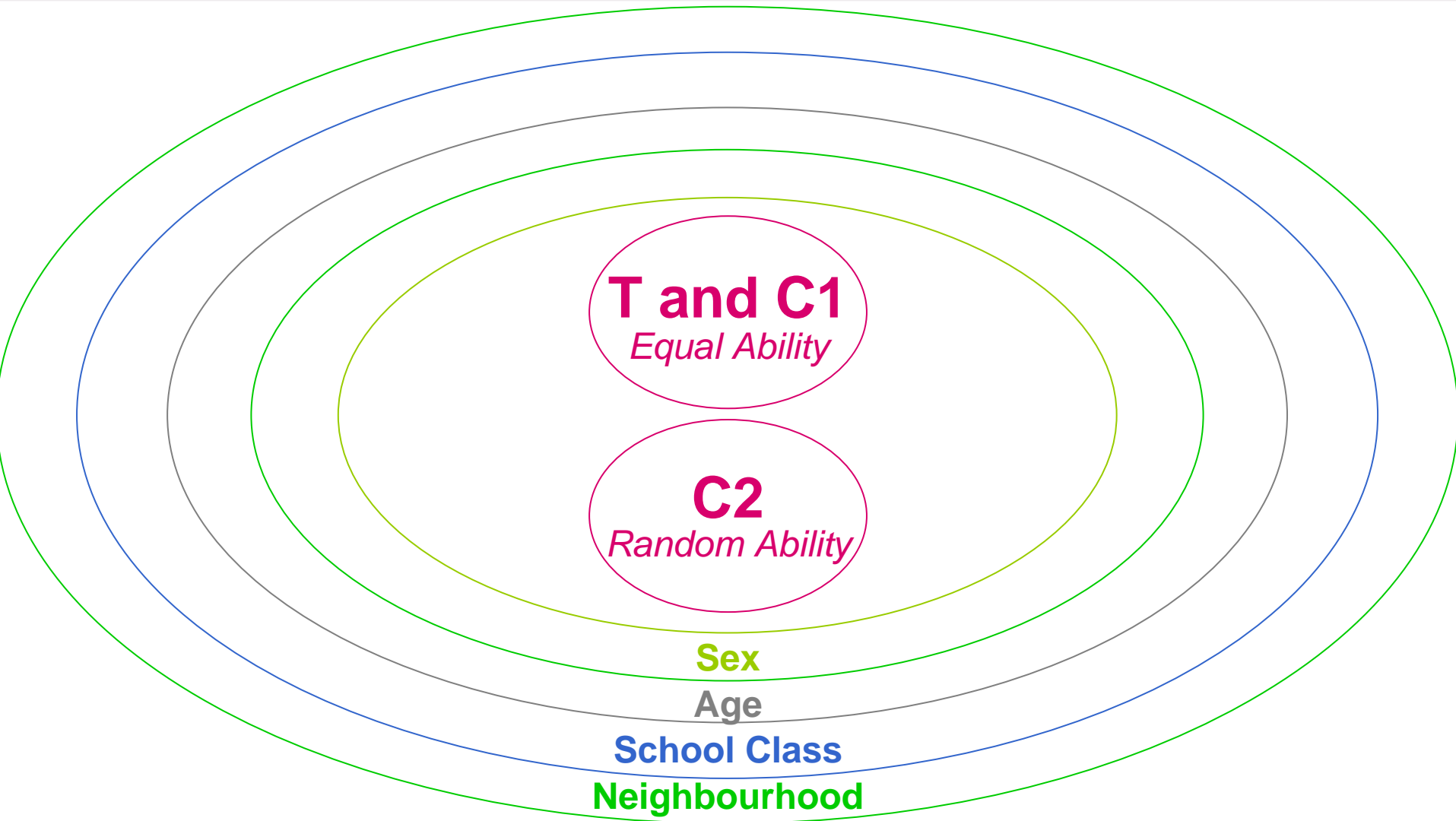


Underachievement at School and Afterwards

1974

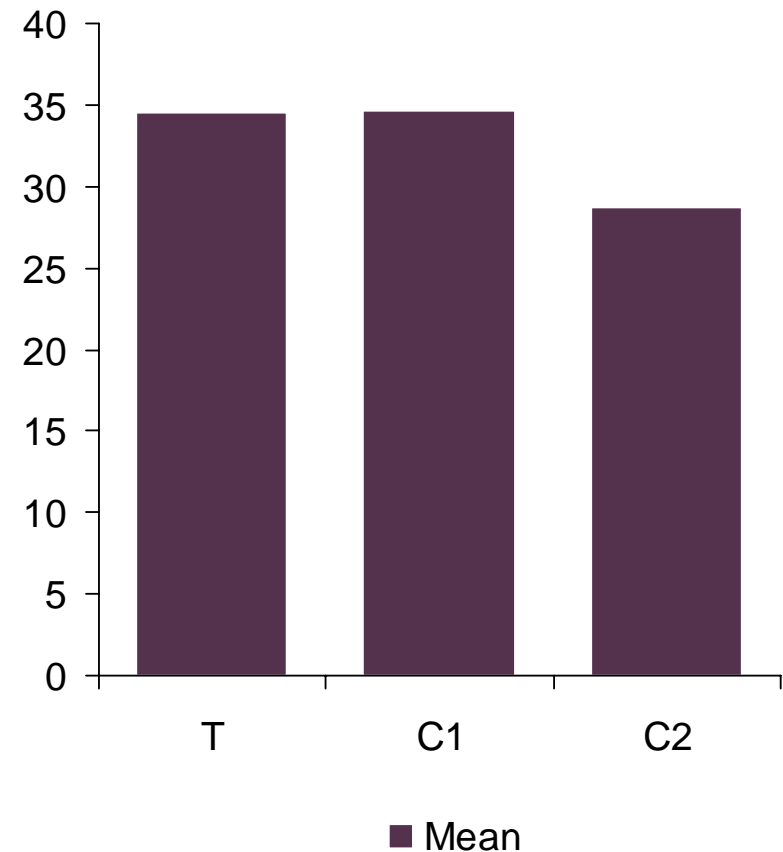
Matching the experimental groups



Non-verbal intelligence measure

Raven raw score

Groups		Mean	SD
Labelled gifted	(T)	34.53	12.85
Matched ability	(C1)	34.60	11.45
Random Classmates	(C2)	28.75	11.58

