Using Strength-Based Pedagogy to Engage and Challenge 2E Students Development

Sally Reis – Professor, University of Connecticut
Susan Baum – Director, 2e Center for Research and Professional
Bridges Academy, Studio City, CA

www.gifted.uconn.edu
Talents in Two places: Case studies of High Ability Students with Learning Disabilities in a Competitive University

We studied:
• The subject self-perceived academic strengths and weaknesses;
• The specific natures of the learning disability;
• The specific educational intervention and assistance necessary to succeed in an academic environment;
• The types of counseling strategies necessary to help realize their potential
Social and Emotional Challenges of 2E Students

I. Late Identification as having a learning disability
II. Parents as Advocates
III. Compensation Strategies
IV. Many Negative Experiences in School
   – Peer problems and teacher negativity
   – Enrollment in low track classes
   – Difficulty in reading and writing
   – Retentions/self-contained special education classes
   – Inappropriate learning disability program
   – Poor self esteem and lack of self-confidence
Learning Disabled/Gifted Study

Parent advocates were a primary reason that gifted students with learning disabilities were able to enter college.

Susan Baum, Ph.D. and Robin Schader, Ph.D.

The 2e Center at Bridges Academy
Daniel

- Math disability
- Little written production
- Profound anxiety
Jack

- Hyperactive
- Impulsive
- Severe anxiety
- Attention issues
- Class clown
Mac

- Socially awkward
- Avid reader, but only non-fiction
- Cognitively rigid
- Sees the world in black and white
- Lost in studying WWII
Sydney

- ASD diagnosis (socially awkward, perhaps because of high verbal abilities?)
- ADHD (but not when involved in art)
- Oppositional Defiant Behavior (but maybe because needs are not being met?)
<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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<tbody>
<tr>
<td>Artistic</td>
<td>Argumentative</td>
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<tr>
<td>High verbal ability</td>
<td>Oppositional Defiant</td>
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**Solution:** Gifted Class for Reading, a Remedial Social Skills Program, and OT for handwriting.
Distinguishing Strengths

2e Students

Complex Challenges

Distinguishing Strengths
...It's not easy being green!
Green includes puzzling paradoxes

✓ High level comprehension (need for sophisticated content) **but with** reading limitations.

✓ Creative and sophisticated ideas **but** difficulty putting them down on paper

✓ Task commitment and flow time **but** difficulty attending to task when things are auditory

✓ Potential for expertise **but** difficulty learning novice skills and with automaticity

✓ Desire to fit in **but** little social awareness
Treatment is not just fixing what is broken; it is nurturing what is best.

(Seligman & Csikszentmihalyi, 2000)
What is a Strength-based, Talent-focused Approach?

Educational experiences designed to align with students’ strengths, interests, and talents.

- Leveraging strengths for skill development
- Engaging students in the curriculum
- Allowing expression of learning
- Looking for and nurturing strengths, interests and talents in their own right
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<td>• Avid reader</td>
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<tr>
<td>• Metaphorical thinker</td>
<td>• Poor social awareness and social skills</td>
</tr>
<tr>
<td>• Insightful</td>
<td>• Little productivity</td>
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<tr>
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The Schoolwide Enrichment Model

Joseph S. Renzulli & Sally M. Reis

Comprehensive Strength Assessment Portfolio

Curriculum Modification Techniques

Enrichment Learning and Teaching

Service Delivery Components

Resources

- Renzulli Learning System
  - Strength-Based Identification Instruments
  - Curriculum Materials (SEM-R; Mentoring Mathematical Minds (Project M3, M2))
  - Staff Development Training Materials
  - Evaluation Instruments

www.gifted.uconn.edu
Motivating Real-world Impacts

The Enrichment Triad Model

- Type I: General Exploratory Activities
- Type II: Group Training Activities
- Type III: Individual & Small Group Investigations of Real Problems

Flowing from Regular Classroom to Environment.
How Does The Schoolwide Enrichment Model Differ From Other Approaches To Total Talent Development?

