

Spring 2015
The Social and Emotional Development of Gifted Children
Course #15:294:532:90
3 Credits
Online

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848-932-0826	10 Seminar Pl Rm 321A
Office Hour: by Appointment	Prerequisites or other limitations:
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Special Permission # required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact Dominique Houze domini@docs.rutgers.edu

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.
 7. 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:

- 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. eds. (2008) *Social and emotional curriculum for gifted Students*. Waco, Tx: Prufrock Press.

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.

- 20% Participation in online discussions and appropriate responses to assignments
- 25% Videotherapy Project

- 25% Bibliotherapy Project
- 30% Case Study

Assignments

1. Class participation/ online discussion postings
Students are expected to contribute to class discussions and activities and post responses to all assignments required by the instructor. A rubric will be used to assess quality of student responses.
2. 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 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.
3. Videotherapy Project
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? Then write a critique (2-3 pages) 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*, etc.)
4. Case Study
Complete/review a collection of data on one gifted student including observations and interviews. Review all of the information, analyzing it for patterns and themes. In a written narrative, provide a discussion of the student to include these sections:
 - Introduction and presentation of data that support the student's recognition as gifted: Relevant information on affective characteristics, motivation, personality, and perseverance;
 - Information about the student's special interests, aptitudes, accomplishment, awards, products;
 - Perceptions of the people you interviewed related to the student's abilities, interests, and the process of talent development;
 - Your summary recommendations for interventions on behalf of this student.

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's 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>.

Course Readings

Required:

- 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 Bilbliotherapy 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

Date	Topic	Assignment(s)
Week 1 3/23	Introduction to course, syllabus, assignments Unique S/E needs and characteristics of gifted learners Problems of asynchrony / dysynchrony 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 1, 2 & 5 Neihart: Chapter 4, 5 & 6
Week 2	Mindset & Motivation Self-efficacy Underachievement Counseling interventions: Motivation & self-efficacy	Assigned Readings Due: VanTassel-Baska: Chapter 10, 11 Neihart: Chapter 7, 9 & 23 NCRGT resources- Siegle Supplemental readings NCRGT resources- Siegle
Week 3	Social interactions and peer relationships Fear of failure Risk-taking Hiding talents	Assigned Readings Due: Van Tassel-Baska: Chapter 4 Neihart: Chapter 2, 12 Supplementary readings Assignment Due: Video Therapy Project
Week 4	Perfectionism Sense of self Expectations Depression	Assigned Readings Due: Van Tassel-Baska: Chapter 3,12 Neihart: Chapter 8, 10 Supplemental Readings
Week 5	Twice Exceptional Learning disabilities/ADHD Introversion Creatively gifted individuals	Assigned Readings Due: Neihart: Chapters 17,18 & 19 Supplemental Readings Assignment Due: Bibliotherapy Project
Week 6	Gifted Adolescents Multipotentiality Career Counseling	Assigned Readings Due: Neihart: Chapter 22 Supplemental Readings
Week 7	Gender, Social and Cultural Considerations Parenting a Gifted Child	Assigned Readings Due: Neihart: Chapter 13, 14 & 15 Van Tassel-Baska: Chapter 6 & 7 Assignment Due: Case Study