Social and Emotional Needs of Advanced Learners Project

# Aim

The aim of this project is to help teachers understand the interplay of social-emotional traits of students who are gifted and the academic implications. As noted in the Foundational Concept, students who are gifted may develop asynchronously or be more intense in particular aspects of their lives. Recognizing these differences from typical learners will enable the teacher to provide appropriate social-emotional support to students who are gifted and to create classroom environments that support students’ continued development as learners.

# Standards and Project Outcomes

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| --- | --- | --- |
| Standard | Outcome One | Outcome Two |
| The ability to understand the social and emotional needs of students who are gifted and to address the impact of those needs on student learning. | The teacher will create a social-emotional profile of a student who is gifted. | The teacher will develop an action plan with accommodations and interventions to provide support to the student who is gifted based on his or her profile. |

## Background Information

Most classroom teachers have little understanding of the atypical developmental patterns or unique sensitivities experienced by gifted learners or strategies to address related needs. Before completing the project, review the OLAC foundational concept, Advanced Learners’ Social and Emotional Lives.

Additional background reading will also be helpful. The articles below provide relevant information. They can be accessed through the EBSCOhost Academic Search Premiere database on InfOhio or through many public libraries’ online research resources.

### Required Reading:

Peterson, J. S., (2009). Myth 17: Gifted and talented individuals do not have unique social-emotional needs. Gifted Child Quarterly, 53(4). doi:10.1177/0016986209346946

Alsop, G. (2003). Asynchrony: Intuitively valid and theoretically reliable. Roeper Review, 25(3), 118-127.

Ackerman, C. M. (2009). The essential elements of Dabrowski’s theory of positive disintegration and how they are connected. Roeper Review, 31(2). doi:10.1080/02783190902737657

### Supplemental Readings:

Amend, E. R., & Beljan, P. (2009). The antecedents of misdiagnosis: When normal behaviors of gifted children are misinterpreted as pathological. Gifted Education International, 25(2). doi:10.1177/026142940902500204

Bain, S. K., Choate, S. M., & Bliss, S. L. (2006). Perceptions of developmental, social, and emotional issues in giftedness: Are they realistic? Roeper Review, 29(1). pp. 41-48.

Cross, T. L. (1997). Psychological and social aspects of educating gifted students. Peabody Journal of Education, 72(3 & 4), pp. 180-200.

Peterson, J. S., & Jen. E. (2018). The Peterson Proactive Developmental Attention Model: A framework for nurturing the rest of the whole gifted child. Journal for the Education of the Gifted, 41(2). doi:10.1177/0162353219763874

Silverman, L. K. (2009). My love affair with Dabrowski’s theory: A personal odyssey. Roeper Review, 31(3). doi:10.1080/02783190902993912

Sisk, D. (2005). Psychosocial development of the gifted: Implications for a counseling intervention for gifted students. Gifted Education International, 19(3). doi:10.1177/026142940501900304

## Estimated Time Completion

Six hours

# Procedures

Step 1: Selection. Select a student who is identified as gifted to use for this project. A student identified in superior cognitive ability is recommended, although any student who is gifted may be profiled. (Make sure to get parental permission before interviewing their child.)

Step 2: Interview. Use the attached list of interview questions as a starting point to begin a conversation with the parents/guardians of the student and the student (separately) to gain a better understanding of the child’s development. You may add questions to the list as needed and appropriate for the child. When conducting the interviews, assure them that you won’t identify them in the assignment so no one will know their answers as theirs unless there is a reason why you would have to tell someone (i.e.: Indication of harm to self or others).

## Parent / Guardian Questions:

Tell me about early developmental milestones of your child from birth to about 2 years old. (alertness, sitting up, crawling, walking, talking, etc.)

What was your child like as a preschooler?

What things stood out to you that let you know your child might be gifted?

What has your child’s school experience been like for him/her?

Does your child prefer to be alone or with others? What does he/she like to do during that time?

What kind of relationship does your child have with siblings?

How does your child interact with adults?

Tell me about your child’s friendships. (number, selection, age, preferred activities, etc.)

