

**THE COLLEGE OF WILLIAM AND MARY
SCHOOL OF EDUCATION**

COURSE OUTLINE

Course Number: CRIN G82

Semester: Spring 2008

Course Title: Social and Emotional Development and Guidance of the Gifted Learner

Credit Hours: 3

Schedule: Wednesdays 4:30 – 7:00 p.m.
Jones Hall Room 308

Instructor: Dr. Carol L. Tieso
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757.221.2461
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Office Hours: Wednesdays & Thursdays: 1-4 and by appointment.

Required Text: Silverman, L. K. (Ed.). (1993). *Counseling the gifted and talented*. Denver: Love.

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

Additional readings will be assigned and suggested. They will be made available in class or on line.

Course Description

This course focuses on the social and emotional characteristics and needs of the gifted individual and various counseling and guidance strategies that can facilitate his/her development over the life span. The course will emphasize theories of emotional development and self-actualization and their implications for guiding the gifted.

Relationship of the Course to Program and Professional Standards

This course is one in a required sequence in gifted education leading to Commonwealth of Virginia endorsement and as part of a master's program specialization. It has been revised in 2006 using NCATE and NAGC program standards as a base.

Course Objectives

Upon completion of this course, the student should be able to...

1. Demonstrate knowledge of the psychological development of the gifted individual with reference to various developmental theories and research.
2. Demonstrate knowledge and skills in addressing the socio-emotional needs of the gifted individual.
3. Demonstrate knowledge of research on special psychological issues and problems of gifted individuals (e.g., perfectionism, developing relationships, hypersensitivity, etc.)
4. Demonstrate knowledge of the influences of diversity factors on individuals with exceptional learning needs.
5. Demonstrate knowledge of the influences of different beliefs, traditions, and values across and within diverse groups on relationships among individuals with gifts and talents, their families, schools, and communities.
6. Analyze the impact of cognitive characteristics on the affective development of gifted individuals and demonstrate educational modifications needed.
7. Analyze the impact of culture and environment on the development of individuals with gifts and talents.
8. Develop targeted strategies for addressing the socio-emotional needs of gifted learners in a variety of instructional settings.
9. Understand the importance of a counseling/guidance component for a gifted program including psycho/social development, academic planning, career planning, and service learning.
10. Develop effective communication and collaboration strategies to work with schools, teachers, and families to intercede and/or advocate for gifted learners.
11. Analyze special concerns and issues in planning programs and services of gifted sub-populations (e.g., culturally diverse, economically disadvantaged, and twice-exceptional, etc.).
12. Demonstrate the needed components of learning environments to promote healthy social-emotional development of all types of gifted learners.

General Content Outline

- I. Central issues in social/emotional development of the gifted
 - a. unique needs and characteristics
 - b. identification and labeling
 - c. perceptions of self and others
 - d. personality traits
- II. Developmental potential and emotional growth
 - a. theories of moral and emotional development
 - b. overexcitabilities
 - c. specific problems
 - d. the role of the counselor
- III. Framework for counseling intervention
 - a. psychosocial interventions
 - b. academic planning interventions
 - c. career counseling
- IV. Classroom strategies for counseling the gifted
 - a. bibliotherapy
 - b. role playing
 - c. group discussion and support groups
 - d. journaling
 - e. mentors
- V. Special issues for gifted adolescents

- a. hidden talents
- b. foreclosing identity formation
- c. introversion
- d. perfectionism
- e. developing relationships
- f. hypersensitivity
- VI. Special populations and issues in counseling interventions
 - a. underachievers
 - b. gifted girls
 - c. disabled
 - d. disadvantaged
- VII. Parenting issues
 - a. educational nurturance
 - b. individual attention
 - c. advocacy
- VIII. Working with families of the gifted
 - a. the gifted child in the family system
 - b. sibling relationships
 - c. communication issues
- IX. Working with gifted students in school settings
 - a. collaboration with teachers
 - b. small group counseling strategies

