



Identification and Socio-Emotional Characteristics of the Gifted and Talented

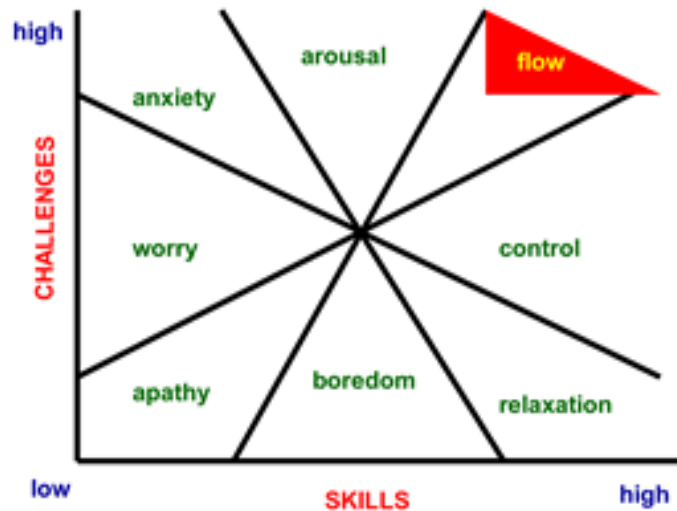
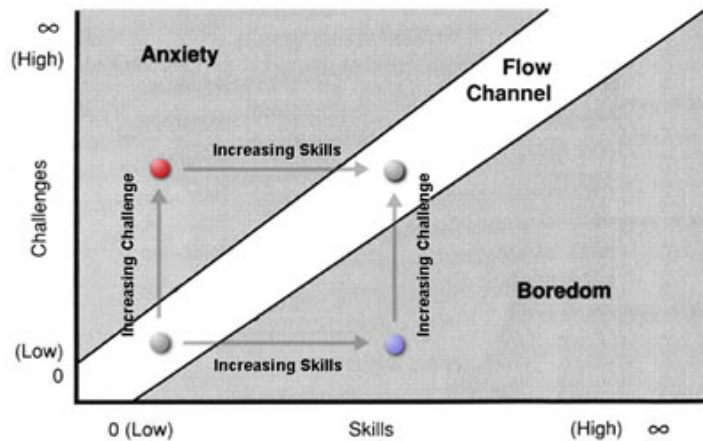
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Refresher from Last Session

- Cognitive and affective nature of the learning experience
- The 'gifted brain' and its quirks
- Moving into the conceptual age/knowledge economy
- Learning and Memory
- Creating opportunities for 'FLOW'

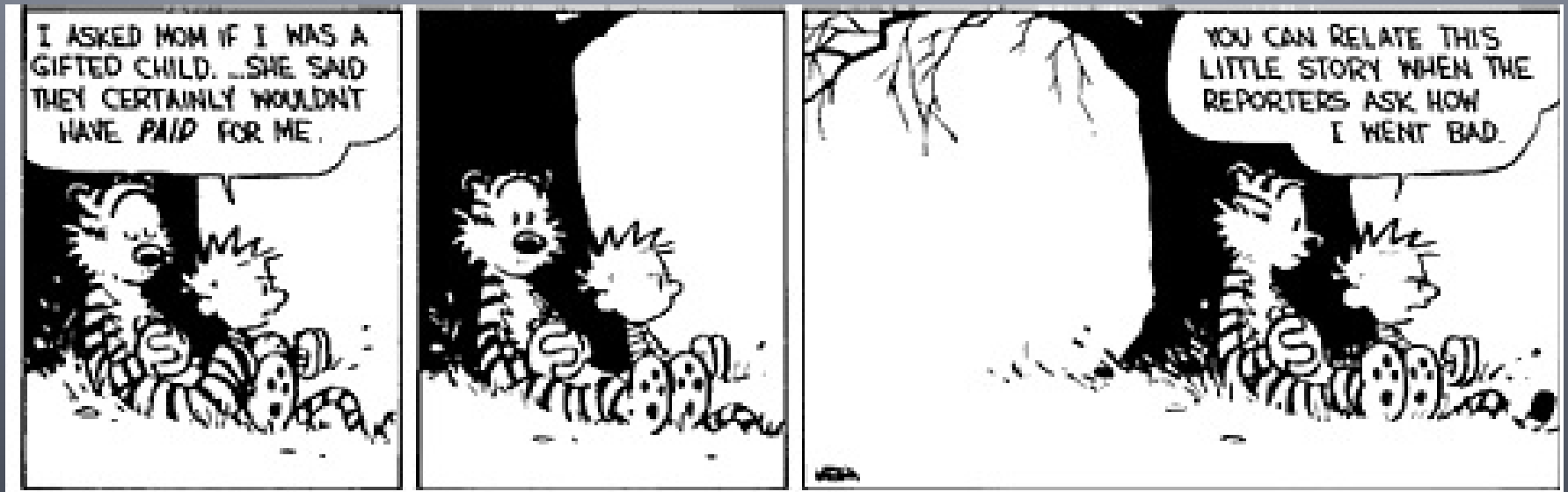
Destination Flow: Cognitive and Affective



- Csikszentmihalyi (1970s)
- High challenge, high skill
- Clear goals
- Balance between ability level and challenge
- Immediate feedback
- Total immersion (intrinsic)—completely absorbed
- “In the groove,” “on the ball,” “in the zone”
- Produces feelings of enjoyment and facilitates scaffolding

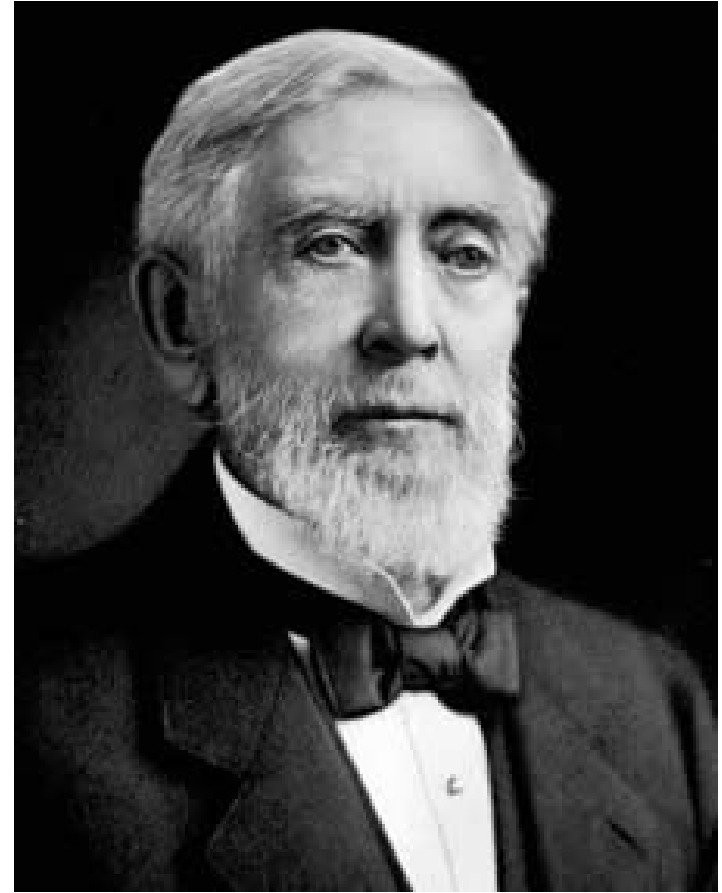
Socio-Emotional Characteristics of the Gifted and Talented

Defining and Identifying Giftedness and Talent



Over a Century of GATE

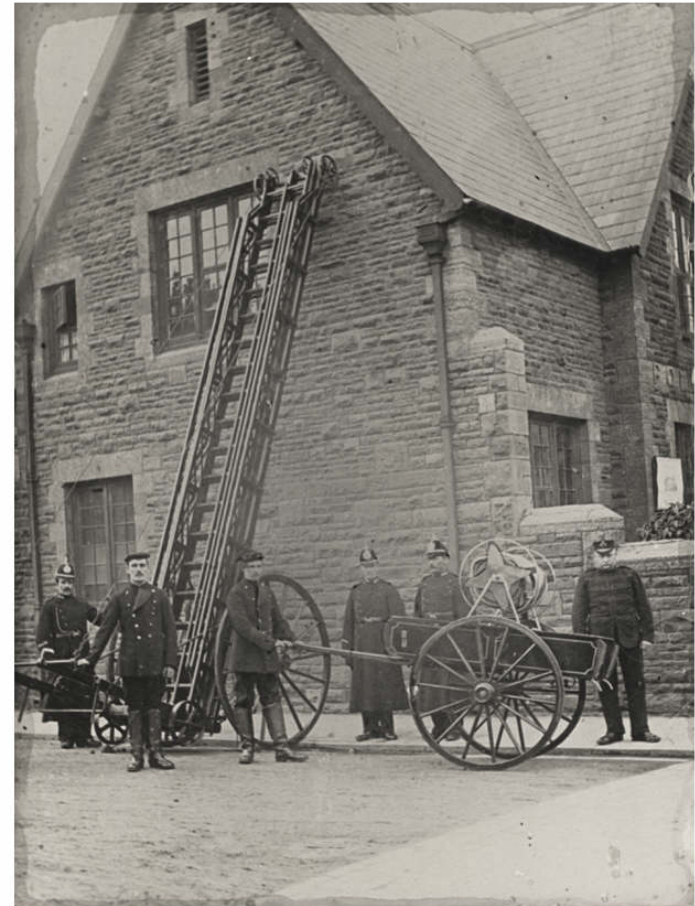
- Began as a study of differences, focused on control versus providing educational opportunity
- Support for gifted and talented has varied over the decades and is tightly interwoven with politics and economics of the day
- Vague, amorphous definitions and, as a result, highly divergent identification methods



History or hipster?