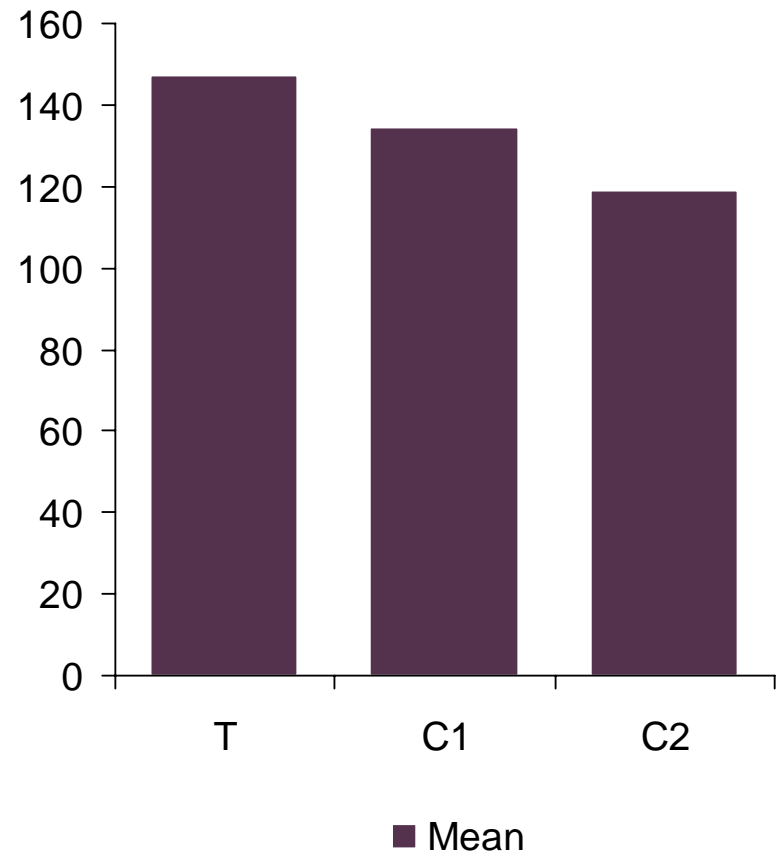


Groups matched for gender, age and SES

IQ measure

Stanford-Binet - IQ

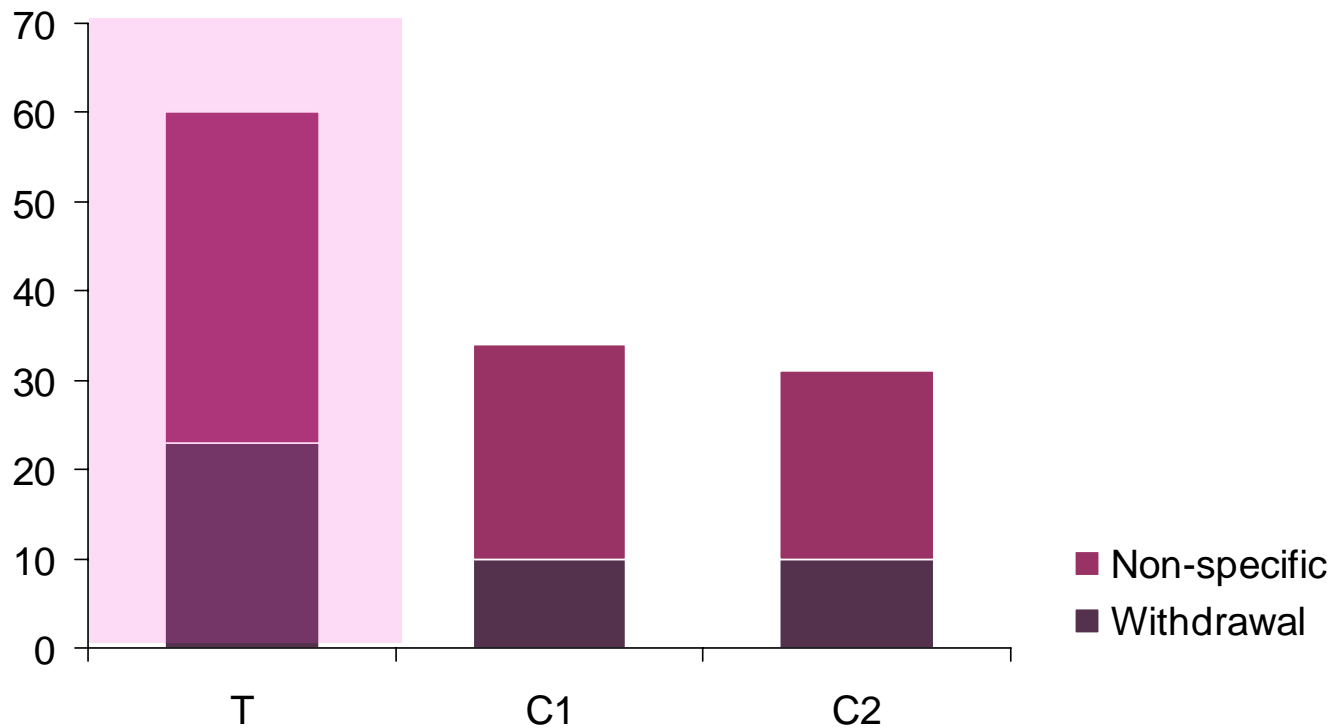
Groups		Mean	SD
Labelled gifted	(T)	147.10	17.41
Matched ability	(C1)	134.34	17.13
Random Classmates	(C2)	119.20	16.09



