

Can we talk?

Facilitating dialogues with gifted students

Welcome!

While you are waiting for the session to begin, type into the chat where you are Zooming from today.

Can we talk?

Facilitating dialogues with gifted students



Dr. Jennifer Groman
Associate Professor
Ashland University

jgroman@ashland.edu

Visiting Lecturer
McNeese State University



SENG Online Annual Conference
July 22, 2022



Today's Session

You will learn to facilitate a small-group dialogue discussion that can be used to support gifted students' social, emotional, and guidance needs.

- I will facilitate a very short model dialogue in a fishbowl format.
- Discussion about the model dialogue.
- Sharing processes, topics, strategies for planning and facilitating a dialogue with students.

Let's Talk Volunteers.

I need 4 people who are:

- A. Willing to have your camera on during the small group dialogue
- B. Willing to talk
- C. Willing to listen
- D. Willing to do A, B, and C at the same time

If you want to volunteer, put your name in the chat.

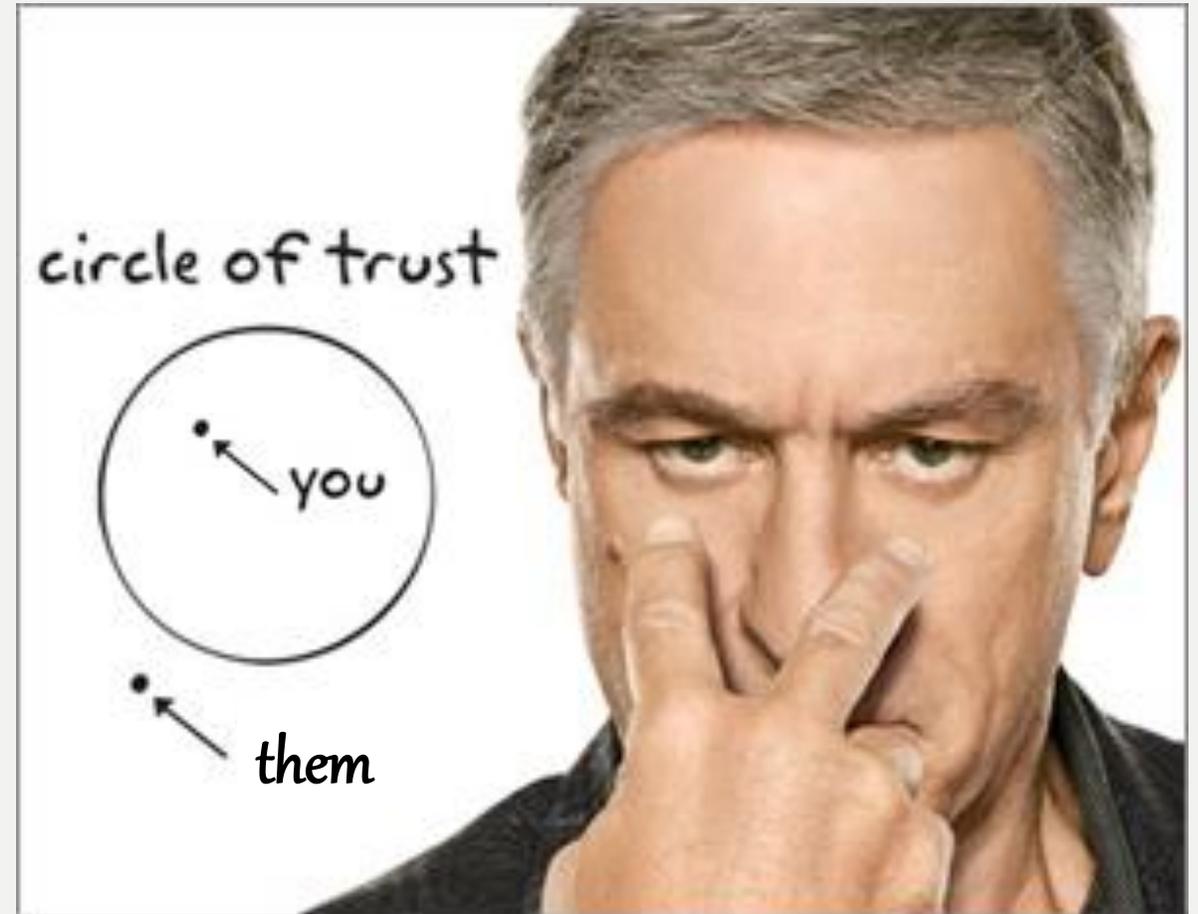
The first four names will be participants in the model dialogue discussion.

Please have your camera on during the dialogue.

4 Volunteers

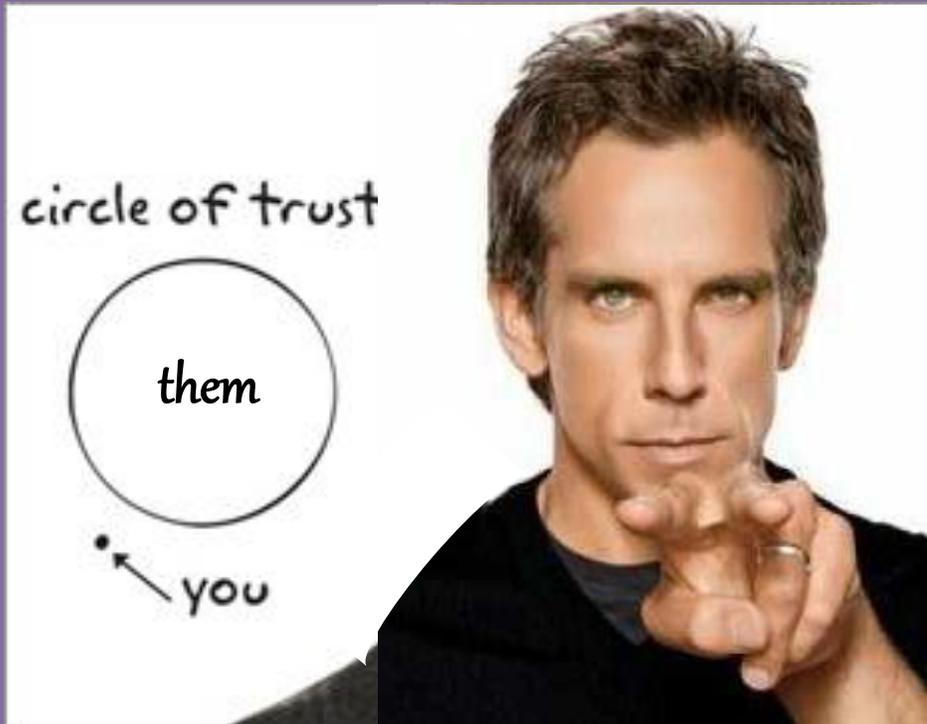
“Inside the Circle”

- Turn your camera on
- While Jennifer speaks to those Outside the Circle, download the handout from the link in the chat.
- Read the statements about stress on the first page. Choose one that is impactful to you and be prepared to read it aloud with our introductions.
- Have a blank sheet of paper.



Outside the circle

Here are some things to look for I will paste them into the chat for you:



- Turn your camera off.
- View this short dialogue critically. Jot notes:
- What do you notice about the facilitator's role?
 - *In establishing group trust?*
 - *In keeping the group focused?*
 - *And how it is different from a traditional "teacher" role?*
- What preparations do you think were needed by the facilitator to hold this dialogue?
- What do you notice about the format of the dialogue from start to finish?





Thank you!

Turn your camera on/off as you wish.

Thank you!

Let's Talk

- What did you notice about the facilitator's role?
 - *In establishing group trust?*
 - *In keeping the group focused?*
 - *And how is it different from a traditional “teacher” role?*
- What preparations do you think were needed by the facilitator to hold this dialogue?
- What do you notice about the format of the dialogue from start to finish?

The Dialogue Activity

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

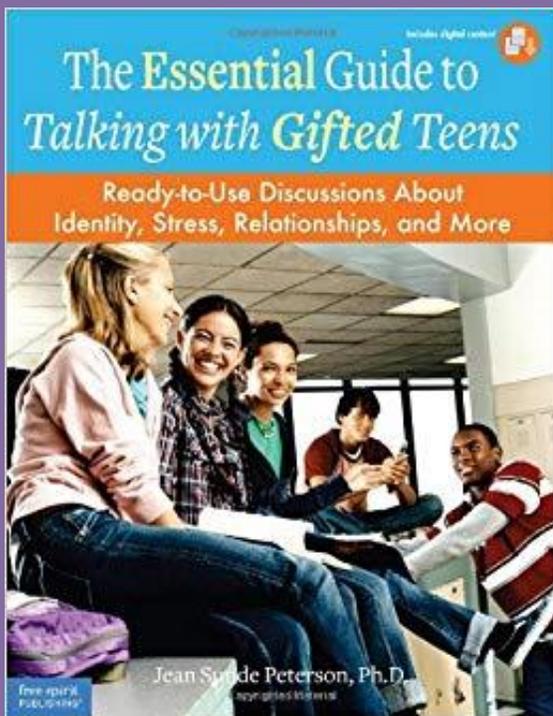
Dialogue Rules of Engagement

1. We are willing to let others know us.
2. We talk, listen, and allow for silence.
3. We agree to be sincere and always speak from the heart.
4. We speak to everyone in the circle.
5. We allow everyone to feel valued and accepted.
6. We do not talk about people who are not present.
7. We keep confidential what is said in 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 can hear how sad 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 voice is telling me . . .”)

