

As We Gather

Take a Moment to Reflect

1. What contributes to happiness for the gifted?
2. Can school or parents do anything to increase the chances of children thriving and being happy today and as adults?
3. What is “*the good life*” for a gifted individual?

Friendship, Character, Spirituality, Integrity: Paths to Overall Wellbeing

National Association for Gifted Children
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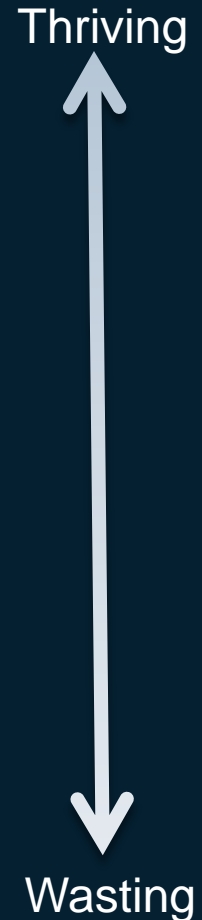
EASTERN MICHIGAN UNIVERSITY

Overarching Questions

1. What contributes to happiness for the gifted?
2. Can school or parents do anything to increase the chances of children being happy today and as adults?
3. What is the *good life* for a gifted individual?

Long-term Vision for Gifted

- Thrive across their life span
- To lead a good and integral life
 - Happiness and life satisfaction
 - Fully develop potential
 - Use talents in a meaningful way
 - Have close personal relationships



Giftedness

All
Places



Varied
Interests



Of All
Ages



The Path to Thriving for the Gifted



THE PATH TO THRIVING FOR THE GIFTED



THE PATH TO THRIVING FOR THE GIFTED



Is Talent Development Enough?



DEFINING GIFTEDNESS AND TALENT DEVELOPMENT

Differentiated Model of Giftedness and Talent – François Gagné, 1999

Top 10%

NATURAL ABILITIES (NAT)

DOMAINS

Intellectual (IG)

Fluid reasoning (induct./deduct.),
crystallized verbal, spatial,
memory, sense of observation,
judgment, metacognition.

Creative (CG)

Inventiveness (problem-solving),
imagination, originality (arts),
retrieval fluency.

Socioaffective (SG)

Intelligence (perceptiveness).
Communication (empathy, tact).
Influence (leadership, persuasion).

SensoriMotor (MG)

S: visual, auditory, olfactive, etc..
M: strength, endurance,
reflexes, coordination, etc..

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Talent
Top 10%

SYSTEMATICALLY DEVELOPED SKILLS (SYSDEV)

FIELDS (relevant to school-age youths)

Academics: language, science,
humanities, etc..

Arts: visual, drama, music, etc..
Business: sales, entrepreneurship,
management, etc..

Leisure: chess, video games,
puzzles, etc..

Social action: media, public
office, etc..

Sports: individual & team.

Technology: trades & crafts,
electronics, computers, etc..

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DEVELOPMENTAL PROCESS

Informal/formal learning & practicing (LP)

Talent
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DEVELOPMENTAL PROCESS

Informal/formal learning & practicing (LP)

+

-

ENVIRONMENTAL (EC)

Milieu: physical, cultural, social, familial, etc..
Persons: parents, teachers, peers, mentors, etc..
Provisions: programs, activities, services, etc..
Events: encounters, awards, accidents, etc.

Talent
Top 10%

SYSTEMATICALLY DEVELOPED SKILLS (SYSDEV)

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(relevant to school-age youths)

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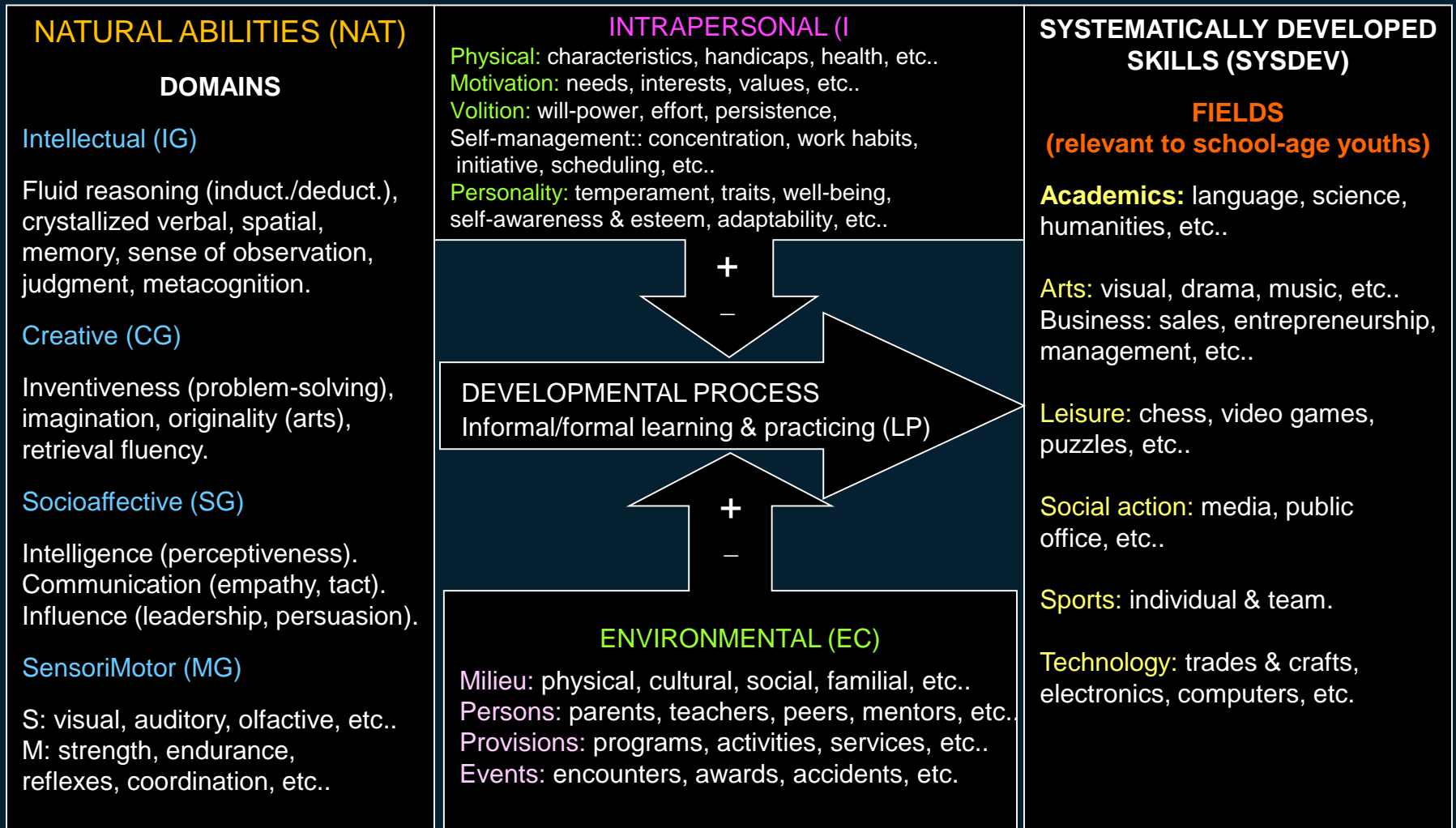
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DEFINING GIFTEDNESS AND TALENT DEVELOPMENT

