

Fall 2021
The Social and Emotional Development of Gifted Children
15-294-532
3 Credits
Online

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Office Hours by Appointment https://calendly.com/drdaileyrutgers/ru-meeting-with-dr-dailey (Available 6:00-8:00 PM M-Th; 10:00 AM-12:00 PM Sa)	Prerequisites or other limitations: None
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	

Student Learning Objectives

Upon completion of this course, the student will be able to:

- Demonstrate knowledge of the psychological characteristics and development of the gifted individual in relation to theory and research.
- Demonstrate knowledge and skills in addressing the socio-emotional needs of the gifted individual.
- Demonstrate knowledge of research on special psychological issues and problems of gifted individuals (e.g., perfectionism, developing relationships, hypersensitivity, etc.)
- Analyze the impact of cognitive characteristics on the affective development of gifted individuals and demonstrate relevant educational modifications needed.
- Develop targeted strategies for addressing the socio-emotional needs of gifted learners in a variety of instructional settings.
- Understand the importance of a counseling/guidance component for a gifted program including psycho/social development, academic planning, career planning, and service learning.
- Develop effective strategies to work with schools, teachers, and families to intercede and/or advocate for gifted learners.
- Analyze special concerns and issues in planning programs and services of gifted sub-populations (e.g. culturally diverse, economically disadvantaged, and twice-exceptional etc.)
- Demonstrate the needed components of learning environments to promote healthy social-emotional development of all types of gifted learners.
- Analyze societal, cultural, and economic factors that enhance or inhibit the development of gifts and talents.
- Develop strategies to teach gifted learners to adapt to different learning environments and develop ethical leadership skills.

Gifted Education Certificate Program Goals Addressed

1. Understand the variations in learning and development in cognitive and affective areas between and among individuals with gifts and talents and apply this understanding to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Create safe, inclusive, and culturally responsive learning environments so that individuals with gifts and talents become effective learners and develop social and emotional well-being.
4. Use multiple methods of assessment and data sources in making educational decisions about identification of individuals with gifts and talents and student learning. Use valid and reliable assessment practices to minimize bias.
5. Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of individuals with gifts and talents.
6. Use foundational knowledge of the field and professional ethical principles and programming standards to inform gifted education practice.
1. Collaborate with families, other educators, related service providers, individuals with gifts and talents, and personnel from community agencies in culturally responsive ways to address the needs of individuals with gifts and talents across a range of learning experiences.

Course Catalog Description:

This course is designed to provide a strong background in the theory and research related to working with gifted children on affective development. It will feature core affective characteristics and needs and demonstrate the connections to students' cognitive make-up as well. Emphasis will be on affective approaches to use in the classroom as well as more formalized programs and services in guidance and counseling deemed essential for their talent development. Case studies used throughout the course will highlight the special issues and concerns for addressing the social and emotional needs of this population of learners, culminating in a case study done by participants. Special emphasis will be placed in this course on special populations of gifted learners--twice exceptional learners, students from poverty and minority groups, and underachievers.

Class materials/ Textbooks:

Required:

Hébert, T. (2020). *Understanding the social and emotional lives of gifted students*. Prufrock Press. ISBN: 9781646320103.

Suggested:

VanTassel-Baska, J. Cross, T. & Olenchak, R. eds. (2008) *Social and emotional curriculum with gifted Students*. Waco, Tx: Prufrock Press. (ISBN: 978-1-59363-349-3)

Grading policy:

All student evaluation is based on accuracy, clarity and creativity of thought. Accuracy addresses the comprehensiveness and accuracy of the material; clarity addresses the writing style, organization, and flow of ideas; and creativity speaks to the uniqueness of the ideas and the degree of insight. **Late Policy:** Late work grades will be reduced by 10% for each day late. You

may request a 3-day extension if needed on all assignments except the **Discussion board and Final Case Study**. The request must be made by email by 6:00 PM on the due date. Grade totals will be reduced by 10% on any days past the granted extension.

Assignments

1. **Class participation/ 4 online discussion postings (60 Points possible)**
Students are expected to contribute to class discussions by posting a response to the instructor's prompt and replying to a classmate's post. Discussion participation is worth up to 15 points. A rubric will be used to assess quality of student responses.
2. **Nearpod Online Activities (7 @ 20 points each: 140 points possible).** Students will participate in an interactive presentation each module.
3. **Sanford Modules (6 @ 50 points each).** Students will complete SEL modules and submit action plans or certificates.
4. **Overexcitabilities Ranking (25 points).** Using Dabrowski's Overexcitabilities students will rate at least 5 following people (including yourself) on a scale of 0 to 7; 0 means person has none of the traits; 7 means person has many of the characteristics & with great strength.
5. **Differentiating characteristics of G/T students (25 points):** Students will think of three or four students whom they teach to reflect one or more of the ten categories of differentiating characteristics and contemplate what is happening for those students.
6. **Talent Destruction (50 points):** Students will consider 12 destructive forces that could be affecting gifted children's academic and affective development. Students will provide possible strategies to counteract the destructive forces.
7. **Article Critique (50 points).** Students will read an article based on mindset and evaluate a case study to determine what mindset a child is exhibiting and suggest strategies to develop a growth mindset.
8. **Videotherapy Project (100 Points Possible).** Watch a movie that portrays a gifted child or young adult as a central character. Write a 2-3 page description that identifies significant social/emotional characteristics the character displayed and discusses how those characteristics affected the child and interacted with cognitive characteristics. How did the social/emotional characteristics of the individual affect their environment and vice versa? Include a critique of the movie from your perspective as a developing expert in gifted education – does the movie help to create stereotypes, dispel them, or both? (Suggested films: *Little Man Tate*, *Searching for Bobby Fischer*, *Good Will Hunting*, *Finding Forrester*, *The Art of Getting By*, *Gifted*, etc.)
9. **Bibliotherapy Project (100 Points Possible).** Students will read a book written for a child or young adult audience that could be used in a bibliotherapy session to address a common problem or key socio-emotional issue for gifted students. Prepare a detailed outline, including specific questions and differentiated activities addressing 2-3

