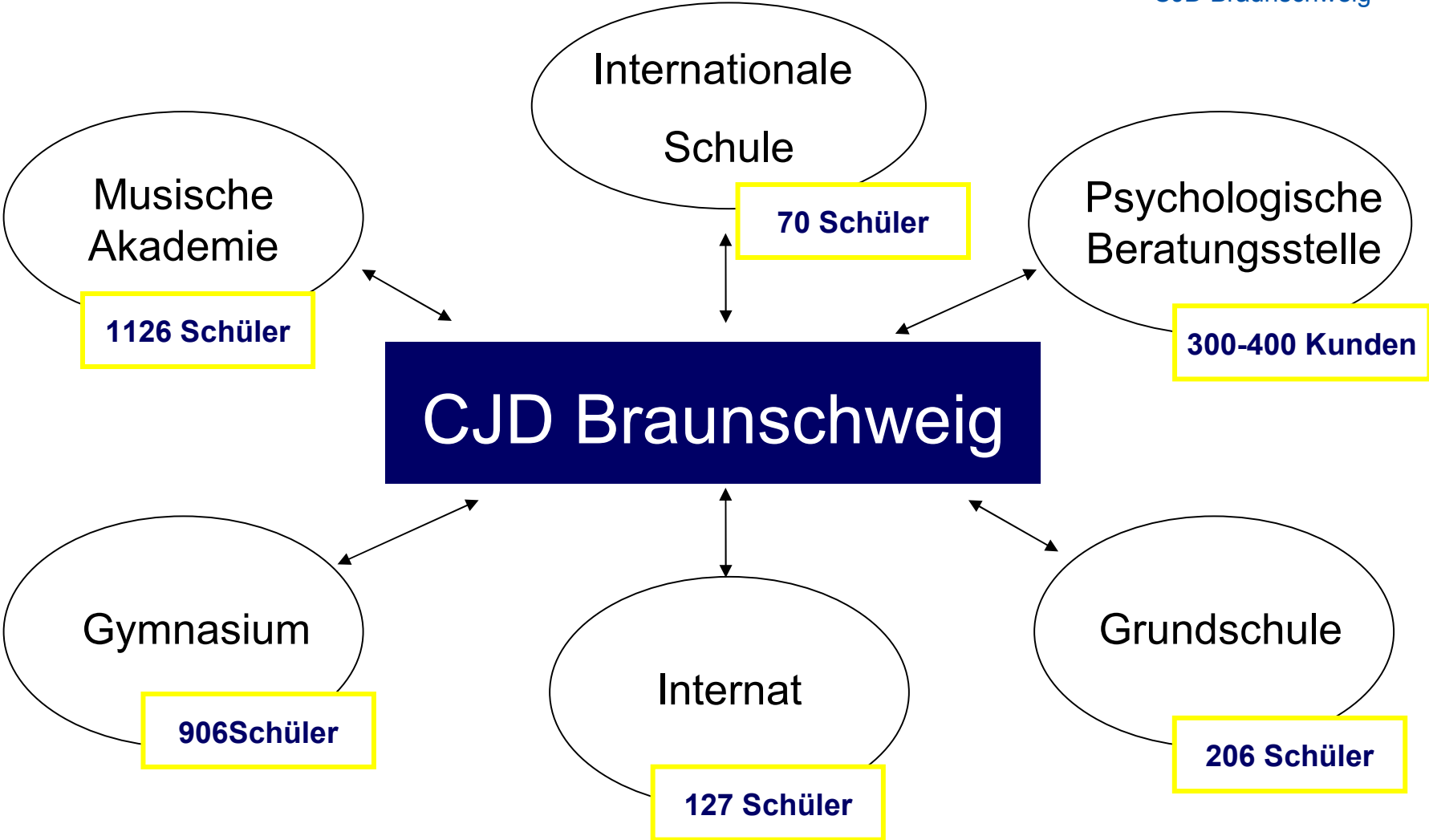


Underachievement

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26. April 2007 Fulda



Definition Underachievement

Typen von Underachievern

Schule und Underachievement – ein Perspektivenwechsel

Interventionen

Schulentwicklung

Underachievement (Minderleistung)

Der Schüler/die Schülerin zeigt eine mindere/niedrige schulische Leistung, als nach der gemessenen intellektuellen Begabung zu erwarten.