Illustrative Course Activities

1. Reading and discussion/writing on key articles on gifted education topics
2. Lecture and discussion on course topics
3. Case study applications
4. Simulations and role-play
5. Assigned observations
6. Student collaborative work and presentations

Minimal Student Requirements

1. Actively participate in class and online discussion and activities
2. Complete course readings and homework assignments to be prepared for class
3. Successfully complete required papers/projects
4. Successfully complete a final examination

NOTE: If you have a disability and are entitled to reasonable accommodations, please ensure that your accommodation needs are on file with W&M's Office of Student Services who will then advise me regarding accommodations to which you are entitled. The mission of Disability Services is to create a barrier-free environment for matriculated students with disabilities by considering reasonable accommodation upon request on an individual and flexible basis. For further information about Disability Services please contact: Lisa B. Colligan, Assistant Dean of Students for Disabilities, at 757-221-2510 (Voice), 757-221-2302 (TDD/TTY), 757-221-2538 (Fax). For further information on Disability Services, please go to:

<http://www.wm.edu/deanofstudents>.

Requirement Descriptions: Product Guidelines and Assessment Criteria

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 degree of insight. Writing will be assessed using the standard Assessment Rubric for Gifted Program Papers as well as specific assignment-based requirements.

1. **Class Participation:** This course is designed to be a mix of lectures, discussions, readings, simulations, and other activities. As such, each student's active and knowledgeable participation is critical. Students will be expected to do all readings **prior to** class so they can comfortably participate. Course activities include requirements for in-class collaborative work, so regular attendance is expected. Participation requirements also include journal entries.
2. **Activities:** There will be numerous in-class activities that are designed to give the student experience dealing with socio-emotional issues and interventions. Active participation and completion of any associated assignments are expected of all students.
3. **Papers/Projects:** Papers and projects include assignments requiring case studies of gifted individuals and application of course content to educational practice. Specific projects are discussed below.
4. **Exam:** There will be one exam for this course. Material for the exam will come from both in-class discussions and readings/lecture. The format will be essay and will be primarily synthesis and interpretive in nature.

Assignments and Evaluation

<i>Assignment</i>	<i>Weight</i>	<i>Due Date</i>
Film analysis	15%	February 13
First set of journal entries due (3)	5%	February 20
Biography analysis	15%	March 19
Bibliotherapy project	15%	April 2
Second set of journal entries due (2)	5%	April 16
Case study	15%	April 23
Exam (take home)	20%	April 30
Attendance/participation	10%	Throughout the semester

Film Analysis:

Watch a film 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. Then write a brief critique (1-2 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? Select one scene from the film (no more than 5-7 minutes) that shows some aspect of the character’s affective self to share with the class. **DUE DATE: February 13**

Biography Analysis:

Read a biography of an eminent individual in a field of your choice. Note social/emotional characteristics of the individual throughout the life span. Write a 2-3 page analysis discussing the affective development of the individual and in what ways selected characteristics influenced the individual’s development at which stages of life. **DUE DATE: March 19**

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 activities promoting *identification*, *catharsis*, and *insight*, for a bibliotherapy session or series of sessions using the book. **DUE DATE: April 2**

Journal

Throughout the semester, you will be asked to respond to journal questions requiring analysis and synthesis of course content as well as personal reflections. Journal questions may include reflection on a class discussion, analysis of an assigned reading, outlining of implications of a given issue, or other types of questions. Journal questions will be provided during each class period, and you may choose which assignments to complete, within the following requirements:

- Each student is required to complete **FIVE** journal assignments across the course of the semester.
- Journals will be evaluated:
 - 3 entries due February 20
 - 2 entries due April 16
- Students may choose to complete additional journal entries beyond the requirements. All entries will be read and comments shared.

Case Study:

This assignment is designed to encourage you to observe the socio-emotional characteristics of gifted students in the academic setting. You may handle the assignment in one of several ways.

