

# Gifted Curriculum and Social- Emotional Health: The Crucial Connection

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If during the first five or six years of school, a child earns good grades and high praise without having to make much effort, what are all the things he doesn't learn that most children learn by third grade?

What levels of reading can a sixth grade teacher expect to have in her classroom?

What does appropriate challenge look like?

Create a chart detailing the steps in the impeachment process.

Describe a civil right of the future.

What does appropriate challenge look like?

Differentiation is different  
with a purpose.



Picture a doctor who gives the same prescription for all patients who come in on Tuesday or who are in the 8<sup>th</sup> grade.

Imagine a teacher requiring  
every child in the class to  
wear one size of shoes.

## A differentiated classroom:

Sets appropriately high expectations that encourage all children to succeed – but not doing the same thing.

Differentiation must be systemic.

- In grouping
- In planning learning experiences
- In organizing the classroom

# Questions Leading to Appropriate Differentiation

## **Planning**

What do I  
want students  
to know,  
understand, or  
be able to  
do?

## **Preassessment**

Who already  
knows and  
understands the  
information  
and/or can do it?

## **Differentiation**

What can I do  
for him, her, or  
them so they  
can make  
continuous  
progress and  
extend their  
learning?

Preassessment is the linchpin of defensible differentiation.

The teacher preassessing students is like the doctor taking a patient's temperature and examining current conditions to diagnose the problem.

What do you offer students who demonstrate on the preassessment that they know and can accomplish 80% of what they were asked?



Remember...

that a person cannot learn  
what she already knows.

Key Point: Some of gifted students needs are created by their strengths. They do not look needy!

The goal of school is for each student to learn daily and prepare to be lifelong learners. To do so requires differentiation, acceleration, and enrichment.

Choice with Challenge!

## POWERPOINT Tier 1 –DAP TOOL

| CONTENT      |  |   |   |   |   |   |   |   |  |
|--------------|--|---|---|---|---|---|---|---|--|
|              | • Is the content correct?  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
|              | • Has the content been thought about in a way that goes beyond a surface understanding?  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
|              | • Is the content put together in such a way that people understand it?   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| PRESENTATION |  |   |   |   |   |   |   |   |  |
| Text         | • Is the title clear? Does the text explain the topic without too much information on any one slide? Are headings and bulleted lists used well?  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| Graphics     | • Are the graphics (e.g., illustrations, photos, videos, multi-media, etc.) important to the topic? Can videos be played in full screen? Is there a careful mixture of text and graphics? Are graphics proportional? Is white space used well?   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| Slides       | • Do the slides make sense following one another in both how they look and in what they mean? Does the slide-show appeal to the audience? Does it have smooth transitions without sound? If music is used, is it played across all slides if appropriate? Are presenter notes available?   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| Delivery     | <ul style="list-style-type: none"> <li>• <i>Verbal:</i> Is the PowerPoint developed for the expected audience and purpose through its word choice, sentence structure, and tone? Is the voice clear? Is the delivery smooth? Are the strengths of the PowerPoint utilized for an effective presentation?</li> <li>• <i>Nonverbal:</i> Is eye contact maintained? Are appropriate facial expressions and gestures incorporated? Is the speaker poised and comfortable? Are the strengths of the PowerPoint utilized for an effective presentation?</li> </ul> | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
|              |  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| Correctness  | • Is the PowerPoint mostly free from usage, punctuation, capitalization, and spelling errors? If sources are used, are they cited correctly?   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| CREATIVITY   |  |   |   |   |   |   |   |   |  |
|              | • Is the content seen in a new way?  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
|              | • Is the presentation done in a new way?   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| REFLECTION   |  |   |   |   |   |   |   |   |  |
| Content      | • What connections can you make between what you have learned by completing this project and previous learning?  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| Product      | • In what ways could you improve your product when completing this product with a different assignment?  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |
| Learning     | • How did the amount of effort affect your learning about the content and creating the product?  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |  |

