

PARENTING FOR ACHIEVEMENT

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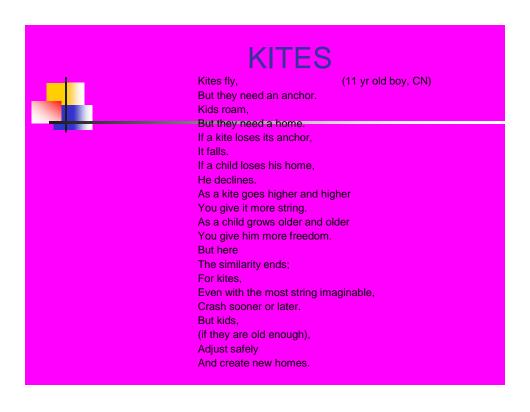


YOUR QUESTIONS???

What I really want to know is...

What I'm puzzled about it...

My child.....





What is Giftedness? More than a test score!

- Intensity: spirit, thought, purpose, emotion, soul
- Greater awareness, greater sensitivity
- Achievement, Knowledge, Skills, & Abilities
- Insight
- Uniqueness
- Difference from age peers (Delisle 2000)



Do You Know Your Child?

- Greatest strength?
- Greatest interest?
- Biggest weakness?
- Personality type?
- What do you like best about your child?
- What expectations do you have for your child?
 - NOW? HS? COLLEGE? WORK? LIFE?



Definitions Matter!

- How do we define achievement?
 - Definition we use impacts how we support and nurture it.
- How do we define underachievement?
 - Definition we use impacts how we avoid or reverse it.



What do we know about Underachievement?

- Begins around middle grades (4th through 9th) WHY??
- More common in boys than girls and starts earlier in boys
- Some believe nearly 50% of gifted individuals underachieve at some point
- Motivation's role in underachievement?
 - Selective Achievement: Kids v. Adults



Underachievement 2

- Possible inappropriate fit of educational/academic options
- Possible denigration of school and teachers by parents
- IQ is no guarantee of "success"
 - <u>Life accomplishment</u> is more correlated to grades than to IQ
- Nonproducers just choose not to do the work because the "gifted" label is enough



Perfectionism and Underachievement

- If you don't do it, it can't be imperfect
- Anxiety interferes with performance academic and/or creative
- Excellent v. Perfect
- Perfectionism limits risk-taking and curiosity
- "Specialitis"



Signs of Underachievement

- Drop in grades
 - Discrepancy between expectation and actuality, between "what is" and "what might be"
- Not submitting or completing assignments, projects, homework
- Disengagement
- Domain specificity emerges in adolescence and may be confused with underachievement



Rimm's Trifocal Model: Student, Home, School

- Assessment of skills, abilities, reinforcement contingencies, and types of underachievement
- Communication
- Change the Expectation of Important Others
- Role Model Identification
- Correct Skill Deficiencies
- ModifyReinforcement: Home & School



Executive Function: Parents and Teachers

- Foundational skills for school and life
- Decreases stress and anxiety and being "overwhelmed"
- Components (Dawson & Guare)
 - Response Inhibition
 - Emotional Control
 - Sustained Attention
 - Task initiation
 - Flexibility
 - Goal directed Persistence



So How Can Parents Help?

- Stimulate & support children's interests
- Renegotiate interdependence frequently
 - "The V of Love"
 - Danger of too early disengagement
 - Security and Support +Exploration and Independence
 - Danger of overdependence and learned helplessness
 - United Parenting



What Works to Reverse Underachievement?

- Varies by individual
- School accommodations/responses
- Counseling
- Self-confidence and Self-Efficacy
 - Skills
 - Support for effort AND achievement
 - Meaning
 - Choice



Parents' Roles

- Realistic expectations and goals
 - Excellence v. Perfection
- Family Responsibilities builds selfworth
- School connections



Self-Esteem, Self-Worth, and Self-Confidence



- Praise specific actions
- ■No "est"
- Praise effort and growth Mindset







Rimm's Ten Canons for Achievement – for Parents

- Responsibility and Independence grow together
- Referential speaking
- United parenting expectations, effort, and messages
- Opposition occurs when parents ally with child against school or other parent



Rimm's Ten Canons for Achievement – for Parents

- Learn to function in both competition AND collaboration
- Awareness of relationship between learning/effort and outcomes
- Avoid overreactions to successes AND failures
- Confront only when you can control the outcome



Rimm's Ten Canons for Achievement – for Parents

- More tension when kids avoid their work than when they do it – self-confidence and resilience develop through struggle
- Appropriate role modeling by parents



YOU ARE THE ADULT! YOU MAKE THE RULES!

Beware of Over-Empowerment!
Help Kids Achieve Balance
work and social life
family and friends
challenge of multipotentiality
Expectations and consequences
Monitor Media and technology

Questions and Concerns?

