and when will you check on your progress toward your goal? Who will help you to check on your progress?

Checkpoint 1 Date: _____

Checkpoint 2 Date: _____

I am committed to working toward achieving my short term goal.

Student's signature: _____ Today's date: _____

Witness (Teacher's) signature: _____

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performance
goals

learning
goals

Carol Dweck

c. Del Siegle 2003

Becoming an Achiever

Up from Underachievement
Diane Heacox
Free Spirit Press

Carolyn Coil
Pieces of Learning

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Slide 1

Personalization

Ed Gordon talks about helping students own their educational experience by making it meaningful to them.

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Slide 2

Goal Setting or…
WHERE DO YOU WANT TO GO
AND
HOW DO YOU PLAN TO GET THERE?

What school related goals would you like to work toward during the next grading period?
a. _____
b. _____
c. _____

How do you expect to achieve these goals?
a. _____
b. _____
c. _____

During this school year?
a. _____
b. _____

a. _____
b. _____

After high school?
a. _____
b. _____

a. _____
b. _____

What personal goals would you like to achieve in the next six months?
a. _____
b. _____
c. _____

How do you hope to achieve these goals?
a. _____
b. _____
c. _____

Within the next year or two?
a. _____
b. _____

Within the next year or two?
a. _____
b. _____

From *Motivating Achievers*, Carolyn Coil, Pieces of Learning

Slide 3

Mindmap:
Problem Solving, Goal Setting, & Decision Making
Complete the circles with your goal and steps to achieve it. Then number the circle in the order you need to attack your goal.

Goal:

From *Becoming an Achiever*, Carolyn Coil, Pieces of Learning

Slide 4

PROBLEM SOLVING FOR GOAL SETTING AND DECISION MAKING

Step 1: State the problem.

Step 2: With at least one other person, brainstorm possible solutions to the problem. Remember, in brainstorming all ideas are accepted!

IDEAS

1.
2.
3.
4.
5.
6.
7.
8.

Step 3: Now write some positive points and some negative points about the ideas listed. In your list of ideas (above) put **+** for each positive idea and **–** for each negative idea.

Step 4: In the space below, write down the ideas you will try and when you will try them.
IDEA   TIME LINE

From *Motivating Achievers*, Carolyn Coil, Pieces of Learning

Slide 5

goals

continued…

- **Let students help decide** how to break up larger goals into smaller, attainable ones.

- **Seek advice from students about how personally challenging goals are for them**. When students seem over or under challenged, consider new ways to align the goals with student interests.

- Try to state, and have students **state, goals in terms that are sufficiently clear** so progress can be measured.

c. Del Siegle 2003

Slide 6

A Proposed Model of Achievement-Orientation
Del Siegle and D. Betsy McCoach
University of Connecticut

Expect to Succeed
(Environmental Perception)

Possesses Adequate Skills to Perform the Task

Confident in One's Ability to Perform the Task
(Self-Efficacy)

Value the Task or Outcome
(Meaningfulness/ Goal Valuation)

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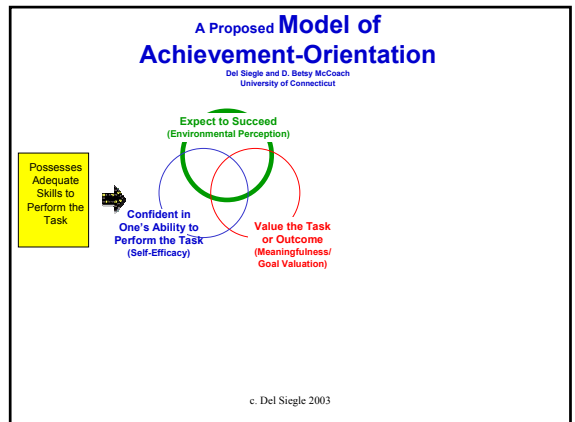
Perceived Environmental Friendliness

Claude Steele tells us that some students may have difficulty trusting the environment and their achievement may be less about their abilities than their perception of the **fairness of the environment.**

"When capable black college students fail to perform as well as their white counterparts, the explanation often has less to do with preparation or ability than with the threat of stereotypes about their capacity to succeed."

c. Del Siegle 2003

Perceived Environmental Friendliness

Students put effort where their **chances of success are better** according to John Ogbu.

c. Del Siegle 2003

Environmental Perception

"My teacher doesn't like me."

"It's too noisy for me to concentrate here."

"This stuff is too easy."
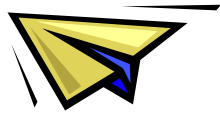
c. Del Siegle 2003

When faced with a difficult situation, three options present themselves

Robert Sternberg

1) **Modifying one's behavior to be successful in that environment**
2) **Changing the environment**
3) **Abandoning the situation.**

Kevin
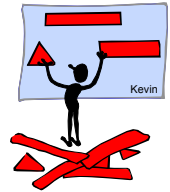
Gifted children who underachieve in school may fail to select options that maximize their likelihood for success. They may cling tenaciously to a strategy that has served them well in the past or in a different situation. c. Del Siegle 2003
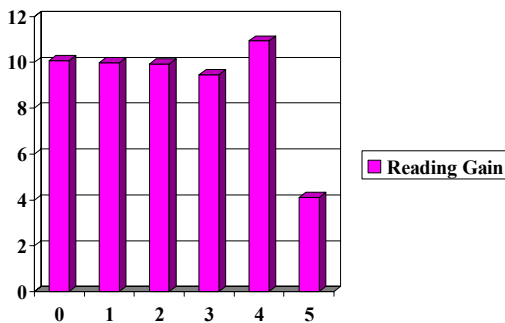
Gain from Beginning to End of Kindergarten

