

**EDU 455/C&I 555 Exploring the Social and Emotional Needs of Gifted Students**

2 credits at graduate or undergraduate level

**Dates:**

January 13 - May 8th, 2020

This is a 6 week, self-paced course with a flexible start date. No new registrations will be accepted after March 27th, 2020.

**Instructor:**

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**Topic schedules:** For the purposes of this online learning environment, lessons, activities, and assignments are organized with topic headings including -

Topic 1

- Pre-Assessment and Introductions
- Background Information Regarding Giftedness and the Social and Emotional Needs of Gifted Learners

Topic 2

- Social and Emotional Characteristics and Traits of Gifted Students

Topic 3

- The Student's Perspective
- The Parent's & Teacher's Perspective

Topic 4

- Friendship and Asynchronous Development

Topic 5

- Creating a Caring Classroom with Affective Lessons

Topic 6

- Final Thoughts and Project

**Course framework:** This class involves reading and completing assignments, while also engaging in online discussions with your classmates. All resources are expected to be read or watched, even if there isn't a specific assignment for a particular resource. The information is meant to deepen your understanding of the topic and could be part of other assignments in the course. The due dates listed in this syllabus need to be followed. You have until December 15, 2019, to submit all of your assignments.

**NOTE: All course assignments are due by 11:59 p.m. on May 8th, 2020. For an extension to this deadline under special circumstances, please contact your instructor.**

**\*\*If you would like to complete an alternate assignment for any of the course assignment, contact the instructors for approval prior to completing the work. \*\***

**Course description:** This two-credit course, Exploring the Social and Emotional Needs of Gifted Students, will introduce you to a framework for a better understanding of the emotional and interpersonal needs of gifted children. Gifted children need academic guidance and support for their strength areas, but it is important that they also receive support in social and emotional areas.

**Required text:**

*I'm Not Just Gifted*

Author: Christine Fonseca Prufrock Press Inc., 2015 ISBN: 13-978-1-61821-425-6

**Recommended text:**

*Understanding the Social and Emotional Lives of Gifted Students* by Thomas P. Hébert, Ph.D

[Purchase available through eLibraryCenter.com.](http://eLibraryCenter.com)

**Learning outcomes:**

Participants will be able to:

1. Understand giftedness in students.
2. Understand how providing social and emotional help for gifted students was started.
3. Recognize and understand the social and emotional characteristics of gifted students.
4. Understand and explain giftedness from the point of view of a student, parent, and teacher.
5. Identify and define asynchronous development.
6. Understand the importance of friendship for gifted students.
7. Use the information to create a caring classroom with affective lessons.

**Grading summary:**

A 90-100

B 80-89

C 70-79

D 60-69

Note: "Plus" and "minus" are the two high and low-end percentages for each grade range.

**Summary of Requirements, Points, and Due Dates:**

Requirement	Points	Due Date
Topic 1 Pre-Assessment	5	
Topic 1 Introductions	5	

Topic 1 3-2-1 Activity	5	
Topic 1 Reflection Paper	5	
Topic 1 Unit 1 Lesson	15	
Topic 2 Strengths and Stressors Activity	5	
Topic 2 Quoted Vignettes Activity	5	
Topic 2 Byrdseed Website Activity	5	
Topic 2 Unit 2 Lesson	15	
Topic 3 Quotations and Advice Activity	5	
Topic 3 What I Learned As A Ex-Gifted Kid Activity	5	
Topic 3 The Gifted Label	5	
Topic 3 Unit 3 Lesson	15	
Topic 3 Letters Discussion Board	5	
Topic 3 Moral Dilemma Discussion Board	5	
Topic 3 What Parents Want Teachers to Know Discussion Board	5	
Topic 4 Ability Grouping Quiz	20	
Topic 4 Friendship Lesson	20	
Topic 5 Taxonomy of Affective Curriculum for Gifted Learners Summary	10	
Topic 5 Interest Inventory Activity	10	
Topic 5 Unit 5 Lesson	15	

Topic 6 What Did You Observe? Discussion Board	5	
Topic 6 Final Project (Graduate Credit)	25	
Topic 6 Final Exam	20	
Total Possible Points	245	

**Attendance policy:** In a traditional classroom, perfect attendance would be ideal; however, we are working in a non-traditional learning environment. Thus, discussions are the salient method used to monitor students “attendance” or consistent engagement with the class. Timely posts (number of minimum posts listed with each forum) and thoughtful, substantive replies to peers demonstrate your involvement or “attendance.”

