

Javits Online Comments from Participants

Affective Guidance: Addressing the Social-Emotional Needs of Gifted Students

From a teacher:

Since participating in this course, I am much more aware of the needs that I've always sensed instinctively. It created what I refer to often as "conscious competence," a process of developing that 'gut feeling' with research-based best practices.

From a teacher:

"Gifted" is a misnomer. It's not about the label; it's about the behavior. To be able to recite the state's definition of "gifted" may not be to understand what it means. Being gifted isn't an accomplishment or an achievement. It may be more of a curse. Being gifted means taking the Bubble Wrap out of the box in which the Christmas presents were delivered and deciding to make insulated curtains with it instead of letting it become landfill. That idea won 500 bucks and a front page article in the local paper! But when the student fell behind in her science homework, her grade dropped from an A to a B-.



From a student:

Three things I learned:

- *I learned that I often don't feel like I am in control of situations, even I don't think luck has much to do with what happens to me.*
- *I learned that because I feel out of control at times, I tend to be negative and distract others to take the attention off of my feelings. I know now that I have other options and that positive self talk is a big step towards being more optimistic in general.*
- *I also realized that I can share what I feel and what my needs are in a specific way that will get me a lot closer to what I want rather than being distracting, even with my mom!*



From a teacher:

I enjoyed the course and feel that I can now provide the G/T teachers in my building with some resources to help them. I just found out that there is a fourth grade teacher in my building who has a G/T student with severe social/emotional needs. I am

now prepared to provide her with strategies and activities to try with her. Thank you for all your help and positive support throughout this course. I feel that it will benefit me more than I actually realized.

From a teacher:

"Asynchronous Development" (different abilities develop at different rates). The fact that many of my gifted kids/ social cognition does not match their higher order cognition is frustrating to them and to their teachers – and to me. The fact that one of my students can coherently and cogently debate with his world history teacher, but could never write a thesis-generated paper on the same topic makes me nuts. I now have new vocabulary in my arsenal for the teachers who say, "If he's so smart, why can't he..." Asynchronous Development.

From a high school student:

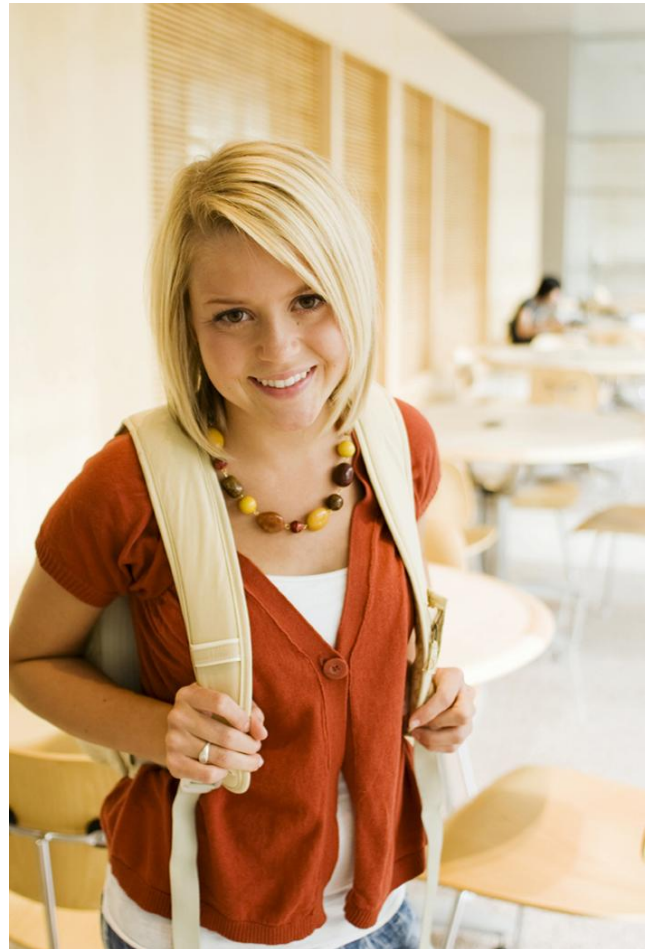
When applying the DIAL thoughts to my big decision, I came up with this chain of thoughts:

I am nervous because it seems that I don't know what to do with my life and I have some really big decisions to make this year.

This is a natural feeling shared with many senior because our life situation is changing so dramatically when we move out of the home.

Even though it is a natural feeling, I still have to deal with it. What I decide now can determine the rest of my life, but not permanently. I can always change my decision later.

I need to sit down and list out what I think would be the good things and the bad things of each of my choices so that I can make an informed decision.



Differentiating for Gifted Learners



From a teacher:

Every time I look at differentiating for our gifted students I realize how they are not being adequately served and I get a little crazy that their needs are not being met. I know I am becoming a better teacher by getting more training on differentiation, but I just feel like it is a drop in a never-ending bucket.

From an administrator:

It is truly terrific! It exactly meets the need that I have seen for an application of differentiation specifically for the gifted student. I'm confident that the teachers in our region will enjoy the course, and more importantly, it will impact their work with their gifted and regular students. I especially liked the explicit connect to RtI, the well-presented information about higher order thinking skills and questioning, and the additional subject-area lessons using the litmus test with commentary. It is such a wonderfully positive approach to adapting to the needs of the most able students. The course looks manageable and do-able for already hard-working classroom teachers.

From a teacher:

The lesson that I developed during this course led my student to some notoriety due to an invention he made with Bubble Wrap and a national contest he entered!

From a teacher:

I have just had one of those "Aha" moments that teachers need in order to stay fresh in their approach to the classroom. I have been baffled, for a year or so, about just what tiered lessons are and how teachers can make them work for students. Another huge question for me has been how a teacher of up to 150 English students could possibly tier lessons for individual students. Now I see. One lesson with three levels of difficulty, challenge, sophistication, or outcome makes for a tiered lesson. Thank you for this "Aha!"