Giftedness
Top 10%

Talent
Top 10%



Is Talent Development Enough?



Seemingly Not



What...

- is important?
- makes a difference?
- brings happiness?
- makes a good life?



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Catalysts

Positive Psychologists tell us

- Flow
- Happiness
- Friendship
- Character

POSITIVE EXPERIENCES ► FLOW

- Feeling of energized focus
- Full involvement and loss of sense of time
- Success in the process of the activity
- An enjoyment of what is being done
- Working to full capacity

NEGATIVE CATALYST ► FAUX FLOW

Fun but empty experiences

- Not intellectually challenging
- Empty of real content
- Little deep processing
- Does not require integrative thought

Leave person weary and unsatisfied

- Playing video games
- Watching TV
- Some gifted programs

HAPPINESS

General Population Including Gifted

SMALL CORRELATES

Age

Gender

Education

Social class

Income

Children (having some)

Ethnicity

Intelligence

Attractiveness

Based on reviews of the research literature by: Argyle (1999, 2001); Diener (1984, 1994); Diener, Suh, Lucas, and Smith (1999); Meyers (1993); Meyers and Diener (1999); and Wilson (1967)

MODERATE CORRELATES

Number of Friends

Being married

Religiousness

Leisure activity

Physical health

Conscientiousness

Extraversion (or at least extraverted activity)

Neuroticism (inverse correlation)

Internal locus of control

Based on reviews of the research literature by: Argyle (1999, 2001); Diener (1984, 1994); Diener, Suh, Lucas, and Smith (1999); Meyers (1993); Meyers and Diener (1999); and Wilson (1967)

HIGH CORRELATES

Showing gratitude

Being employed

Being hopeful

Goal Directed

Self-esteem based on

Pathways

actual performance

Agency

Based on reviews of the research literature by: Argyle (1999, 2001); Diener (1984, 1994); Diener, Suh, Lucas, and Smith (1999); Meyers (1993); Meyers and Diener (1999); and Wilson (1967)

