



香港資優教育學苑
The Hong Kong Academy for Gifted Education

Social Emotional Development of Gifted Students: Implications for Nurturing the Gifted at Home

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Enhancing Social- Emotional Development of Gifted Students

Parent Workshop

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The Henrietta Szold Institute
The National Institute for Research in the Behavioral Sciences

Contents

I. Introduction: The Henrietta Szold Institute

II. Research: Findings on social-emotional development of
gifted students

III. Needs of gifted students based on these findings

IV. Useful practices addressing these needs





The Henrietta Szold Institute
The National Institute for Research in the Behavioral Sciences



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Dr. Rachel Zorman





Mission

Providing applied
research and evaluation
services to education and
social services
practitioners and decision
makers

Vision

Enhancing the quality
of the Israeli
educational and
social systems



Department of Educational and Psychological Measurement

- Adapting individual intelligence tests (translation, adaptation and norming: the Kaufman and the Wechsler)
- Developing and administering tests to identify giftedness among all elementary school students in Israel
- Developing and administering achievement and matriculation tests
- Providing training for educators



The Everest Program



identifying and nurturing
talent in music, science, art
and sports among elementary
school students from diverse
populations

National Mentoring Program



matching highly gifted
adolescents with professional
mentors in their field of
interest to work on joint
projects



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Social-Emotional Development of Gifted Children and Adolescents

Asynchrony

“Asynchrony between cognitive development and physical and social-emotional development is a defining element of giftedness and in some students, it provokes a qualitatively different social experience”

(Wiley, 2016, p.4)



https://www.youtube.com/watch?v=bxMFvd4b60U&index=3NjecFve_NI_LP=tsil&3Fro1jhA3qy54XkZ2Y5g_5



Social-Emotional Development of Gifted Children and Adolescents

Great Variance

- ✓ Coping with developmental challenges
(industry vs. inferiority, sense of identity)
- ✓ Developing concepts of morality
- ✓ Establishing peer relationships



Social-Emotional Development of Gifted Children and Adolescents

Protective Factors

- ✓ Healthy perfectionism (Parker, 2002)
- ✓ Self- worth
- ✓ Sense of connection to parents and family
- ✓ School belonging (Muller, 2009)



Social-Emotional Development of Gifted Children and Adolescents

Perfectionism (Parker, 2002)

Non-perfectionists

do not set high self-expectations and are not concerned about mistakes.

Dysfunctional perfectionists

set high self-expectations, feel that significant people are very demanding, avoid situations which make them seem incompetent.

Healthy perfectionists

set high self-expectations and are well organized, committed and agreeable.



Social-Emotional Development of Gifted Children and Adolescents

Protective Factors (Muller, 2009)

Self- worth

fostered by self-regulation, metacognitive and study skills and by enhanced academic self-perception

Sense of connection

to parents and family

Effect of school
belonging

more than twice as large for gifted students



Social-Emotional Development of Gifted Children and Adolescents

Factors Relating to Gender Difference

- ✓ Modes of preference in test taking and class interaction
- ✓ Different interactions with teachers
- ✓ Attribution of success and failure
(Barber & Torney-Purta 2008; Hollinger, 1991).
- ✓ Challenges in interactions with peers
(Luftig & Nichols, 1990; Schwartz, 1994)
- ✓ Fear of success
(Schwartz, 1991)



Social-Emotional Development of Gifted Children and Adolescents

Factors enhancing success among twice exceptional students

- ✓ Resilience
- ✓ Perseverance to focus on strengths
- ✓ Effective problem solving
- ✓ Self advocacy skills

Gifted Students with ASD - most
affected by the syndrome
(Foley-Nicpon, 2016)



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Social-Emotional Needs of Gifted Children and Adolescents

General Needs of Gifted Students

- ✓ Learn to acknowledge, interpret and deal with feelings
- ✓ Promote a growth mindset
- ✓ Relate to perception of social expectations
- ✓ Develop skills necessary to delve into content areas, such as flexibility, group work, time and resource management



