



Davidson Institute for Talent Development

Motivation and the Gifted Child

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Presentation Outline

Explore Motivation

- Extrinsic vs. Intrinsic

Characteristics that effect motivation

- Perfectionism
- Resiliency
- Require rigor and challenge

Shifting Motivation

- Listen, Model, Encourage
- Underachievement vs. Selective Consumer

Exploring Motivation

Extrinsic Motivation

Extrinsic motivation refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

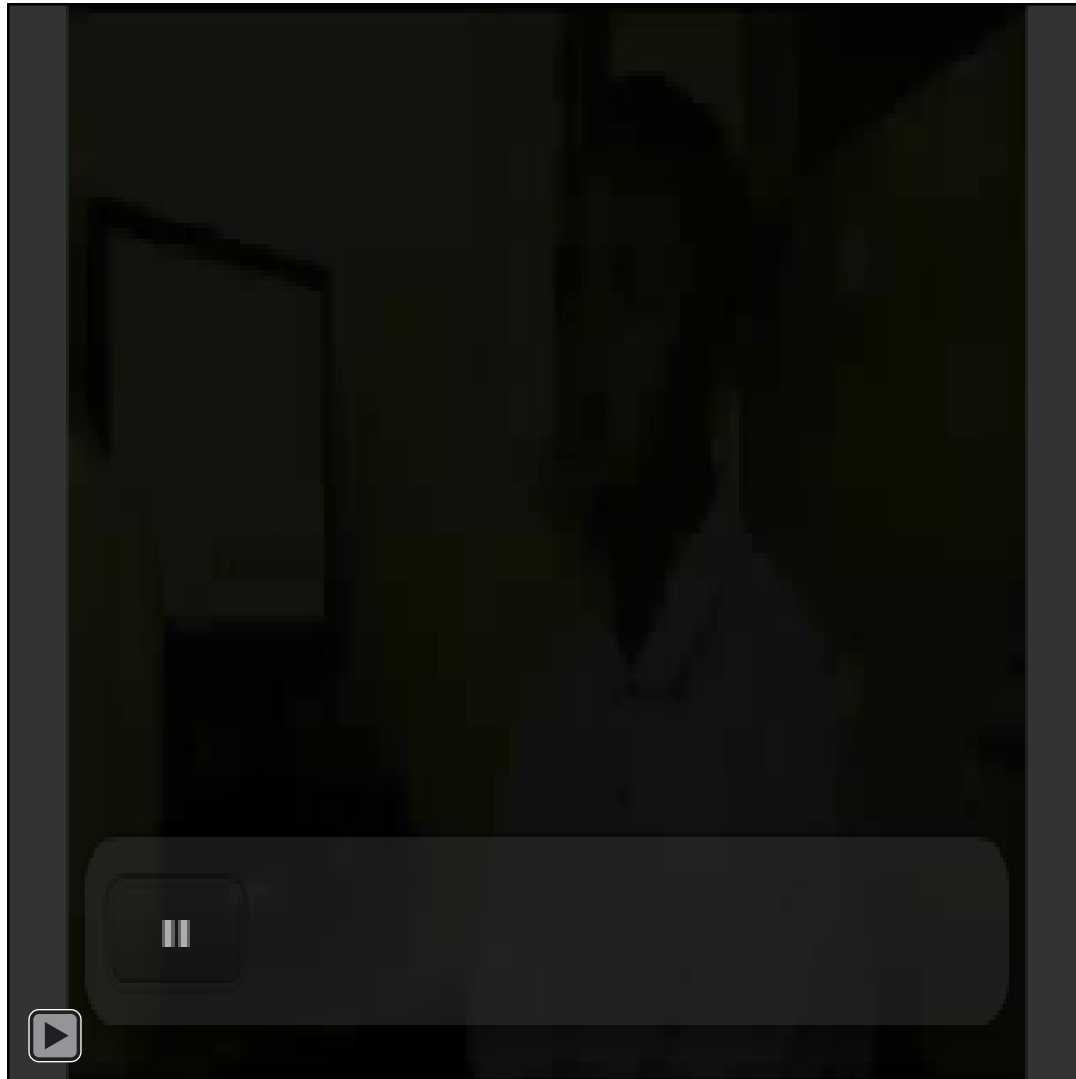
Example: Grades, stickers, tickets

Intrinsic Motivation

Intrinsic motivation refers to motivation that comes from inside the individual. Motivating factors are inner-directed and include learning for the sake of learning and enjoying the quest for knowledge.

Example: Reading for curiosity, writing for expression, doing the right thing

Video



Characteristics that affect motivation

- Perfectionism
- Resiliency
- Require rigor and challenge

Perfectionism

Perfectionism is the combination of the desire to be perfect, the fear of not being perfect, and the sense that personal acceptance hinges on being perfect.

Perfectionism

Healthy Striver vs. Perfectionism

Three potential negatives

- Doubt about actions (debilitating)
- Concern over mistakes (obsessive)
- Outside influence (criticizing too harshly)

Resiliency

Resiliency is the ability of to deal more effectively with stress and pressure, to cope with everyday challenges, bounce back from disappointments, adversity, and trauma.

Resiliency

The alphabet of resilience---The ABCDE Model

- Adversity
- Beliefs
- Consequences
- Disputing
- Energizing

Rigor and Challenge

Students who have the ability to learn and process complex information quickly, and perceive patterns and form connections require rigor and challenge to stay motivated.