Comments

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Meaning of Performance Scale:

6—PROFESSIONAL LEVEL: level expected from a professional in the content area

5—ADVANCED LEVEL: level exceeds expectations of the standard

4—PROFICIENT LEVEL: level expected for meeting the standard

3—PROGRESSING LEVEL: level demonstrates movement toward the standard

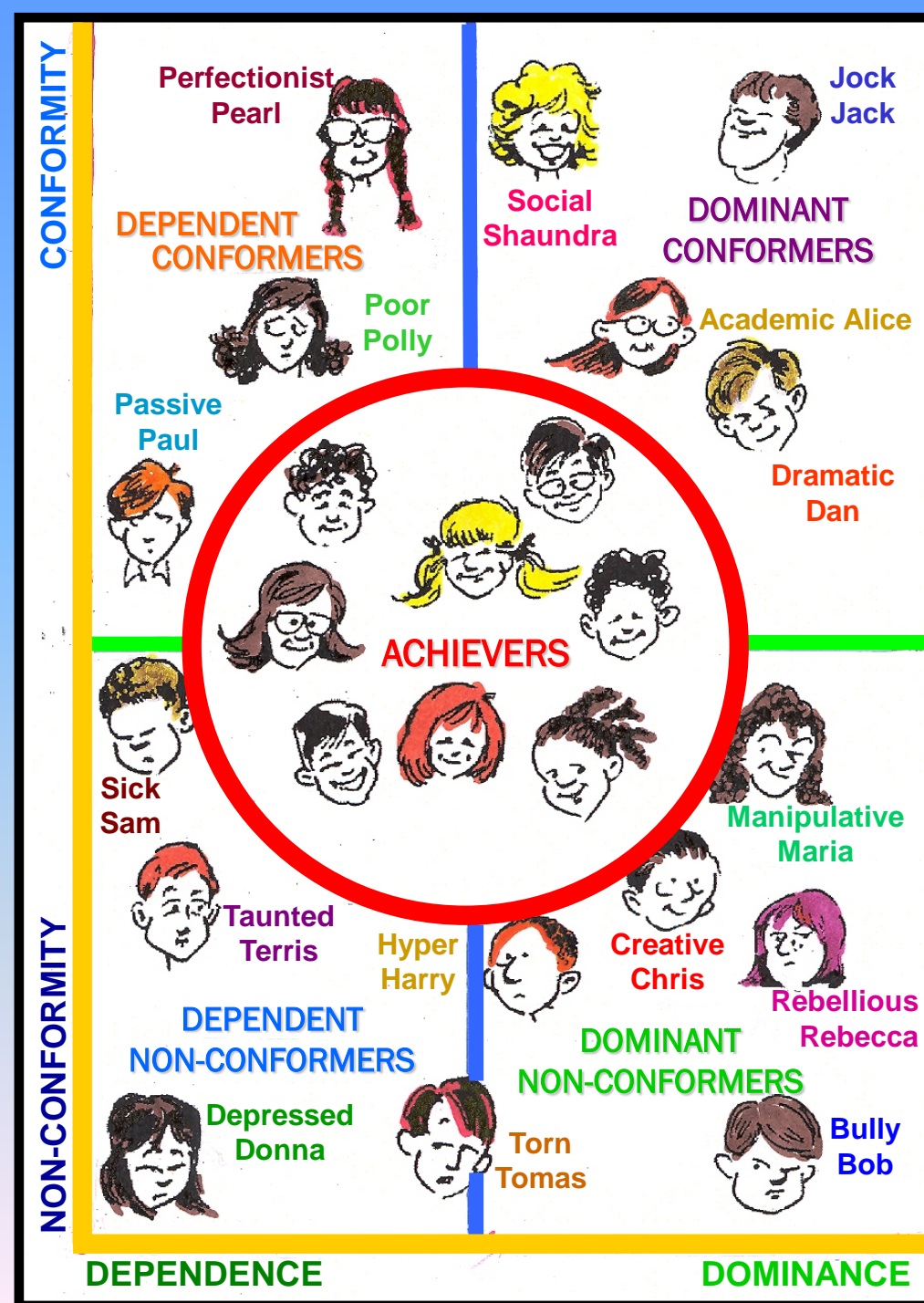
2—NOVICE LEVEL: level demonstrates initial awareness and knowledge of standard

1—NONPERFORMING LEVEL: level indicates no effort made to meet standard

0—NONPARTICIPATING LEVEL: level indicates nothing turned in

The second part of the match is about how academics enhance the social-emotional well-being of students.