Gain from Beginning to End of Kindergarten

Top-right box:
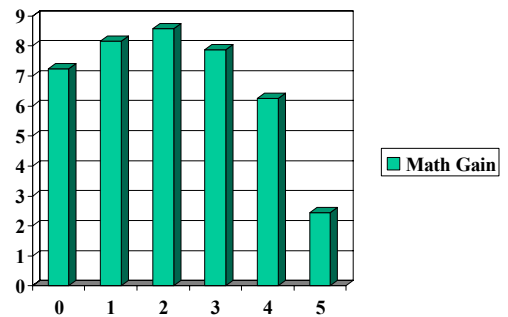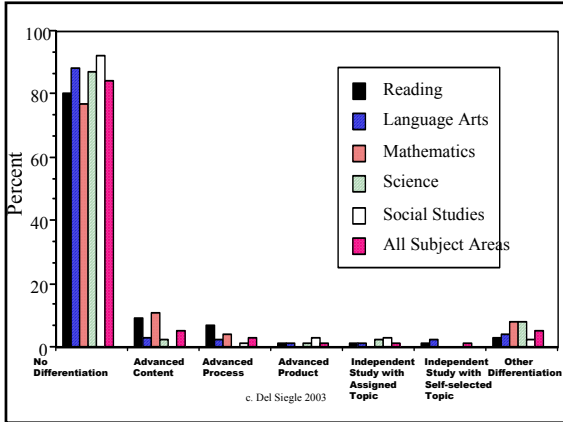
Because content is academically challenging does not guarantee that students will find it intellectually stimulating.

- Too little academic challenge, too little intellectual stimulation produces bored students.
- Too much academic challenge, too little intellectual stimulation produces "turned off" students.
- Too much academic challenge with adequate intellectual stimulation produces frustrated students.
- Optimal challenge combined with intellectual stimulation produces students in a state of "flow".

Mihaly Csikszentmihalyi coined the term "flow"

Middle-left box:

There are certain conditions that influence this imperfect access to internal states:

1. To reduce anxiety, fear, or threat, an adolescent might deny that the state exists (**motivated self-deception**). (E.g., "I don't have a problem.")
2. Adolescents sometimes become convinced that they feel something that they do not. The **inaccurate verbalizing** (e.g., "I hate school") may actually be independent of their actual feelings. To fit in with a certain peer group or appear "cool," a student may say something that she doesn't really feel. An adolescent might also be verbalizing with a limited vocabulary or limited understanding of the situation (e.g., "English sucks.")
3. Adolescents may have **processing or accessibility difficulties**. For example, the more processing an adolescent has to do to form an attitude, the more apt he will be to lose track of what the attitude is. Also, the more negative the attitude, the more accessible it usually is (e.g., "I used to like my teacher last year when he was my soccer coach but I'm not doing well now in his math class and he must hate me so he won't play me this year and so I won't bother working in math because he doesn't care about me anymore").

Middle-right box:

**The three basic irrational beliefs** that some adolescents hold are:

1. I must perform well all the time.
2. Everyone must treat me well all the time.
3. Conditions must be favorable all the time.

_____

Adolescents' negative and inaccurate automatic thoughts or **distorted cognitions fall into five categories**:

1. perceptions about what events occur (e.g., The teacher doesn't like me so she asks me lots of questions in class to put me on the spot.),
2. attributions about why events occur (e.g., I'm not doing as well as I could because the teacher grades too hard.),
3. expectancies or predictions of what will occur (e.g., I'll never get an A from her.),
4. assumptions about the nature of the world and correlations among events (e.g., Adults don't listen to kids.), or
5. beliefs about what "should" be (e.g., I ought to be allowed to drop math if I don't like it).

Bottom-left box:

Strategies to Integrate "Choice Theory" Into Practice

- **Do not allow a student to say someone else "made" her do something** or react somehow. "The teacher made me mad" is a way of saying "I am not personally responsible for what I feel, and therefore, for what I do." Instead, point out to the student that she chose to feel angry, and examine with her the reasons for the anger and her subsequent actions.

- Have a student **use verbs to describe his feelings, rather than adjectives**. "I am depressed about school" does not imply personal responsibility or choice. "I am depressing something" or "I am choosing to depress something" is a more accurate and responsible way to express the feeling, as it means that something can be done about the situation. Again, it is important to reiterate that a person chooses to think and react in a certain way. Help the student figure out what it is that he is depressing and point out that this is not a fixed state.

Bottom-right box:

- **The focus is on what is occurring in the present, and on how to actively change it for the future.**

- What is working for you now? How could you do more of the same?
- What are you doing that keeps this problem going? What would you rather be doing instead of your problem?
- What would you like to try that is different from what you usually do?
- What kinds of problems have you previously solved? How?
- When you had a problem like this one before, what good solutions did you work out? or If you have never had this type of problem before, have you ever helped someone else with this type of problem?
- What changes did you make that were better than those you are making now?
- What were the times when you expected to have this problem and you did not actually have it, or you dealt well with it?
- What solutions have worked well for you, and what ones have not?
- When you stopped feeling upset/angry/frustrated/incapable, what had you done to make yourself stop?
- What interrupted your problem and made it better or tolerable?

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Reactions to the Inevitable "I Don't Know" Response

"I don't know" is a natural for an adolescent, especially considering that the questions are new and difficult.

- "How would your life be different if you did know?"
- Paraphrase or reword your question.
- Wait and see what happens. "I don't know" might just be a way to buy time to think of answers.
- "What would your parent/teacher/friend say about this problem/situation?" or "Guess."
- "I know it's a hard question. You don't have to answer immediately," then wait again. This indicates that you want a real answer and are willing to wait patiently.
- "Of course you don't know yet. Take your time. What do you think?"
- Use a combination of the above. After a student says "I don't know" do not respond in any way for at least 6 seconds. Any kind of movement or nod from you means it is your turn to talk. Most students will start developing an answer in 6 seconds, but if the "I don't know" is repeated, then respond with a prompt like "Suppose you did know" or "Pretend you know."

Working with Environmental Perceptions

- Mental Filter
- Dichotomous Thinking
- Mind Reading
- Catastrophic Exaggeration
- Blaming
- Control Beliefs
- Selective Perception
- Ad Hominen

Student wishes to do well → Is the student's perception of the environment distorted?

YES → Counseling

NO → Change environment with student input

REFLECT: How valid is it in regards to the observable reality?
How reasonable is it as a standard or explanation of events?
OBSERVE: Do you have the same perception as the student?
INQUIRE: Ask questions of people in the same environment.
Ask people in similar circumstances.

"What would it take for you to do well?"
*curriculum *classroom environment *interaction with teacher

c. Del Siegle 2003

Mental Filter—Magnifying the negative details while filtering out positive aspects of a situation.

Dichotomous Thinking—No middle ground; either good or bad, black or white.

