

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



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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.

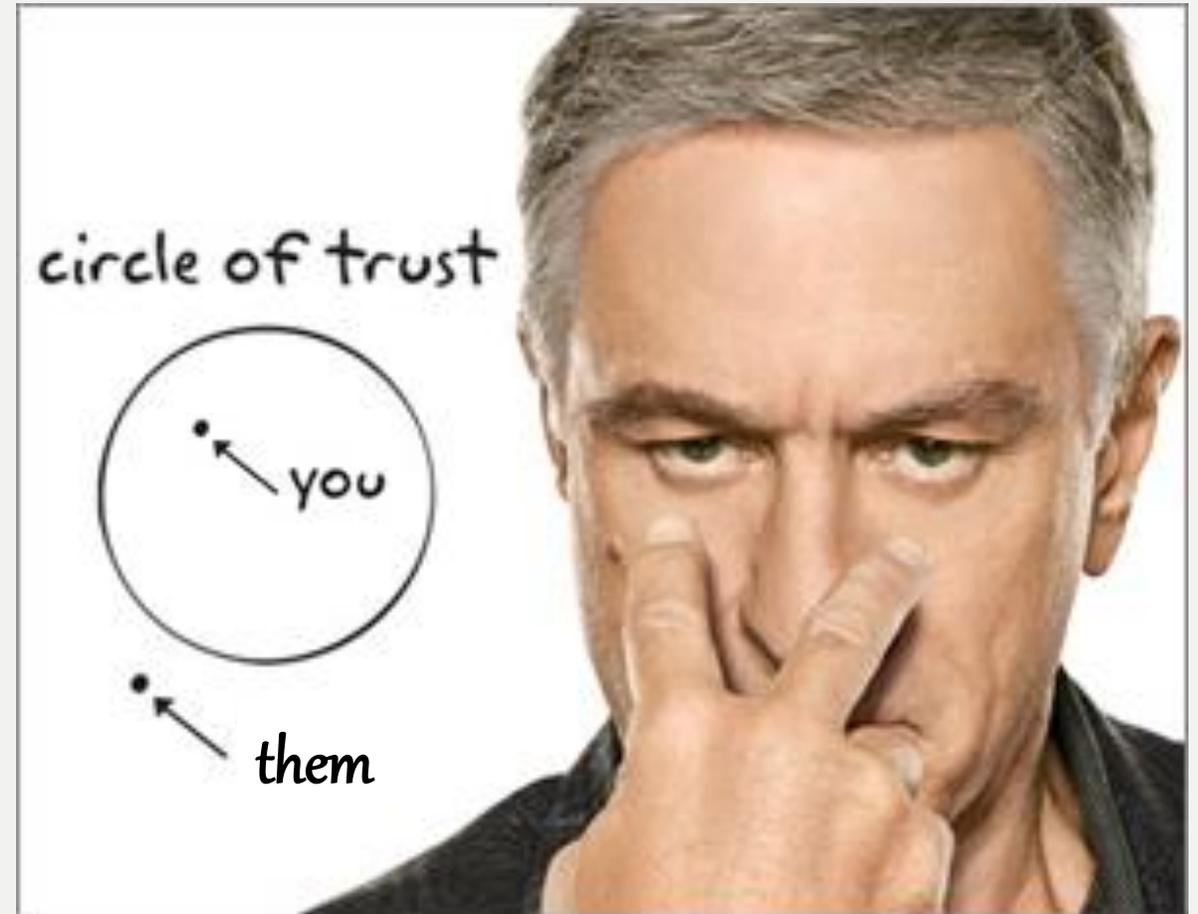
The first four names will be participants in the model dialogue discussion.

Please have your camera on during the dialogue.