# Rimm Model of Achievement and Underachievement



# **RIMM'S LAW XII**

**Children will continue to  
achieve if they usually  
see the relationship  
between the learning  
process and its outcomes.**



# Relationship Between Efforts and Outcomes

|        |   | +  | —  |
|--------|---|--|--|
| EFFORT | + | <u>QUADRANT 1</u><br><br>+ +<br><br>ACHIEVEMENT                      | <u>QUADRANT 2</u><br><br>+ —<br><br>TRANSITIONAL<br>UNDERACHIEVEMENT |
|        | — | <u>QUADRANT 3</u><br><br>— +<br><br>TRANSITIONAL<br>UNDERACHIEVEMENT | <u>QUADRANT 4</u><br><br>— —<br><br>UNDERACHIEVEMENT                 |

# **RIMM'S LAW I**

**Children are more likely to  
be achievers if their  
parents join together to  
give the same clear and  
positive message about  
school effort and  
expectations.**

# **RIMM'S LAW IX**

**Children become  
oppositional if one adult  
allies with them against a  
parent or a teacher,  
making them more  
powerful than an adult.**

# THE BALANCING ACT

I'm kind.

I'm firm.

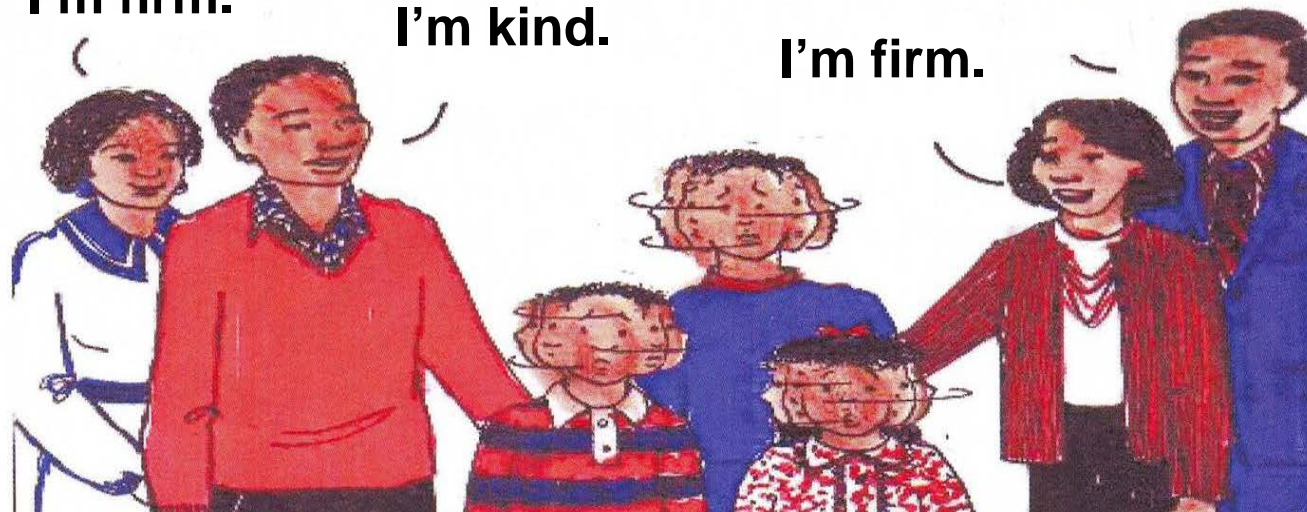


## EVEN TRICKIER

I'm firm.

