

Supporting Social/emotional Needs in the Classroom:

Strategies and Interventions

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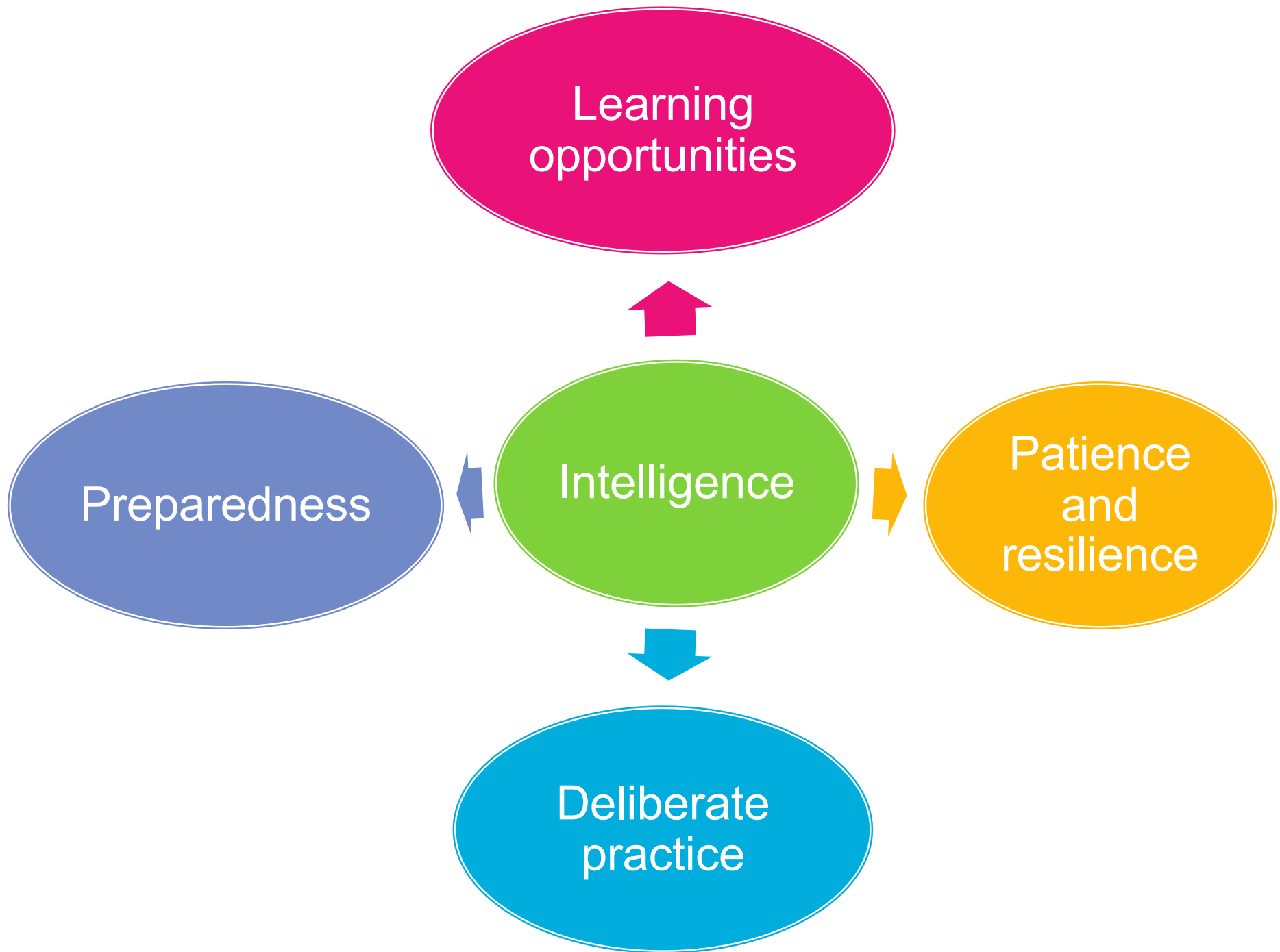
More proficient students
(above average, high-end, gifted
learners) typically show little or no
achievement growth in traditional
education settings, even in schools
that show growth overall.

Leahy, Lyon, Thompson, & William, (Nov 2005). *Educational Leadership*, 63(3)

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)



Research-Based Strategies That Address These Goals

Curriculum modification to increase challenge, authenticity, personal relevance, and cognitive learning

