

Can we talk?

Facilitating dialogues with gifted students



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This session

1. Model dialogue
 - a. Fishbowl format
 - b. Adapted lesson from Peterson
 - c. Dialogue skills
2. Observations of the dialogue
3. Resources, considerations, and topics
4. Peterson's guidelines/my thoughts
5. Wrap up

Let's Talk Volunteers.
I need 8 people who are:

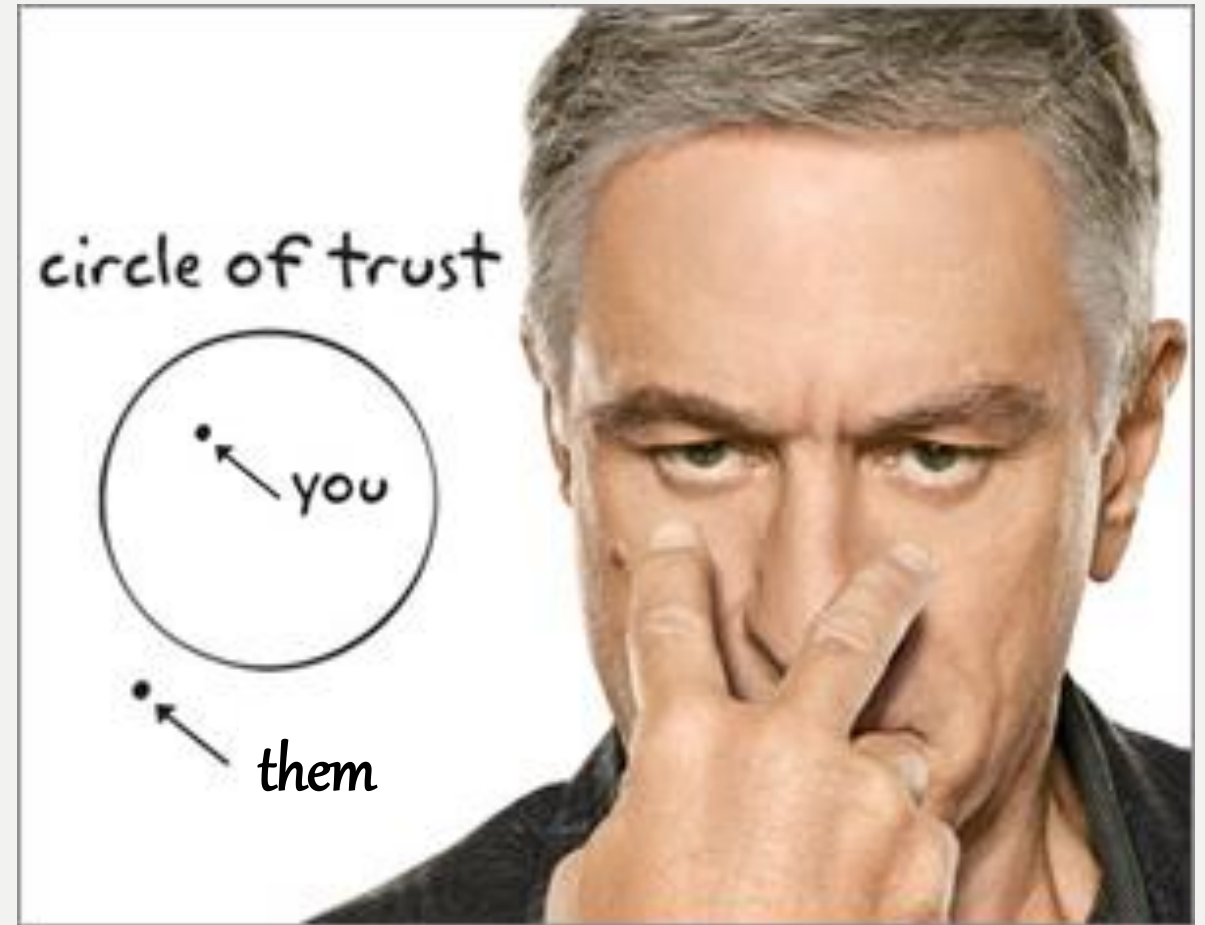
A. Willing to talk

B. Willing to listen

C. Willing to do A and B at the same time

Inside the Circle

- Put your first name on your table tent and then finish this sentence with three words or fewer: “As a teacher of the gifted, I am _____.”
- Talk softly and/or introduce yourself to others near you in the circle while Jennifer speaks to those Outside the Circle



