

Parenting for Achievement

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TOP TEN Tips for Parenting Achievement-Oriented Children

- 1. Listen and Support Their Interests**
- 2. Share Your Productive Experiences**
- 3. Document Growth and Provide Specific Feedback**
- 4. Address Perfectionism**
- 5. Discuss Giftedness and Developing Abilities**
- 6. Set Study Priorities**
- 7. Discuss Cause and Effect Relationships**
- 8. Discuss the Meaningfulness of School**
- 9. Avoid Sabotaging Their Educational Experience**
- 10. Present a United Image**

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*



- 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.



We
remember
best
when...

1. ...we create a visual image.
2. ...we can associate new information with something we already know.
3. ...what we are remembering is absurd or unusual.

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.

Note: The self-regulation interventions are based on the work of Meredith Greene and Ric Schreiber.

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.

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.

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.

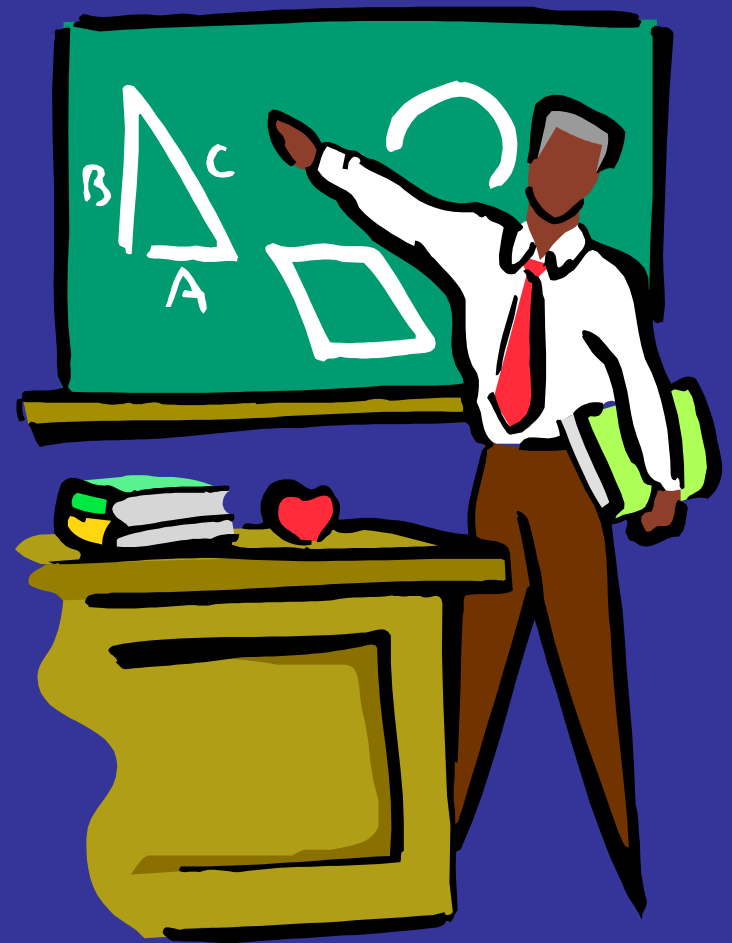
To take notes from a classroom discussion:

Use the tips above.

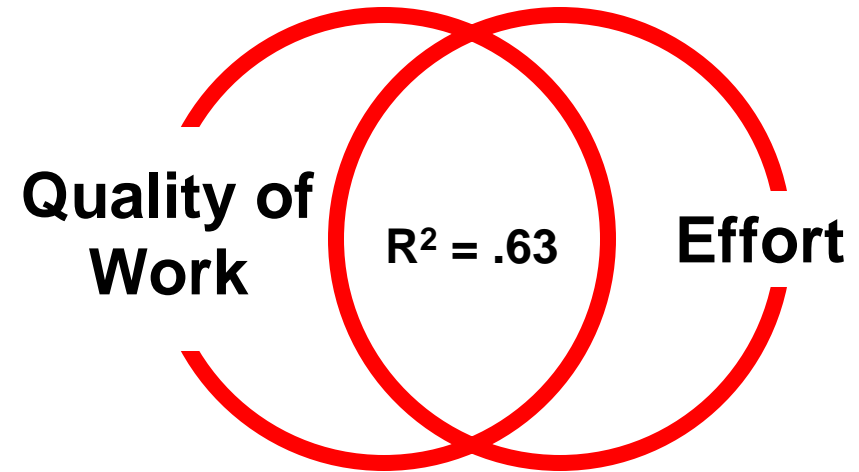
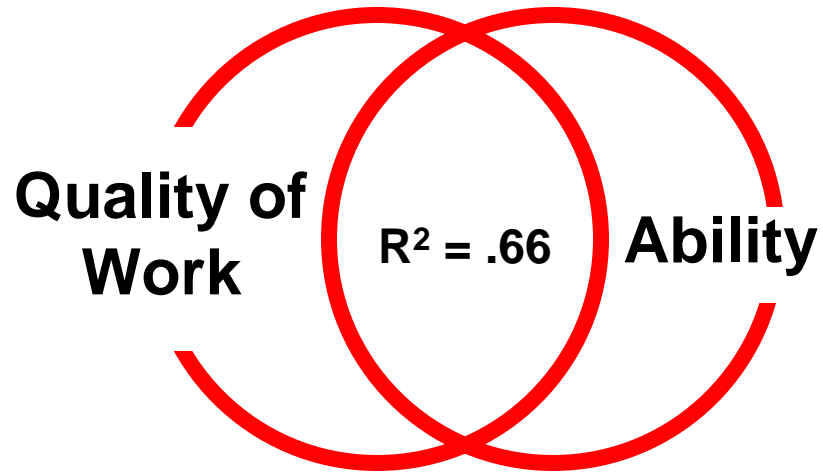
- Write in your own words what is said. Don't try to write down every word.
- Invent a personal form of shorthand of symbols and abbreviations for common words or phrases.
- Use arrows, stars, or asterisks to indicate most important points
- Practice good listening techniques such as: look directly at 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. . .

There is not an all-purpose teacher of the gifted...

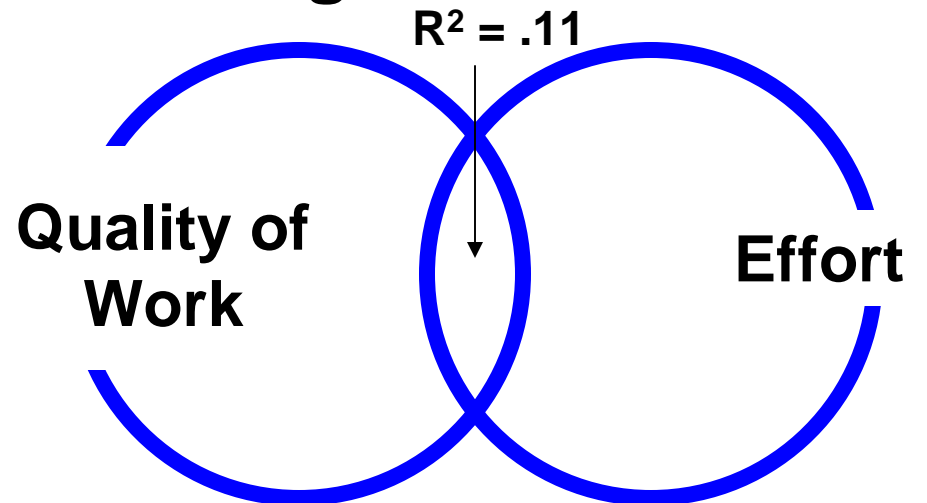
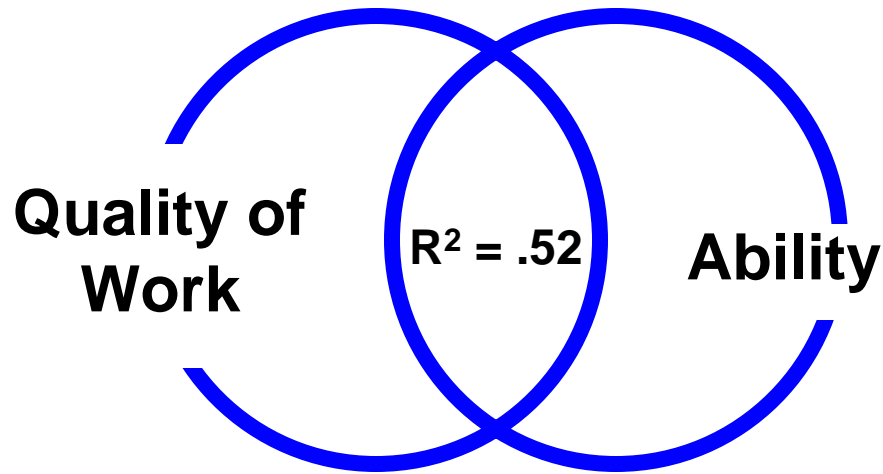
1. Teach them to love the field
2. Develop their skills and discipline
3. Help them to make a unique contribution



Teacher Rating of Students



Student Self-Rating



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 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.

- _____ 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 agree 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 my own mistakes.
- _____ 10. If I don't like the way I've done something, I start over and keep at it until I get it right.

GAMES

P UNHEALTHY PERFECTIONISTS LAY

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



Why People Sometimes Become Perfectionists

- **Birth Order**
- **Messages of the Media**
- **Generational Inheritance**
- **Pressure from School
and Peers**
- **Superkid Syndrome**
- **MA > CA**
- **Dysfunctional Family**



TIPS

To Reduce Unhealthy Perfectionism

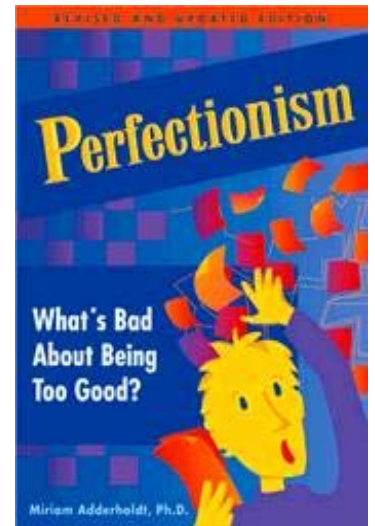
Creative
Visualization

Bibliotherapy

"Debugging"

Creative
Outlets

"Swiss Cheese"