Mind Reading—Without their saying so, you know exactly what people are thinking, especially with regard to you.

Catastrophic Exaggeration—The worse case scenario is going to occur, and it will be intolerable.

Blaming—Other people are solely responsible for your anguish.

Control Beliefs—I am controlled / I must control.

Selective Perceptions—Focus only on things of interest, ignoring the whole picture.

Ad hominem—Attacking a person rather dealing with an issue.

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McCoach Hierarchy of Environmental Adaptation

Understand the Environment

⬇

Fit into the Environment

⬇

Master the Environment

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Expect to Succeed
(Environmental Perception)

Possesses Adequate Skills to Perform the Task

Confident in One's Ability to Perform the Task
(Self-Efficacy)

Value the Task or Outcome
(Meaningfulness/ Goal Valuation)

Set Realistic Expectations and Implement Appropriate Strategies to Successfully Complete Goals
(Self-Regulation)

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Time Management
Study Skills

Management Strategies
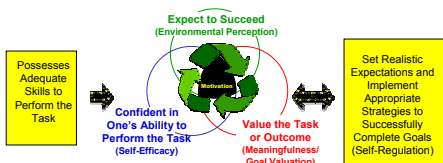
Self-Regulation

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Active Study Checklist

RECITE

• **I describe or explain the topic out loud, in my own words.**

• **I record into a tape recorder.**

• **I teach or explain the information to someone else.**

• **I role play a part.**

• **I simulate the lesson.**

• **I recite the answers to questions on the topic that I made up myself.**

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Active Study Checklist

WRITE

• **I make a chapter study review by writing key points on index cards.**

• **I make and use flashcards for short answer questions or concepts.**

• **I make lists of related information by categories.**

• **I draw a diagram, map, sketch, timeline, or chart from memory, and then I check the book for accuracy.**

• **I write questions I think will be on the test and recite the answers.**

• **I create semantic maps (visual representation of ideas) to summarize the unit (webs, sequence chains, Venn diagrams).**

• **I use mnemonics to remember information.**

• **I rewrite class notes, rearranging the information in my own words.**

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Active Study Checklist

VISUALIZE

• **I close my eyes and picture in my mind what I am trying to remember (chart, map, event, scene, experiment, character).**

• **I try to remember where information is located on a page.**

• **I picture in my mind how the test will look, based on previous similar tests.**

• **I organize and design graphic organizers to put abstract information into concrete and visual form.**

• **I represent concepts with symbols so I can remember them.**

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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?

Note-taking Tips

The very act of writing something down may improve your retention of that information. Note taking also increases concentration. Here are some tips for better note-taking:

- Write titles and headings on the page correctly.
- Label all notes in notebook with date, topic and page.
- Leave a wide margin so you can add questions, comments, or new information to it later; make a wide left margin as the recall column.
- Skip lines between subtopics.
- Circle, underline, or highlight key phrases in notebook when studying.
- Interact with the notes soon after taking them; review them, transcribe them into a different form, recite them.

To take notes from a textbook:
Use the chapter format to guide you (headings, text boxes, chapter summaries, questions). Skim the whole section before beginning your note-taking.

- Write in your own word what you read.
- Describe a sequence of events, steps, or ideas.
- List main topics and subtopics in outline form.
- List details for each main idea and subtopic;
- Make semantic map (graphic organizer) for main ideas and subtopics.
- Categorize details.
- Write a summary for each section.

To take notes from a classroom discussion:
Use the tips above.

- Write in your own words what is said. Don't try to write down every word.
- Invent a personal form of shorthand of symbols and abbreviations for common words or phrases.
- Use arrows, stars, or asterisks to indicate most important points.
- Practice good listening techniques such as: look directly at the speaker; do not talk when the speaker is talking; think along with the speaker.
- Listen for key words such as:
  There are 3 reasons . . . ; In conclusion . . ; An important point is . . .

Time Management Chart

DIRECTIONS: Record your daily activities and how much time they take, including the weekend. Use a different color for each activity (e.g. eating, sleeping, travel time to & from school, class time, extracurricular clubs/activities, study time, homework, leisure).

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12 AM							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12 PM							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

Slide 1

Study Time Chart

Study time includes all academic activities, including working on homework or projects, reviewing notes, getting ready for a test, or organization, and scheduling. Once you have established how much time you will allot for studying or doing homework, monitor how you use this study time.

Day	Date	Assignment	Time Start	Time Spent	Location	Working With	Distractions

Slide 2

Time Management
Study Skills

Risk Comfort Level
"Good Enough"
Perfectionism

Management Strategies

Personal Standards

Self-Regulation

c. Del Siegle 2003

Slide 3

HOW MUCH OF A PERFECTIONIST ARE YOU ?

Have you ever caught yourself thinking or feeling *"I have to please everyone"… "I always have to finish what I start" … "I mustn't disappoint anyone" … "I want everyone to like me" … "I have to do everything well, not just or the things I know I'm good at"* … ??? If any of these sound familiar to you, there's a good chance you have perfectionist tendencies.

How much of a perfectionist are you? This exercise can help you find out. Read each statement, then rate each one according to whether you strongly agree (**+2**), **agree somewhat** (**+1**), **can't decide** (**0**), **disagree somewhat** (**-1**), or **strongly disagree** (**-2**). Answer with your first thought to get the truest response.

Slide 4

_____ 1. I'm critical of people who don't live up to my expectations.
_____ 2. I get upset if I don't finish something I start.
_____ 3. I do things precisely down to the very last detail.
_____ 4. I argue about test scores I don't agre with, even when they won't affect my final grade.
_____ 5. After I finish something I often feel dissatisfied.
_____ 6. I feel guilty when I don't achieve something I set out to do.
_____ 7. When a teacher hands back one of my papers, I look for mistakes before looking for right answers or positive comments.
_____ 8. I compare my test scores with those of other good students in my class.
_____ 9. It's hard for me to laugh at myh own mistakes.
_____ 10. It I don't like the way I've done something, I start over and keep at it until I get it right.