psychological issues (e.g. perfectionism, depression, motivation, underachievement, etc) for a bibliotherapy session or series of sessions using the book.

10. **Final: Case Study (100 Points Possible).** Review a collection of data on one gifted student including observations and interviews. Review all of the information, analyzing it for patterns and themes.

Grade Distribution**650 Possible Points**

90-100 A

80-89 B

70-79 C

60-69 D

Below 60 F

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Recommended Course Readings

Neihart, M., Reis, S., Robinson, N., & Moon, S. (Eds.). (2016; 2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.
(ISBN-13: 978-1618214843 or ISBN-10: 1618214845)

Beyond the textbook, required readings are provided for you as a link in the course modules.

Readings:

Achter, J. A., Benbow, C. P., & Lubinski, D. (1997). Rethinking multipotentiality among the intellectually gifted: A critical review and recommendations. *Gifted Child Quarterly*, 41, 515.

- Adelson, J.L. (2007). A 'perfect' case study: Perfectionism in academically talented fourth graders. *Gifted Child Today*, 30(4), 14-20.
- Barber, C. & Mueller, C.T. (2011). Social and self-perceptions of adolescents identified as gifted, learning disabled and twice-exceptional. *Roeper Review*. 33, 109-120.
- Berlin, J.E. (2009) It's all a matter of perspective: Student perceptions on the impact of being labeled gifted and talented. *Roeper Review*, 31(4), 217-223. doi:10.1080/02783190903177580
- Callahan, C. Sowa, C., May, K. Tomchin, E., Plucker, J., Cunningham, C. & Taylor, W (2004). The social and emotional development of gifted students. (RM04118). Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Catalano, A. (2008). Making a Place for Bibliotherapy on the Shelves of a Curriculum Materials Center: The Case for Helping Pre-Service Teachers Use Developmental Bibliotherapy in the Classroom. *Education Libraries*, 31(1). 17-22.
- Cross, Tracy L.; Coleman, Laurence J.; Terhaar-Yonkers, M. (2014). The social cognition of gifted adolescents in schools: Managing the stigma of giftedness. *Journal for the Education of the Gifted*, 37(1). p30-39
- Dixon, F. A., Lapsley, D., & Hanchon, T. A. (2004). An empirical typology of perfectionism in gifted adolescents. *Gifted Child Quarterly*, 48, 95–106.
- Eddles-Hirsch, K., Vialle, W., McCormick, J. & Rogers, K. (2012). Insiders or outsiders: The role of social context in the peer relations of gifted students. *Roeper Review*, 34:53–62. DOI: 10.1080/02783193.2012.627554
- Hébert, T. P., & Kent, R. (2000). Nurturing social and emotional development in gifted teenagers through young adult literature. *Roeper Review*, 22, 167-171.
- Hébert, T. P., Long, L. A., & Neumeister, K. L. S. (2001). Using biography to counsel gifted young women. *Journal of Secondary Gifted Education*, 12, 62-79.
- Hebert, T.P., & Neumeister, K.S. (2002). Fostering the social and emotional development of gifted children through guided viewing of film. *Roeper Review*, 25(1), 17.
- Kerr, B.A., Vriyk, M.A., & Rea, C. (2012). Gendered practices in the education of girls and boys. *Psychology in The Schools*, 49(7), 647.
- McCoach, D. B, & Siegle, D. (2002). The structure and function of academic self-concept in gifted and general education students. *Roeper Review*, 25, 61-65.
- NAGC *Pre-K- Grade 12 Gifted Education Programming Standards*. (2010). National Association for Gifted Children. Washington, D.C.
- Reis, S.M. (2002) Internal Barriers, personal issues, and decisions faced by gifted females... *Gifted Child Today*, 25(1), 14.
- Rule, Audrey C.; Montgomery, Sarah E.. (2013). Using cartoons to teach about perfectionism: Supporting gifted students' social-emotional development. *Gifted Child Today*, 36 (4), p255-262
- Weber, C.L. & Stanley, L. (2012). Educating parents of gifted children: Designing effective workshops for changing parent perceptions. *Gifted Child Today*, 35(2). 128-136.

Optional Readings:

- Cross, T. L. (2000). *On the social and emotional lives of gifted children*. Waco, TX: Prufrock Press.
- Halsted, J. W. (2002). *Some of my best friends are books* (2nd ed.). Scottsdale, AZ: Great Potential Press.

Hébert, T. P., Long, L. A., & Neumeister, K. L. S. (2001). Using biography to counsel gifted young women. *Journal of Secondary Gifted Education, 12*, 62-79.

Hébert, T. P., & Neumeister, K. L. S. (2001). Guided viewing of film: A strategy for counseling gifted teenagers. *The Journal of Secondary Gifted Education, 14*, 224-235.

Reis, S. M., & McCoach, D. B. (2000). The underachievement of gifted students: What do we know and where do we go? *Gifted Child Quarterly, 44*, 152-170.

Course Schedule

Graduate Students additional work is highlighted in yellow

Date	Topic	Objectives	Assignment(s)
Module 1 9/1-9/14	Welcome and introduction Overview of course syllabus and assignment expectations Social Truths, Myths, and Issues Concerning Gifted and Talented Learners Risks of Talent Destruction	Students will : Compare emotional and social development theories. Identify common affective characteristics distinguishing gifted and talented learners. Examine truths, myths, and issues concerning gifted and talented learners.	Due Date: 9/14 Assigned Readings Hebert Ch. 1 and Module Assigned Readings Assignments: Introduction Nearpod 1 SEL Sanford Module: What is SEL-CARD 1 Overexcitability Ranking Differentiating characteristics of G/T students-Graduate students only
Module 2 9/15-9/28	Mindset, Motivation and Self Efficacy	Students will: Determine the effect of self-efficacy on learning and mindsets. Develop strategies for a growth mindset. Recognize how to integrate affective components into the curriculum for gifted and talented learners.	Due Date: 9/28 Assigned Readings Hebert: Chapter 7 and Module Assigned Readings Assignments: Nearpod 2 Discussion 1 SEL Sanford Module: Growth Mindset-CARD 4 Sanford Module: Helping Students Want to Achieve
Module 3 9/29-10/12	Social interactions and peer relationships	Students will:	Due Date: 10/12 Assigned Readings

		<p>Recognize the need for friends among gifted children.</p> <p>Realize some gifted students have trouble in social contexts and peer relationships.</p> <p>Evaluate film for accuracy of representation of gifted characteristics.</p>	<p>Hebert: Chapter 4 & 6 and Module Assigned Readings</p> <p>Assignment Videotherapy/ Analysis (See Hebert Appendix D)</p> <p>Nearpod 3</p> <p>SEL Sanford Module: Healthy Relationships with Peers-CARD 2</p> <p>Talent Destruction Graduate students only</p>
<p>Module 4 10/13-10/26</p>	<p>Perfectionism Sense of self Expectations Depression Trauma</p>	<p>Students will:</p> <p>Recognize that issues such as perfectionism can detrimentally affect gifted students.</p> <p>Determine the value of affective curriculum toward meeting the needs of gifted and talented learners.</p>	<p>Due Date: 10/26 Assigned Readings Hebert: Ch.2-3 and Module Assigned Readings</p> <p>Assignment Discussion 2 Nearpod 4 Teacher Interview Sanford Module: Understand the Impact of Trauma on Students</p> <p>Article Critique-: Grad Students Only</p>
<p>Module 5 10/27-11/10</p>	<p>Twice Exceptional Learning disabilities/ADHD Introversion Creatively gifted individuals</p>	<p>Students will:</p> <p>Assess the difficulty of identifying twice-exceptional students.</p> <p>Develop a bibliotherapy plan to address a social-emotional need in a gifted child.</p>	<p>Due Date: 11/10</p> <p>Assigned Readings: Hebert: Chapter 8 and Module Readings</p> <p>Assignment: Bibliotherapy (See Hebert Appendix A-B) Discussion 3 Nearpod 5</p>
<p>Module 6 11/11-11/30</p>	<p>Gifted Adolescents Multipotentiality Career Counseling</p>	<p>Students will:</p>	<p>Due Date: 11/30</p>

	Parenting a Gifted Child	<p>Describe the effects of multipotentiality on gifted students in children, adolescents, and adults.</p> <p>Explain the need for career counseling for gifted students.</p> <p>Advise parents on how best to advocate for their gifted child.</p>	<p>Assigned Readings: Module Readings</p> <p>Assignment: Discussion 4 Nearpod 6</p>
Module 7 12/1-12/16	Social and Emotional Cultural Considerations Case Study Educational Plans	<p>Students will:</p> <p>Recognize that giftedness and talent may have different characteristics in different cultures.</p> <p>Develop an educational plan utilizing data that includes academic performance, affective characteristics and attitudes, social and family environment, teachers' and parents' perceptions and educational opportunities.</p>	<p>Due Date: 12/16</p> <p>Assigned Readings: Hebert: Chapter 5 & 9-10 Module Readings</p> <p>Assignment: Nearpod 7 Final Case Study Sanford Module: Linking Identity and Achievement Through Cultural Competence</p>