Groups matched for gender, age and SES

Adjustment at school

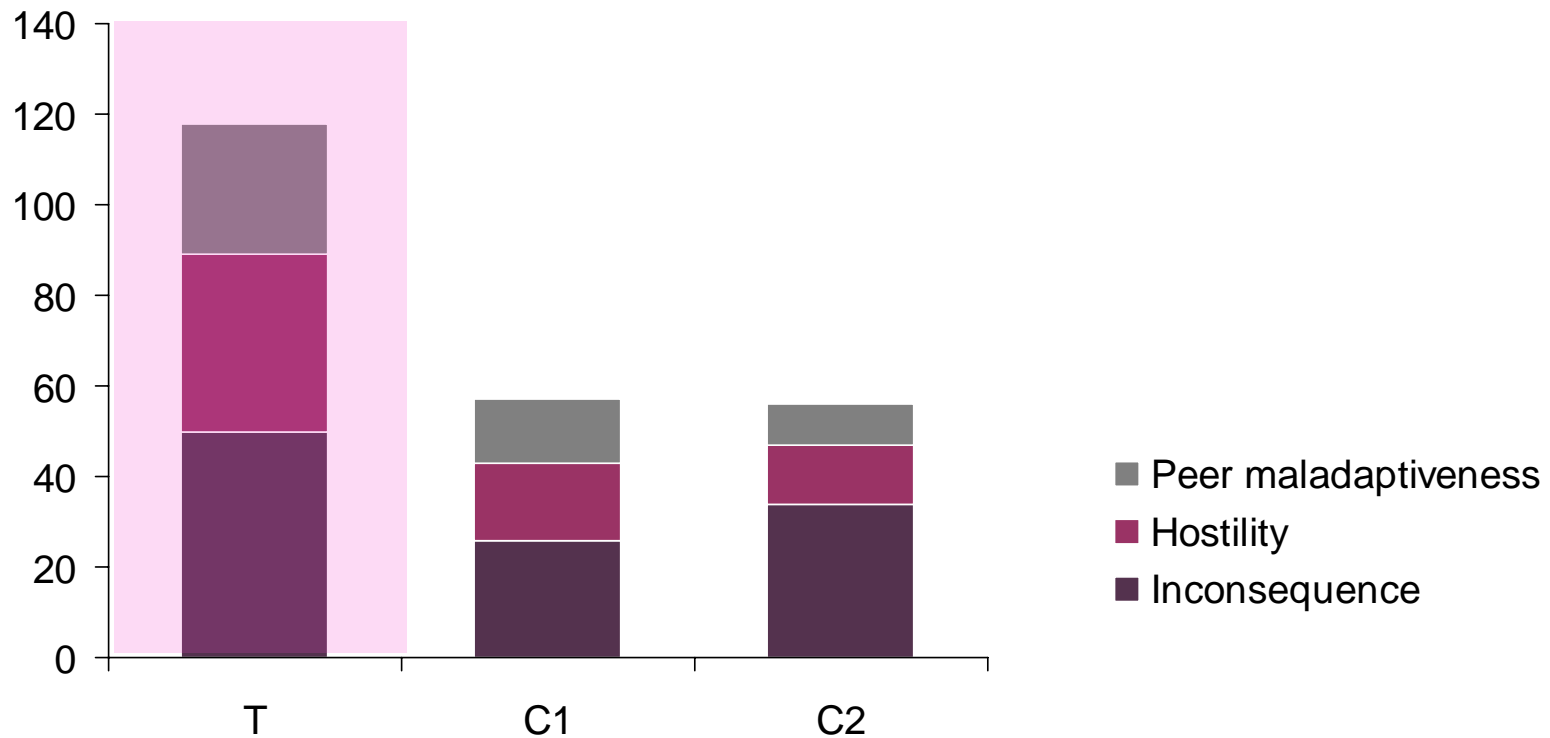
Under-reaction



- Percentages for each group (n = 70)
- All differences significant at $p < 0.1$

Adjustment at school

Over-reaction



- Percentages for each group (n = 70)
- All differences significant at $p < 0.1$

The sample in 1974 and 2006

	1974 sample	2006 sample
Sample size	210	85
Sample age	5-14	37-46
Target group	70	33
Control-one group	70	27
Control-two group	70	25
Matched triads	70	5

