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Taxonomy of Affective Curriculum for Gifted Learners

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TAXONOMY OF AFFECTIVE CURRICULUM FOR GIFTED LEARNERS

by

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ABSTRACT

Teaching and learning in the current milieu of standards-based accountability has resulted in a near-exclusive focus on academic growth and development for students in today's schools. This is particularly acute for gifted students, whose label inherently focuses on superior intellectual capacity and aptitude for academic success. However, there is a growing demand for equal support of social-emotional learning (SEL) across the globe. In the United States, the Collaborative for Academic, Social, and Emotional Learning (CASEL) has shed significant light on the power of affective development for school-aged children, indicating that, without it, students are limited in their ability to reach their full potential. The proposed Taxonomy of Affective Curriculum for Gifted Learners is intended to provide a framework to reduce the disparity in focus between cognitive and social-emotional development for a population that requires affective support in response to the effects of asynchronous development as well as an inherent proclivity for heightened capacity for emotional intelligence and moral development. Through the research-based definition and sequence of specific affective constructs, the taxonomy leads gifted learners toward their full potential through the eventual development of specific social-emotional abilities, such as harmonious passion (Vallerand et. al, 2003), acceptance of ambiguity (Urban, 2014), willingness to view failure as opportunity for growth (Dweck, 2006), and an increased ability to set and attain meaningful goals (Dweck, 1986). Qualitative data from both practitioners and experts as well as suggested implementation and evaluation of a pilot study further inform the framework's development with implications surrounding the stimulation of greater levels of internal locus of control as well as a clarification of the role of teacher versus counselor of the gifted.

Keywords:

Social-emotional development, affective education, affective curriculum, gifted learners

This dissertation is dedicated to Terry Roberts,
without whom this journey would never have begun.

Your persistent and unyielding support
helped me to rediscover my own giftedness —
and, for that, I am eternally grateful.

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INTRODUCTION

Problem of Practice

Problem Statement

The concept of *learning* in schools has evolved into one essentially synonymous with academic development — particularly in the current age of intense focus on school accountability. This is underscored by legislation such as the No Child Left Behind Act of 2001 (NCLB), whose purpose was to ensure that all students within the United States' educational system met a standard level of proficiency in core subjects in order to become more competitive in the global marketplace as well as close the achievement gap for students in underserved settings (United States Department of Education, n.d.). This focus on intellect is even more profound for gifted learners, whose identification and supporting services result from their display of academic aptitude within the top ten percent of their peers or performing two standard deviations above the mean, or higher, on a personal intelligence test as defined by the National Association for Gifted Children [NAGC], (n.d.). Perhaps for this reason, the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act in December of 2015, replacing No Child Left Behind, clearly outlined three specific provisions for gifted students: (1) disaggregation of data at all levels of performance, including proficient and above, (2) the requirement of states and local districts to provide teachers with professional development opportunities to better understand and serve their gifted students, and (3) the eventual use of adaptive assessments to prevent gifted students from reaching a performance ceiling on standardized tests, thus giving a more accurate picture of their actual ability levels (NAGC, n.d.). While it is admirable that support for gifted students is gaining more validation at the federal level, the clear focus on learning remains on academic performance and

accountability. Therefore, perhaps as policymakers and educators of the gifted begin to analyze the student data at the top ends of the performance spectrum, an equally important facet that demands consideration will continue to become more apparent: social-emotional development.

Social and emotional learning (SEL) has emerged as a crucial counterpart to intellectual growth with a growing body of research illustrating the reciprocal relationship between students' cognitive and affective development (Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan, 2008; Zins, Bloodworth, Weissberg, & Walberg, 2007). However, this critical aspect of students' education is often overlooked by educators due to a lack of understanding of its importance or the absence of a cohesive system that properly integrates it into the daily curriculum (Landis & Reschly, 2013; Peterson & Lorimer, 2012, 2011; Hebert, 2010; Rinn, Plucker, & Stocking, 2010; VanTassel-Baska, Feng, Swanson, Quek, & Chandler, 2009; Renzulli, 1984; Franks & Dolan, 1982; Vare, 1979; Buscaglia, 1978; Alpren, 1974). As a result, a vast majority of students' social-emotional development is being overlooked altogether or, at best, only supported through fragmented attempts at character education that limit their ability to optimize their overall development through a synthesis of both cognitive and affective growth, thus undermining students' ability to reach their full potential in life (Payton et al., 2008). As a result of this problem, this Dissertation in Practice will focus on the creation of a developmental taxonomy of affective curriculum, specifically crafted for gifted learners whose need for a continuous model of SEL is even more acute than their non-gifted peers due to the concept of asynchronous development (Silverman, 1997) and their significant potential for developing higher levels of emotional intelligence than the general population (Tirri, 2010; Derryberry & Barger, 2008; Woitaszewski & Aalsma, 2004; Mayer, Perkins, Caruso, & Salovey, 2001; Narváez, 1993).