Theoretical Underpinnings

- Pioneering researchers in GATE harken back to the early 20th century—in California
 - **Lulu Stedman**, 1918, from the University of California (southern branch—Now UCLA) who worked with teachers at the Los Angeles State Normal School (now CSULA)—description of gifted characteristics and environmental factors affecting the gifted.



Theoretical Underpinnings

- **Leta Stetter Hollingworth** (1927) helped to describe the characteristics of the gifted, how they are manifest, and recognized how serving the gifted presented unusual challenges to school systems. Sought to define giftedness by adding to conventional IQ-based definitions.

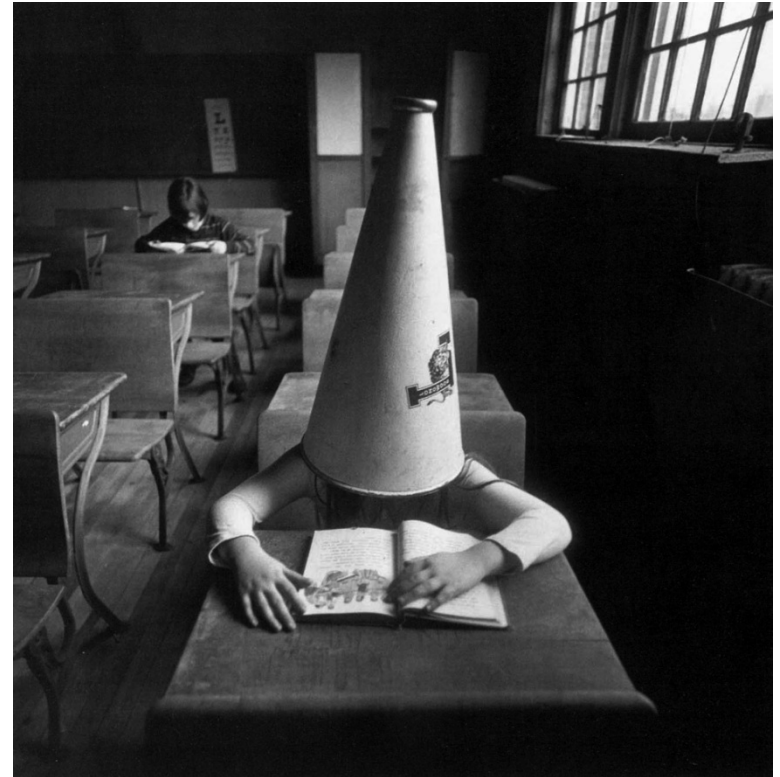


LETA S. HOLLINGWORTH

From her match.com profile.

Theoretical Underpinnings

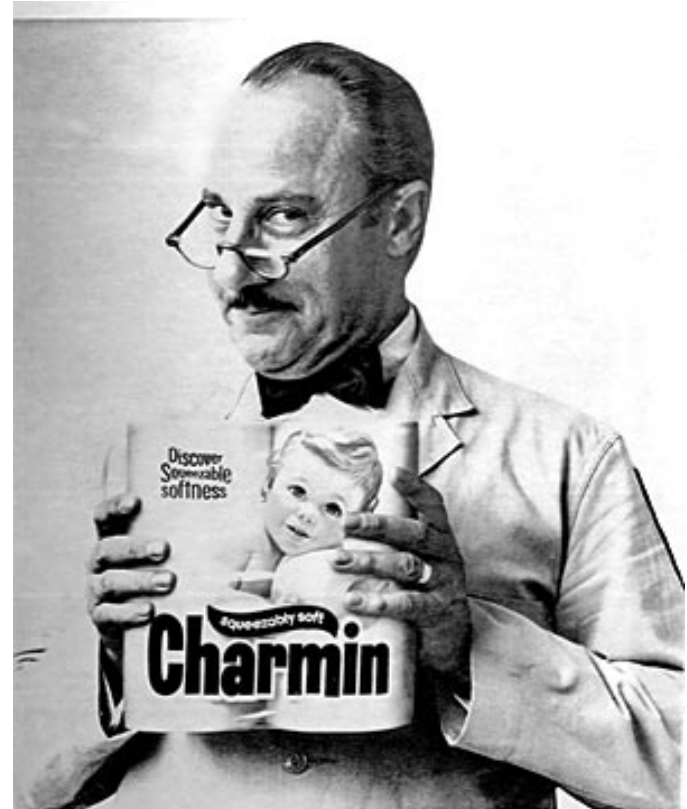
- **Lewis Terman (1930)** was a graduate student with an interest in Binet's work on intelligence. Sought to tie intelligence to giftedness, to define **brightness, dullness, genius and stupidity**. Advocated for high IQ children who required "special learning opportunities"



For some reason, 'dunce' fashion never really caught on.

Theoretical Underpinnings

- **Guy Whipple** (1920s-1940s) worked on intelligence testing during the first world war; pioneered identification methods as early as 1911. Examined the practical applications of curriculum compacting, estimating that ten percent of American children possessed this ability.



Guy Whipple's brother also had an impact on American culture.

Theoretical Underpinnings

- During the 1960s, work on gifted programming continued, highlighting the social/emotional pitfalls of acceleration programs. Attention was turned to science programs, but in the mid-latter part of the decade, programming for the gifted was eclipsed by other factors, including school desegregation, civil unrest and the Vietnam War



Theoretical Underpinnings

- During the 1970s, attention to educating the gifted and talented returned in a big way, resulting from the findings of the **Marland report**. The report documented deplorable conditions in serving the gifted and helped to establish federal policies and guidelines for educating gifted pupils. Also established the Office of Gifted Education at the Federal DOE.



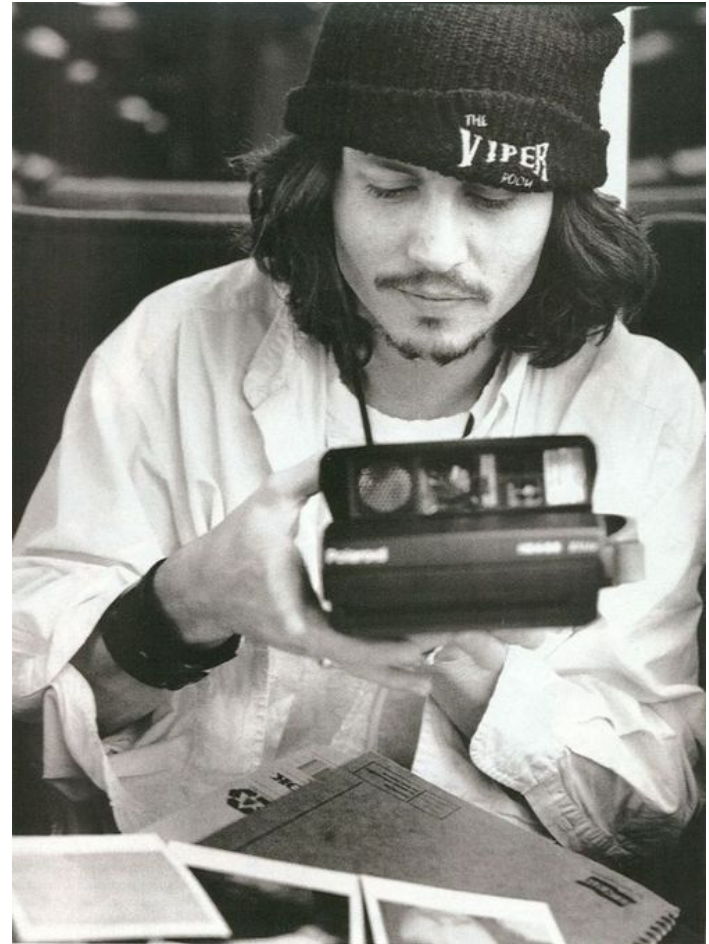
Theoretical Underpinnings

- **The 1980s** saw the establishment of gifted and talented programs in school districts across the nation. More importantly, strict reliance on IQ scores as a measure of giftedness declined as additional factors were considered in identification. Special outreach efforts to historically underrepresented minorities are made.