The Enrichment Triad Model

Curriculum Compacting For All High Achieving Students In Their Domain Specific Strength Area(s)
Individualized Strength Assessment

- Interests
- Learning Styles
- Preferred Modes Of Expression
- Achievement Levels

Renzulli Learning Data Bases

50,000 Resources
Renzulli creates a unique menu for each student.

Required Topic: Study of The U. S. Constitution

Directions
Review the resources Renzulli has selected for you, and answer the following questions:
1) What was our country’s first constitution called?
2) What are the three branches of Government?
3) Describe the proceedings of the Constitutional Convention.
4) How must the proceedings of the Constitutional Convention prevail in a society if the people hope to maintain a free government?

Activities Matched To Your Profile:
- A Revolutionary WebQuest
- Ask a Civics Question
- Jeffersonian Era
- Understanding the Constitution
- The New Nation
- Constitutional Knowledge

Activities Matched To Your Profile:
- Ben’s Guide to the U.S. Government
- A History of US: Revolution
- Our America
- Constitution of the United States
- Benjamin Franklin: An Extraordinary Life
- Creating the United States
- The Scales of Justice
- This Nation
The Three Roles of a Great SEM Teacher

1. Serves as a coach, mentor, and “Guide-on-the-Side” for identified students.
2. Work with the Schoolwide Enrichment Team and the general faculty to infuse the 3 Es into any and all regular curricular activities.
3. Help make arrangements for support for individuals or small groups working on projects, performances, or other types of creative and investigative projects.

“The Resident Escalator”
Teacher Use – Teaching a unit on Ancient Egypt

Fun With Mummies
This amazing interactive website will help you understand how to prepare a mummy for burial and learn all that had to be done. You can explore artefacts from the heartland of ancient Egypt, or to see a time-lapse animation of the process.

Museum of Science Virtual Exhibits
Brave the perils of Antarctica, prepare for your journey to the Arctic, or explore these interactive exhibits from Boston's Museum Science Center.
Creating Possibilities

This tool reminds us of the importance of offering daily opportunities for students to experience joy in learning. Magic happens when interests and abilities intersect.

The two sections in this document use information about a student's interests and abilities in distinct ways:

- **Plan for Success™** is a place to note how interests and strengths can be leveraged to build necessary academic and personal skills.
- **The Talent Development Opportunity Maker™ (TDO)** is about finding opportunities to develop the student's expertise in particular areas of strength, interest, and talent.

To Connect with the PERSON in PERSONALIZED LEARNING | Section A

C.L.U.E.S.™

Collect Information, Look for connections, Uncover patterns, Explore different perspectives, and Synthesize findings

I. ENVISION

What would make this a good year? List goals, expectations, hopes, and wishes from the student, teacher(s), and parent(s) perspectives.

Student:

Parent 1:

Parent 2:

Teacher/Coach/Mentor:

Teacher/Coach/Mentor:

Teacher/Coach/Mentor:

To Connect with the PERSON in PERSONALIZED LEARNING | Section C-1

Quick Personality Indicator™ (QPI)

Student Version

Understanding personality attributes can help each of us establish positive relationships, communicate effectively, set and accomplish goals, and find pathways to work through differences.

Directions: When instructed, read the statements inside and give points to the four possible answers by putting a 4, 3, 2, or 1 in the white box next to each response.

Give a 4 to the statement that MOST describes you.

Give a 1 to the statement that LEAST describes you.

Please be sure to assign all the numbers (4, 3, 2, and 1). Do not leave any blank.

Here's an example:

My favorite ice cream is...

Vanilla (I really love vanilla because the best, but give it 0 points in the white box)

To Connect with the PERSON in PERSONALIZED LEARNING | Section D

My LearningPrint™

Student Version

A tool to discover, consider, and record unique combinations of interests, abilities, learning preferences, and experiences.

Your responses to the questions inside will help you create your own LearningPrint.

This paper portrait of yourself as a learner will be distinct and individual, much like a fingerprint.

