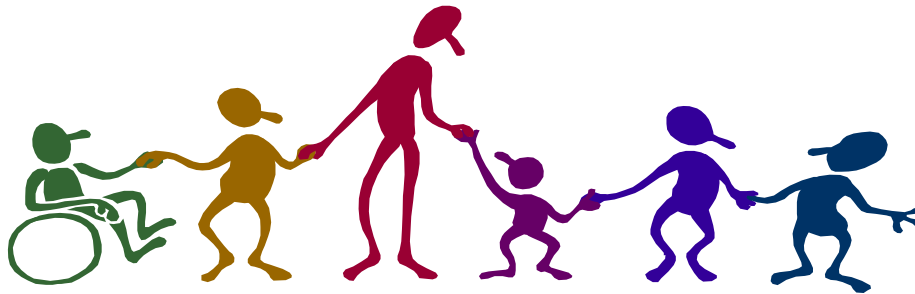


Strategies to Support and Nurture the Psychological Aspects of Giftedness



Support the Whole Child

Characteristics	Applications
<ul style="list-style-type: none"> ▪ Idealism and Sense of Justice ▪ Early development of Inner locus of control and satisfaction ▪ Extraordinary vulnerabilities ▪ Intuitive ways of knowing ▪ Thinking outside the box ▪ Sophisticated sense of humor 	<ul style="list-style-type: none"> ▪ Advocate for children and their unique needs ▪ Encourage independent study, self-initiated learning ▪ Autonomy over work ▪ Empower children to make a wide range of choices and decisions ▪ Help parents understand each child and his/her individual needs ▪ Make decisions for each child based on his/her needs ▪ Individualized assessment ▪ Publicly honor the diversity of each child ▪ Allow each child to shine in class ▪ Make classroom “safe” and risk-free ▪ Create class library together

Balance and Integration of Multi-potentiality

Characteristics	Applications
<ul style="list-style-type: none"> ▪ Cognitive understanding of emotion ▪ High energy, alertness, eagerness ▪ Diverse interests and versatility ▪ Persistence in areas of self interest ▪ Increased level of inner conflict 	<ul style="list-style-type: none"> ▪ Create a Career book ▪ Bring in unusual speakers ▪ Allow for play; free time, talk or exploration ▪ Help children develop age appropriate social skills ▪ Range of social skills ▪ Encourage (but don't force) children to be well rounded ▪ Have students invent a job of things they are good at

Acknowledge Intensity/Sensitivity

Characteristics	Applications
<ul style="list-style-type: none"> ▪ Idealism and sense of justice ▪ Sensitivity ▪ Advanced levels of moral judgment ▪ Intensity ▪ Extraordinary Vulnerabilities ▪ Cynicism ▪ Stress ▪ Empathy 	<ul style="list-style-type: none"> ▪ Encourage self-expression through journals, letters to editor, the arts, classroom discussions, etc. ▪ Provide opportunities for expression through speeches, author's chair, writing and publishing books, etc. ▪ Use materials that focus on "humanness" ▪ Use materials that highlight GT people and their contributions (biographies/eminence studies) ▪ Help children understand themselves, and their individual needs, strengths and weaknesses, learning styles ▪ Reduce/discourage competition ▪ Animals in classroom ▪ Children create a guide to social action ▪ Socratic discussions

Provide opportunities for simultaneous learning

Characteristics	Applications
<ul style="list-style-type: none"> ▪ Experience the world holistically in all its connectedness ▪ Inquisitive; searches for significance ▪ Sees cause and effect relationships ▪ Assimilate new knowledge quickly; integrate ▪ Need to interact with the environment 	<ul style="list-style-type: none"> ▪ Integrate curriculum to show interconnectedness ▪ Use discussions with literature groups ▪ Choose books with “meat” (themes like friendship, interdependence, independence) ▪ Use simulation games, mock trials ▪ Use hands-on, minds-on learning activities ▪ Direct studies toward areas of interest (justice, survival, man’s inhumanity to man, heroes, mysteries, etc.) ▪ Ensure relevance of studies ▪ Encourage in-depth study ▪ Alter time and space restrictions (eliminate time restrictions) ▪ Provide children with real audiences ▪ Start with the whole ▪ Community service opportunities ▪ Newspaper or newsletter articles without payment