Outside the circle

Here are some things to look for:



- How does the facilitator:
 - *establish group trust?*
 - *keep the group focused?*
 - *keep her role as facilitator and not move into “teacher” role?*
- What preparations were needed on the part of the facilitator to hold this dialogue?
- What topics arise during the discussion that might make for good discussion topics in future dialogues?
- What skills are present in the dialogue participants?
- What skills might the facilitator work on with dialogue participants in the future?

Let's Talk Dialogue Activity

- Introductions and Rules of Engagement
- “Hook” activity
- Invitation to share out
- Recap and next steps for The Dialogue Group
- Closing The Circle

Let's Talk Skills

- Showing interest (“I’d like to hear more about . . .”)
- Paraphrasing (“What I hear you saying is . . .”)
- Conveying empathy (I get the impression you felt . . .”)
- Observing body language (“You look . . .”)
- Challenging (“Don’t be afraid to tell me what you really think about . . .”)
- Noting tone of voice (“Your tone is telling me . . .”)

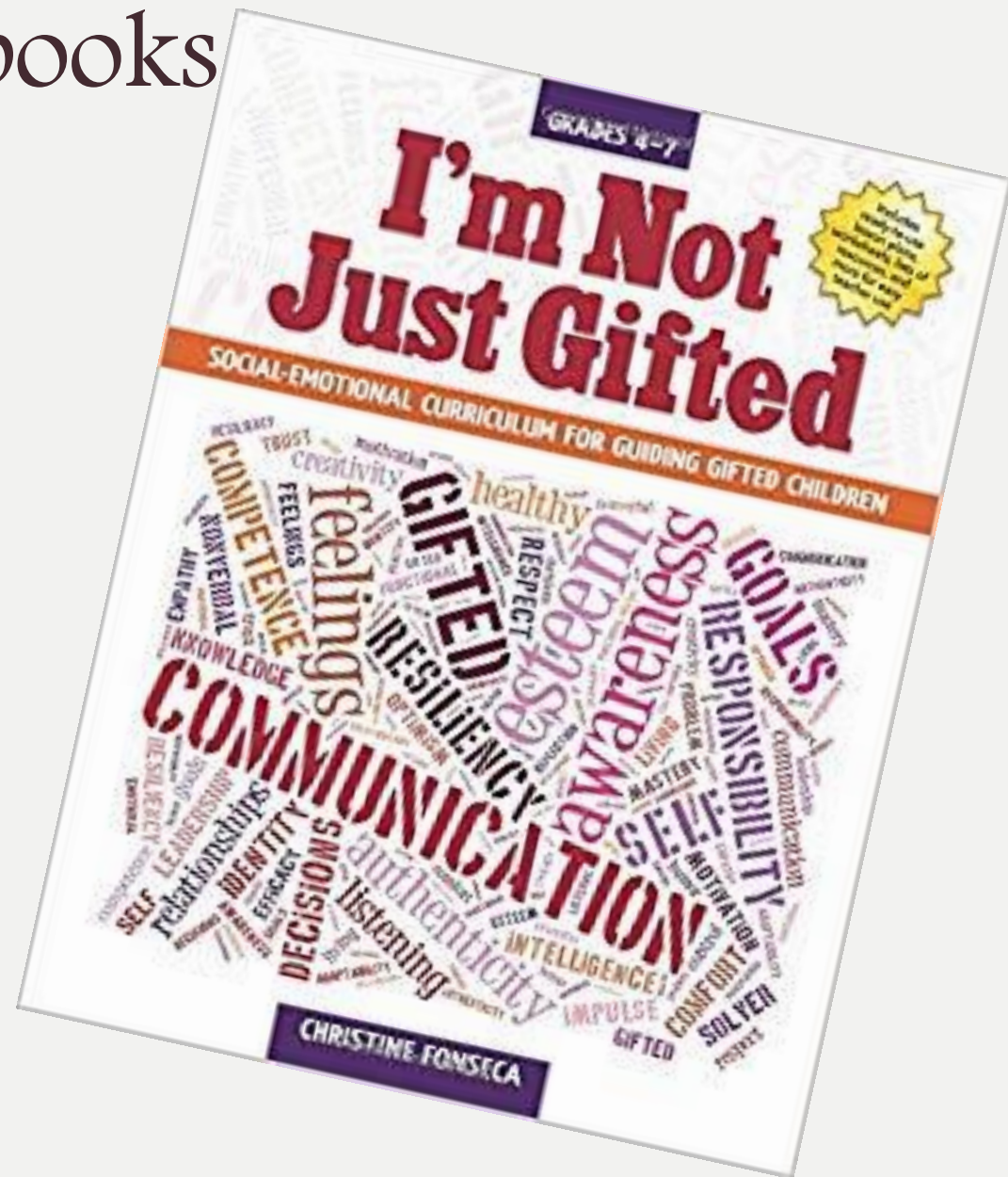
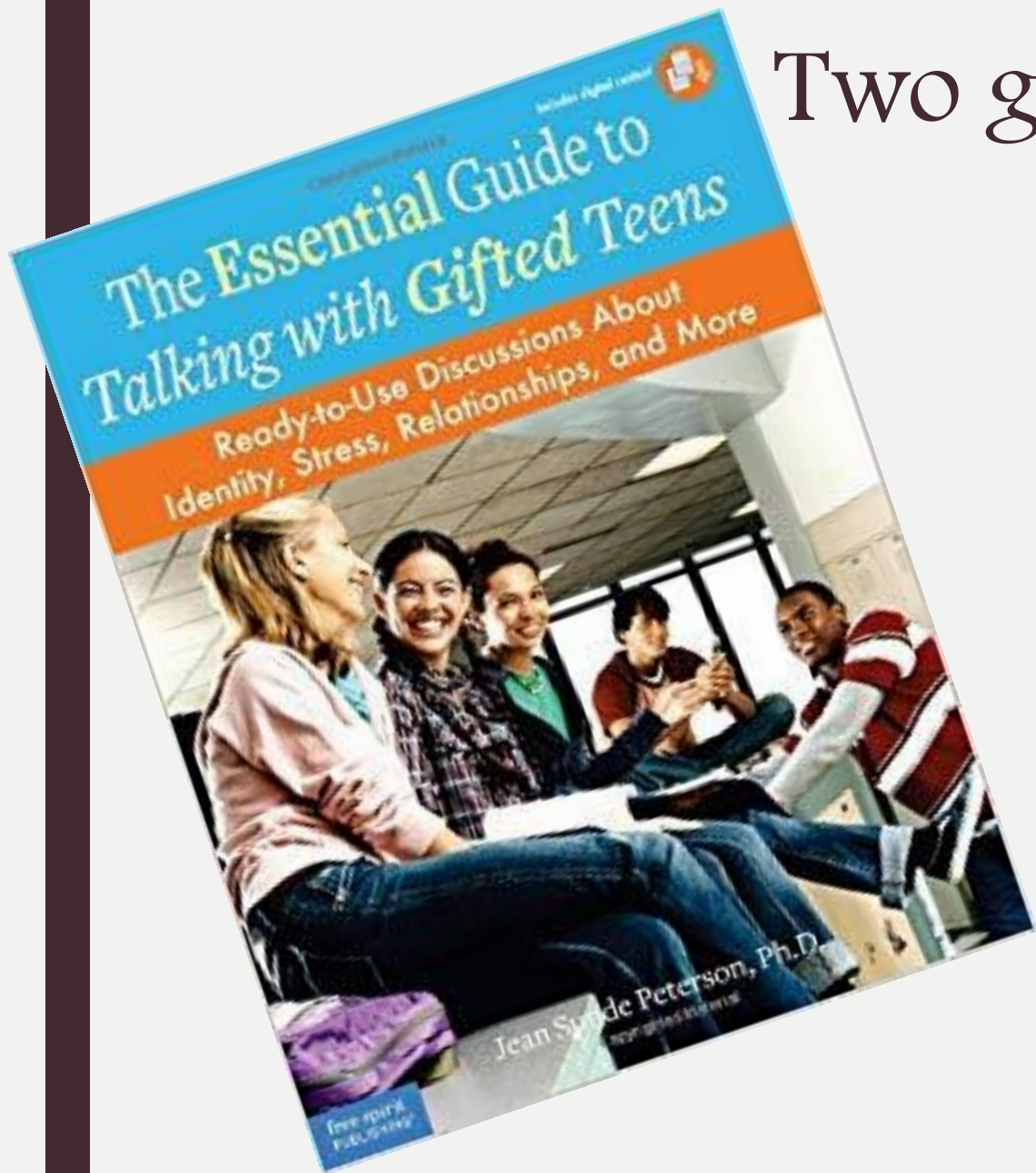
Let's Talk Rules of Engagement