**Evaluation of Assignments:** As a graduate student you are expected to submit high-quality assignment products. The rubrics listed at the end of this syllabus will be used when applicable.

#### **Submit an Assignment on Moodle**

1. Links to assignments can always be found in the sections down the center of the Moodle course page.
2. Click the link to the assignment.
3. Click add submission.
4. To enter online text, type directly into the Online text box. To submit a file using drag-and-drop.
5. Browse for a file. Click Upload.

#### **DESCRIPTION OF ASSIGNMENTS**

##### **1. Topic 1 Pre-Assessment (5 points)**

This quiz will receive a completion grade of 5 points.

##### **2. Topic 1 Introductions (5 points)**

As we will be working in a non-traditional learning environment, it is important to establish a professional and trusted online culture during the first Topic. Write a short introductory informative essay that (1) tells us about you, your teaching experience (and your family, if you wish), (2) share the experience or interactions you have with gifted children/individuals, and (3) describes 2-3 course goals you have —either for yourself as a teacher or for students. Include all of the above described points in your essay. Post your informative mini-essay in the discussion forum.

### **3. Topic 1 3-2-1 Activity (5 points)**

Read pages xi through 18 in *I'm Not Just Gifted* by Christine Fonseca.

Use the 3-2-1 strategy after reading these chapters.

3 - things you learned from the chapter

2 - things you want to know more about

1 - question you still have

Submit your answers on-line or upload file.

### **4. Topic 1 Reflection Paper (10 points)**

- After viewing and reading all of the information in this module, select three facts/concepts which you found surprising or new to you. Expound in a 2-3 page reflection paper.
- The following site can be used for reference, if needed.
- <https://www.wikihow.com/Write-a-Reflection-Paper>

### **5. Topic 1 Unit 1 Lesson chosen from *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca. (15 points)**

As a participant in this class will implement lessons from the following book - *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca.

Choose One Lesson From - Unit I - So I'm Gifted...What Does That Mean?

Teach the lesson you have chosen. You may have to adapt the lesson to meet the needs of your students, i.e, grade level, age, gifted or non-gifted. Another option would be to create your own lesson or find a lesson elsewhere that better fits the needs of your students as long as it follows the topic of each unit. Be prepared to share your lesson experiences with your classmates in a discussion board.

**\*\*Note** - If you do not have any identified gifted students in your classroom, most of the lessons can be adapted to be used as a social emotional lesson for all students. For example in Lesson 2, instead of the guiding question being; What are my interests, strengths, and needs as a gifted student? It can be changed to what are my interests, strengths, and needs?

Once your lesson is complete, post a one page description of how the lesson (List the page numbers in the book for the lesson.) was conducted and how it was received by your students. Also, include a brief reflection on what you feel went well and if there would be anything you would change with the lesson when it is taught in the future. Take time to read the submissions of the other participants. Respond to a minimum of one of the other class participants regarding their lesson/s.

**6. Topic 2 Strengths and Stressors Activity (5 points)**

Choose 3 strengths from the table and describe how each of these possible difficulties can cause stress for the gifted child, as well as those around them.

**7. Topic 2 Quoted Vignettes Activity (5 points)**

Choose one student from the set of vignettes. Make a personal connection with one of the stories. How would yours or someone else's behaviors match the experiences talked about in these stories. Write a one page essay describing your connection and how you related to that person.

**8. Topic 2 Byrdseed Website Activity (5 points)**

<https://www.byrdseed.com/>

Choose *How Can I Address Social Emotional Needs* from the menu on the first page. Ian Byrd's website contains a plethora of valuable information. Complete the following:

1. Choose 4 areas of information.
2. Identify the title of the section.
3. Write a brief (one paragraph) summary of that section.

**9. Topic 2 Unit 2 Lesson chosen from *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca. (15 points)**

As a participant in this class will implement lessons from the following book - *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca.

