



IMPLEMENTING TRANSITIONAL TALENT DEVELOPMENT PROGRAMS TO SUPPORT MULTIPOTENTIALITY

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OBJECTIVES

By the end of this session,
you will be able to:



Identify multipotentiality (MP)



Select strategies to resolve issues of MP



Develop and implement high quality
transitional talent development programs
(TDPs)



Locate appropriate TDPs to support the
gifted individuals in your life



SCHOOL
OF MEDICINE

DEPARTMENT OF PSYCHIATRY
& BEHAVIORAL SCIENCES



The **Mind**
RESEARCH NETWORK
FOR NEURODIAGNOSTIC DISCOVERY



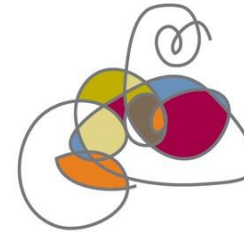
UNIVERSITY *of*
DENVER

Morgridge College of Education

Joy in Learning® Since 1938



Manzano Day
School



RICKS CENTER
for gifted children

at the University of Denver



University of Colorado
Anschutz Medical Campus





**“THE ABILITY TO SELECT & DEVELOP ANY NUMBER OF
COMPETENCIES AT A HIGH LEVEL”** (FREDERICKSON & ROTHNEY, 1972)

**“INCREASED APTITUDE ACROSS MULTIPLE
DOMAINS”** (RYSIEW, SHORE, & CARSON, 1994)

**“INTERESTED IN MANY DIFFERENT VOCATIONAL
AREAS AND HAVING THE REQUISITE HIGH ABILITIES
TO SUCCEED IN MANY OF THEM”** (MILGRAM & HONG, 1999)

**Multipotentiality
Defined**

IS IT REALLY MULTIPOTENTIALITY?

- MP \neq giftedness (Achter, Benbow, Lubinski, 1997)
- Estimates of MP present in anywhere from 5-54% of gifted individuals (Achter, Benbow & Lubinski, 1997)
- Ceiling effects and too-easy curriculum may conceal true aptitudes
- “Multipotentiality” label used to dismiss real identity concerns of gifted students
- Multi-potentiality should account for student preferences; “If all else is equal, what do you want to do?”

“We feel overwhelmed by the number of things we can do in life.” (Galbraith, 1985)



“You can do anything you want to do. You just need to choose”

THE GOOD, THE BAD, AND THE MANY



The Good	The Bad
So many options!	So many options!
High scorers, easier to get into college, greater sense of opportunity	Can't make decisions so decisions don't get made; delayed degree and career selection
More than one career; job security	Feel that other opportunities are passing by
Diverse strengths, "well-rounded"	Career choice may be based on status, money, or coercion
Leisure activity options are endless	Perfectionism
Resilience; "When one door closes..."	High cost of schooling and re-schooling
Never a dull moment, schedule is packed	Lack of free time
Often sought out for leadership roles in many groups and organizations	Exhaustion, stress, anxiety, depression, burnout, frequent school absences, chronic illness

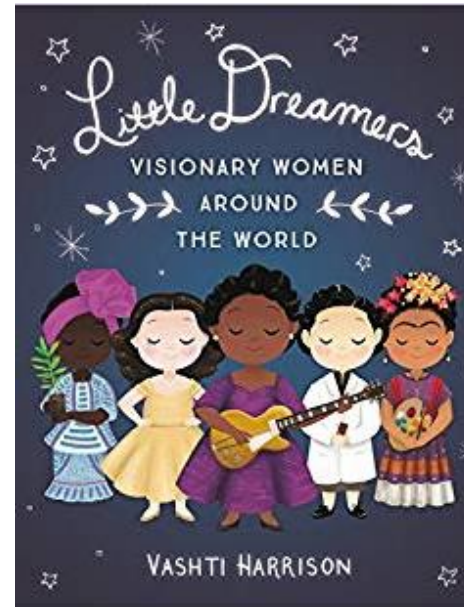
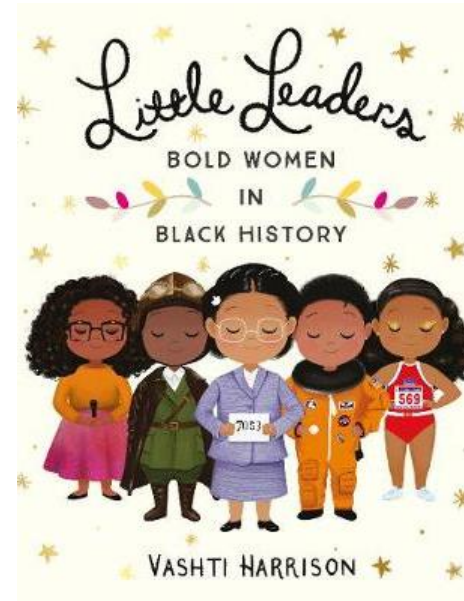
EARLY INTERVENTIONS

