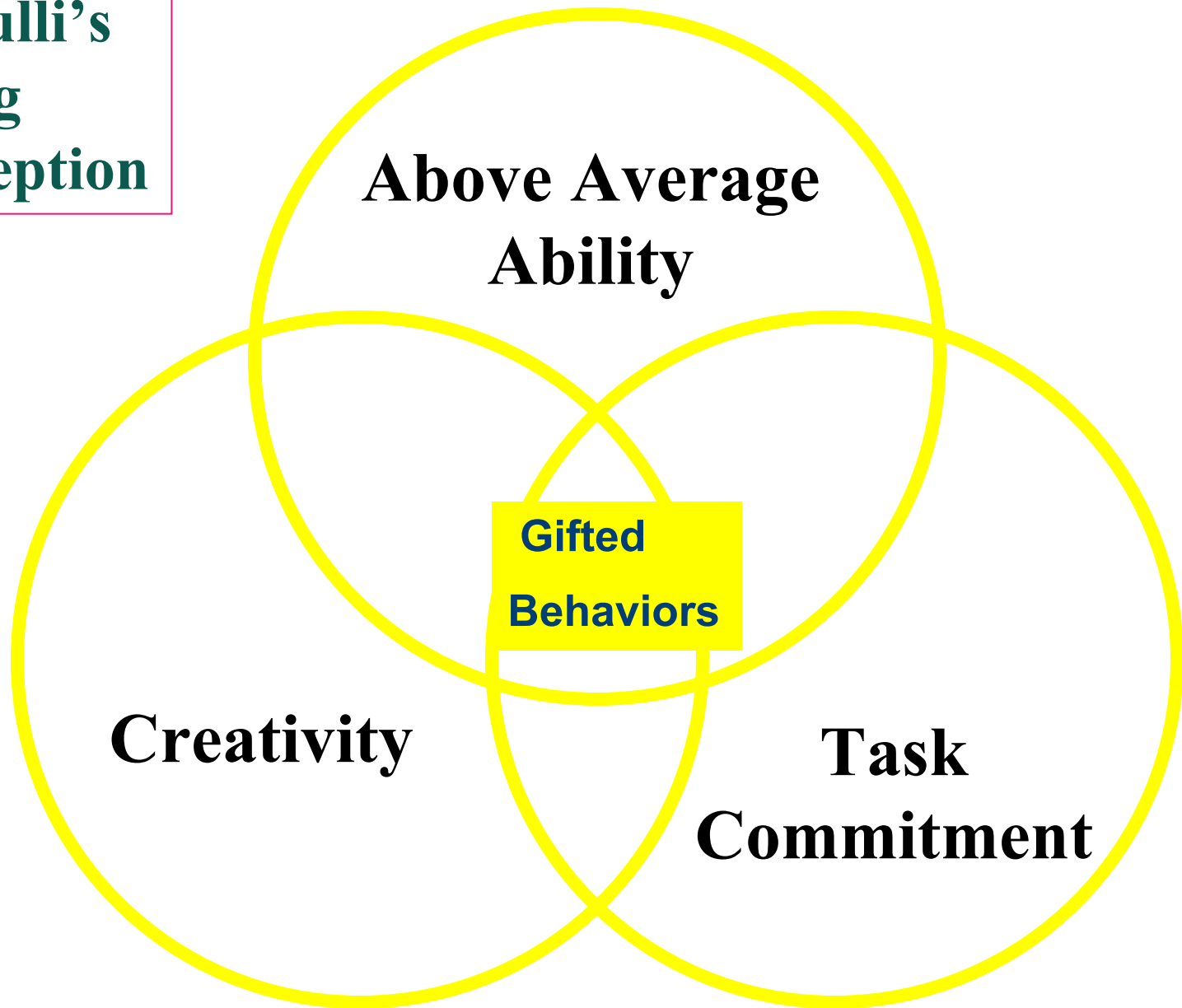


Supporting Social/Emotional Needs in the Classroom

Meredith Burton, Ph.D.
Confratute 2023

**Renzulli's
3 Ring
Conception**



Talent develops in stages



latent

emergent

manifest

Talents develop in stages over time within interest areas if an individual possesses the right combination of ability and aptitudes with opportunity, experience, deliberate practice, support, and encouragement.