Significance of the Problem

SEL has been established as a critical factor in the healthy development of *all* students and the inclusion of SEL in the context of schooling not only supports lifelong learning, but also improves development through synthesis and interplay between the cognitive and affective domains. According to Zins et al. (2007),

> SEL is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. […] [T]hose who do not possess these skills are less likely to succeed. (p. 192)

Therefore, in order to support students' ability to set and attain purposeful and meaningful goals, to promote their consideration for attempting activities that are novel or ambiguous, as well as to assist them with refining the interpersonal skills that are often identified by leading organizations as an area of deficit for today's young adults, it is imperative that educators consider the interplay between SEL and academic learning. The positive news for teachers facing pressure from their administrators or school districts with regard to academic proficiency and standards-based teaching is that SEL actually improves students' academic performance in addition to their overall quality of life. In a meta-analysis of 213 school-based programs supporting over 270,000 students, it was discovered that infusion of SEL into the curriculum resulted in gains of up to eleven percentiles in performance on standardized test measures of reading and math ability across all grade levels from kindergarten through twelve as compared to students in programs lacking SEL components (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). This supports the scientifically based link between SEL and school success, championed by Zins et al. (2007), who relayed that children exposed to SEL in school have a greater propensity to "integrate thinking, feeling, and behaving to achieve important life tasks [as well as] feel

motivated to succeed, to believe in their success, to communicate well with teachers, to set academic goals, to organize themselves to achieve these goals, to overcome obstacles, and so forth" (p. 194, 196). This tenet is further supported by the Collaborative for Academic, Social, and Emotional Learning (CASEL), whose mission attests that for students across all grades, locations, and social contexts, "SEL programs improve students' social-emotional skills, attitudes about self and others, connection to school, positive social behavior, and academic performance" (Payton et al., 2008).

While the literature clearly indicates the positive effects of SEL for all students, those learners who are gifted have an *acute* need for the inclusion of SEL in their school experience. Due to their asynchronous development, meaning that their intellectual capacity far exceeds their chronological age, many gifted students display high levels of emotional intensity and robust levels of moral justice (Silverman, 1997). In addition to asynchronous development, motivational factors, ineffective self-regulation, and frustration with rote and repetitive curriculum, delivered by teachers who may think that requiring students to do more *volume* of work rather than more *quality* of work, all have the potential to spin a gifted learner into a period of underachievement (Landis & Reschly, 2013; Hebert, 2010; Kanevsky & Keighley, 2003; McCoach & Siegle, 2003; Spears-Neumister & Hebert, 2003; Reis & McCoach, 2000). As a result, some of our most promising students may be floundering in boredom, consumed with apathy toward a system that appears irrelevant, or break down emotionally due to lack of training and support of the coping skills required to manage and maximize their potential for high achievement and creative thinking (Folsom, 2005; Kanevsky & Keighley, 2003; McCoach & Siegle, 2003; Spears-Neumister & Hebert, 2003; Schultz, 2002a; Peterson, 2001; Pfeiffer & Stocking, 2000; Reis & McCoach, 2000). While the proposed taxonomy of affective curriculum is not intended to be an

intervention for gifted underachievement, its implementation could curb the frequency of this phenomenon because, with a combined focus on both intellectual and affective growth and development, gifted students would be better prepared to reach the pinnacle of their true potential, ultimately attaining elevated levels of academic and personal success, moving toward self-actualization, and providing humanity with products and innovation as a result of the dedication to their passions, understandings, and unique perspective toward the world (Hebert, 2010; Morisano & Shore, 2010; Rinn, Plucker & Stocking, 2010; VanTassel-Baska et al., 2009; Woitaszewski & Aalsma, 2004; Olszewski-Kubilius, 2003; Schultz, 2002b; Johnson, 2000). This proactive, rather than reactive, rationale for the proposed taxonomy's use not only has the possibility of lowering the number of cases of gifted underachievement, but would also naturally support the development of SEL for well-adjusted, high performing gifted students who require guidance in order to reach their *actual* level of potential, which is represented by the culmination of intellectual competence, affective balance and application, and an ability to modify one's behavior in order to maximize opportunities in life while maintaining elevated levels of moral and ethical decision making (Zins et al., 2007). Using academic indicators as the only reference point to determine a gifted student's level of success in relation to full potential in life is ineffective and uninformed; moreover, the lack of a purposefully sequenced, research-based curricula to support healthy social-emotional development not only exacerbates the effects of asynchronous development among gifted learners, but also stifles their potential for reaching their innate capacity for elevated levels of cognitive and emotional intelligence as compared to their same-aged peers.