Does your child have any behaviors that you might describe as “intense” or sensitivities of any sort?

Are there other quirks that make your child unique?

What things do you enjoy about parenting your gifted child?

What are some of the challenges you face parenting your gifted child?

## Student Questions:

What do you think makes you unique and different from others?

What kinds of things do you like to do when you are by yourself?

Tell me about your family. What do you like to do with them? What can sometimes be challenging about your family?

Tell me about your friends. Who are they, how did you choose them, what do you like to do together?

What is school like for you? What do you like about it? What do you not like about it?

What are your biggest pet peeves?

What setting makes it easier to learn? (quiet/noisy, moving/sitting, dim lights/bright lights, alone/with others, etc.)

Are there any things that make you stressed or uncertain?

Are there feelings you have inside that you don’t always share with others?

**Step 3:** ***Profile.*** Based on the answers from the interviews and observations of the student in the classroom, write a profile of the learner. Be sure to use a pseudonym for the child. The profile should include the sections listed below and be connected to scholarly articles and readings about gifted learners that pertain to each topic.

* + - **Developmental Progressions** (including description of the student’s individual developmental pattern and a comparison to development of age-peers)
      * Cognitive
      * Social
      * Emotional
      * Physical
    - **Presence of Overexcitabilities** (including description of student’s individual overexcitabilities and implications in classroom and social situations)
    - **Social Relationships** (including description of interactions with friends and families and preferences for building and maintaining friendships)
    - **Other Factors** (including other influences, such as culture, gender, sexual orientation, existing mental health diagnoses or evidence of other mental health concerns such as depression, anxiety, or other issues)
    - **Impact of Social-Emotional Development on Classroom Performance** (including brief description of achievement levels, presence of perfectionism, underachievement, test anxiety, functioning in cooperative groups, etc.)

Step 4: Action Plan. Create an action plan that includes a list of interventions and accommodations to be made in the classroom learning environment. The action plan should be specific to the learner interviewed and directly connect to the student’s individual needs. The strategies should be connected back to scholarly articles and readings about gifted learners that pertain to each topic.

Classroom Environment Accommodations

Grouping and Seating Accommodations

Instructional Modifications

Other Needed Interventions (i.e.: Counseling, social worker referral, bibliotherapy, behavior plan, etc.)

Once complete, submit the profile and action plan to the person who is supervising the Gifted Education Professional Development (PD) in your district.

# Rubric: Social and Emotional Needs Project

Participants in the Gifted Education PD might review the “distinguished” column of the rubric below as a guide to what a complete and well-executed project would look like. The person who is supervising the Gifted Education PD can use the rubric to evaluate participants’ projects. Total rubric scores of **6 or higher** are sufficient for receiving credit for the project.

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| --- | --- | --- | --- | --- |
| Criterion | Distinguished (Four points for each criterion at this level) | Accomplished (Three points for each criterion at this level) | Competent (Two points for each criterion at this level) | Emerging (One point for each criterion at this level) |
| Adequate Scope | Additional social-emotional components or personal components included along with all required elements in the profile and learning plan. | All required sections of profile and intervention plan addressed. | At least 4 of the required components of the learner profile and at least 3 of the required components of the intervention plan included. | Fewer than 4 of the required components of the learner profile or fewer than 3 of the required components of the intervention plan included. |
| Adequate Detail in Profile | Profile is specific and based on interview answers and observations with direct comparisons to typical learners and knowledge about gifted learners with citations to scholarly research in the field. | Profile is specific and based on interview answers and observations with direct comparisons to typical learners and knowledge about gifted learners. | Profile is specific and based on interview answers and observations. | Profile is vague or includes broad generalizations not specific to the learner profiled. |
| Appropriateness of Action Plan | Action plan is specific to the learner based on the profile developed with strategies rooted in best practices in gifted education with citations to scholarly research in the field. | Action plan is specific to the learner based on the profile developed with strategies rooted in best practices in gifted education. | Action plan is specific to the learner based on the profile developed. | Action plan is vague or includes broad generalizations not specific to the learner profiled. |