

## Development of Self (Personal Competence)

George T. Betts  
Professor Emeritus of Gifted Education  
University of Northern Colorado  
george.betts@unco.edu  
gbetts1@comcast.net  
970-690-8422  
970-351-1657



The Future is Now  
(In 10 Years – 17 years old – 2022)  
(In 20 Years – 27 years old – 2032)  
(In 30 Years – 37 years old – 2042)



## True Motivation Comes From Within . . .



## What About Dawson's Future?



## The Other Side

### Annamarie Roeper

Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences.



## Foundational Concept

*The Non-Cognitive  
Comes  
Before the  
Cognitive*

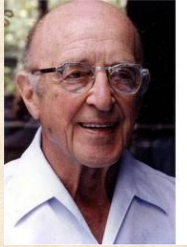
- Virginia Satir, 1976



## Second Foundational Concept

Unconditional *Positive*  
Regard

- Carl Rogers, 1965



I will respect my students  
I will respect my students  
I will respect my students  
I will respect my students  
I will respect my students

## Cookie Person

(Unconditional Positive Regard at the Highest Level)



## Third Foundational Concept

Passion Learning  
is the Highest  
Level of Learning

E. Paul Torrance, 1983

## The Element

The ELEMENT is the point at which natural talent meets personal passion. When people arrive at the Element, they feel most themselves, most inspired, and achieve their highest levels.

Sir Ken Robinson, Ph.D.  
*The Element: How Finding Your  
Passion Changes Everything*



## The Essentials for Facilitating the Development of 21<sup>st</sup> Century Learners

- Positive, Nourishing Environment
- Group Belonging through digital learning (social networking) and brick and mortar schools as support hubs – Blended Learning
- Passion Learning (highest levels of learning)
- Academic Challenges (Content + Process)
- Emerging, Changing, Sophisticated Technology



### The Essentials for Facilitating the Development of 21<sup>st</sup> Century Learners (continued)

- Content + Process + Process + Affective = The Learning Experience
- Parental Support (not control)
- Facilitation of Autonomous Learners
- A Commitment to better the world around them



### Some People . . .

Some people have the ability  
to create excitement in their lives  
They are the ones who strive,  
Who grow,  
Who give and share,  
They are the ones who love . . .  
The possess passion . . .  
For themselves, others,  
Nature and experiences . . .  
They have the ability  
To see beyond today,  
To rise above the hectic pace,  
To strive for their own perfection . . .

### Some People . . .

And they are gentle,  
For they love themselves,  
And they love others . . .  
Through their living  
They create peace and contentment.  
At the same time  
They create excitement,  
For there is always another mountain,  
A deeper joy,  
A new dawn . . .

George Betts

### Today is Our Future...



## Development of Self (Personal Competence)

George T. Betts, Ed.D.  
Center for the Education & Study  
Of Gifted, Talented, Creative Learners  
University of Northern Colorado  
970-351-1657  
george.betts@unco.edu

## Profiles of Gifted Behaviors

- Type I The Successful
- Type II The Creative (Challenging)
- Type III The Underground
- Type IV The At-Risk
- Type V The Twice  
Exceptional
- Type VI The Autonomous  
Learner

### Type I The Successful



- As many as 90% of the identified TAG students
- Discovers what "sells" at home & school
- Convergent thinker
- Learns & tests well
- Eager for approval
- Liked by peers
- Positive self-concept
- Unaware of deficiencies

### Type II The Creative



- Divergently gifted
- Challenging when needs not met
- Often go unidentified
- Question authority
- Don't conform - haven't learned to use the system
- Receive little recognition for accomplishments
- Struggle with self-esteem

### Type II – The Creative

#### Feelings and Attitudes

- Frustration and Boredom
- Impatience
- Defensiveness
- Heightened sensitivity
- Uncertain about social roles

#### Behaviors

- Corrects teacher
- Questions rules
- Honest, direct
- Mood swings
- Inconsistent work
- Poor self-control
- Competitive



### Type III The Underground

- Middle school females hiding giftedness
- Students from Diverse Populations
- High School boys dealing with athletic or social pressures
- Want to be included in non-gifted peer group
- May be radical transformation from earlier grades
- Their needs are often in conflict with expectations of teachers & parents



## Type IV The At-Risk





- Angry with adults & with themselves; Defensive
- System has not met needs for many years; Burn-out or Spaced-out
- Depressed & withdrawn or acts out
- Interests are outside realm of regular school curriculum
- Poor self-concept




## Type V Twice Exceptional

- Physically or emotionally challenged
- Learning disabilities
- Limited English Proficiency
- Typically not identified gifted
- Programs don't integrate their varying needs
- Discouraged, frustrated, rejected, helpless, powerless or isolated
- School system tends to focus on the weaknesses

