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Meeting the Affective Needs of Gifted Students Through Scaffolding

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1 What factors are important in the development of talent and how do we develop those?

The highest levels of achievement are typically the result of nonintellectual factors, especially perseverance

Neihart, 2015

Students who hold a **growth mindset** are more likely to attempt challenging tasks and persevere through difficulties than students who hold a fixed mindset.

Neihart, 2015

Affective Needs and the Gifted

The psychosocial variables associated with talent development can be taught and systematically strengthened.

Neihart, 2015

- Perseverance
- Risk Taking
- Mindset
- Self Concept
- Resiliency
- Communication/Social Skills
- Achievement Orientation
- Empathy
- Emotional Regulation/Intelligence

2 How do we support the psychosocial needs of gifted students within the context of our classroom standards and goals?

When recommendations are made in the literature, there is typically **little** evaluation of the effectiveness of those interventions.

Neihart, 2015

Regulating Emotions	Coping with Adversity and Challenge	Engaging in Healthy Risk Taking	Developing Identity
Using Emotion	Facing Adversity and Challenges	Engaging in Productive Risk-Taking	Actualizing Potential to Advance a Goal
Discuss how one might channel emotions into a creative outlet and use emotions to create change or for a specific purpose or goal through literary texts or situations.	Create or articulate solutions and discuss implications for facing adverse situations and challenges in a productive way.	Design or explain a plan for productively engaging in healthy risks that promote one's achievement.	Create unique ideas, plans, and products that show an understanding of one's identity and how that identity allows for goal attainment.
Expressing Emotion	Analyzing Adverse Situations and Conditions	Considering Multiple Perspectives	Understanding Roles and Affiliations
Explain how emotions are conveyed through the use of literary elements in a text and convey one's own emotions in positive ways.	Explain how adverse situations in self and others contribute to varying conditions and outcomes.	Articulate, seek, or review multiple perspectives, ideas, or situations and weigh the outcomes.	Discuss how one's role and affiliation (or perception of their role/affiliation) supports or inhibits their personal growth.
Understanding Emotion	Recognizing Adversity and Challenge	Identifying and Calculating Risks	Knowing Oneself
Identify and understand different emotions and emotional language used to convey a message.	Recognize adversity and challenge expressed in fictional and real life texts and situations; explain how these challenges affect the individuals involved.	Identify potential risks a situation and discuss the potential cause and effects of such risk on one's situation or outcome.	Explain fictional and individual characteristics and traits and assess the strengths and weaknesses of each as part of recognizing one's identity or how identity is crafted.

Developing Empathy	Managing Stressors	Motivating to Achieve	Developing Talent
Collaborating with Others	Creating a Plan for Management	Reflecting on Patterns of Achievement	Demonstrating High Level of Performance in a Given Area
Design collaboration plans or explain effective ways to collaborate or interact with others to achieve a specific purpose or goal.	Create a plan for managing stressors that includes specific criteria and outcomes or critique the effectiveness of one's plan for managing stress.	Develop attainable goals for long-term learning; synthesize patterns of achievement in oneself and others.	Create a new product, idea, or plan for developing one's strengths and attaining goals.
Communicating and Responding to Others	Applying Control Techniques	Assessing Strengths and Interests	Applying Learning to Practice
Communicate effectively and professionally in a variety of ways and in response to one's needs; consider others' ideas and perspectives as part of a communication plan.	Apply healthy ways to manage stress to provided with various situations, scenarios, or contexts.	Explain how the use of one's strengths and interests contributes to one's achievement.	Explain how to use or create opportunities and develop strengths to acquire knowledge; practice healthy habits for success and meeting one's own goals.
Understanding Others' Needs and Values	Identifying Conditions/Situations that Cause Stress	Identifying Barriers to Achievement	Recognizing Internal and External Factors that Promote Talent Development
Identify and explain the needs of others through perspectives other than one's own; put oneself in another's situation and discuss ideas from that perspective.	Identify and explain conditions that cause stress in others and oneself.	Identify and explain personal and external barriers to achievement.	Identify and explain personal and external factors that impede or promote talent development, including what is and is not in one's control.

