Social and Emotional Development of Gifted and Talented Students

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Early positions that genius was often accompanied by maladjustment (Lombroso, 1981; Callahan, 1981; Getzels & Dillon, 1973)

- Case studies of gifted persons showing emotional problems (Witty & Lehman, 1929)
- Original Terman study of 1,528 high IQ children found them to be superior to general population in social and emotional adjustment (Terman, 1925)
- Students scoring in highest IQ ranges may experience greater adjustment difficulties than those less gifted (Hollingworth, 1929, 1942)
- Subsample of Terman subjects with IQs of 170 or higher had considerably more problems making social adjustments than members of the gifted group with lower IQs (Burks et al., 1930)
- Some of adjustment problems highly gifted have attributable to intellectual disparity between themselves and their peers (Hollingworth, 1942)
- Gifted students who perceive themselves as different from their age peers had lower self-esteem and reported more difficulty in peer relationships than those who did not perceive themselves as different (Janos et al., 1985)
- Greater internal locus of control evident among gifted than general population (Fincham & Barling, 1978; Milgram & Milgram, 1976; Tidwell, 1980)
- Poor peer relationships tend to lead to loneliness, and loneliness highly correlated with negative self-concepts, poor adjustment, and depression (Goswick & Jones, 1981; Kaiser & Berndt, 1985)
- Comparisons of high IQ with moderately high IQ children found more of the high IQ group to have friends older than selves, fewer friends overall (to the point of feeling they had too few friends), and that being bright made it difficult to make friends (Janos, Marwood, & Robinson, 1985)
- Highly able children seldom live in psycho-social environments that help them deal constructively with social and emotional issues; usual response among peers is to regard the bright students as strange and to ostracize them (Dahlberg, 1992)
- Gifted often are well trained to use their ability cognitively but tend to be far less adroit at solving problems in the affective or emotional domains of life (Frey & Carlock, 1989)
- Primary characteristic of gifted underachievers is low self-esteem (Davis & Rimm, 1989)
- Gifted students often misunderstand what their giftedness means causing them to feel sadness, depression, and to exhibit self-defeating behaviors (Kaplan, 1983)
- Fear of success often causes gifted females to believe they will be rejected by peers or the opposite gender if they appear too competent or successful (Horner, 1972; Lavach & Lanier, 1975; Reis, 1985)
- Gifted prone to feeling dissatisfied with their accomplishments and ultimately abandon their abilities (Buescher, 1985)
- Less well adjusted gifted students avoid or have trouble in growth opportunities including risking failure, setting standards for their work, and setting or meeting goals (Jenkins-Friedman & Murphy, 1988)
- Gifted students who recognize their abilities but feel they are not “good students” admitted not doing as well as they could with their school work because their “minds were on something else” (Ford, 1989)
- Perfectionism in gifted students may cause them to feel none of their efforts are adequate, leading to possible extreme behaviors (Delisle, 1990)
- Programs for highly gifted need to include regular counseling; too often such students are presented with rigorous curriculum and left to sink or swim depending on social/emotional maturity (Gregory & Stevens-Long, 1986)

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DISCUSSION: STEREOTYPES ABOUT SOCIAL/EMOTIONAL ISSUES
What to Believe and What Not to Believe

1. Have you ever heard someone say that gifted and talented people are close to being crazy? If so, does this statement make you think of anyone in particular (someone famous or someone you know -- a student, a parent, a friend)? Why?

2. Tell about students you have taught who seemed more socially and emotionally well-adjusted than other students their same age. In what context or situation did their strong adjustment reveal itself?

3. Consider gifted and talented students you know and their friendships. Have they made friends easily? Do they appear to gravitate toward other students with a lot of talent?

4. Discuss a young person who, because of gender, has elected to hide her/his interests out of possible fear of success and its consequences?

5. Thinking of gifted and talented people you know (children or adults), discuss those who seem frozen by their abilities to the point of accomplishment that seems well below their capabilities. How do they seem to feel about themselves?

6. Do you know a student who has perfectionistic tendencies -- never really able to complete tasks very efficiently because of what seems to be an internal fear of failure? Discuss how this influences them.

7. Talk about a student or students who have a lot of ability but never quite seem to apply themselves. What are the circumstances?
## Affective Characteristics Distinguishing Gifted Students

*Based on and expanded from Clark, 1992*

<table>
<thead>
<tr>
<th>Differentiating Characteristics</th>
<th>Related Needs</th>
<th>Possible Problems</th>
<th>Patterns of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Large subconscious pool of information about emotions of self and others</strong></td>
<td>To be able to call up and process this information; to name one's own emotions; to recognize others' emotions; to be sensitive to needs/feelings of others</td>
<td>Information is misinterpreted affecting the individual negatively</td>
<td>Individual learning center activities; small and large discussion groups; any &quot;safe&quot; setting emphasizing respect; &quot;magic box&quot;; bibliotherapy; cinematherapy</td>
</tr>
<tr>
<td><strong>2. Unusual sensitivity to expectations and feelings of others</strong></td>
<td>To learn to understand the feelings and expectations of others</td>
<td>Unusually vulnerable to criticism of others; high level of need for success and recognition</td>
<td>Large and small task-oriented groups to examine various points of view; role playing; encourage team competition; honor diverse talents</td>
</tr>
<tr>
<td><strong>3. Keen sense of humor that may be gentle or hostile</strong></td>
<td>To learn how behaviors affect feelings and behaviors of others</td>
<td>Use of humor for critical attack on others causing damage to relationships</td>
<td>Group discussion in climate supporting caring and honest exchange of feelings and ideas; journals</td>
</tr>
<tr>
<td><strong>4. Heightened self-awareness accompanied by feelings of being &quot;different&quot;</strong></td>
<td>To learn to assert own needs and feelings nondefensively; to share self with others for self-clarification</td>
<td>Isolate self, resulting in being considered aloof; feels rejected; sees &quot;difference&quot; as a negative quality causing poor self-esteem</td>
<td>Large and small groups aimed at improving skills in communications of all kinds: written, oral, physical; bibliotherapy; cinematherapy</td>
</tr>
<tr>
<td><strong>5. Idealism and sense of justice which appear at an early age</strong></td>
<td>To rise above negative values by finding values to which s/he can be committed</td>
<td>Attempt unrealistic reforms and goals resulting in intense frustration; extreme result is suicide</td>
<td>Grouping gifted students together for at least a portion of school time for small discussion groups</td>
</tr>
<tr>
<td><strong>6. Earlier development of inner locus of control and satisfaction</strong></td>
<td>To be able to clarify personal priorities and values; to confront and interact with value systems of others</td>
<td>Difficulty in conforming; may choose values and way of life; others see as challenging authority/tradition</td>
<td>Self-selected groups for analysis and discussion of problems in life and how others may see issues differently; moral dilemmas</td>
</tr>
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</table>

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<th>Patterns of Organization</th>
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</thead>
<tbody>
<tr>
<td>7. Unusual emotional depth and intensity</td>
<td>To find purpose and direction from personal value system; to translate commitment into action in daily life</td>
<td>Unusual vulnerability; problem focusing on realistic goals for life's work</td>
<td>Participation in community social action groups; creation of social action groups</td>
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<td>8. High expectation of self and others, often leading to high levels of frustration with self, others, and situations; tendency toward perfectionism</td>
<td>To learn to set realistic goals and to accept setbacks as part of the learning process; to hear others express their growth in acceptance of self</td>
<td>Discouragement and frustration from high levels of self-criticism; problems maintaining good interpersonal relationships as others fail to maintain high standards imposed by the gifted student; inability to act due to high frustration with situations that do not meet expectations of excellence</td>
<td>Small groups purposefully organized to develop realistic goal-setting habits and a clearer sense of reality and self; activities aimed at enhancing self-esteem, promoting risk taking, and experimenting with learning from failure; teach creative and future problem solving; encourage cooperative competitions</td>
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<td>9. Strong need for consistency between abstract values and human behavior</td>
<td>To find a life's work that will give opportunity for actualization of student's personal value system, as well as an avenue for talents and abilities</td>
<td>Frustration with self and others leading to inhibited self-actualization and poor interpersonal relationships</td>
<td>Opportunities to interview persons in various careers to explore how personal value systems can be actualized in those careers; exploration of ethical questions faced by persons in various careers; encourage examination of many channels for talents</td>
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<tr>
<td>10. Advanced levels of moral judgment</td>
<td>To receive validation for increased morality</td>
<td>Intolerance of and lack of understanding from peer group, leading to possible rejection and isolation</td>
<td>Discussion groups with peers and adults aimed at analyzing and resolving moral dilemmas; role playing; bibliotherapy; cinematherapy</td>
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DIFFERENTIATING CHARACTERISTICS OF GIFTED/TALENTED STUDENTS