- a. Choose *one child* in your class and keep notes on the child's social and emotional behaviors across the course of the semester. Make sure you include observations of the child in multiple settings – small group activities in the classroom, large group activities, interactions outside the classroom, etc.
- b. Select *a particular characteristic* of gifted students and observe its manifestation across several students in a group. Note how the characteristic appears differently in different students and in different contexts.
- c. Observe *a learning context* for gifted students different from that in which you teach. Note particular social/emotional behaviors among the students and consider how they differ from your own setting.

For whichever option you choose, make at least 7 shorter entries or 2-3 lengthier ones, for a total of 4-5 pages of observation notes. Then develop a 5-7 page synthesis in which you discuss the characteristics you saw and their implications for the student, the class, the context, and/or yourself as an educator of the gifted in light of what you know about social and emotional development of the gifted. Finally, you will prepare a brief IEP recommending 2-3 interventions that may address students' specific social and emotional needs. You will also prepare a brief presentation in which you share with the class some of the key observations you made and some of the implications you discerned. **DUE DATE: April 23**

Exam

The exam will be an essay test assessing evidence of understanding of major course objectives. It will be a closed-book, timed, take-home exam. **DUE DATE: April 30**

Class Participation

10% of your final grade will be based on attendance, including excessive tardiness, and participation in class discussions.

Suggested program portfolio product: Case study or bibliotherapy project

Assignment submission guidelines

- As appropriate, assignments should include reference to course readings and other literature. Reference format should follow APA guidelines (samples posted on Blackboard site).
- All assignments are expected to be turned in on time unless PRIOR arrangements have been made with the instructor for special circumstances.
- Assignments may be submitted by email or in hard copy.
- All assignments **except** journal entries and the final exam may be submitted early for feedback, and time for revision before resubmission will be given. If you wish to submit early for feedback, the assignment must be submitted **no later than 5 p.m.** on the **FRIDAY** prior to the due date.

Graduate Programs in Gifted Education Guidelines Relating to Late Assignments and Incompletes

Late Assignments

- All assignments specified within graduate courses are expected to be completed and submitted to the instructor *on or before the deadline*.
- If a student is unable to meet an assignment deadline, he or she must discuss the problem with the instructor and work out arrangements for late submission.
- Grade penalties based on late submission may be applied at the discretion of the instructor.

Incompletes

- Students are *strongly urged* to avoid resorting to an Incomplete grade for a course.
- If a student finds that he or she will be unable to complete the requirements for a course within the time frame of the semester, it is ***the student's responsibility*** to schedule a meeting with the instructor to request a grade of Incomplete and to negotiate a schedule for completing the requirements.
- Grades of Incomplete *will not* be extended beyond one semester.

Schedule of Classes and Readings

DATE	TOPICS	READINGS** (to be prepared FOR the class indicated)
January 16	<ul style="list-style-type: none"> • Introduction to course • Possibilities and problems for gifted children • Social and emotional characteristics and needs of the gifted • Asynchronous development 	Neihart et al. , chapter 4
January 23	<ul style="list-style-type: none"> • Self-concept in gifted individuals • Dabrowski's Theory of Positive Disintegration • Other models of affective development 	Silverman chapters 1-2 Neihart et al. , chapter 6 Optional: Mendaglio & Pyryt , Self-Concept and Giftedness (<i>GTI</i>) Optional: Bracken , Response to Mendaglio & Pyryt (<i>GTI</i>)
January 30	<ul style="list-style-type: none"> • Models of development continued • Cognition and affect: relationships and implications • Cinematherapy 	Silverman chapter 3 Mendaglio: The TPD and other approaches to personality. Milne & Reis : Using video therapy to address the social and emotional needs of gifted children
February 6	<ul style="list-style-type: none"> • The gifted child in literature and on screen • Public perceptions and labeling • Social behaviors and coping 	Neihart et al. , chapter 2, 5, 10, 11 Cox , Amadeus to Young Einstein: Modern cinema and its portrayal of gifted learners Cross , Psychological and social aspects of educating gifted students
February 13	<ul style="list-style-type: none"> • Social behaviors continued • Achievement and underachievement 	Neihart et al. , chapter 9 Reis & McCoach , The underachievement of gifted students. Film analysis due
February 20	<ul style="list-style-type: none"> • Social goals and attribution theory 	Silverman chapter 14 Neihart et al. , chapter 7 Dweck , Is intelligence fixed or changeable? First set of journal entries due (3)