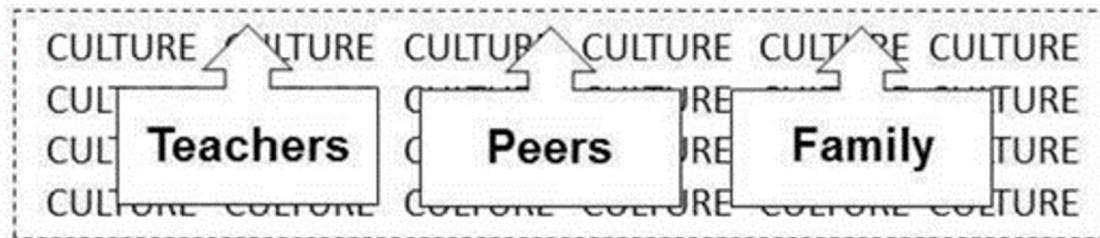
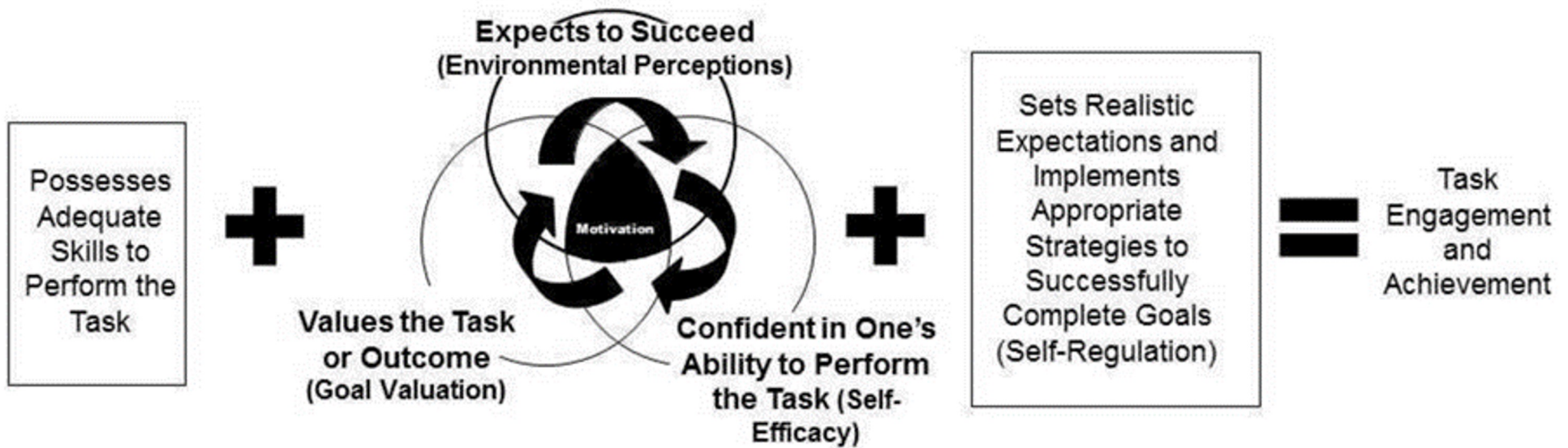
Differentiation of curriculum, instruction, assessment and learning environment

Use of learner profile of student strengths and interests

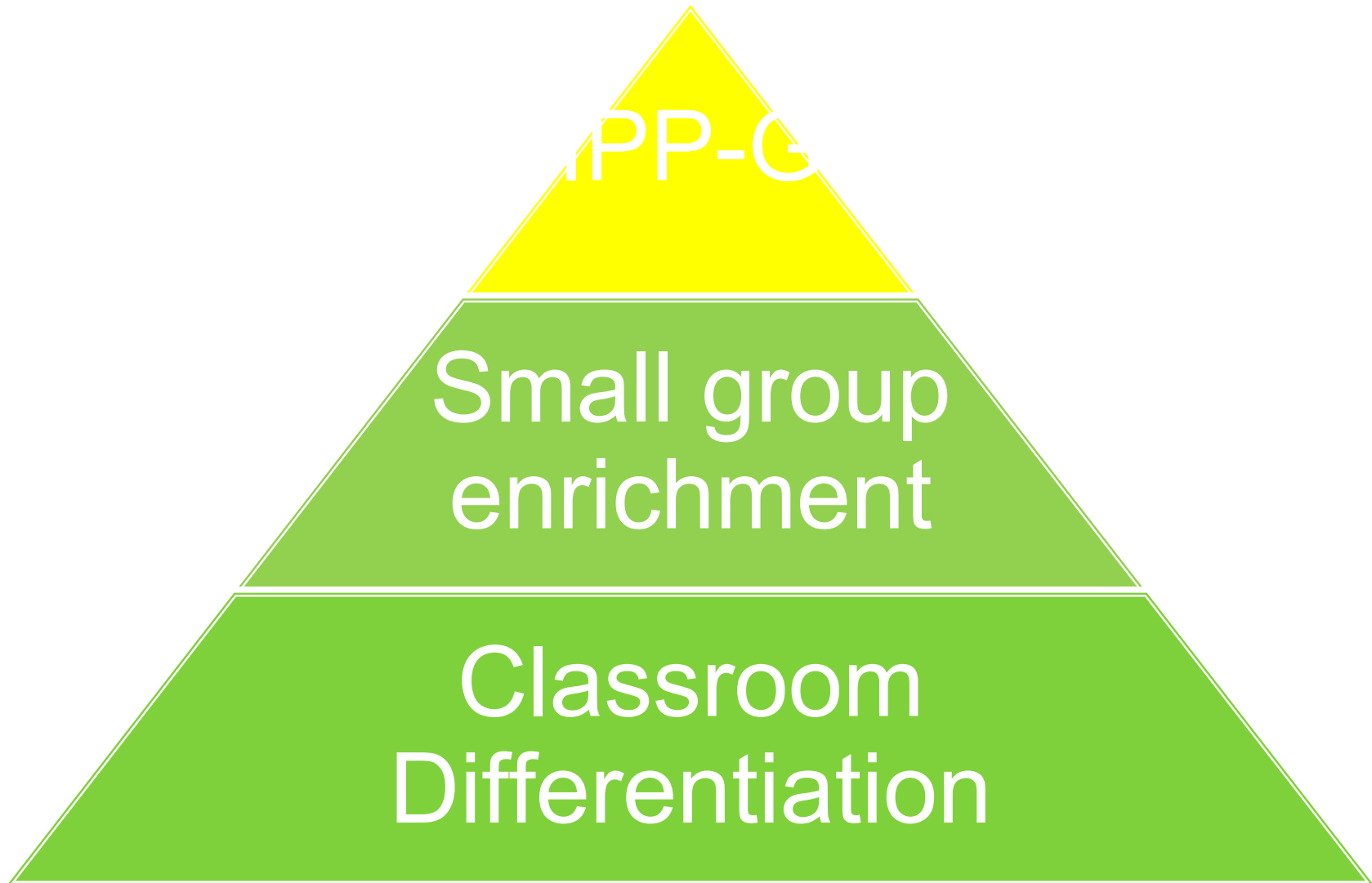
Enrichment teaching and learning

Achievement Orientation Model

Del Siegle and D. Betsy McCoach
Neag School of Education
University of Connecticut