Deutliche Diskrepanz zwischen der allgemeinen intellektuellen Fähigkeit und den durchschnittlichen Schulleistungen

Geringe Ausnutzung des vorhandenen Potentials zumindest in einem spezifischen Fähigkeitsbereich

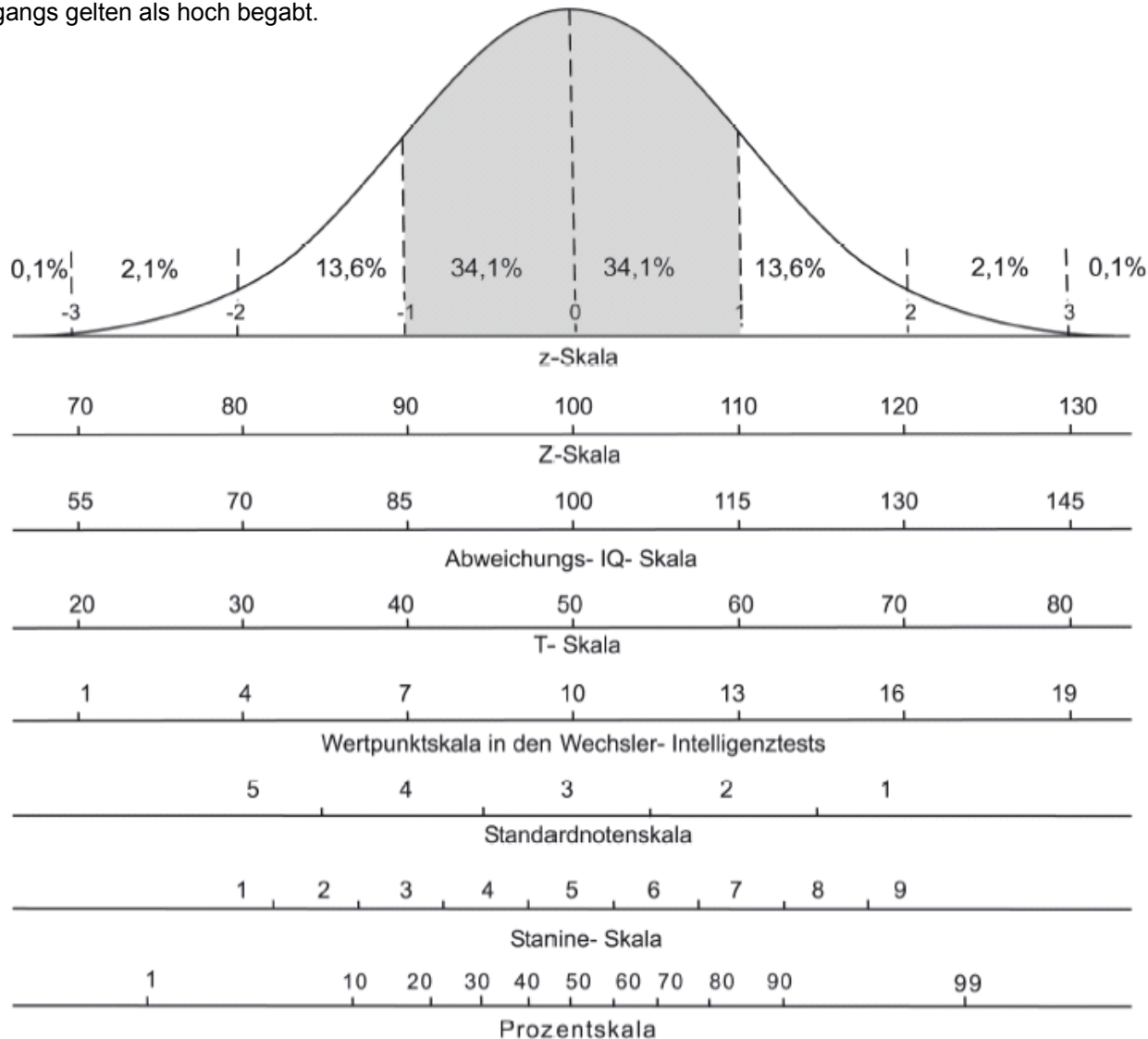
Schätzungen gehen von 10 - 15% aller SchülerInnen aus.