Young children; culturally and linguistically diverse students; differently abled students:

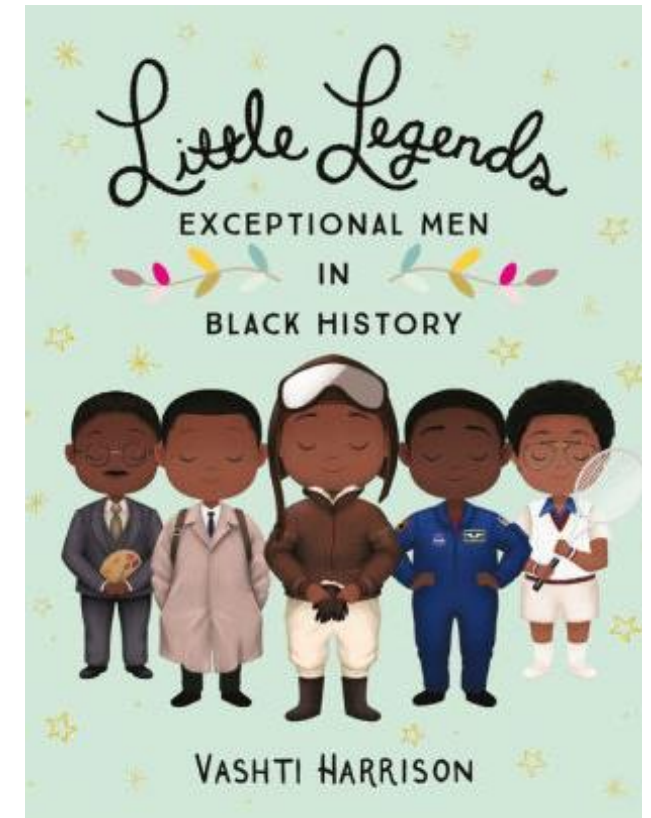
- Teach biographies of eminent people from diverse backgrounds (e.g., Vashti Harrison books)
- Encourage career exposure from a wide variety of role models
- Support career fantasies
- After-school and summer extension programming
- Give kids rotating “jobs” at home and school (e.g., “chef,” “medic,” “fashion designer,” “horticulturalist”)

Early adolescence:

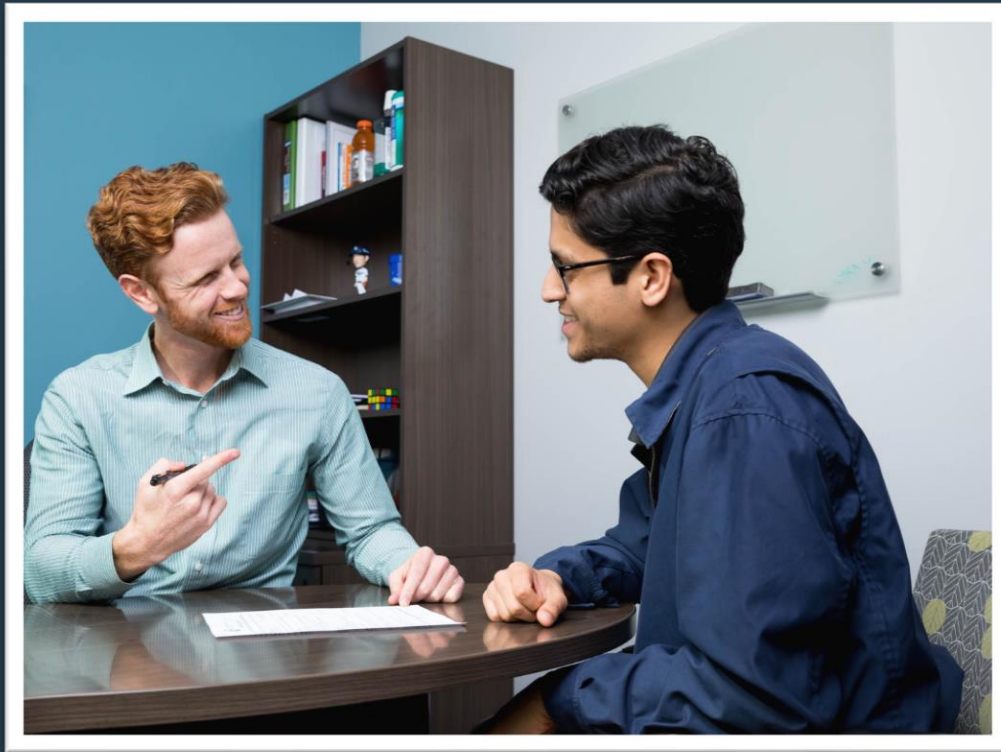
- Above-level testing (e.g. ACT Talent Search) (Achter, Benbow & Lubinski, 1997)
- Discuss family and community values of work
- Encourage college and work exposure, degree major fantasies



Bibliotherapy for
Multipotentiality



LATE/ONGOING INTERVENTIONS



Late adolescence:

- Value-based career placement (vs. ability and interest) promotes identity formation (Kerr and Erb, 1991)
- College tours, college counseling, vocational testing, job shadowing

All ages:

- Exposure to tools of the discipline, real-world problems, volunteering
- Note and encourage leisure time; to what activities are students drawn?
- Encourage pursuits outside of career trajectory
- Career trajectory planning: What might make sense to do *first*?
- Psychological interventions where needed, particularly for vulnerable groups

Internships and talent development programs!

TALENT DEVELOPMENT PROGRAMS (TDP)

“Talent development... is one plausible option... to identify gifted students across all racial, ethnic, language, and economic groups as well as some categories of disability and to serve them appropriately, but also for achieving greater equity in gifted education in the United States and beyond.”

- NAGC Talent Development Task Force, 2015

P.U.R.P.L.E.



Psychiatry Undergraduate Research Program and Learning Experience (PURPLE) 2018 Cohort



“GIFTEDNESS EMERGES THROUGH THE INTERACTION OF
INNATE ABILITIES AND LEARNING OR EXPERIENCE”

- NAGC, 2015

PURPLE

12-week summer TDP hosted by
CU Department of Psychiatry

Aims:

- Cultivate clinician-scientists
- Introduce students to wide variety of careers & educational opportunities
- Capitalize on natural talents to build research, clinical and career skills
- Pipeline for diverse students to pursue careers/education at CU

GOALS OF TDPS

“Prepare talented individuals for outstanding creative productivity or high levels of contribution to a domain and to our world” (NAGC, 2015)

Short term:

- Access to challenging activities, like-minded peers, tools of the discipline
- Benchmarks that are achievable in one year (or less)

Long Term:

- Provide students with a trajectory for continued talent development
- Tacit knowledge of how to succeed in the field

Goals should align with gifted student interest:

- Most common college majors are engineering, health professions, physical sciences, social sciences, and business (Colangelo & Kerr, 1990; Kerr & Colangelo, 1988)



TDP CURRICULUM

- Exposure to various domains to ignite interest
- Opportunities for students with well-developed skills and for students with burgeoning interests
- “Opportunities to apply the habits of mind and tools of inquiry that are required of an expert” (NAGC, 2015)
- Allows students to become co-owners of the learning process
- Inquiry-based curriculum
- Real-world problem solving; application in meaningful contexts
- Open-ended, flexible assignments
- Facilitated by GT-trained professionals