Rigor and Challenge

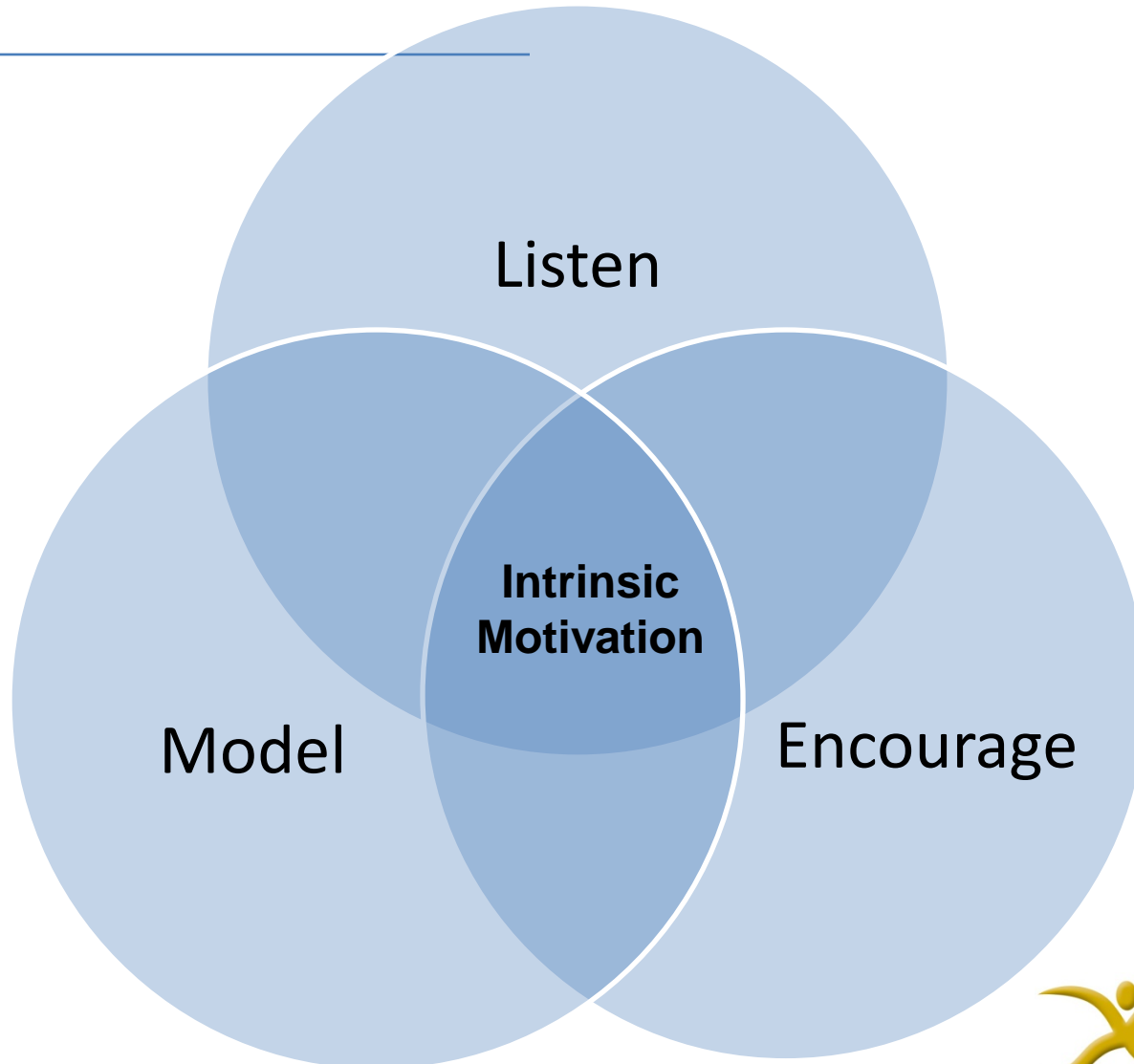
Establishing rigor and challenge in a curriculum places students at the top of their Zone of Proximal Development.

- Content must consist of in-depth, advanced materials and experiences
- Activities must allow students to explore areas of their own passion
- Requires critical and creative thinking

Shifting Motivation

- Listen, Model, and Encourage
- Underachievement vs. Selective Consumers

Listen, Model, Encourage



Listen

Often times gifted kids interests are not what we deem to be important.

Remember that interest/importance is in the eye of the beholder.

- Start where the child is
- Find their currency
- Build on their strengths
- Successive successes

Model

A child's motivation will likely be influenced by a model; appropriate or inappropriate.

Be the voice of reason.

- Positive Role Model(s)
- Model Resiliency/Responsibility
- Role Play
- Avoid power struggles

Encourage

Encourage children to explore *their* interests and talents and take risks.

- Foster self-regulation by trusting
- Praise and encourage optimistic self-talk
- Encourage self-efficacy
- Create a secure environment (permits child to fail without penalty)

Underachievers

When a discrepancy exists between a child's school performance and an ability index.

- A learned set of behaviors and can be changed over time
- Can exhibit uniformly weak performance at school
- Is in the eye of the beholder

Selective Consumer

A student who is adept at taking the best from what school and teachers have to offer and leaving the rest behind.

- Sees little purpose
- Independent and proactive
- Chooses to participate/perform when engaged

Underachievers

vs.

Selective Consumers

- Understanding the differences
- Strategies with different students

Closing

Thank You

www.DavidsonGifted.org

Resources

Books and Publishers

www.GreatPotentialPress.com

- *A Love of Learning* - Whitney, C. S. & Hirsch, G.
- *A Parent's Guide to Gifted Children* - Webb, J., et al.
- *Guiding the Gifted Child* - Webb, J., et al.

www.FreeSpirit.com

- *Freeing our families from perfectionism* - Greenspon, T.
- *When Gifted Kids Don't Have All the Answers* – Delisle, J. & Galbraith, J.

www.DavidsonGifted.org/DB

- Resources > Browse by Topic; Plus, lots of Articles on various gifted topics
- *Strategies for Enhancing Motivation* - Article