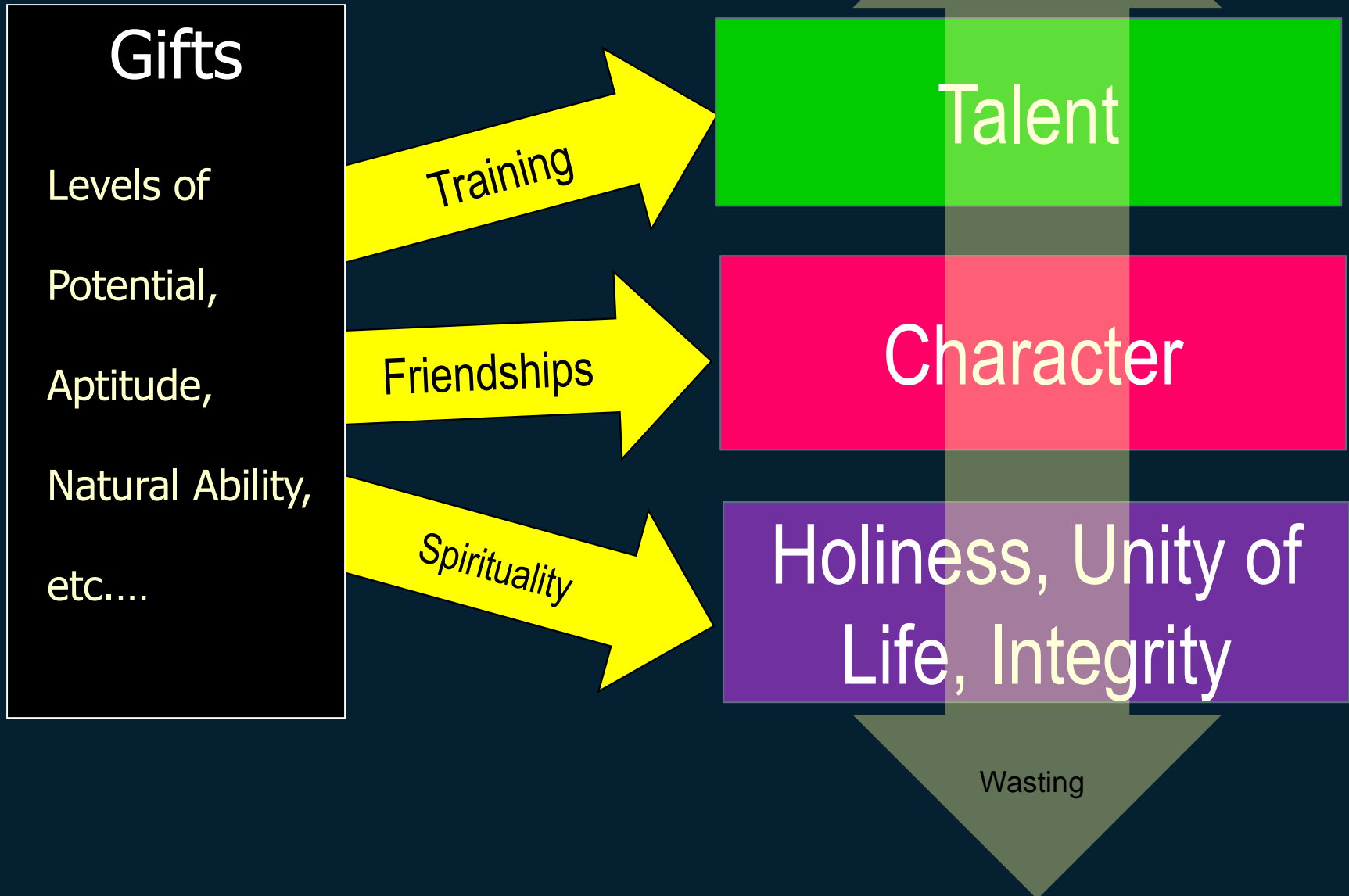
HIGHEST CORRELATION

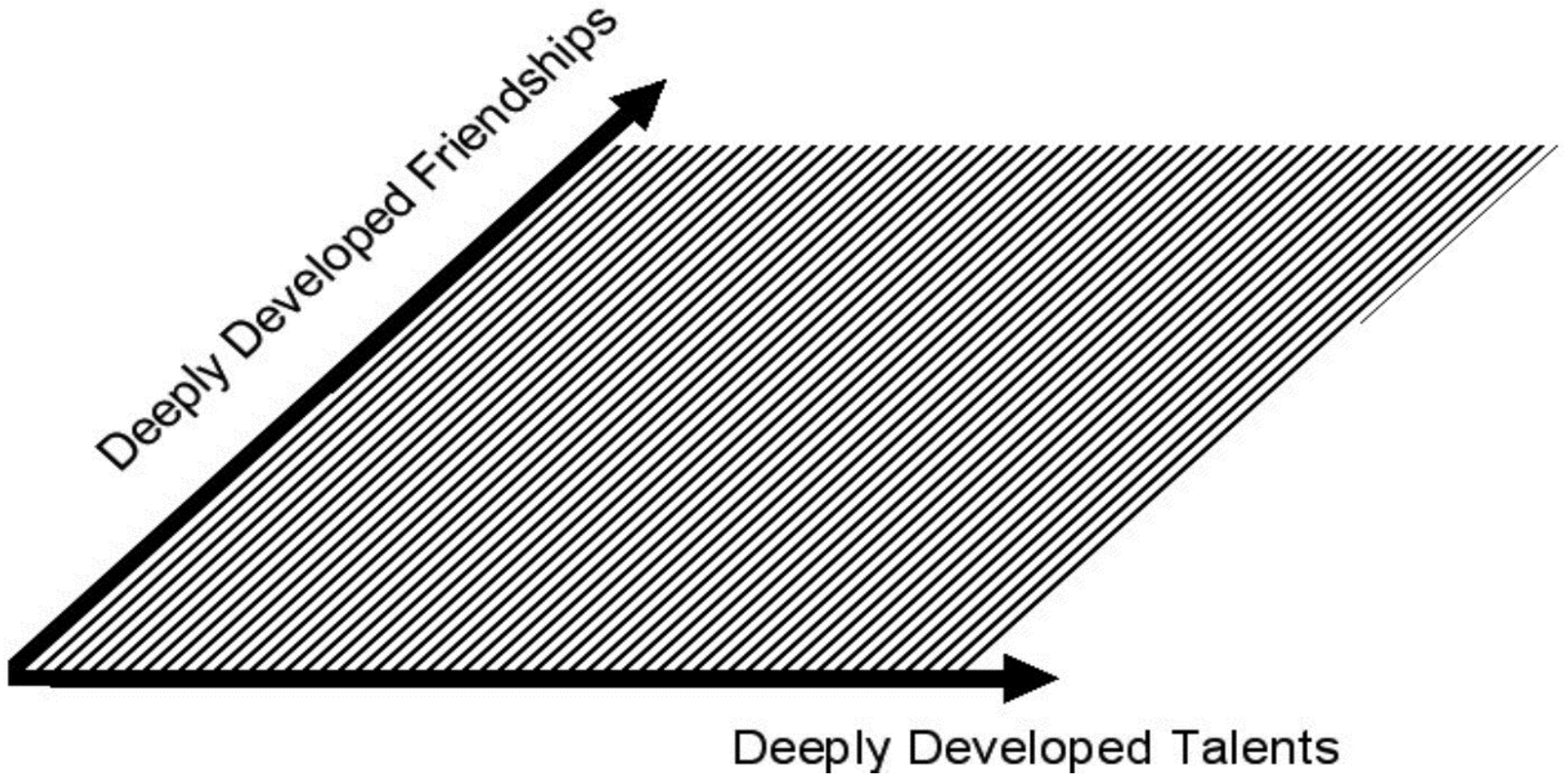
Close relationships to others

- Appears to be an essential condition for happiness
- The factor that distinguished very happy from happy people
- May be the single most important source of life satisfaction and emotional well-being
- Highly correlated across different ages and cultures

Based on reviews of the research literature by: Argyle (1999, 2001); Diener (1984, 1994); Diener, Suh, Lucas, and Smith (1999); Meyers (1993); Meyers and Diener (1999); and Wilson (1967)

MODEL OF GIFTED AND THRIVING (SAYLER, 2009, 2012)





(Sayler, 2009)

HIGHLY GIFTED

Friendship

IQ 130

1 in 40 age peers



HIGHLY GIFTED Friendship

IQ 130

1 in 40 age peers

IQ 145

1 in 1000 age peers



HIGHLY GIFTED

Friendship

IQ 130

1 in 40 age peers

IQ 145

1 in 1000 age peers

IQ 160

1 in 10,000 age peers



HIGHLY GIFTED

Friendship

IQ 130 1 in 40 age peers

IQ 145 1 in 1000 age peers

IQ 160 1 in 10,000 age peers

IQ 180 1 in 1,000,000+ age peers



FRIENDS FOR THE HIGHLY GIFTED



Parents, siblings, immediate family

Friends who share interests and are excited about learning

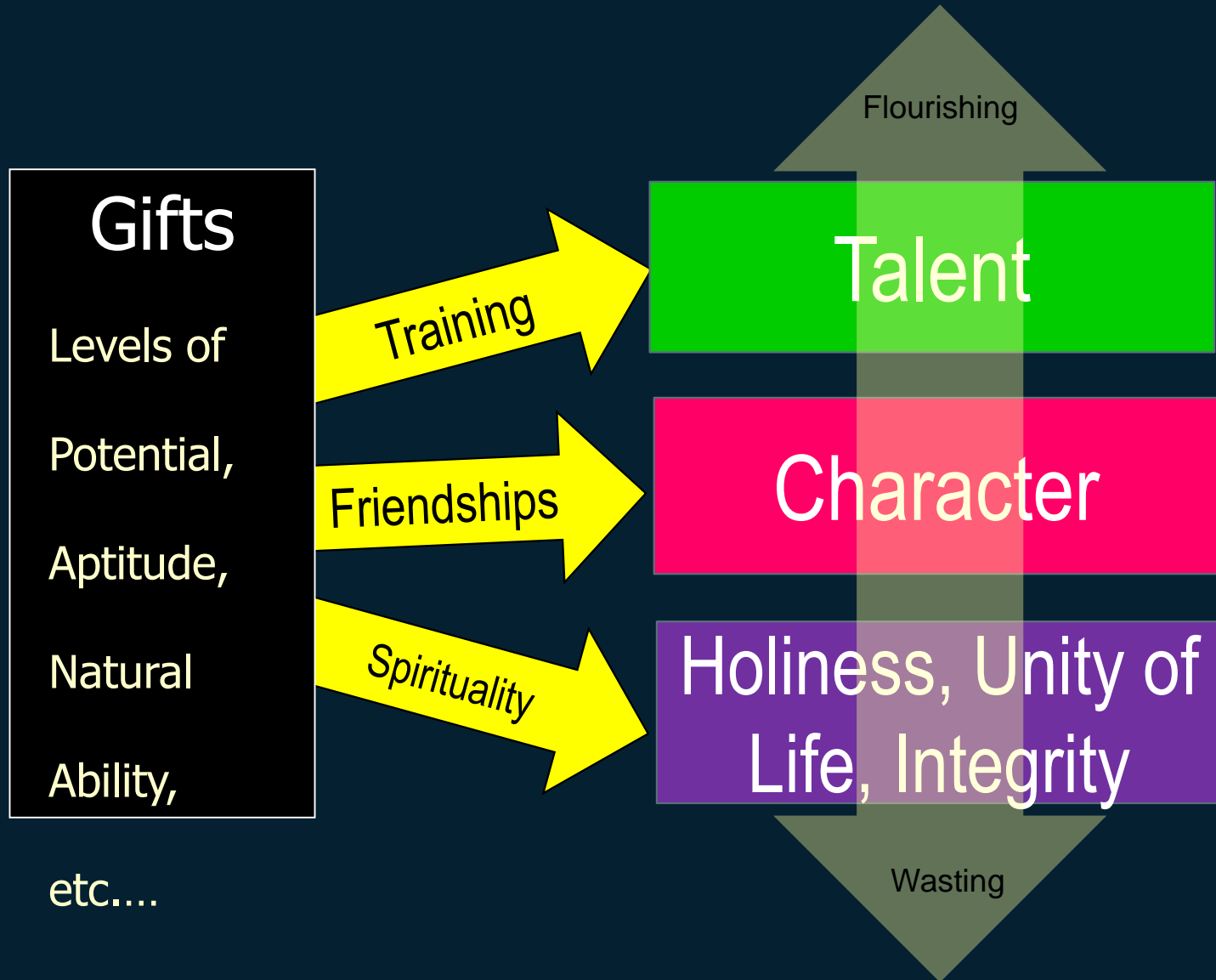


Teachers, coaches, adults

Spouses and life-long friends



CHARACTER



WHAT IS GOOD CHARACTER?