Social-Emotional Needs of Gifted Children and Adolescents

Needs of Gifted Adolescents

- ✓ Enhance a sense of belonging to school
- ✓ Maintain a sense of connection to parents and family
- ✓ Strengthen self worth and a belief in one's self
- ✓ Explore content areas and interests to establish unique identity



Social-Emotional Needs of Gifted Children and Adolescents

Specific Needs of Gifted Females

- ✓ Create a social support system
- ✓ Design learning environments in line with preferred work styles
- ✓ Nurture an instrumental self perception
- ✓ Integrate multiple identities and roles



Social-Emotional Needs of Gifted Children and Adolescents

Specific Needs of Twice Exceptional Students

- ✓ Adopt strategies for self control
- ✓ Develop strategies to cope with emotional and behavioral challenges of syndrome
- ✓ Capitalize on areas of strength
- ✓ Acquire social skills to interact
- ✓ with peers with similar interests



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Feedback for Success

Divide into Pairs

One is a parent and the other is a child

Situation description

Janice completed all of her homework for the week

The parent gives feedback to Janice



Feedback for Failure

Change roles

Situation Description

Jimmy got a 60 on his math test

The parent gives feedback to Jimmy

After the feedback, discuss how did you feel as the parent and as the child? What was most motivating? Most challenging?



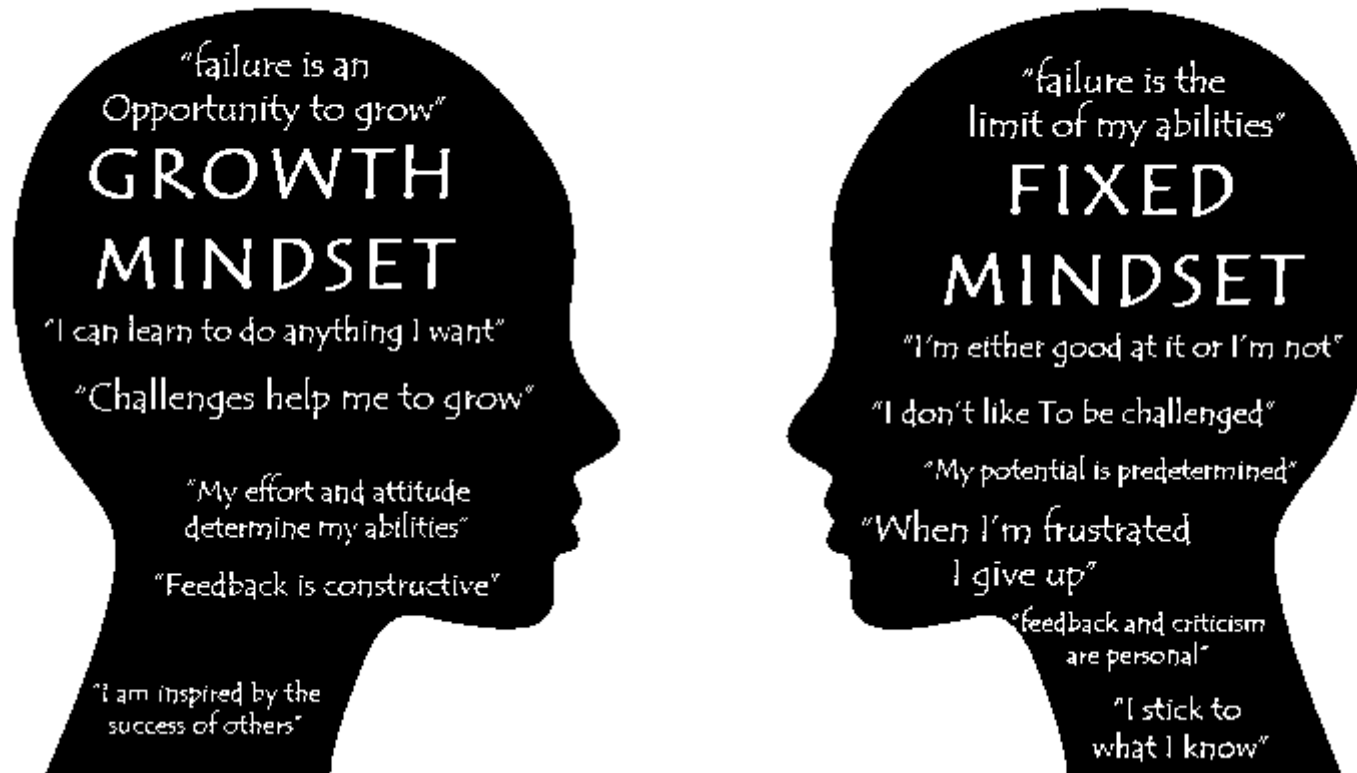
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PROFESSOR AND RESEARCHER