Slide 5

GAMES

UNHEALTHY PERFECTIONISTS PLAY

- •Numbers Game
- •Focusing on the Future
- •Telescopic Thinking
- •Pining Over the Past
- •Getting it Right
- •All or Nothing
- •Mood Swinging

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Slide 6

TIPS
To Reduce
Unhealthy Perfectionism

Creative Visualization

Bibliotherapy

"Debugging"

"Swiss Cheese"

Creative Outlets

Perfectionism
What's Bad About Being Too Good?

Miriam Adderholdt-Elliott and Jan Goldberg

c. Del Siegle 2003

Walt Disney was fired by a newspaper editor because "he had no good ideas." He went on to create Mickey Mouse, Donald Duck, the Disney Studios, Disneyland; his greatest dream, EPCOT Center opened in 1982.

Thomas Edison's teachers called him "too stupid to learn." He made 3,000 mistakes on his way to inventing the lightbulb. Eventually he held 1,093 patents.

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Louisa May Alcott was told by an editor that she would never write anything popular. More than a century later, her novels are still being read, and the Children's Literature Association (an international group of librarians, teachers, authors, and publishers) considers *Little Women* on the the best American children's books of the past 200 years.
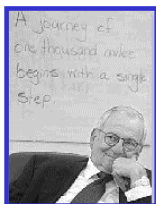
c. Del Siegle 2003

Charles Goodyear had many business failures and was even sent to debtor's prison before accidentally discovering the vulcanization process that revolutionized the rubber industry.

Lee Iacocca was fired from Ford Motor Company by Henry Ford II. He later became chairman of the board at Chrysler and headed the campaign to restore the Statue of Liberty. (He even bought Henry Ford's old house and moved in.)

c. Del Siegle 2003

Babe Ruth hit 714 home runs—but he also struck out 1,330 times.

R.H. Macy failed seven times before making it big with his New York store.

c. Del Siegle 2003

Abraham Lincoln started out as a captain at the beginning of the Blackhawk War; by the end of the war, he had been demoted to private.

Failed in business in 1831.
Defeated for Legislature in 1832.
Second failure in business in 1833.
Suffered nervous breakdown in 1836.
Defeated for Speaker in 1838.
Defeated for Elector in 1840.
Defeated for Congress in 1848.
Defeated for Vice President in 1856.
Defeated for Senate in 1858.
Elected President in 1860.

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Time Management
Study Skills

Management Strategies

Risk Comfort Level
"Good Enough"
Perfectionism

Personal Standards

Self-Regulation

Self-Monitoring

Distractibility
Delayed Gratification
Performance Avoidance

- Set **short term objectives** based on long term goals the **child wishes to accomplish**.
- Reward activities that are completed.
- Establish a **study place** in a quiet area away from a television.
- Determine with the student a minimum amount of **study time each day** ranging from 20 minutes for a first or second grader to 1 ½ hours for high school students.
- If possible a **same sex** parent should monitor the work.
- **Monitor** the work until the student internalizes the need to work well.

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Personal. These strategies usually involve how a student organizes and interprets information and can include:

1. **Organizing and transforming information**
outlining; summarizing; rearrangement of materials; highlighting; flashcards/ index cards; draw pictures, diagrams, charts; webs/mapping
2. **Goal setting and planning/standard setting**
sequencing, timing, completing; time management and pacing
3. **Keeping records and monitoring**
note-taking; lists of errors made; record of marks; portfolio; keeping all drafts of assignments
4. **Rehearsing and memorizing** (written or verbal; overt or covert)
mnemonic devices; teaching someone else the material; making sample questions; using mental imagery; using repetition

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Behavioral:
These strategies involve actions that the student takes.

1. **Self-evaluating** (checking quality or progress)
• task analysis (What does the teacher want me to do? What do I want out of it?)
• self-instructions; enactive feedback
• attentiveness

2. **Self-consequating**
• treats to motivate; self-reinforcement
• arrangement or imagination of punishments; delay of gratification

c. Del Siegle 2003

Environmental:
These strategies involve seeking assistance and structuring of the physical study environment.

1. **Seeking information** (library, Internet)
• library resources
• Internet resources
• reviewing cards
• rereading records, tests, textbooks

2. **Environmental structuring**
• selecting or arranging the physical setting
• isolating/ eliminating or minimizing distractions
• break up study periods and spread them over time

3. **Seeking social assistance**
• from peers
• from teachers or other adults
• emulate exemplary models

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WHEN

PEOPLE **T**END TO *change…*

…participated in the decision

…rewards exceed penalties

…see valued others

…have the required competencies

…trust motives of the person attempting change

…environment free from threat and judgement

…able to influence others reciprocally

…observe successful cases

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Parenting**TIPS**
that Support ACHIEVEMENT

1. Use Moderation
2. Be Positive
3. Agree on and Communicate Expectations
4. Let the Learner Struggle
5. Connect Effort with Results
6. Enforce Academic Time
7. Share Decision Making
8. Use Incentives when Appropriate
9. Find Varying Teachers for Varying Stages
10. Model Risk Taking
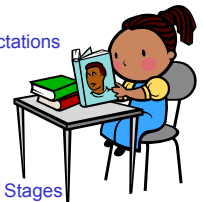
Sylvia Rimm talks about the need for achievers to relate to models who demonstrate that effort is rewarded.

Books by Dr. Rimm:

• *How to Parent So Children Will Learn*

• *Why Bright Kids Get Poor Grades--And What You Can Do About It*

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Parents and Teachers!

Take this quiz and find out if your child (or student) is at risk for underachievement

Do you wonder if your child (or student) is at risk for underachievement or is underachieving? To find out, ask yourself the following questions.* Score 1 point for each "yes" response and total the points for each section. Scores are explained after each section. (If you are a teacher, substitute "my student" for "my child.")

*Quiz questions taken from *Why Bright Kids Get Poor Grades* by S. B. Rimm, Crown Publishing Inc., New York, 1995.

Section 1:
- Does my child forget to do homework assignments?
- Does my child give up easily?
- Does my child avoid competitive activities unless he/she is almost sure to win?
- Does my child start working late on homework each night?
- Does my child watch two or more hours of TV (or play two or more hours of video games) on school nights?

Total points for Section 1:
4-5: My child has characteristics that indicate a very serious underachievement problem.
2-3: My child has characteristics that indicate a fairly serious underachievement problem.
1: My child has characteristics that indicate only minor underachievement problems
0: My child has no characteristics of underachievement.