Theoretical Underpinnings

- In the 1990s-early 2000s, a current of political correctness negatively impacted fiscal support of GATE programming (although not worldwide). Greater attention toward standardization of programs, accountability, and focusing on low-performing pupils.
- Now: Common Core State Standards and a window of opportunity



Identification of G&T

Meta-analyses of current research shows that approximately **five percent of pupils** in the United States are gifted and/or talented.

**BUT HOW DO YOU
REALLY KNOW?**

Identifying the Gifted

- Knowing all that we do about how the gifted brain works cognitively and affectively, what can we surmise about the way pupils are identified? Also, think back to the historical and theoretical development of GATE
- **MEASURE OF POTENTIAL, NOT RESULTS**
- Federally, there is no officially identified standard. Again, this is left up to the states to decide and implement, then left to the school districts
- Many states, believe it or not, do not attempt to define gifted or the processes used to identify the gifted!

Identifying the Gifted

- California is one of the few states that encourage multiple identification as districts apply for approval and support of programs
- These include:
 - Intellectual Ability
 - Visual and Performing Arts
 - Leadership
 - Creative Ability
 - High Achievement
 - Specific Academic Ability



A Few Measures Used

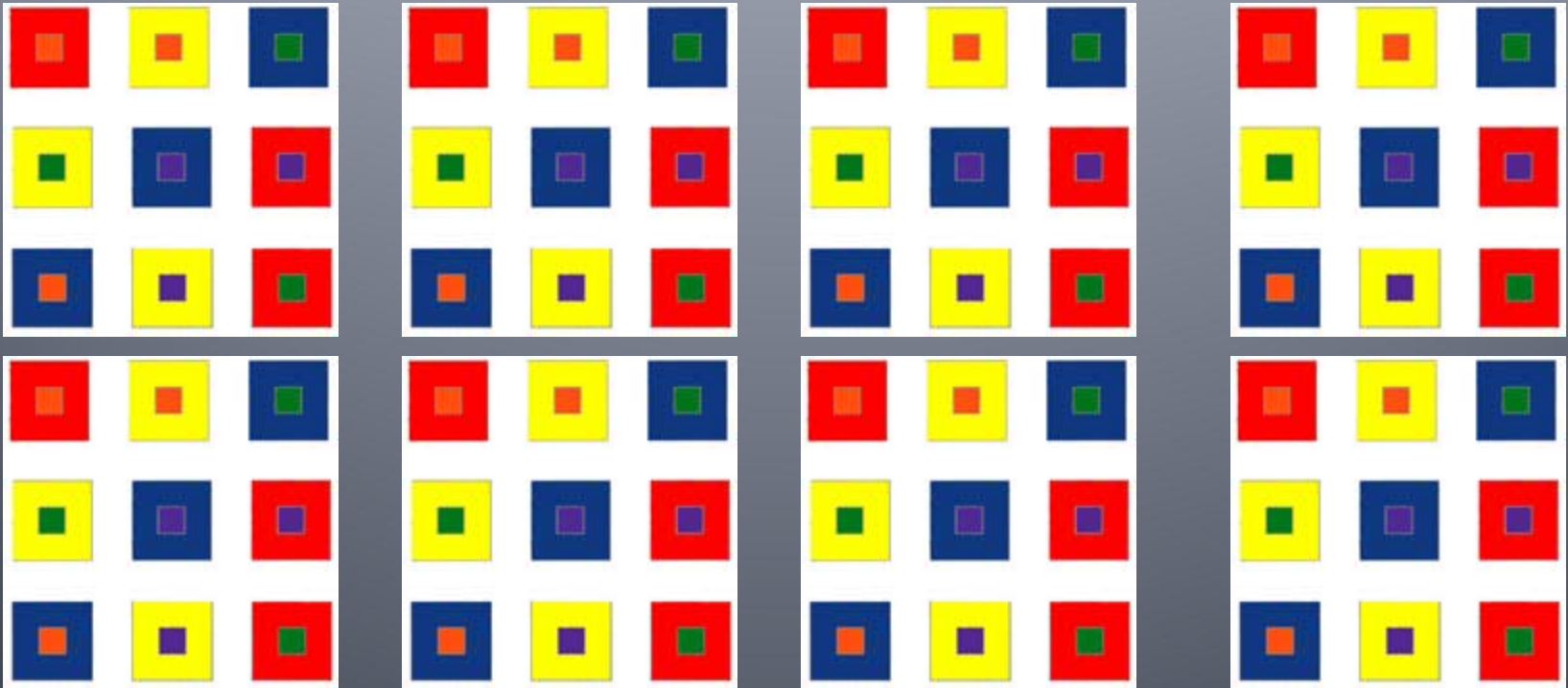
- Raven's Progressive Matrices
- Standardized Test Scores (CST, etc)
- IQ Tests
- Cognitive Abilities Test (CAT/COGAT)
- Recommendations (teachers, parent, school staff member, even self)
- District developed criteria/assessments
- The more measures used, the better and more reliable
- Given what we know about twice-exceptional pupils, what concerns arise about identification processes?
- **In California, once you are identified, you are identified for the rest of your days at the district!**

Who May Be Left Out

- Taken broadly, current methods fail to identify historically underrepresented minorities, linguistic minorities and low-SES as gifted and talented
- No such thing as 'culture-fair' or 'culture-free' batteries
- Narrowly focused identification processes inevitably leave some behind (selecting top x percent of performers; IQ testing; use of formal data only; among others)
- Proposed solutions: multifaceted identification methods that include formal and informal data, collected on an ongoing basis
- Careful use of instruments and understanding their limitations (not interchangeable, know what they measure)

Socio-Emotional Characteristics of the Gifted and Talented

Intensity, characteristics of giftedness and what to do about them



One Word Says it All: **INTENSITY**

Giftedness has both intellectual and emotional elements that are complex, multifaceted and layered.

Intensity impacts every aspect of the lives of gifted and talented individuals. They tend to 'go all out' in just about everything.

It is not that they feel more than the non-gifted, but experience these feelings rather vividly and deeply. This is an experience that can prove alarming and warrants our attentions.

Source (in part): SENG, 2015

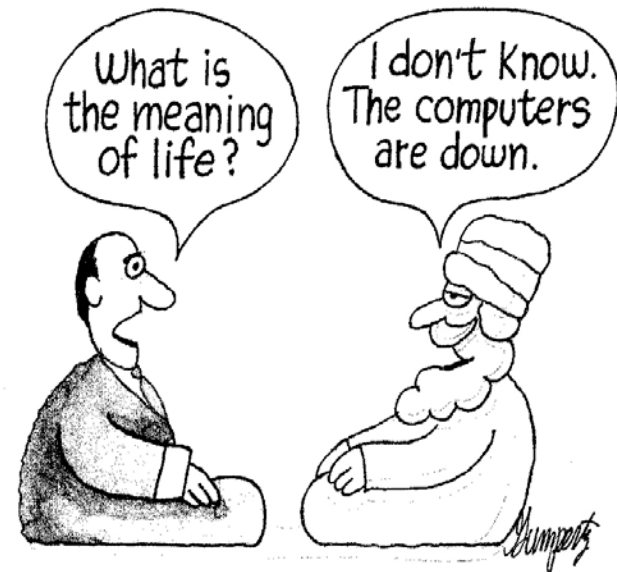


INTENSITY begets...

- Emotional extremes that may change frequently
- Body mirrors (headache, nausea, rapid heartbeat)
- Inhibition, timidity, shyness
- Feeling of being 'out of control'
- Concerns about death and depressive moods
- Feelings of inadequacy, inferiority
- Obsessive attachments

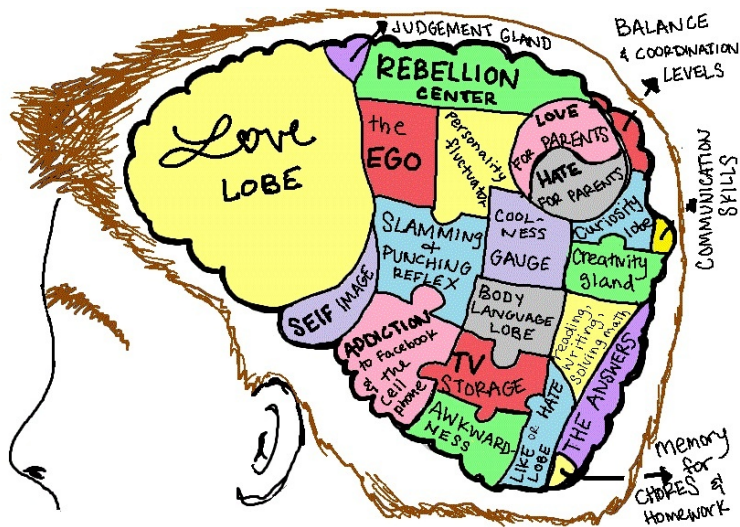
General Socio-Emotional Traits

- Divergent thinking
- Excitability
- Sensitivity
- Perceptiveness
- Entelechy
(motivation to forge
one's own destiny)



Just ask Siri.

