

**Spring 2016**  
**The Social and Emotional Development of Gifted Children**  
**Course #15:294:532:90**  
**3 Credits**

Alicia Cotabish, Ed.D	<b>ac1474@scarletmail.rutgers.edu</b>
501-346-8228	
Office Hours: by Appointment utilizing Skype (username: aliciacotabish) or by phone (501-346-8228)	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	Special Permission # required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Contact Dominique Houze gifteded@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.

### **Live Binder Link for Face-To-Face Classes:**

To access the course materials for the f2f class meetings, you may visit:  
<http://www.livebinders.com/play/play?id=1733138>

### **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.

### **Assignments**

1. Class participation/ 5 online discussion postings (**100 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. Each post is worth up to 10 points and each substantive reply is worth up to 10 points for a total of 20 points per prompt. A rubric will be used to assess quality of student responses.

2. Bibliotherapy Project (**100 Points Possible**)

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 (**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? 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 (**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. 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 that were interviewed related to the student's abilities, interests, and the process of talent development;
- Your summary recommendations for interventions on behalf of this student.

5. Pow Toons / Avatar (**100 Points Possible**)

Students will use either a Pow Toons or an avatar to demonstrate how one of these can be used by K-12 students as a technological tool that promotes their social and emotional development.

## 7. Live Binder (100 Points Possible)

**Instructions:** Live Binders is an online 3-ring binder which is housed on the web and allows you to create an online binder (digital library) for content curation. The purpose of this assignment is to create an invaluable resource in which you can use for the duration of your teaching career.

### Grade Distribution

#### 600 Possible Points

540-600 Points = A

480-539 Points = B

420-479 Points = C

360-419 Points = D

Below 360 Points = 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](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 Reading:

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* (2<sup>nd</sup> 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**

<b>Date</b>	<b>Topic</b>	<b>Assignment(s)</b>
Week 1 03/14	Welcome and introduction Overview of course syllabus and assignment expectations Introduction to Live Binder Dispelling the Myths (PPT) What the Research Says Misdiagnosis and Disservice (PPT) Super Sensitivity of Gifted Person's: Dabrowski's Overexcitabilities Recognizing Students at Risk of Talent Destruction	<b>Assigned Readings Due:</b> Van Tassel-Baska: Chapter 1, 2 & 5 Neihart: Chapter 4, 5 & 6
Week 2 03/21	Mindset, Motivation and Students Effective Affective Education Guidance and Counseling Strategies Technology to Promote Social Development Bibliotherapy Overview	<b>Assigned Readings Due:</b> VanTassel-Baska: Chapter 10, 11 Neihart: Chapter 7, 9 & 23  <b>Discussion 1 Due by 11:59 p.m. 03/27/16</b>  <b>*In preparation for the Video Analysis assignment</b> ,please read the Hebert article before completing that assignment: Hebert, T. & Neumeister, K.L. (2002) Fostering the social emotional development of gifted children through guided viewing of film. <i>Roeper</i>

		<i>Review. 25,1. p 17 (find in doc sharing)</i>
Week 3 03/28	Social interactions and peer relationships Fear of failure Risk-taking Hiding talents	<p><b>Assigned Readings Due:</b> Van Tassel-Baska: Chapter 4 Neihart: Chapter 2, 12</p> <p>Miraca Gross article: Play Partner” or “Sure Shelter”: What gifted children look for in friendship Insiders or Outsiders: The Role of Social Context in the Peer Relations of Gifted Students, Roeper Review article (find in doc sharing)</p> <p><b>In preparation for the Bibliotherapy assignment -</b> download and begin to read these articles Helping High Ability Students Overcome Math Anxiety through Bibliotherapy - Hebert (in doc sharing) Making a Place for Bibliotherapy on the Shelves of a Curriculum Materials Center (in doc sharing)</p> <p><b>Video Analysis Assignment Due: 04/03/16</b></p> <p><b>Discussion 2 Due by 11:59 p.m. 04/03/2016</b></p>
Week 4 04/04	Perfectionism Sense of self Expectations Depression	<p><b>Assigned Readings Due:</b> Van Tassel-Baska: Chapter 3,12 Neihart: Chapter 8, 10</p> <p>Adelson, J. L. (2007) A “Perfect”Case Study: Perfectionism in Academically Talented Fourth Graders. <i>Gifted Child Today</i>, 30, 4. p 14-20. (posted in docsharing)</p> <p>Rule, A. &amp; Montgomery, S. Using Cartoons to Teach</p>