Provide “compeer” or planned developmental peer group

Characteristics	Applications
<ul style="list-style-type: none"> ▪ Alienation ▪ Value on close intimate relationships ▪ Leadership ▪ Emphasizes truth, equity, and fair play ▪ Desire to be accepted by others 	<ul style="list-style-type: none"> ▪ Encourage after-school clubs, groups ▪ Support Gifted and Talented programs, involvement ▪ Arrange mentorships ▪ Allow for alternative out of class learning experiences ▪ Provide time to work with peers ▪ Book club with parents ▪ Chess ▪ Alternatives to sports ▪ Co-independent units ▪ BB/BS projects ▪ Work relationships

Develop and support strong self-concept

Characteristics	Applications
<ul style="list-style-type: none"> ▪ Desire to be accepted by others ▪ Feeling of being different ▪ Advanced levels of moral judgments ▪ Vulnerability ▪ Cognitive understanding of emotion ▪ Motivated by self-actualization ▪ Need to know self ▪ Refuse to acknowledge societal limitations 	<ul style="list-style-type: none"> ▪ Create life maps ▪ Gratitude journals ▪ Experiences with nature ▪ Self-evaluations ▪ Show video clips about giftedness ▪ Authentic feedback

Allow for alone time

Characteristics	Applications
<ul style="list-style-type: none">▪ Feeling of being different▪ Prefer Individualized work (independent)▪ Introvert	<ul style="list-style-type: none">▪ Provide time for journaling▪ Provide opportunities for self-reflection, evaluation▪ Build self-reflection time into portfolio process▪ Self-reflection takes time so slow down during this process▪ Provide time for silent reading▪ Provide time for independent writing▪ Provide independent studies▪ Secret places to go▪ Daydreaming▪ Own space▪ Parent education about need to withdraw▪ Introversion in GT population▪ Reading or Writing workshop time▪ Environment setup to support whole group, small group and individual spaces

*“Isolation is refuge of genius not its goal”
Leta Hollingsworth*



Help toward “individual excellence”

Characteristics	Applications
<ul style="list-style-type: none"> ▪ Perfectionism ▪ Evaluative approach to self and others ▪ Need for consistency between abstract values and personal achievement ▪ High expectations of self and others ▪ Frustrations and not being challenged ▪ Early development of inner locus of control and satisfaction ▪ Love their work ▪ Relentless self-criticism 	<ul style="list-style-type: none"> ▪ Encourage ownership in education through self-reflection, self-evaluations, student run conferences and portfolios ▪ Provide constructive criticism ▪ Provide accelerated and enriched curriculum ▪ Provide compacted learning experiences ▪ Provide same sex role models ▪ Provide or secure counseling as needed (*you are a teacher not counselor) ▪ Written and/or verbal forms of evaluations; rubrics ▪ Non-product relationships ▪ Oral histories ▪ Value on continuity of task involvement ▪ Honest brokering of critical feedback ▪ Empathetic understanding ▪ Animals in classroom ▪ Children’s guide to social action ▪ Specialized career or occupational planning ▪ Career “books” ▪ Unusual speakers ▪ Invent a job that you will be good at ▪ Biographies ▪ Job surveys – what do people do, do they like what they do

Acceptance of diversity of perspectives and abilities

Characteristics	Applications
<ul style="list-style-type: none"> ▪ Interaction with different perceptions and subsequent development of empathy ▪ Unrealistic expectations of others ▪ Evaluative approach to self and others ▪ High expectations of self and others ▪ Feeling of being different ▪ Leadership – interpersonal skills ▪ Emphasizes truth, equity and fair play ▪ Resilient, carry hope ▪ Seeks to organize thinks and others 	<ul style="list-style-type: none"> ▪ Use biographies and autobiographies ▪ Provide opportunities for field trips, guest speakers, panels, interviews, etc. ▪ Provide children with service learning experiences ▪ Teach children how to appropriately challenge authority, status quo, mediocrity ▪ Provide opportunities to ponder moral dilemmas ▪ How to play with others ▪ Interestlyzer, Myers Briggs, Taylor Scale ▪ Moral Dilemmas ▪ Multicultural fairy tales ▪ Take opposite sides in conflict (Civil War) ▪ Campaign manager for another ▪ Venn Diagram (4 of a kind, all same, all different) ▪ New games ▪ How to play with others ▪ Curriculum geared toward humanistic values or social systems