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# SUPPORTING THE NEEDS OF OUR GIFTED AND TALENTED STUDENTS

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# CLASS RULES FOR TODAY?

- What are some rules that you would like to establish for today?
  - Clear expected behaviors
  - Agreed upon by all
  - Can add on or modify

# WHO IS A GIFTED OR TALENTED STUDENT?

- Those with outstanding talent, performing at high levels
  - Compared to peers
    - Age
    - Experience
    - Environment
  - Talent in various areas
    - Academics
    - Art
    - Athletics
    - Social functioning

# IDENTIFYING TALENTS

- In education, we often evaluate academic ability
  - Some students are identified early
    - Test scores vs. Grades
    - Ability vs. Achievement
    - Standardized test scores
      - IQ Tests
      - Critical Thinking or Reasoning

# SIGNS TO LOOK FOR

- Idealism and perfectionistic
- Higher sensitivity around own expectations
  - Of both self and others
- Asynchronous development
- Learning style is different
  - Sequential
  - Spatial
- Problem solvers
- Understand concepts rapidly
  - Can think in a complex manner

# VARIOUS AREAS OF TALENT

- Creative Thinking
  - Independent thinking
  - Original thoughts
    - Written
    - Oral
  - Problem solving solutions
  - Sense of humor
  - Inventive
  - Challenged by creative tasks

# VARIOUS AREAS OF TALENT

- **Intellectual Ability**
  - Formulate abstractions
  - Processes information in complex ways
  - Observant
  - Excited about new ideas
  - Enjoys hypothesizing
  - Rapid learning
  - Large vocabulary

# VARIOUS AREAS OF TALENT

- **Specific Academic Ability**
  - High memorization skills
  - Advanced comprehension
  - Acquires basic knowledge quickly
  - Wide area of special interests
  - Highly successful in special academic area
  - Interest areas are pursued with enthusiasm



# VARIOUS AREAS OF TALENT

## ■ Leadership

- Assumes responsibility
- High expectations
  - Self
  - Others
- Concise self expression
- Good decision making skills
- Structure oriented
- Self-confident
- Organized

# VARIOUS AREAS OF TALENT

- Psychomotor
  - Challenged by difficult athletic activities
  - Excels in motor skills
  - Well coordinated
  - High energy
  - Participates in athletic opportunities

# VARIOUS AREAS OF TALENT

- Visual
  - High sense of spatial relationships
  - Creative expression
  - Unusual ability to express self through music, art
    - Feelings
    - Mood
  - Wants to produce original content
  - Observant

# PERFEXIONISM

- A personality trait characterized by:
  - Striving for flawlessness
  - Setting exceedingly high standards of performance accompanied by overly critical evaluations of one's behavior
- Is it healthy or unhealthy?
- Is it a positive trait or negative trait?

# PERFECTIONISM IN TALENTED PEOPLE

- **Academic Achievement**
- **Aggravated Accuracy Assessor**
- **Risk Evader**
- **Controlling Image Manager**
- **Procrastinating Perfectionist**

# TYPES OF PERFECTIONISM

- Self-Oriented
- Socially Prescribed
- Other-Oriented

SO, I HEARD YOUR A PERFECTIONIST

\*YOU'RE

- Well, let's find out!

IS THERE A DIFFERENCE?



# COMMON STRESSORS FOR G&T

- Doubting they are talented
  - Impostor syndrome
- Their strengths can also create challenges
- Highly sensitive
- Failure
- Learning style vs. teaching style
- Lack of support