		<p>About Perfectionism: Supporting Gifted Students' Social-Emotional Development. <i>Gifted Child Today</i>, 36, 4. p 255-262. (posted in docsharing)</p> <p>Berlin, J. E. (2009) It's All a Matter of Perspective: Student Perceptions on the Impact of Being Labeled Gifted and Talented. <i>Roeper Review</i>, 31:217–223 (posted in docsharing)</p> <p><b>Discussion 3 Due by 11:59 p.m. 04/10/2016</b></p>
<p>Week 5 04/11</p>	<p>Twice Exceptional Learning disabilities/ADHD Introversion Creatively gifted individuals</p>	<p><b>Assigned Readings Due:</b> Neihart: Chapters 17,18 &amp; 19</p> <p>Burruss and Kaenzig article (in doc sharing)</p> <p>Teaching Strategies for Twice Exceptional Students - Winebrenner article (in doc sharing)</p> <p><b>Discussion 4 Due by 11:59 p.m. 04/17/2016</b></p> <p><b>Bibliotherapy Assignment Due by 11:59: 04/17/2016</b></p>
<p>Week 6 04/18</p>	<p>Gifted Adolescents Affective Types of Gifted and Talented Persons Multipotentiality Career Counseling Parenting a Gifted Child</p>	<p><b>Assigned Readings Due:</b> Neihart: Chapter 22</p> <p>Multipotentiality, Giftedness, and Career Choice: A Review - Rysiew (in doc sharing - scroll to article)</p> <p>The Social Cognition of Gifted Adolescents in Schools: Managing the Stigma of Giftedness; Cross, Coleman et al. (in doc sharing)</p> <p>Career planning for gifted and talented youth. Kerr (in doc sharing)</p>

		<p><b>Discussion 5 Due by 11:59 p.m. 04/24/2016</b></p> <p>Begin working om Avatar/Pow Toons Assignment</p>
<p>Week 7 04/25</p>	<p>Social and Emotional Cultural Considerations Case Study Educational Plans (In class activity) Share Live Binder</p>	<p><b>Assigned Readings Due:</b> Neihart: Chapter 13, 14 &amp; 15 Van Tassel-Baska: Chapter 6 &amp; 7</p> <p>Gendered practices in the education of gifted girls and boys (in doc sharing )</p> <p>Educating Parents of Gifted Children - Weber (in doc sharing)</p> <p><b>Pow Toons/ Avatar Due 05/01/2016</b></p> <p>Begin working on <b>Live Binder</b> and <b>Case Study</b> Assignments</p>
<p>Week 8 05/02</p>	<p>Continue to work on Live Binder Assignment Continue to work on Case Study Assignment</p>	<p><b>Live Binder Due 05/06/16</b></p> <p><b>Assignment Due by 11:59 : 05/06/16 Case Study</b></p>

## Discussion Questions for Social Emotional – Spring 2016

### Week 1: Introduction to Course, Theories

Introduce yourself. Name, position or area of graduate study, anything else you'd like us know about you.

Discuss any ideas that were new to you in this week's lecture or readings. Did you find yourself thinking about gifted students and how we educate them in new ways?

### Week 2 Mindset, Motivation & Self-efficacy

**Q1** - Given the relationship between self-efficacy, motivation, underachievement and mindset, what actions or concepts could you put in place in your classroom to prevent or minimize the influences of poor self-efficacy, low motivation or fixed mindset in your students?