The sample IQs in 1974 and 2006

	1974 sample	2006 sample
IQ range	97-170	101-170
IQ140+	82	43
IQ160+	17	13

Gifts and talents are

not

directly related to

emotional adjustment

Reasons for outstanding examination success

***High
academic
potential***

Better memory, concentration
and multi-attentiveness

***Comfortable
in school
set-up***

Accepting the agenda, written
and unwritten

***Appropriate
educational
provision***

High quality material and good
communication from teachers
and parents

Reasons why academic promise was not fulfilled - underachievement

Lack of opportunity

Poor provision - poor teaching, lack of relevance to real life

Poor self-concept

Poor ego strength, self criticism, personality, low motivation

Poor support

Lack of 'permission' to be successful, low expectations – gender, social class, learning problems

Some introductions

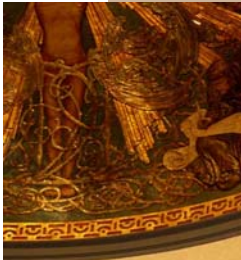
Emotional problems



TOO MANY CHOICES



Determination and flexibility



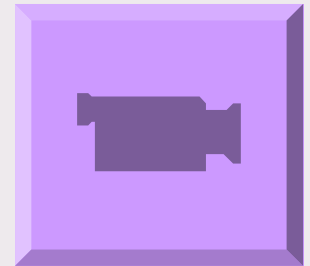
Anna Markland
Pianist and singer



A wrong turn



Jocelyn Lavin
'Gifted underachiever'



Human relationships



RHINO – Really Here in Name Only



Ady Toms
Milkman

Unconventional



Ady Toms
Professional Gambler

Underachievers need -

Opportunity Flexible, challenging and focussed. Open access

Aware and informed teachers Evidence-based to contradict stereotypes and selection