Without support for the development and evaluation of social-emotional health, gifted learners may exhibit behaviors that include conflict with authority, challenge with accepting

constructive feedback, high levels of moral justice, feelings of superiority, and lack of coping strategies for dealing with boredom or poor motivation to complete tasks that appear irrelevant to their interests or passions in life (Peterson & Lorimer, 2012; Wellisch & Brown, 2012; Karnes & Stephens, 2008; Chan, 2005; Hoekman, McCormick, & Barnett, 2005; Hoover-Schultz, 2005; Kanevsky & Keighley, 2003; Pfeiffer & Stocking, 2000). Underachievement among gifted students continues to be a paradox that confounds educators as they grapple with attempts to understand why students with such significant levels of ability fail to achieve their full potential (McCoach & Siegle, 2003; Reis & McCoach, 2000). Ironically, although empowered with above-average cognitive ability, nearly 25% of gifted underachievers are unable to attain their college degree in the standard four years (Siegle & McCoach in MacFarlane & Stambaugh, 2009; Hoover-Schultz, 2005). Given the complex combinations and multifaceted nature of the potential causation for gifted underachievement, defined by Reis and McCoach (2000) as a significant gap between known ability or potential and actual performance, breaking down barriers through the affective domain, thus helping students become aware that they are not realizing their full potential while also stimulating a desire to change the pattern, may be a crucial step required in trying to turn these disconcerting situations around (Cavilla, 2015).

The lack of consistent, supported interconnectedness between cognition and affective growth has significant potential to either cause or enhance underachievement among gifted learners (Folsom, 2005). Due to their proclivity for asynchronous development, some gifted students suffer from poor impulse control and display outbursts of emotionality at home and in the classroom — all of which may culminate in feelings of self-deprecation, lowered self-esteem, and possibly short-term or long-term underachievement (Pfeiffer & Stocking, 2000). If these feelings remain unchecked, more severe psychological and personality traits may manifest, such

as defiance, false senses of personal accomplishment, depression, or chronic power struggles (Pfeiffer & Stocking, 2000). In fact, these behaviors may fester to a point where giftedness is masked altogether and students are misidentified as learning disabled or as possessing emotional or behavioral disorders (Johnson, 2000). In case studies presented by Porath (1996), students identified as gifted showed significant academic decline after periods of social-emotional stagnation or regression left unmediated by teachers and parents. Often caused by a combination of external social and environmental factors, many gifted students lack the tolerance, stress management, or impulse control required to successfully navigate a curriculum that is nearly exclusively focused on intellectual growth rather than holistic development that includes healthy support of affective skills in tandem with academic learning (Lee & Olszewski-Kubilius, 2006; Pfeiffer & Stocking, 2000). Additionally, without the infusion of consistent affective development, approximately 25% of gifted students develop dysfunctional perfectionist tendencies, which often lead not only to elevated levels of anxiety and mood disorder, but also heightened levels of fear of failure and lowered feelings of self-worth (Neumeister, 2007) — all of which have significant potential to ignite underachievement in these learners.

On the other end of the continuum from gifted underachievement are gifted students who have maximized their potential. Historic longitudinal studies of gifted students and adults, such as those by Terman and Oden (1947) and Hollingworth (1937), have shown that gifted students most often grow into healthy, well-adjusted, successful individuals with a range of interests, talents, and social connections. However, oftentimes, this level of success or fulfillment of one's natural capacity is measured by intellectual prowess and aptitude. While scoring in the 98th or 99th percentile across all academic subject areas as measured by standardized assessments is honorable and deserving of recognition, is that all that is truly required in order to define arrival

at one's full potential? Without taking into account social-emotional development and its impact on concepts such as emotional intelligence and moral development, educators and advocates of the gifted are not looking at the whole picture and, perhaps unintentionally, are limiting the scope of what *full potential* may look like for gifted individuals. While gifted students may be prone to emotional sensitivity, affective vulnerability, and potential underachievement as previously established, many researchers and theorists have postulated that gifted students actually have significantly increased capacity to internalize social-emotional learning and propel themselves toward optimal affective development (Tirri, 2010; Derryberry & Barger, 2008; Woitaszewski & Aalsma, 2004; Mayer, Perkins, Caruso, & Salovey, 2001; Narváez, 1993). More specifically, studies indicate that a majority of gifted high school students have moral and emotional capacity of non-gifted post graduate students; however, they are clear to relay that this capacity does not equate development and that it must be nurtured and strategically taught in order to come to fruition (Tirri, 2010; Derryberry & Barger, 2008; Lee & Olszewski-Kubilius, 2006; Howard-Hamilton & Franks, 1995; Narváez, 1993). Therefore, if giftedness is considered a malleable, fluid process rather than a fixed, static condition, then an implication of neglecting the affective development of gifted students is that they may not reach their full potential (Kaufman, 2013; Sternberg, 2012).