### **Week 3 Peers and Social Interactions**

**Q2** -Describe how you might foster positive social relationships for your students within and beyond your own classroom

### **Week 4 Perfectionism and Expectations**

**Q 3**- What is worse for gifted students: Expectations that are too high or too low? Relate your response to the assigned readings and the concepts covered in previous lessons.

### **Week 5 Twice Exceptional and Introversion**

**Q 4**- Select one exceptionality from the readings and respond to this question. What makes it so difficult for students with this exceptionality to be identified and receive gifted education services?

### **Week 6 Gifted Adolescents, Multipotentiality & Career Counseling; Gender, Social and Cultural Issues**

**Q5** - Describe an experience that involved the parents of a gifted child. How did you handle it? What would you do differently, if anything, knowing what you do now? Would parent education have influenced or changed the situation or outcome?

## **Bibliotherapy Project**

Read a book written for a child or young adult audience that could be used in bibliotherapy session(s) to address a common problem or key social-emotional issue for gifted students.

Prepare a detailed outline for a bibliotherapy session to address a psychological issue such as perfectionism, depression, motivation, underachievement, etc.

The bibliotherapy session outline should include:

- Brief summary of the book
- Brief description of the social-emotional issue you will address in the session and why the book is a good text to explore the issue
- List of specific discussion questions
- Summary description of at least one differentiated activity

### **Bibliotherapy Scoring Criteria**

1. Clear and concise description of book
2. Depth of understanding of the social-emotional problem the session addresses
3. Relevance of book to the psychological issue addressed

4. Quality of the discussion questions
5. Quality of the differentiated activity

Scoring scale for each criterion (Up to 20 Points Possible for Each Criterion)

- 5 - Strong
- 4 - Reasonably strong
- 3 - Average
- 2 - Relatively weak
- 1 - Weak or limited in scope

**A = 90-100 points**

**B = 80 - 89 points**

**C = 70-79 points**

**D = 60 -69 points**

**F = < 60points**

## **Video Analysis**

Select and view a film that portrays a gifted child (children) or young adult as a central character. (Suggested titles: *Little Man Tate*, *Searching for Bobby Fischer*, *Good Will Hunting*, *Finding Forrester*, *Akeelah and the Bee*, *October Sky*, *Spellbound*)

Write a brief description that identifies significant social and emotional characteristics the character displays. Discuss how those characteristics affected the child and interacted with cognitive characteristics. How did the social/emotional characteristics of the individual affect his/her environment and vice versa?

Write a critique of the movie from your perspective as a developing gifted education expert. Did the film “get it right”? Does the movie help to create stereotypes, dispel them, or both? What influence (if any) might viewing this film have on gifted students, parents or educators?

### **Video Analysis Scoring Criteria**

1. Description of affective characteristics of character(s)

2. Interaction of affective with cognitive characteristics of environment
3. Evaluation of film based on characterization, theme and structure
4. Effectiveness of argument on stereotyping
5. Articulation of influence on viewers

Scoring scale for each criterion (Up to 20 Points Possible for Each Criterion)

- 5 - Very well crafted with elaboration
- 4 - Well crafted with elaboration
- 3 - Limited
- 2 - Lacking
- 0 - Missing

- A = 90-100 points**
- B = 80 - 89 points**
- C = 70-79 points**
- D = 60 -69 points**
- F = < 60points**

### **Pow Toons / Avatar**

Students will use either a Pow Toons (visit [www.powtoon.com](http://www.powtoon.com)) or an avatar of your choice to demonstrate the effective use of how one of these can be used by K-12 students as a technological tool that promotes their social and emotional development.

You are to provide a brief description that identifies a significant social and emotional characteristic of a gifted child. Provide either a 10 slide Pow Toons (with music) or a 60 second clip of an avatar that demonstrates the use of this technology as a tool for social and emotional learning (e.g., some children may feel more comfortable sharing their work through a digital medium).

You will submit your generated link to this assignment in the assignment dropbox. Make sure your privacy settings are set to “public” and that it is viewable.