## Type VI The Autonomous Learner



- Students demonstrate this at an early age
- Work effectively in school system
- Use the system to create new opportunities
- Strong, positive self-concept
- Positive attention & support for accomplishments
- Respected by adults & peers
- Leadership roles
- Independent, self-directed

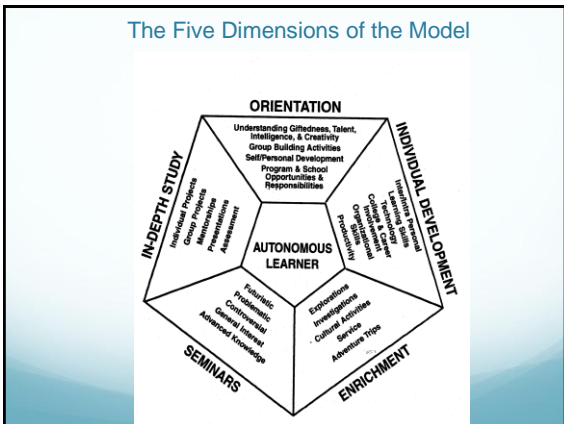
## Type VI - Autonomous Learner








### Behaviors

- Appropriate social skills
- Independent worker
- Develops own goals
- Follows through with plans
- Works without approval
- Follows strong areas of passion
- Creative
- Stands up for convictions

### Feelings and Attitudes

- Self-confident
- Self-accepting
- Enthusiastic
- Accepted by others



<p style="text-align: center;"><b>Autonomous Learner Card</b></p> <p style="font-size: small;">has demonstrated the ability to function as an autonomous learner and the responsibility to work independently in the school and community.</p> <p style="text-align: center;"></p> <p style="text-align: center; font-size: x-small;">facilitator</p>	<p style="text-align: center;"><b>Autonomous Learner Card</b></p> <p style="font-size: small;">has demonstrated the ability to function as an autonomous learner and the responsibility to work independently in the school and community.</p> <p style="text-align: center;"></p> <p style="text-align: center; font-size: x-small;">facilitator</p>
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Learner Name \_\_\_\_\_ Date \_\_\_\_\_ Facilitator Name \_\_\_\_\_

FIND SOMEONE WHO....			
PLAYS CHESS	LOVES CATS OR DOGS	ASKS "WHAT IF?"	HAS STRONG PASSIONS
LOVES PUNS	SPEAKS A 2ND LANGUAGE	LIKES CLASSICAL MUSIC	IS CHALLENGING
BEEN IN A GT CLASS BEFORE	HAS BEEN TO ANOTHER COUNTRY	WILL ALWAYS BE A KID AT HEART	HAS A JOB
BORN EAST OF THE MISSISSIPPI	WRITES POETRY	PLAYS A MUSICAL INSTRUMENT	LOVES SUNSETS
LOVES TO EAT PIZZA	KNOWS A FAMOUS PERSON	HAS MORE THAN 1 SIBLING	LOVES TO READ
WILL HIKE WITH THE LARKS	IS A TREKKIE	BORN WEST OF THE MISSISSIPPI	LOVES MATH
HAS AN ARTISTIC CRAFT/HOBBY	LOVES SPORTS	RUNS THROUGH THE SPRINKLERS	IS A RISK TAKER
INDEPENDENT SELF-DIRECTED LEARNER	LOVES "WHERE'S WALDO"	GOES TO CONCERTS	(your choice)

### Autonomous Learner Model Teacher Orientation Questionnaire

Directions: Teachers, please complete all of the questions on this questionnaire and then make a copy for each one of your learners. After they read the answers to your questionnaire, have them respond to your answers. What did they learn? What else do they want to learn? How will this information help them in this class or program?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

- Why did you become a teacher? \_\_\_\_\_
- What do you enjoy about the learners in your classroom? \_\_\_\_\_
- What is your favorite part of the school day? \_\_\_\_\_
- How do you continue to be learner, as a teacher and as a person? \_\_\_\_\_
- What passions do you pursue? \_\_\_\_\_
- If you could do anything you wanted to do in terms of learning, what would you do? \_\_\_\_\_
- If you could have one person who is living now or who lived in the past, as your teacher for the next month, who would you choose? What would you want to learn? \_\_\_\_\_
- As a result of completing this questionnaire, what have you learned? \_\_\_\_\_

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School Name \_\_\_\_\_ Date \_\_\_\_\_ Facilitator Name \_\_\_\_\_

### Autonomous Learner Model Learner Orientation Questionnaire II

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Please complete the following questions so that you and your teacher may know you better.