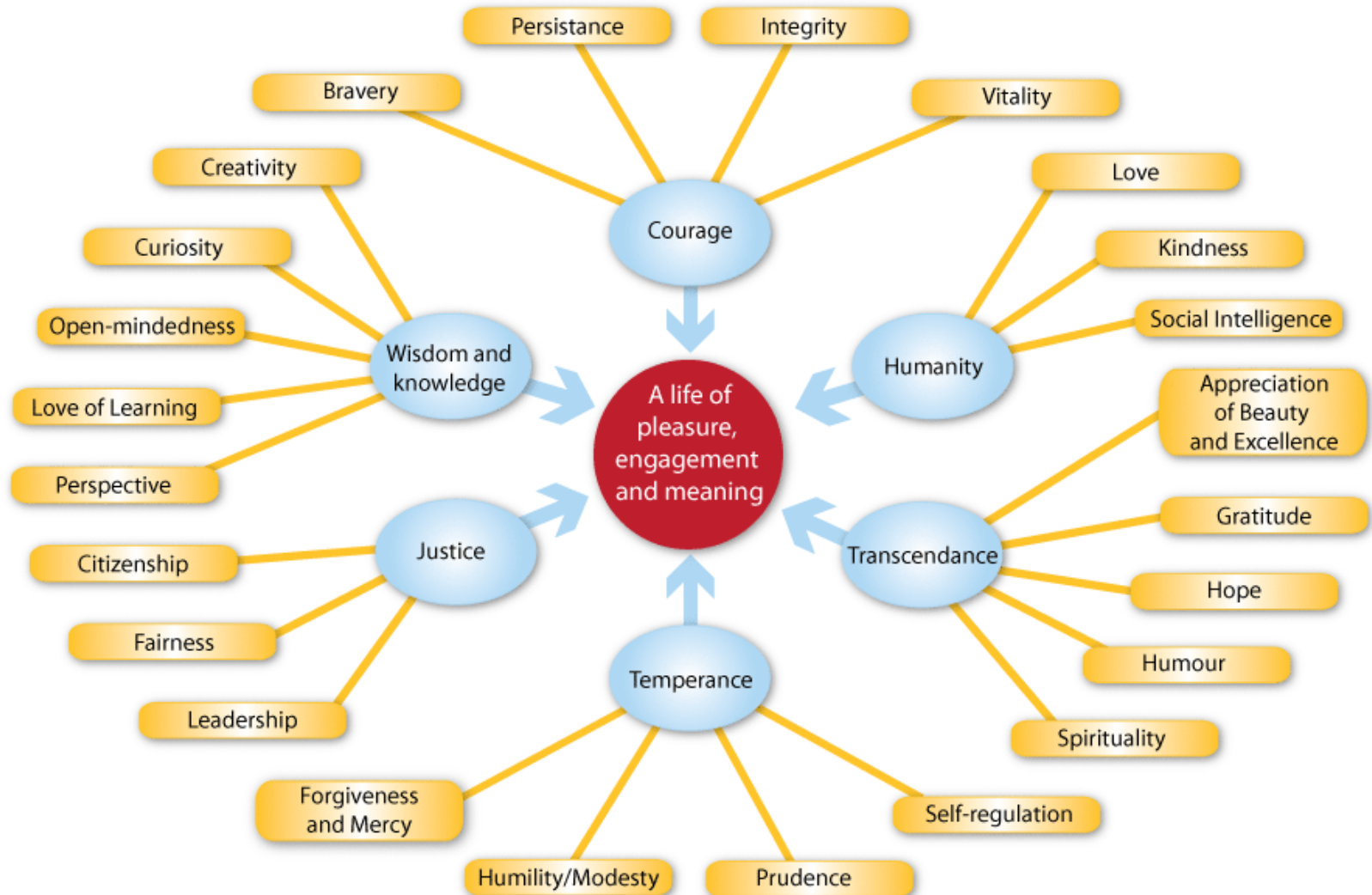
A family of positive dispositions; the components of which contribute to personal strengths

Core characteristics valued by moral philosophers and religious thinkers

- Wisdom (*Prudence*)
- Courage (*Fortitude*)
- Humanity
- Justice (*Justice*)
- Temperance (*Temperance*)
- Transcendence (*Spirituality*)

VIA Character Strengths & Virtues

(Peterson and Seligman, 2004)



CHARACTER STRENGTH

Psychological ingredients that define the virtues

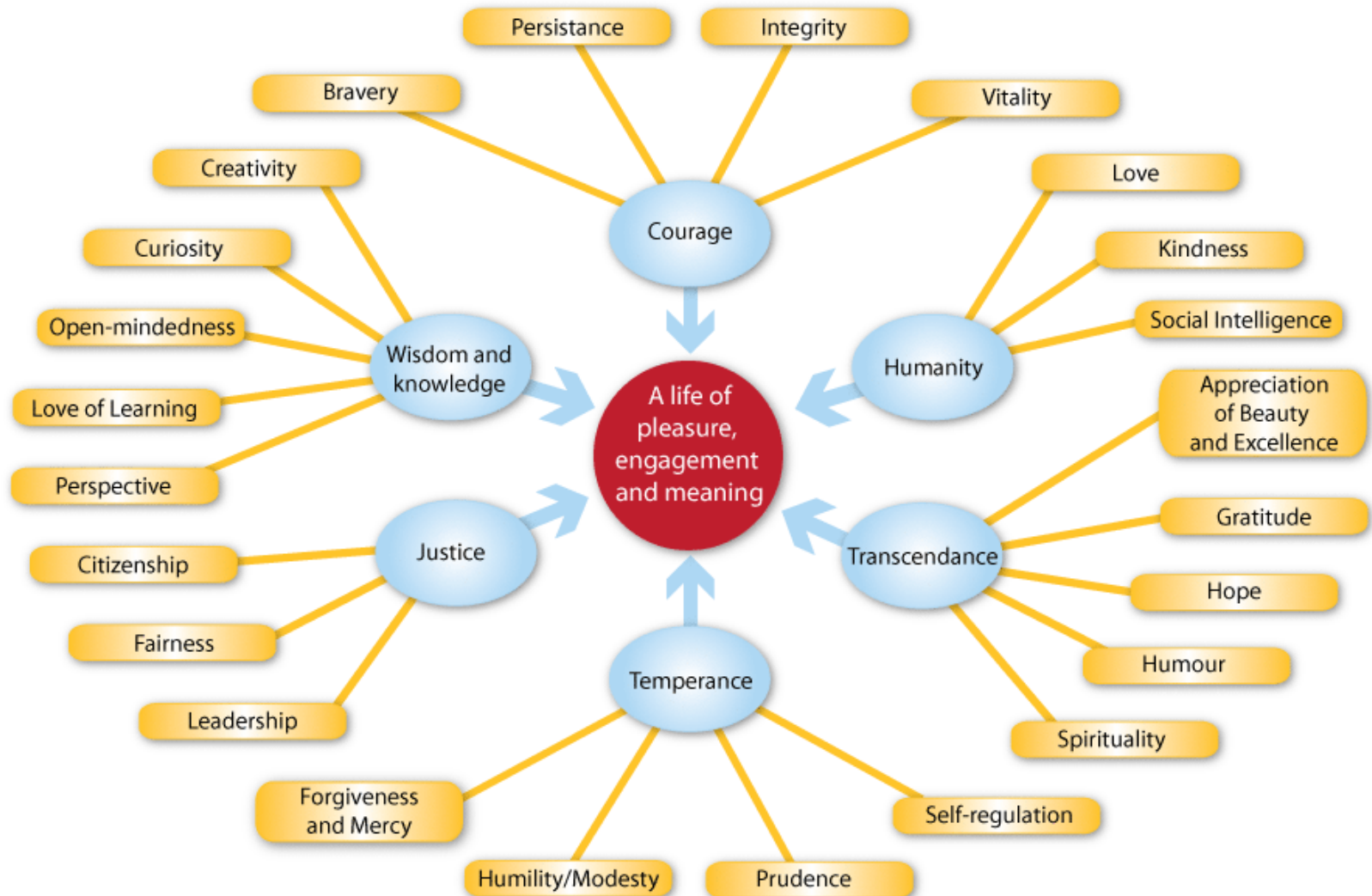
- Processes
- Mechanisms

There are distinguishable routes to displaying one or another of the virtues

e.g., *the virtue of **wisdom** can be achieved through such strengths as creativity, curiosity, love of learning, open-mindedness, and what we call perspective having a “big picture” on life*

VIA Character Strengths & Virtues

(Peterson and Seligman, 2004)



CHARACTER STRENGTH

- Involve the acquisition and use of knowledge
- Universally recognized and valued
- A given individual will rarely, if ever, display all of them
- someone is of *good character* if he or she displays even 1 or 2 strengths within a virtue group

CHARACTER STRENGTHS

Wisdom and knowledge — cognitive strengths that entail the acquisition and use of knowledge

- **Creativity** [originality, ingenuity]: Thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it
- **Curiosity** [interest, novelty-seeking, openness to experience]: Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering
- **Open-mindedness** [judgment, critical thinking]: Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one's mind in light of evidence; weighing all evidence fairly

CHARACTER STRENGTHS

Wisdom and knowledge — cognitive strengths that entail the acquisition and use of knowledge

- ***Love of learning***: Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally; obviously related to the strength of curiosity but goes beyond it to describe the tendency to add systematically to what one knows
- ***Perspective***: Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people

CHARACTER STRENGTHS

Courage — emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal

- **Bravery** [valor]: Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it
- **Persistence** [perseverance, industriousness]: Finishing what one starts; persisting in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks
- **Integrity** [authenticity, honesty]: Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one’s feelings and actions
- **Vitality** [zest, enthusiasm, vigor, energy]: Approaching life with excitement and energy; not doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated

CHARACTER STRENGTHS

Humanity — interpersonal strengths that involve tending and befriending others

- **Love**: Valuing close relations with others, in particular those in which sharing and caring are reciprocated; being close to people
- **Kindness** [generosity, nurturance, care, compassion, altruistic love, “niceness ”]: Doing favors and good deeds for others; helping them; taking care of them
- **Social intelligence** [emotional intelligence, personal intelligence]: Being aware of the motives and feelings of other people and oneself; knowing what to do to fit into different social situations; knowing what makes other people tick

CHARACTER STRENGTHS

Justice — civic strengths that underlie healthy community life

- **Citizenship** [social responsibility, loyalty, teamwork]: Working well as a member of a group or team; being loyal to the group; doing one's share
- **Fairness**: Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance
- **Leadership**: Encouraging a group of which one is a member to get things done and at the same maintain time good relations within the group; organizing group activities and seeing that they happen

CHARACTER STRENGTHS

Temperance — strengths that protect against excess

- *Forgiveness and mercy*: Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful
- *Humility / Modesty*: Letting one's accomplishments speak for themselves; not seeking the spotlight; not regarding oneself as more special than one is
- *Prudence*: Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted
- *Self-regulation* [self-control]: Regulating what one feels

CHARACTER STRENGTHS

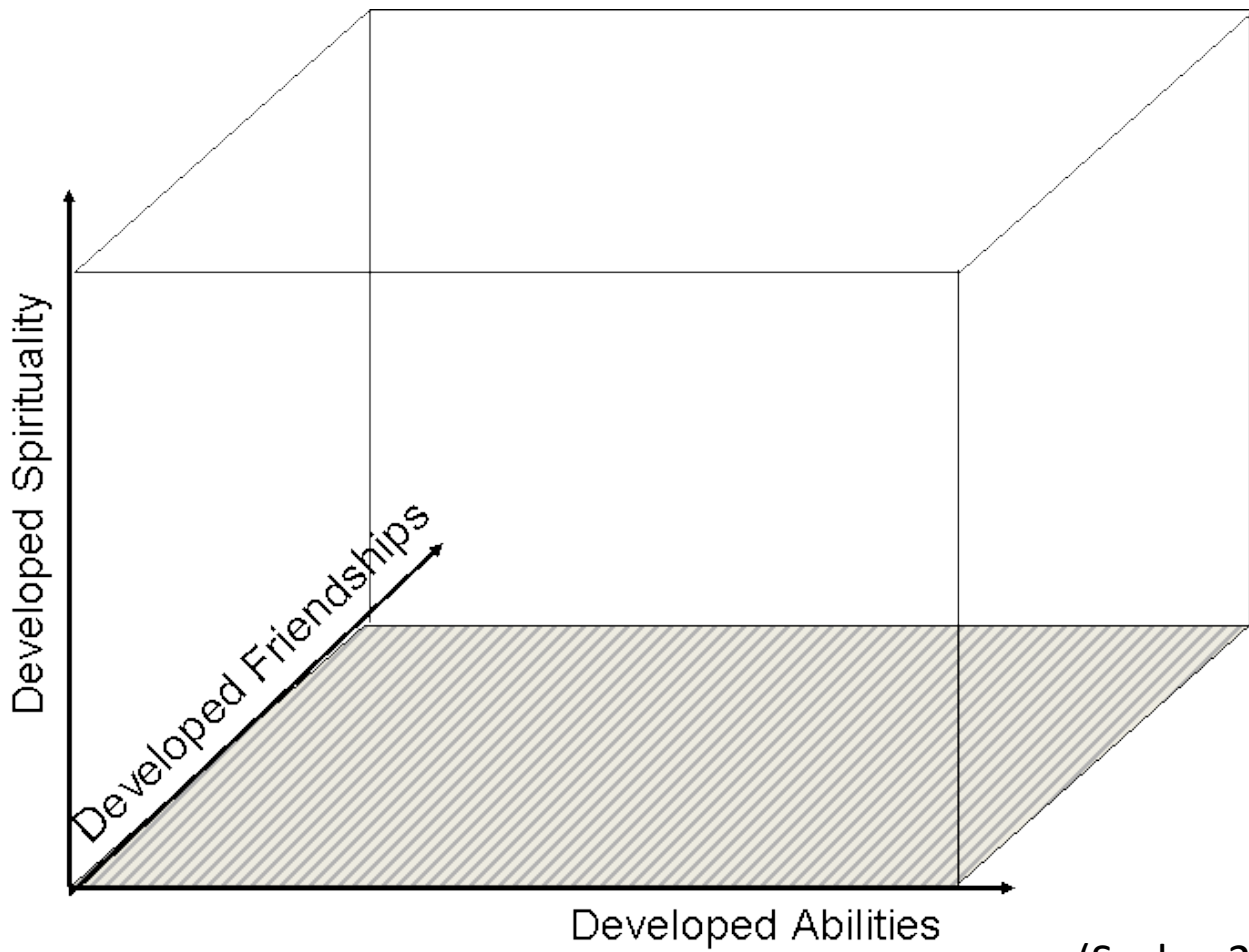
Transcendence — strengths that forge connections to the larger universe and provide meaning