Remember...



This is your brain on adolescence.

- The ongoing development of the brain (particularly the prefrontal lobes and the limbic system) during childhood and early adolescence tends to surface social and emotional issues
- This may be especially prevalent/noticeable in gifted and talented pupils

Socio-Emotional Issues and Causes



- **Asynchrony:** chronological age, and social, emotional, physical and intellectual development are out of sync with one another
- Difficulty finding friends with similar interests, ability, drive
- Lack of challenge
- Question of “fit” within larger school society

Just wait until he hears about that A -

Characteristics of the Gifted: Anything Look Familiar?

- Mature, highly developed sense of humor (dry wit, satire)—prefers verbal over visual humor
- Enjoys spending time with older children (even young adults)
- Different conceptions and expectations of friendships than their peers
- Strong attachments to a few friends (versus having many friends and acquaintances)
- Social pressures to moderate achievements in front of peers
- Perfectionism
- Isolationism

Characteristics of the Gifted: Anything Look Familiar?

- Individual versus group identity
- Less interested in physical competition (but not always true)
- Depression
- Questions authority
- Overexcitability
- Underachievement
- Anxiety
- Boredom
- Withdrawal
- Hypersensitivity

Source: Australian Government, Department of Education, Science and Training, 2008

Characteristics of the Gifted: Anything Look Familiar?

- Enjoy complexity
- Can be flexible thinkers
- Creative and original thinkers
- Can see relationships easily
- Enjoy hypotheses, what ifs, etc.
- Enjoy problem solving
- Are keen on aesthetics
- Engage in fantasy, role playing
- Intellectual curiosity

Characteristics of the Gifted: Anything Look Familiar?

- Have a keen understanding of synthesis of ideas
- Skeptical, critical, evaluative
- Quick to understand underlying principles
- Have a readily accessible mental database of facts and ideas
- Can think abstractly

Characteristics of the Gifted: Anything Look Familiar?

- Emotional intensity/deep emotional reactions
- Well developed senses of justice and fairness
- Strong sense of empathy, with both children and adults
- Interest in advanced subject matter/materials (can't seem to understand why age peers are not interested)

Traditional Characteristics	Culturally and Linguistically Diverse/Gifted	Low Socioeconomic / Gifted	Twice Exceptional
Ability to learn basic skills quickly and easily and retain information with less repetition	May require more repetition or hands-on experiences at an introductory level	Lack of opportunities and access to school-readiness materials may delay acquisition of basic skills	Often struggle to learn basic skills due to cognitive processing difficulties; need strategies in order to acquire basic skills and information
High verbal ability	May have high verbal ability in native language; may rapidly acquire English language skills if they possess academic skills in their home language	Lack of opportunities may delay the development of verbal skills	High verbal ability but extreme difficulty in written language area; may use ways and at inappropriate
Early reading ability	May demonstrate strong storytelling ability and ability to read environmental print in home language	Lack of access to reading materials may delay acquisition of reading skills	Frequently have reading problems due to cognitive processing deficits
Keen powers of observation	May display high levels of visual memory or auditory memory skills	Strong observational skills, which are often used to “survive on the streets”	Strong observation skills but often have deficits in memory skills
Strong critical thinking, problem-solving and decision-making skills	Strong critical thinking in primary language; often solve problems in creative ways; particularly interested in solving “real-world” problems	Excel in brainstorming and solving “real-world” problems; strong critical thinking ability; rapid decision-making skills	Excel in solving “real-world” problems; outstanding critical thinking and decision-making develop compensatory skills
Long attention span — persistent, intense concentration	Long attention span — persistent, intense concentration	Persistent in areas of interest usually unrelated to school	Frequently have attention deficit problems but may concentrate for long periods in areas of interest

Traditional Characteristics	Culturally and Linguistically Diverse/Gifted	Low Socioeconomic / Gifted	Twice Exceptional
Questioning attitude	Some culturally diverse children are raised not to question authority	Questioning attitude which may at times be demonstrated in a confronting or challenging way	Strong questioning attitude; may appear disrespectful when questioning information, facts, etc. presented by teacher
Creative in the generation of thoughts, ideas, actions; innovative	Often display richness of imagery in ideas, art, music, primary language, etc.; can improvise with commonplace objects	Strong creative abilities	Unusual imagination; frequently generate original and at times rather "bizarre" ideas
Takes risks	Degree of risk taking may depend upon the familiarity of the situation based on different cultural experiences	Take risks often without consideration of consequences	Often unwilling to take risks with regard to academics; take risks in non-school areas without consideration of consequences
Unusual, often highly developed, sense of humor	Humor may be displayed through unique use of language and responses	May use humor to become "class clown," to deal with stressful situations, and to avoid trouble	Humor may be used to divert attention from school failure; may use humor to make fun of peers or to avoid trouble
May mature at different rates than age peers	Accept responsibilities in the home normally reserved for older children	Often mature earlier than age peers since they must accept responsibilities in the home which are normally reserved for older children or even adults; inexperience may make them appear socially immature	Sometimes appear immature since they may use anger, crying, withdrawal, etc. to express feelings and to deal with difficulties
Sense of independence	May be culturally socialized to work in groups rather than independently	Circumstances often have forced the student to become extremely independent and self-sufficient	Require frequent teacher support and feedback in deficit areas; highly independent in other areas; often appear to be extremely stubborn and inflexible

Traditional Characteristics	Culturally and Linguistically Diverse/Gifted	Low Socioeconomic / Gifted	Twice Exceptional
Sensitive	May be sensitive, particularly to racial or cultural issues	May be critical of self and others including teachers; can understand and express concern about the feelings of others even while engaging in anti-social behavior	Sensitive regarding disability area(s); highly critical of self and others including teachers; can express concern about the feelings of others even while engaging in anti-social behavior
May not be accepted by other children and may feel isolated	May be perceived as loners due to racial/cultural isolation and/or inability to speak English; student entertains self easily using imagination in games and ingenious play	Economic circumstances as well as his/her giftedness may isolate the student from more financially secure peers	May be perceived as loners since they do not fit typical model for either a gifted or a learning disabled student; sometimes have difficulty being accepted by peers due to poor social skills
Exhibit leadership ability	May be leaders in the community but not in the school setting; demonstrate "streetwise" behavior	May be leaders among the more non-traditional students; demonstrate strong "streetwise" behavior; often excel in brainstorming and problem-solving around social issues	Often leaders among the more non-traditional students; demonstrate strong "streetwise" behavior; the disability may interfere with ability to exercise leadership skills
Wide range of interests	Interests may include individual culturally related activities	Wide range of interests that are often unrelated to topics/ subjects addressed in school	Wide range of interests but student is handicapped in pursuing them due to process/learning problems
Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Very focused interests, i.e., a passion about a certain topic to the exclusion of others	Persistent in areas of interest usually unrelated to school	Very focused interests, i.e., a passion about a certain topic to the exclusion of others — often not related to school subjects

If SE Neglected, Students May...

- Resist doing work or do work sloppily
- Become frustrated with the pace of the class and perceived lack of progress
- Ask embarrassing questions or question why things are done in a particular way
- Become impatient, blurt out answers
- Exhibit hypersensitivity to criticism
- Become bossy/rebel against routine
- Resist taking directions or cooperative learning
- Monopolize class discussions
- Become the 'class clown'
- Daydream or otherwise tune out

Gifted or ADD/ADHD?

- Underachieving
- Anger and frustration
- High energy, intensity, fidgeting, impulsivity
- Individualistic, nonconforming, stubborn
- Disorganization, sloppy, poor handwriting
- Forgetful, absentminded, daydreams
- Emotional, moody
- Low interest in details

Socio-emotional Characteristics of the Gifted and Talented

The Pernicious Practice of Perfectionism

How do you rate? Take the Perfectionism Self-Test here (20 minutes or less):

http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3262

I also took the battery, just as an FYI.

Perfect Thoughts



Perfect Thoughts

- Perfection and excellence are not one in the same.
- The path to excellence is meandering and messy. It is not straight.
- You may have to suffer through 25 drafts (or 'bombs') to get one good artifact. The journey means more than the end product.
- Remember Churchill: 'The maxim 'nothing but perfection' may be spelled PARALYSIS'

Remember...

- All learning activates the 'survival' mechanism
- The chemistry of praise and feedback
- The lightning-fast processing involved in gifted and talented individuals and the incessant 'what ifs'?



The 'gifted brain' is akin to a volcano on the verge of eruption, always trying to make sense of circumstances and solve problems in the world that surrounds it

Do You...