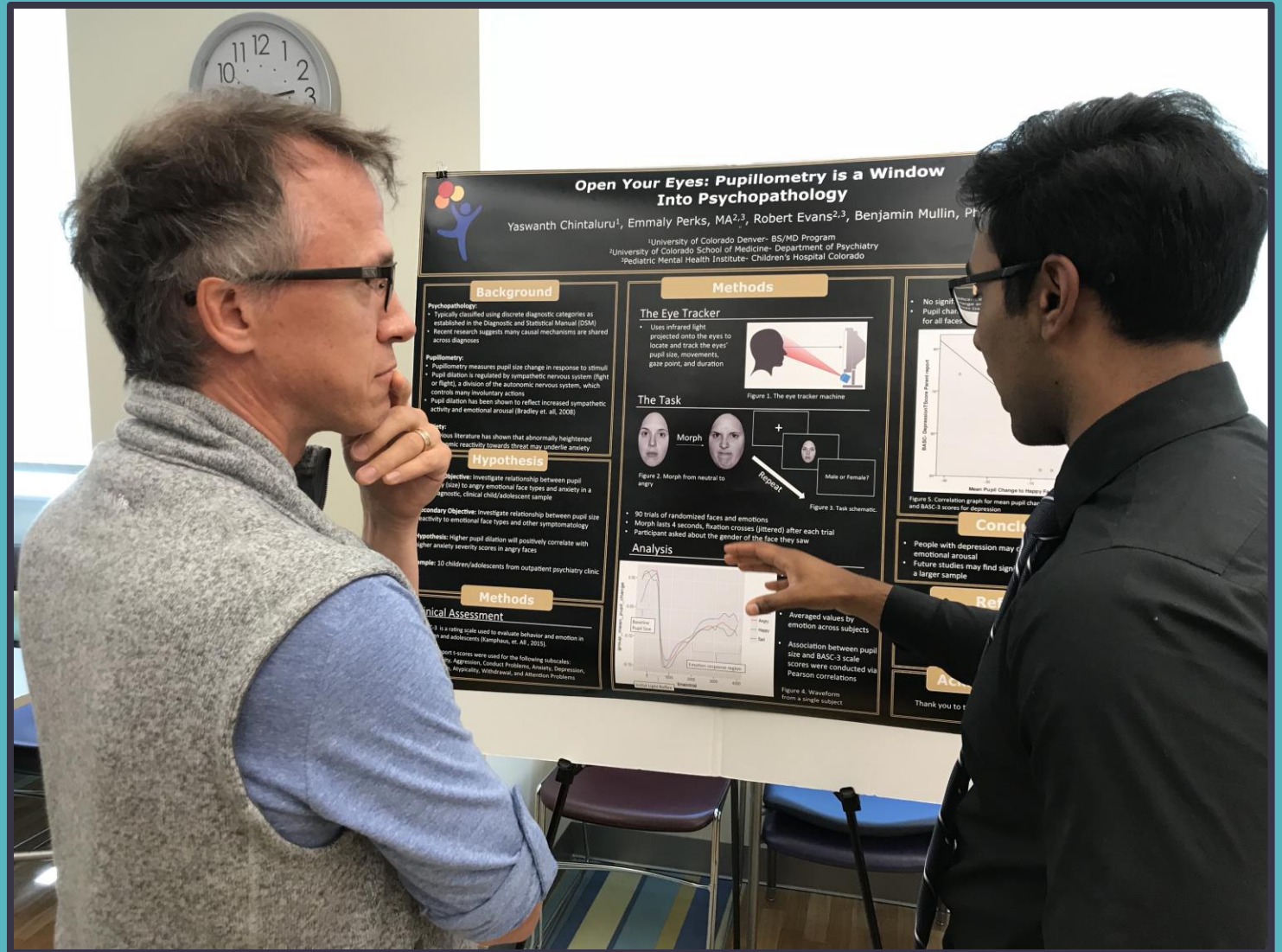


(T)TDPS

All TDPs should have a variety of access points:

- After-school programs
- Summer programs
- School acceleration/enrichment
- Apprenticeships/mentorship from experts
- Financial supports for students from disadvantaged backgrounds
- At various ages, levels, and stages