<b>Assignment Rubric</b>			
0 points	10	15 points	25 points
Did not complete task as assigned	Use of technology with some details, but quality lacking	Quality use of technology with some details	High quality use of technology with

Ineffective Use of Technology	Somewhat addresses the social and emotional needs of gifted students	Addresses the social and emotional needs of gifted students	Well developed and addresses the social and emotional needs of gifted students
Unorganized content	Somewhat logical flow of the content	Logical flow of content	Logical flow of content contributes to valuable
Unacceptable grammar and mechanical errors	Multiple grammar and mechanical errors	Few grammar and mechanical errors	Free of grammar and mechanical

## Live Binder

You will create a Live Binder for this course that will consist of course relevant content including resources pertinent to the social and emotional needs of gifted learners. The content to be housed in your Live Binder can be found through internet sources, conferences, Power Points, and can include your own personal materials (system allows you to upload your personal content). You must have a minimum of 25 resources in your live binder separated into a minimum of 5 tabs. You can set up a free account by visiting [www.livebinders.com](http://www.livebinders.com). You will share the link to your Live Binder by copying and pasting the URL link into the BB Assignment Drop Box field text box linked to this assignment.

**Preparation Activity:** The course instructor will provide a demonstration of Live Binders during the first face-to-face meeting. You can visit [http://www.livebinders.com/welcome/learn\\_more](http://www.livebinders.com/welcome/learn_more) for tutorials and additional information.

**Evaluation of the Live Binder:** The following criteria will be used to evaluate the Live Binder.

- (a) A minimum of 25 resources worth 3 points each = 75 points
- (b) Resources separated into 5 tabs with a minimum of 5 resources per tab.  
Each tab is worth 5 points each = 25 points.

Total = 100 Possible Points.

# Case Study

## **Assignment Objective:**

Students will be given a case study on an identified gifted pupil. Students will focus analysis and reporting on the influence that affective characteristics and attitudes, social and family environment, teachers' and parents' perceptions and educational opportunities have had on the pupil's talent development. The purpose of this assignment is to give students' experience with case study data and analysis to determine and recommend possible educational interventions for gifted pupils.

## **Assignment Guidelines:**

Review all of the information, analyzing it for patterns and themes. In a written narrative, provide a discussion of the case to include these sections:

### **Description of Pupil:**

- Introduction and brief presentation of student's academic profile (Why was the student identified as gifted?)
- Relevant information on observed or reported affective characteristics (motivation, personality, perseverance, etc.)
- Information about the pupil's special interests, accomplishments, awards, or products
- Information about programming and educational opportunities that have been available to this pupil.

### **Data Analysis:**

- Analysis of the findings regarding the relationship between the pupil's affective characteristics and his/her talent development.
- Analysis of the findings regarding the relationship between the pupil's environment (school, home and social influences - teachers, parents, siblings, peers) and his/her talent development.

### **Summary**

- Summary statement focused on aspects of the case that you found interesting or informative.
- Recommendations for affective and academic interventions on behalf of this student.
- A description of what you learned from the case study analysis and how you might change your practice based on your new understandings.

**Assignment Grading:**

**Case Study Scoring Rubric**

<b>Narrative Element</b>	<b>Measure</b>	<b>Strong 25 pts.</b>	<b>Average 15 pts.</b>	<b>Poor 5 pts.</b>
<b>Description of Gifted Pupil</b>	<i>Degree of completeness</i>	Incorporated significant detail describing the gifted pupil's affective characteristics, interests, aptitudes and accomplishments.	Incorporated required information describing the gifted pupil's affective characteristics, interests, aptitudes and accomplishments.	Incorporated information but offered limited description of student as required.
<b>Data Analysis</b>	<i>Extent of analysis and evidence</i>	Provided detailed analysis supported by data.	Provided some analysis supported by data.	Provided limited analysis with little support
<b>Summary Statement</b>	<i>Level of appropriateness and insight</i>	Evidence of considerable insight into relationship of factors that influence student affective growth and talent development.	Evidence of some insight into the relationship of factors that influence student affective growth and talent development.	Evidence of limited or no insight into the relationship of factors that influence student affective growth and talent development.
<b>Quality</b>	<i>Composition and presentation</i>	Written product was free of grammatical or compositional errors. Clear and concise presentation of the case.	Written product had one or two grammatical or compositional errors. Somewhat clear and concise presentation of the case.	Written product had grammatical or compositional errors. Unclear and/or rambling presentation of the case.