- Think in terms of 'all-or-nothing?'
- Have strict 'rules' about how you or others should act?
- Hate feedback?
- Believe your successes are flukes and determined primarily by luck?
- Beat yourself up?
- Define yourself by your accomplishments, which you rate with increasingly high standards?
- Have no time for you?

Perfectionism Explained

- A personality disposition associated with **striving for flawlessness and setting impossibly high standards**
- In **moderate** cases, it can be positive. In **extreme** cases, it is highly destructive
- Archetypes:
 - **Self-oriented** (avoid personal failure at all costs)
 - **Other-oriented** (judgmental and critical of others)
 - **Socially prescribed** (others hold them to higher standards, can never live up)

Perfectionism Explained

- Rooted in a sense of **conditional acceptance**: if one cannot be perfect, one cannot be acceptable to people (and self)
- A relational issue that **is highly dependent upon interaction** with and perceptions of others
- Our world is guided by series of **emotional convictions** about ourselves and others
- The substance of these convictions is determined in an ongoing way **by our attachments to others**

Characteristics of Perfectionism

POSITIVE

- Reliable
- Responsible
- Dedicated
- Driven
- Persistent

NEGATIVE

- Critical
- Unrealistic
- Approval Seeking
- Prone to Depression
- High Anxiety

Perils of Perfectionism

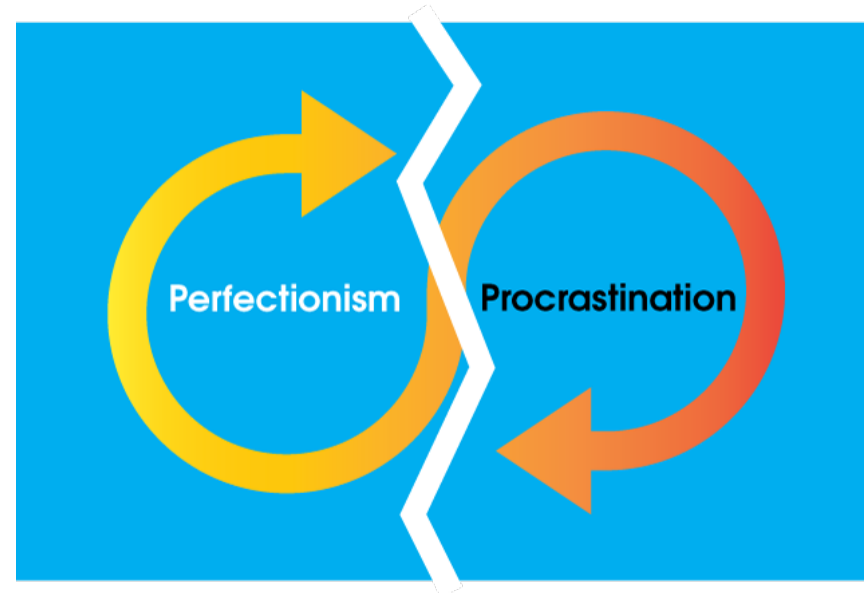
- Performance paradox
— anxiety over performance defeats performance
- Undermines working memory
- Influenced by parents' own perfectionist tendencies and separation anxiety
- Recall from last session:
 - The perfectionist leads a stressful existence (self-critical; hiding mistakes; among others)
 - How does brain chemistry impact the learning potential of the perfectionist (adrenaline, cortisol)?

Perils of Perfectionism

- Strong sense of purpose and high ideals
- Methodical and detail oriented
- May come across as **critical and/or judgmental**
- Inner critic may impact relationships with others
- Frustrated with those who **do not 'pull their weight'**
- **Prevents seeking out challenging experiences**
- Frequently deal with **self-esteem issues**
- Self critical and seek out (positive) feedback – **almost obsessively as a means to bolster self worth**
- Vulnerable to depression and intense anxiety
- Externalize **feelings—harsh on those around them**
- **Reduces 'playfulness' and creativity**

'Perfection' At What Costs?

- Depression
- Performance anxiety
- Test anxiety
- Social anxiety
- Writer's block
- Obsession
- Compulsiveness
- Suicidal thoughts
- Loneliness
- Impatience
- Frustration
- Anger



The best project is a done project. We know perfectionists focus on outcomes not processes, act in fits and spurts and only find temporary satisfaction in achievements because there is always more to do.

A Vicious Cycle

PRAISE

'Feel good
Chemistry'

Obsession

Exaggerated
Expectations

Stress
Chemistry

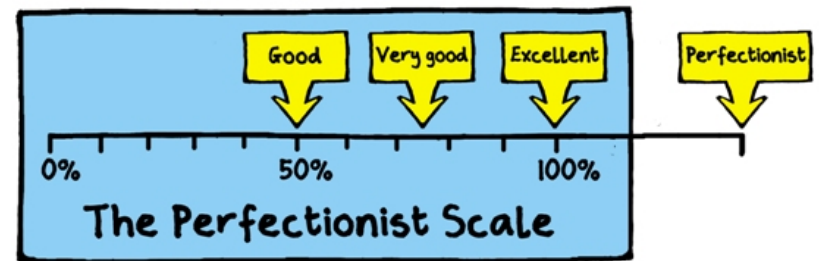
Many iterations...



'Hitting the Wall'



UNDERACHIEVEMENT



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www-the-square-peg.com

Perfectionism

To consign children to the pursuit of perfection is to trap them in an illusion. Like the anorexic literally dying to be thin, perfectionism consumes more and more of the self. Among the many paradoxes of perfectionism is yet one more: It is ultimately self-destructive to devote all one's psychic resources to oneself.—Hara Estroff Marano, quoted in *Psychology Today*

A Perfectionist Speaks

'Where is the script? Someone tell me how to be an adult and do things just right.'

- Soak up knowledge like a sponge and **never make a mistake.**
- **Know exactly who you are and don't ever change** because that makes you fickle and wishy-washy.
- **Everything you do gives people an impression about you** and that impression is all that matters.
- **You are what other people say you are.**
- **Always look to men and never be a leader** because you're not strong enough.
- You are only as beautiful on the inside as **people think you are on the outside.**

Working with Perfectionism

- Learn to embrace mistakes and celebrate failure
- Explain shortcomings of 'all or nothing' perspective
- Emphasize your role as promoting learning versus as an evaluator
- Explain how perfectionism can be counterproductive (appeal to the rational side, not the emotional)
- Understand where students are coming from—telling them to 'loosen up' won't do the job
- Everyone makes mistakes
- The objective is not to eliminate perfectionism, but to guide it in a positive direction
- Help with setting priorities
- Empathy and self-awareness

Working with Perfectionism

HOW TO PRAISE

- Reward process and effort, not always the result
- Praise efforts with specificity (I really see you were able to connect x with y versus 'you are brilliant!')
- Rely on extrinsic versus extrinsic (material) rewards

HOW TO CRITIQUE

- Solicit self-appraisal with supporting evidence
- Ask what is needed to achieve sought after objectives
- Ask what might be done next time to improve results
- Understand the nature of mistakes and failure as information, not fixed outcome

Characteristics in Play

- The class will split into groups and review each of half of the social emotional characteristics in the handout
- Appoint a scribe
- Record positive and negative factors for each characteristic and share out
- How do you work with these characteristics?



Twice-Exceptional Pupils

- Gifted pupils with special needs, identified by IDEA
 - Identified gifted but not learning disabled, characterized as underachievers
 - Identified learning abilities but not exceptional abilities
 - In general classrooms, not considered qualified for services
- May not be recommended/tested/identified as gifted on conventional identification instruments
- Abilities and disabilities may mask one another yielding a “neutral” effect

Source: Montgomery County Public Schools, Montgomery, Maryland

A Few Characteristics of Twice-Exceptional Pupils

- High verbal ability but difficulty with written expression
- May experience early reading problems due to cognitive processing issues
- Strong observation skills, but poor memory
- Better at solving “real-world” critical problems using critical thinking (versus in the more abstract)
- Difficulty paying attention (sporadic)

Source: Montgomery County Public Schools, Montgomery, Maryland

Twice-Exceptional Pupils

- Unusual imagination, may appear to be daydreaming whilst thinking creatively
- Averse to academic risk taking, takes risks without consideration in the outside world
- Uses humor to deflect impacts of school failure, makes fun of others
- Immaturity, overreaction
- Requires constant feedback, especially in areas of deficit
- Can be antisocial; highly self critical in deficit area; poor social skills

Source: Montgomery County Public Schools, Montgomery, Maryland

Twice-Exceptional Pupils

- May be perceived as loners—do not fit in well with gifted or LD pupils
- Strong “streetwise” leadership skills; leader of nontraditional pupils
- Highly focused areas of interest, traditionally outside of the school setting, may be detrimental
- Unable to pursue wide interests due to cognitive processing issues

Source: Montgomery County Public Schools, Montgomery, Maryland

Gifted and ADD/ADHD

- Appear completely disorganized and lose things frequently
- Make careless mistakes and pay little attention to detail
- Leaves seat without permission
- Seems to have difficulty following directions
- Unaware of the risks or consequences of own actions
- Blurts or talks excessively
- Trouble sharing
- Easily distracted

Gifted and Asperger's Syndrome

- Exhibit repetitive motor mannerisms
- Unusual and passionate interest in a topic
- Have trouble forming relationships with peers
- Appear to lack enjoyment in particular situations
- Avoid direct eye contact with others
- Have monotonous speech patterns
- May lack empathy for others
- Unable to engage in 'small talk'

Addressing the Needs of 2E

- Build relationships: trust is imperative
- Differentiate instruction, break assignments into smaller parts
- Attend to remediation as needed
- Teach creative and critical thinking skills (visualization, mind mapping, encapsulation, POV, and problem solving)
- Compacting
- Determine strengths and interests
- Determine areas of challenge/need
- Focus on a strength and a challenge
- Communicate
- Modify with Technology
- Teach organizational skills
- Extended time
- Provide concrete cues
- Above all, be flexible!

