

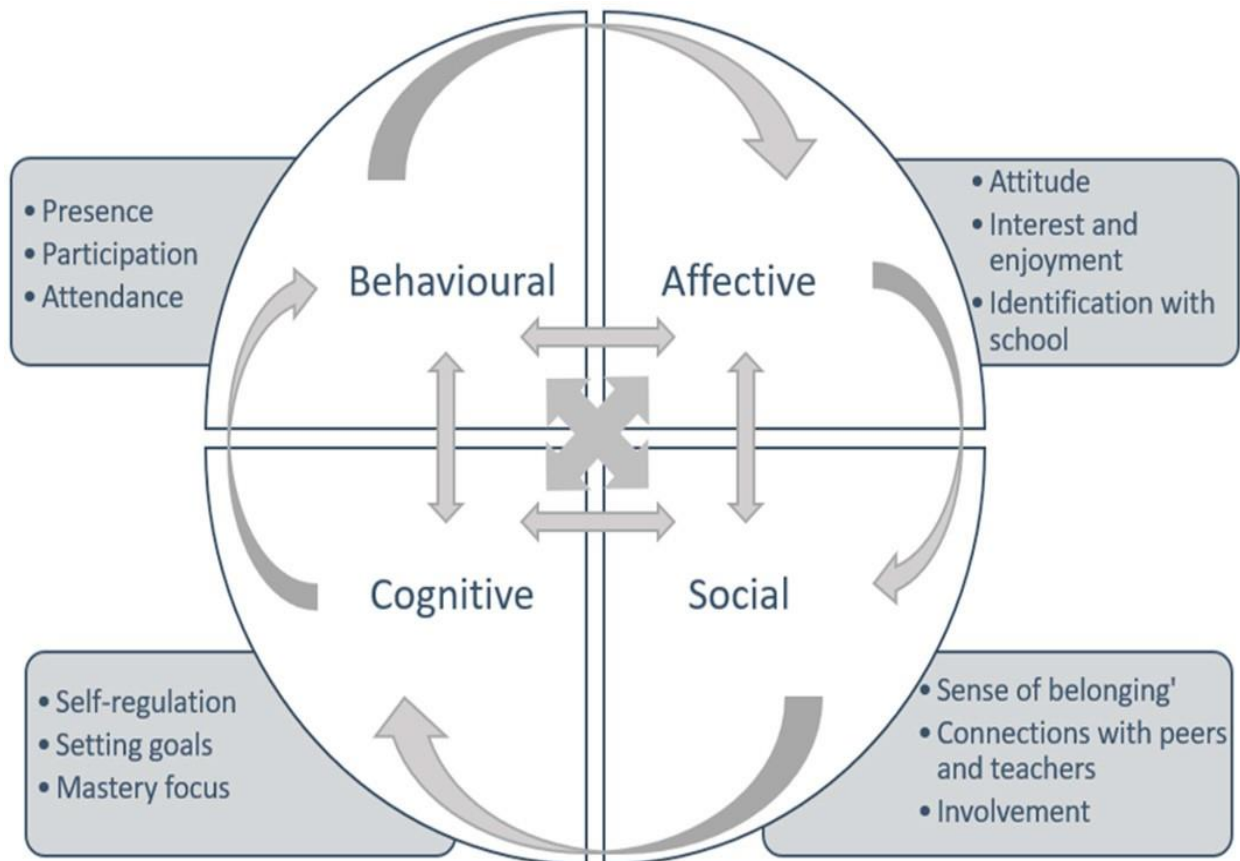
Using Active Engagement To Optimize Learning for Gifted Students

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Neumann, M.; Ronksley-Pava, M. (2020) Conceptualizing gifted student (dis)engagement through the lens of learner (re) engagement. *education services* 10, 274

Models of Student Engagement

Two Component View	Behavioral	Affective		
Three Component View	Behavioral	Affective	Cognitive	
Four Component View	Behavioral	Affective	Cognitive	Academic

McCormick, K.M.; Plucker, J.A. (2013) Connecting student engagement to academic and social needs of gifted and talented students. In Kim, K.H.; Kaufman J. Baer, J. Sriraman, B. (Eds.), *Creatively Gifted Students are not like other Gifted Students Research, Theory and Practice*. Rotterdam, Netherlands: Sense Publishers.

