



School of Education

EDST5807  
Social and Emotional Development of  
Intellectually Gifted Students

Term 2, 2019





## STUDENT LEARNING OUTCOMES

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Outcome		Assessment/s
1	Demonstrate a proficient understanding of issues in the social-emotional development of intellectually gifted students.	1, 2



## 6. COURSE CONTENT AND STRUCTURE

Module	Topic
TOPIC 1	Social and Emotional Learning: Dispelling Myths & Nurturing Social-emotional Characteristics & Needs
TOPIC 2	Moral Reasoning & Empathy in Gifted Children: Strategies to Support Social-emotional needs
	Growth
	Implications of Underachievement: Strategies for Achievement
TOPIC 5	Asynchrony & Exceptionality: Acceleration for Intellectual & Emotional Growth
	<b>July 5<sup>th</sup> Assignment 1 due 5pm</b>
TOPIC 6	Perfectionism or Pursuit of Excellence?
TOPIC 7	
TOPIC 8	

## 7. RESOURCES

There is no required text for this course, but one of the books recommended below might address your individual requirements.

There are two Compulsory Pre-course readings if you have not read these before.

Gagné, F. (2008). Building gifts into talents: Overview of the DMGT.

<http://www.templetonfellows.org/program/francoysgagne.pdf>

Gagné, F. (2007). *Ten commandments for academic talent development*, Gifted Child Quarterly, 51(2), 93-118.

[https://www.researchgate.net/publication/249827397\\_Ten\\_Commandments\\_for\\_Academic\\_Talent\\_Development](https://www.researchgate.net/publication/249827397_Ten_Commandments_for_Academic_Talent_Development)

### *Required Readings*

See online list in Moodle website for each topic. These are needed for your first assignment too.

### *Recommended Books or Readings*

*Those with asterisks are most recommended, but you are not required to purchase texts.*

Adelson, J. L., & Wilson, H. E. (2009). *Letting go of perfect: Overcoming perfectionism in kids*. Waco, TX: Prufrock Press.

Daniels, S., & Piechowski, M. M. (2008). *Living with intensity: Understanding the sensitivity, excitability, and the emotional development of gifted children, adolescents, and adults*. Scottsdale, AZ: Great Potential Press.

Delisle, J., & Galbraith, J. (2002). Minneapolis, MN: Free Spirit Publishing.

Dweck, C. S. (2008). *Mindset: The new psychology of success*. New York: Ballantine Books Inc.

Fonseca, C. (2010). *Emotional intensity in gifted students: Helping kids cope with explosive feelings*. Waco, TX: Prufrock Press.

\*Gross, M. U. M. (2004). *Exceptionally gifted children (2<sup>nd</sup> ed.)*. London: RoutledgeFalmer

\*Gross, M. U. M. (2010). *Miraca Gross in her own write: A lifetime in gifted education*. Sydney: GERRIC. The book is a collection of journal articles and chapters from edited books that have been published over the last 20 years that focus on selected themes in gifted education including social-emotional development.

Halstead, J. W. (2009). *Some of my best friends are books: Guiding gifted readers from preschool to high school: A guide for parents, teachers, librarians, and counsellors (3rd edition)*. Scottsdale AZ: Great Potential Press, Inc.

\*Hebert, T. P. (2010). *Understanding the social and emotional lives of gifted students*. Waco, TX: Prufrock Press.

Jarvis, J. (2014). Supporting diverse gifted students. In M. Hyde, L. Carpenter & R. Conway (Eds).

*Diversity, Inclusion & engagement (2nd Ed.) (p. 297-316)*, South Melbourne, Australia: Oxford University Press.

Kennedy, D., Banks, R., & Grandin, T. (2011). *Bright not broken: Gifted kids, ADHD, and Autism*. San Francisco: Jossey-Bass. See more at: <http://sengifted.org/resources/resource-library/>

Mendaglio, S. (2008). Scottsdale, AZ: Great Potential Press.

Mendaglio, S., & Peterson, J. S. (Eds.) (2006). *Models of Counseling Gifted Children, Adolescents, and Young Adults*. Waco, TX: Prufrock Press.

Neihart, M., Reis, S. M., Robinson, N. M., & Moon, S. M. (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.

Pfeiffer, S. I. (2012). *Serving the Gifted: Evidence-based clinical and psychoeducational practice*. New York: Routledge. See more at: <http://sengifted.org/resources/resource-library/>

Piechowski, M. (2006).



### *Course Expectations*

Prior teaching experience is required to complete this course. Students are expected to read the assigned readings, view all online resources and announcements, work through each topic each week or faster (at your own pace) and complete the assessment tasks by the due dates.

### **Assessment Details**

#### **Assessment 1:**

Reading responses: 2000 words, 40%

**Due: July 5<sup>th</sup> at 5pm**

**Readings:** Read all the **required readings** and **choose four required readings** from the list of 10 required readings. There is one required reading for each of the ten topics in the course. Topic 10 has a choice of one from two required readings.

**Introduction:** Provide an introductory paragraph clearly outlining and justifying the chosen readings/topics in relation to your own teaching experience and educational context.

**Structure:** The reading response will be organised around the **6Rs framework**, so will involve 1) Reading, 2) Reviewing, 3) Reflecting, 4) Responding, 5) Requestioning, and 6) Referencing the four chosen readings. See below for a brief description

**Assessment 2:**

Planning, implementing, and evaluating programmes, models, and/or strategies: 4000 words, 60%

**Due August 11<sup>th</sup> at 5pm**

**Background:** Provide a one-page outline of the background context of the school that you are working in using pseudonyms or create a context from a previous school you have taught in if you are not currently working in a school. Include: the type of school, the location, the number of students, the number of teachers, the type of curriculum, the social-emotional learning needs, topic/subject area, teacher expertise, strategies currently used, and relevant programmes currently run in the school.

**Critique of programme, model, and/or strategies:**

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Student Name:

Student No.:

Assessment Task: 1: **Reading responses**

**SPECIFIC CRITERIA**

|(-)—————> (+)|

Demonstrated understanding of the question, issues or key concepts  
Provided an introductory paragraph clearly outlining and justifying the  
chosen reading/topic/issue.