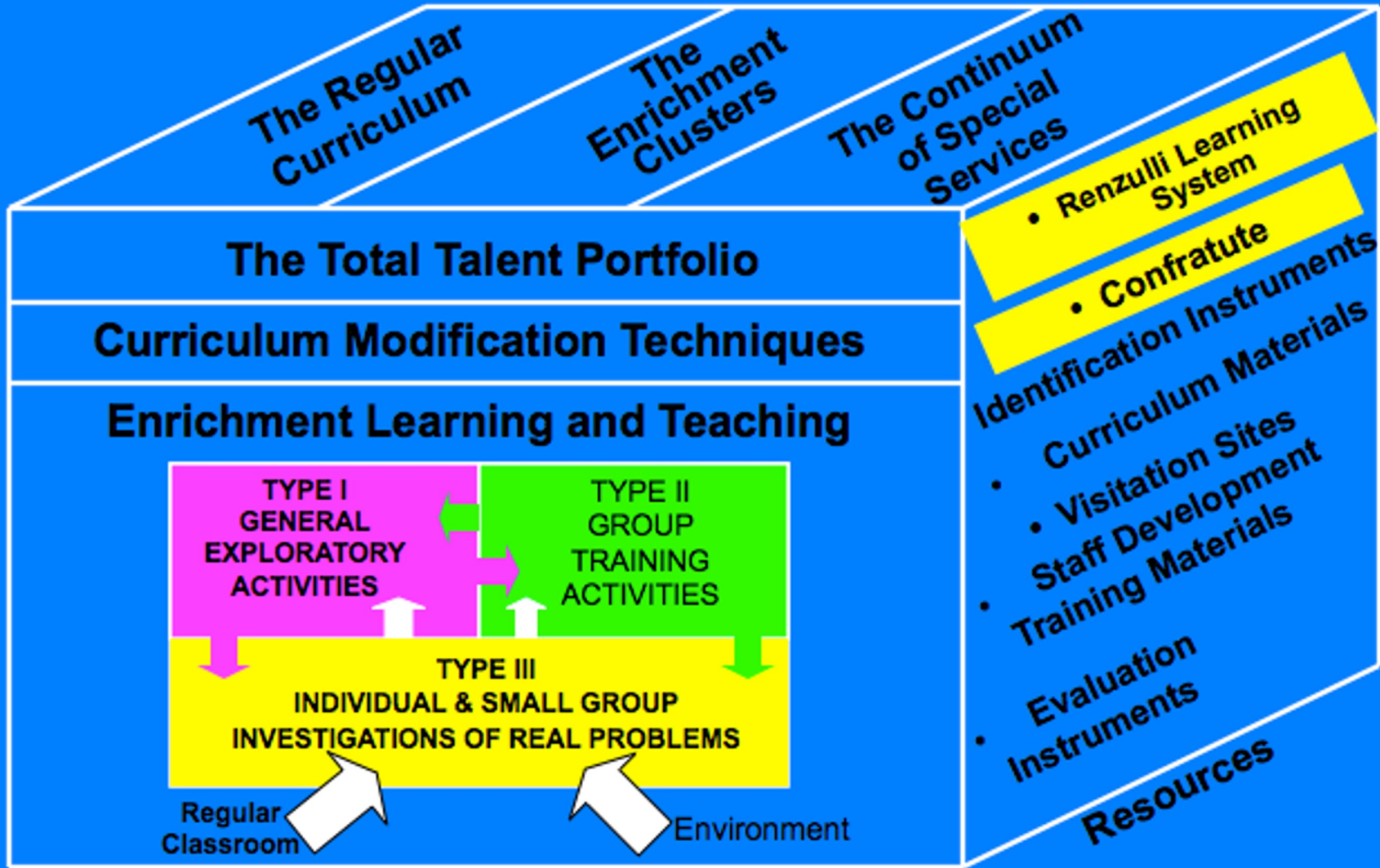
Program Planning



The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

School Structures



Service Delivery Components

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 bas

“Buying time” for enrichment



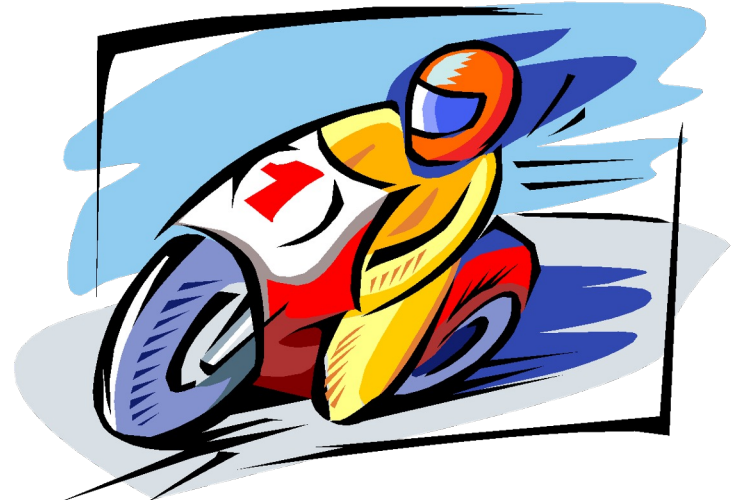
The Compactor

Curriculum Area	Procedure	Acceleration or Enrichment Activity
Name it.	Prove it.	Change it.

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.



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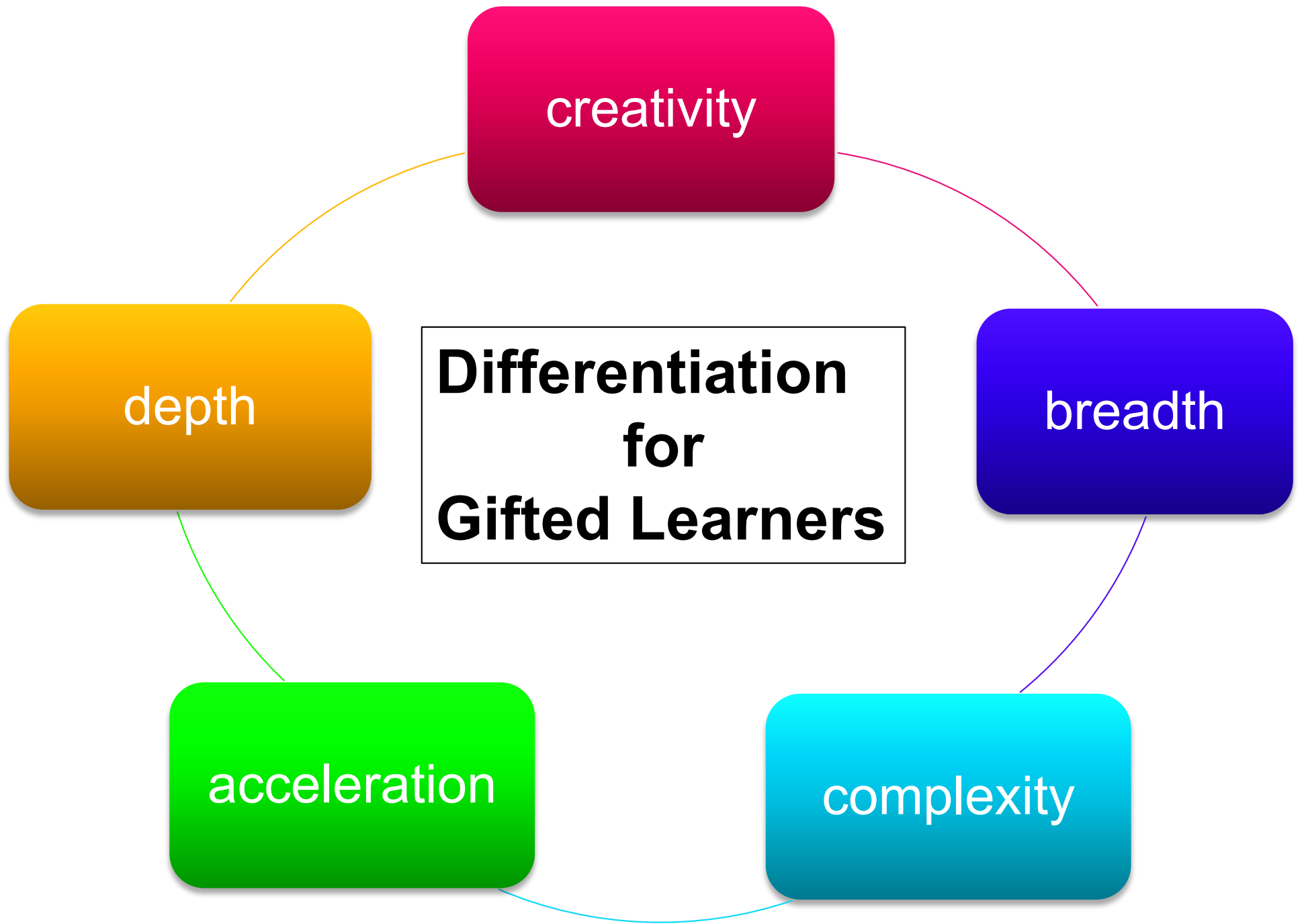
What if the student knows or can do the outcome after the **first** lesson?



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.



Goals of Enrichment

Enjoyment



Engagement

Enthusiasm



Strength-based Instruction

- ? Focus on students' individual interests
- ? Provide open-ended outlets for demonstration of knowledge
- ? Give student choices
- ? Provide multisensory instruction
- ? Provide guided discovery when introducing new topics

Allow alternatives to writing as a means of communication
Use collaboratively designed rubrics
Provide real-life tasks and hands-on experiences
Integrate visual and performing arts

Cluster Grouping

In a heterogeneous classroom, students with similar interests, needs, and abilities are clustered together for one or more specific learning experiences.



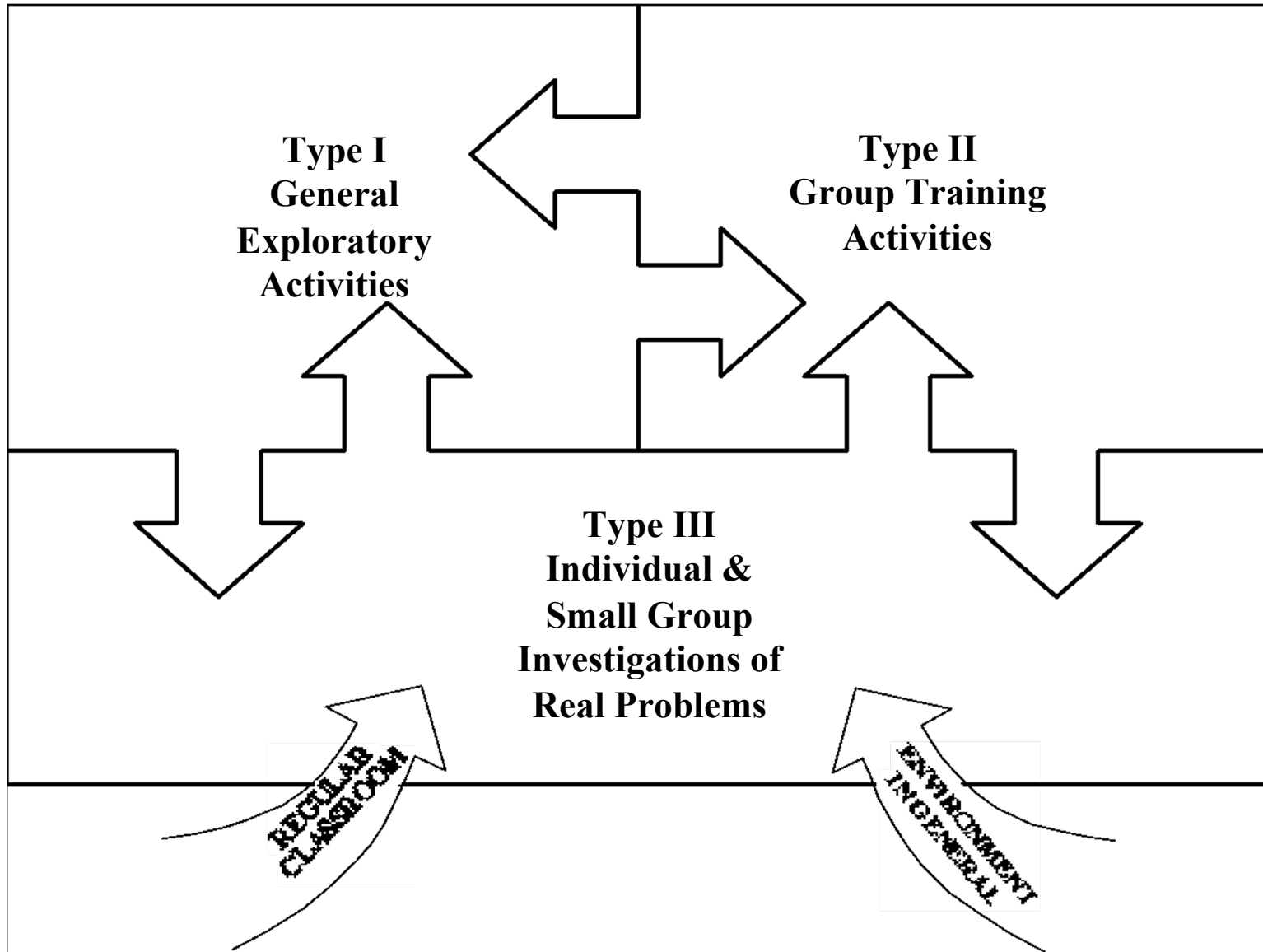
For many talented individuals schooling is rarely seen as central to their lives but they spend dozens of hours a week practicing. They live and breathe their particular talent. Their aspirations for the future in their talent rule much of their lives. They are willing to put in the effort, hard work, 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.**



The Enrichment Triad Model

Renzulli, 1977



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

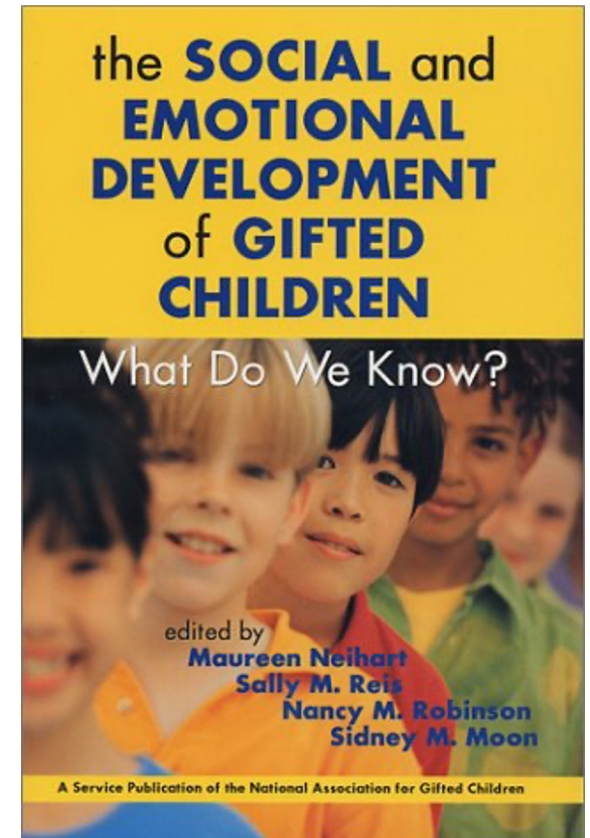
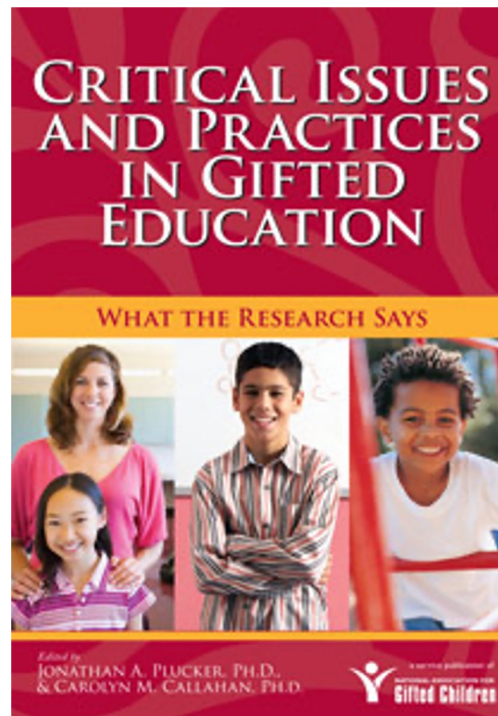
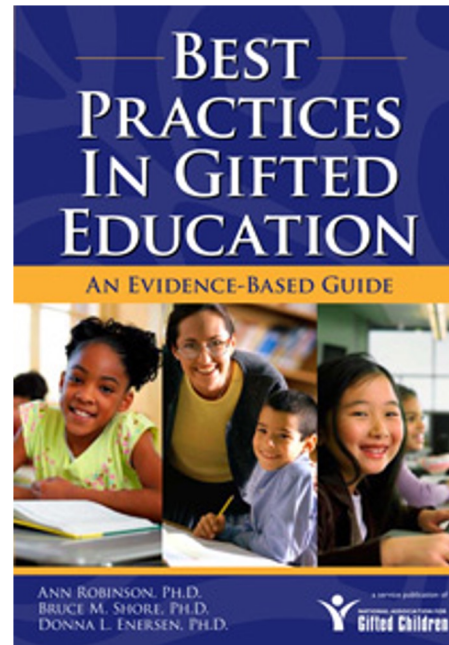
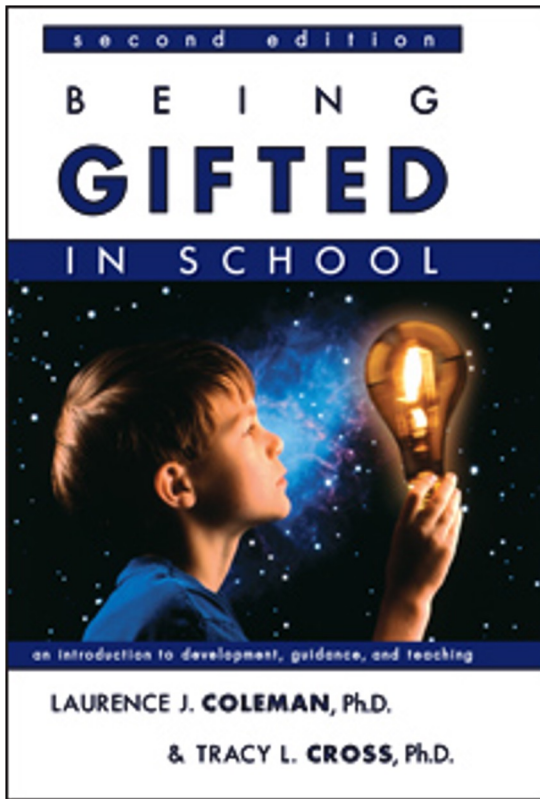


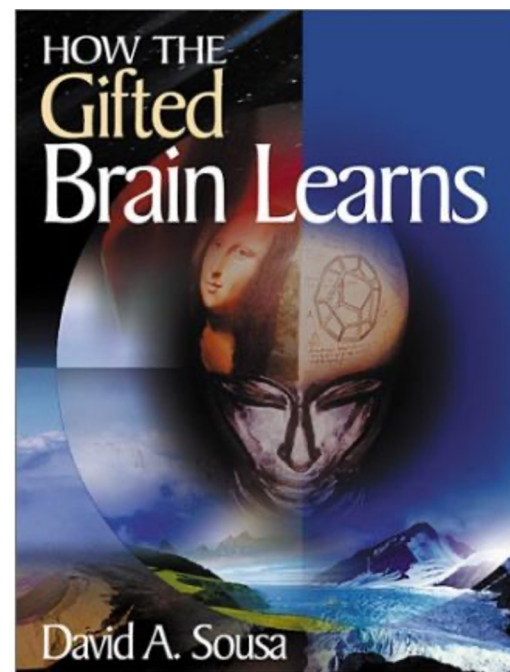
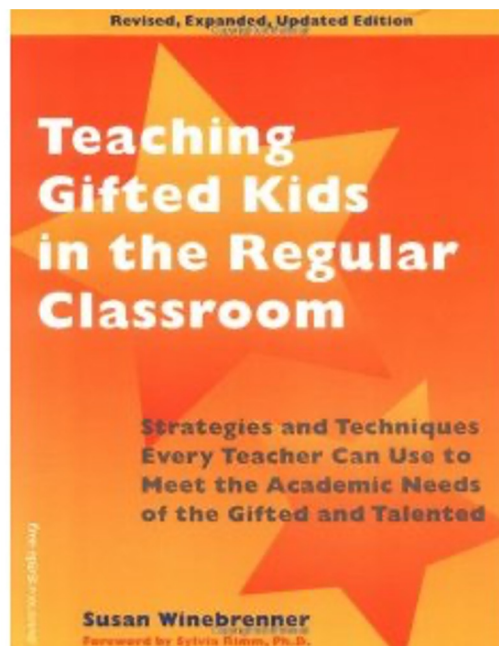
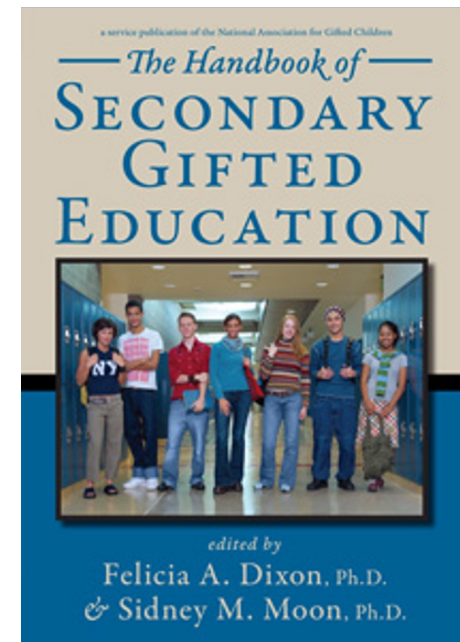
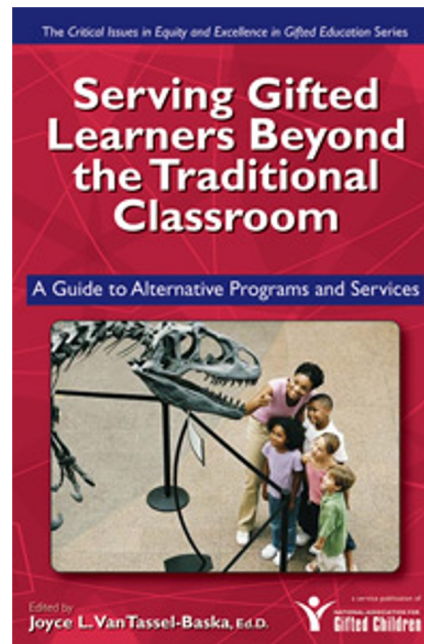
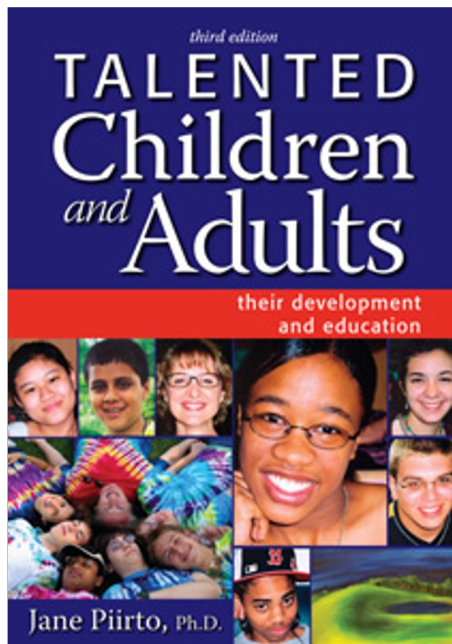