- *Appreciation of beauty and excellence* [awe, wonder, elevation]: Noticing and appreciating beauty, excellence, and/or skilled performance in various domains of life, from nature to art to mathematics to science to everyday experience
- *Gratitude*: Being aware of and thankful for the good things that happen; taking time to express thanks
- *Hope* [optimism, future-mindedness, future orientation]: Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about

CHARACTER STRENGTHS

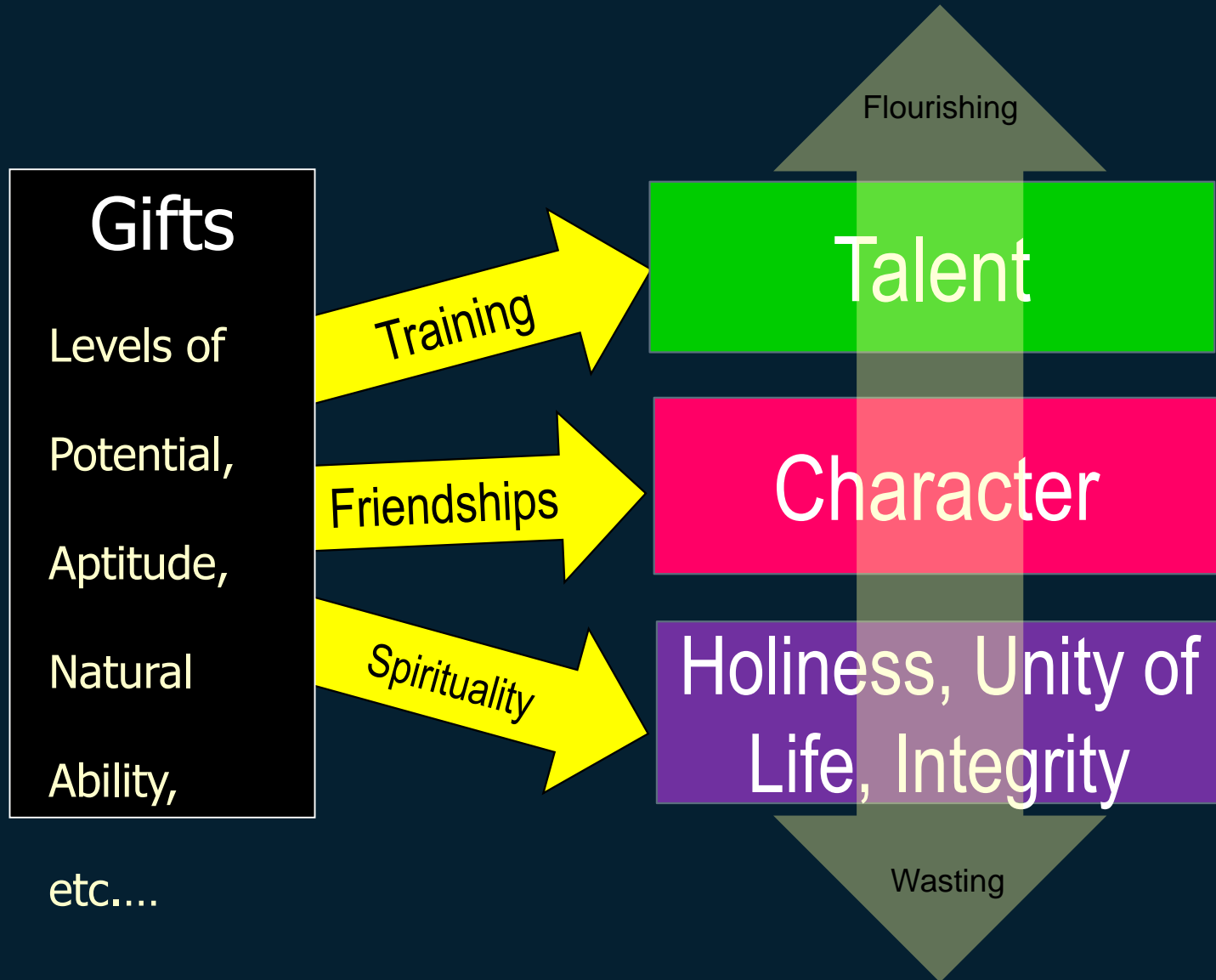
Transcendence — strengths that forge connections to the larger universe and provide meaning

- ***Humor*** [playfulness]: Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes
- ***Spirituality*** [religiousness, faith, purpose]: Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort



(Sayler, 2009)

SPIRITUALITY & INTEGRITY



SPIRITUALITY

- What is the role of spirituality in education?
- Can spirituality be a part of secular pursuits?

