



EDITION 3

VISUAL ARTS EDUCATION PARENT RESOURCE PAGE

Supporting Your Artistically Gifted and Talented Student

HELPING YOUR STUDENT TO SET LONG TERM GOALS

(Delaying Gratification)

Many gifted and talented students are intrinsically motivated and will work on a project because the challenge of finding a solution provides a sense of pleasure. This student does not work on the task because there is some type of external reward, like a good grade, but because of their internal desire for self-satisfaction or pleasure in performing the task itself. *"Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials."* (Coon & Mitterer, 2010)

For many of these students, It can be difficult to reach goals, or it can be nearly impossible. It's not that they are incapable of reaching goals; it's the way they go about setting their goals and working to attain them. One problem is that their goals are often unrealistic. Example: "I want to become a world famous artist." Or the students expects to reach a goal that requires long-term, sequential, skill development, overnight.

Another problem is that while some students may be good at setting a goal, they don't understand how to reach it. They seem to think that just wanting something will somehow make it happen. This can be especially true of gifted and talented students for whom everything seems to comes easily. They can get discouraged, give up, and turn into underachievers. This edition of our Parent Resource Page will focus on helping students to develop strategies for setting long term goals. Strategies for setting long term goals in relation to the following factors of the intrinsically motivated will be emphasized:

Challenge; Curiosity; Control; Cooperation and Competition; Recognition.

References:

Coon , Dennis & Mittere, John (2010) Psychology: A Journey

Porath, Marion (2013) *Gifted Young Artists: Developmental and Individual Differences*, Roeper Review, Sep93, Vol. 16, Issue 1

Florida Association for the Gifted, Parent Corner, Website: <http://www.flagifted.org/parent-corner>

National Association for Gifted Children, Social and Emotional Issues, Website:

<http://www.nagc.org/resources-publications/resources-parents/social-emotional-issues>

FACTORS OF THE INTRINSICALLY MOTIVATED	LONG -TERM GOAL SETTING STRATEGIES
CHALLENGE	
<p>These students are more motivated when they pursue goals that have personal meaning, that relate to their self-esteem, when performance feedback is available, and when attaining the goal is possible but not necessarily certain.</p>	<p>If your child wants to set a goal of becoming a <i>famous artist</i>, he will have a hard time reaching that goal because it is not specific. Becoming more proficient at rendering realistic observational art images to help to build his portfolio may be a more specific goal. Also unless a goal has a deadline, it will be too easy to ignore it. Monitor the project progress and provide positive feedback.</p>
CURIOSITY	
<p>Internal motivation is increased when something in the physical environment grabs the individual's attention (sensory curiosity) and when something about the activity stimulates the person to want to learn more (cognitive curiosity).</p>	<p>Writing down a goal will force your child to think about a specific goal and make it more "real." Also ask your child to write down why she wants to reach that goal.</p>
CONTROL	
<p>These students want control over themselves and their environments and want to determine what they pursue. Having more control allows the student to better develop and focus on short and long term goals.</p>	<p>Unless the goal is one your child wants to reach, she won't be motivated to reach it. If your child wants to be an animation artist and you just want to help her work toward being a doctor, the goals your child is being asked to reach won't be hers and she may not work that hard to reach them.</p>
COOPERATION AND COMPETITION	
<p>Intrinsic motivation can be increased in situations where students are able to compare their own performance favorably to that of others. This critique method will assist them in setting long term goals.</p>	<p>It's not unusual for gifted kids to imagine that they can reach a goal far earlier than is reasonable to expect it to be reached. Encourage them to research the processes of other artists and to critique their own work and process development in comparison.</p>
RECOGNITION	
<p>People enjoy having their accomplishment recognized by others, which can increase internal motivation and the ability to set long-term goals.</p>	<p>Encourage your student to enter their art work into local exhibitions, newsletters, or request it to be displayed on school websites in order to share their accomplishments. Display his artwork at home.</p>