Choose One Lesson From Unit II - Don't Forget About Emotional Intelligence

Teach the lesson you have chosen. You may have to adapt the lesson to meet the needs of your students, i.e, grade level, age, gifted or non-gifted. Another option would be to create your own lesson or find a lesson elsewhere that better fits the needs of your students as long as it follows the topic of each unit. Be prepared to share your lesson experiences with your classmates in a discussion board.

**\*\*Note** - If you do not have any identified gifted students in your classroom, most of the lessons can be adapted to be used as a social emotional lesson for all students. For example in Lesson 2, instead of the guiding question being; What are my interests, strengths, and needs as a gifted student? It can be changed to what are my interests, strengths, and needs?

Once your lesson is complete, post a one page description of how the lesson (List the page numbers in the book for the lesson.) was conducted and how it was received by your students. Also, include a brief reflection on what you feel went well and if there would be anything you would change with the lesson when it is taught in the future. Take time to read the submissions of the other participants. Respond to a minimum of one of the other class participants regarding their lesson/s.

**10. Topic 3 Quotations and Advice Activity (5 points)**

Create a two-column table. Use the left column to write down 5–8 important quotes or snippets of information from the three resources in this assignment. Use the right column to record reactions to the quotes and/or snippets of information.

**11. Topic 3 What I Learned As A Ex-Gifted Kid Activity (5 points)**

Listen to the following Tedx audio file. When finished, write a brief summary of what you heard.

**12. Topic 3 The Gifted Label Discussion Board (5 points)**

In the audio file *What I Learned As An Ex-Gifted Kid*, Caroline talks about choosing not to be labeled "gifted". Post for discussion your opinion of labeling children "gifted" stating the pros and cons you feel are important to consider. Respond to at least one post from another participant.

**13. Topic 3 Letters Discussion Board (5 points)**

After reading the two letters, participate in the discussion forum. Create a minimum of 2 posts and respond to a minimum of one of your classmates' posts.

**14. Topic 3 Moral Dilemma Discussion Board (5 points)**

Discuss the pros and cons of academic needs vs emotional needs. How can the two of these needs create a moral dilemma for parents? Create a minimum of 2 posts and respond to a minimum of one of your classmates' posts.

**15. Topic 3 What Parents Want Teachers to Know Discussion Board (5 points)**

After viewing the slideshow, compose one question to add to the discussion board for your classmates to answer and discuss. Answer and discuss each of the questions your classmates have posted.

**16. Topic 3 Unit 3 Lesson chosen from *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca. (15 points)**

As a participant in this class will implement lessons from the following book - *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca.

Choose One Lesson From Unit III - Daily Habits for Successful Living

Teach the lesson you have chosen. You may have to adapt the lesson to meet the needs of your students, i.e, grade level, age, gifted or non-gifted. Another option would be to create your own lesson or find a lesson elsewhere that better fits the needs of your students as long as it follows the topic of each unit. Be prepared to share your lesson experiences with your classmates in a discussion board.

**\*\*Note** - If you do not have any identified gifted students in your classroom, most of the lessons can be adapted to be used as a social emotional lesson for all students. For example in Lesson 2,

instead of the guiding question being; What are my interests, strengths, and needs as a gifted student? It can be changed to what are my interests, strengths, and needs?

Once your lesson is complete, post a one page description of how the lesson (List the page numbers in the book for the lesson.) was conducted and how it was received by your students. Also, include a brief reflection on what you feel went well and if there would be anything you would change with the lesson when it is taught in the future. Take time to read the submissions of the other participants. Respond to a minimum of one of the other class participants regarding their lesson/s.

#### **17. Topic 4 Ability Grouping Quiz (20 points)**

After examining the links listed under the website which is linked above, look at the following link, specifically, to answer the questions in this quiz.

<http://www.davidsongifted.org/Search-Database/entry/A10173>

#### **18. Topic 4 Friendship Lesson from *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca. (20 points)**

Page 116 - 120 in *I'm Not Just Gifted* - Plan and implement lessons 28 or 29 in your classroom or student setting. You may have to adjust the lesson to fit the age of students that you teach.

Report the results with student samples by scanning student work or simply snapping a picture and uploading the files. Write a paragraph describing successes and failures of the lesson and student's reactions and share with your instructors.