**A = 90-100 points**

**B = 80 - 89 points**

**C = 70-79 points**

**D = 60 -69 points**

**F = < 60points**

## Student Profile for Case Study Assignment

### Cleo

Cleo is a 6<sup>th</sup> grade student in a heterogeneous classroom in a large urban school district in New Jersey. She has been participating in her school district's gifted program for 2 years. Once a week, she is pulled from her classroom for 40 minutes to participate in varied learning opportunities that are designed to teach critical and creative thinking skills. In the heterogeneous class, students are grouped by ability only for math. Recently, Cleo has been handing in her homework late, and is frequently caught "daydreaming" by her teacher. A straight 'A' student since Kindergarten, her grades are beginning to decline in all subjects. Although she is always kind, caring and respectful, she only speaks to her peers and teachers when spoken to. She rarely offers answers to the teacher's questions and has been eating lunch alone for the last two months.

Cleo has participated in community theater productions since she was 5 years old. On the stage, people describe her as "a ham". She enjoys being part of community theater group and has many friends in this group that she regularly socializes with on the weekends. In addition to the theater group, Cleo is an avid reader. She especially enjoys fantasy novels and historical fiction. She has been working on writing a fantasy novel for the past year at home. Cleo lives with her mother and father, younger brother and older sister. Cleo's sister is graduating high school next month as the valedictorian. Her younger brother is on the autism spectrum and requires round the clock supervision and attention.

#### Report Card Grades

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Math	A	A	A	A	A	B	C
LA/Literacy	A	A	A	A	A	A	B
Social Studies	A	A	A	A	A	A	B
Science	A	A	A	A	A	A	C
Music/Arts	A	A	A	A	A	A	A

Academic (Identification) Score Profile:

District Line: Minimum of 2					
	Below Average	Average	Strong Average	Excellent	Superior
<b>School Ability (IQ)</b>	<85	85-99	100-115	116-129	130+
• OLSAT or SAGES-2 Reasoning (K-8) or CogAT or NNAT or other School Ability test as appropriate					<b>166</b>
<b>Achievement Scores (percentiles)</b>	≤50	51-80	81-90	91-95	96-99
• SAGES-2 Math/Science (K-8) or ITBS or MAT8 or other achievement test as appropriate			<b>90</b>		
• SAGES-2 ELA/SS (K-8) or ITBS or MAT8 or other achievement test as appropriate					<b>99</b>
<b>Divergent Thinking</b>	≤85	85-100	101-116	116-131	131+
• Torrance Test of Creative Thinking				<b>127</b>	
<b>Elementary Teacher Rating Scales (GATES, Standard Scores)</b>					
• Intellectual Ability	<70	70-79	80-89	90-109	<b>111+</b>
• Academic Skills	<70	70-79	80-89	90-109	<b>111+</b>
• Creativity	<70	70-79	80-89	90-109	<b>111+</b>
• Leadership	<70	70-79	<b>80-89</b>	90-109	111+
• Artistic Talent	<70	70-79	<b>80-89</b>	90-109	111+
<b>Parent Rating Scale (GATES, Standard Scores)</b>					
• Intellectual Ability	<70	70-79	<b>80-89</b>	90-109	111+
• Academic Skills	<70	70-79	<b>80-89</b>	90-109	111+
• Creativity	<70	70-79	<b>80-89</b>	90-109	111+
• Leadership	<70	70-79	<b>80-89</b>	90-109	111+
• Artistic Talent	<70	70-79	<b>80-89</b>	90-109	111+
<b>Student Interview or Other Qualitative Data</b>	1	2	3	4	5
• Product				<b>X</b>	