- What are your favorite subjects in school?
- What things would you like to learn about in school that you haven't had the chance to study yet?
- Do you collect anything like stamps, coins, cards? Tell me about your collections.
- Pretend that you could invite any person you wanted living or dead to be a teacher in your class for one day. Who would you invite and why? What would you like to learn? How?
- Pretend that you are in charge of a class field trip. Where would you choose to go?
- If you could be an author and write a book someday, what would the book be about and what would the title be?

- If you could go to the library for one day and write a report on any person, place, animal or idea, what would choose?
- What is the most interesting place you have ever visited? Why do you find it interesting?
- What would you like to do when you grow up? What skills will you need to be able to do this?
- What is the best thing that has ever happened to you?
- What makes you an interesting person for other people to know?
- Describe how you like to learn? What do you do?
- What is one topic you continue to learn about on your own?
- How do you learn on your own? What do you do?

School Name \_\_\_\_\_ Date \_\_\_\_\_ Facilitator Name \_\_\_\_\_

- Have you ever asked a question that nobody knew the answer to? If so, write the question here? If not, think up a question and write it here.
- What kind of games do you like to play?
- What kinds of books do you like to read?
- What is your favorite book? How many times have you read it?
- What do you like to do outside of school?
- Do you ponder? What do you ponder?
- You have three months to do whatever you want. You also have all the money you want. What would you do with your time and money?
- If you could change one thing in your life right now, what would you change?
- Write your own question and answer it.

## Temperature Scale Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

After you determine your temperature, color or shade in the "thermometer."

**10**

I Feel Fantastic! 9

I Feel Great! 7

I Feel Good. 6

I Feel O.K. 4


I Don't Feel Happy. 1

**Thermometer**

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**ALM Investigation Idea** 

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**What I am going to study:**

\_\_\_\_\_

**Things I will do to learn about my topic:**

\_\_\_\_\_

**Materials I will need:** **What I will make or create:**

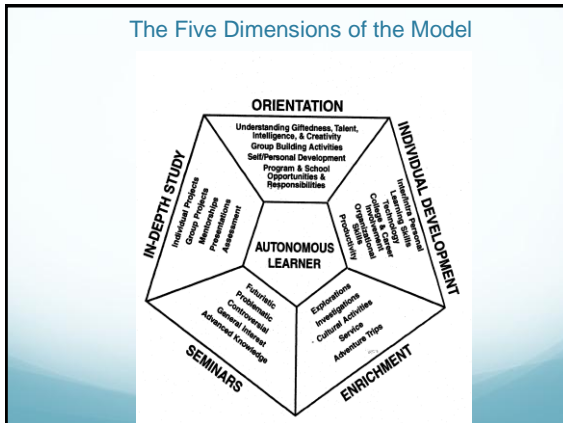
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Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Facilitator Name: \_\_\_\_\_

**INVESTIGATION PROPOSAL**

<b>Title of Investigation:</b>	<b>Name:</b>
<b>Brief Description:</b>	<b>Resources (Material and Human):</b>
<b>Specific Activities:</b>	
<b>Mini-Product Description:</b>	<b>Evaluation Criteria:</b>
<b>Mini-Presentation:</b>	



- In-depth Studies**
- Learner Based
  - Diverse Possibilities within Passion
  - Passion Development
  - Mentorship
  - Presentation & Assessment of Learning, the Learner & the Product
  - Content + Process + Product

**Mini In-Depth Study Contract** 

Learner Name: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Date of Contract: \_\_\_\_\_


Title of Mini In-Depth Study: \_\_\_\_\_

Description of Study: \_\_\_\_\_

What I want to learn: \_\_\_\_\_

Questions I want answered: \_\_\_\_\_

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**Mini In-Depth Study Contract** 

People who will help me: \_\_\_\_\_

Materials I need:  
(Books, Articles, Websites, DVD's, Presentations, Exhibits)

Activities I want to complete: \_\_\_\_\_

Final Products:  
 Oral  
 Written  
 Visual

Final Presentation:  
Audience  
Time & Date  
Location

Evaluation for my Mini In-Depth Study

2

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### In-Depth Study Proposal

<b>I will study:</b> <i>(Topic)</i>	<b>Name:</b>
<b>More specifically:</b> <i>(Description)</i>	<b>My material resources:</b>
<b>My content Standards</b>	<b>My human resources (mentor):</b>
<b>The specific activities I will do as part of my project:</b>	<b>My final product:</b>
<b>I will show analysis by:</b>	<b>My presentation:</b>
	<b>My date of presentation:</b>
	<b>I will present to appropriate audiences at:</b>
	<b>My grade will be based on:</b> <i>(Criteria)</i>

## A Lifelong Learner

A life-long learner is one who loves the moment, seeks truth, friendship, knowledge and wisdom. This person accepts self and others, and realizes the chance to make this a better world. A life-long learner discovers new paths for growth, joy, knowledge and friendship. The journey begins today . . .

George Betts