# SELF-REFLECTION AND GROUP DISCUSSION

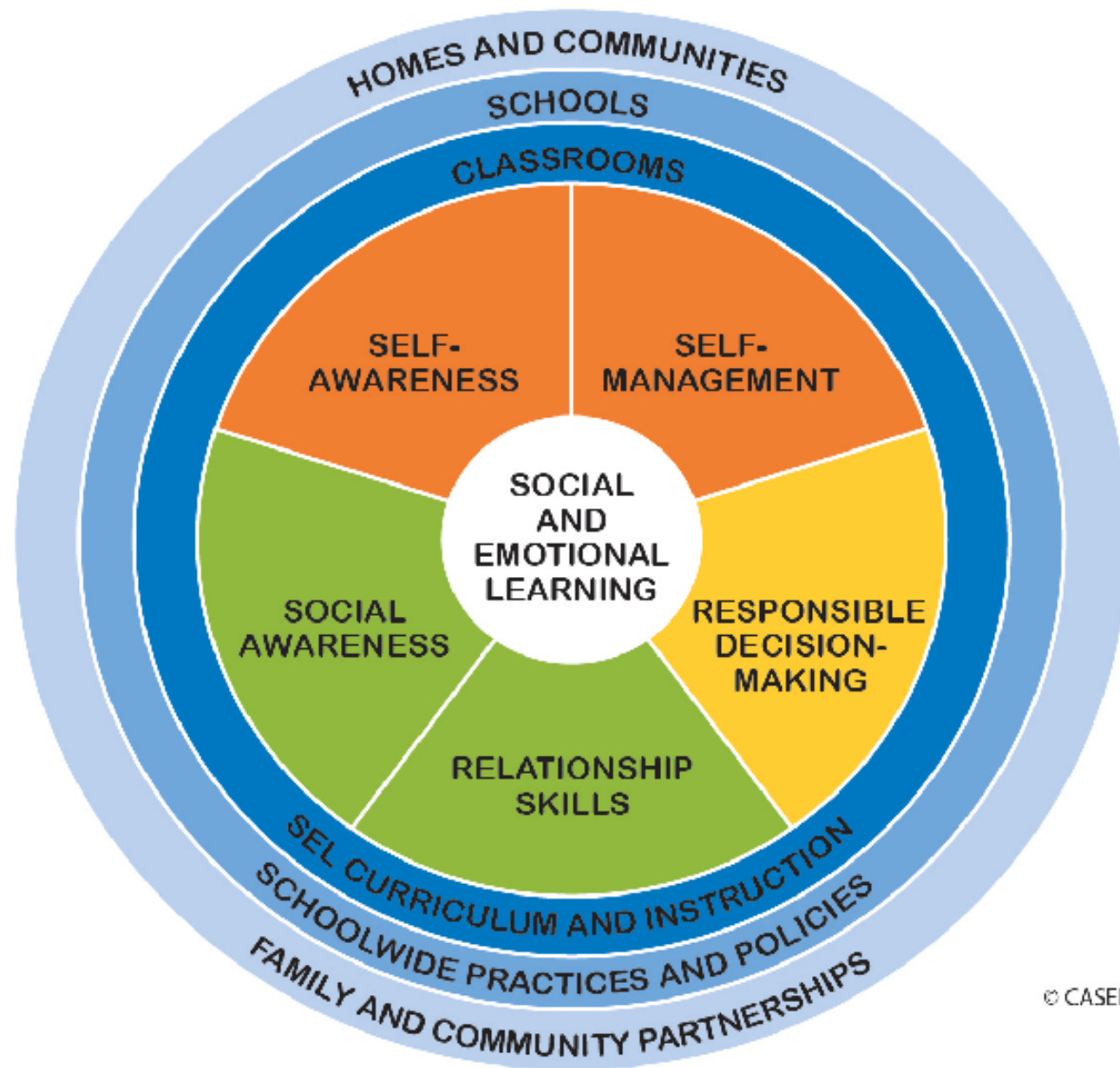
- Please spend a few minutes reflecting on your current and past students
  - Which students stand out?
  - Were there students that you recognized right away?
  - How have you supported these students?
  - What were some challenges you had with any students?

# SOCIAL-EMOTIONAL LEARNING

- Self-Awareness
- Social Awareness
- Responsible Decision-Making
- Self-Management
- Relationship Skills

# SUPPORT FOR STUDENTS

- How do we help students with:
  - Peer relationships
  - Perfectionism
  - Asynchronous development
  - Situational stress
  - Post-secondary planning



# SOCIAL-EMOTIONAL LEARNING

- Self-Awareness
  - Identify emotions, thoughts, and values
  - Recognizing strengths
  - Developing self-efficacy
- Social Awareness
  - Ability to empathize
  - See perspective of others
  - Appreciate diversity
    - Cultural
    - Thinking

# SOCIAL-EMOTIONAL LEARNING

- Responsible Decision-Making
  - Identifying and solving problems
  - Evaluation
  - Reflection
- Self-Management
  - Impulse control
  - Stress management
  - Discipline
  - Motivation
  - Organization

# SOCIAL-EMOTIONAL LEARNING

- Relationship Skills
  - Communication
  - Social Engagement
  - Teamwork
  - Active listening



# IDEAS FOR TEACHERS

- Watch your own reactions
- Connect students with intellectual peers
- Encourage exploration
- Develop a classroom environment that supports each other
  - Taking risks is encouraged
  - Failing can be a way to learn
- Recognize that some students are more sensitive than others
- Encourage time to reflect on learned topics

# SMALL GROUP DISCUSSION

- Please spend a few minutes talking about your teaching style in a small group
  - Prior to this group, how familiar were you with SEL?
  - What areas of SEL are you targeting in your class?
    - Was this intentional or was it naturally your style?
  - If you have been using SEL, where was it taught to you?
  - If you have not been using SEL, what are your thoughts on using it moving forward?
    - If you are sensing your own resistance, what are your challenges?

# IDEAS FOR COUNSELORS

- Personal awareness
  - What are your biases/stereotypes?
  - Similarities and differences between you and student
    - Are you gifted/talented?
  - Have tough internal conversations
    - How do you and others see these students?
  - Seeking consultation or supervision, if needed

# IDEAS FOR COUNSELORS

- Knowledge base
  - Do you know what issues these students face?
  - Common developmental challenges
  - Gain as much information about individual students
    - What do you know about:
      - SES
      - Culture
      - Family dynamics

# IDEAS FOR COUNSELORS

- Counseling skills
  - What techniques work best with these students?
    - How are these skills applied differently?
  - Develop consultation skills
    - Connect with other professionals
    - Connect with parents
- Advocacy
  - Promote resources
  - Educational program
  - Reduce stigma

# FINAL REFLECTIONS

- What was helpful for you today?
- What did you like about today's presentation?
- What will you take with you to your school?