Case Studies

- Please break into four small groups and take a few minutes to read the assigned case study.
- Please note the social emotional characteristics embedded within, as well as multiple intelligences, if applicable
- Please note factors that: (1) impact positively; (2) have no impact; and (3) are risk factors or impact negatively
- Please note the roles/behaviors of adults and what you might do
- What may be missing or needs further clarification (including POV)

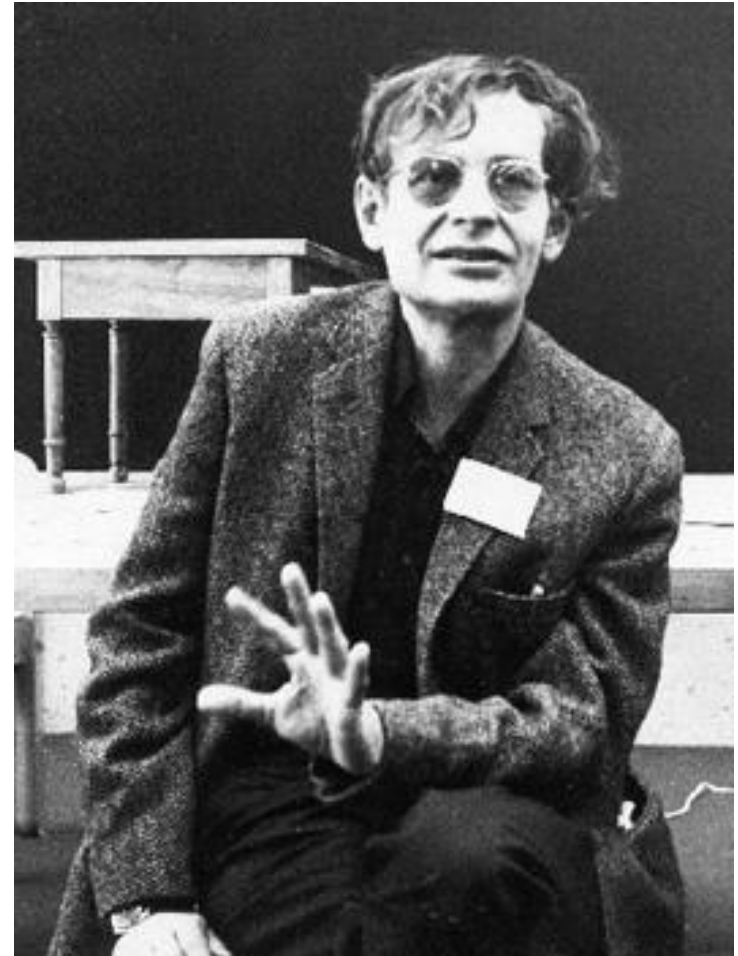
Moral Development

■ Stages of Moral Development

- Lawrence Kohlberg, University of Chicago (1950s on)
- Builds from Jean Piaget's work (constructivist theory of knowing/cognitive development) and interest in children's reactions to moral imperatives—obeying one would effectively prevent or cancel the other)

Stages of Moral Development

- Moral development has six identifiable constructive stages
- The ability to deal with moral dilemmas increases as each stage is passed
- Ethics and morality continue to develop over the lifespan



Stages of Moral Development

- Pre-Conventional Level
 - Obedience and Punishment (avoidance of punishment) (Stage 1)
 - Self Interest (Stage 2)
- Conventional Level
 - Interpersonal Accord/Conformity (Stage 3)
 - Maintenance of Social Order (Stage 4)
- Post-Conventional Level
 - Social Contract (Stage 5)
 - Universal Ethical Principles (Stage 6)

The Pre-Conventional Level



Be careful about your choice of Reading in this kid's house.

- Most common in children, but adults also exhibit behaviors
- Morality is based upon **direct consequences of actions**
- Pure self concern (egocentrism)

The Pre-Conventional Level



*Who says the pen is mightier than
the sword?*

- **Stage 1:** The worse the act, the worse the punishment (no distinguishing differing points of view on actions). **BLIND EGOISM**
- **Stage 2:** Self interest, little interest in needs of others (also moral relativism)—all actions serve self interest. **INSTRUMENTAL EGOISM**

The Conventional Level

- Comprise third and fourth stages of moral development
- More typical in adolescents and adults
- Compare to expectations and understandings of society



The Conventional Level

- **Stage 3 (interpersonal accord and conformity):** Self in society; judge morality of actions based on societal roles and expectations; evaluation of action based on consequences upon relationships (do unto others, etc)—respect/gratitude. **SOCIAL RELATIONSHIPS PERSPECTIVE**
- **Stage 4 (authority/social order obedience):** maintain society by following laws and rules; central ideas about right and wrong; culpability is important. Violating the law is **morally wrong. SOCIAL SYSTEMS PERSPECTIVE**

The Post-Conventional Level

- Comprise Stages 5 and 6
- The “Principled Level”
- Individuals as distinct from broader society
- Self before others—but not as in Pre-Conventional Stages

The Post-Conventional Level

- **Stage Five (social contract):** Individuals with divergent perspectives as part of society; laws are social contracts; greatest good for the greatest number; compromise; majority decision (sounds like...?) **CONTRACTUAL PERSPECTIVE**
- **Stage Six (Universal Ethical Principles):** abstract reasoning; laws as tools of justice versus majority rule; categorical imperative.
- Kohlberg had trouble finding people who had reached Stage 6, but insisted upon its existence **UNIVERSAL RESPECT PRINCIPLE**

More About Moral Development

- Is Moral Regression possible?
- Substages?
- Belief in a possible seventh stage that linked moral philosophy with religion (Transcendental Morality)—purely conjecture
- No ‘skipping’ stages—one must progress through all, with catalysts bumping from one stage to the next (moral dilemmas)
- Constructive versus innate

Moral Development and the Gifted

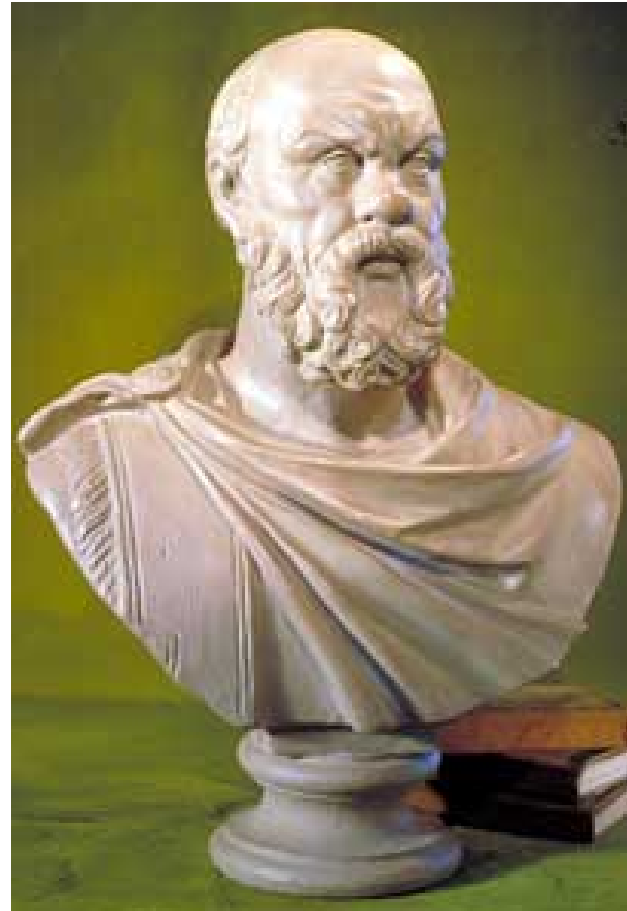
- Early studies reveal sensitivity to moral issues (Hollingworth; Terman)
- Research shows gifted pupils show early sensitivity to moral concerns; empathy; compassion; idealism; concern about global issues
- Research (Blum and Matthews) also suggests that morality is cognitive and affective in nature and builds upon experience and recognition of the emotions of others

Using Moral Dilemmas in the Classroom: Connecting to Gardner and Bloom

- Incorporate the Affective Domain (incorporate interpersonal and intrapersonal intelligences, analyses, synthesis, etc)
- Moral Dilemmas do not encourage simplistic answers—require complex thinking
- Dilemmas not presented out of the blue, but contextually (with readings, etc)
- **What Would You Do?**

Using Moral Dilemmas in the Classroom: Connecting to Gardner and Bloom

- Class discussion (may consider using Socratic format)
- Post-discussion product: papers, letters, etc.
- Role of teacher: 'guide on the side'
- No value imposition
- Be careful in choosing age- appropriate topics



Small Group Activity (Grade-Level)

- Based on what you know about moral development; the cognitive and affective domains; and multiple intelligences, create a **Moral Dilemma** exercise for your gifted pupils
- Use the large post-its to help present your exercise and be prepared to share out with the class

Small Group Activity (Grade-Level)

- Make sure to include:
 - The Moral Dilemma and reasons for choosing it (what are you trying to do? What connections are you attempting to make?)
 - The subject area (social studies, humanities, etc)
 - Required background (readings, etc)
 - The Process (including rules, your role and group norms)
 - The Product (what will students produce following discussion around the moral dilemma?)

