Supporting Social/emotional Needs in the Classroom:

Strategies and Interventions

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More proficient students (above average, high-end, gifted learners) typically show little or no achievement growth in traditional education settings, even in schools that show growth overall.

Effective enrichment programming has a dual purpose:

1. to offer challenge to support growth in students’ observable gifts and talents (gifted education)

2. to provide new and varied experiences to all students to reveal their gifts and talents (talent development)
Intelligence

Learning opportunities

Preparedness

Intelligence

Patience and resilience

Deliberate practice

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Research-Based Strategies That Address These Goals

| Curriculum modification to increase challenge, authenticity, personal relevance, and cognitive learning |
| Differentiation of curriculum, instruction, assessment and learning environment |
| Use of learner profile of student strengths and interests |
| Enrichment teaching and learning |
Achievement Orientation Model

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- Posesses Adequate Skills to Perform the Task
- Values the Task or Outcome (Goal Valuation)
- Confident in One’s Ability to Perform the Task (Self-Efficacy)
- Expects to Succeed (Environmental Perceptions)

Sets Realistic Expectations and Implements Appropriate Strategies to Successfully Complete Goals (Self-Regulation)

= Task Engagement and Achievement

CULTURE

Teachers

Peers

Family
Learner Profiles

The Total Talent Portfolio (TTP) helps teachers gather information about students' strengths, abilities, interests, and learning styles so that they can make better decisions about appropriate follow-up activities.
Curriculum Compacting

Modify and/or streamline the regular curriculum to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities, while ensuring mastery of basic skills.

“Buying time” for enrichment
<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Procedure</th>
<th>Acceleration or Enrichment Activity</th>
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<tbody>
<tr>
<td>Name it.</td>
<td>Prove it.</td>
<td>Change it.</td>
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To modify curriculum to challenge gifted and talented students:

- delete already mastered material
- add new content, process, or product
- expectations to existing curriculum
- extend existing curriculum to provide enrichment activities
- provide course work at an earlier age than usual
Mathematically precocious students are significantly more likely to retain science and mathematics content accurately when it has been presented two to three times faster than the "normal" pace of a traditional mixed-ability class.
What if the student knows or can do the outcome after the first lesson?

What if the student already knew or could do the outcome before your first lesson?
Gifted students are significantly more likely to forget or mislearn science and mathematics content when they are forced to review and drill it more than two to three times.

The constant repetition of the regular classroom, so necessary for mastery among the general population, is actually detrimental to long term storage and retrieval of technical content of gifted students.
Differentiation for Gifted Learners

- Creativity
- Breadth
- Depth
- Complexity
- Acceleration
Goals of Enrichment

Enjoyment

Engagement

Enthusiasm
<table>
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<tr>
<th>Strength-based Instruction</th>
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<tr>
<td>Focus on students’ individual interests</td>
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<td>Provide open-ended outlets for demonstration of knowledge</td>
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<td>Give student choices</td>
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<td>Provide multisensory instruction</td>
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<td>Provide guided discovery when introducing new topics</td>
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<td>Allow alternatives to writing as a means of communication</td>
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<td>Use collaboratively designed rubrics</td>
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<td>Provide real-life tasks and hands-on experiences</td>
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<td>Integrate visual and performing arts</td>
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Cluster Grouping

In a heterogeneous classroom, students with similar interests, needs, and abilities are clustered together for one or more specific learning experiences.
For many talented individuals schooling is rarely seen as central to their lives but they spend dozens of hours a week practicing. They live and breathe their particular talent. Their aspirations for the future in their talent rule much of their lives. They are willing to put in the effort, hard work, and make sacrifices to achieve; everything else is done in moderation.

SOME PEOPLE DREAM ABOUT SUCCESS WHILE OTHERS WAKE UP AND WORK HARD AT IT.

I've always believed that if you put in the work, the results will come.
-Michael Jordan
Type III Investigations

Explore a variety of topics to discover interest

Develop skills and do authentic research

Complete an investigation of interest and deliver information to an authentic audience
Experience in Class

Control  Choice  Challenge

Complexity  Caring

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Enrichment Clusters

- Regularly scheduled block for students to work in small groups with a teacher or facilitator over an extended period of time on a topic of interest
- Work is not graded but regular feedback is provided
Individual Program Plan-Gifted (IPP-G)

- Outcomes are added to the prescribed curriculum in order to meet the learning needs of a gifted student

  ◦ Review or start student’s “Total Talent Portfolio (Learning styles, interests, aspirations, and special abilities should be surveyed and monitored)

  ◦ Interview student regarding their interests and aspirations

  ◦ Plan non-graded outcomes **WITH** the student
Recommended Websites with Resources for Gifted:

- www.nagc.org
- www.gifted.uconn.edu
- www.hoagiesgifted.com
- www.ericdigests.org
- http://www.davidsongifted.org/