- We are willing to let others know us.
- We talk, listen, and allow for silence.
- We agree to be sincere and always speak from the heart.
- Speak to everyone in the circle.
- We do not talk about people who are not present.
- *We allow everyone to feel valued and accepted.*
- *We keep confidential what is said in the circle.**
- *We are each important to the circle.*

Let's Talk

- How did the facilitator:
 - *establish group trust?*
 - *keep the group focused?*
 - *keep her role as facilitator and not move into “teacher” role?*
- What preparations were needed on the part of the facilitator to hold this dialogue?
- What topics arose during the discussion that might make for good discussion topics in future dialogues?
- What skills were present in the dialogue participants?
- What skills might the facilitator work on with dialogue participants in the future?

Two great books



The Essential Guide to Talking With Gifted Teens

Contents

List of Reproducible Pages / v
Preface / vi

Introduction 1

About This Book / 1
The Nuts and Bolts of Group Work / 5
Leading the Sessions / 9
About the Sessions / 15
Getting Started / 17
A Note for Parents / 20

Focus: Identity 25

General Background / 26
General Objectives / 27
The Sessions
Developing—Similarly and Uniquely / 28
What Does *Gifted* Mean? / 31
Self in Perspective / 35
Façade, Image, and Stereotype / 39
Intensity, Compulsivity, and Control / 42
Learning Styles / 45
Perfectionism / 48
More Than Test Scores and Grades? / 52
Understanding Underachievement / 55
Giving Ourselves Permission / 60
Self-Esteem / 63
Conformity / 67
Influencers / 69
Playing / 72
Being an Interesting Story / 75
When We Need Courage / 78
A Question of Values / 80
Lonely at the Top / 84

Focus: Stress 86

General Background / 87
General Objectives / 88
The Sessions
Sorting Out Stress / 89
Coping with Stress / 92

Sensitivity and Safe Havens / 95
Procrastination / 99
Substance Abuse / 101
Cyber-Networking / 104

Focus: Relationships 107

General Background / 108
General Objectives / 108
The Sessions
Friends / 109
Being Social / 113
Authority / 118
Who Can We Lean On? / 122
Getting What We Need / 124
Gossip, Cyber-Aggression,
and Other Bullying / 128
Relationships with Parents / 132
Relationships with Siblings / 137
Relationships with Teachers / 139
Male and Female / 143
They're Going Out Now / 146
Sexual Harassment / 149
Sexual Behavior / 151
Sexual Aggression / 155
Violence in Relationships / 160
Marriage and Partnership / 163
Tolerance, Compassion, and Altruism / 166

Focus: Feelings 170

General Background / 171
General Objectives / 171
The Sessions
Mood Swings and Mood Range / 172
Sensitivity to Fairness / 175
Disappointed / 177
A Sense of Humor / 179
Angry! / 181
Anxious and Afraid / 186
The Dark Side of Competition / 191
When We Were at Our Best / 193