TDPS become TTDPS when they prepare students for a transition



TALENT DEVELOPMENT IS DEVELOPMENTAL

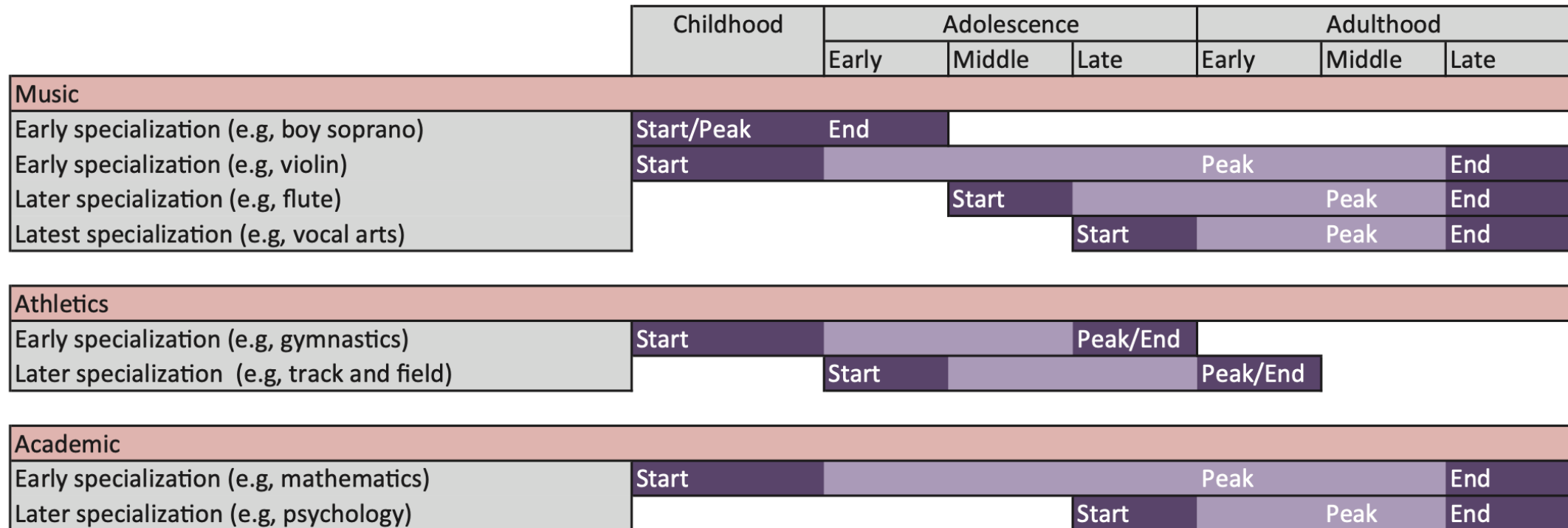


Fig. 2. Early and later trajectories in music, athletics, and academics, within and across domains.