I'm kind.

I'm kind.  
I'm firm.



# TEACHER IS THE DUMMY

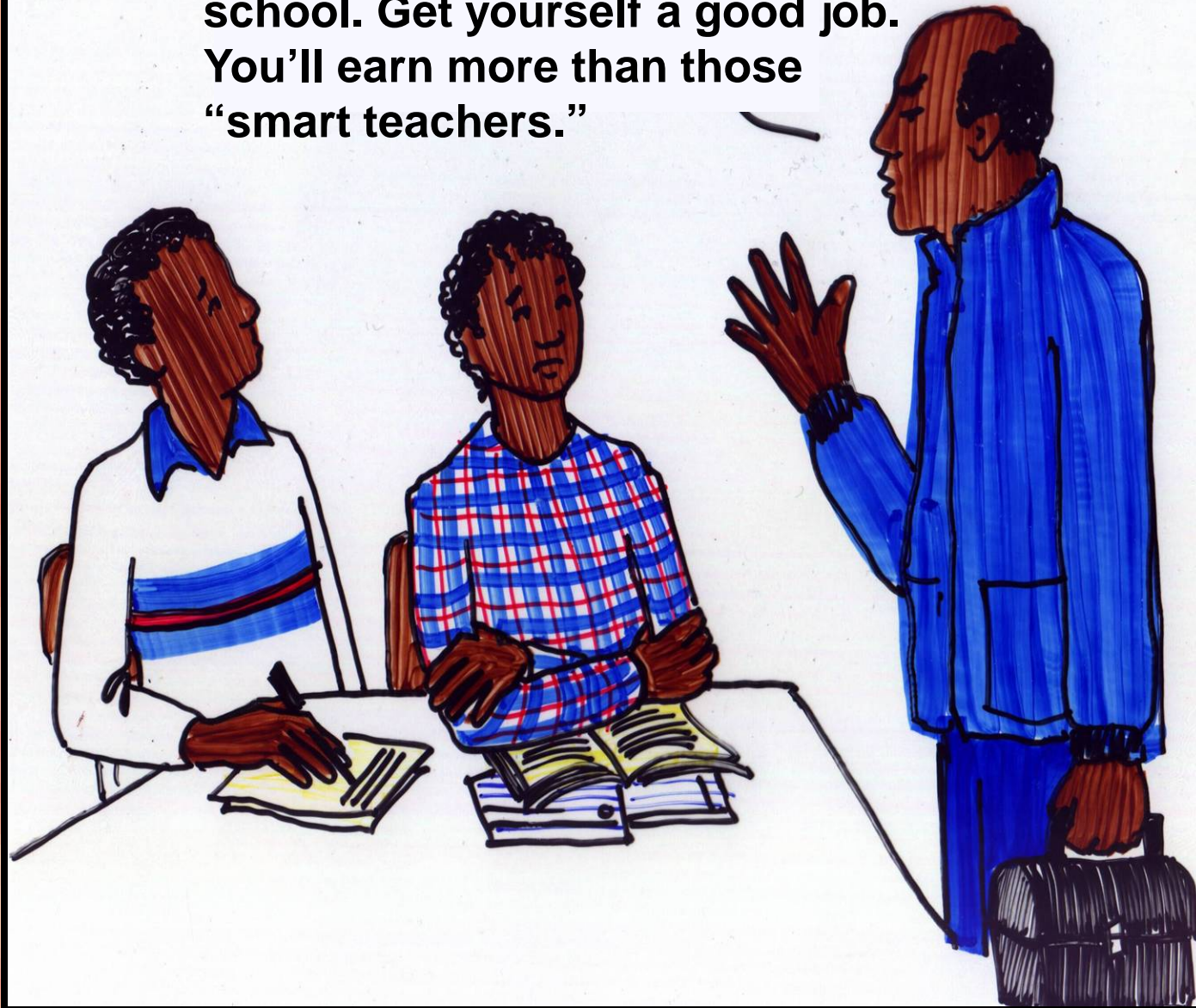
You know, son,  
sometimes teachers just  
aren't too bright.