Figure 11. Little ISD gifted/talented identification profile for student #60123 (Eric's scores are in bold). Note: OLSAT= Otis Lennon School Ability Test®; SAGES-2= Screening Assessment for Gifted Elementary Students; CogAT= Cognitive Abilities Test; NNAT= Naglieri Nonverbal Ability Test®; ITBS= Iowa Test of Basic Skills; MAT8= Metropolitan Achievement Test [8th ed.]; GATES= Gifted and Talented

Source: Case Studies in Gifted Education

### **Classroom Observation: May 25**

Setting: General education classroom

Subject: Language Arts/Literacy

Class size: 27

Duration: 9:07 am - 10:00 am

Cleo sat in the middle of the classroom in her assigned seat. Teacher asked students to take out their reading books. The entire class took out the novel, Shiloh. The teacher instructed students to take out their homework assignment sheets. This was a series of questions that students were to answer in writing. The teacher began with Question 1 and asked students to share their responses. Cleo did not raise her hand during the observation period to answer these questions. Once the questions were completed, the teacher instructed the students to begin identifying vocabulary words from the text. Students were asked to find words that were unfamiliar to them and write them in their journals. Cleo sat and reread the chapter without writing any words in her journal. As the teacher circulated through the class, she leaned over and asked Cleo "Do you know all of the words in this chapter?" and Cleo responded, "Yes." The teacher then asked Cleo to assist the student next to her who was struggling to find vocabulary words in the text. After helping the struggling students, Cleo took a different novel from her desk and began reading silently at her desk. The teacher then asked students to put their materials away and get ready for library class.

### **Interview with Teacher**

1. How would you describe Cleo academically?  
*Cleo is an above average student. I think she has the ability to do better, but I don't think she works very hard. She doesn't seem to like school and isn't interested in anything we do. I'm not sure why she is in that gifted program to be honest with you.*
2. How would you describe Cleo personally?  
*Cleo is a very nice girl. She is always polite and quiet. She does whatever I ask her to do, and she is very helpful with the other students. When someone doesn't understand something, I know I can count on Cleo to help.*
3. Who or what has helped (or hindered) Cleo to be successful in school?  
*Cleo follows directions well. She seems to pick up on things quickly and I don't have to show her anything twice. However, Cleo's grades have suffered because she doesn't hand in her assignments on time. What she does hand in is just the minimum required.*
4. Who or what has helped (or hindered) Cleo to develop social/emotionally?  
*I don't really know what has helped her. I think she struggles a bit to make friends. She is quiet and seems to keep to herself most of the day. She doesn't seem to get upset when things don't go her way, which is a positive. Some of my students get very upset and misbehave when they are upset - not Cleo. I think she is one of those "still waters that run deep."*
5. What personal qualities helped Cleo to be successful and/or satisfied?

*I'm not sure that Cleo is satisfied. She sometimes seems lost in our class. I would like to see her work a bit harder, so that she can be more successful.*

6. What personal qualities (if any) have hindered Cleo?  
*I think that she is so quiet that she is often overlooked when it comes to her classmates.*
7. What concerns of gifted students should teachers be aware of and attentive to?  
*I'm not sure what you mean. Some of my gifted students are very hard on themselves, which I think is a concern, but not Cleo.*
8. What concerns of gifted students should parents be aware of and attentive to?  
*Many parents of gifted children push their children quite hard. In Cleo's case, I think her parents are nice people, but maybe should be more involved with Cleo to see that she does her homework and assignments on time.*