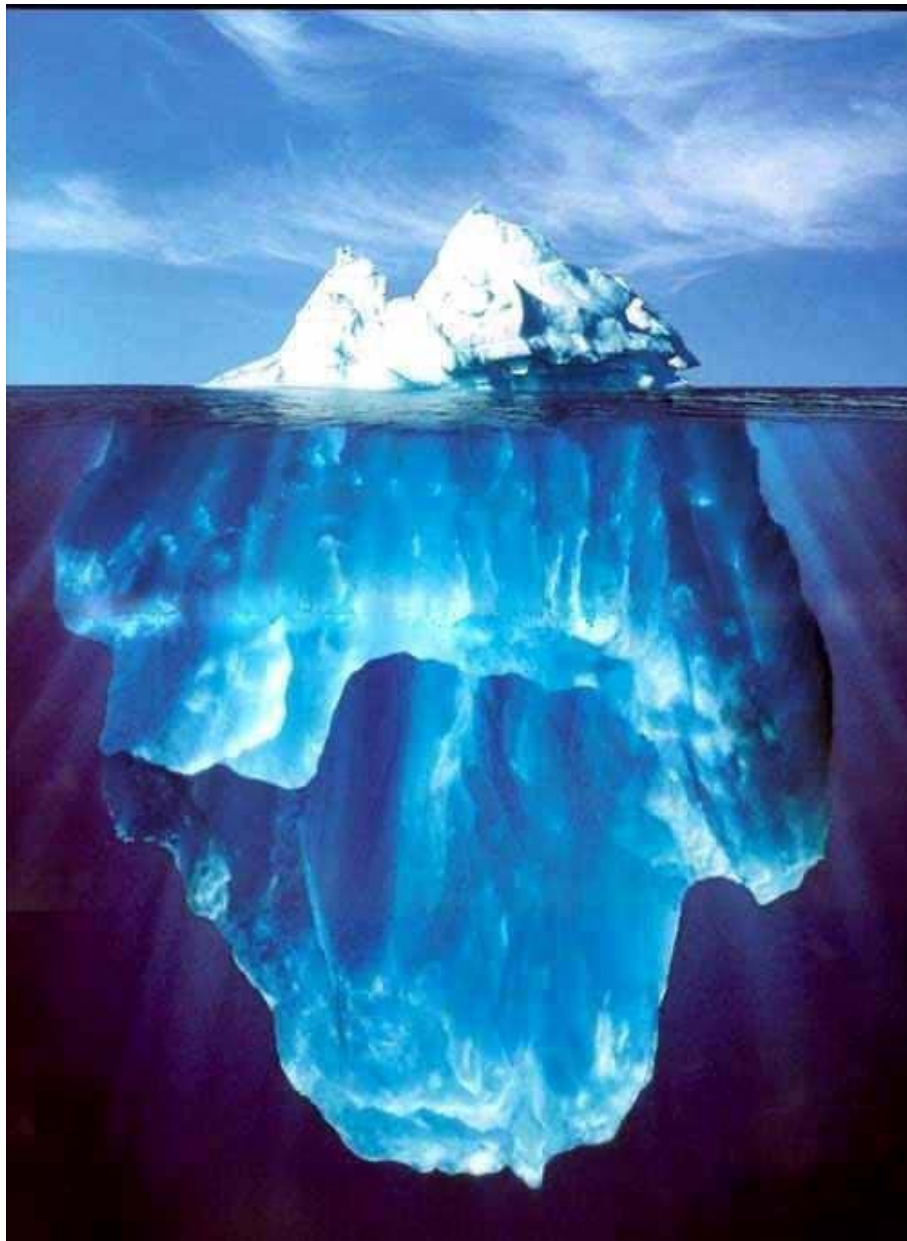
Personal care Continuous support, avoidance of labelling, mentoring

Counselling and vocational guidance To overcome emotional blocks, improve self-concept, and discover and direct interests

Creativity Permission to make mistakes and take longer, encouragement to play

Genuine belief and effort on behalf of a child can work wonders

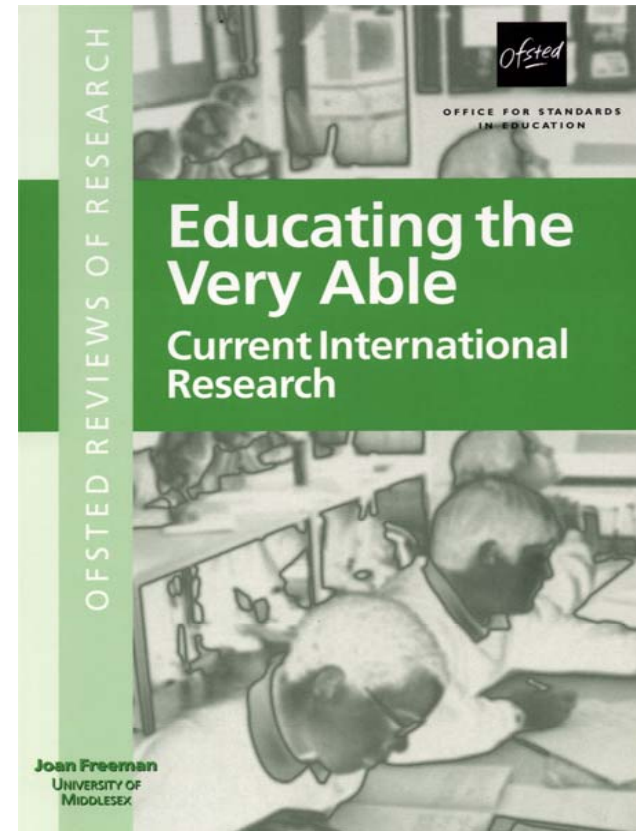






**Out-of-school
educational
provision for the
gifted and talented
around the world**

*A report for the
Department of
Education and Skills*



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