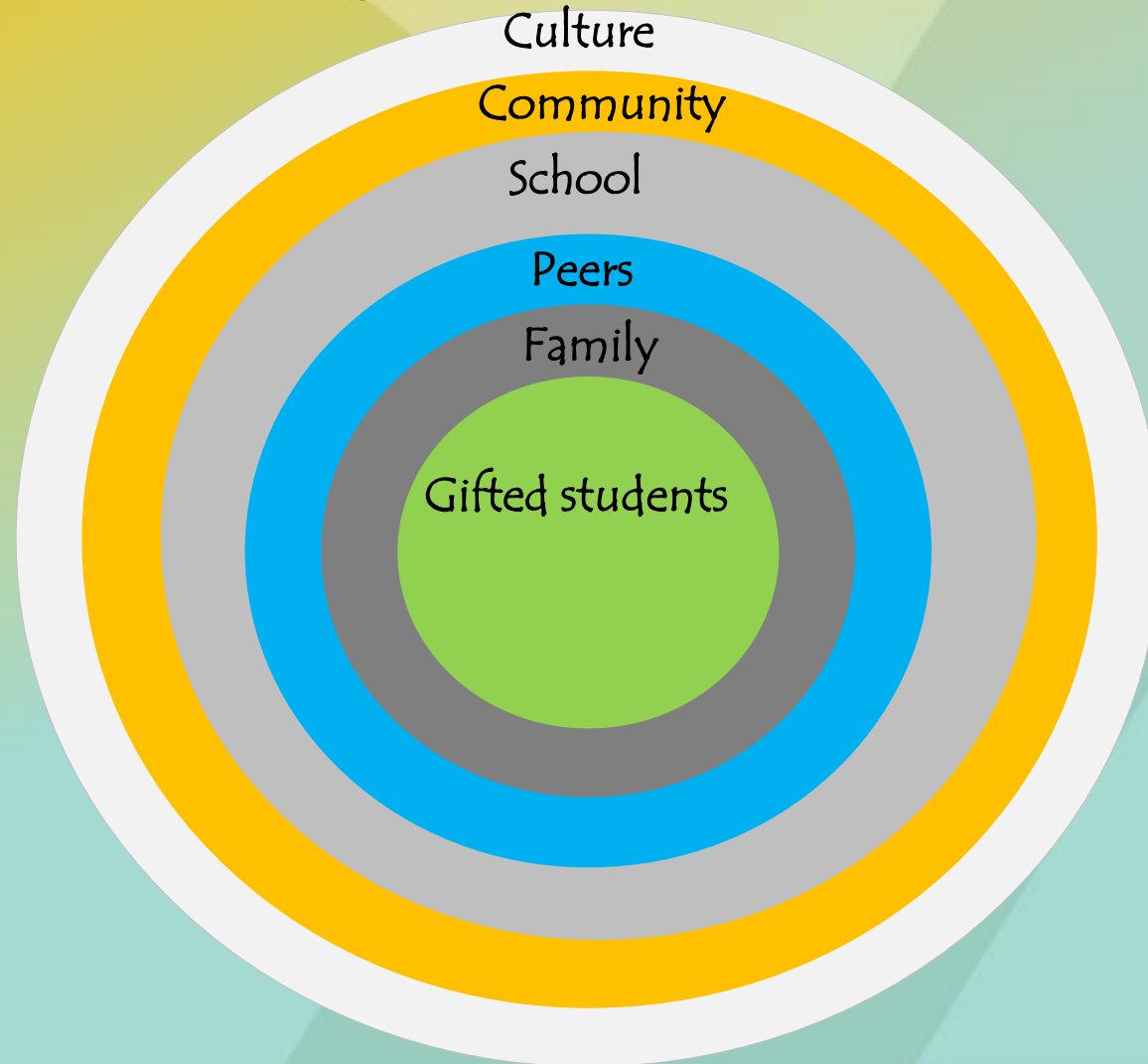
Successful Practices Addressing Social- Emotional Needs of Gifted Students