Who is the Underachiever?

Penny Lane

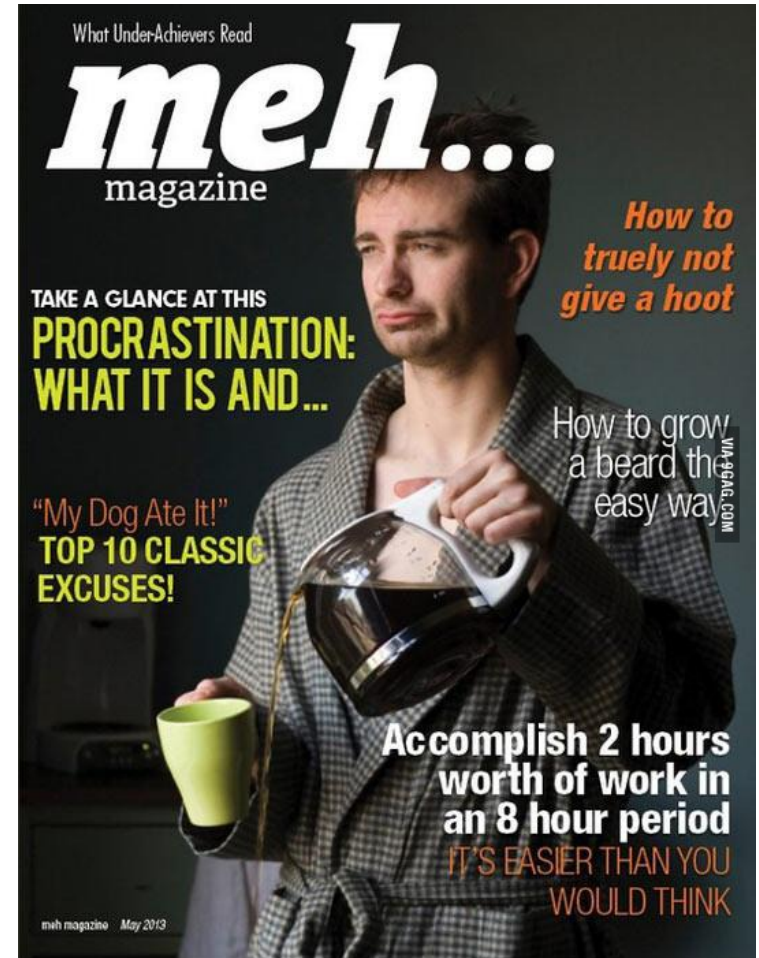
- Turns in work late
- Multiple absences and lates
- Averages Cs on exams and in classes
- Does not focus in class, is disruptive

Eleanor Rigby

- Straight A student
- Turns in work on time or early
- Participates regularly in class discussions
- Well behaved

Well-Known but Successful Underachievers

- Bart Simpson
- Albert Einstein
- Peter Jennings
- Andrew Jackson
- Richard Branson
- The Wright Brothers
- Ansel Adams



What is Underachievement?

- *No universally agreed-upon definition*
- Ideas from the research:
 - Discrepancy between ability and achievement
 - Failure to “self actualize” (maximizing abilities and using them to determine life’s path)
 - Discrepancy between **expected achievement and actual achievement**
- Measuring ability:
 - Multiple criteria, but typically IQ tests and other assessments used in the educational environment
 - Interest
 - Reports from other teachers, parents, etc
 - “Just knowing” – based on what you see on a daily basis

What is Underachievement?

- **Measuring Achievement:**
 - Scholastic achievement, but may be misleading
 - Achievement tests
 - Classroom behaviors, work and assignment
- Very subjective and environmentally grounded—need for data

On Underachievement

“Underachievers, in contrast to slower learners, may in fact learn rapidly and well, but what they learn may not coincide with the content of our examinations” – Schweitzgebel (1965)

“It’s not as though I don’t do hard intellectual work, I just don’t do the hard intellectual work they ask me to do.” – From an interview with a student identified as underachieving based on grades (on his worries about being admitted to Stanford University)

What is Underachievement?

- Contextually and situationally grounded
- May show developmental patterns
- Includes affective elements
- Can also include a variety of factors:
 - Linguistic ability
 - Socioeconomic, sociocultural
 - “Time stamped”
 - Value systems with respect to education
- Cannot be universally treated because of unique cognitive, affective and situational elements
- Six typologies of underachievement patterns

Presenting Symptoms: Patterns of Underachievement (Avoidance)

- Avoids, forgets responsibilities
- Avoids specific goals and commitments
- Fears responsibility for self and future
- Appears unmotivated, but is highly motivated to underachieve (puts a lot of effort into it)
- Grades are externally controlled and do not matter (completely subjective)
- Easily distracted and gives up easily
- Attempts to lower others' expectations (volunteering information about underachievement)
- Easy going and friendly, can be passive aggressive
- Pattern is entrenched by about ten years of age
- Lack of adequate transition from play to work at school

Presenting Symptoms: Patterns of Underachievement (Anxiety)

- Excessive anxiety, chronic worrier
- Overestimates real or imagined difficulties
- Underestimates personal resources and abilities
- May be Perfectionistic and/or a procrastinator
- Has an external locus of control and depends on authority figures for reassurance and validation
- Desire to achieve is rooted in pleasing authority figures

Presenting Symptoms: Patterns of Underachievement (Search for Identity)

- Engages in long, involved and emotional philosophical discussions and arguments
- May experience depression in attempting to establish search for independent and cohesive sense of self
- Underachieves selectively and takes responsibility for underachievement
- May be immobilized by confusion
- Intensely introspective;
 - Who am I as a separate person?
 - What is my purpose in life?
 - How do I relate to other people?

Source: Schneider, S., PennGifted.org., 2008

Presenting Symptoms: Patterns of Underachievement (Conduct Disorder)

- Persistently violates social norms and the rights of others without remorse
- Seeks power over others to feel safe, and blatantly manipulates others to get what s/he wants
- Impulsive, may act aggressively, seeks immediate gratification
- Has low tolerance and is easily frustrated
- Distrusts and blames others for problems
- May come from home environment with alcohol abuse
- Masks low self worth with bravado

Source: Schneider, S., PennGifted.org., 2008

Presenting Symptoms: Patterns of Underachievement (Oppositional Behavior)

- Reacts stubbornly in negative opposition to authority
- Defines self negatively in opposition to authority ("Not Me")
- Persistently opposes authority and 'the system,' in spite of negative consequences
- May feel frustrated by lack of opportunities for creativity, independence and self expression in the educational environment

An Example of Oppositional Behavior: Bender's Detention



Presenting Symptoms: Patterns of Underachievement (Discrimination)

- May have experienced trauma because of deviation from conventional white middle class and gender roles
- May be held responsible for causing the discrimination
- Experiences self doubt
- Has experienced or fears social isolation
- May hide abilities—even from self
- Has lost the belief that the world is a just and predictable place, and doubts that good things happen to good people

Potential Causes of Underachievement

- Mismatch between student and school environment
- Students' attitudes and perceptions about themselves and schooling
- Lack of self regulation and study skills
- May be masking deeper cognitive, physical or emotional issues
- Questions about the utility of aspects of the curriculum
- Boredom
- Pressures to moderate achievements in front of peers
- Cultural relativism
- Equality of educational opportunity