In their discussion of emotional intelligence in relation to giftedness, Mayer et al. (2001) relayed that "the cognitive system carries out abstract reasoning about emotions, while the emotion system enhances cognitive capacity" (p. 132). From this perspective, it seems feasible to claim that gifted students not only have greater ability to develop their social-emotional capacity, but that the relationship is reciprocal and that healthier affective ability may translate into elevated levels of academic and intellectual growth for gifted students. The continued dialogue

and investigation into the power and importance of affective education has not gone unheard, with a growing number of educators rating social-emotional development higher than that of academic ability when attempting to identify and describe the "ideal student" (Gallagher, Smith, & Merrotsy, 2011, p. 12). Given the premise of gifted students' enhanced capacity to thrive within an ingrained social-emotional and intellectual environment, broad suggestions have emerged with regard to infusion of an affective curriculum within the classroom. These tenets not only honor the power of affective teaching, but also lend credibility to the continued dialogue and research surrounding the need for the purposeful development and implementation of an affective curriculum during the critical growth periods of gifted students' cognitive and moral development (Sternberg, 2012; Shavinina, 2007; Howard-Hamilton, 1994).

Exploratory Questions

Based on a synthesis from the studies presented in the historical overview, which range from single site, small-scale studies to multiple location, longitudinal studies in both national and international contexts, as well as from suggestions from CASEL regarding their notion of an effective SEL curriculum, the development and proposed implementation of this framework are built upon these guiding questions:

1. Does a developmentally structured taxonomy of affective curriculum enhance and support the continuous SEL of gifted students within the context of their everyday learning?

2. Does a developmentally structured taxonomy of affective curriculum support the optimization of gifted learners' innate potential for significantly elevated levels of emotional intelligence and moral development?

3. Does the implementation of the taxonomy help to reduce the frequency of underachievement among gifted learners?

4. Does the implementation of a structured affective curriculum provide gifted learners with the balanced academic and social-emotional skills needed to maximize their potential for success in their lives after completion of their primary and secondary school experience?

Organizational Context

The proposed taxonomy of affective curriculum was developed with all gifted students in mind, not just those at one particular school or location; therefore, the organizational context for purposes of this Dissertation in Practice is the *field of gifted education in general*. According to the federal legislation, giftedness is defined as:

> Students, children, or youth who give evidence of high achievement capability in such areas as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities (United States Department of Education, n.d.).

Similarly, the National Association for Gifted Children (n.d.) provides a slight variation:

> Gifted individuals are those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, sports).

Due to the inherent power of the states to retain power over their educational systems, each state also has its own variation of definitions, which, for the sake of space, will not be explored in detail here; however, a general trend in these definitions involves identification of gifted students through the use of individual intelligence test scores with a threshold score for identification as gifted falling at two standard deviations above the mean, or higher (i.e. IQ score of 130 or above). While these definitions may vary slightly in wording, they do have one significant thing in common: total or primary focus on intellectual capacity or aptitude and a complete lack of any mention of social-emotional competence or ability. Silverman (1997) addressed this in her

synthesis of theories and longitudinal studies of gifted learners, which yielded a more holistic, child-centered definition:

> Giftedness is *asynchronous development* in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with heightened intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally (p. 39).

While the use of asynchrony as a definition for giftedness does not specifically include the term affective or social-emotional in its language, its interpretation honors the important role of SEL in the context of identifying and supporting gifted individuals in reaching their optimal level of development.

The proposed framework of affective curriculum is designed to work through universal implementation at any school setting across any social, socioeconomic, or environmental context. Moreover, its flexibility in adapting to the academic curriculum allows teachers of the gifted to implement it across the range of gifted education services most common in today's schools, which most often include either a pull-out program where gifted students leave their core classroom for curricular support with other gifted students in a resource room or inclusion in a regular classroom setting with a variety of other students who may range from those with special education needs, those who are functioning at standard developmental ability in comparison to their chronological age, and other students who may be identified as gifted (NAGC, n.d.). This approach is built upon the recommendation of Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, & Elias (2003) who contended that the best SEL programs are those that: (1) are implemented universally across the entire student population at any given school, (2) are planned and delivered by students' classroom teachers, not guidance counselors

or outside consultants, and (3) span the entire school experience from grades kindergarten through twelve. Within this framework, all gifted students — regardless of whether they are in an exclusively gifted learning environment, part of a resource program, or mainstreamed into the general education classroom — will move toward exiting secondary education not only with a diploma and scholastic honors, but also with a solidly-built foundation of intellectual and affective strengths, which is a combination that will open the doors to their dreams through enhanced capacity for leadership, ethical decision making, and full understanding of the affective factors that impact their everyday decision making.