Section 2:
- Was my child the center of an unusual amount of attention for the first three years of his/her life?
- Were my child's parents divorced before he/she was a teenager?
- Did my child have many health problems as a preschooler?
- Does my child have a same gender sibling who is less than three years younger or older than he/she?
- Does my child want a lot of one-to-one attention?

Total points for Section 2:
4-5: My child encountered very serious risks for underachievement.
2-3: My child encountered fairly serious risks for underachievement.
1: My child encountered only minor risks for underachievement.
0: Indicates no obvious risk factors that would lead to underachievement.

Section 3:
- Is the mother or father in this child's family perfectionistic?
- Does my child tend to ignore his/her mother, father, or teacher when they make requests?
- Did the mother or father in this child's family not like school?
- Is the mother or father in this child's family unhappy in his/her career?
- Is the mother or father in this child's family disorganized?
- Do the mother and father in this child's family have very different approaches to child rearing?
- Is one parent in this child's family a more rigid disciplinarian than the other?
- Do my child's grandparents live nearby and overindulge him/her?

Total points for Section 3:
4-8: My child has very serious problems related to imitation of family patterns.
3-4: My child has fairly serious problems related to imitation of family patterns.
1-2: My child has minor problems related to imitation of family patterns.
0: My child has no apparent problems related to imitation of family patterns.

Section 4 (Dependent Underachiever):
- Do other children seem to pick on my child?
- Is the mother or father in this child's family overprotective?
- Does my child need lots of parent help with homework?
- Does my child often play class clown?
- Does my child cry, whine, or complain a lot?

Total points for Section 4 (Dependency):
4-5: My child has very serious dependency problems.
2-3: My child has fairly serious dependency problems
1: My child has only minor dependency problems.
0: My child has no dependency problems.

Section 4 (Dominant Underachiever):
- Does my child brag a lot when he/she does something well?
- Does my child often disobey his/her mother, father, or teacher?
- Does my child blame others or find excuses?
- Does my child often convince a parent or teacher to change his/her mind?
- Does my child get one parent (or teacher) to say yes after the other parent (or teacher) says no?

Total points for Section 4 (Dominance):
4-5: My child has very serious dominance problems.
2-3: My child has fairly serious dominance problems.
1: My child has only minor dominance problems.
0: My child has no dominance problems.

Section 5:
- Is my child bored with school?
- Does my child seem to ask for more teacher help than most children?
- Does my child tend not to finish class assignments in school?
- Does my child disrupt the class by talking too much?
- Does my child complain that schoolwork is too easy?
- Is socializing the most important part of school for my child?
- Does my child's class emphasize competition in almost everything?
- Does my child's class attempt to eliminate all competition?

Total points for Section 3:
5-8: There are probably very serious problems within the classroom.
3-4: There are probably fairly serious problems within the classroom.
1-2: There are only minor problems within the classroom.
0: There are no apparent problems in the classroom.

Children are more likely to be achievers if their parents join together to give the same clear and positive message about school effort and expectations.

Children can learn appropriate behaviors more easily if they have an effective model to imitate.

Communication about a child between adults dramatically affects children's behaviors and self-perceptions.

Overreactions by parents to children's successes and failures lead them to feel either intense pressure to succeed or despair and discouragement in dealing with failure.

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Children feel more tension when they are worrying about their work than when they are doing that work.

Children develop self-confidence through struggle.

Deprivation and excess frequently exhibit the same symptoms.

Children develop confidence and an internal sense of control if power is given to them in gradually increasing increments as they show maturity and responsibility.

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Children become oppositional if one adult allies with them against a parent or a teacher, making them more powerful than an adult.

Adults should avoid confrontations with children unless they are sure of the outcome.

Children will become achievers only if they learn to function in competition.

Children will continue to achieve if they usually see the relationship between the learning process and its outcomes.

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A Proposed **Model of Achievement-Orientation**

Teachers

Family

Expect to Succeed (Environmental Perception)

Possesses Adequate Skills to Perform the Task

Confident in One's Ability to Perform the Task (Self-Efficacy)

Motivation

Values the Task or Outcome (Meaningfulness/Interest)

Set Realistic Expectations and Implement Appropriate Strategies to Successfully Complete Goals (Self-Regulation)

= Task Engagement and Achievement

Peers

Each of the four elements of the model (Environmental Perception, Self-Efficacy, Meaningfulness, and Self-Regulation) is usually present in individuals who achieve at a level commensurate with their abilities. Some of these factors may be stronger than others, but overall, achievement-oriented individuals display a combination of all four traits. Remediation can be based on diagnosing which element or elements are deficit and strengthening them. Two individuals might have very different remediation programs based on their achievement-orientation profiles.

How Educators Can HELP
Work Inhibited Students

1. Recognize students away from work
2. Learn student interests
3. Keep the student near
4. Chart student progress
5. Take it one day at time
6. Recruit helpers
7. Reward the action or product not the person
8. Let students in on your objectives
9. Empower students
10. Provide examples of coping with failure

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Profiles

Rebel: "Why should I play the school game?"

Conformist: "Don't notice that I am smart."

Stressed Learner: "It's not good enough."

Struggling Student: "I just don't get it."

Victim: "It's not my fault."

Distracted Learner: "I just can't handle it all."

Bored Student: "There's nothing new and exciting to learn."

Complacent Learner: "I'm doing just fine."

Single-Sided Achiever: "It doesn't interest me."

---

student STRENGTHS

contributing FACTORS

WITHIN School CONTROL

Instructional environment

Support ACHIEVEMENT

Don't Give Up... All of Us Are Works in Progress

Goal Setting or... **WHERE DO YOU WANT TO GO** AND **HOW DO YOU PLAN TO GET THERE?**

What school related goals would you like to work toward during the next grading period?

a. _____

b. _____

c. _____

During this school year?

a. _____

b. _____

After high school?

a. _____

b. _____

What personal goals would you like to achieve in the next six months?

a. _____

b. _____

c. _____

Within the next year or two?

a.

b.

How do you expect to achieve these goals?

a. _____

b. _____

c. _____

a. _____

b. _____

a. _____

b. _____

How do you hope to achieve these goals?

a. _____

b. _____

c. _____

Within the next year or two?

a.

b.