To Connect with the PERSON in PERSONALIZED LEARNING | Section O-1

BAUM-NICOLS

To Connect with the PERSON in PERSONALIZED LEARNING | Section C-1

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Name: ____________________

Date: ____________________

Robin Schade, Ph.D. and Wenyin Zhou, Ph.D. (2004, revised 2014)
The 2e Center for Research and Professional Development at Bridges Academy * 3921 Laurel Canyon Road, Studio City, CA 91604
For more information: www.bridges.edu
IN THE CURRICULUM: TRIAD-BASED UNITS
TYPE I*  
GENERAL EXPLORATORY ACTIVITIES

TYPE II  
GROUP TRAINING ACTIVITIES

TYPE III  
INDIVIDUAL & SMALL GROUP INVESTIGATIONS OF REAL PROBLEMS

Regular Classroom

Environment in General
The Egyptian Museum

• Mathematicians and Builders at Work
The Egyptian Museum:
Artists decorating the sarcophagus
Scientists
High content-simple language

A WORD IS DEAD WHEN IT IS SAID
SOME SAY

I SAY IT JUST BEGINS TO LIVE THAT DAY
Cartoons as metaphors for elements in the periodic table
The Interest Center

- Skeleton
- Posters
- Task Cards
- Internet access
- Body organs manipulative
- Books
- Sample x-ray (more on the table)
Art and writing supplies

Manipulative model

Stop watches, measuring tape

Animal skeletons

Stethoscopes

Task cards

Model of skin

Model of brain

Fingerprints game

Matching game
Resources

- Various books – non-fiction and fiction, interactive
- Magazines, journals, some to be cut up
- Human skeleton model
- Stethoscope
- Charts, posters, diagrams of body organs
- Measuring tape, timer
- X-rays of bones
- Writing and art supplies, stamp pads, fasteners, glue, chalk, poster board, construction paper, butcher paper etc.
- Computer with internet access
- Hand lens
- Model of human skin
Task Card

Be a Cardiologist!

A cardiologist is a heart doctor. A cardiologist uses a stethoscope to listen the hearts of patients. A stethoscope allows the cardiologist to listen to the heart very clearly.

The challenge:

Find out what kinds of activities make your heart beat fast or slow.

Find the stethoscope and the timer at the center. Use the timer to do one of the activities on the data sheet for 3 minutes. Then listen to your heart for 1 minute and record how many times your heart beats. Do 4 more activities and record the number of times you heart beats in a minute right after the activity.

Use the data sheet to make a graph showing which activities make your heart beat faster and which activities don’t and compare the results of the activities.

Why do you think you had those results?
Task Card data sheet

Pick from the following activities to do for 3 minutes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Heartbeat after activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading quietly</td>
<td></td>
</tr>
<tr>
<td>hopped on one foot</td>
<td></td>
</tr>
<tr>
<td>running as fast as you can</td>
<td></td>
</tr>
<tr>
<td>Taking to a friend</td>
<td></td>
</tr>
<tr>
<td>singing</td>
<td></td>
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<tr>
<td>lying down</td>
<td></td>
</tr>
<tr>
<td>Running in place</td>
<td></td>
</tr>
<tr>
<td>walking around</td>
<td></td>
</tr>
<tr>
<td>marching</td>
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</tbody>
</table>
The Hip Bone’s Connected to the...

Look at the video at this link http://www.youtube.com/watch?v=x2ABc5LlNCY Hanna Montana sang a song to remember the names of the bones in the body. The Hanna Montana song is accurate.

The challenge:

Make another version of the first song, or learn the song as it is.

Find materials that tell you the names of the bones in the human body. Using the information from the books and the chart, write your own song that tells the names of the bones.

OR write down the words to the song, and learn it.

Maybe you can even come up with a dance to go with the song that you can perform!
Task Card

Life Size Art!

Throughout the past and the present artist have made many kinds of models of the human body. Sometimes they used clay, sometimes they paint or draw, or sometimes they use other materials like crumbled paper or string.

The challenge:

You will make a life size 3 dimensional model of the human body.

Find the white butcher paper as the center. Have a friend lay down on the sheet and trace the outline of their body. Be accurate.

Next use a book or a diagram that shows the different organs in the body. Make a life size model of the human body. using the art supplies at the center and using the books and charts as a reference.