Yeah, Dad. I win  
every argument  
with her.





**You don't need to finish high school. Get yourself a good job. You'll earn more than those "smart teachers."**



# THANK A TEACHER

I used to think my 6<sup>th</sup> grade teacher was mean.  
She really made me work, but I still remember what I  
learned. Mrs. Sands was a really good teacher!



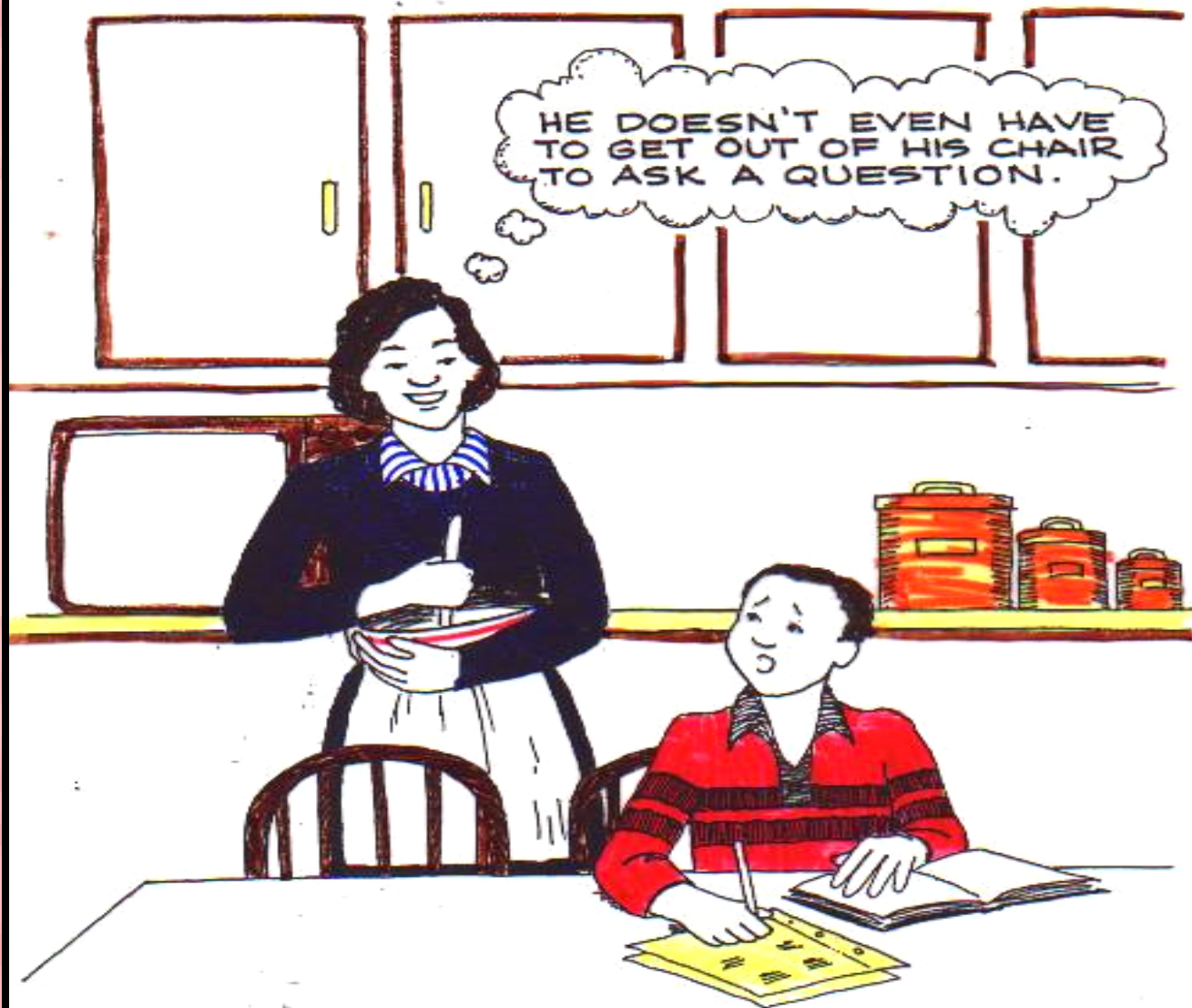


**Do you need help?**





I PREFER THE KITCHEN



**The Surest Way to  
Make it Hard for  
Children is to Make it  
Easy for them.**

***Eleanor Roosevelt***

I've got a better way  
to do this math.

$$p = 4\frac{2}{7} \div \left(-\frac{3}{8}\right)$$
$$t - 3.08 = 5.4$$
$$(6.2)(-3.02) = 0$$