Proud or Arrogant? / 195
Happy / 197
Loss and Transition / 199
Divorce / 203
Family Gatherings / 206
Dark Thoughts, Dark Times / 208
Eating and Not Eating / 214
Cutting and Other Self-Harm / 218

Focus: Family 220

General Background / 221
General Objectives / 222
The Sessions
Family Communication Style / 223
Family Values / 228
Family Roles / 230
Becoming Separate—But Staying
Connected / 233
Making Predictions / 236

Focus: The Future 239

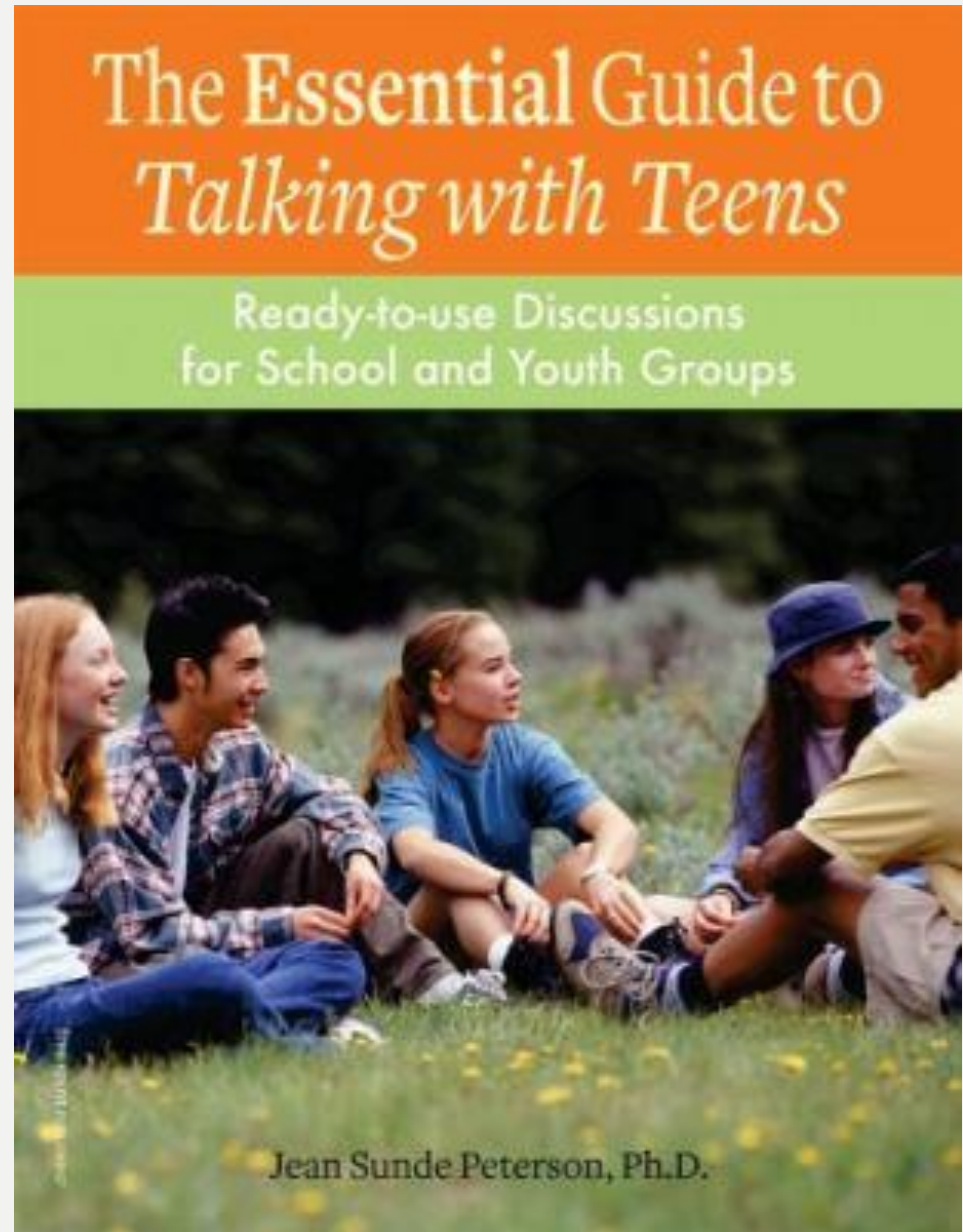
General Background / 240
General Objectives / 240
The Sessions
What Is Maturity? / 241
Satisfaction in Life / 243
Attitudes About Work / 245
Future Lifestyle and Gender
Expectations / 248
Choosing a Career / 252
Asking “Dumb” Questions
About College / 258
Anticipating Change / 261
When and If I'm a Parent / 263