Underachiever zeigen meistens hohe Werte in Verfahren zur Messung der Anstrengungsvermeidungstendenz (AVT)

Das Kriterium „soziale Erwünschtheit“ kann stark ausgeprägt sein.

Gaußsche Kurve

Gaußsche Normalverteilungskurve,
2% eines Jahrgangs gelten als hoch begabt.



$$z = \frac{X - \bar{X}}{S_x}$$

$$Z = 100 + 10z$$

$$IQ = 100 + 15z$$

Flächentransformation
(falls $NV.T = 50 + 10z$)

$$WP = 10 + 3z$$

$$N = 3 - z$$

$$S = 5 + 1,96z$$

Four Types

What percent are primarily this type?

Distant	5
Passive	20
Dependent	60
Defiant	15

Spevak, Peter A and Karinch, Maryann, Empowering Underachievers, 2000, S. 16

Definition: Distant (der ferne) Underachiever

Ein traumatisches Erlebnis in der frühen Kindheit

Elementarer Vertrauensverlust

Letztlich eine Art Bindungsstörung

Definition: der passive Underachiever

Grundgefühl: nicht zu genügen

intensive verborgene Angst

grundsätzlich Blockierung

Definition: der dependent (abhängige) Underachiever

unklare Beschreibung in den Gründen

in der Wirkung: scheinbare Gleichgültigkeit und Übertragung der
Gefühle auf Erwachsene

keine Selbständigkeit, Unabhängigkeit

Definition: der defiant (aufsässige) Underachiever

pubertäre Rebellion

beherrscht durch „Wogegen?“

Noch keine Entwicklung des „Wofür?“

Der Grenzgänger (coasting)	40 %
Der Ängstliche (anxious)	20%
Der Identitätssuchende (identity-search)	5 – 10% highschool 10 – 15% college, university
Der Geschäfte-Macher (wheeler-dealer)	5 – 10%
Der Depressive (sad or depressed)	7 % (clinical > 2%)
Der Aufsässige (defiant)	5%

Wann wird Underachievement sichtbar?

Der Grenzgänger (coasting)	9-10 Jahre
Der Ängstliche (anxious)	Jedes Alter
Der Identitätssuchende (identity-search)	Pubertät
Der Geschäfte-Macher (wheeler-dealer)	6-7 Jahre
Der Depressive (sad or depressed)	Teenie (früher: auf jeden fall klinisch)
Der Aufsässige (defiant)	11-16 Jahre

They procrastinate at home and at school – without concern.

They give up – without concern.

They get low marks – without concern.

They lose interest – without concern

They have selective memories.

They remember what they want to remember – and forget everything else.

They make sincere-sounding statements of intention – but don't follow through.

They are easily distracted from school work and chores – but concentrate intensely on personal interests.

They tend to overestimate their academic performance.

They offer vague explanations for their poor academic performance.

They have already supply of plausible excuses.

They go through a predictable work cycle each term.

They don't respond to rewards or punishments.

They exhibit general contentment with themselves and with life.

They are unconcerned about the future.

Anatomy of an Anxious Underachiever

Let's glance over Anxious Underachievers' characteristics:

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They are tense and unable to relax.

They avoid or put off school work because they're terrified they won't be able to do it well enough.

They worry excessively and unrealistically; about competence, about mistakes made in the past, about anticipated calamities in the future.

They need constant reassurance and approval, especially from adults and authority figures.

They complain of physical ailments, particularly headaches and stomach aches.

They become fearful about attending school from time to time.

They are painfully self-conscious.

Anatomy of an Anxious Underachiever

Let's glance over Anxious Underachievers' characteristics:

They seem more mature than their years.

They are perfectionists

They become lost in unimportant details and lose sight of the big picture.

They are overly concerned with what is right and acceptable – and, conversely, with what is wrong and unacceptable.

Mandel, Harvey P. and Marcus, Sander I. with Dean, Loral, *Could Do Better – Why Children Underachieve and What to Do About It*, 1995, S. 96-97.

The Identity-Search Underachiever is looking for a sense of identity that he can call his own. He wants to be sure that he himself is the person who defines who he is, and nobody else.

The Identity-Searcher is wracked with agonizing doubt – doubt about who he is and where he is going, and uncertainly about the world at large.