DEFINING SPIRITUALITY

Spirituality [religiousness, faith, purpose]: Having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort. (Peterson & Seligman, 2004)

Spirituality: 1. the quality or state of being concerned with religion or religious matters : the quality or state of being spiritual (Merriam-Webster)

- 2. : something that in ecclesiastical law belongs to the church or to a cleric as such
- 3. : sensitivity or attachment to religious values

Spirituality: “Spirituality is a sense of something bigger than me out there and understanding how I fit into that. And, how I am shaped by my relationship to other people, my environment, and a greater being than myself.” (Olivia – spirituality gifted adolescent girl)

IMPORTANCE OF SPIRITUALITY

Spirituality brings about the develop of a strong sense of self.

Spirituality helps individuals make order of chaos

Spirituality aids in making positive choices.

Spirituality leads to integrity in living (Sayler, 2009, 2012)

SPIRITUALITY

Looks like:

- Reflective
- Uses metaphors and parables
- Concern for human suffering
- Sensitive to purpose in life
- Seek understanding of self
- Close to nature
- Values love
- Desire to make a difference
- Self-observing and Self-aware
- Intuition
- Concern with equity and justice
- Care
- Seek Balance
- Uses mental imaging
- Gracious
- Seeks connection with others, Earth , and Universe

IN THE CLASSROOM - THEMES OF SPIRITUALITY

Aostre Johnson – investigating spirituality in relationship to education.

Contemplative – intuition, awareness, presence

Meaning-making – seeking a purpose in life

Self-reflective – analyze self

Emotional – the nature of connection

Ethical – how humans should interact

Ecological – holistic thinking

Creative – imaginative exploration and expression

IN THE CLASSROOM - NURTURING SPIRITUALITY

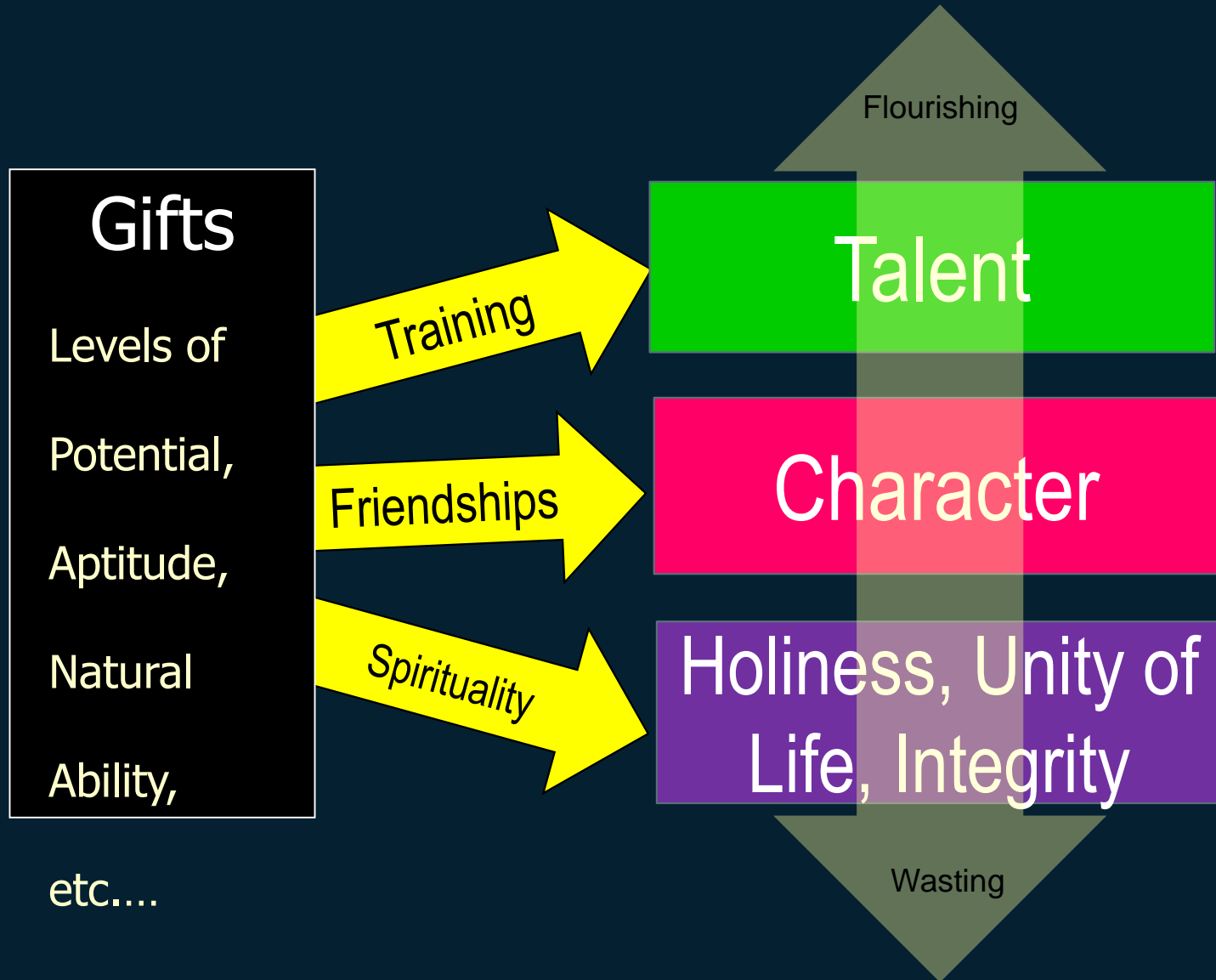
- Writing: stories, essays, plays, poetry
- Drama & the Arts: self-expression
- Investigating Influential Individuals: models of spirituality
- Socratic Seminars: understanding others' perspectives
- Global Learning & Service Learning

INTEGRITY

Synonyms:

- honesty, honor, principle(s), ethics, morals, righteousness, morality, decency, fairness, scrupulousness, sincerity, truthfulness, trustworthiness
- **unity, unification, coherence, cohesion, togetherness, solidarity**

CHARACTER



THANK YOU!

Contact Information

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