### **Interview with Parents**

1. How would you describe Cleo academically?  
*Cleo has always been a straight A student until this year. We are not sure what is going on, but we are concerned. Cleo loves to read and has always played school at home. When she is interested in something, she goes on the internet and learns everything she can about the subject. We hear all about it at dinner. She wants to be a writer or an actress one day. We know she can do either.*
2. How would you describe Cleo personally?  
*Cleo is a ball of energy. Lately, she seems a little more subdued, but she is extremely helpful and cheerful around the house. She helps with her brother all of the time at home. She is extremely empathetic to others and we can always count on her to behave and see the bright side of bad situations.*
3. Who or what has helped (or hindered) Cleo to be successful in school?  
*We're not sure whether Cleo is happy in school this year. Some of her teachers have expressed that she is too quiet and doesn't hand in her work. We try to remind her, but she is so busy researching the things she loves, or practicing for a play, that she simply falls asleep before she can finish her homework. Honestly, I think the homework is busywork anyway.*
4. Who or what has helped (or hindered) Cleo to develop social/emotionally?  
*Cleo has many friends from her theater group, but we have not met any of her school friends yet. I think that Cleo "fits in" with her theater friends, but somehow at school she just hasn't connected with anyone.*
5. What personal qualities helped Cleo to be successful and/or satisfied?  
*Cleo is very persistent when she wants to be. She will keep working on practicing a scene until she absolutely has it perfect. Did you know she is writing a book? She works on this story for hours and we practically have to drag her downstairs for dinner!*
6. What personal qualities (if any) have hindered Cleo?

*Cleo can be shy when in new situations. Some of her teachers have told us that she is too quiet in school. We see a different Cleo at home and if you could see her on stage, you wouldn't believe how outgoing and unbridled she is.*

7. What concerns of gifted students should parents be aware of and attentive to?  
*Parents of gifted children should be aware that all teachers, coaches or friends are not as accepting of differences as we would like them to be. Although you cannot protect your child from all of the rejection and pain they will experience in a lifetime, I think parents should prepare their children with tools to accept that everyone is different and the self-esteem to love themselves.*

### **Interview with Cleo**

1. What have been your most positive, satisfying experiences or accomplishments during your school years?  
*When I was in second grade, Miss Jones put me in a reading group with older kids. I got to go to third grade for reading class. It was the best time I have ever had in school. That was the year I knew I wanted to be a writer! I have been writing ever since. Outside of school, I am the most proud of getting the lead (I played Dorothy in the Wizard of Oz) last year in my community theater group.*
2. What was (or has been) the impact of these experiences or accomplishments on you personally?  
*I think that getting the lead has made me a much more confident actress and person. My school friends don't seem to understand me like my friends from the theater group. I don't think I have every really accomplished anything great in school that I can think of. I haven't really had the chance. In my GT class, we mostly just do games and problem solving. In class, I pretty much know everything and then I am supposed to help other kids who don't get it. I wish I could accomplish something important at school.*
3. Who or what has helped you to be successful in school?  
*Miss Jones in second grade has helped me and I love my music teacher. She lets us work on extra projects, which I love. I have not been successful in school lately. I used to be very smart, but I think I'm losing it. My grades aren't very good anymore and honestly, I don't really care that much about school anymore.*
4. Who or what has helped you grow as a person?  
*My parents have been very supportive of me. My sister is super smart and she tries to help me with my novel. We talk sometimes about ways that I could make friends at school. That has been hard for me. I think that being in a theater group has shown me that maybe it's not me - I have lots of friends in the theater group - maybe it's just that I don't fit in at school. They just don't get me.*
5. What personal qualities helped you to be successful and/or satisfied?  
*I work very hard to get things done. I know that I haven't worked that hard in school lately, but it's just not interesting. But in theater, with chores at home, with my writing - I work very hard. I have goals and it makes me happy to achieve those goals.*
6. What personal qualities (if any) hindered you?

*I'm a bit shy in situations where I don't feel comfortable. That is pretty much all day at school.*

7. What concerns of gifted students should parents be aware of and attentive to?  
My parents helped me to pursue what I really loved- acting and writing. They are very supportive. I would tell parents - know your kids and give them opportunities to get better at what they love.
8. What concerns of gifted students should teachers be aware of and attentive to?  
*Teachers don't understand us. The work is too easy and boring. We are not mini-teachers so helping other kids does not help me make friends.*