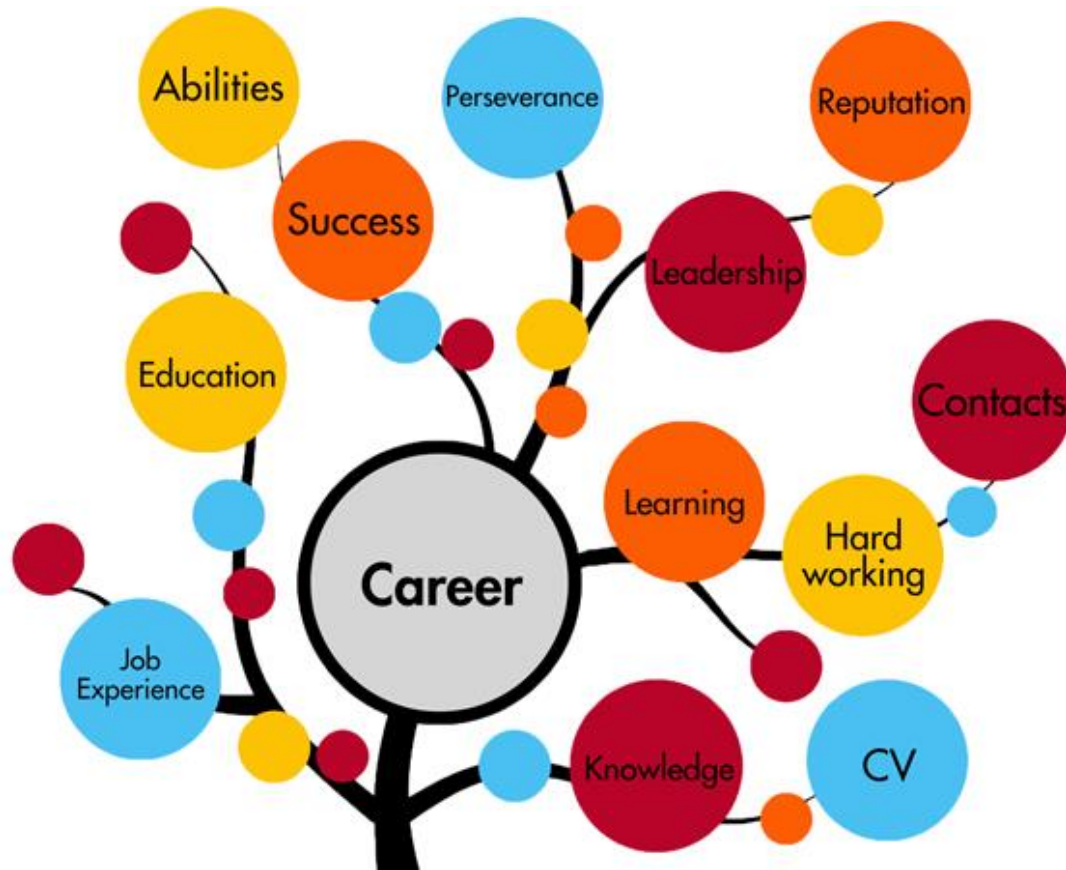
PSYCHOSOCIAL ASPECTS OF TDPS

- TDPS should support psychosocial skill development
 - “Self-regulation, mindsets, task persistence, grit, strategic risk-taking, comfort with competition, collaboration, resilience, and optimism” (NAGC, 2015)
- Counselors/psychologists integral to success:
 - Resource identification/mentor identification
 - Skill building
 - Parental support
- Support for all transitional stages:
 - TD doesn't end at the end of high school
 - “To help develop the talent of our most able young people, the field of gifted education needs to fully consider a post-secondary vision of what talents we are developing.” (NAGC, 2015)



SELECTING STUDENTS FOR TDPS:

- Holistic body of evidence reviewed by committee:
 - Letters of recommendation (potential)
 - Cover letter (potential)
 - Resume (demonstrated)
 - Unofficial Transcript (demonstrated)
- Next steps:
 - Students interview with mentors
 - Careful consideration for students from underrepresented backgrounds
- Students may not benefit from TDP at the current time if:
 - Psychosocial skills are too underdeveloped (though TDPS should also provide some of this)
 - Lack of interest/motivation (not due to under-exposure/lack of challenge)
 - Lack of demonstrated achievement (older students only)



PURPLE LONGITUDINAL OUTCOMES

Graduate school:

- 70% - influenced their decision to apply to graduate school
- 67% - influenced the field of study they ultimately chose to pursue
- 92% - go on to apply for graduate school post-program
- 100% - currently in graduate school report PURPLE was very/extremely helpful in applying

Career preparation:

- 92% - continue to be involved in additional research projects
- 92% - improved professionalism skills following PURPLE
- 75% - improved their scientific thinking
- 67% - are immediately employed in research careers
- 78% - PURPLE was helpful in applying for their role
- 100% - PURPLE prepared them to perform the daily tasks of their role

92% would recommend PURPLE to a friend

LOCATING TDPS

Center for Bright Kids:

<https://www.centerforbrightkids.org/resources.php>

NAGC Summer Enrichment:

<http://www.nagc.org/resources-publications/resources-parents/planning-summer>

NAGC Resource Directory:

Http://giftedandtalentedresourcesdirectory.com/Listing/Index/Schools_Programs/Summer_Camp_Academic_ProgramsWeekend_Programs/7815/30

PURPLE Application (Closes March 16th):

<http://j.mp/39AsR72>

A FORWARD VISION FOR STUDENTS WITH MP



You can do anything you want. What do you want to do first?

THANK YOU!



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