

INTEGRATED UNDERACHIEVEMENT MODEL

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The Integrated Underachievement Model was developed to assist underachieving gifted students to work towards their potential and to increase their academic self-efficacy, i.e. their belief in their own ability to complete academic tasks. In order to 'celebrate ability' we must first identify gifted and talented students and provide opportunities to reverse patterns of their underachieving behaviour.

The problem with the subjective nature of underachievement lies in teachers' ability to accurately predict or recognise potential. Only after a student's ability has been identified can programs and structures be introduced to meet their specific learning needs.

The Integrated Underachievement model has been developed to assist teachers in;

1. identifying underachievers,
2. profiling students,
3. planning interventions and
4. selecting and designing curriculum aimed at enhancing academic self-efficacy.

The IUM Underachievement Intervention Record provides a list of possible intervention strategies to suit different types of underachievers, eg; selective underachievers, invisible underachievers, Indigenous underachievers, ESL underachievers and gifted underachievers. Group or individual interventions may be planned based on the needs/possible causes of underachievement that were identified when the student and class profiles were created. Sample programs based on New South Wales outcomes as well student samples of work have been used to illustrate the use of the Integrated Underachievement Model.