Alternative Activity - Design your own lesson plan or activity that meet the objectives from either of the lessons. Share your lesson with the instructors.

#### **19. Topic 5 Taxonomy of Affective Curriculum for Gifted Learners Summary (10 points)**

Browse the table of contents and the information contained in this dissertation. Find a section of the dissertation that interests you or applies to your work with gifted students. Write a one page summary on the section of the dissertation you choose to look at more in-depth.

#### **20. Topic 5 Interest Inventory Activity (10 points)**

After reading the information contained in the "Creating a Caring Classroom" document and after viewing the sample interest inventory, create an interest inventory to use with your students. Tailor your inventory to discover information about your students that is beneficial for your grade level, the subject/s you teach, and that can help add to your caring classroom environment. The length and types of questions used will vary.

#### **21. Topic 5 Unit 5 Lesson chosen from *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca. (15 points)**

As a participant in this class will implement lessons from the following book - *I'm Not Just Gifted, a Social-Emotional Curriculum for Guiding Gifted Children* by Christine Foneseca.

Choose One Lesson From Unit V - Cultivating Your Talents and Passions

Teach the lesson you have chosen. You may have to adapt the lesson to meet the needs of your students, i.e, grade level, age, gifted or non-gifted. Another option would be to create your own



lesson or find a lesson elsewhere that better fits the needs of your students as long as it follows the topic of each unit. Be prepared to share your lesson experiences with your classmates in a discussion board.

**\*\*Note** - If you do not have any identified gifted students in your classroom, most of the lessons can be adapted to be used as a social emotional lesson for all students. For example in Lesson 2, instead of the guiding question being; What are my interests, strengths, and needs as a gifted student? It can be changed to what are my interests, strengths, and needs?

Once your lesson is complete, post a one page description of how the lesson (List the page numbers in the book for the lesson.) was conducted and how it was received by your students. Also, include a brief reflection on what you feel went well and if there would be anything you would change with the lesson when it is taught in the future. Take time to read the submissions of the other participants. Respond to a minimum of one of the other class participants regarding their lesson/s.

## **22. Topic 6 What Did You Observe? Discussion Board (5 points)**

After watching the video of Young Sheldon, share what social and emotional characteristics you observe in Sheldon. What was his perspective of his giftedness? How was his giftedness handled by his family? How did his teachers respond to having him in their classes? Post a minimum of one entry and respond to a minimum of one of your classmates' posts.

## **23. Topic 6 Graduate Credit Final Project - Complete for Graduate Credit Dig Deeper Extension Menu**

### **“Exploring the Social and Emotional Needs of Gifted Students”**

***Choose one of the following options for your final project. If you would like to suggest an alternate activity to complete, submit your idea to the instructors for approval prior to beginning an alternate activity.***

<p>Research and report on additional information regarding the social emotional needs of gifted learners. Your research must include a minimum of three different resources and be a minimum of five pages in length.</p>	<p>Choose a prominent person whose work is significant to the understanding of the social emotional needs of gifted learners. Your research must include a minimum of three different resources and be a minimum of five pages in length.</p>
<p>Interview a student, parent, teacher, or an administrator that is or works directly with gifted students. Ask a variety of questions you have formulated based on the information contained in this class. Write a report on the interview and your findings. Reflect on the answers you received. Your paper must be a minimum of five pages in length.</p>	<p>Design a unit of affective lessons to use with your students. Your unit must include a minimum of five lessons.</p>

**24. Topic 6 Final Exam (20 points)**

This test is worth 20 points. You are welcome to take the test twice to have your best score recorded. You are also welcome to review material in this class, as needed, to complete the test.