The Essential Guide to Talking With Gifted Teens



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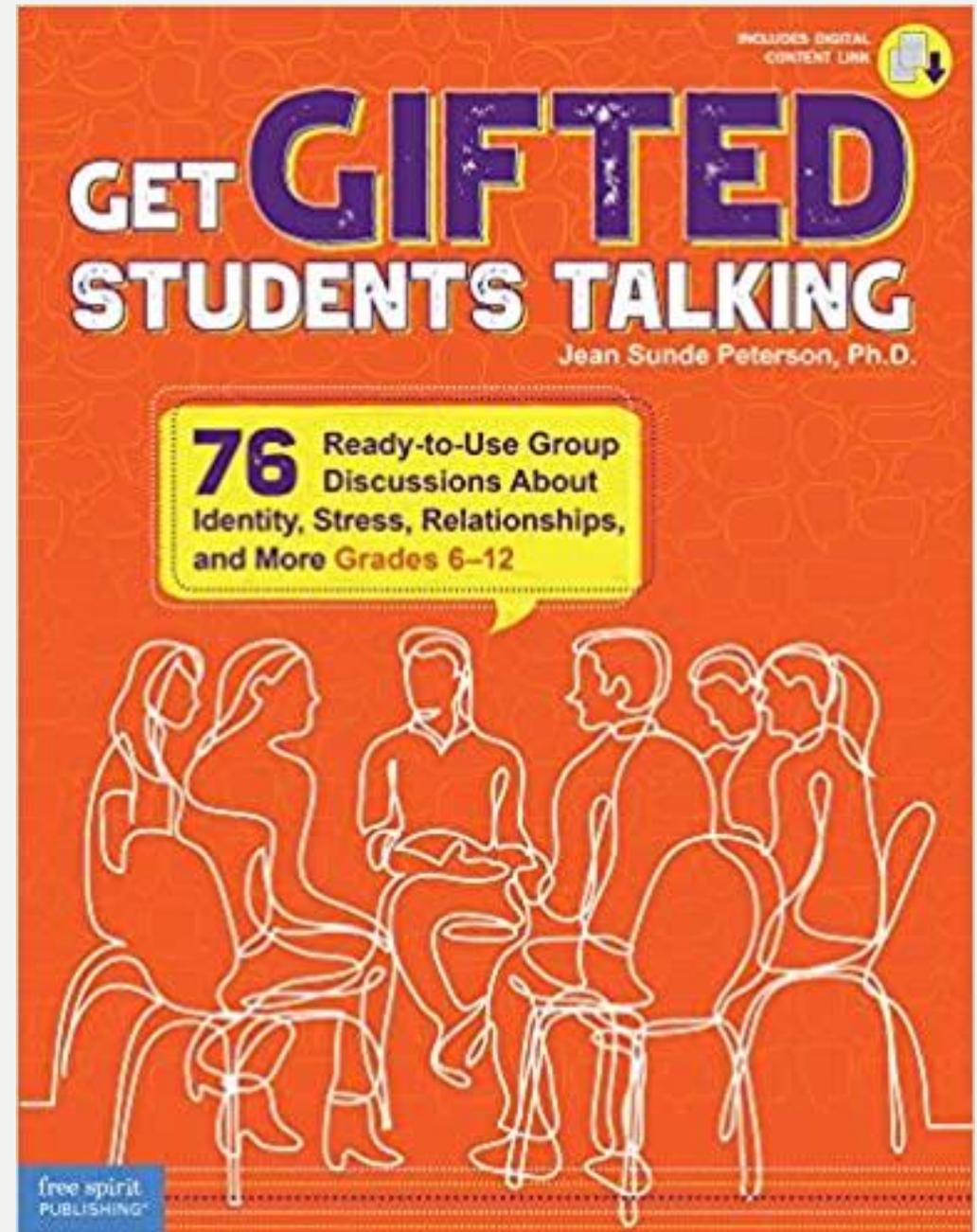
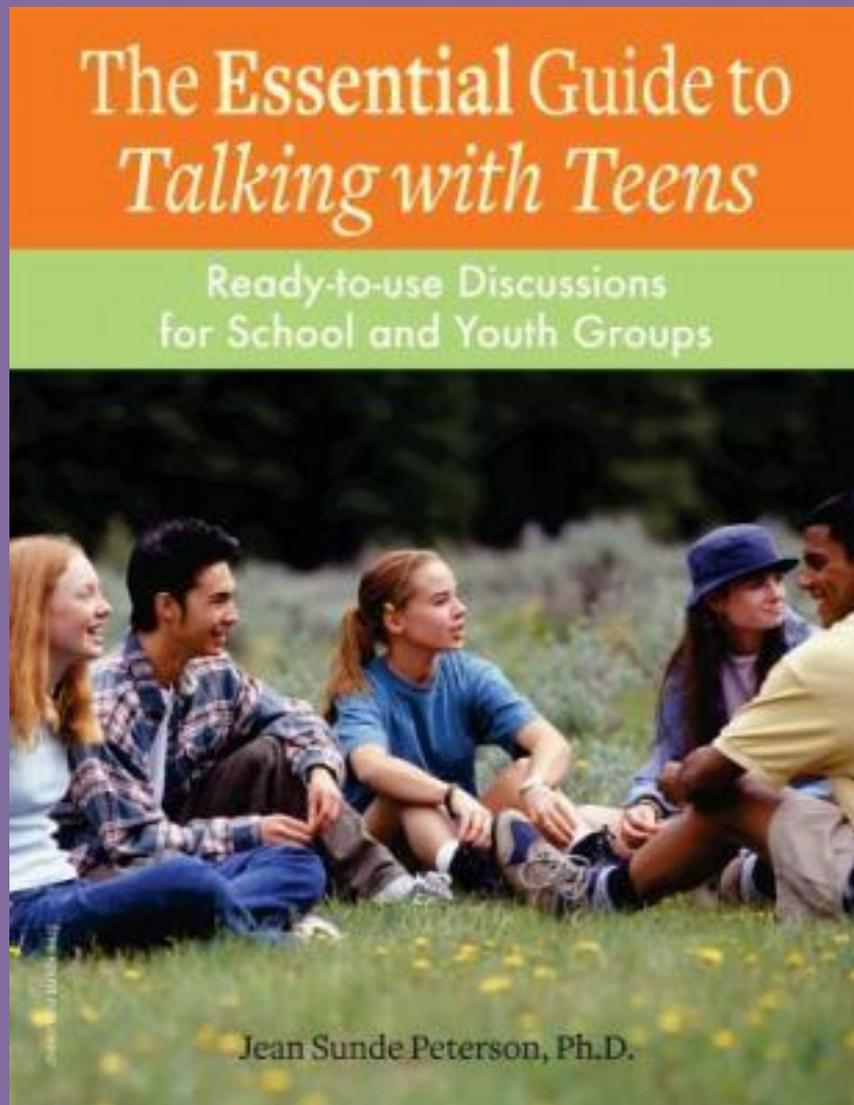
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Dr. Peterson also has:



I'm Not Just Gifted

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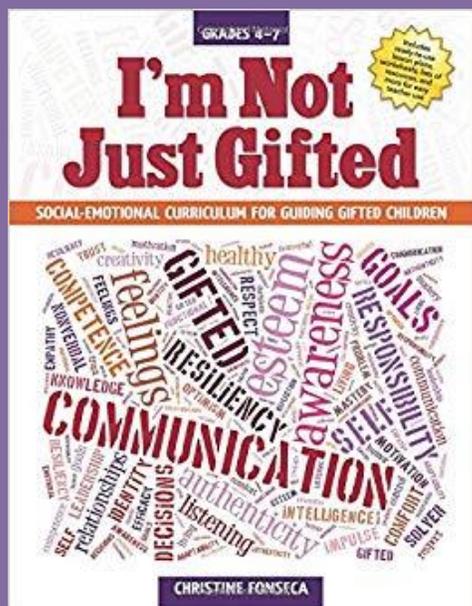
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Let's Talk: Considerations

- The role of your School Counselor
- Choosing students, small group of 4-8
- Choosing topics
- Scheduling – a time, a place, and frequency
- Choosing a space
- Asking or notifying students
- Gaining permission from parents
- Your role as Facilitator
- Starting out and Rules of Engagement
- Ending the group meetings

Dr. Peterson's General Guidelines

- Just do it!
- No expertise needed.
- Relax.
- Be flexible.
- Share sparingly.
- Enter their world respectfully.
- Check-in periodically
- Use student suggestions.
- Anything can be processed in the group.
- Resist the urge to teach.

My thoughts on dialogues

- The center of the circle.
- Use a routine to start and end.
- Insist on confidentiality.
- Out of sight...
- Plan for extraverts *and* introverts.
- Research.
- 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.*

Questions?

Comments?

A link to the presentation is in the chat.

What other ways could you use dialogues in your current school situation?

A link to the presentation is in the chat.

Helpful Resources

Ohio Social and Emotional Learning (SEL) Standards

Fonseca, C. (2015). *I'm not just gifted: Social-emotional curriculum for guiding gifted children*. Prufrock Press.

Peterson, J. S. (2007). *The essential guide to talking with gifted teens*. Free Spirit Press.

Peterson, J. S. (2019). *Get gifted kids talking*. Free Spirit Press.

Peterson also has a similar book on talking with the general population of teens.

Circle of Trust



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Dr. Jennifer Groman

Ashland University

jgroman@ashland.edu

SENG Virtual Conference

July 18, 2022