Use the other art supplies to make your model as real looking as possible.
TALENT DEVELOPMENT

Contextualized Learning & Executive Functioning
ENRICHMENT CLUSTERS
ENRICHMENT CLUSTERS

- Every Friday
- Student Choice
- Active Learning
- Group Size = 2 to 6 students
- Teacher as facilitator or coach

“Culinary Critics” are investigating and writing a guide with ratings of kid-friendly restaurants around their neighborhood.
ENRICHMENT CLUSTERS

- Every Friday
- Student Choice
- Active Learning
- Group Size = 2 to 6 students
- Teacher as facilitator or coach

The “Water Watchers” are investigating and writing a proposal to incorporate drought-resistant plantings for the campus landscape.
Recent **Badge Projects**

- Public Speaking/Debate
- Video Game Design
- Aerodynamics and Rocketry
- Database Administration
The **Bridge to Young Experts**

After a year of intensive work, these students just earned their first **Badge**!
Upcoming Young Expert

Game Development

Interest Exploration Badge
- Game Design
- Vector math and Math for 3D Environments (in progress)
- Game Marketing & Focus Groups (in progress)

Professional Development Badge (professional-level skill)
- Game Development with Unity
- Programming with C#
- Debugging and Troubleshooting
- 3-D Vector Operations
Music Program

**BRIDGES WINTER COFFEE HOUSE**

**Monday, Dec. 5th, 7 - 9:30 PM**
(doors open at 5:30pm)

**THE FEDERAL BAR**
5303 Lankershim Blvd
North Hollywood, CA 91601

COME HUNGRY!
Full kitchen available

**FEATURING**
- The Rock Band
- Blues Explosion
- Shredders
- Electric Pop Orchestra
- + Guitar Workshop
- + The Shaunt Avakian Trio

**JAMFEST IV**

March 14th

**THE ROXY THEATER**
9009 Sunset Blvd
2:00 - 5:00 PM

Made possible by
**The Al Sherman Foundation**

Featuring bands from:
- Bridges Academy
- New Community Jewish HS
- Harvard Westlake
- Crossroads School
- Campbell Hall

**Tickets:** $15 in advance, $20 at the door
All proceeds benefiting MusiCares - www.muscaries.com
Robotics First Competition

Business Plan
Seniors of 2011
I think I will study eyes this year
• Drawings are being considered for an art exhibit at a local Gallery in Culver City. The Japanese style comics (Manga) have been such an inspiration that she is currently studying Japanese (she'll visit Japan this summer) and will be an exhibitor at the Anime Expo 2010.

• Classes over the past five years at Art Center in Pasadena and Brentwood Art School. She continues to sculpt, draw, and create comic/graphic novels.

• Artwork has been displayed at Art Center, Brentwood Art, the Beverly Hills and she created a wall mural for Bridges.

• Accepted into Cal Art's prestigious summer program, Inner Sparks (sponsored by Governor Schwarzenegger). And more....
# Talent Development Opportunities

<table>
<thead>
<tr>
<th>This child....</th>
<th>Everyday in the Classroom*:</th>
<th>Enriched Opportunities beyond the Classroom:</th>
<th>Opportunities at home and in the greater Community*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is passionate about carpentry and building.</td>
<td>Encourage reading with graphic novels and use historical fiction. Include building choices in projects. Use visual arts integrated lessons. Incorporate outdoor experiences</td>
<td>Advanced engineering group Invention Convention Club Horticulture Enrichment Cluster Chicken Leadership Institute</td>
<td>Boy Scouts Weekend cooking school. Camping experiences Engineering class at local museum</td>
</tr>
<tr>
<td>Interests in the humanities.</td>
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<tr>
<td>Prefers non-fiction.</td>
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<td>Has passion for gourmet cooking.</td>
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<tr>
<td>Is drawn to nature and camping.</td>
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<tr>
<td>Has leadership ability</td>
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Horticulture Entrepreneurs
Choosing plants for the garden

Picking herbs and plants for our business: Aroma therapy
Butternut Squash Soup
Advisory presentation
Building a bench
“I have learned first and foremost to look for interests, talents, strengths, shades of strengths or the mere suggestion of a talent. Knowing that a person builds a happy and successful life not on remediated weaknesses but on developed strengths, I have learned to place those strengths at the top of what matters.”

Edward Hallowell (2005)