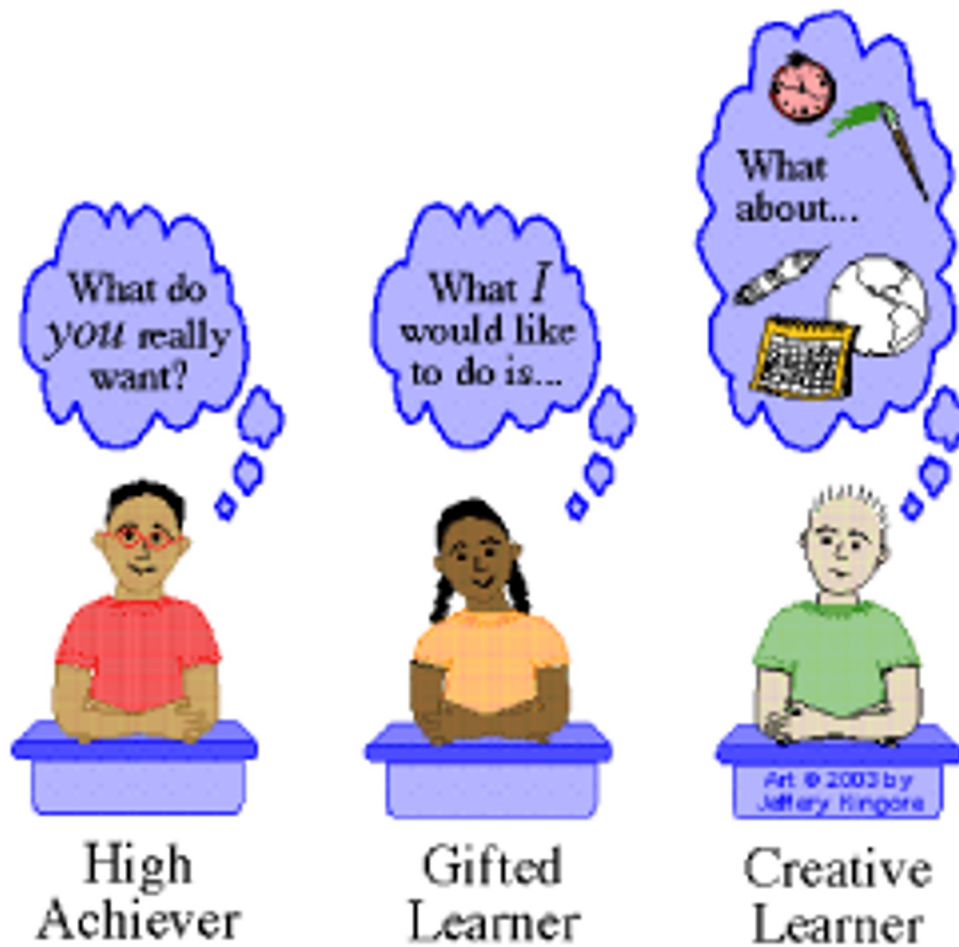


A Very Bright Child

- Knows the answers
- Pays attention
- Has good ideas
- Answers questions directly
- Is in the top group
- Listens with interest
- Understands ideas
- Relates well to peers
- Absorbs information
- Completes assignments
- Is a good memorizer
- Is pleased with own work
- Enjoys school

A Gifted Learner

- Asks the questions
- Is mentally involved
- Has wild, creative ideas
- Discusses in detail
- Is beyond the group
- Shows strong opinions
- Constructs abstractions
- Relates well to adults
- Manipulates information
- Initiates projects
- Is a good guesser
- Is critical of own work
- Enjoys learning



Response to an Assignment

Demonstration of Gifted Behaviours



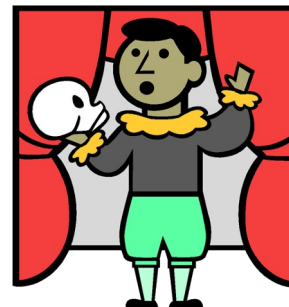
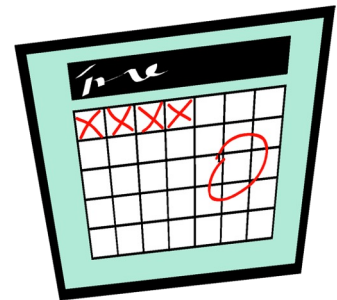
By certain people



At certain times



In certain circumstances



Social and Emotional Issues



Dispelling Myths



Giftedness does **not** cause social and emotional problems.

