

The Social & Emotional Development of Gifted Children Course Syllabus

Spring 2014

Course # 15: 294: 532

Meetings:

On campus:

Friday	1/31/14	5:00 p.m. - 8:30 p.m.
Saturday	2/1/14	8:30 a.m. - 4:30 p.m.
Friday	5/9/14	5:00 p.m. - 8:30 p.m.
Saturday	5/10/14	8:30 a.m. - 4:30 p.m.

On-line:

1/21/14- 5/14/14

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Office Hours: By appointment

Course 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.

NOTE: The course will address the NCATE Gifted Teacher Education Standards 3, 4, 5, and 7.

Required Texts

Neihart, M., Reis, S., Robinson, N., & Moon, S. Eds. (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX. Prufrock Press.

VanTassel-Baska, J., Cross, T., & Olenchak, R. (2009). *Social-emotional curriculum with gifted and talented students.* Waco, TX. Prufrock Press

Additional readings may be assigned during the course.

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.

Course Assignments

1. **On-line discussions:** Respond to posted questions or prompts in threaded discussions. *Due weekly.*
2. **Video Analysis Project:** Watch a movie that portrays a gifted child or young adult as a central character and write a description and critique of the movie's central themes and the portrayal of gifted individuals (see project assignment sheet). *Due 3/14/14*
3. **Bibliotherapy Project:** 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 social-emotional issue for gifted students. Prepare a detailed outline, including specific questions and differentiated activities addressing a psychological issue such as perfectionism, depression, motivation, underachievement, etc. for a bibliotherapy session or series of sessions using the book (see project assignment sheet). *Due 4/11/14*
4. **Case Study:** Collect data on one identified gifted student including observation, interviews with student, parents, and teachers. Analyze the data and discuss the case in a written study (see project assignment sheet). *Due 5/14/14.*

Grading

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.

- 10% Participation in onsite class discussion
- 20% Participation in online discussions and appropriate responses to assignments
- 20% Video Analysis project
- 20% Bibliotherapy project
- 30% Case study project

Academic Integrity

As a member of the Rutgers academic community, students have a responsibility to understand the Rutgers Academic Integrity Policy, which can be accessed at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf Students who engage in plagiarism, cheating, fabrication, dishonesty, or academic sabotage are in violation of the policy. Any violations of this policy will be reported and serious consequences may result.

Students with Disabilities

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

Course Schedule

Date	Topic	Assignment(s)
Week 1/21		Online Posting Response
Friday 1/31	Introduction to course, syllabus, assignments Unique S/E needs and characteristics of gifted learners Problems of asynchrony / dysynchrony	Assigned Readings Due: Van Tassel-Baska: Chapter 1 Neihart: Chapter 4 & 5
Saturday 2/1	Theories of moral, social & emotional development Dabrowski's theory of over-excitabilities Institutional and teacher's responsibility for positive social & emotional development (academic planning)	Assigned Readings Due: Van Tassel-Baska: Chapter 2 & 5 Neihart: Chapter 6
Week 2/3	Mindset and motivation Self-efficacy	Assigned Readings Due: Neihart: Chapter 7 Dweck article
Week 2/10	Underachievement Counseling interventions: Goal setting, journals, mentors, biography	Assigned Readings Due: VanTassel-Baska: Chapter 10 Neihart: Chapter 9 & 23
Week 2/17	Peer relationships and social interactions	Assigned Readings Due: Van Tassel-Baska: Chapter 4 Neihart: Chapter 2
Week 2/24	Counseling interventions: Video therapy, bibliotherapy, role playing, and group discussions	Assigned Readings Due: Van Tassel-Baska: Chapter 11 Hebert articles
Week 3/3	Perfectionism Sense of self Expectations	Assigned Readings Due: Van Tassel-Baska: Chapter 3 Neihart: Chapter 8
Week 3/10	Fear of failure Risk-taking Hiding talents	Assigned Readings Due: Neihart: Chapter 12 Assignment Due: <i>Video analysis 3/14*</i>
Spring Break		
Week 3/24	Learning disabilities/ADHD/ Quiet- Introversion Creatively gifted individuals	Assigned Readings Due: Neihart: Chapters 17,18 & 19 Burruss & Kaenzig article
Week 3/31	Special issues with gifted adolescents Multipotentiality Career counseling	Assigned Readings Due: Neihart: Chapter 22 Buescher & Higham article Rysiew Article
Week 4/7	Gender issues	Assigned Readings Due: Neihart: Chapter 13, 14 & 15 Assignment Due: <i>Bibliotherapy 4/11</i>
Week 4/14	Issues of cultural and social origin	Assigned Readings Due: Van Tassel-Baska: Chapter 6 & 7 Neihart: Chapter 16
Week 4/21	Stress Depression Suicide	Assigned Readings Due: Van Tassel-Baska: Chapter 12 Neihart: Chapter 10 Genshaft article
Week 4/28	Parenting a gifted child Family relationships- siblings	Assigned Readings Due: Neihart: Chapter 20 Rimm article
Friday 5/9	Concept mapping Counseling in the classroom scenarios	Assigned Readings Due: Van Tassel-Baska: Chapt 9, 13,14 Neihart: Concluding Chapter
Saturday 5/10	Presentations of course work product (choose one) Final thoughts/Questions left unanswered	Assignment Due: Case Study 5/14