History and Conceptualization

The call for the development and implementation of an affective curriculum spans multiple generations, yet has failed to make significant inroads for numerous reasons. In his 1974 report to the United States Department of Health and Human Services, Alpren relayed the significant confusion and doubt surrounding the feasibility and understanding of how to create and/or implement an affective curriculum in the schools. While teachers interviewed in the report signified that affective growth occurred in the students, they admitted it was often unplanned or stemming from student discussions and inquiries rather than based on a planned, developmental path. As such, Alpren (1974) attested that he "[didn't] see too much hope for an increased movement in affective curriculum or education" and that it would "die down for another ten or fifteen years and re-emerge with new, confusing labels" as a result of the "confusion about the […] movement" (p. 26-27). Merely a few years later, Vare (1979) declared that "none of the present forms of moral education is sufficient to meet [the] needs [of] gifted children" (p. 487) — taking it one step further than Alpren by designing and presenting his "Confluent Model of Moral Education for the Gifted." In his model, Vare (1979) relayed that intentional, scaffolded

social-emotional development for gifted learners is essential in facilitating their ability to become autonomous members of society as well as develop the potential to "question, examine, and pose alternatives to moral dilemmas" (p. 489). In this emerging period of the recognition of the importance of an affective curriculum, Vare (1979) implored the educational system to attempt the "simultaneous achievement of both affective and cognitive goals" including evaluation, critical thinking, empathy, openness and trust, and tolerance or acceptance (p. 494). In the same time period, Buscaglia (1978) described affective development as one of the three pillars of foundational growth for students, paired alongside cognitive development and psychomotor ability. Sadly, Alpren's (1974) prophecy appears to have come true because, while there is a significant amount of hype and interest in the affective education of students — particularly those who are gifted — forty years later, a solid framework or curriculum has yet to be developed that truly bridges the bond between intellect and affect. However, despite the lack of a standardized or developmentally appropriate curriculum developed for ongoing affective engagement within the context of academic learning, research has begun to coalesce around the importance of affective learning with some studies specifically focusing on and analyzing gifted students.

Building on the notion that targeted development of affective learning is "rarely […] emphasized in American education," Folsom (2005) presented a review of the Teaching for Intellectual and Emotional Learning (TIEL) as a viable option for teachers of students of all abilities (p. 76). Building on research that shows a causal effect between the lack of an affective curriculum and academic underachievement, the TIEL program provides succinct connections among the following five categories: (1) reflection and cognition, (2) empathy and memory, (3) moral or ethical reasoning and evaluation, (4) mastery and convergent production, and (5)

appreciation and divergent production (Folsom, 2005). While this framework is strong, Folsom (2005) contended that it was limited due to lack of research on how to assess the effects of the model, sparse methods for crafting curriculum to bridge the specific intellectual and social-emotional components across all grade levels, as well as nearly non-existent levels of pre-service teacher training in understanding — much less teaching — affective curriculum within their classrooms. However, even with adequate training, teachers must hone their craft with regard to affective curriculum development and delivery. In a study by Shawer, Gilmore, & Banks-Joseph (2008), the authors categorized teachers into three categories: curriculum developers, curriculum makers, and curriculum transmitters. The results of their research indicate that teachers who develop their own social-emotional curriculum achieved a significant change on both student cognitive and affective development whereas teachers who merely transmit a prescribed affective curriculum had marginal to no effect on either students' intellectual or social-emotional growth (Shawer, Gilmore & Banks-Joseph, 2008). Similar results occurred in Brackett, Rivers, Reyes, & Salovey's (2012) study of the RULER feeling words curriculum, which involved a thirty week examination of fifth and sixth grade students' responses to an integrated literacy curriculum that gave equal attention to critical thinking and social-emotional learning. The study indicated that a fused approach to literacy resulted not only in enhanced levels of students' affective acuity, but significant increases in students' use of vocabulary, comprehension, and written articulation (Brackett et al., 2012). However, positive relationships between affective curriculum and intellectual growth are not the only foci of the literature; alternative studies maintain a focus on the moral development of gifted learners as well as the potentially untapped leadership lying dormant inside of many gifted students.

After conducting a one-month summer seminar focused on affective development,

Howard-Hamilton (1994) concurred that gifted adolescents were significantly above the norm with regard to potential for moral development as opposed to their non-gifted peers and ultimately calculated that the typical gifted adolescent has the emotional capacity of a college graduate. However, the study yielded an interesting caveat: "the high pre-test scores actually formed a ceiling making it theoretically and empirically impossible to expect further growth" (Howard-Hamilton, 1994, p. 58). In a follow-up study of 167 gifted high school seniors, Howard-Hamilton and Franks (1995) described the impact of teacher and parent modeling, as well as deliberate support of students' social emotional learning, claiming that gifted adolescents who receive such support display significantly higher levels of self-esteem and self-efficacy. While these traits have shown a connection to improved intellectual ability in other studies, the enhanced behavior in and of itself is a positive trait for many educators, many of whom infuse social-emotional learning and affective modeling of positive behavior traits as a method of classroom management or to support behavior modification with students; consequently, by using affective teaching strategies to create a socially supportive classroom environment, teachers are concurrently enhancing students' overall abilities to participate in group discussions, to work collaboratively with their peers, and to reflect on their learning in order to improve critical thinking and metacognitive skills (Wood, 1996). These heightened feelings of empowerment through a continuous focus on gifted students' academic growth as well as their intrapersonal and interpersonal skills also leads to significant manifestations of leadership (Lee & Olszewski-Kubilius, 2006). Much like their potential for emotional competence, Lee and Olszewski-Kubilius (2006) found that gifted students had high degrees of potential for leadership but that, in order to fully develop into an internalized skill and personality trait, it must be supported and fueled through an affective curriculum because, with only a focus on intellectual

growth, the standard academic curriculum does not "propel gifted students to take the right actions" when faced with major ethical, moral, business, or political decisions (p. 60). As evidenced from multiple perspectives, the call for affective support in the classroom is growing — not just in the United States, but on the international stage as well.

A program in New Zealand, entitled "Gifted Kids," included affective development as one of their four curricular cornerstones; in their study, students relayed that the social-emotional support and impact positively affected their overall development with specific focus on self-image as a gifted individual, exploration and development of talents, and an elevated willingness to embrace new challenges (Bate, Clark & Riley, 2012). In Israel, measures of emotional intelligence were examined in both gifted and non-gifted high school students and quantitative analysis indicated a statistically significant relationship between gifted students and higher levels of emotional intelligence on performance based assessments (Zeidner, Shani-Zinovich, Matthews, & Roberts, 2005). Ironically, the same study indicated that gifted high school students self-reported their emotional intelligence at rates lower than their non-gifted counterparts, which not only contradicts their actual ability on the performance assessments, but also implies that direct support and infusion of an affective curriculum for gifted learners is vital to their balanced development and accurate levels of self-image and self-efficacy in the social emotional arena. From smaller countries to much larger populations, a study of Chinese gifted students in Hong Kong relays how learned emotional intelligence allows gifted students to develop positive coping strategies for accepting their giftedness as well as to apply empathy and social skills when working collaboratively with their peers (Chan, 2005). Moreover, case studies surrounding the infusion of an affective curriculum in Taiwan indicate that teachers who used storytelling in relation to their personal experiences as well as took the time to capture and discuss unexpected

teachable moments in the classroom helped students conjure a better sense of reality as well as develop enhanced levels of divergent thinking (Wang & Ku, 2010). Even in Finland, one of the world's most respected and exalted educational systems (Tucker, 2011), researchers are exposing the urgent need for a social-emotional curriculum and are calling on universities and teachers to develop the core skills required to fully support the gifted and talented children of Finland not only through advanced linguistic and mathematic skills, but through an affective education as well (Tirri & Kuusisto, 2013). As such, from the world's leading educational systems to the most populous and economically advantaged superpowers, the call for affective education has been made, but little to no consistent, systemic progress has yet to occur despite over forty years of continued research and attempted application. So, why is this the case?

While research indicates the potential power of affective curriculum, it is "the one area which educators have been able to accomplish the least or which teachers have often avoided" (Wang & Ku, 2010, p. 614). With lack of pre-service teacher training or administrative support to infuse social-emotional learning objectives into the classroom, the cognitive and affective domains are often separated with the charge of intellectual growth left to the teacher and the responsibility of affective development relegated to guidance counselors who often present mini-lessons on character development in sterile conditions devoid of connections to cognitive development (Pierre & Oughton, 2007). Moreover, despite the fact that many educators indicate higher appreciation for affective growth than cognitive growth, their level of knowledge on how to elicit social-emotional development or craft the requisite curriculum needed to bridge the gap between the two domains is severely lacking (Gallagher, Smith & Merrotsy, 2011). Beyond the curriculum itself, Porath (1996) relayed that the majority of teachers and counselors lack the skills or knowledge of educational psychology required to collect data on the affective realm

and, consequently, neglect its implementation into effective program planning for gifted learners due to a near exclusive focus on academic content. As a result, gifted students in these scenarios may falter due to unsure expectations or even purposefully mask their known ability in order to gain social acceptance among their teachers, peers, or family (Porath, 1996). However, while this may seem inevitable for some gifted students given the possibility for underachievement at some point in their lives, there is a silver lining: introduction of an affective curriculum has the power to activate powerful connections in the brain that regulate behavior, self-control, and empathy — even for students who have regressed to severe levels of impulse-aggression, narcissistic pride, or contrived power (Henley & Long, 1999). This is paramount because it implies that there is no specific window for targeting gifted learners' social-emotional growth. If opportunities are missed, the proper affective curriculum could have the power to unleash cognitive ability, emotional capacity, and leadership potential to their zenith, particularly for gifted learners whose innate abilities allow them to process information quickly and in multifaceted ways.

Factors that Impact the Problem

Despite the incessant focus on cognitive ability in both the definition and day-to-day classroom support of gifted learners, contemporary researchers who founded CASEL have developed a framework for SEL (see figure 1) that, while not mandated by legislation or enforced by state or local departments of education, serves as a solid foundation for the proposed taxonomy of affective curriculum for gifted learners.