**Discussion/Forum Rubric**

<b>Proactive</b>	<b>Substantial</b>	<b>Superficial</b>	<b>Incorrect</b>	<b>None</b>
<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>1-2 points</b>	<b>0 points</b>
Response goes beyond simply answering the prompt; attempts to stimulate further thought and discussion	Response provides most of the content required by the prompt, does not require further analysis of the subject	Response provides obvious information without further analysis of the concept; lacks depth of knowledge or reasoning	Response does not accurately address the prompt; rambling and/or without consistency	No response provided within the associated time frame

**5 Point Activity Rubric**

5 points	4 points	3 points	2 points	1 point	0 points
<p>All of these qualities are present:            *Most items correct or attempted with fidelity            *All items completed            *Done on time            *Neat, quality work</p>	<p>Has a moderate problem in <u>one</u> of the areas, or has slight problems in several areas:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time            *Neat, quality work</p>	<p>Has a noticeable problem in <u>two</u> areas, or has a mix of problems in several areas:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time            *Neat, quality work</p>	<p>Has a problem in <u>more than two areas</u>, or a problem in one is so significant, it reduces the quality of the whole task:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time</p>	<p>Assignment has been completed, but not by the listed due date.</p>	<p>The assignment was not completed,</p>

**10 Point Activity Rubric**

10 points	8 points	6 points	4 points	2 points	0 points
<p>All of these qualities are present:            *Most items correct or attempted with fidelity            *All items completed            *Done on time            *Neat, quality work</p>	<p>Has a moderate problem in <u>one</u> of the areas, or has slight problems in several areas:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time            *Neat, quality work</p>	<p>Has a noticeable problem in <u>two</u> areas, or has a mix of problems in several areas:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time            *Neat, quality work</p>	<p>Has a problem in <u>more than two areas</u>, or a problem in one is so significant, it reduces the quality of the whole task:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time</p>	<p>Assignment has been completed, but not by the listed due date.</p>	<p>The assignment was not completed,</p>

**15 Point Lesson Rubric**

15 Points	13 Points	10 Points	5 Points	0 Points
Lesson is taught.	Lesson is taught.	Lesson is taught.	Lesson has not	No lesson

A one page description and reflection of the lesson has been posted. A minimum of one response has been made to another post.	A description and reflection of the lesson has been posted. A minimum of one response has been made to another post.	A description and reflection of the lesson has been posted.	been taught by the due date and/or is missing the majority of the described requirements.	taught.
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**20 Point Activity Rubric**

20 points	16 points	12 points	8 points	4 points	0 points
<p>All of these qualities are present:            *Most items correct or attempted with fidelity            *All items completed            *Done on time            *Neat, quality work</p>	<p>Has a moderate problem in <u>one</u> of the areas, or has slight problems in several areas:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time            *Neat, quality work</p>	<p>Has a noticeable problem in <u>two</u> areas, or has a mix of problems in several areas:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time            *Neat, quality work</p>	<p>Has a problem in <u>more than two areas</u>, or a problem in one is so significant, it reduces the quality of the whole task:            *Number of errors or items done without fidelity            *Number of incomplete items            *Done on time</p>	<p>Assignment has been completed, but not by the listed due date.</p>	<p>The assignment was not completed,</p>

### Final Project Rubric

<b>Requirements</b>	<p><b>10 points</b> Followed ALL requirements as listed in the assignment description. Completed assignment by given due date.</p>	<p><b>8 points</b> Followed MOST requirements as listed in the assignment description. Completed assignment by given due date.</p>	<p><b>6 points</b> Did NOT follow ANY requirements as listed in the assignment description. Completed some of the assignment by the given due date. (made an attempt)</p>	<p><b>4 points</b> Completed assignment, but not by the due date.</p>	<p><b>0 points</b> Did not complete assignment.</p>
<b>Product</b>	<p><b>10 points</b> The student shows exceptional skill and sophistication in organization, writing style, word choice, and sentence structure. The student's thoughts and ideas are articulated skillfully and clearly.</p>	<p><b>8 points</b> The student shows a good sense of skill in organization, a basic and appropriate sense of word choice, style, and sentence structure. The student is able to articulate thoughts and ideas clearly.</p>	<p><b>6 points</b> The student shows limited skill in one or two areas, such as organization, word choice, style, and sentence structure. Student is limited in articulating thoughts and ideas.</p>	<p><b>4 points</b> Completed assignment, but not by the due date.</p>	<p><b>0 points</b> Did not complete assignment.</p>
<b>Understanding</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>0 points</b>

	The student has an exceptional understanding of the material.	The student has a good understanding of the material.	Student did not appear to learn much from this assignment.	Completed assignment, but not by the due date.	Did not complete assignment.
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