Working with Gifted Underachievers

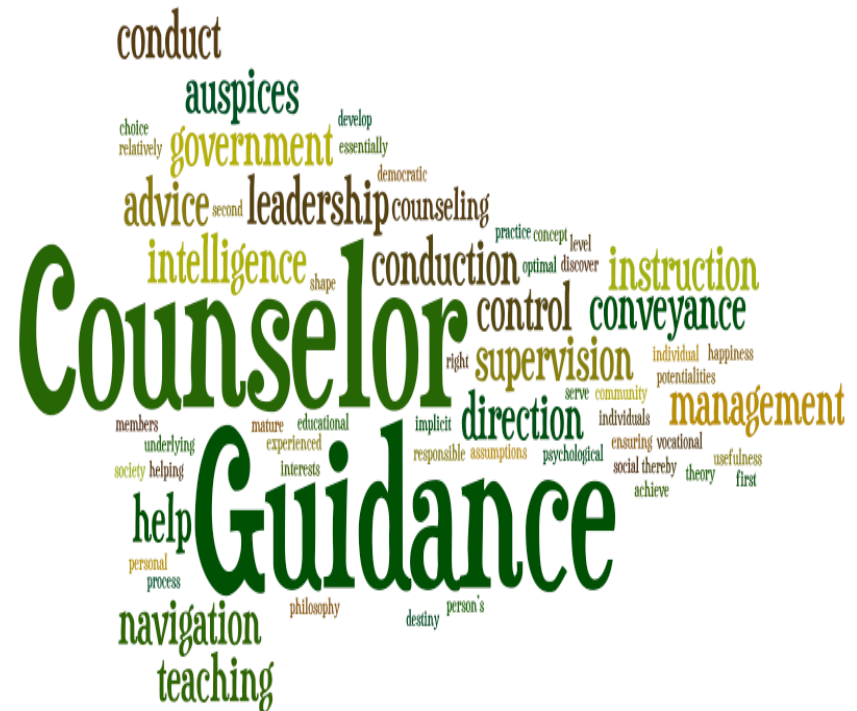
- Maintain high expectations and don't give up, even if students are resistant to participate
- Provide academic role models
- Provide feedback and praise mastery of process
- Meaningfully include parents and family in the process
- Have students assessed for potential learning disabilities (may mask giftedness)
- Take claims of boredom seriously, but realize that it may mask stresses related to fear of failure

Working with Gifted Underachievers

- Do not give unearned praise
- Create a positive culture around academic achievement
- Understand the student holistically (including 'forced-choice' dilemma)
- Don't take students' abilities at face value
- Use open-ended tasks that allow for extension
- Do not separate individuals from peer group
- Use activities that involve several small steps and tasks that require creativity

Counseling the Gifted

- Focuses almost exclusively on academic needs (when counselors are available)
- Fewer than 20 percent of schools attend to the affective components of counseling gifted and talented
- Minimal training for working with gifted pupils
- Even those with training are not prepared to deliver these services and/or are overburdened in their positions
- Gifted and talented left to themselves (can take care of themselves)

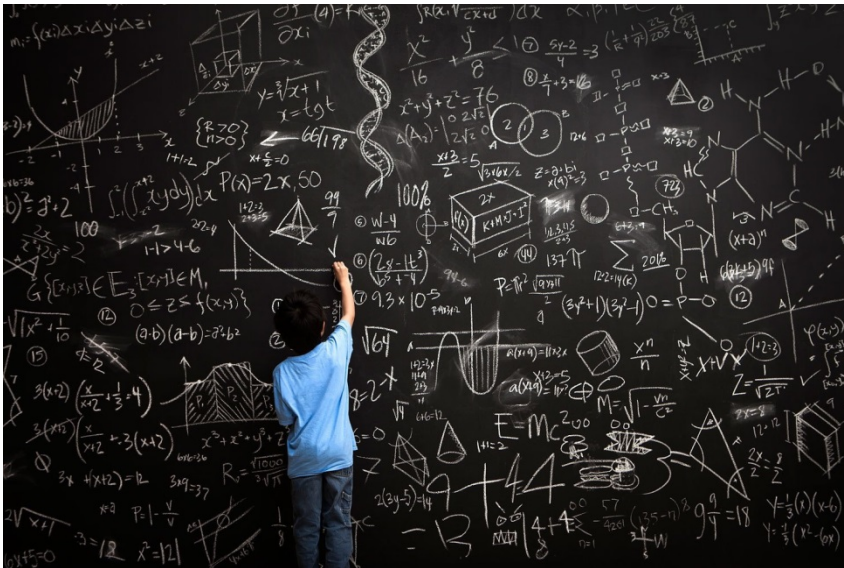


Multipotentiality

- Leonardo da Vinci, for example
- Multiple interests and abilities across domains
- Capable of success in many professions
- May cause stress and anxiety; confusion and over scheduling for fear of 'missing something'
- Social alienation; purposelessness; apathy and depression
- Many university students compelled to choose a specialization (major) before being allowed to sample disciplines
- Multipotentiality or lack of decision-making skills?



Early Cognitive Maturation



The secret to happiness finally sorted.

- Certainty in career choices ahead of other students
- May actually limit pupils by forestalling exploration of interests and careers
- Asked to choose careers and postsecondary institutions without sufficient information
- **Asynchrony:** choices made with cognitive maturation, but perhaps not affective or social-emotional maturity

Female Gifted/Talented

- May experience additional anxiety due to early maturity and societal expectations (conflicts between aspirations and expectations)
- Move away from sciences and to social sciences/services/education
- Other centeredness and attendance/awareness of the needs/opinions of others
- More likely to conform to parental wishes or expectations, especially with respect to family versus career
- Importance of career counseling with lifestyle considerations

Special Populations

- For gifted in poverty, career/postsecondary may not take precedence over more immediate concerns
- Limited offerings
- Need for role models in certain careers
- Individual versus family needs (self versus community)
- Making 'safe' choices

The Underachieving Gifted

- Patterns of underachievement that are contextually and time sensitive
- Need for strong mentorship and focus on strengths and interests
- Recognize potential and need for special attention in postsecondary and career planning
- Research suggests that 65 percent of underachievers blossomed later in life (in college or thereafter) – incentive for focused counseling



Breakfast of Champions!

Other S/E Issues Impacting Counseling of the Gifted and Talented



Jesse Lenz

EVOLUTION?

- Over excitability and sensitivity
- Need for novelty (what happens once novelty wears off in both college and career?)
- Gifted brain is a chaotic environment—need for structure
- Need for social justice and interest in those careers (but not really understanding the associated harsh realities)
- 'Flow' cannot always be found in a career—need to counterbalance intensity with outside interests (emotional outlets)

Addressing the Affective Needs of Gifted Students



*Could have downloaded it to
your Kindle.*

- Creating a “safe” environment for gifted pupils (remove the spotlight)
- Infuse flexibility and challenge
- Teach stress management and time management skills
- Teach pro-social skills and encourage non-academic activities
- Bibliotherapy (dates back to Ancient Greece)—using books to solve problems, address issues

Addressing the Affective Needs of Gifted Students



We read an article in Parenting about giftedness and have a few suggestions for you.

- Be careful of your teaching focus with the gifted—talents present over time
- Model the behavior you wish to see take place in the classroom
- Work with parents to reinforce engagement and learning at home
- Provide opportunities for down time
- Use integrated, holistic and practical (real-world) applications—particularly relevant for Twice-Exceptional pupils
- Use of moral dilemmas (contextually grounded—what would you do?)

Addressing the Affective Needs of Gifted Students



- Help to make connections—not just academic—but human: students with similar and divergent interests, mentors, etc.
- Allow for time and non-threatening environment to discuss those issues confronting gifted pupils (expectations, perfectionism, etc.)
- Provide opportunities for self-reflection and understanding, academic and otherwise
- Explain what you are doing as a teacher and as a school to address the needs of gifted and talented
- Teach courage and resiliency

Addressing the Affective Domain

- Within and across subject matters and the curriculum
- Individualized value systems
- Attitudes, beliefs and values
- Interest and appreciations
- Persistence, independence and self-concept
- Feelings, emotions, and awareness of self and others
- Interpersonal relations and humanitarianism
- Curiosity, risk-taking, complexity, and imagination
- Character education and leadership

Bibliotherapy: A Closer Look

ORIGINS AND ENVIRONS

- Dates back to Ancient Greece
- Using books to help solve problems (in this case, normal developmental issues)
- Used in classrooms, mental hospitals and other settings

USED TO

- Develop self concept
- Increase understandings of behavior
- Develop honest self appraisal
- Find interests beyond self
- Relieve mental or emotional pressure
- Show that one is not the first person to experience such a problem
- Show there is more than one solution to a problem
- Help discuss a problem openly
- Plan a corrective course of action

Bibliotherapy

- Developmental issues or problems that might be addressed using non-clinical Bibliotherapy
- Stages of Bibliotherapy
- Guided experience
- 'Guided Viewing of Film': An alternative (please take care with this one!)
- Using discussions and other artifacts: drawings, letters, etc
- Bibliotherapy project at UNLV:
<http://www.library.unlv.edu/faculty/research/bibliotherapy/index.php>

Comments and Questions

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