Self-Awareness	Identifying and recognizing emotions Accurate self-perception Recognizing strengths, needs, and values Self-efficacy Spirituality
Social Awareness	Perspective taking Empathy Appreciating diversity Respect for others
Responsible Decision Making	Problem identification and situation analysis Problem solving Evaluation and reflection Personal, moral, and ethical responsibility
Self-Management	Impulse control and stress management Self-motivation and discipline Goal setting and organizational skills
Relationship Management	Communication, social engagement, and building relationships Working cooperatively Negotiation, refusal, and conflict management Help seeking and providing

Figure 1: Framework of person-centered key SEL competencies

Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2007). The scientific base linking social and emotional learning to school success. *Journal of Educational and Psychological Consultation*, *17*(2-3), 191-210.

In order to effectively implement its five pillars of SEL, CASEL suggests that affective curriculum be carefully planned and research based, teach social-emotional skills for daily life, integrate affective learning with cognitive growth, and connect affective goals and learning to academic outcomes (Zins et al., 2007). The affective constructs within the proposed taxonomy as well as their intended implications are certainly rooted in this current research and foundation of SEL; however, there are also historical theories and specific frameworks of gifted education that are also used to inform the choice and definition of the affective constructs within the framework as well as help to determine the most appropriate order of implementation for optimal development among gifted learners.

One of the first developmental theories with implications for affective development was Erik Erikson's Stages of Psychosocial Development (see figure 2).

Approximate Age	Psychosocial Crisis	Implications
0-2 years	Trust vs. Mistrust	Essential needs must be met in order for trust to develop between child and parent
2-4 years	Autonomy vs. Shame	Exploration of surroundings through environmental stimuli; behavior becomes self-sufficient
4-5 years	Initiative vs. Guilt	Completion of actions for specific purpose or mastery of skill
5-12 years	Industry vs. Inferiority	Recognition of talents and strengths emerge and fuel decisions to undertake tasks
13-19 years	Identity vs. Role Confusion	Clarification of self-worth and goal setting for adulthood
20-39 years	Intimacy vs. Isolation	Willingness to engage in platonic, romantic, and business relationships
40-64 years	Generativity vs. Stagnation	Application of self and talents to social justice and impact on society through a legacy
65+ years	Ego Integrity vs. Despair	Reflect on accomplishments and place value on success

Figure 2: Erikson's Stages of Psychosocial Development
Erikson, E.H. (1950). *Childhood and society* (1st ed.). New York: Norton.

While framed as the resolution of crises at various stages in life, there are many tenets between stages three and five that lend themselves to healthy affective development for school-aged youth as well as support their improved cognitive development, particularly the connection between industry and initiative and intrinsic motivation, self-regulation, and goal attainment; moreover, many of the skills inherent in Erikson's top stages — such as generativity for the

betterment of society and mankind through the application of advanced aptitude across the cognitive, affective, and leadership domains — correlate with the upper levels of other theories that research has indicated gifted students are predisposed to reaching with proper support of social-emotional development. Therefore, as the taxonomy is explained in the next chapter, Erickson's prompt for students to question their impact on the world and society is certainly relevant.

Another influential theory with direct impact on social-emotional development is Kohlberg's Stages of Moral Development (see figure 3). In the first level, pre-conventional morality, developing children distinguish between punishment and obedience as well as explore the concept of divergent points of view. These skills are often built in the home environment as well as during the primary schooling years of kindergarten through third grade, a time when young learners are beginning to interpret the expectations of their family and teachers and authority is seen as an external condition. Level one is broken into two stages: the obedience and punishment orientation, where young learners display behaviors based on external standards and fear of performing an incorrect action, and individualism and exchange, a period of the recognition of divergent viewpoints and struggles with interpreting expectations and consequences from multiple people and entities. The second level of moral development, conventional morality, often begins around the age of nine and extends all the way through adolescence and into adulthood. During this time, children begin to master and refine interpersonal relationship skills as well as promote healthy social order during stages three and four of Kohlberg's model. During stage three, the good interpersonal relationship stage, young people tend to portray behavior that they feel is favorable to others — essentially seeking external approval of their actions. Following this, usually during middle and high school years,

adolescent students traverse the maintaining social order phase as they interpret the codified rules and laws of their cultures and society. At this point, the young person is not so much seeking approval from their community, but is attempting to avoid guilty feelings through adherence to external rules. It is at this point in Kohlberg's model that 85% of adults reach the ceiling of their personal moral development. They simply abide by pre-established rules to avoid guilt and often make decisions based on external approval and expectation. However, as research has shown, gifted learners have a distinct proclivity to progress into level three of moral development, the post-conventional level (Tirri, 2010).

Level *Approximate Age*	Stage	Key Factors
Preconventional: *Birth to approximately age 9*	Punishment and Obedience	Behaviors based on external standards and fear of performing an incorrect action
	Individualism and Exchange	Recognition of divergent viewpoints and struggles with interpreting multiple expectations
Conventional: *Approximately age 9 to adult*	Interpersonal Relationships	Portrayal of behavior seen as favorable to others; seeking external approval of actions
	Maintaining Social Order	Interpret rules/laws of culture and society; avoid guilt through adherence to external rules
Postconventional: *>15% of adults*	Social Contract and Individual Rights	Act on personal convictions regardless of external forces
	Universal Principles	Principles based on universal good, even if views are opposed by majority of peers/society

Figure 3: Kohlberg's Stages of Moral Development
Kohlberg, L. (1981). *The philosophy of moral development: Moral stages and the idea of justice* (essays on moral development, volume 1). San Francisco: Harper & Row.