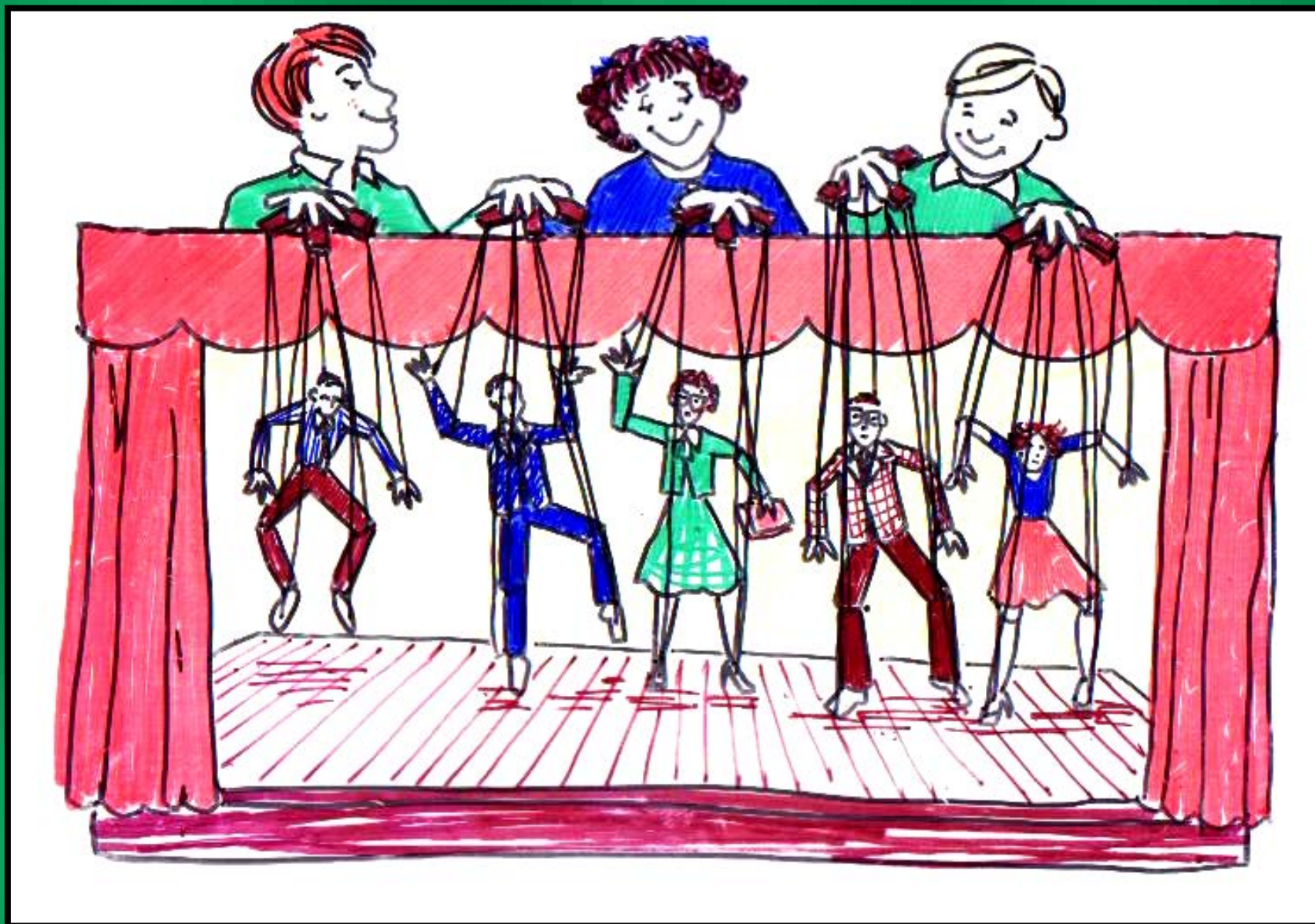




That teacher and I have  
a personality clash.

Maybe I can talk to your  
counselor about changing  
teachers.



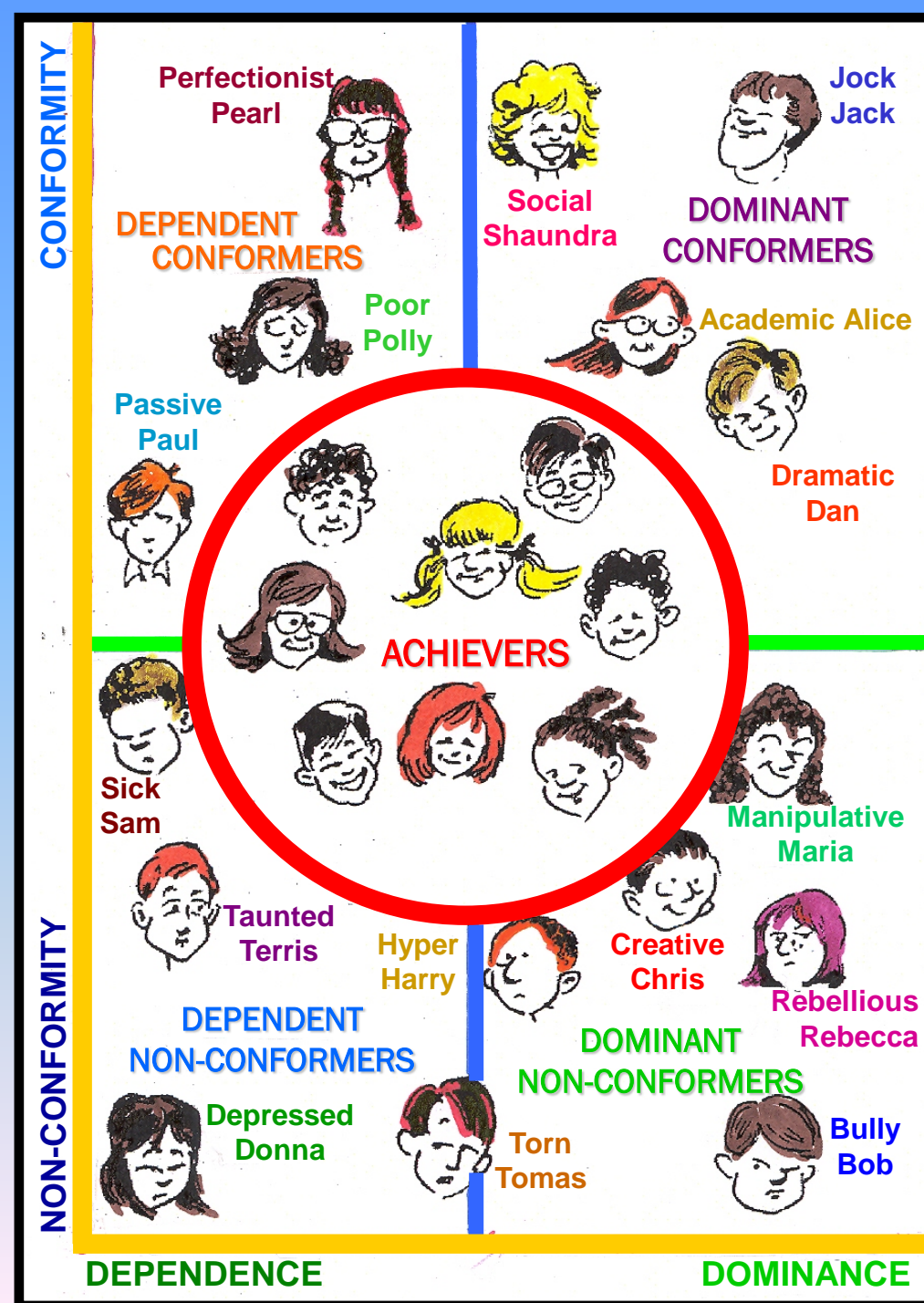






***“If children were  
meant to run our  
homes, God would  
have created them  
bigger.”***

# Rimm Model of Achievement and Underachievement





# The Big Ten

1. Expectations (High, but not too high)
2. Work ethic that develops self-efficacy (Carol Dweck's work – Mindset)
3. Competitive resilience (Siblings and peers)
4. ***Disabilities or mental health problems***
5. Appropriate curriculum
6. Peer environments
7. United positive parenting
8. Parent advocacy and support for schools and vice v
9. Appropriate role models
10. Reasonable balance – Passion & reason



BORING! WHAT DOES IT MEAN?

Too hard!



Too much  
to write!



Too easy!



"SCHOOL IS BORING!"

I don't know  
what to do!



Not enough  
action!