The challenges faced by some gifted individuals do **not** automatically become problems without intervening factors.

Giftedness is **not** comprised of all behaviors that are socially desirable.

Gifted students do **not** necessarily have it “all together” and are **not** all “blessed.”

The social and emotional well-being of gifted youth is related to:

the type of giftedness,
personal characteristics,
and
the educational fit.

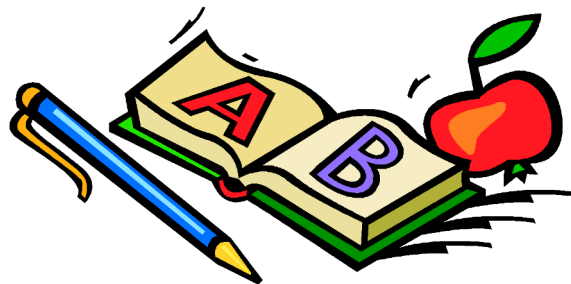


Findings from Decades of Research

As a group, gifted students are socially and emotionally healthy, and often more well adjusted than many of their age peers.



Gifted children tend to experience more potential conflicts earlier, especially in school, due to the incongruities between their developing abilities, interests, environments, and social expectations.



Preassessment: What do you know about...

Asynchrony

Perfectionism

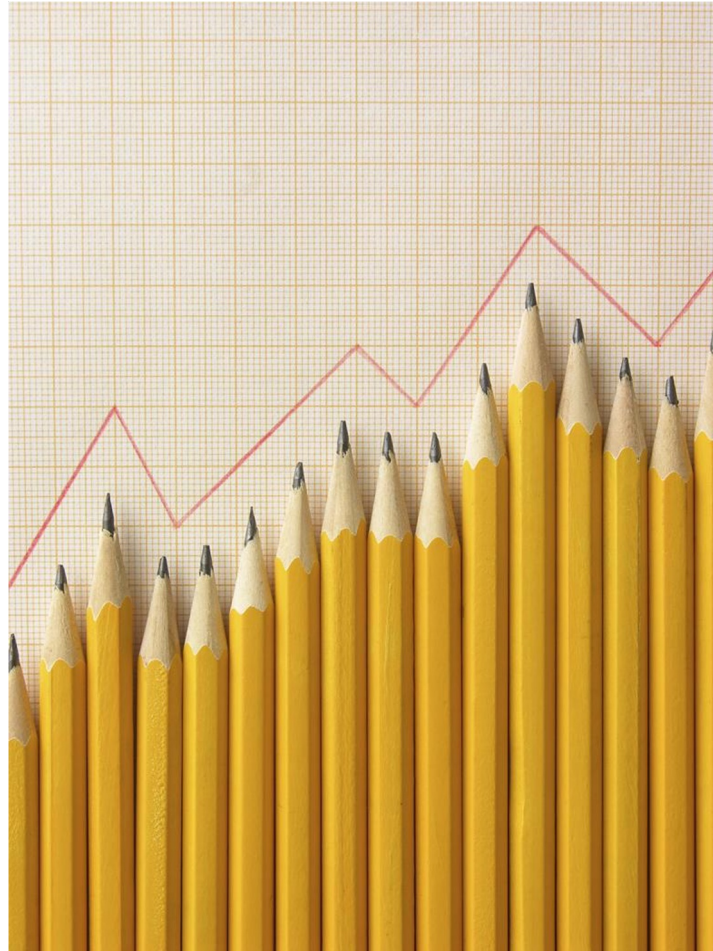
Overexcitabilities

Underachievement

ACTIVITY:

Draw the most realistic flower in the next 3 minutes

Internal Asynchrony



Advancement over Age Peers



Super Sensitivities

What is considered normal intensity and sensitivity for the gifted is often labeled as neurosis in the general population and as a result, the gifted are personally and emotionally vulnerable to a variety of unique relationship difficulties at home, work, school and in the community.