Stambaugh & VanTassel-Baska, 2008

Jacob's Ladder Affective

- Consists of 8 different affective skills indicated in the literature as necessary for the promotion of talent
- Moves from lower to higher level skills development
- Derived from well-grounded theories regarding each construct
- Intended to be part of a classroom approach to teaching affective development as grounded within content standards

- *Regulating Emotion*
- *Coping With Adversity and Challenge*
- *Engaging in Healthy Risk Taking*
- *Developing Identity*
- *Developing Empathy*
- *Managing Stressors*
- *Motivating to Achieve/Perseverance*
- *Developing Talent*

Key Features and Assumptions

- Safe environment to talk about the ideas
- SEN ideas linked to engaging texts
- Use external resources for introspection and affective development
- Adds complexity and buys time by linking to standards and affective needs
- Proactive not a reactive approach
- Not a counseling strategy
- Awareness-focused


Key Ideas/Theories in Affective Ladders

- Positive Psychology
 - Increasing positive emotions
 - Frames of mind and self talk
 - Focusing on growth to overcome challenges
 - Small successes lead to larger ones
- Internal Locus of Control
 - What do I have control over?
- Goal Setting
 - What steps are necessary for growth?
 - Personalized and motivating
- Understanding our world and others
- Ability to recognize and cope with problems provides confidence and less fear (efficacy increases this)
- Emotional literacy helps mitigate risky behaviors
- Recognition of a problem and awareness is first step toward solving it (external and internal)
- Individual motivation is based on
 - Goal valuation
 - Do I care?
 - What goals does this help me achieve?
 - How can I set goals that allow success?
 - Environmental Perception
 - Do you believe you can do it?
 - Do you believe others believe you can do it?
 - Expects to Succeed (Efficacy)
 - Do I expect to succeed?

• Siegle, 2003

Wonder Trailer

https://www.youtube.com/watch?v=ZDPEKXx_I_AI



GOAL: to promote more open-ended thinking, feeling, and behavior in gifted students when they approach reading material and other intellectual situations and contexts in their own life.

Engaging in Productive Risk-Taking
What is a risk you might take to make a positive difference in your life or someone else's? For example, you could sit with someone at lunch who usually eats alone or commit to ask a question in class if you don't usually talk or raise your hand. *Write down what you will do and check to see that you did it within a week.
Considering Multiple Perspectives
When taking a risk, how might seeking someone else's perspective help you? How was that portrayed in the movie trailer? Whose perspectives matter to you and who might you talk to before taking a risk? Why?
Identifying and Calculating Risks
Who took the bigger risk, Auggie or the friend who sat with him at lunch? Why do you think that?

GOAL: to be able to identify the situation and conditions that create fears of success and failure, be able to apply control techniques that can be used to reduce or remove the stressful context, and finally to create a system for management of these fears.

Collaborating with Others
Work with a partner to create a poster for an ad campaign in your school that shows ways your schoolmates can show empathy. Give specific examples, using the video and other sources. Articulate what your poster represents and title it, such as "Sit with someone at lunch who is alone," "Ask someone a question about their interests," "Listen to another's perspectives," "Share an idea", etc. Pull ideas from the video and other places.
Applying Control Techniques
Auggie says, "If you really want to see what people are, all you have to do is look". What does he mean? What are some ways you can "look" within yourself and at others to develop empathy?
Identifying Conditions/Situations that Cause Stress
What are some examples of empathy (identifying with the feelings of others) shown in the movie trailer? Cite examples of how different people in the trailer showed their understanding of Auggie's needs and his value as a person.

"How Far I'll Go" lyrics from Moana

<https://www.youtube.com/watch?v=cPAbx5kgCJo>



GOAL: to enhance identity development in students, helping them develop personal awareness through reflective assessment of strengths and weaknesses as well as their affiliations and own personal beliefs.

Actualizing Potential to Advance a Goal
What does this song say about individuality versus conformity? How does this apply to your own life? Write a rule or piece of advice to express what you or others can follow about how someone can balance individuality and conformity in their own life when working to advance a goal.
Understanding Roles and Affiliations
How does Moana's position as the chief's daughter contribute to the conflict she is facing? Do you think her position is a positive or a negative one, according to the song? List your reasons for the position.
Knowing Oneself
What is Moana trying to understand about herself and her situation, according to the song? Make a list of lyrics that explain her struggle. Then, write one sentence that summarizes the root cause of her struggle. Choose some of the following words to include in your summary: conflict, personal, expectation, self, passion, curiosity, awareness, others, duty, identify, struggle.


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Engaging in Productive Risk-Taking
What "calls" you? What is your metaphorical island and sea? How do your affiliations with others and your own interests help or hinder your achievement? Write an email or letter to your future self, explaining your interests, your "island" and your "sea". Describe how you will use your interests, "island", and "sea" to accomplish a particular goal.
Considering Multiple Perspectives
What is Moana's biggest risk? Consider this from the point of view of the villagers, the larger world outside the island, and herself. What lyrics in the song support your ideas? Complete the following chart to show your thinking.
Identifying and Calculating Risks
What are some of Moana's barriers to her own achievement according to the song? What drives her to set out on her own regardless of those barriers? Include lyrics from the song to support your ideas.

Perspective	Highest Risk	Evidence from Lyrics
The Villagers		
Outside World		
Moana		

Michael Phelps

- American swimmer who holds the record for most Olympic medals won with 28.
- As a kid, Phelps struggled with Attention Deficit/Hyperactivity Disorder, or ADHD, which made it hard for him to focus. His parents wondered if swimming might channel that excess energy.
- In 2000, at just 15 years old, Phelps became the youngest male swimmer to compete in the Olympics in 68 years.
- He also competed in the 2004, 2008, 2012, and 2016 Olympics and became the Olympian with the most gold medals.



GOAL: to help students see achievement and underachievement patterns and to help them assess what internal and external barriers may be keeping them from wanting to perform or complete a task.

Reflecting on Patterns of Achievement
How does Phelps view success? Write a letter of reference for him that emphasizes personal characteristics that led to his impressive accomplishments.
Assessing Strengths and Interests
What was Michael Phelps' talent development path? List five milestones in his life that reflect his strengths and how he used them. How can you use your strengths to develop talents?
Identifying Barriers to Achievement
What strengths did Phelps have to begin with and which ones did he develop? What were his barriers to achievement and how did he work to overcome them?

GOAL: to move students from recognizing adversity and challenges they (or others) are facing to analyzing the conditions that have created the challenge, and finally to resolving the situation through reframing and problem-solving.

Facing Adversity and Challenges
When the major competition is yourself as was the case with Phelps, how do you motivate yourself to continue to compete at high levels? What do you think he did to keep himself advancing? What strategies do you use to continue to improve, even though you may be making A's or doing well in your talent area competitions? Make a list of strategies you can use to continue to achieve, using Phelps biography for ideas.
Analyzing Adversity Situations and Conditions
Given the adversity Phelps faced, how did he overcome barriers? What lessons can you take away from this?
Recognizing Adversity and Challenge
Are people designed for success or is success something one creates? What did you see as challenges for Phelps or was success preordained for him?

Regret
Olivia Ward Bush-Banks, 1869-1944

I said a thoughtless word one day,
A loved one heard and went away;
I cried: "Forgive me, I was blind;
I would not wound or be unkind."
I waited long, but all in vain,
To win my loved one back again.
Too late, alas! to weep and pray,
Death came; my loved one passed away.
Then, what a bitter fate was mine;
No language could my grief define;
Tears of deep regret could not unsay
The thoughtless word I spoke that day.

GOAL: To help students develop skills in using their emotional intelligence in order to regulate and modulate behavior with respect to learning

Using Emotion
How do people get over the feeling of regret when they cannot make amends? What actions can they take?
Expressing Emotion
What literary techniques are used in the poem to express regret? How effective are these techniques? Would other techniques have expressed the emotion better? Explain.
Understanding Emotion
How powerful are words in creating emotional distress? Describe a time when someone insulted you or a friend offended you or teased you. How did it make you feel? How does this compare with the narrator in the poem? Create a chart to compare your thoughts and those of the narrator.

GOAL: to understand the needs and values of others, noting the similarities and differences to their own. They then need to develop response mechanisms to others, based on that understanding, orally and in writing. Finally, students will develop the skills of collaboration, where they are working in a goal-directed atmosphere on verbal and nonverbal stimuli.

Collaborating with Others
Work with a team of students to develop a code of conduct related to the use of words in school and the workplace. Why might such a code be necessary? After the work is completed, discuss, with your group the process of collaborating with each other to make positive change. How did it feel? What did you learn?
Communicating and Responding to Others
Pretend you are the narrator of the poem. Compose a letter to the individual who was offended in the poem that explains what might have been said and how this made you feel. How might this letter help the situation? Explain.
Understanding Others' Needs and Values
The narrator obviously regrets the word choice and did not understand the hurt a word would cause before saying it. What might be some phrases one could use in a conversation to display an understanding of others' needs and values? Create six different phrases that are no longer than 3-4 words to use as a way to display your understanding of someone's feelings.

Eleven read by Sandra Cisneros

https://www.youtube.com/watch?v=M_Naeodiv8Q



GOAL: To help students develop skills in using their emotional intelligence in order to regulate and modulate behavior with respect to learning


Using Emotion
How could Rachel have used her emotions in a way that allowed her to have a positive voice? Create a different scenario that shows how Rachel spoke up about her sweater in a positive way. Be ready to explain how the change in Rachel's response impacts the theme of the story and Rachel's character.
Expressing Emotion
What do you think Rachel's 11 th birthday had to do with the way she was unable to verbally express what she was feeling? What does her 11 th birthday symbolize in her mind? Describe what it means to her and create an object as a symbol for her reactions.
Understanding Emotion
Why do you think Rachel isn't able to adequately express her emotions about the sweater and event? What evidence in the story suggests that?

GOAL: to enhance identity development in students, helping them develop personal awareness through reflective assessment of strengths and weaknesses as well as their affiliations and own personal beliefs.

Actualizing Potential to Advance a Goal
How do Rachel's beliefs about being 11 and her responses to her experiences conflict? How might Rachel identify with her younger and older self? Reactions to experience Older self Younger self Write one goal from the problem in the story that you think she could work on. Be specific. What steps could she take? How will she know when she is successful?
Understanding Roles and Affiliations
What is the central problem in this story? Who/what does Rachel want to affiliate or associate with? Why?
Knowing Oneself
Why does Rachel keep saying eleven, ten, nine, eight.....? What does that say about her identity?

Otis Boykin

- African American inventor who improved resistor models, allowing for faster development of 20th-century electronics.
- Although he encountered difficulties in his schooling and his career, he persevered and developed more than 24 patents.
- Boykin is best known for his work on pacemakers. Because of Boykin's work, thousands of people with pacemakers are able to extend their lifespans today.
- Unfortunately, in his later years Boykin had heart problems that his own pacemakers could not address. In 1982, he died of heart failure.



GOAL: to move students from recognizing adversity and challenges they (or others) are facing to analyzing the conditions that have created the challenge, and finally to resolving the situation through reframing and problem-solving.

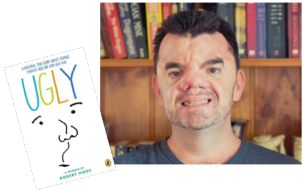
Facing Adversity and Challenges
In what ways have you experienced diminished expectations, lack of opportunity, discrimination or other adversity beyond your control? Describe how it made you feel. How did you cope with it?
Analyzing Adverse Situations and Conditions
How might his lack of financial supports and racial discrimination affect his career? What evidence supports your response? What aspects of his adversity were within and beyond his control?
Recognizing Adversity and Challenge
What adversity did Boykin face? Make a list.

GOAL: to help students see achievement and underachievement patterns and to help them assess what internal and external barriers may be keeping them from wanting to perform or complete a task.

Reflecting on Patterns of Achievement
Many people believe that "talent wills out", meaning if you are talented enough you will do well in life. Others believe that "no one ever makes it on their own, that other people are always responsible for one's success." Write an argument that supports one of these views, using Boykin's life story as one of your examples.
Assessing Strengths and Interests
What assets does Otis possess? How does he use them to his advantage? Write a short essay about how you might use your assets to your advantage.
Identifying Barriers to Achievements
What words and phrases come to mind to describe the barriers that Otis may have faced? Make a list.

“Own Your Own Face” by Robert Hoge

• <https://www.youtube.com/watch?v=QbxinUJcLGg>

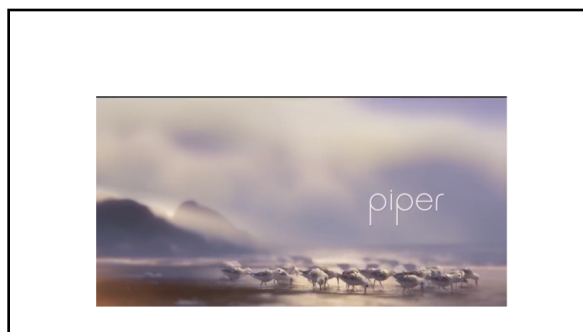


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Engaging in Productive Risk-Taking	
Create a symbol for Mr. Hoge's life that represents how calculated risks can lead to positive outcomes. Write a statement about why the symbol is appropriate.	
Considering Multiple Perspectives	
How did Mr. Hoge's personal perspective and the perspectives of others influence his ability to overcome the challenges he faced? Which perspective do you think was more powerful – his personal one or those of others? Why? Conduct a quick debate with your classmates to discuss this, using evidence from his life story to defend your position.	
Identifying and Calculating Risks	
What physical and emotional risks did Mr. Hoge encounter during his lifetime? Make a timeline of these risks and color code them by physical risks and emotional risks.	
Physical	Emotional

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Actualizing Potential to Advance a Goal	
What internal beliefs helped Mr. Hoge validate his self-worth? Create a concept map about "beauty" based on his life and beliefs.	
Understanding Roles and Affiliations	
To what extent is the following statement true? <i>What one believes about one's role in life is what one's role will be.</i> Make notes about your reactions to the statement and compare your ideas with that of your classmates, using evidence from Mr. Hoge's life and other experiences, biographies, or book characters.	
Knowing Oneself	
How did Mr. Hoge come to terms with his disfigurement? What did he have to learn about himself and life?	



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Facing Adversity and Challenges	
Create a character that provides a monologue on how to handle adversity based on what you learned from the video. Which ideas are most important to stress and why?	
Analyzing Adverse Situations and Conditions	
What strategies and personal characteristics did the bird employ to overcome the challenges it faced? How might you apply these same strategies and personal characteristics to help you overcome an adverse situation or challenge in your life? Complete a 3 column chart.	
Recognizing Adversity and Challenge	
Create a list of figurative and literal problems the bird faced. Look through your list and compare it with a classmate's list. Together, discuss the following question: What was the main problem the bird had to face? Explain your thinking using evidence from the video.	

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Engaging in Productive Risk-Taking	
How might one's emotions be a help or hindrance when taking a risk? Write a lesson or set of rules that might help someone else decide when he or she should give in to fears because it is an unsafe choice versus when he or she should push through fears and overcome obstacles. Use examples from your life, conversations with your family, other books you have read, and the video to help you write your response.	
Considering Multiple Perspectives	
How did the bird's observance of other perspectives help it manage the risks it faced? Look at your plot map from G1. What do you notice about the emotions the bird might have been feeling before and after considering multiple perspectives?	
Identifying and Calculating Risks	
Create a plot map of important events and actions of the young bird's life. Label the emotions you think the bird was feeling as a result of each action (or risk) in the video.	

Geri's Game

<https://www.youtube.com/watch?v=9IVRC7z2ICg>



GOAL₄ to promote more open-ended thinking, feeling, and behavior in gifted students when they approach reading material and other intellectual situations and contexts in their own life.

Engaging in Productive Risk-Taking
What skills or traits would Geri have to have in order to reach out to someone else and ask them to play chess with him? How would he approach the situation to ask someone else? What would he do if they said "no"? Create a skit of a good and bad example of how Geri might ask someone to play chess. Explain why your example is a good one or a poor one.
Considering Multiple Perspectives
Create a short story (with two chapters) or a monologue that portrays two different perspectives of the situation – one from Geri's perspective and one from a bystander in the park who is intently staring at Geri's antics while playing chess. How does each person see the other? What are they thinking? Conclude your story or skit with a moral that incorporates both perspectives and discusses how what people see on the outside may not always be what is really going on.
Identifying and Calculating Risks
What do you think Geri is playing chess by himself instead of trying to find someone to play with him?
Which is riskier – reaching out to someone and possibly being rejected or being alone or viewed as odd or unusual?

GOAL₄ to understand the needs and values of others, noting the similarities and differences to their own. They then need to develop response mechanisms to others, based on that understanding, orally and in writing. Finally, students will develop the skills of collaboration, where they are working in a goal-directed atmosphere on verbal and nonverbal stimuli.

Collaborating with Others
How might collaboration with others allow for a more productive life? Use Geri's example as evidence in addition to your own ideas.
Communicating and Responding to Others
Instead of playing chess by himself, what else might Geri have done to communicate his feelings and engage with others in productive ways? Brainstorm a list of at least 25 ways Geri might try to connect with others instead of playing chess by himself. Then select your best ideas and write a short letter to Geri suggesting some ways he might try to reach out to others.
Understanding Others' Needs and Values
What do you think made Geri act as he did? What feelings might he be having?

Implementation of Jacob's Ladder

- Whole class discussion and modeling
 - Designed as a discussion program
 - Not to be used as worksheets
- Build a climate of trust and support
- Develop reading comprehension, inference making, and text to self connections
- Talk about the characters instead of making it personal
- Pre-Post assessments to monitor growth

"Building Your Inner Coach" – Brett Ledbetter

• <https://www.youtube.com/watch?v=q7a5TlzOmeQ> (2:39)

CHARACTER → PROCESS → RESULT

GOAL₄ to enhance identity development in students, helping them develop personal awareness through reflective assessment of strengths and weaknesses as well as their affiliations and own personal beliefs.

Actualizing Potential to Advance a Goal
Write a self-help column that provides advice for someone who is anxious because their identity is wrapped up in winning. Provide specific advice and quotes from the video as well as personal examples, as applicable, to convey your message.
Understanding Roles and Affiliations
Revisit the explanation and slide on the two types of character: performance and moral. Why do you think the speaker defines performance character as what governs the relationships with yourself and moral character as what governs your relationship with others? How do the two interact to promote success?
Knowing Oneself
The speaker discusses how his identity was wrapped up in the result and not the process. To what extent do you identify with the speaker?

<p>GOAL: to reduce tendencies in gifted students that inhibit their achievement and persuade them to adopt a model of personal excellence where learning is the goal, not performance per se.</p>	<p><i>Demonstrating High Level of Performance in a Given Area</i></p> <p>Select one item from the "to do" list from the second rung of this ladder. Create a plan for practicing that habit. Find someone you trust to share your plan with and to hold you accountable on your progress.</p>
	<p><i>Applying Learning to Practice</i></p> <p>What practices should one consider to realize their success? Create a "to do" list for success, based on the video lessons. Add examples of skills needed and then a meaningful quote from the video to support your list.</p>
	<p><i>Recognizing Internal and External Factors that Promote Talent Development</i></p> <p>What beliefs about competition and about life do most successful athletes and coaches have, according to the speaker? To what extent do you share those beliefs? Write a journal entry to answer that question.</p>

Questions? Ideas?