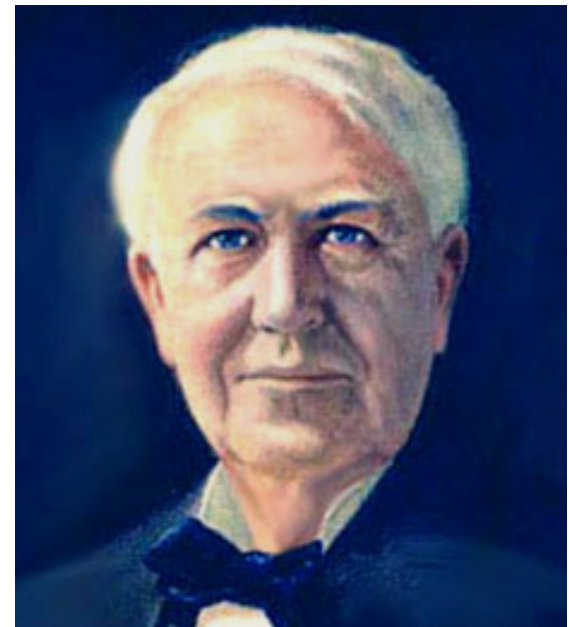


Miriam Adderholdt-Elliott
and Jan Goldberg

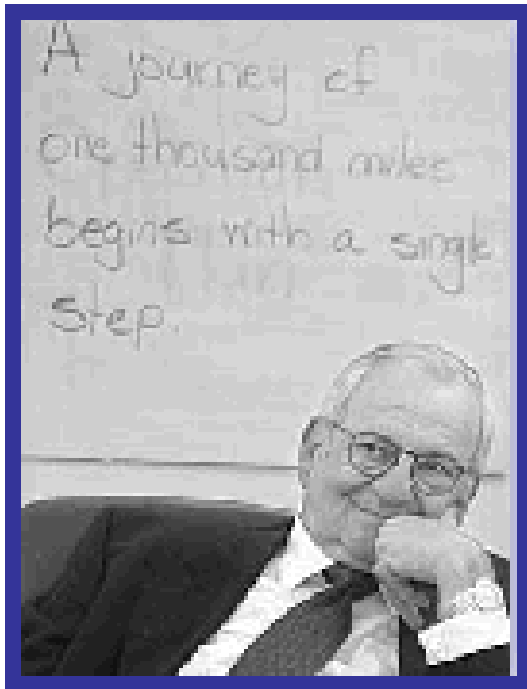
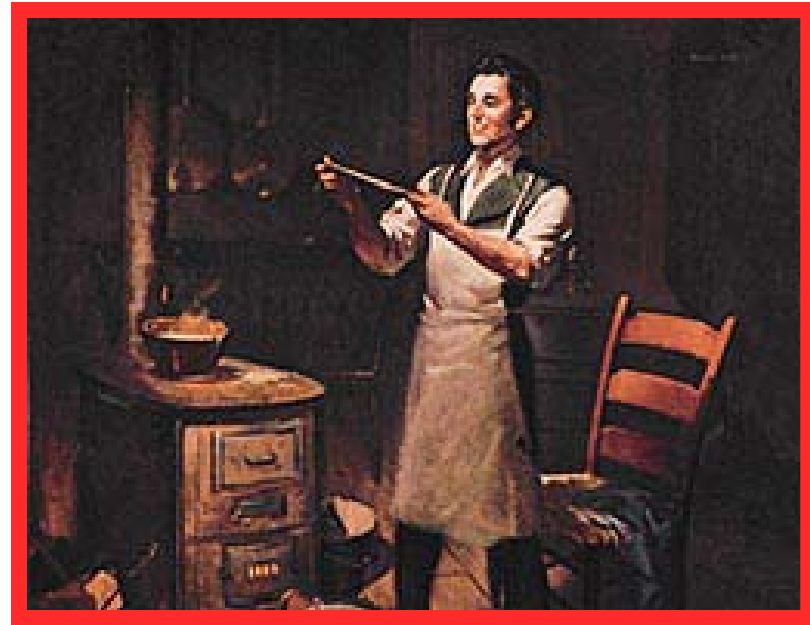


Walt Disney was fired by a newspaper editor because “he had no good ideas.” He went on to create Mickey Mouse, Donald Duck, the Disney Studios, Disneyland; his greatest dream, EPCOT Center opened in 1982.

Thomas Edison’s teachers called him “too stupid to learn.” He made 3,000 mistakes on his way to inventing the light bulb. Eventually he held 1,093 patents.



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.)

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.



CHAPTER I

PLAYING PILGRIMS

"CHRISTMAS won't be Christmas without any presents," grumbled Jo, lying on the rug.

"It's so dreadful to be poor!" sighed Meg, looking down at her old dress.

"I don't think it's fair for some girls to have plenty of pretty things, and other girls nothing at all," added little Amy, with an injured sniff.

"We've got father and mother and each other," said Beth contentedly, from her corner.

The four young faces on which the firelight shone brightened at the cheerful words, but darkened again as Jo said sadly,—

"We haven't got father, and shall not have him for a long time." She didn't say "perhaps never," but each silently added it, thinking of father far away, where the fighting was.

Nobody spoke for a minute; then Meg said in an altered tone,—

"You know the reason mother proposed not having any presents this Christmas was because it is going to be a hard winter for every one; and she thinks we ought not to spend money for pleasure, when our men are suffering so in the army. We can't do much, but we can make our little sacrifices, and ought to do it gladly. But I am afraid I don't." And Meg shook her head, as she thought regretfully of all the pretty things she wanted.

"But I don't think the little we should spend would do any good. We've each got a dollar, and the army wouldn't be much helped by our giving that. I agree not to expect anything from mother or you, but I do want to buy Undine and Sintram for myself; I've wanted it so long," said Jo, who was a bookworm.

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