“Don’t be so...”

“You’re too ...”

Most Frequent Referrals for Psychological Testing and/or Services:

- Very bright but lacking common sense
- Seems too emotional; gets intensely frustrated when unable to accomplish a goal
- High activity level and low impulse control
- Can't seem to complete tasks or stay on track, is disorganized and messy; forgets to turn in work we know he completed
- Bright but won't do homework; might fail even though doing well on tests

- Constantly arguing and defying adults; always looking for a way to outsmart them
- Chronic daydreamer, loses everything
- Lacks social skills, Not many friends, no interest in reading anything but science fiction
- Very advanced in some areas and not others, particularly poor handwriting
- Moody and explosive at times



“Very bright but lacks good judgment”

- Judgment is an executive function that is biologically driven and usually develops much later (between ages 16-20) than skills in academic areas (language, math, music, etc)
- In general, the brighter the child, the greater the gap between judgment and intellect
- Child's intensity can cause intellectual curiosity to override judgment



“High activity level and inattention”

- Core symptoms of ADHD are inattention, impulsivity, and hyperactivity.
- Similar to traits of overexcitable or creatively gifted children.
- Inattention in the classroom may also occur in academically under-stimulating environments.
- Many gifted children are misdiagnosed with ADHD.
- Some gifted children do have ADHD, but advanced intellectual abilities can obscure the symptoms.



Perfectionism



Dimensions of Perfectionism



Continuum of Perfectionism



ACTIVITY: Left side of room, with partner, list healthy behaviours

Right side of room, list unhealthy behaviours

Multidimensional Perfectionism Scale Hewitt & Flett (1990)

INSTRUCTIONS: Listed below are a number of statements concerning personal characteristics and traits. Read each item and decide whether you agree or disagree & to what extent. Identify the orientation as Self Oriented, Other Oriented, or Socially Prescribed

- When I am working on something, I cannot relax until it is perfect.
- I am not likely to criticize someone for giving up too easily.
- I find it difficult to meet others' expectations of me
- I cannot stand to see people close to me make mistakes
- It doesn't matter when someone close to me does not do their absolute best
- The better I do, the better I am expected to do.
- Anything that I do that is less than excellent will be seen as poor work by those around me
- I have high expectations for the people who are important to me

Healthy

- ▣ develop high standards; high standards matched to person's limitations and strengths
- ▣ develop perseverance
- ▣ develop talent
- ▣ willing to try new things and take risks
- ▣ able to laugh at own mistakes
- ▣ enjoy the process of learning
- ▣ confident in abilities
- ▣ balanced thinking
- ▣ driving force to pursue higher goals
- ▣ timely completion of tasks

Unhealthy

- ❑ damage to emotional well-being and social relationships
- ❑ sense of self-worth dependent on performance
- ❑ inhibits trying new things
- ❑ avoiding experiences where they might make a mistake in public negative self-talk
- ❑ preoccupation with evaluation
- ❑ underachievement
- ❑ anxiety and neuroticism
- ❑ black and white thinking: perfection vs. failure
- ❑ procrastination



Chronic Underachievement

- ▣ Discrepancy between potential (ability) and performance (achievement) ** most common understanding
- ▣ Discrepancy between predicted achievement and actual achievement
- ▣ Failure to develop or use latent potential



Selective Achievement

What are factors that influence underachievement?

-
- Personality
 - Family
 - Community and School Environment
 - Inappropriate Curricular Experiences
 - Peers
 - Culture



- ▣ Selective achievement is based on the student's values and attitudes towards the 5 interdependent C's (control, choice, challenge, complexity, caring)
- ▣ Teacher qualities and expertise are major influences

“Labeling a student an underachiever requires making a value judgement about the worthiness of certain accomplishments...illustrating a values conflict between adult and child.” (Reis and McCoach, 2000, p 156)