(Re) Engagement Opportunities for each Profile

Neumann, M.; Ronksley-Pava, M. (2020)

Profile	Some Pedagogical Approaches for (Re)Engagement across the Four Dimensions
Successful	<ul style="list-style-type: none"> • Freedom to make choices (Cognitive); • Risk-taking activities (Behavioral and Cognitive); • Challenging tasks (Cognitive); • Provide ways students can extend themselves within their Zone of Proximal Development (Cognitive); • Opportunities for demonstrating leadership in the classroom and school (Social); • Provide opportunities to build self-confidence and assertiveness (e.g., through games/role play activity with peers) (<i>Affective</i> and Social); • Opportunities to work independently with autonomy on tasks (Behavioral, <i>Affective</i>, and Cognitive); • Foster intrinsic motivation following achievement rather than external reinforcement or excessive praise (Behavioral).
Creative	<ul style="list-style-type: none"> • Provide group work tasks and collaborative activities (Social and Cognitive); • Allow diverse and innovative opportunities so that students can express themselves through creative ways (Behavioral, <i>Affective</i>, and Cognitive); • Value and promote student self-awareness and self-belief (e.g., mindfulness programs) (<i>Affective</i> and Cognitive); • Demonstrate how to resist peer pressure (Behavioral, <i>Affective</i> and Social); • Practice interpersonal skills and social emotional development (Behavioral, <i>Affective</i>, and Social); • Increase confidence and communication skills (Behavioral, <i>Affective</i>, Social, and Cognitive); • Provide mentors and role-models (Behavioral, <i>Affective</i>, Social and Cognitive); • Encourage personal goal setting (Behavioral and Cognitive); • Be respectful of student autonomy, decisions and individual learning choices (Behavioral, <i>Affective</i>, Social, and Cognitive).
Underground	<ul style="list-style-type: none"> • Scaffold and extend abilities across all learning areas (Behavioral, <i>Affective</i>, Social and Cognitive); • Provide students with diverse, gifted, and positive role models from different backgrounds (Behavioral, <i>Affective</i>, Social, and Cognitive); • Foster belief in themselves and self-identity (Behavioral, <i>Affective</i>, Social, and Cognitive); • Provide support for future career and post-school planning/study opportunities (Behavioral, <i>Affective</i>, Social, and Cognitive); • Model being a lifelong learner and facilitator of learning (Cognitive); • Encourage student voice and provide regular reassurance (Behavioral, <i>Affective</i>, Social, and Cognitive); • Support contributions and <i>efforts</i> when students participate (Behavioral, <i>Affective</i>, and Cognitive); • Value independence and positive learning choices (Behavioral and Cognitive).

At-Risk	<ul style="list-style-type: none"> • Provide a safe and structured classroom environment and schedule (Behavioral and Cognitive); • Offer a range of well-being supports that can nurture relationships with others (Affective and Social); • Design personalized learning programs based on student interests (Cognitive); • Provide opportunities for learning accountability and responsibility (Behavioral, Affective, Social, and Cognitive); • Give positive encouragement and feedback to help overcome barriers or challenging and confronting tasks (Behavioral, Affective, and Cognitive); • Help students practice achieving short-term goals that will lead to achievement of more long-term goals (Cognitive).
Twice-exceptional	<ul style="list-style-type: none"> • Focus on strengths and skills utilizing a non-deficit approach (Behavioral Affective, and Cognitive); • Support perseverance with completing tasks (Behavioral, Affective and Cognitive); • Provide strategies to help overcome learning obstacles (Behavioral, Affective, and Cognitive); • Foster student voice and agency (Behavioral, Affective, Social and Cognitive); • Help students feel confident in their self-identity and self-concept so they can advocate for themselves (Behavioral, Affective, Social, and Cognitive); • Support follow-through with goals to achieve successful outcomes (Behavioral, Affective, and Cognitive); • Recognition of their gifts is clear to all and this is affirmed and re-affirmed (Behavioral, Affective, and Cognitive); • Reduce risks of distractions during learning and support learner self-control and self-regulation capabilities (Behavioral, Affective, and Cognitive); • Provide opportunities for academic risk-taking (Cognitive).
Autonomous	<ul style="list-style-type: none"> • Give students additional and extended support where needed (Behavioral, Affective, Social, and Cognitive); • Provide inspirational resources to nurture and facilitate learning and growth in areas of interest (Behavioral, Affective, and Cognitive); • Foster motivation for extending learning along with positive and constructive feedback Behavioral, Affective, and Cognitive); • Provide academic risk-taking and challenging contexts (Behavioral, Affective, and Cognitive); • Open communication and connection with students from a range of year levels to foster their leadership and mentorship capabilities (Social and Cognitive); • Provide freedom and autonomy through student access to diverse, different and stimulating learning spaces (Behavioral, Affective, Social, and Cognitive); • Encourage engagement through team building activities and collaborative class projects (Social and Cognitive).

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