Think of three or four students whom you teach who reflect one or more of the ten categories of differentiating characteristics and contemplate what is happening for those students.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Differentiating Characteristics You Recognize</th>
<th>How Are needs Being Met?</th>
<th>What Evidence Do You See of Problems?</th>
<th>What Is Use of Organization Patterns?</th>
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</table>
# Affective Types of Gifted and Talented Persons

*Adapted and revised from Betts & Neihart, 1988*

<table>
<thead>
<tr>
<th>Type</th>
<th>Feelings &amp; Attitudes</th>
<th>Behaviors</th>
<th>Needs</th>
<th>Perceptions by Others</th>
<th>Identification</th>
<th>Home Support</th>
<th>School Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Successful</td>
<td>• Boredom</td>
<td>• Perfectionist</td>
<td>• To see</td>
<td>• Loved by teachers</td>
<td>• Grade point average</td>
<td>• Independence</td>
<td>• Enriched &amp; accelerated curriculum</td>
</tr>
<tr>
<td></td>
<td>• Dependent</td>
<td>• High achiever</td>
<td>deficiencies</td>
<td>• Admired by peers</td>
<td>• Achievement tests</td>
<td>• Ownership</td>
<td>• Time for personal interests</td>
</tr>
<tr>
<td></td>
<td>• Positive self</td>
<td>• Seeks teacher approval</td>
<td>• To be</td>
<td>• Loved &amp; accepted by</td>
<td>• IQ tests</td>
<td>• Freedom to make choices</td>
<td>• Compacted learning experiences</td>
</tr>
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<td></td>
<td>• Anxious</td>
<td>• and structure</td>
<td>challenged</td>
<td>parents</td>
<td>• Teacher nominations</td>
<td>• Risk-taking experiences</td>
<td>• Development of independent</td>
</tr>
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<td></td>
<td>• Guilty about failure</td>
<td>• Non-risk taking</td>
<td>• To take risks</td>
<td>• Help with</td>
<td>• Teacher nominations</td>
<td></td>
<td>learning skills</td>
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<td></td>
<td>• Extrinsic motivation</td>
<td>• Does well academically</td>
<td>• Assertiveness</td>
<td>boredom</td>
<td></td>
<td></td>
<td>• In-depth studies</td>
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<td></td>
<td>• Responsible for others</td>
<td>• Accepts conformity</td>
<td>skills</td>
<td>• Help with</td>
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<td>• Mentorships</td>
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<td></td>
<td>• Diminish feelings of self</td>
<td>• Dependent</td>
<td>• Autonomy</td>
<td>boredom</td>
<td></td>
<td></td>
<td>• College &amp; career counseling</td>
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<td></td>
<td>and emotions</td>
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<td>• Help with</td>
<td>• Help with</td>
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<td></td>
<td>• Self critical</td>
<td></td>
<td>• Boredom</td>
<td>boredom</td>
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<tr>
<td>#2 Challenging</td>
<td>• Boredom</td>
<td>• Corrects teachers</td>
<td>• To be</td>
<td>• Peer nominations</td>
<td>• Acceptance &amp; understanding</td>
<td>• Tolerance</td>
<td></td>
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<td></td>
<td>• Frustration</td>
<td>• Questions rules</td>
<td>connected with</td>
<td>• Parent nominations</td>
<td>• Allow pursuit of interests</td>
<td>• Purposeful placement</td>
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<td></td>
<td>• Low self-esteem</td>
<td>• Honest, direct</td>
<td>others</td>
<td>• Peers nominations</td>
<td>• Advocating for them</td>
<td>• Cognitive &amp; social skills</td>
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<tr>
<td></td>
<td>• Impatient</td>
<td>• Mood swings</td>
<td>• To learn tact,</td>
<td>• Peers from</td>
<td>• Model appropriate</td>
<td>• Direct &amp; clear communication</td>
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<td></td>
<td>• Defensive</td>
<td>• Inconsistent work habits</td>
<td>flexibility, self-</td>
<td>significant, non-related</td>
<td>behavior</td>
<td>• Give permission for feelings</td>
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<tr>
<td></td>
<td>• Heightened sensitivity</td>
<td>• Creative</td>
<td>awareness, self-</td>
<td>adults</td>
<td>Family projects</td>
<td>• In-depth studies</td>
<td></td>
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<tr>
<td></td>
<td>• Unsure about social roles</td>
<td>• Preferences active</td>
<td>control, &amp;</td>
<td>Creativity</td>
<td></td>
<td>• Mentorships</td>
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<td></td>
<td></td>
<td>• Socratic approach</td>
<td>acceptance</td>
<td>tests</td>
<td></td>
<td>• Build self-esteem</td>
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<td></td>
<td></td>
<td>• Stands up for convictions</td>
<td>• Support for</td>
<td>Teacher</td>
<td></td>
<td>• Behavioral contracting</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>creativity</td>
<td>advocate</td>
<td></td>
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<tr>
<td>TYPE</td>
<td>FEELINGS &amp; ATTITUDES</td>
<td>BEHAVIORS</td>
<td>NEEDS</td>
<td>PERCEPTIONS BY OTHERS</td>
<td>IDENTIFICATION</td>
<td>HOME SUPPORT</td>
<td>SCHOOL SUPPORT</td>
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<tr>
<td>#3 Undercover</td>
<td>Unsure</td>
<td>Denies talent</td>
<td>Freedom to make choices</td>
<td>Viewed as leaders or unrecognized</td>
<td>Gifted peer nomination</td>
<td>Acceptance of undercover, underground group</td>
<td>Recognize and place properly</td>
</tr>
<tr>
<td></td>
<td>Pressured</td>
<td>Drops out of G/T &amp; advanced classes</td>
<td>Awareness of conflicts</td>
<td>Seem average &amp; successful</td>
<td>Home nomination</td>
<td>College &amp; career planning</td>
<td>Allow time out from G/T classes</td>
</tr>
<tr>
<td></td>
<td>Confused</td>
<td>Resists challenge</td>
<td>Awareness of feelings</td>
<td>Perceived as compliant</td>
<td>Achievement tests</td>
<td>Time with peers of same age</td>
<td>Provide same gender role models</td>
</tr>
<tr>
<td></td>
<td>Guilty</td>
<td>Wants to belong socially</td>
<td>Support for abilities</td>
<td>Seen as quiet &amp; shy</td>
<td>IQ tests</td>
<td>Provide gifted role models</td>
<td>Continue giving college &amp; career information</td>
</tr>
<tr>
<td></td>
<td>Insecure</td>
<td>Changes friends</td>
<td>Involvement with gifted peers</td>
<td>Adults see them as unwilling to take risks</td>
<td>Performance</td>
<td>Model lifelong learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reduced feelings of self &amp; rights to emotions</td>
<td>Career &amp; college guidance</td>
<td>Self-acceptance</td>
<td>Viewed as resistive</td>
<td>Teacher advocate</td>
<td>Give choices</td>
<td></td>
</tr>
<tr>
<td>#4 Dropouts</td>
<td>Resentful</td>
<td>Erratic attendance</td>
<td>Personalized program</td>
<td>Anger adults</td>
<td>Trend analysis of cumulative file</td>
<td>Family counseling</td>
<td>Diagnostic tests</td>
</tr>
<tr>
<td></td>
<td>Angry</td>
<td>Incomplete tasks</td>
<td>Intense support</td>
<td>Judgmental peers</td>
<td>Interview former teachers</td>
<td></td>
<td>Group counseling for young students</td>
</tr>
<tr>
<td></td>
<td>Depressed</td>
<td>Does outside interests</td>
<td>Alternative experiences</td>
<td>Seen as isolates, dropouts, &quot;druggies,&quot; or &quot;air heads&quot;</td>
<td>Discrepancy between IQ &amp; achievement</td>
<td></td>
<td>Nontraditional study skills</td>
</tr>
<tr>
<td></td>
<td>Explosive</td>
<td>&quot;Spaced out&quot; in class</td>
<td>Counseling - individual, group, family</td>
<td>Rejection &amp; ridicule</td>
<td>Inconsistent performance</td>
<td></td>
<td>In-depth studies</td>
</tr>
<tr>
<td></td>
<td>Poor self-concept</td>
<td>Self-abusive Isolationist</td>
<td>Remediation for weak skills</td>
<td>Seen as dangerous &amp; rebellious</td>
<td>Creativity tests</td>
<td></td>
<td>Mentorships</td>
</tr>
<tr>
<td></td>
<td>Defensive</td>
<td>Creative</td>
<td>Hypercritical of self &amp; others</td>
<td></td>
<td>Gifted peer nominations</td>
<td></td>
<td>Alternative, out-of-classroom learning experiences</td>
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<td></td>
<td></td>
<td></td>
<td>Inconsistent work</td>
<td></td>
<td>Demonstrable performance in non-school interests</td>
<td></td>
<td>GED</td>
</tr>
</tbody>
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<th>SCHOOL SUPPORT</th>
</tr>
</thead>
</table>
| # 5 Multiple Labels      | • Powerless  
    • Frustrated  
    • Low self-esteem  
    • Unaware  
    • Angry  
    • Confused | • Inconsistent work  
    • Seems average or below  
    • May act out  | • Emphasize strengths  
    • Reduced emphasis on weaknesses  
    • Coping skills  
    • G/T support group  
    • Counseling  
    • Skill development | • Seen as "weird"  
    • Seen as "dumb"  
    • Viewed as helpless  
    • Avoided by peers  
    • Seen as, at best, average in ability  
    • Perceived to require a huge amount of imposed structure  
    • Seen only for the disability | • Scatter of 11 or more points on IQ tests  
    • Nomination of others  
    • Nomination from informed special education teacher  
    • Interview  
    • Performance on interest areas  
    • Teacher advocate | • Recognize gifted abilities  
    • Challenge them  
    • Risk-taking opportunities  
    • Advocate for students at school  
    • Family projects  
    • Family counseling | • Placement in G/T program  
    • Provide needed resources  
    • Alternative learning experiences  
    • Self-selected explorations  
    • Time to be with high ability peers  
    • Individual counseling |
| # 6 Atypical Talents      | • Poor self-concept  
    • Powerless  
    • "Oddity"  
    • Angry  
    • Left out | • Extremes from disruptive to withdrawn  
    • Seems average or below  
    • Seems to have emotional problems | • Identification of talents  
    • Emphasis on talents  
    • Counseling  
    • Social skills | • Seen as "weird"  
    • Seen as 'dumb"  
    • Avoided by peers & adults  
    • Don't view as G/T | • Interview  
    • Information about interests outside school  
    • Interview previous teachers  
    • Performance in nontraditional talent areas | • Recognize gifted abilities  
    • Challenge them in talent areas  
    • Advocate for them at school  
    • Family counseling | • Learning opportunities in talent areas  
    • Contracts to balance talent with basic  
    • Career and interest identification  
    • Group counseling |
| # 7 Autonomous           | • Confident  
    • Accepts self & others  
    • Empowered  
    • Enthusiastic  
    • Uses failure  
    • Motivated | • Social skills  
    • Independent  
    • Sets goals  
    • Finishes tasks  
    • Creative  
    • Takes risks  
    • Defends beliefs | • Advocacy  
    • Feedback  
    • Facilitation  
    • Support for risks  
    • Appropriate opportunities | • Accepted  
    • Admired  
    • Seen as capable  
    • Healthy  
    • Positive influences | • Grade point average  
    • Demonstrable performance  
    • All tests  
    • Nominations from all | • Advocate at school & in community  
    • Opportunities related to passions  
    • Freedom | • Long-term study  
    • Enriched & accelerated  
    • Dual enrollment  
    • Mentorships  
    • Waive traditions  
    • Compacting |