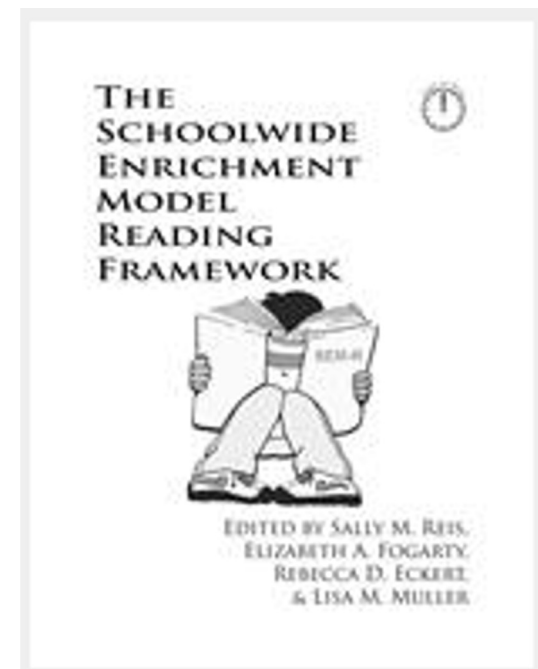
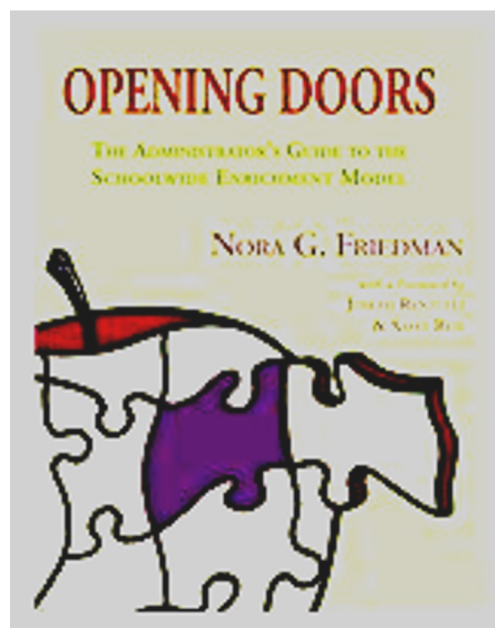
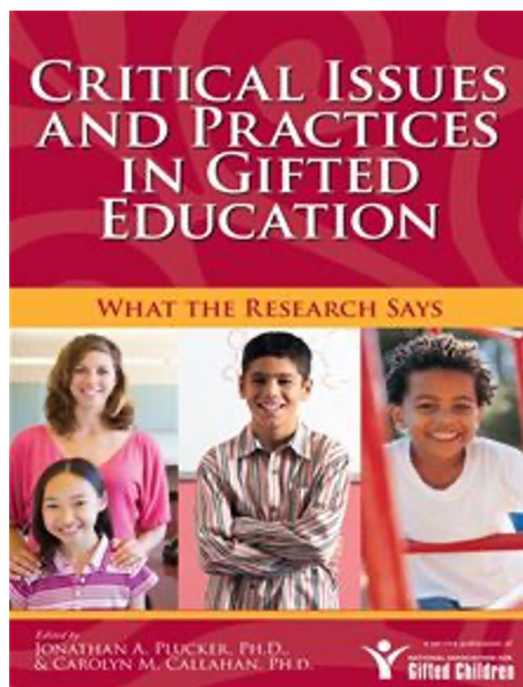
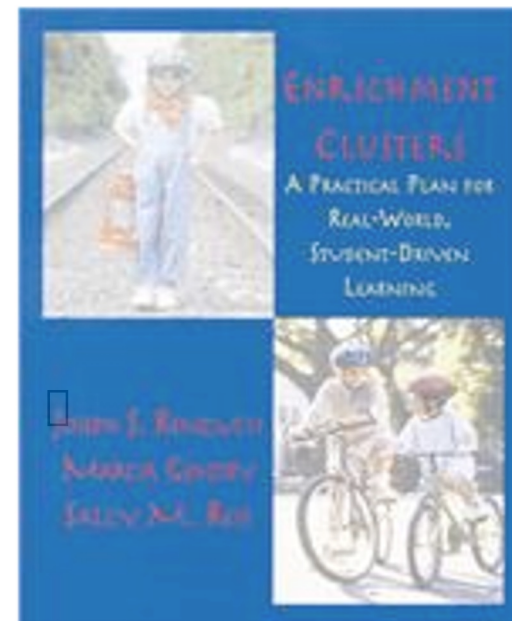
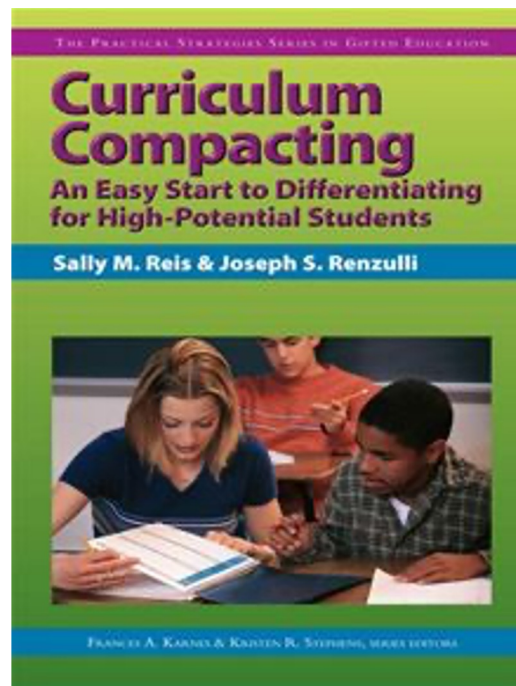
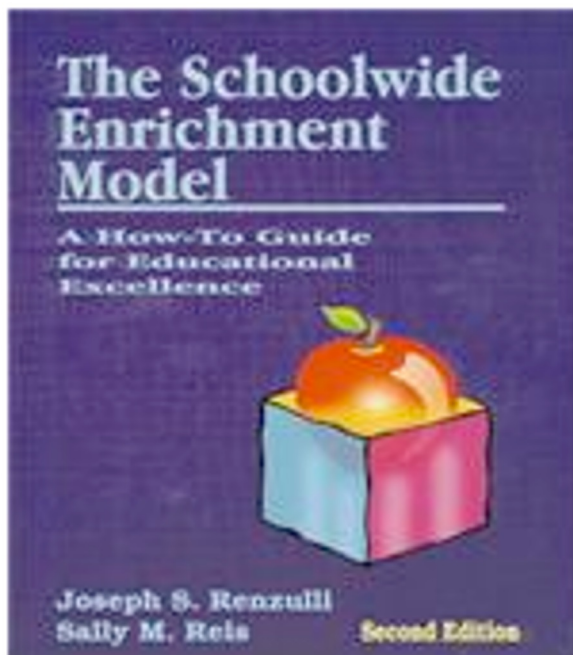
OPPORTUNITIES
RESOURCES
ENCOURAGEMENT

