



AIG Focus

Monthly Goal: I use outstanding effort to showcase my best work.

Successful Strategies for Motivating Gifted Children

How do we motivate our high-ability children? Here are some successful strategies and practices.

- **AVOID SABOTAGE:** Be careful of—even inadvertently—sabotaging your children’s perceptions about themselves, their peers, and their teachers.
- **UNDERSTAND CAUSE & EFFECT:** Gifted children need to understand that they control their own destinies. They succeed because they have the skills and put forth effort, and that failures may be attributed to lack of effort.
- **FIND MEANINGFULNESS:** Even at a very young age, gifted and talented students need to find meaning in their lives.

- **DISCUSS GIFTS AND ABILITIES:** It’s important that high-ability children understand that they have gifts and talents...but it’s up to them to put forth effort, persevere, and accept challenges to grow.
- **LISTEN AND SUPPORT INTERESTS:** Gifted children want their voices to be heard.

To read more about motivating high-ability children, check out the whole article, [“Do’s and Don’ts for Motivating Your High Ability Child”](#) by Dr. Del Siegle and Dr. D. Betsy McCoach on pp. 16-17 of *Parenting for High Potential*.

Director’s Discussion

Much like intelligence, the traditional view of motivation puts people into one of two categories (motivated or not motivated). However, motivation is often situational. Helping kids realize that they are in control of their own motivation can be freeing and empowering.

It can be difficult for us (as adults) to stay motivated in a variety of situations, so I feel like we understand why kids lack motivation. However, young students in grades k-12 also have the challenge of their brains developing, a lack of awareness of outcomes, and the challenges of peer pressure. If we tap into what we know motivates us, we are likely to reach our students where they are. It is always good to remember that there are languages of appreciation (Chapman, 2019) so not everyone is motivated by the same things. Chapman outlines words of affirmation, quality time, acts of service, tangible gifts, and touch as the ways that people want to feel appreciation. I believe that appreciation and motivation are closely connected.

Dr. Michael Elder
Director, College and Career Readiness

A note from your specialist...

Here is a snapshot of what we are doing in the AIG pullout groups.

3rd Grade Reading: Students have been researching and making inferences about different animal species in our mammal madness bracket tournament.

3rd Grade Math: Students have been completing our developing fraction sense unit learning advance fraction concepts.

4th Grade Reading: Students have been working on their novel study units and comprehending questions about the characters and details in the stories.

4th Grade Math: Students have started learning about the identification of different angles in Geometry.

5th Grade Reading: Students have been completing Thinklaw lessons in which they have been forming their own opinions based on real-world court cases.

5th Grade Math: Students have begun our “Mathological Liar” unit in which they are practicing their problem solving skills in a game based format.

4th/5th IG: Students have been working on solving logic puzzles—sudoku, word plexers, etc... We will be moving into robotics exploration as our next unit in which students will learn to code using EV3 or Lego Spike Prime robot kits.

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