4 Volunteers

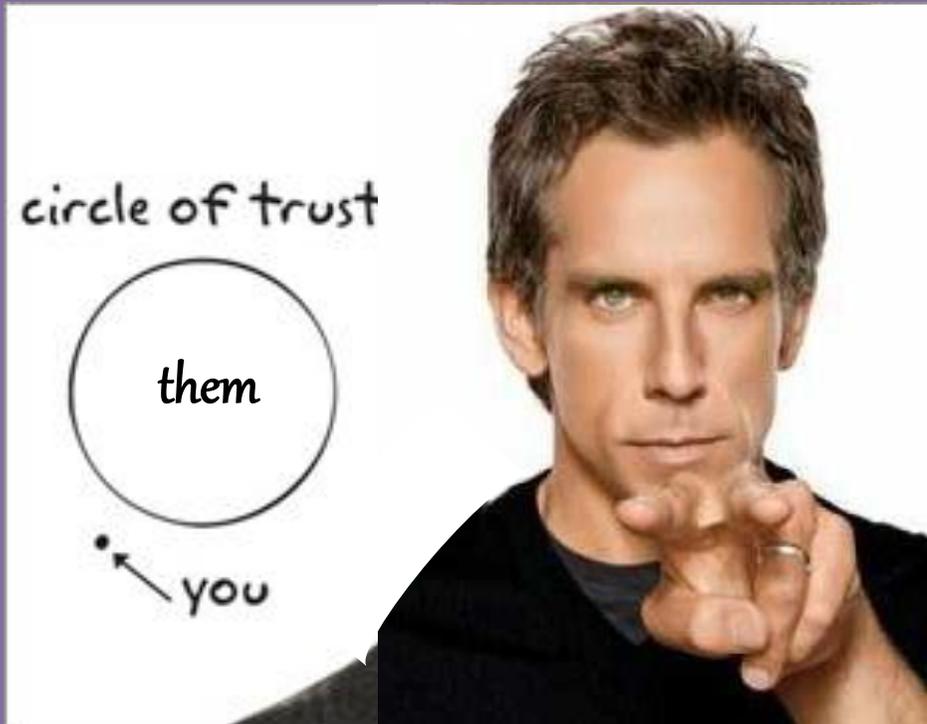
“Inside the Circle”

- 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

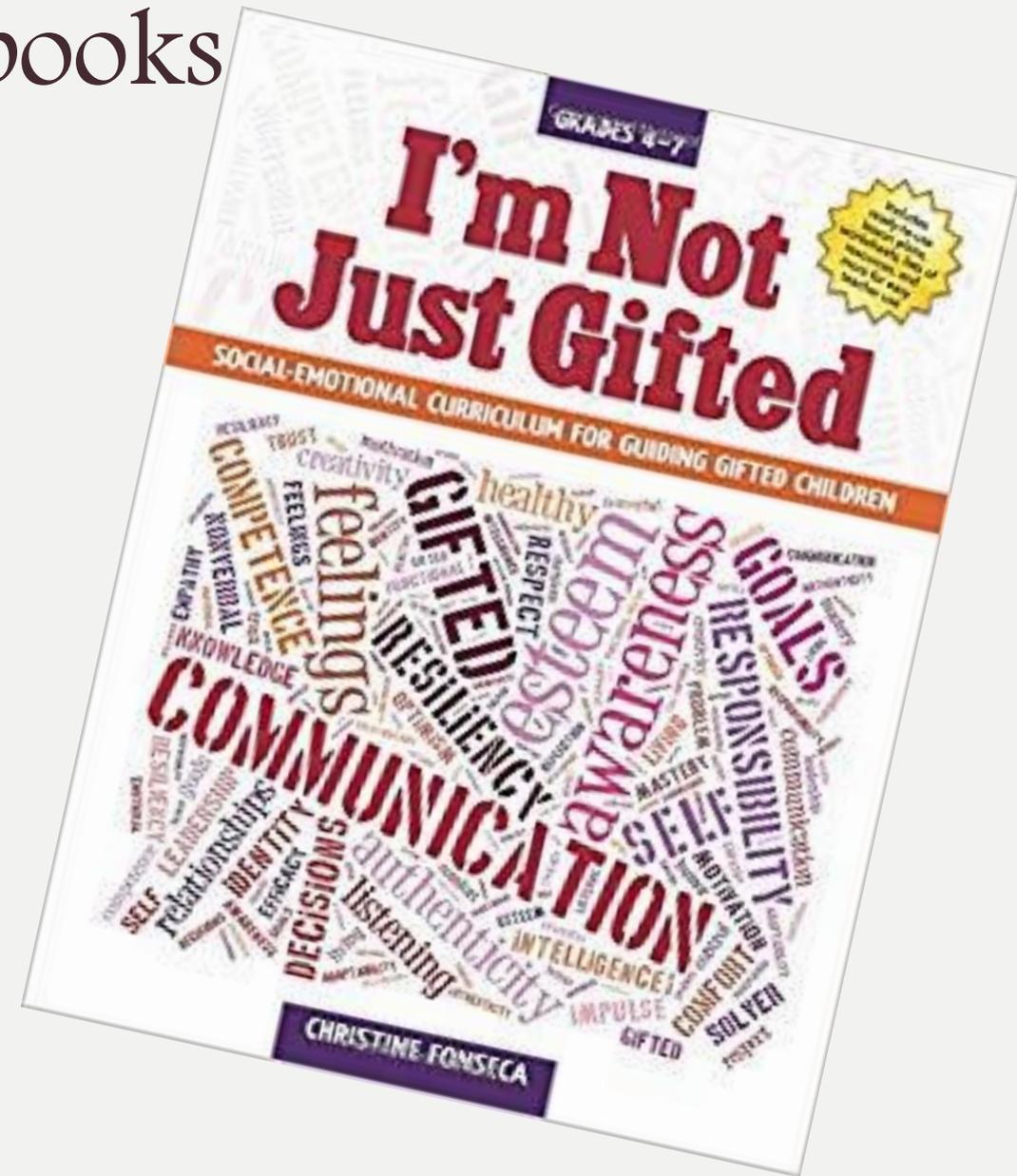
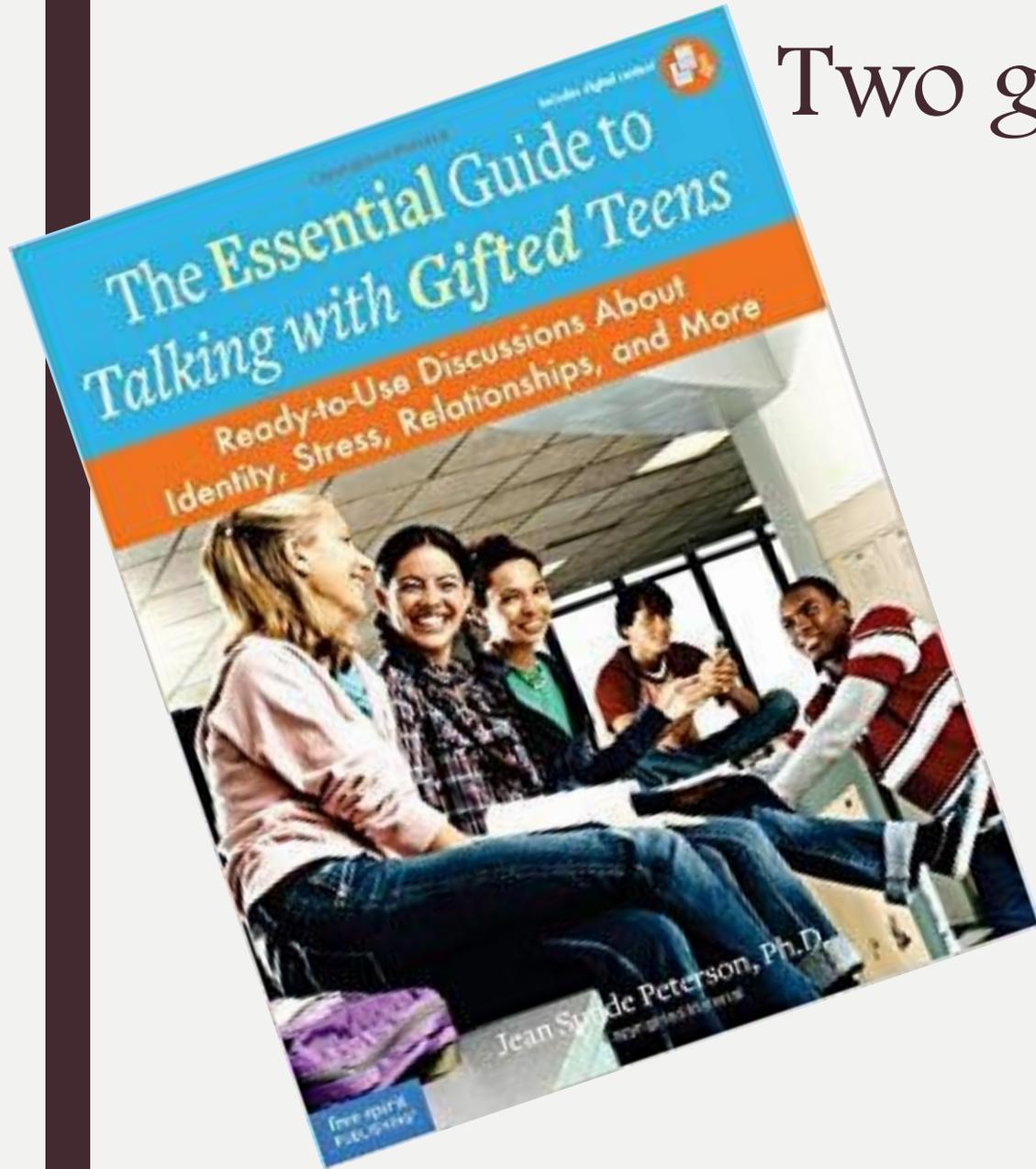
Dialogue Rules of Engagement

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.

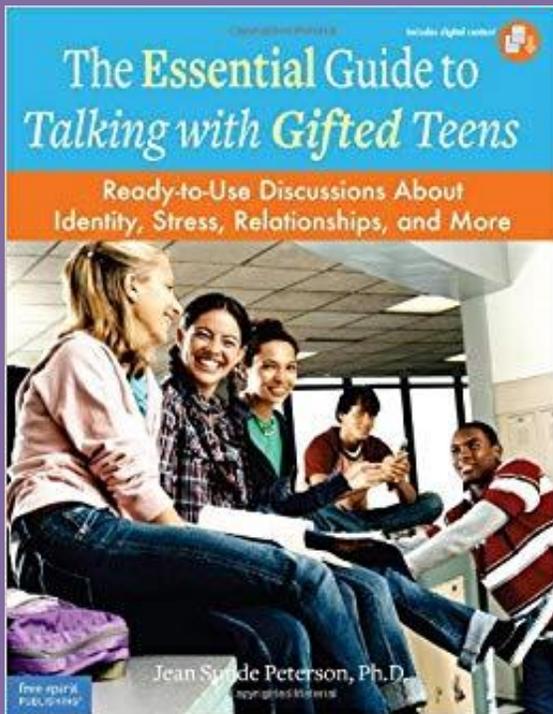
Let's Talk Skills

- 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 . . .”)

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

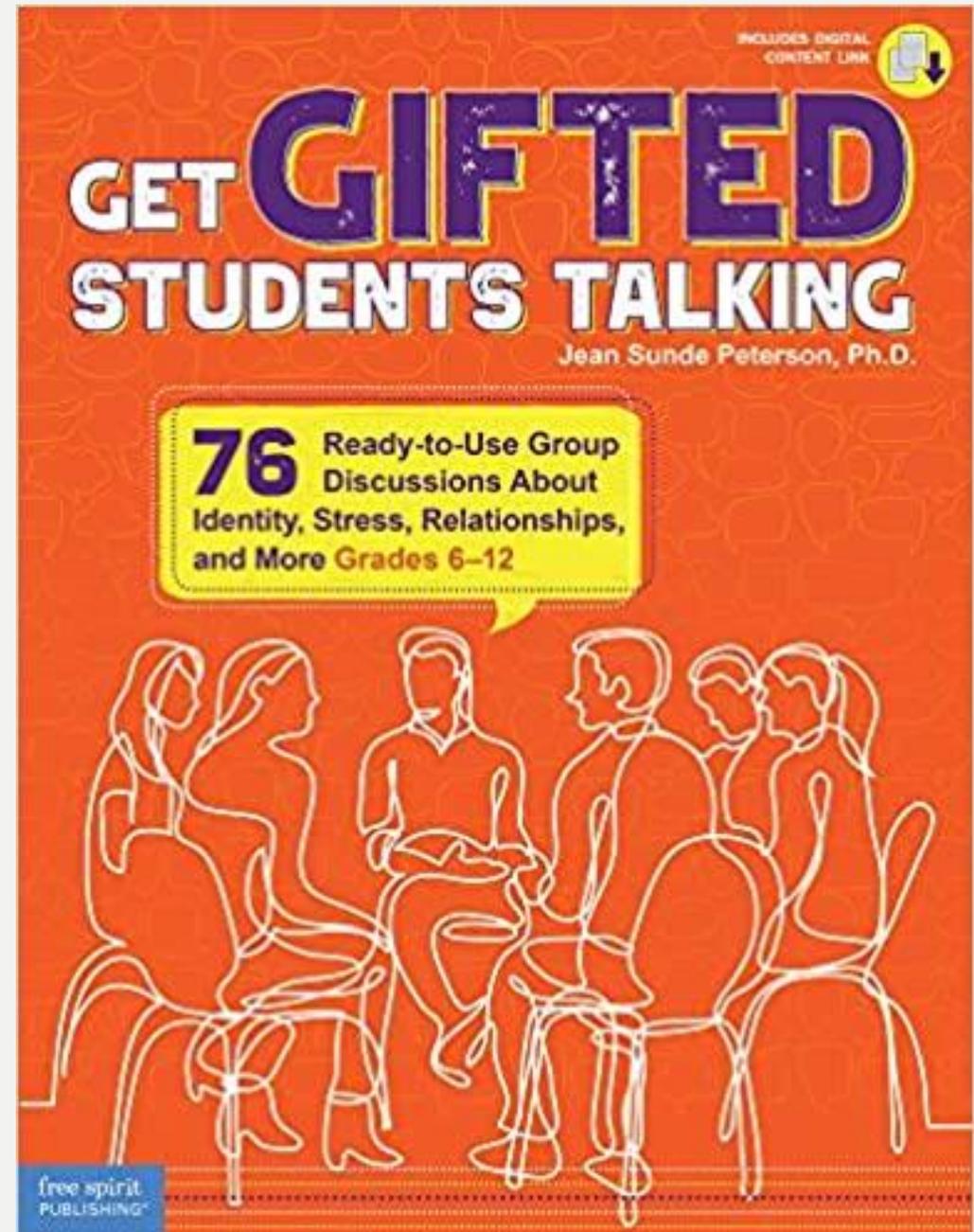
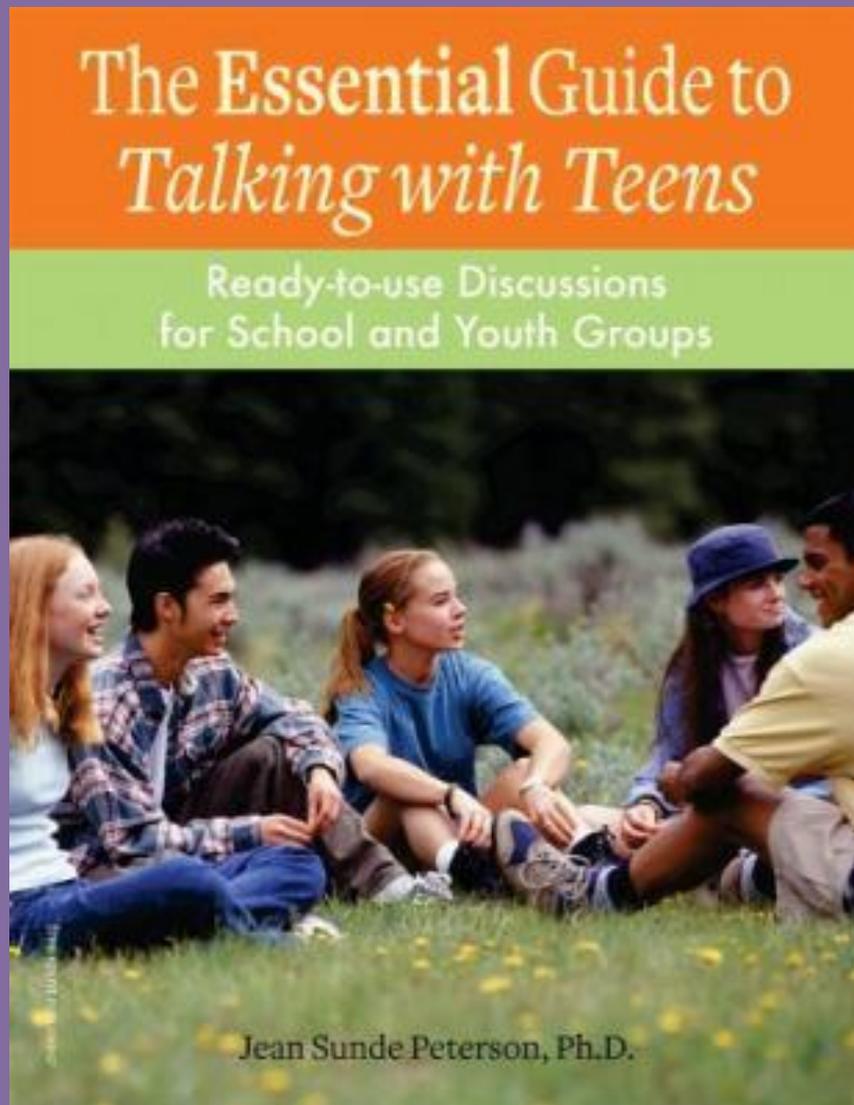
General Background / 240
General Objectives / 240
The Sessions
What Is Maturity? / 241
Satisfaction in Life / 243
Attitudes About Work / 245
Future Lifestyle and Gender
Expectations / 248
Choosing a Career / 252
Asking “Dumb” Questions
About College / 258
Anticipating Change / 261
When and If I’m a Parent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

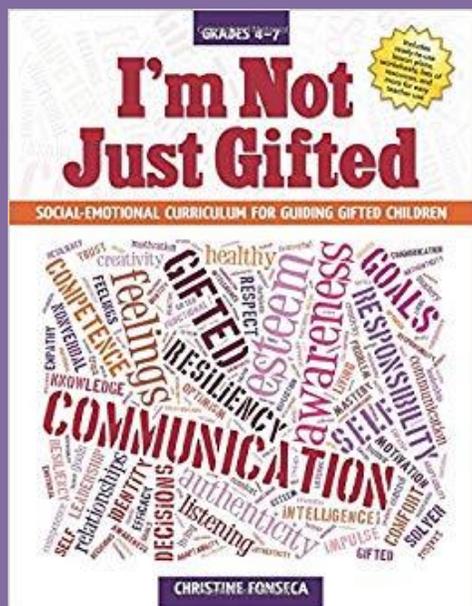
Chapter 5 Unit I: So I'm Gifted . . . What Does That Mean?	21
Lesson 1: The Meaning of Giftedness	23
Lesson 2: Not Just Gifted	27
Lesson 3: Great Expectations.....	30
Lesson 4: The Story of My Life.....	33
Chapter 6 Unit II: Don't Forget About Emotional Intelligence	35
Lesson 5: Soaring With Strengths	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