Mindmap:

Problem Solving, Goal Setting, & Decision Making

Complete the circles with your goal and steps to achieve it. Then number the circle in the order you need to attack your goal.

Goal:

From *Becoming an Achiever*, Carolyn Coil, Pieces of Learning

PROBLEM SOLVING FOR GOAL SETTING AND DECISION MAKING

Step 1: State the problem.

Step 2: With at least one other person, brainstorm possible solutions to the problem. Remember, in brainstorming all ideas are accepted!

IDEAS

1.
2.
3.
4.
5.
6.
7.
8.

Step 3: Now write some positive points and some negative points about the ideas listed. In your list of ideas (above) put **+** for each positive idea and **–** for each negative idea.

Step 4: In the space below, write down the ideas you will try and when you will try them.

IDEA   **TIME LINE**

From *Motivating Achievers*, Carolyn Coil, Pieces of Learning

If I ran the school

A PRIMARY INTEREST INVENTORY
developed by Deborah E. Burns
design by Del Siegle

Name _____

Grade _____ Teacher _____

If I ran the school, I would choose to learn about these ten things. I have thought about my answers very carefully and I have circled my best ideas for right now.

I am really interested in:

1. The Stars and Planets
2. Birds
3. Dinosaurs and Fossils
4. Life in the Ocean
5. Trees, Plants and Flowers
6. The Human Body
7. Monsters and Mysteries
8. Animals and Their Homes
9. Outer Space, Astronauts and Rockets
10. The Weather
11. Electricity, Light and Energy
12. Volcanoes and Earthquakes
13. Insects
14. Reptiles
15. Rocks and Minerals
16. Machines and Engines
17. Diseases and Medicine
18. Chemistry and Experiments
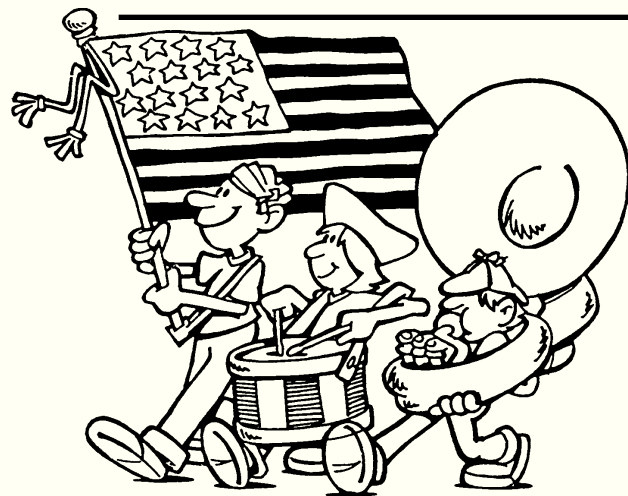
1. Families
2. The Future
3. Our Presidents
4. The United States
5. Other Countries
6. History and Long Ago Times
7. Famous Men and Women
8. Problems We Have in Our Town
9. Holidays
10. Native Americans, Asian Americans, Hispanics and Black People
11. Explorers
12. People Who Live and Work in Our Town
13. Travel and Transportation

1. Math Games and Puzzlers
2. Measuring Lines, Liquids, Weight
3. Shapes and Sizes
4. Buying and Money
5. Calculators and Computers
6. Building
7. Counting and Numbering
8. Calendars and Time
9. Math Stories and Problems
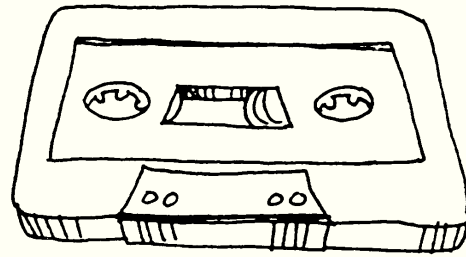
1. Writing a Book
2. Writing Poems
3. Writing Plays and Skits
4. Writing Newspapers
5. Making Speeches
6. Sign Language
7. Making a Book
8. Comic and Cartoon Strips
9. Letter Writing
10. Spanish and French
11. Talking and Listening to Stories
12. Making a New Game or Puzzle
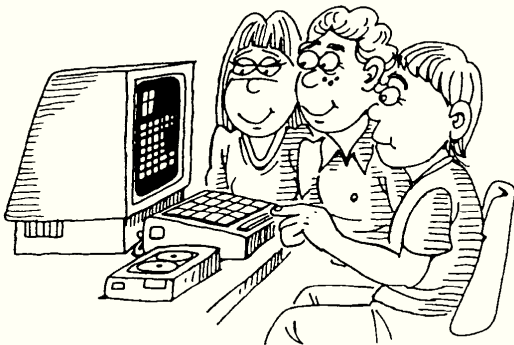
1. Cartoons
2. Art Projects
3. Painting
4. Clay
5. Acting
6. Dancing
7. Drawing
8. Writing Music
9. Photography
10. Movies
11. Puppets
12. Radio and Television
13. Famous Artists and Their Work
14. Making New Toys
15. Magic
16. Mime

1. Doctors
2. Lawyers
3. Police Work
4. Fire Fighters
5. Scientists
6. Builders
7. Reporters
8. Store Workers
9. Sports Stars
10. Actors
11. Veterinarians
12. Farmers
13. Writers
14. Engineers
15. Artists
16. Inventors
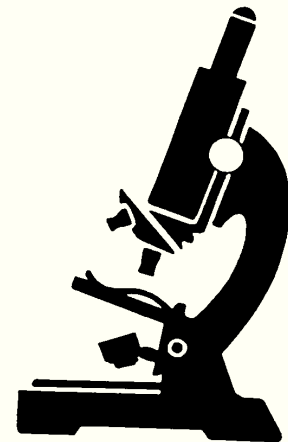
You forgot to list some of my very special interests. They are:

_____   _____

Management Plan

for Individual and Small Group Investigations

Designed by Del Siegle
Based on the Talents
Unlimited Planning Talent

Estimated Beginning Date _____   Ending Date _____

Progress Reports with homeroom teacher
Due on the following dates   1. _____ 2. _____ 3. _____ 4. _____

Progress Reports with resource room teacher
due on the following dates   1. _____ 2. _____ 3. _____ 4. _____

---

1. My project is _____

_____

2. These are the resources I will need: _____

_____   _____

_____   _____

3. These are the steps-in-order I will need to take to complete my project:

_____

_____

_____

_____

4. These are some problems I might encounter as I attempt my project:

_____

_____

_____

5. These are some possible solutions to those problems: _____

_____

Intended Audiences: With whom will you share your product?