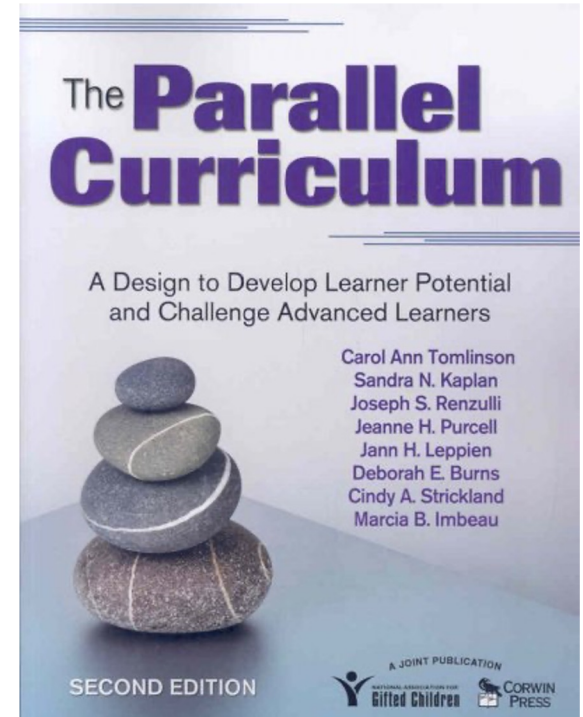
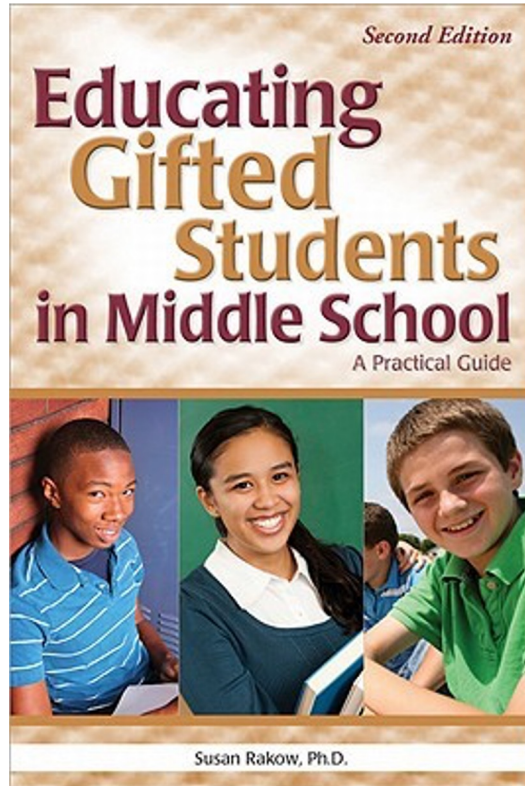
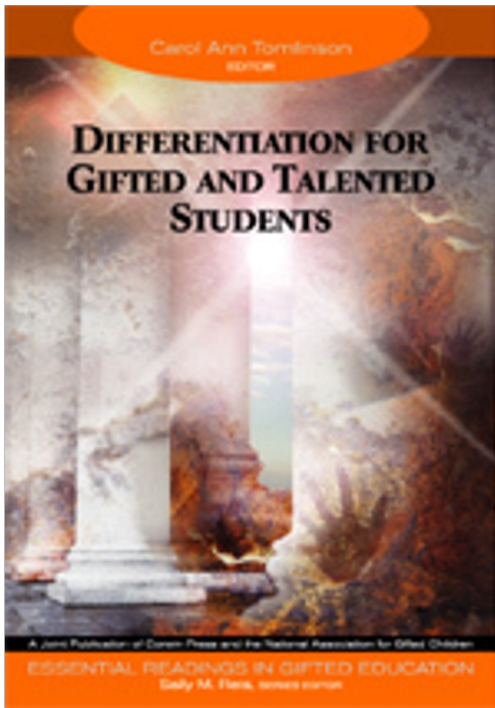
Individual Program Plan-Gifted (IPP-G)

- ? 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/>