DATE	TOPICS	READINGS** (to be prepared FOR the class indicated)
February 27	Perfectionism	Neihart et al. , chapter 8 Parker & Mills , The incidence of perfectionism in gifted students Optional: Parker , An empirical typology of perfectionism in academically talented 6 th graders
March 5	NO CLASS – SPRING BREAK!	COME TO THE NCN CONFERENCE! (March 5-7)
March 12	<ul style="list-style-type: none"> • Group and individual counseling • Gender issues 	Silverman chapters 4-5 Neihart et al. , chapter 13-15, 21, 24
March 19	<ul style="list-style-type: none"> • Highly gifted issues • Giftedness through the lifespan: Eminence 	Neihart et al. , chapter 3 Quek , Interview with Dr. Miraca Gross (<i>GTI</i>) Biography analysis due
March 26	<ul style="list-style-type: none"> • Academic and career counseling • Concentrating the intensity: Mentorships, internships, service learning 	Silverman chapters 9-10 Neihart et al. , chapter 22, 23 Online class: AERA
April 2	<ul style="list-style-type: none"> • Families of the gifted • Special issues for special populations 	Silverman chapters 6-7 Neihart et al. , chapter 20 Bibliotherapy project due
April 9	<ul style="list-style-type: none"> • Special issues for special populations 	Silverman chapters 12-13 Neihart et al., chapters 16-19
April 16	<ul style="list-style-type: none"> • Guiding gifted children in schools: Advocacy 	Advocacy readings as assigned to groups Second set of journal entries due (2)
April 23	<ul style="list-style-type: none"> • Case study sharing • Course wrap-up 	Case study due
April 30	NO FORMAL CLASS	Exam due

**Additional readings may be distributed in class or on line as relevant to course topics.

Illustrative Bibliography

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- Dai, D. Y., Moon, S. M., & Feldhusen, J. F. (1998). Achievement motivation and gifted students: A social cognitive perspective. *Educational Psychologist*, 33(2/3), 45-63.
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Assessment Rubric for Gifted Program Papers

Criteria	A	B	Other
Organizational Soundness	Paper is well organized, clear, and easy to follow.	Paper is adequately organized, but lacks clarity or coherence in sections.	Paper lacks clarity and coherence.
Conceptual soundness/ quality of ideas	Ideas are insightful, coherent, and supported by sources well.	Ideas are sound; sources are explicated adequately.	Paper lacks clear-cut presentation of sound ideas and/or is loosely supported by sources.
Logical argument/ persuasion	Argument is highly persuasive with a strong thesis, reasons, and conclusion.	Argument is convincing, but weakened by limited examples or reasons.	Argument is limited; lack of development of ideas.
Use of sources	Sources are integrated into the argument and directly support the thesis.	Effective use of sources, although integration of sources into the argument could be improved.	Sources are limited in use and/or in relevance to thesis.
Applications to education	Excellent connections made to educational theory, research, and practice	Applications are good but lack integrated connection from theory to research to practice	Limited application of ideas to educational theory, research, or practice
Presentation and Mechanics	Paper has a professional appearance and is essentially error-free.	Paper has a professional appearance with limited mechanical errors.	Paper is unprofessional in appearance and/or has mechanical errors that detract from the reading.

Additional comments: