Self-Regulation and the Underachieving Gifted Learner

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A little about us...

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Webinar Overview

The interplay between gifted underachievement, self-regulated learning, motivation, and what we can do to encourage better self-regulated learning skills.
What is underachievement?

Potential ≠ Performance

- Potential?
  - Extracurricular activities/interests, precociousness, creativity, witty sense of humor, or exceptional standardized test scores

- Performance?
  - Good grades, high academic motivation, retention
How Common is Gifted Underachievement?

- More widespread than commonly thought
- Some estimates suggest up to a quarter of high school dropouts are gifted underachievers
- Difficulties in proper identification of giftedness/potential inhibit reliable estimations of underachievement
Some traits of the Underachieving Gifted Student

- Lower self-efficacy
- May not see themselves as gifted
- Test anxiety
- May be unable to set appropriate academic goals
- Underdeveloped or lack of study skills
- May believe that ability is innate and inflexible
How Underachievement Develops

- Great Enthusiasm
- Passion wanes with increased competition & dissatisfaction
- Decreased intrinsic & extrinsic value in school
- Put forth less effort, rebel against teachers
Some of the Many Causes:

**Emotional**
- Lower self-efficacy
- Test anxiety

**Regulatory Skills**
- Weaker ability to set appropriate goals
- Less effective study skills

**Beliefs About Learning**
- Ability is innate and inflexible
- Maladaptive attributions
Self-Regulated Learning

Performance
- Strategies – Monitoring – Experimentation
  - Strategy implementation
  - Self-observation, monitoring, and experimentation during task performance

Forethought
- Task Analysis – Self-Motivation
  - Available resources? Plan? Goals?
  - Self-efficacy, outcome expectations, task value, and goal orientation and valuation

Self-Reflection
- Self-judgment – Self-reaction
  - Summative judgment against personal standards
  - Causal attributions, self-satisfactions, and adaptations
Self-Regulated Learning: Forethought

All about goals & choosing strategies

- Task Analysis
  - Available resources?
  - Abilities?
  - Goals and necessary steps to reach them

- Self-Motivation
  - Goal orientation & valuation
  - Outcome expectations
  - Task Value
Self-Regulated Learning: Forethought

- May not know how to effectively plan or set reasonable academic goals.
  - Teachers & parents often provide initial guidance
    - Convincing that they need a plan!
    - Organizing necessary steps
    - Find task relevance
    - Encouragement to offset negative self-efficacy
Self-Regulated Learning: Forethought

- Some goals are linked to beliefs about the nature of intelligence

Mastery vs. Performance Orientation
Forethought Interventions

- Students set short-term, specific, and mastery oriented goals
- Students record self-efficacy
- Teacher emphasizes importance of using strategies
- Students record strategies used to meet goals
Possible Student Strategies

- Make outline, concept map, flashcards, etc.
- Go to library or internet
- Ask for help
- Read over notes, complete practice problems, etc.
- Reduce distractions
- Set regular study time and place
- Take notes
- Self-reward
- Check over work and analyze errors
Self-Regulated Learning: Performance

All about monitoring performance

- Formative Assessments of Performance
- Self-Observation & Self-Experimentation
- Performance Phase
- Self-controlled implementation of strategies
Self-Regulated Learning: Performance

- Imagery
- Self-Instruction
- Self-Control
- Attention-Focusing
- Task Strategies

Formative Assessments of Performance
- Self-observation & Self-Experimentation
- Self-controlled implementation of strategies
- Performance Phase
Self-Regulated Learning: Performance

*Formative assessments of performance*

**Social Comparisons**

- Improved performance by modeling others’ successful behaviors
- Others’ reactions to own performance help guide self-assessments

**Self-Observations**

- Monitoring own performance for patterns & efficiency
- Recognizing strategies implemented and their outcomes
Self-Regulated Learning: Performance

Self-Experimentation

- Self-Observations and Strategy Outcomes lead to new hypotheses
- New hypotheses are tested during Self-Experimentation phase
- Results of self-observations, tested hypotheses, and new observations help inform subsequent strategy choice
Performance Interventions

- Students implement strategies
- Teacher offers opportunities for students to practice strategies
- Students and teacher offer detailed feedback
Self-Regulated Learning: Self-Reflection

Summative judgment of performance against personal standards

Self-Judgment + Self-Reactions = Self-Reflection
Self-Regulated Learning: Self-Reflection

- Self-Judgment
  - Comparison of final product to personal standards
  - What needs to change for next time?
- Attributions

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Self-Regulated Learning: Self-Reflection

- Self-Reactions: rewards or punishments for performance

- +
- Study Break, Movie
- Fun purchase

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- Hobby restriction
- No socializing
Self-Reflection Interventions

- Teacher offers opportunities for students to compare outcomes
- Teacher and students discuss causal attributions
- Teacher and students provide feedback in order to make improvements on choice of strategy
- Teacher shares exemplary models of strategy choice
Sample Case Studies

Harper
- Challenged by Calculus
- Believes she should make an A on every test
- Feels pressured to perform
- Has never had to complete homework in order to succeed
- Begins to give up

Steven
- Failing ninth grade literature
- Always make As and Bs in the past
- Disorganized, does not complete assignments, does not take notes or pay attention, and distracts others
- Seems surprised yet unconcerned by failure
Case Study Interventions - Harper

- Encouraged to set goal of spending 30 minutes on homework per night
- Keeps a record of time spent on Homework each night
- Reflects on performance
- Sets new goal to work on homework at a set time each night at the same place to minimize distractions
- Begins to study with a friend
- Begins to understand the benefits of her effort
- After self-reflection, sets a new goal of always taking notes
- Teacher provides guided notes and class time to revise notes, make outline, flashcards, etc.
- Experiences decrease in test anxiety
- Gives reward to herself such as shopping with friends after meeting goals
Case Study Interventions - Steven

- Sets goals of reading 30 minutes per day and writing in reflection journal 15 minutes per day
- Self-monitoring by keeping record of time spent per day
- Finds it difficult to meet goals
- Begins to see that it is his own choices keeping him from completing assignments
- New plan involves staying after school every day for additional hour until caught up on reading
- Stops making excuses
- Teacher offers choice of reading and shares exemplary papers
Conclusion

- Self-regulation plays a role in the academic achievement of gifted students
- Self-regulatory processes are teachable
- Self-regulated learning interventions should be planned as a part of unit and lesson planning
- Training in self-regulation may take time
Further Reading & Resources


References