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AFFECTIVE TYPES

Consider the same group of students you did when you thought about differentiating characteristics. Think about their affective types and how these types may play out in the lives of those students.

<table>
<thead>
<tr>
<th>Student Affective Type You Feel They Fit</th>
<th>Feeling and Attitudes?</th>
<th>Behaviors?</th>
<th>Needs?</th>
<th>Perceptions by Others?</th>
<th>Ident.?</th>
<th>Supports at Home?</th>
<th>Supports at School?</th>
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SUPERSENSITIVITY OF GIFTED PERSONS: DABROWKSI'S OVEREXCITABILITIES
Selected Characteristics Associated with Each Area

PSYCHOMOTOR
- Heightened excitability of the neuromuscular system
- Capacity for being active and energetic (love of movement for its own sake)
- Organic surplus of energy (rapid speech; marked excitation; intense physical activity; need for action)
- Psychomotor expression of emotional tension (compulsive talking and chattering; impulsive actions; restlessness acting out; nervous habits; drive; workaholism; organizing; competitiveness)

SENSUAL
- Heightened experience of sensual pleasure or displeasure (seeing, smelling, tasting, touching, hearing)
- Intense sexuality
- Sensual expression and outlets for emotional tension (overeating; buying sprees; seeking the limelight)
- Aesthetic pleasures (appreciation of beautiful objects, words, music, form, color, balance)

INTELLECTUAL
- Heightened need to seek understanding and truth, to gain knowledge, and to analyze and synthesize
- Intensified activity of the mind (curiosity, concentration, capacity for sustained intellectual effort, avid reading, keenly observant, detailed planning, detailed visual recall)
- Pendent for probing questions and problem solving (tenacity in examining issues & addressing them)
- Preoccupation with logic and theoretical thinking (love of theory, metacognition, nonjudgmental introspection, moral thinking, conceptual and intuitive integration, independence of thought)
- Development of new concepts (striving for understanding of phenomena by creating new theories, probing the unknown with the intent of developing explanations)

IMAGINATIONAL
- Heightened play of the imagination (frequent distraction, wandering attention, daydreaming)
- Rich association of images and impressions (real as well as imagined)
- Frequent use of image and metaphor (facility for invention and fantasy, detailed and often animated visualization, poetic and dramatic perception)
- Spontaneous imagery as an expression of emotional tension (animistic imagery, mixing truth with fiction, elaborate dreams, illusions)
- Capacity for living in a world of fantasy (predilection for fairy and magic tales, creation of private worlds and imaginary companions, dramatization)

EMOTIONAL
- Heightened, intense positive and negative feelings (extremes of emotion, complex emotions and feelings, empathy, high degree of differentiation of feelings, awareness of range and intensity of feelings)
- Somatic expressions (tense stomach, sinking heart, blushing, flushing, sweaty palms)
- Strong affective expressions (inhibitions, ecstasy, euphoria, pride; feelings of guilt, concern with death, depressive moods)
- Capacity for strong attachments and deep relationships (strong emotional ties to others, places, and things; compassion, sensitivity in relationships, difficulty adjusting to new environments, compassion)
- Strongly differentiated feelings toward self (inner dialogue and self-judgment, strong orientation toward self-examination)

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Overexcitability Self Evaluation  
Sharon Lind, 1998  
Rate the following people on a scale of 0 to 7; 0 means person has none of the traits; 7 means person has many of the characteristics & with great strength.

<table>
<thead>
<tr>
<th></th>
<th>Psychomotor</th>
<th>Sensual</th>
<th>Intellectual</th>
<th>Imaginational</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
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<tr>
<td>Spouse or partner</td>
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<tr>
<td>Friend (s)</td>
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<tr>
<td>Boss</td>
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<tr>
<td>Your child(ren)</td>
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<tr>
<td>Your student(s)</td>
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<td>??</td>
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</tr>
</tbody>
</table>

Which overexcitability would you like most to have?

Which overexcitability would you like least to have?

READINGS RELATED TO SUPERSENSITIVITY

Baum, S.M., Olenchak, F.R., & Owen, S.V. (in press). Gifted students with attention deficits; Fact or fiction?
Or, can we see the forest for the trees? Gifted Child Quarterly, 42.


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OPPORTUNITIES FOR SOCIAL AND EMOTIONAL GROWTH

Classroom Atmosphere/Affective Climate
- Awareness of students’ affective growth
- Understanding cognitive-affective linkage
- Demonstrating awareness through actions

Analysis of Instructional Activities
- The “connived” vs. the “serendipitous”
- Spotting affective “teachable moments”
- Studying what is vs. what could be

Observing Student Behaviors/Responses
- Door-opening classroom interactions
- Listening versus hearing
- Watching versus seeing

Integrated Cognitive-Affective Instruction
- Developing an eye for adaptations
- Minor adjustments for integration
- Major adjustments for integration

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DISCUSSION GROUPS: THE BASICS

- Focused but Flexible – talk and listen, listen and talk; skill-building for the future
- Validation of Feelings – active listening; low emotional reactivity; respect and support; no judgment (“Tell me about that.” “You just put words on a very complex feeling.” “Teach me.”)
- Primary Prevention – group rather than individually oriented; before the fact; intentional
- Homogenous – same/similar ages; same/similar abilities; same/similar interests
- Heterogeneous – socioeconomic status; gender; race/ethnicity; achievement
- Delimited – size restricted 5-10 depending on age, needs, characteristics; confidentiality and discretion

A GROUP FORMAT GEARED TO PREVENTION

The group technique is aimed at moving gifted students momentarily out of a potentially competitive, evaluative atmosphere to one in which no single person dominates, no grades are given, and no one judges. The objectives are to:

☑ increase self-awareness, gain insights, explore identity issues, gain self-esteem
☑ discover shared concerns among achievers and underachievers, rebels and cooperators, pleasers and frustrators, and shy students and assertive students
☑ break down stereotypes
☑ develop decision-making and problem-solving skills
☑ develop trust
☑ develop coping strategies
☑ develop social skills
☑ give and receive feedback, compliments
☑ reduce stigma regarding “affective activities”
☑ provide support in times of need
☑ affirm personal strengths, de-emphasize weaknesses
☑ deal with stress, anger, anxiety, perfectionism, fear, worry, procrastination
☑ articulate feelings
☑ navigate a developmental stage, deal with developmental transitions
☑ understand teachers
☑ understand peers
☑ learn how to deal with “the system”
☑ develop self-advocacy skills

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LEADING EFFECTIVE DISCUSSION GROUPS:
ENHANCING GIFTED STUDENTS' AFFECTIVE DEVELOPMENT

Adapted from recommendations of the American Psychological Association.

Educators who have had little, if any, training in group process and facilitation often experience problems in leading affective groups and then wonder what went wrong! The following suggestions are designed to increase your chances of creating meaningful group activities that enhance gifted students' affective development.

1. As in any teaching or counseling situation, always assess the state of feelings of the students before you begin the activity. Use an introductory activity that will make you aware of any urgent thoughts or feelings students may have. Be ready to give up your plans for the session and work with whatever the students feel is pressing.

2. With the group’s input, establish ground rules concerning confidentiality and participation. For instance, students may always exercise the option to “pass” without saying anything.

3. Encourage students to speak directly to one another and not to focus on the teacher. For example, if a student says, “Well, one thing I appreciated was when Terry said...”, ask the student to repeat the statement but to address it to Terry. “Terry, I really appreciated it when you said...”

4. As much as possible, link one session to the next, particularly if you only engage in affective discussions once weekly or even less frequently. Without continuity, students may begin to lose sight of the purpose of the activities. To achieve such continuity, you might say: “Last week, we were discussing ______. I’m wondering if anyone would like to share more ideas before we continue today.” Or, you might say: “We’re going to explore ______ further today. Let’s start by summarizing the points that were shared last time.”

5. Make sure you role model the behaviors you want students to learn. For example, use “I” statements, express your own feelings immediately as they occur.

6. Deal with conflict openly; to do otherwise interferes with group productivity. When you ignore conflict, you are essentially telling students that conflict is not okay and that such feelings will not be addressed in the group setting. Any trusting, working group has periods of conflict; be prepared for it.

7. Specific opening and closing components are critical; never abruptly leave an activity. If the activities you have selected do not include suggestions for closure, the attached list of warm-ups and wrap-ups will help you.

8. Approach every activity you lead with enthusiasm. It’s contagious!

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GROUP WARM-UPS

To begin any group affective activity, it is critical to focus the group and to assess how individual members are feeling on that particular day. The following will accomplish this in five or ten minutes.

Choose one of these sentences, and ask each group member to complete it:

1. Right now, I’m aware that...
2. One thing I’d like to accomplish in this activity is...
3. A good thing about being here today is...
4. I expect ______ to happen today.
5. Right now, I’m feeling...
6. I wish I could...
7. One way in which I’d like today to be different from last time is...
8. Since last time we met, I’ve felt/thought about...

Or, make rounds with:

1. “Here”/“Not here” – This helps to identify students who have something on their minds.
2. “Ready to work”/“Not ready to work” – If a student says s/he is not ready to work, try to determine what the group can do to help that person feel more ready to work.
3. Temperature readings – Students share how they are feeling on a scale of 1-10, with 1 being “the pits” and 10 being “outstanding.” They then tell why they are feeling as they do.
4. Have each student summarize what s/he experienced at the last affective activity.

GROUP WRAP-UPS

Closure activity is crucial. The following is a list of short exercises that you can use for culminating affective sessions.

Choose one of these sentences, and ask each group member to complete it:

1. I’m feeling ______ about our time together today.
2. I like being part of this group activity because...
3. One good thing about this group is...
4. The person I felt closest to today is...
5. Next time we meet, I want to...
6. I’m going to be thinking about ______ this week.
7. Something I’ll take with me from this is...
8. Today, I learned that...
9. I’ve realized today that...

Or, close with:

1. Having each member tell the person to the right something positive they saw in him/her today.
2. Asking each person to summarize briefly what today’s session has meant to him/her.
3. Having members share what touched them most in other people’s work today.
4. Giving each student the opportunity to give feedback to anyone else in the group.
# Designing a Discussion Group Activity

**Topic/Theme/Issue:**

**Time Frame:**

**Materials/Resources Needed:**

<table>
<thead>
<tr>
<th>STEP</th>
<th>ACTIVITY PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assess state of feelings</td>
<td></td>
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<tr>
<td>2. Establish ground rules</td>
<td></td>
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<tr>
<td>3. Speak to one another</td>
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<tr>
<td>4. Continuity</td>
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<td>5. Role modeling</td>
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<td>6. Dealing with conflict</td>
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<tr>
<td>7. Opening and closing</td>
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<td>8. Enthusiasm</td>
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**GUIDANCE & COUNSELING INTERVENTIONS FOR G/T STUDENTS**

<table>
<thead>
<tr>
<th>Personal-Social Goals</th>
<th>Academic Goals</th>
<th>Career/Vocational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. group counseling to create peer community&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1. teach a special study skills class&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1. community &amp; government internships&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>2. simulations &amp; role playing activities&lt;sup&gt;2&lt;/sup&gt;</td>
<td>2. use of units on decision-making&lt;sup&gt;1&lt;/sup&gt;</td>
<td>2. buddy systems of younger &amp; older students&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>3. reading biographies of eminent adults&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3. seminar on test-taking strategies&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3. use of parents &amp; members of the community as mentors&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>4. inquiry based on class and/or small-group discussions&lt;sup&gt;1&lt;/sup&gt;</td>
<td>4. Saturday counseling seminars with community resource personnel&lt;sup&gt;3&lt;/sup&gt;</td>
<td>4. visits to universities&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>5. small-group projects that focus on human behaviors&lt;sup&gt;1&lt;/sup&gt;</td>
<td>5. create an environment where problem solving skills are developed &amp; practiced&lt;sup&gt;2&lt;/sup&gt;</td>
<td>5. college night participation&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>6. creation of counseling groups to provide gifted students with a context to discuss problems &amp; issues&lt;sup&gt;2&lt;/sup&gt;</td>
<td>6. foster the development of independent learning skills&lt;sup&gt;2&lt;/sup&gt;</td>
<td>6. read books about careers and collegiate admissions as appropriate by age&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td>7. encourage self-awareness &amp; self-concept&lt;sup&gt;1, 2&lt;/sup&gt;</td>
<td>7. examine a wide variety of materials &amp; methods for instruction&lt;sup&gt;3&lt;/sup&gt;</td>
<td>7. review application processes for employment as well as college&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>8. work toward self-discovery, self-improvement, &amp; self-actualization&lt;sup&gt;3&lt;/sup&gt;</td>
<td>8. join the students in learning yourself&lt;sup&gt;2&lt;/sup&gt;</td>
<td>8. keep a profile log on each student with pertinent data&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>9. use personal writings&lt;sup&gt;4&lt;/sup&gt;</td>
<td>9. question students' thinking&lt;sup&gt;3&lt;/sup&gt;</td>
<td>9. contact college admissions offices to review procedures&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>10. bibliotherapy assignments&lt;sup&gt;2&lt;/sup&gt;</td>
<td>10. conduct units on note-taking, summarizing, reviewing, memorizing, &amp; reading for fun&lt;sup&gt;1&lt;/sup&gt;</td>
<td>10. have young students draw pictures of people at work&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td>11. create a file for males and females to address gender-biased issues&lt;sup&gt;2&lt;/sup&gt;</td>
<td>11. expose students to art, music, technology, sports, &amp; avocations for well-roundedness&lt;sup&gt;3&lt;/sup&gt;</td>
<td>11. have students collect newspaper &amp; magazine photos for a career portfolio&lt;sup&gt;4&lt;/sup&gt;</td>
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<tr>
<td></td>
<td>12. discuss properties or attributes of objects for testing&lt;sup&gt;1&lt;/sup&gt;</td>
<td>12. have students note the types of businesses on their way to school&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>13. be alert to spontaneous areas of interest and be ready to nurture them&lt;sup&gt;4&lt;/sup&gt;</td>
<td>13. choose a name to designate a future career&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>14. Develop a class business&lt;sup&gt;1&lt;/sup&gt;</td>
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<td></td>
<td>15. interview persons from various careers, making sure to avoid stereotypes&lt;sup&gt;4&lt;/sup&gt;</td>
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<td></td>
<td>16. take photos of people in careers&lt;sup&gt;4&lt;/sup&gt;</td>
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<td></td>
<td>17. accompany adults to work&lt;sup&gt;1&lt;/sup&gt;</td>
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<td></td>
<td>18. on birthdays of famous persons, discuss their careers&lt;sup&gt;1&lt;/sup&gt;</td>
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<td></td>
<td>19. have graduates return to the classroom&lt;sup&gt;4&lt;/sup&gt;</td>
<td></td>
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</tbody>
</table>

<sup>1</sup> VanTassel-Baska, J. (1983)  
<sup>2</sup> Silverman, L. (1996)  
<sup>4</sup> Delisle, J. (1992)
<table>
<thead>
<tr>
<th>Personal-Social</th>
<th>Academic</th>
<th>Career-Vocational</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will...</td>
<td>The student will...</td>
<td>The student will...</td>
</tr>
<tr>
<td>1. develop appreciation for similarities &amp; differences between themselves &amp; others&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1. establish attainable &amp; realistic personal academic goals&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;M&lt;/sup&gt;</td>
<td>1. have a sense of career opportunity based on his/her actual strengths &amp; weaknesses&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;S&lt;/sup&gt;</td>
</tr>
<tr>
<td>2. develop skills in social adaptation&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>2. experience activities that provide balance &amp; satisfaction&lt;sup&gt;3&lt;/sup&gt;&lt;sup&gt;E/M/S&lt;/sup&gt;</td>
<td>2. know appropriate options for choice of a higher educational institution&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;S&lt;/sup&gt;</td>
</tr>
<tr>
<td>3. receive an honest appraisal of their ideas &amp; products&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;M&lt;/sup&gt;</td>
<td>3. locate resources that will help satisfy needs&lt;sup&gt;3&lt;/sup&gt;&lt;sup&gt;E/M/S&lt;/sup&gt;</td>
<td>3. explore career implications for self through independent study &amp; firsthand experiences&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;S&lt;/sup&gt;</td>
</tr>
<tr>
<td>4. develop an understanding of the positive value of humor &amp; constructive ways it can be used&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;M&lt;/sup&gt;</td>
<td>4. analyze scholastic problems&lt;sup&gt;4&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>4. explore career possibilities as they relate to abilities &amp; interests&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;E/M/S&lt;/sup&gt;</td>
</tr>
<tr>
<td>5. recognize &amp; accept one’s own abilities &amp; limitations, including that talents may not permeate all activities&lt;sup&gt;3&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>5. develop appropriate study skills&lt;sup&gt;4&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>5. examine colleges &amp; universities that are consistent with academic needs &amp; interests&lt;sup&gt;1&lt;/sup&gt;&lt;sup&gt;S&lt;/sup&gt;</td>
</tr>
<tr>
<td>6. participate with &amp; get along with others&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>6. develop appropriate test-taking skills&lt;sup&gt;4&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>6. develop an understanding of the world of work &amp; one’s competency as a future worker&lt;sup&gt;4&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
</tr>
<tr>
<td>7. analyze personal problems&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;S&lt;/sup&gt;</td>
<td>7. enroll in academic programs that are intellectually stimulating &amp; appropriate&lt;sup&gt;3&lt;/sup&gt;&lt;sup&gt;E/M/S&lt;/sup&gt;</td>
<td>7. develop a positive attitude toward work&lt;sup&gt;4&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
</tr>
<tr>
<td>8. become self-directive &amp; responsible for one’s own behavior&lt;sup&gt;3&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>8. enroll in classes that pursue &amp; focus identified interests&lt;sup&gt;4&lt;/sup&gt;&lt;sup&gt;S&lt;/sup&gt;</td>
<td>8. qualify for further education and/or employment&lt;sup&gt;3&lt;/sup&gt;&lt;sup&gt;S&lt;/sup&gt;</td>
</tr>
<tr>
<td>9. develop understanding of positive attitudes toward school, community, &amp; society&lt;sup&gt;4&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>9. acquire effective problem solving skills&lt;sup&gt;5&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>10. acquire a positive attitude toward learning&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td>10. resolve problems that interrupt learning&lt;sup&gt;3&lt;/sup&gt;&lt;sup&gt;E&lt;/sup&gt;</td>
<td></td>
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<tr>
<td>11. clarify values &amp; resolve moral conflicts&lt;sup&gt;3&lt;/sup&gt;&lt;sup&gt;M&lt;/sup&gt;</td>
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<tr>
<td>12. understand &amp; learn to cope with intellectual, emotional, social, &amp; physical changes occurring during adolescence&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;M&lt;/sup&gt;</td>
<td></td>
<td></td>
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<tr>
<td>13. explore interests&lt;sup&gt;4&lt;/sup&gt;&lt;sup&gt;E/M/S&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. become responsible, self-directed, independent of adults&lt;sup&gt;2&lt;/sup&gt;&lt;sup&gt;M&lt;/sup&gt;</td>
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</tbody>
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<table>
<thead>
<tr>
<th>The Teacher Will...</th>
<th>The Parent/Guardian Will...</th>
<th>The Counselor Will...</th>
<th>The Administrator Will...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. conduct classroom guidance activities</td>
<td>1. enhance the home-school relationship</td>
<td>1. provide individual &amp; group sessions</td>
<td>1. allow for regular staff meetings</td>
</tr>
<tr>
<td>2. enhance school-home relationships</td>
<td>2. listen to the student</td>
<td>2. locate special services as needed</td>
<td>2. learn what G/T is &amp; what it means</td>
</tr>
<tr>
<td>3. understand the values that guide daily living</td>
<td>3. provide information encouragement – but do NOT push</td>
<td>3. conduct classroom counseling activities &amp; assist teachers with them</td>
<td>3. coordinate cooperative working between all school pupil personnel</td>
</tr>
<tr>
<td>4. understand state regulations for pupil service personnel</td>
<td>4. understand the values that guide daily living</td>
<td>4. work cooperatively with all school personnel to foster positive G/T climate</td>
<td>4. recognize that the needs of G/T students require specialized services</td>
</tr>
<tr>
<td>5. keep open communications with pupil service personnel</td>
<td>5. get involved in the educational process</td>
<td>5. provide other personnel information on students’ development needs</td>
<td>5. provide professional development about G/T students</td>
</tr>
<tr>
<td>6. furnish students with encouragement &amp; information</td>
<td>6. keep communication with the school</td>
<td>6. enhance the home-school relationship</td>
<td>6. know the educational options available to students</td>
</tr>
<tr>
<td>7. listen to and acknowledge G/T students and their unique needs</td>
<td>7. be active in G/T parent advocacy groups</td>
<td>7. explore students’ interests in relation to educational &amp; work pursuits</td>
<td>7. ensure that students have the support they need to develop their abilities</td>
</tr>
<tr>
<td>8. know the student’s individual talents &amp; limits realistically</td>
<td>8. help students to learn time management</td>
<td>8. collect information about individual students as unique persons</td>
<td>8. ensure that teachers have the support they need to develop students’ abilities</td>
</tr>
<tr>
<td>9. become acquainted with counseling services that are available</td>
<td>9. help the students to establish study time &amp; good study habits</td>
<td>9. assist students in finding appropriate resources</td>
<td>9. support present &amp; future G/T programming efforts</td>
</tr>
<tr>
<td>10. take the time to find out the desires &amp; capabilities of each student</td>
<td>10. help students learn to respond appropriately to tasks of daily living</td>
<td>10. conduct a variety of evaluative tasks to indicate counseling program needs</td>
<td>10. take time to listen &amp; respond to concerns of the staff about G/T</td>
</tr>
<tr>
<td>11. stimulate students’ personal interests</td>
<td>11. give guidance to make wise choices</td>
<td>11. orient young students to counseling</td>
<td>11. provide adequate program facilities</td>
</tr>
<tr>
<td>12. intellectually challenge students at an appropriate level</td>
<td>12. encourage creativity &amp; creative thinking</td>
<td>12. provide individual &amp; group counseling before problems develop</td>
<td>12. ensure that sufficient funds are available for G/T students’ special needs</td>
</tr>
<tr>
<td>13. share information about each student with counseling staff</td>
<td>13. role model appropriate risk-taking &amp; use of leisure time</td>
<td>13. furnish students with encouragement &amp; information</td>
<td></td>
</tr>
<tr>
<td>14. acquaint students with occupational information</td>
<td>14. teach appropriate time for questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. praise students appropriately</td>
<td>15. promote reading &amp; reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. make an effort to understand test data &amp; other cumulative records</td>
<td>16. allow students to use research skills</td>
<td>16. consult with parents</td>
<td></td>
</tr>
<tr>
<td>17. learn the referral process for all special services</td>
<td>17. expect age-correlated behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. follow-up with G/T students according to their data-based needs</td>
<td>18. let students specialize in interests s/he wants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. establish a list of resource personnel &amp; community mentors</td>
<td>19. don’t expect the student to fulfill your own unfulfilled expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. learn to identify talent, &amp; giftedness across all areas of human endeavor</td>
<td>20. give sincere praise when it is appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. help students select interest-based materials</td>
<td>21. avoid an elitist atmosphere but, at the same time, encourage self-confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. avoid an elitist atmosphere</td>
<td></td>
<td></td>
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</tbody>
</table>

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PLAN FOR COLLABORATION FOR COUNSELING G/T STUDENTS IN YOUR SCHOOL

The purpose of this activity is to prompt your thinking about ways to capture each component of the collaborative process. Planning is at least half of the task!

What three needs exist that would enhance teacher collaboration in counseling and guidance for G/T students? What three actions can I take specifically to facilitate this?

<table>
<thead>
<tr>
<th>NEEDS TO BE DONE</th>
<th>SPECIFIC ACTIONS I CAN TAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>

What three needs exist that would enhance parent collaboration in counseling and guidance for G/T students? What can I do specifically to facilitate this?

<table>
<thead>
<tr>
<th>NEEDS TO BE DONE</th>
<th>SPECIFIC ACTIONS I CAN TAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>

What three needs exist that would enhance counselor collaboration in counseling and guidance for G/T students? What can I do specifically to facilitate this?

<table>
<thead>
<tr>
<th>NEEDS TO BE DONE</th>
<th>SPECIFIC ACTIONS I CAN TAKE</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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</tbody>
</table>

What three needs exist that would enhance administrator collaboration in counseling and guidance for G/T students? What can I do specifically to facilitate this?

<table>
<thead>
<tr>
<th>NEEDS TO BE DONE</th>
<th>SPECIFIC ACTIONS I CAN TAKE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
<td>2.</td>
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<td>3.</td>
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</tbody>
</table>
**STUDENT BEHAVIOR PAY-OFF GRID**

**STEPS TO REDIRECTING A STUDENT’S BEHAVIOR:**
1. Observe the student – *every* act is purposive and aimed at belonging.
2. Recognize the student’s flawed belief and examining his/her goal/pay-off by looking through his/her eyes at adult reactions, adult feelings, and the student’s response to adult reactions.
3. Disclose the goal/pay-off. Do you know why you...? You know why it seems you...? Could it be that because of ... you...?

<table>
<thead>
<tr>
<th>Student’s Flawed Beliefs</th>
<th>Student’s Pay-Off</th>
<th>Typical Feelings and Reactions of Adults</th>
<th>Typical Response of the Student to Adult Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I belong only when:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I am special.</td>
<td>Attention</td>
<td>Feelings: annoyed, embarrassed,</td>
<td>Temporarily stops; Resumes or disturbs in another way; Stop-start mechanism</td>
</tr>
<tr>
<td>- I am entitled.</td>
<td></td>
<td>irritated, frustrated</td>
<td></td>
</tr>
<tr>
<td>- I am noticed.</td>
<td></td>
<td>Reactions: remind, coax, give attention</td>
<td></td>
</tr>
<tr>
<td>- I am served.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I keep others busy</td>
<td></td>
<td><strong>STOP !----------------------</strong></td>
<td><strong>STOP/START</strong></td>
</tr>
<tr>
<td>with me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I belong only when:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I am boss.</td>
<td>Power</td>
<td>Feelings: threatened, angry, defeated,</td>
<td>Intensifies active or passive misbehavior; Submits with defiant compliance; Shows willingness to sustain punishment</td>
</tr>
<tr>
<td>- I am in control.</td>
<td></td>
<td>challenged</td>
<td></td>
</tr>
<tr>
<td>- I prove that no one</td>
<td></td>
<td>Reactions: fight, give in</td>
<td></td>
</tr>
<tr>
<td>can boss me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I show you cannot</td>
<td></td>
<td><strong>WIN !----------------------</strong></td>
<td><strong>LOSE !----------------------------</strong></td>
</tr>
<tr>
<td>stop me or make me do</td>
<td></td>
<td></td>
<td><strong>WIN !----------------------------</strong></td>
</tr>
<tr>
<td>anything.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I belong only when:</strong></td>
<td>Revenge</td>
<td>Feelings: hurt, grief</td>
<td>Seeks further revenge; Intensifies misbehavior; Chooses another weapon</td>
</tr>
<tr>
<td>- I am hurt.</td>
<td></td>
<td>Reactions: retaliate, get even, hurt</td>
<td></td>
</tr>
<tr>
<td>- I hurt others.</td>
<td></td>
<td>back</td>
<td></td>
</tr>
<tr>
<td>- I get even.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- I make others feel</td>
<td></td>
<td><strong>HURT !----------------------</strong></td>
<td><strong>HURT BACK !</strong></td>
</tr>
<tr>
<td>bad.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I belong only when:</strong></td>
<td>Inadequacy or</td>
<td>Feelings: despair, pity, hopeless,</td>
<td>Passively responds or fails to respond; Shows no improvement</td>
</tr>
<tr>
<td>- I am unable.</td>
<td>Assumed Disability</td>
<td>helpless</td>
<td></td>
</tr>
<tr>
<td>- I am helpless.</td>
<td></td>
<td>Reactions: give up, agree with child</td>
<td></td>
</tr>
<tr>
<td>- I convince others</td>
<td></td>
<td><strong>GIVE UP !----------------------</strong></td>
<td><strong>GIVE UP !</strong></td>
</tr>
<tr>
<td>not to expect anything</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>from me.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© F. R. Olenchak, Ph.D., 2003
<table>
<thead>
<tr>
<th>Student’s Pay-Off</th>
<th>Clear Limits</th>
<th>EnCouragement</th>
<th>Choices/Consequences</th>
<th>Conflict Resolution</th>
<th>Consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
<td>Stated as positive expectations</td>
<td>Catch child doing something appropriate; use sense of humor; recognize and celebrate talent; turn liability into asset</td>
<td>Choices: Appropriate behavior vs. consequence of continuing inappropriate behavior (give choice kindly and firmly then withdraw)</td>
<td>Ignore; remove audience; include time out in choice; be consistent; use “I messages” in saturation; do the unexpected; disclose the goal</td>
<td>KIND BUT FIRM</td>
</tr>
<tr>
<td>Power</td>
<td>Cooperatively defined; teacher + students = our community (posted)</td>
<td>Enlist cooperation; appeal for child’s help; recognize leadership skills in group</td>
<td>Choices: Be employed in community vs. consequences</td>
<td>Refuse to fight – withdraw from conflict; both take time out to cool down; recognize source of power – the community; negotiate &amp; compromise; admit mistakes; use problem ownership skills; plan community solutions; goal – no win, no lose!</td>
<td>KIND BUT FIRM</td>
</tr>
<tr>
<td>Revenge</td>
<td>Objectively stated</td>
<td>Separate the deed from the doer; build trust; look for fresh start</td>
<td>Choices: Stop hurting vs. consequences</td>
<td>Change the weapon to intensive planning of reprieve system; negotiate &amp; compromise; model how revenge works vs. how reprieve works</td>
<td>KIND BUT FIRM</td>
</tr>
<tr>
<td>Inadequacy or Assumed Disability</td>
<td>In few, functional, achievable terms</td>
<td>Focus on assets; stop all criticism; empathize, but not sympathize; don’t give up; use success activities</td>
<td>Choices: End sad state vs. consequences</td>
<td>Refuse to sympathize; switch to empathy; emphasize assets; turn liabilities into assets</td>
<td>KIND BUT FIRM</td>
</tr>
</tbody>
</table>

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GUIDING PRINCIPLES FOR THE USE OF BIBLIOTHERAPY WITH GIFTED/TALENTED STUDENTS

Bibliotherapy is guidance in the resolution of personal problems and situations through the use of selected readings. Bibliotherapy can help students:
1. think constructively and positively;
2. talk openly about their feelings;
3. analyze their attitudes and modes of behavior;
4. realize that there are numerous ways to resolve problems;
5. find solutions to problems that are likely to reduce conflicts with self and society;
6. compare their problems and resolutions with those of others.

There are four general stages through which each reader progresses in any bibliotherapy activity. They are:

Identification
The reader sees the characters, the setting, or the situation as being similar to his/her own. S/he begins to empathize with the character(s) and/or the situation.

Catharsis
As a result of the identification stage, the reader is able to release his/her emotions under safe circumstances. S/he feels more secure knowing that others – even fictional characters – can have problems similar to hers/his.

Insight
As a result of the catharsis, the reader begins using various strategies to identify possible problem resolutions and approaches for implementing them.

Application
The reader now applies his/her new insight toward actual problem solving. Occasionally, coupling bibliotherapy with a problem solving heuristic, like Future Problem Solving or Creative Problem Solving, will prove most effective.

Bibliotherapy can be used in two distinct ways. First, there is a therapeutic purpose in which readers resolve or otherwise address a present situation or problem. Second, there is a preventive purpose in which readers practice resolving problems for potential future needs.

Basic principles for utilizing bibliotherapy include:
1. being more than cursorily familiar with the individual student or small group of students and their interests;
2. suggesting rather than requiring the reading of particular books, as willing participants are crucial for success;
3. following the reading of the literature with discussion, analysis, counseling, sociodrama, role playing, Future Problem Solving, or Creative Problem Solving
4. centering the entire process and all of its phases on the students(s) involved;
5. realizing that empathy is more critical than sympathy in bringing about personal growth in students;
6. recognizing that amplifying students’ feelings is more important than trying to talk them out of the feelings (“That must really hurt when you’re not asked to play.”)
# BIBLIOTHERAPY PLAN

**Piece of Literature:**

**Additional Resources Needed:**

<table>
<thead>
<tr>
<th>STEPS &amp; STAGES</th>
<th>ACTIVITY PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Warm-Up Discussion</td>
<td></td>
</tr>
<tr>
<td>b. Reading the Literature</td>
<td></td>
</tr>
<tr>
<td>1. IDENTIFICATION</td>
<td></td>
</tr>
<tr>
<td>2. CATHARSIS</td>
<td></td>
</tr>
<tr>
<td>3. INSIGHT</td>
<td></td>
</tr>
<tr>
<td>4. APPLICATION</td>
<td></td>
</tr>
</tbody>
</table>

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RECOGNIZING STUDENTS AT RISK OF TALENT DESTRUCTION

**BEHAVIORS**

holds back
doesn’t really try
verbally manipulative
frustrates quickly
doesn’t turn in work
nervousness

hesitates
avoids challenges
silliness
underachievement

hurt easily
tends to complain
withdraws
lashes out at others

superior perception
worries
verbalizes fears
overly absorbed in topics
physical complaints

restlessness
absorbs stimuli
bores quickly

domineering
egocentric/arrogant
monopolizes conversation
low tolerance for diversity
aloof

chokes-up/tears-up
sense of hopelessness
“"I can’t”
angry, destructive

**PERFECTIONISM**

reduce pressure
adjust curricula
ungraded tasks
encouragement
value of errors
relaxation skills

**GENDER-BASED ROLES**

teach goal setting
mentors/models
value of diversity
Decision Making

**HYPERSENSITIVITY**

locus of control
self-power
bibliotherapy
Communication

**OVERLY-PERCEPTIVE**

active reflection
discussion
problem solving
social action
relaxation skills

**HYPERKINETIC**

legitimize moving
locus of control
role playing

**“RESIDENT EXPERT” SYNDROME**

point out problem
behavior results
goal setting
Forecasting
pair appropriately

good idea folder
mentor
interest emphasis
problem solving

**LOW FRUSTRATION LEVEL**
**BEHAVIORS**

poor self-concept  
negative self-references  
isolationism  
acts out

listless; “down”  
disruptive  
clownish  
verbalizes negatively

tired; overextended  
unfinished tasks  
complains but adds more  
always volunteering

engrossed  
cannot/will not shift  
loses items  
appears to be far away

trusting; poor judgment  
overly enthusiastic  
easily hurt

**MAGNIFIES PERSONAL DIFFERENCES**

**STRATEGIES**

bibliotherapy  
discussion groups  
pair appropriately  
valued expertise

Communication  
leadership  
contracts  
compacting

Communication  
Planning  
Decision Making  
relaxation skills

written directions  
check lists  
time management  
contracts

reinforce positives  
Forecasting  
problem solving

**GENUINE BOREDOM**

**“SUPER STAR” SYNDROME**

**INTENSITY OF INTERESTS**

**GULLABILITY**

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FIGHTING TALENT DESTRUCTION

Thinking of those same students on whom you have been concentrating, think about the twelve destructive forces on talent. Which ones do you see, and what is happening? What plans are or could be put in place to address the destruction?

<table>
<thead>
<tr>
<th>DESTRUCTIVE FORCES</th>
<th>SIGNS YOU SEE OF THE DESTRUCTION</th>
<th>WHAT CAN BE DONE? WHAT'S BEING DONE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perfectionism</td>
<td></td>
<td></td>
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<tr>
<td>Gender-Based Roles</td>
<td></td>
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<tr>
<td>Hypersensitivity</td>
<td></td>
<td></td>
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<tr>
<td>Overly Perceptive</td>
<td></td>
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<tr>
<td>Hyperkinetics</td>
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<tr>
<td>&quot;Resident Expert&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Frustration</td>
<td></td>
<td></td>
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<tr>
<td>Magnifies Differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genuine Boredom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Super Star&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intense Interests</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gullible</td>
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</tbody>
</table>

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INTEGRATING AFFECTIVE AND COGNITIVE DOMAINS

SAMPLE 1: REGULAR SECONDARY SCHOOL SCIENCE LESSON
(summarized from 8th-grade general science curriculum, Jefferson County Schools, AL)

**Topic:** 8th-grade Science: Stored Energy Sources  
**Objectives:** 1. To develop understanding of how energy that has been stored (in the form of coal, oil, or gas) is converted to electrical power; 2. To have students understand that solar energy is the original source of virtually all energy; 3. To learn the way in which coal-stored energy is changed into electrical power  
**Processes:** 1. Review the water cycle and relationship to the sun; 2. Review relationship between the water cycle and hydroelectricity produced by a hydropower plant; 3. Using questions, establish that gas, coal, and oil have properties of stored energy that can be tapped to produce electricity; 4. Explain how and when coal was created; 5. Using the diagrams in the textbook, have students explain and discuss how coal is used to produce electrical power; 6. Have students outline the coal-to-electricity process as offered in the text.  
**Conclusion:** Discussions about the two kinds of turbines can be used to summarize the lesson, using the text as reference. Special attention can be made to the functions of turbines and how they are related to electrical generators.

SAMPLE AFFECTIVE ACTIVITIES AIMED AT POINT OF VIEW THAT WERE INTEGRATED WITH THE ABOVE LESSON  
(summary of adaptations made by Advanced Programs Faculty, Jefferson County Schools, AL)

**Questioning:** 1. What is the relationship between a coal strike and the ordinary person’s willingness or unwillingness to save energy? (point of view); 2. What is the significance of oil, gas, and coal to everyday life for most people? Support your position. (point of view; assertiveness); 3. What are the pros and cons of most the industrial world relying on oil and natural gas from only a few relatively non-industrial nations? How does this situation offer potential for learning from mistakes? (point of view; fear of failure)

**Simulation:** 1. Role play the differing parts in a scenario that students can create in small groups about reliance on coal, gas, and oil energy sources. Students can represent themselves, other people, nations, etc. (point of view; assertiveness); 2. Have students in small groups or individually design a society that relies in energy sources other than coal, oil, or gas. They should detail the energy sources the society uses and highlight their value systems pertaining to energy use, conservation, and development. (point of view; interpersonal communication); 3. Create a simulated debate about energy sources using point of view as a key concept. Students can serve in a courtroom or UN environment. (point of view; peer relationships)

**Other Activity:** 1. Have students seek out and collect examples from newspapers and magazines that illustrate some of our society’s values about energy. (point of view); 2. Have students contrast our energy values with those of either past societies or current societies other than those of Western origin. Have them defend their positions and explain how societies learn from errors. (point of view; assertiveness; fear of failure)

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SAMPLE 2: REGULAR SECONDARY SCHOOL WORLD HISTORY LESSON
(summarized from 9th-grade general social studies curriculum, Alachua County Schools, FL)

Topic: 9th-grade World History: Age of New World Discovery

Objectives: 1. To refine previous understanding of the European base for development of the Americas; 2. To learn about various European explorers, focusing specifically on those with impact on what is now Florida

Processes: 1. Discuss explorations of the Americas using the text and previous lessons as a foundation; 2. Review the contributions of various explorers to the sum total of the early development of the Americas (who did what and how it contributed to overall knowledge about the New World); 3. Explain how the early discoveries in North America frequently encompassed what is now Florida; 4. Discuss the victories and failures of Ponce de León, Pánfilo de Narváez, Hernando de Soto, and Pedro Menéndez de Avilés; 5. Using the text as a reference, have students link world development of the era with early development of Florida.

Conclusion: Guide students toward summarization by discussing the early importance of Florida geographically. Focus on the role that Spanish exploration played in European interests in the Americas.

SAMPLE STRATEGY FOR DEVELOPING AFFECTIVE ACTIVITIES TO BE INTEGRATED WITH THE ABOVE LESSON
(Olenchak, 2000)

Step 1 - Analysis of Opportunities: In addition to being motivated by the desire to explore new lands, Ponce de León and other explorers were willing to undergo extreme hardship and many risks to attain personal glory and wealth. (motivation, risk-taking, internal and external locus of control/rewards)


Step 3 - Modification for Integration:
1. Ponce de León explored the New World in search of wealth, personal glory, and the secret of eternal youth. He and his exploration team experienced extreme hardships. Pretend that you are Ponce de León before his death at age 61. Record a tape of him answering the following interview questions: a. Were you aware of the risks involved before you set sail on your explorations? b. What were the risks you imagined beforehand? How did they compare with the actual risks you encountered? c. How did you become mentally and physically prepared to achieve your goals? d. What was your attitude toward the risks before and after your explorations? e. How did others react to the goals you had set for yourself? How did their attitudes make you feel? How did you handle others?
2. Now, recall some event in your own life which represents having to set a goal and trying to achieve it. Think about how you motivated yourself by responding to the same types of questions you posed to Ponce de León during your interview with him: a. What was the goal you identified for yourself? b. What risks did you imagine you would face in attempting to reach your goals? How did they compare with those you actually encountered? c. Were you aware of these risks before you embarked on attaining your goal? d. How did you prepare yourself for the mental and physical challenges associated with your goal? e. How did you feel about the risks before and after? f. What were the reactions of others to your goal? How did you handle their attitudes?

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AFFECTIVE AND COGNITIVE LESSON PLAN: INTENTIONAL BALANCE

Topic/Content: 

Objectives:

<table>
<thead>
<tr>
<th>Cognitive Components</th>
<th>Affective Components</th>
</tr>
</thead>
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</table>
MOTIVATION AND STUDENTS

Motivation is that human interaction which increases self-esteem or preserves the individual’s self-concept.
-- Joanne Rand Whitmore, Dean, College of Education, Kent State University

Destroyers of Positive Motivation

☑ Anxieties: created by perceived threats of failure
☑ Conditional Acceptance: based on successful competition with others
☑ Irrelevance: emerging from lack of meaning in studies and producing boredom
☑ Alienation: derived from frequent criticism, “not listening,” and repeated shaming from adults
☑ Actual lack of success: resulting in an inability to understand victory
☑ Unattainable goals: set by self or by others, particularly adults important to the student
☑ Lack of trust: confidence placed in the student by adults is questionable and the student realizes it
☑ “Absolute answers:” caused by an unyielding environment in school and/or at home
☑ Test scores: established as the only source for “success”

Agents of Change to Create Positive Motivation

☑ Dialogue: establishing an authentic setting where listening and responding occurs person-to-person
☑ Genuine acceptance: respect for the individual despite human flaws
☑ Involvement: inclusion of the individual in setting limits, identifying alternatives, making plans, and carrying our responsibilities
☑ Growth: allowing the student room to break habitual patterns of interaction without prejudgment (e.g., negativism, impatience, perfectionism)
☑ Encouraging self-control: including self-direction, self-discipline, and self-evaluation
☑ Focus on creating future: emphasizing opportunities and directions for growth as more important than where the student is at present or where s/he has been

INCREASING ACHIEVEMENT MOTIVATION

A person is willing to change his present perceptions of life or his present adjustment techniques only if he is sufficiently dissatisfied with the way his needs are fulfilled.
-- Daniel P. Hallahan, The University of Virginia

Basic Techniques to Enhance Self-Concept and Increase Motivation

☑ Dialogue: establish a bona fide exchange with the student -- really listen, accept his/her perceptions (Psychologically speaking, perception is reality.), try to understand the student's feelings as a friend; ask yourself, “Why is it more rewarding for him/her to behave as is rather than another way?;” communicate trust and respect through action and not only through word

☑ Observe: careful analysis of behavior under various environmental circumstances, making note of interaction patterns; use of anecdotal notes

☑ Focus: emphasize your view of the student as amidst the process of becoming a whole person; identify the positive qualities, abilities, and interests which might direct growth for the future

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Strategize: determine which initial techniques to employ with the student and plan how you might expand them
a. Supportive Strategies
   - classroom atmosphere: socialization and personalization encouraged; individuals recognized, accepted, and appreciated; talents of all kinds are celebrated
   - planned success: success experienced more than anything else; effective use of praise and reward from teacher as well as from peers; adjusted standards so each can earn praise legitimately; positive reinforcement far more prevalent than negative criticism or punishment
b. Intrinsic Strategies
   - self-direction: encourage opportunities for student to determine own needs for learning experiences; structure for self-selected activities as frequently as possible; promote real participation in decision-making and in continual evaluation
c. Extrinsic Strategies
   - diagnosis: purposeful attention to student needs with emphasis development of strength areas and interests; emphasis should not be on weaknesses
   - prescribe: specific intervention plan for attending to the strengths and interests; too much of school already emphasizes shortfalls
   - support: develop specific plan for providing continuous positive reinforcement for student progress

Recognize: successful motivational strategies demand specific teacher behaviors
- genuine respect for each individual
- acceptance and trust conveyed by granting responsibility and respect for student decisions
- knowing each student's self-concept and exploring means for helping each to become healthier
- close observation of each student's individual behavior, with particular attention to patterns
- foremost goal is securing each student's individual commitment to life-long growth
EFFECTIVE AFFECTIVE EDUCATION FOR THE GIFTED:  
A CURRICULUM STARTER  
F.R. Olenchak, University of Houston, 2003

Self-Concept  
The learner will develop:  
1. an understanding of self and others;  
2. a positive feeling for self (self-esteem);  
3. a recognition of the worth of others.

SKILLS  
⊙ Understand and accept giftedness  
⊙ Recognize and accept strengths and weaknesses in self  
⊙ Recognize and understand strengths and weaknesses in others  
⊙ Recognize and learn to handle stress related to giftedness  
⊙ Understand individual placement/services in the gifted program  
⊙ Explore, develop, and accept individual value systems

Group Processes  
The learner will develop:  
1. the skills necessary to work productively with others;  
2. positive peer relationships.

SKILLS  
⊙ Understand and appreciate the various roles operating within groups (leaders, mediators, thinkers, workers, etc.)  
⊙ Accept and respect the ideas and opinions of group members  
⊙ Recognize and understand the distinctions between group values and opinions and individual values and opinions  
⊙ Understand and be able to apply group decision making strategies  
⊙ Understand and be able to set reasonable goals and time lines  
⊙ Comprehend individual and group responsibilities leading to task completion  
⊙ Identify and cope with peer pressure  
⊙ Learn to trust in others and to understand what is required for trusting relationships to develop

Learning for Independence  
The learner will develop:  
1. a sense of responsibility to self, team mates, and society;  
2. an awareness of motivation that supports actions in self and others;  
3. a recognition of evaluation and how to assess progress.

SKILLS: RESPONSIBILITY  
⊙ Accept responsibility for one’s own actions  
⊙ Develop a propensity for task commitment  
⊙ Understand and develop self-control

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Appreciate productivity and appreciate how it comes about
Appreciate and be able to manage time
Recognize how independent effort develops and when it is appropriate to work independently and when it is not
Form a sense of self-direction based on interests and desires

**SKILLS: MOTIVATION**
- Comprehend extrinsic motivation and its appropriate application
- Comprehend intrinsic motivation and its appropriate application

**SKILLS: EVALUATION**
- Develop and use self-evaluation when appropriate
- Recognize how and when to use group evaluation
- Understand applications and use of external evaluation

**Risk Taking**
The learner will:
1. develop an understanding of the skills required to become a risk taker;
2. practice risk taking skills in a safe environment;
3. develop a personal style for taking risks.

**SKILLS**
- Maintain own ideas despite group pressure to conform
- Admit mistakes without finding excuses or feeling downtrodden
- Admit success without finding excuses or feeling smug
- Attempt new and/or challenging tasks
- Establish high yet reasonable goals for accomplishment
- Develop tolerance for disapproval, failure, and criticism

**Leadership**
The learner will develop and practice:
1. influencing others;
2. motivating others;
3. cooperating with others;
4. individual decision making.

**SKILLS**
- Recognize how to go about working with others and be able to work collaboratively and cooperatively for a common purpose
- Develop ability to formulate individual decisions
- Enhance self-confidence
- Direct others without irritating them or appearing domineering
- Support individual decisions so that they are founded in conviction
- Identify situational pressure and stress and be able to diffuse it
- Refine sense of empathy for all involved in situations
- Improve use of all types of communication
- Develop friendly, welcoming demeanor toward others
- Respect the rights and needs of others
- Recognize the contribution of others

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