- 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

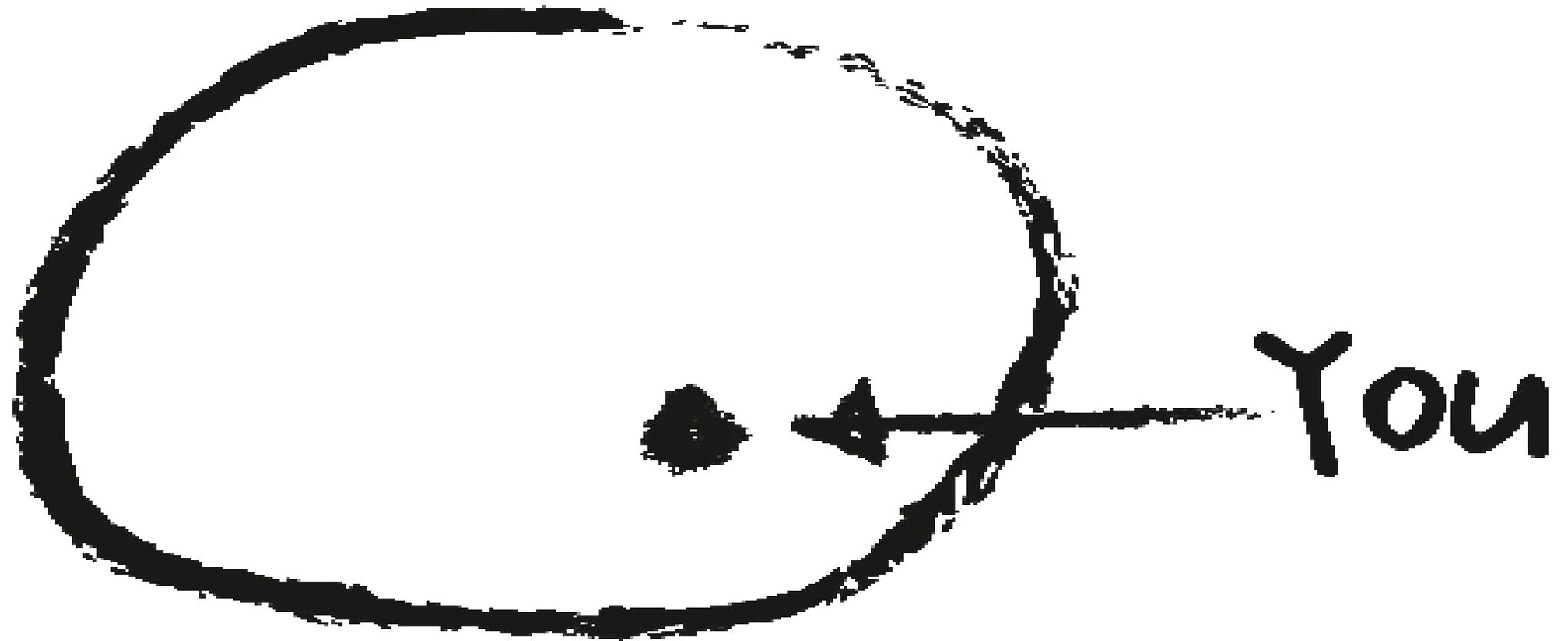
Fonseca, C. (2015). *I'm not just gifted: Social-emotional curriculum for guiding gifted children*. Prufrock Press.

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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