Promoting Growth Orientation Fixed & Growth Mindsets (Dweck, 2006)



How to address social-emotional needs?

Dynamic Interplay between gifted student and the surrounding environment



Successful Practices Addressing Social- Emotional Needs of Gifted Students

Created by Freepik

Why is Feedback important?

- Fosters active involvement of children in learning
- Creates a meaningful dialogue
- Enhances self evaluation
- Increases motivation and positive self image



Successful Practices Addressing Social- Emotional Needs of Gifted Students

How to Provide Effective Feedback?

Phases in providing feedback

- Clarify that the purpose is to improve, not to destroy
- Focus on behaviors that can improve
- Begin with positive feedback
- Describe the behavior and how to deal with it
- Try to end with positive feedback



Successful Practices Addressing Social- Emotional Needs of Gifted Students

Providing Feedback for Success

Investment of effort

You invested a lot of effort and thought in
designing your room

Strengthening originality

Your ideas about creating a game for your
birthday are very original



Successful Practices Addressing Social- Emotional Needs of Gifted Students

Providing Feedback for Success

Enhancing consistency (did not happen by luck)

As in other times, you dealt with the challenge of finding time to integrate your studies with your hobbies very well

Strengthening the belief in the ability to grow

You really improved your ability to listen to others



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Successful Practices Addressing Social- Emotional Needs of Gifted Students

Providing Feedback for Challenges

Stress that the problem is specific, not general

You are usually very good in following instructions. However, I am sure you can listen more carefully to the instructions that you received.

Focus on improvement

Try to think of a creative solution that takes into account the amount of time that you have to invest in your hobby



Providing Feedback for Challenges

Provide normative information (You are not the only one with the challenge)

As happens to many other people, it is complicated to fit in everything at once. I am sure you can make a list of priorities and work according to them.



Successful Practices Addressing Social- Emotional Needs of Gifted Students

Providing Feedback for Challenges Especially for Twice Exceptional Students

Focus on efforts to address challenges and offer help

Say:

Your efforts to put your room in order are commendable.
Let's think together about creative ways to put your room in order.



Instead of:

Your room is so messy. You need to keep your room in order.



Successful Practices Addressing Social- Emotional Needs of Gifted Students

Providing Feedback for Challenges Especially for Twice Exceptional Students

Focus on efforts to address challenges and offer help

Say:

I value your efforts to get to your violin lesson on time. I know how much it demands from you. Let's think of ways to get to your violin lesson on time.



Instead of:

You were late many times in going to your violin lesson.



Successful Practices Addressing Social- Emotional Needs of Gifted Students

Cycle of Growth Oriented Feedback - Creating Cooperation of Parents with School (Zorman, 2016)



Feedback for Success

Divide into Pairs

One is a parent and the other is a child

Situation description

Janice completed all of her homework for the week

The parent gives feedback to Janice



Feedback for Challenge

Change roles

Situation Description

Jimmy got a 60 on his math test

The parent gives feedback to Jimmy

After the feedback, discuss what was different in the feedback? In your feelings?



Thanks for Sharing and Participating



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www.szold.org.il

Thank You



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