Either the intensity of the Identity-Searcher's inner turmoil is so overwhelming she has no energy left over to devote to school work, or the Identity-Search Underachiever makes a deliberate choice not to achieve at school because she rejects the values, attitudes or standards of the school and its teachers.

They live for the moment.

They lie.

They cheat.

They steal

They repeatedly skip school

They disappear from home overnight or for a few days at a time.

They disrupt the constructive activities of others.

They deliberately damage property.

They choose other Wheeler-Dealers as friends.

They can be charming at times and intimidating at others.

Mandel, Harvey P. and Marcus, Sander I. with Dean, Loral, Could Do Better – Why Children Underachieve and What to Do About IT, 1995, S. 162.

They are depressed or irritable.

They have poor appetites or overeat.

They sleep too much or have trouble sleeping.

They experience low energy and feel tired all the time.

They experience low self-esteem.

They have trouble concentrating.

They feel hopeless.

Mandel, Harvey P. and Marcus, Sander I. with Dean, Loral, *Could Do Better – Why Children Underachieve and What to Do About IT*, 1995, S. 197.

They lose their temper easily.

They argue with authority.

They defy authority.

They deliberately annoy.

They are spiteful or vindictive.

They blame others for their own actions or mistakes.

They are touchy or easily annoyed.

They are resentful.

Mandel, Harvey P. and Marcus, Sander I. with Dean, Loral, Could Do Better – Why Children Underachieve and What to Do About IT, 1995, S. 239.

Motivation

Underachiever haben große Defizite in ihrer Motivation

Underachiever haben kein Problem mit ihren Fähigkeiten, sondern ein Problem mit ihrer Haltung

Externe Motivation wird im üblichen Reifeprozess immer stärker durch interne Motivation abgelöst, aber nicht bei Underachievern.

Was unterscheidet motivierte SchülerInnen von solchen mit Motivationsdefiziten?

- Persistence to Completion
- Ausdauer bis zur Fertigstellung
- Working Within Time Limits
- Einhalten der gesetzten Zeiten
- Functioning Independently
- Unabhängigkeit von der Unterstützung anderer beim Arbeiten

Spevak, Peter A. and Karinch, Maryann, Empowering Underachievers, 2000, S. 9

Eine Vision von sich selbst haben.

Sich selbst verbindlich engagieren.

Einen Plan machen.

Bis zum Ziel durchhalten.

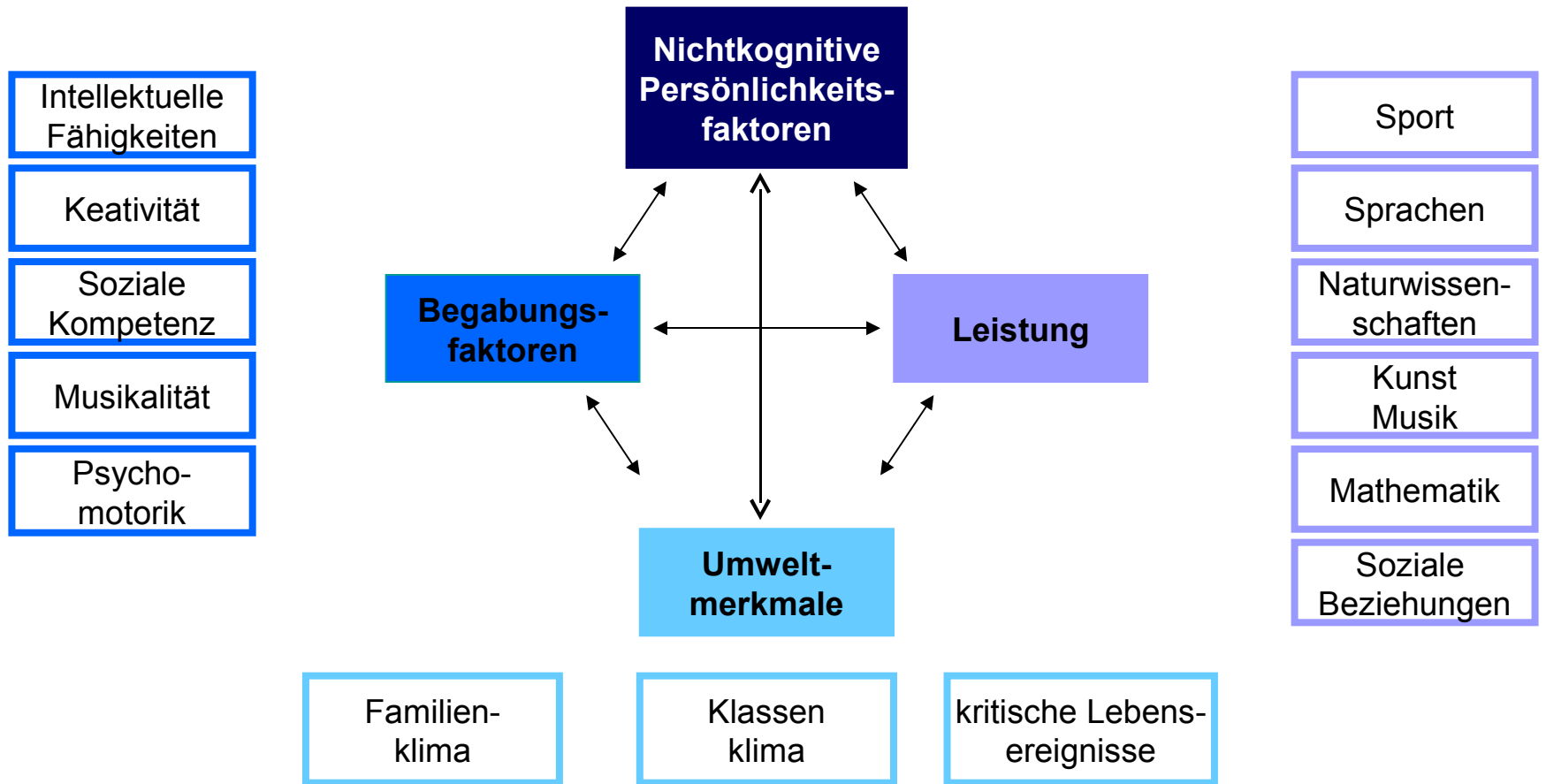
Characteristics of Overachievers	Characteristics of Achievers	Characteristics of Underachievers
Highly responsible	Motivated	Submissive
Productionoriented	Positive self-image	Defensive
Seek approval from adults	Serious-minded	Easygoing and unassuming
Internally anxious and tense	Responsible	Considerate
Very hard-working	Dominant	Rebellious
Highly organized	Leaders in groups	Extroverted

Characteristics of Overachievers	Characteristics of Achievers	Characteristics of Underachievers
Highly consistent	Self-confident	Alienated
Unable to relax	Self-disciplined	Emotionally inhibited
Driven	Future-oriented	Passive-aggressive
Self-worth defined by their achievement	Independent	Hostile and resentful
	Self-starters	Low aspirations
	Organized	Depressed, sad or pessimistic
	Consistent	Anxious or tense
	Socially aware	Distrustful

Eltern und Pädagogen müssen Anstrengungen fordern, von Anfang an

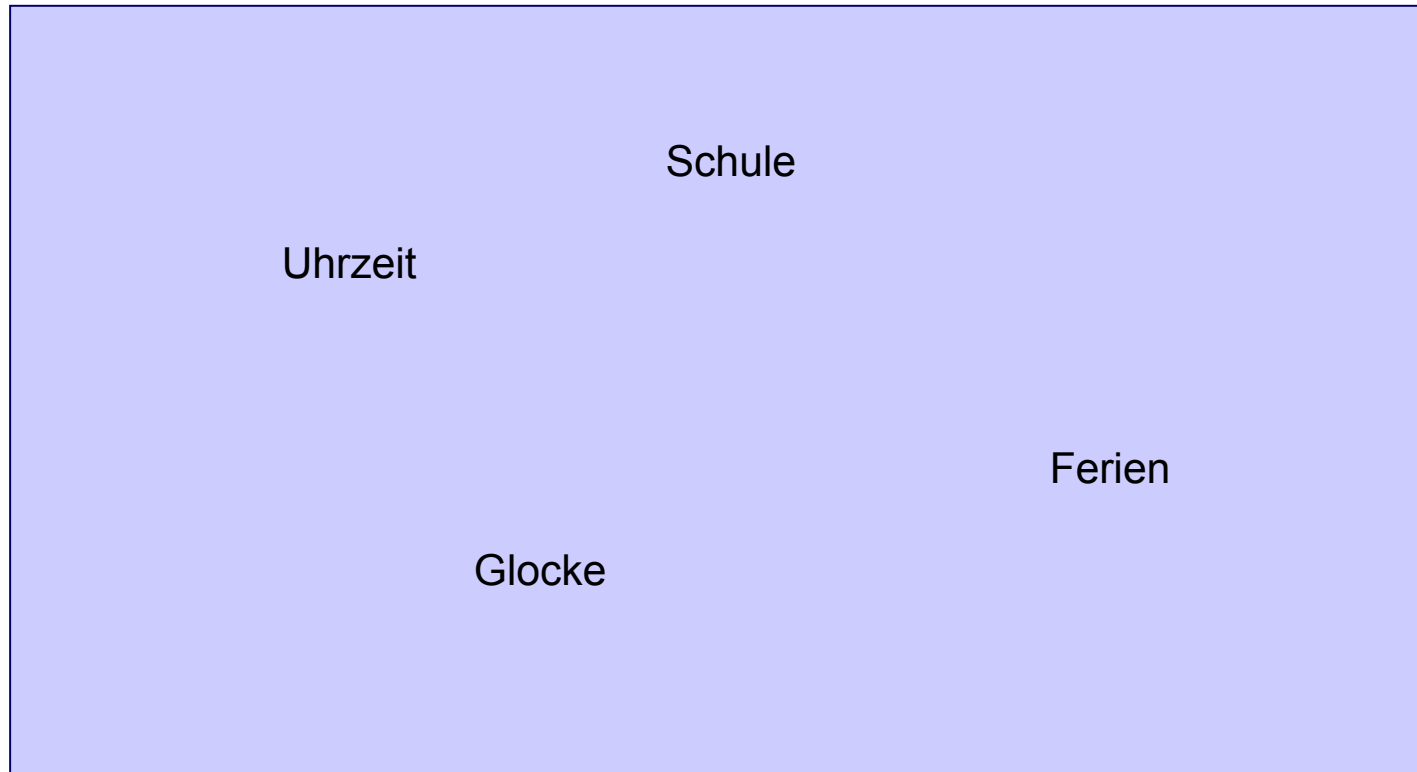
Schule muss für jedes Kind im besten Sinn anstrengend sein

Die Angebote müssen auch Anreize sein, d.h. eine Anstrengung lohnen



AVT - Test zur Messung der Anstrengungsvermeidung

Therapieanleitung: Training und Reflexion



Freude			Kummer		Neid
	Höflich		Liebevoll	Spielzeug	
Wetter			Regen		Schule
	Kummer	Neid	Stress	Spielen	Wach
	Beschäftigung		Schmutzig		Leise
Geräuschvoll			Natur	Sonne	Licht
Sprache	Musik	Himmel	Sterne		
	Computer	Gitarre	Weltall	Sport	Nein
Schwimmen		Liebe	Theater		Kaffeetasse

die Betreuung intensivieren

„predigen“

Lern- und Arbeitstechniken lehren

erinnern

ermahnen

bestrafen

klare Aufgabenstellungen (sozusagen noch klarer!)

Klare Angabe der Rahmenbedingungen (Material, Umfang, Ort, Zeit)

Kontrolle

Konsequenzen

Verantwortung übertragen und Konsequenzen ertragen lassen

Kommunikation immer zurückbiegen auf die Befindlichkeiten der Schüler

nicht aufgeregt

nicht emotional

gleichmäßig

reflektiert

keine Übernahme der Argumentationsstruktur des Underachievers

Geplante Kommunikation

Kommunikation ersetzt das Handeln nicht.

Therapiebedarf prüfen

Gleichförmige Erziehungsstruktur in jedem Unterricht zwingend.

Einbindung der Leitung ist zwingend.

Elternarbeit ist zwingend.

Mandel, Harvey P. and Marcus, Sander I. with Dean, Loral, Could Do Better – Why Children Underachieve and What to Do About IT, 1995.

Schunk, Dale H. and Zimmermann, Barry J., Self-Regulation of Learning and Performance – Issues and Educational Applications, 1994.

Spevak, Peter A. and Karinch, Maryann, Empowering Underachievers – How TO Guide Failing Kids (8-18) To Personal Excellence, 2000.

Rimm, Sylvia, Why Bright Kids Get Poor Grades, 1995.



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Vielen Dank für Ihre
Aufmerksamkeit!