Final Session 265

Ending / 266

Recommended Resources / 270
Index / 278
About the Author / 282

Dr. Peterson also has:



*I'm
not
just
gifted*

Table of Contents

Acknowledgements.....	ix
Introduction	xi

Section I: Overview and Essential Understanding

Chapter 1 Understanding the Social and Emotional Lives of Gifted Children: A Primer.....	3
Chapter 2 The Case for Affective Curriculum	7
Chapter 3 Embedding Affective Curriculum Into the Classroom	9
Chapter 4 Evidence-Based Design and Lesson Overview.....	13

Section II: Social-Emotional Curriculum for Guiding Gifted Students

Chapter 5 Unit I: So I'm Gifted . . . What Does That Mean?	21
Lesson 1: The Meaning of Giftedness	23
Lesson 2: Not Just Gifted	27
Lesson 3: Great Expectations.....	30
Lesson 4: The Story of My Life.....	33
Chapter 6 Unit II: Don't Forget About Emotional Intelligence	35
Lesson 5: Soaring With Strengths	37
Lesson 6: Am I Afraid?	41
Lesson 7: Being Mindful	44
Lesson 8: Understanding Emotions	47
Lesson 9: My Emotional Vocabulary	51
Lesson 10: My Hula Hoop	54
Lesson 11: Understanding Triggers	57
Lesson 12: How Mad Am I?	60
Lesson 13: Being a Creative Problem Solver	63
Chapter 7 Unit III: Daily Habits for Successful Living	67
Lesson 14: The Person in the Mirror.....	69
Lesson 15: I Think I Can.....	73
Lesson 16: I'm Proud of	77
Lesson 17: Failure Isn't the End	79
Lesson 18: Responsible or Not	82

Lesson 19: The Art of Making Decisions	85
Lesson 20: Let's Relax	89
Lesson 21: Overloaded	92
Lesson 22: This Is Stressing Me Out!	95
Lesson 23: A Stroll Through My Stress	98
Lesson 24: All About Balance	102

Chapter 8 Unit IV: The Art of Bouncing Back	107
Lesson 25: New Perspectives.....	109
Lesson 26: 101 Roads.....	111
Lesson 27: The Art of Gratitude	114
Lesson 28: Me and My Friends	116
Lesson 29: Don't Assume.....	119
Lesson 30: My Cheer Squad	122
Lesson 31: Do You Understand Me?.....	126
Lesson 32: Communication Roadblocks.....	128
Lesson 33: Learn to Listen.....	130
Lesson 34: Attributes of a Leader.....	133
Lesson 35: The Sum of Its Parts.....	135

Chapter 9 Unit V: Cultivating Your Talents and Passions	139
Lesson 36: Many Ways To Learn	141
Lesson 37: My Character and Qualities Inventory	145
Lesson 38: Divergence.....	149
Lesson 39: Do What You Love	152
Lesson 40: I Am Enough.....	155
Lesson 41: Strengthening My Weaknesses	160
Lesson 42: Plan Ahead.....	163
Lesson 43: So Many Choices.....	166
Lesson 44: My Path	171
Lesson 45: Mission Possible.....	176

Final Thoughts	181
References	183
Appendix: Standards Tables	187
About Christine Fonseca	193

Let's Talk: Considerations

- Choosing students
- Scheduling – a time, a place, and frequency
- Asking or notifying students, parents
- Gaining permission
- Choosing topics
- Choosing a space
- Your role as Facilitator
- The role of your School Counselor
- Starting out and Rules of Engagement
- Ending the group meetings

Let's Talk Topics.