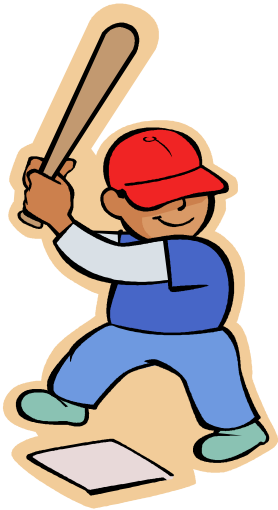


Too much  
work!



“Why do you  
keep quitting  
activities you  
start?”

“I’m searching for  
my passions.”



# What do adolescents mean by passion?

I could review  
video games!



My parents  
expect me to  
be special!

I could be a  
stand-up  
comedian!



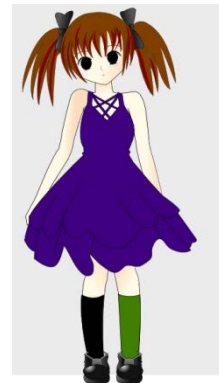
I have  
to be  
best!



It has to be  
easy for me!



I want  
to be  
famous!

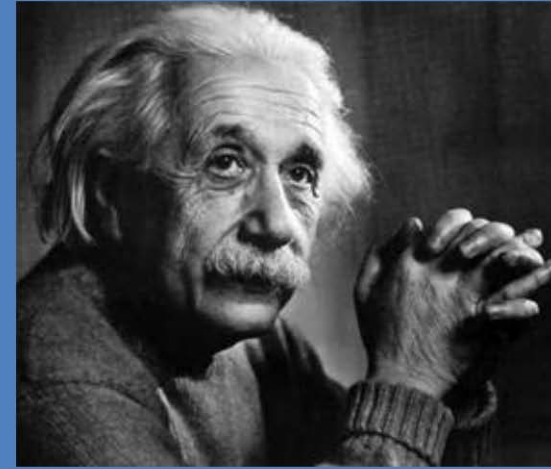


I feel  
different!





“Bear in mind that the wonderful things you learn in your schools are the work of many generations. All this is put in your hands as your inheritance in order that you may receive it, honor it, add to it, and one day faithfully hand it on to your children.”



**Albert Einstein, 1934**