Intended Outcome: What will the final product/service be?

Compacting will occur in _____

_____   _____   _____   _____
Student's Signature   Parent's Signature   Homeroom Teacher   Resource Room Teacher

Investigation Proposal

Designed by Del Siegle and D. Betsy McCoach

Title of Investigation:

Beginning Date:

Ending Date:

Progress Reports with sponsoring teacher due on the following dates:
1.   2.   3.   4.   5.   6.   7.   8.   9.

Progress Reports with program coordinator due on the following dates:
1.   2.   3.   4.

1. Brief Description of the Proposed Investigation:

2. Learning Objectives:

3. Required Resources (Material and Human):

4. Specific Activities Needed to Complete the Investigation:

5. Evaluation Criteria:

6. Anticipated Problems:

Intended Outcome: What will the final product/service be?

Intended Audiences: With whom will you share your product?

_____   _____   _____   _____
Student's Signature   Guardian's Signature   Sponsoring Teacher   Program Coordinator

MY Plan

What I want to do...
(Product or Service)

_____

_____

_____

_____

What I will need...

_____

_____

_____

_____

The steps I will take...

1.
2.
3.

_____

_____

_____

_____

What might go wrong...

_____

_____

_____

_____

How I can fix these problems...

_____

_____

_____

_____
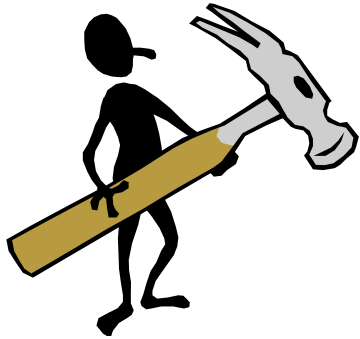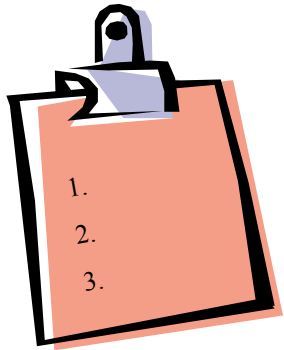
Accomplishment
PLAN

Name _____ Date _____

School _____ Homeroom _____

My Activities:

1. _____ _____ _____
2. _____ _____ _____
3. _____ _____ _____
4. _____ _____ _____
5. _____ _____ _____

   Activity   Time Needed   Finished

Evaluation:

_____ I completed my goals.

_____ I used my planned time wisely.

_____ I did my best thinking.

• Something new I learned today was _____

_____

• I felt _____ when _____

Next time I plan to _____

_____

Next time I need the following materials: _____

_____

_____
Parent's Signature

How-to Instruction for Self-Regulated Learning Strategies
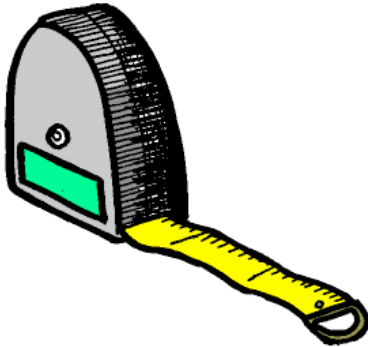
Your role in helping students to gain self-regulation will be challenging and it is clear that your first attempt to teach a student a self-regulation strategy may not be successful. Why? It takes time and practice to gain effective habits. Initial efforts must be refined based on student's feedback, performance, and personal reflection.

Five common instructional practices that have been cited as effective in helping students learn self-regulation are:

1. **Guide learners' self-beliefs, goal setting, and expectations**
   - help students frame new information or feedback in a positive rather than a negative manner (e.g., "keeping track of your homework assignments will help you manage this course successfully," rather than "if you don't keep track you will fail")
   - provide specific cues for using self-regulatory strategies

2. **Promote reflective dialogue**
   - teacher modeling of reflective practices (think aloud)
   - student practice with reflective dialogue
   - group discussions to think through problems/cases (collaborative learning)

3. **Provide corrective feedback**
   - performance standards must be clear and perceived as attainable
   - phrase feedback (positive or negative) as a statement about the task of learning, not about the learner

4. **Help learners make connections between abstract concepts**
   - use case-based instructions or examples that students come up with themselves
   - use hands-on learning activities
   - help students learn to separate relevant from irrelevant information (i.e., help them know where and how to focus their attention; guide their reference standards)

5. **Help learners link new experiences to prior learning**
   - use experiential learning activities
   - focus on application of knowledge in broader contexts
   - integrate real-life examples with classroom information

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?

Note-taking Tips

The very act of writing something down may improve your retention of that information. Note taking also increases concentration. Here are some tips for better note-taking:

- Write titles and headings on the page correctly.

- Label all notes in notebook with date, topic and page.

- Leave a wide margin so you can add questions, comments, or new information to it later; make a wide left margin as the recall column.

- Skip lines between subtopics.

- Circle, underline, or highlight key phrases in notebook when studying.

- Interact with the notes soon after taking them; review them, transcribe them into a different form, recite them.

To take notes from a textbook:
Use the chapter format to guide you (headings, text boxes, chapter summaries, questions).
Skim the whole section before beginning your note-taking.

- Write in your own word what you read.

- Describe a sequence of events, steps, or ideas.

- List main topics and subtopics in outline form.

- List details for each main idea and subtopic.

- Make semantic map (graphic organizer) for main ideas and subtopics.

- Categorize details.

- Write a summary for each section.

To take notes from a classroom discussion:
Use the tips above.

- Write in your own words what is said. Don't try to write down every word.

- Invent a personal form of shorthand of symbols and abbreviations for common words or phrases.

- Use arrows, stars, or asterisks to indicate most important points

- Practice good listening techniques such as: look directly at the speaker;
  do not talk when the speaker is talking; think along with the speaker.

- Listen for key words such as:
  There are 3 reasons . . . ; In conclusion. ; An important point is. . .