What are some topics of interest to you?

What are some topics your gifted students
need?

Themes and Topics

Peterson

- Identity
- Stress
- Relationships
- Feelings
- Family
- The Future

Fonseca

- So I'm Gifted – What Does That Mean?
- Don't Forget About Emotional Intelligence
- Daily Habits for Successful Living
- The Art of Bouncing Back
- Cultivating your Talents and Passions

Dr. Peterson's General Guidelines

- We learn how to facilitate a group by doing it. You may want to do some research on listening and responding strategies.
- You do not have to be an expert on all topics.
- Relax and be flexible about the direction of the discussion.
- Be willing to model how to do an activity or how to respond, but only to facilitate replies – too much sharing by the facilitator can actually inhibit responses.
- Enter their world respectfully.
- Check in periodically with group members about how they are feeling about the group.
- Incorporate student suggestions.
- Anything can be processed in the group. That means group members can discuss honestly what just happened – in the present.
- Resist the urge to teach. Be one of the learners.

My thoughts on dialogues

- Put something in the center of the circle to focus on and “talk” to.
- Always start with simple rules of engagement. Always end the session with some sort of closure.
- Insist on confidentiality.
- Never allow anyone to talk about someone who is not present.
- Work toward getting everyone to contribute without making it an issue
- Be sure about controversial subjects – or simply don’t discuss them. If you get in over your head, be honest:
 - *“I think this is a good conversation to include the counselor on,”*
 - *redirect “let’s go back to..” (an earlier point)*
 - *or speak to individuals afterward about talking to the counselor.*

Can We Talk A Little More?

How else could you use dialogues in your current school situation?

Questions? Comments?

Circle of Trust



Grinnel's adaptations

FOCUS Identity

What Does Gifted Mean?

I know that teachers of the gifted feel isolated and misunderstood. They also wonder, "Can I be a good teacher of the gifted?" I want to explore this with teachers and have them look at

Background

I like to begin a group series with at least one other topic before addressing giftedness, per se. Since the focus of this book is on development, discussing development in general—without considering achievement, lack of achievement, or the "gifted" label—conveys that development is a universal phenomenon and that it deserves discussion apart from a person's place on a bell curve of ability. However, the label and the concept of giftedness are both worthy of discussion. The experience of development is likely to be qualitatively different for gifted teens than for others, and the gifted label may feel heavy. The concept and label are also controversial. This session is an opportunity to explore, in a safe setting, how giftedness is interpreted and experienced.

Objectives

- ⊗ Gifted teens understand how ~~giftedness~~ ^{being a teacher of the gifted} is interpreted and identified in their school or other setting.
- ✓ They recognize that *giftedness* and *intelligence* are terms applied to abilities, characteristics, and skills that are valued in a ~~particular culture~~ ^{their school culture}.
- ✓ Through articulating personal strengths, they affirm capabilities and enhance self-esteem.
- ✓ They learn that it is all right to have limitations.
- ✓ They learn more about themselves and become better at assessing themselves realistically.
- ✓ They learn to value their own and others' strengths.

Introductions
"I am..."
table tents.

Suggestions

1. Ask the group what ~~they understand about giftedness~~ ^{it feels like to be a teacher of gifted}. Let them be the teachers. It is important that you find out what they know before offering new information. Some may not have thought much about the concept, may not consider themselves gifted, and may not embrace the term, even if they have been identified for a ~~program~~. Some may wear the label as a badge of honor; others may reject it. Be prepared to explain the ~~program philosophy and identification criteria used in the teens' school(s) or district(s) (if you are aware of those)~~. Offering the following information may help establish a group climate that values genuine thoughts, feelings, and opinions and is not preoccupied with "right" and "wrong" responses.

From J. Peterson
The Essential Guide to Talking with Gifted Teens

★ Be aware that creating an atmosphere of unconditional respect and trust takes time. Receive whatever the students say without judgment or challenge.