Study Time Chart

Study time includes all academic activities, including working on homework or projects, reviewing notes, getting ready for a test, or organization, and scheduling. Once you have established how much time you will allot for studying or doing homework, monitor how you use this study time.

Day	Date	Assignment	Time Start	Time Spent	Location	Working With	Distractions

Time Management Chart

DIRECTIONS: Record your daily activities and how much time they take, including the weekend. Use a different color for each activity (e.g. eating, sleeping, travel time to & from school, class time, extracurricular clubs/activities, study time, homework, leisure).

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12 AM							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12 PM							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

Active Study Checklist

RECITE

- [ ] I describe or explain the topic out loud, in my own words.

- [ ] I record into a tape recorder.

- [ ] I teach or explain the information to someone else.

- [ ] I role play a part.

- [ ] I simulate the lesson.

- [ ] I recite the answers to questions on the topic that I made up myself.

WRITE

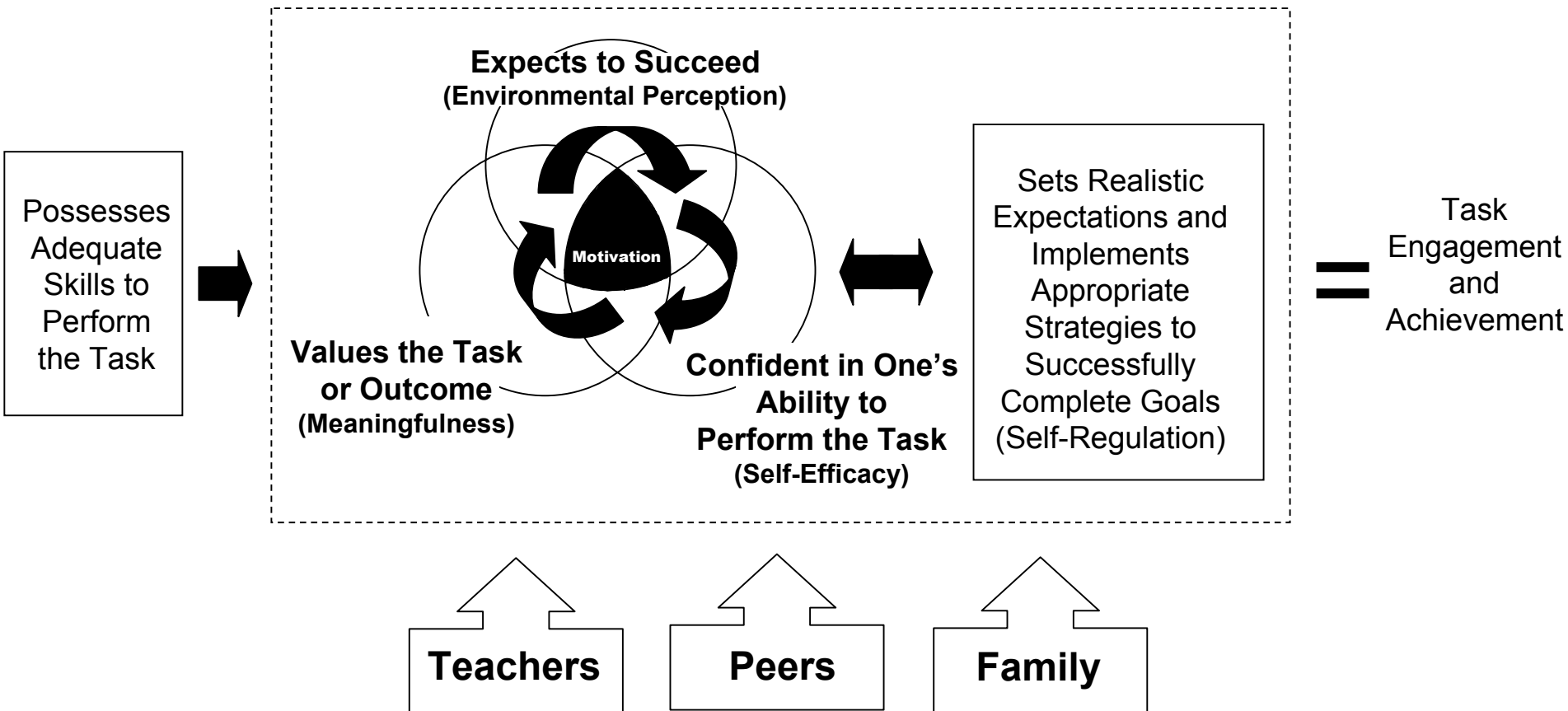- [ ] I make a chapter study review by writing key points on index cards.

- [ ] I make and use flashcards for short answer questions or concepts.

- [ ] I make lists of related information by categories.

- [ ] I draw a diagram, map, sketch, timeline, or chart from memory, and then I check the book for accuracy.

- [ ] I write questions I think will be on the test and recite the answers.

- [ ] I create semantic maps (visual representation of ideas) to summarize the unit (webs, sequence chains, Venn diagrams).

- [ ] I use mnemonics to remember information.

- [ ] I rewrite class notes, rearranging the information in my own words.

VISUALIZE

- [ ] I close my eyes and picture in my mind what I am trying to remember (chart, map, event, scene, experiment, character).

- [ ] I try to remember where information is located on a page.

- [ ] I picture in my mind how the test will look, based on previous similar tests.

- [ ] I organize and design graphic organizers to put abstract information into concrete and visual form.

- [ ] I represent concepts with symbols so I can remember them.

Achievement-Orientation Model

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Possesses Adequate Skills to Perform the Task

**Expects to Succeed
(Environmental Perception)**

Motivation

**Values the Task or Outcome
(Meaningfulness)**

**Confident in One's Ability to Perform the Task
(Self-Efficacy)**

Sets Realistic Expectations and Implements Appropriate Strategies to Successfully Complete Goals (Self-Regulation)

Task Engagement and Achievement

Teachers   **Peers**   **Family**

Each of the four elements of the model (Meaningfulness, Self-Efficacy, Environmental Perception, and Self-Regulation) is usually present in individuals who achieve at a level commensurate with their abilities. Some of these factors may be stronger than others, but overall, achievement-oriented individuals display a combination of all four traits. Remediation can be based on diagnosing which element or elements are deficit and addressing them. Two individuals might have very different remediation programs based on their achievement-orientation profiles.