Important

Side info but interesting not essential. I used "When Gifted Kids Don't have all the answers" (2015) Ch 4 Being a Gifted Ed. Teacher.

Cultures differ in what is deemed to be gifted. One of my own studies found that U.S.-dominant-culture classroom teachers, when nominating children for a special program, generally valued individual, competitive, conspicuous achievement—looking for verbal assertiveness, “standing out,” and a strong work ethic in classroom work, for instance. These are the same values held by the U.S.-dominant culture as a whole, according to anthropologists. In contrast, representatives of a Latino community mentioned most often arts as a means of expression (not as performance) and humility when identifying “gifted” individuals. In an African American community, representatives mentioned selfless service to community and handiwork most. In an American Indian settlement, residents declined to identify anyone as gifted, since they did not believe in standing out, although they respected individuals who could be comfortable in both white and Indian cultures “without assimilating.” Adaptability was most highly valued by recent Asian immigrants, who often mentioned the importance of education in the United States in that regard. In a low-income white community, both adults and high school students placed the highest value on nurturing of children and service to others. Overall, participants from the nonmainstream cultures valued “nonbookish” wisdom, not knowledge. It is important to recognize that the cultural values of one group are not better or worse than others, just different. Your group might find it interesting that all cultures do not necessarily value, and thrive in, a highly competitive school culture that demands intelligence and talents be demonstrated.

(Right Column) teaching

③ Have the students list on paper their personal strengths—what they can count on, have confidence in, or trust about themselves, both as they interact with others and when they are alone (read the following list, if needed). You might ask, “What do other people value in you?” Encourage them to share their lists. Tell the students they will need to speak or write about themselves with confidence during job interviews, on scholarship applications, and in college-application essays. Students whose cultures value humility, rather than self-promotion, may find this exercise difficult. Acknowledge potential cultural differences, but without making assumptions. U.S.-dominant-culture teens may not have considered that some cultures do not value standing out.

② What are the common expectations at your school for the “Gifted Teacher”?

③ What characteristics should a teacher of the gifted have?

- | | |
|---------------|-------------------------------|
| organized | a good listener |
| responsible | kind |
| compassionate | energetic |
| personable | even-tempered |
| patient | an eager learner |
| athletic | a good dancer |
| helpful | not moody |
| intelligent | good sense of humor |
| witty | verbal or mathematical skills |

(Left Column)

mechanical gifts musical or other artistic talent
good with elderly people and/or young children

Important

Teens usually are willing to share their lists, even when the group is just beginning. Contributions help build a group. However, remind the group that they always have the right to "pass" if uncomfortable about responding to a question or participating in an activity.

⑤ Connect these -
Left to Right Column.
Are there similar characteristics that you have?

④ Have the students list on paper their characteristics, habits, and flaws that the following list, if needed). List more limitations than the group for opinions about why

- keep tl
- Encour
- strengt
- this mi
- unmoti
- spreadi
- impatie
- messy
- trouble
- naive

⑥ What do you bring to the profession (teaching gifted students)?
What are you proud of?
What do you want to enhance or improve?

- trouble with authority
- not a team player
- bossy
- easily distracted
- self-critical
- impulsive

- 4. Some th
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- per se.)

⑦ Closure.

A statement of strength, "I am..."

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- you kno
- Do other
- the grou

quality. Others believe there are
Theory of Multiple Intelligences
ntifies several intelligences,
he "Thirteen Intelligence
ank the items, according to
strong in, as well as at least
sheet lists more intelligences
o generate discussion of
ot necessarily intelligences,

ing active listening, divide the
t something they enjoy or are
board (for example, What do
it? Could it turn into a career?
you?). Then each student tells
g interest. Finally, ask students
r partner showed interest—

- 6. For closure, ask the students which strengths and limitations were common in the group. Then ask, "How did it feel to talk about your strengths and limitations?" If you included the partnering activity, ask the group how they felt during it. If you used activity sheets, dispose of them or add them to group folders.