Kohlberg asserted that only 10-15% of adults are able to master these upper phases and, for those who do, are unable to reach this stage until their mid-thirties. However, for gifted learners who have a natural capacity to fall within the 15% who reach this stage, successful growth toward the end of level two in secondary school, while students' brains are still biologically developing, will leave gifted college students and young adults fully adept at thriving within the pinnacle levels of Kohlberg's stages, which include the ability to act based on personal convictions regardless of external forces as well as the development of moral principles that are based on the universal good, such as social injustice, even if their views are opposed by majority of their peers or society at large.

Although not as well-known as the theories postulated by Erikson and Kohlberg, Bloom and Krathwohl also developed a learning taxonomy for the affective domain during the same time as Bloom's famous taxonomy of cognitive development (see figure 4).

Level One: **Receiving**	Ability to learn from others
Level Two: **Responding**	Ability to participate responsible, respectfully, and actively as appropriate to the context
Level Three: **Valuing**	Ability to associate personal and collective values with contextual experience and express value judgments
Level Four: **Organization**	Ability to structure, prioritize and reconcile personal and others' value systems
Level Five: **Characterization by a value or value set**	Ability to articulate one's own values and belief systems and operate consistently within them

Figure 4: Bloom and Krathwohl's Learning Taxonomy for the Affective Domain
Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1999). *Taxonomy of educational objectives book 2/Affective domain* (2nd edition). Longman Pub Group.

While their taxonomy is more focused on behaviors and their relation to social interaction and clarification of one's own value system as it relates to observable behavior, there are clear

connections to the idea of stimulating and supporting the development of a healthy self-image, accurate sense of self-efficacy, and elevated levels of intrinsic motivation for gifted learners. Additionally, the affective skills of respect for others, cooperation when working with groups, the ability to think divergently, the application of self-regulation, and the development of empathy all factor into many aspects of Bloom and Krathwohl's framework — particularly for gifted learners whose asynchronous social-emotional development often causes intense feelings of justice that must be supported and channeled into feelings of empowerment and identity rather than feelings of helplessness and despair. Moreover, the idea of connecting with the values of self and others can lead gifted students into building curiosity and passion for areas of intense interest and ability both academically and socially, thus leading to higher levels of fulfillment of potential for success and impact on society when undergirded by healthy affective development.

While Erikson, Kohlberg, Bloom and Krathwohl's theories all have generalizable implications for gifted learners, particularly at the higher levels of each approach, there are also concepts specific to the field of gifted education that support the development of the proposed taxonomy of affective curriculum. Foremost is Dweck's (2010, 2006) concept of growth mindset, which is a willingness to view failure or challenge as the opportunity to improve one's skill as well as the willingness to endure in the face of challenge or obstacle for the sake of continued improvement. The core tenet of growth mindset is that ability can be refined and improved through continued practice and perseverance — both of which are main affective factors within the proposed framework of affective curriculum for gifted learners. This dovetails well with Eriksson's (2006) Asset Model of Giftedness (see figure 5), which places heavy emphasis on proactive support of gifted students' affective needs and abilities in order to help them maximize their full potential as well as their ability to make a positive impact on society.

Deficit Model		**Asset Model**
Remedial		Developmental
Conformist		Differentiated
Abnormal behavior		"Supernormal" behaviors
Leveling needs		Self-actualizing needs
Socialization		Individualization
Insensitive		Hypersensitive
Problematic	**The individual affective**	Extensive possibilities
Maintain status quo		Transform society
Egoistic	**needs of the unique gifted**	Altruistic
Correctional		Constructive/productive
Crisis intervention	**student**	Preventive
Emergency		Proactive
Random activity		Focused alertness
Unresponsive		Overexcitabilities (OE)
Negative Disintegration		Positive Disintegration
Balance of cognitive and affective needs in line with normal development for age		Fulfillment of cognitive and affective needs through higher level activities
Cure		***Transcend***

Figure 5: Objectives of Differentiated Guidance and Counseling for Gifted Students
Eriksson, G.I. (2006). Objectives of differentiated guidance and counseling for gifted students. Module 1: Counseling and guidance strategies for teachers of gifted and talented students, University of Central Florida.

Eriksson, G.I. (2009). An examination of resilience and the development of excellence in diverse populations facing extreme challenges. Florida Association for Gifted Children/SENG (Supporting the Emotional Needs of the Gifted) Annual Conference, Orlando, FL.

Adapted from Silverman (2004); Dabrowski (2000); Piechowski (1991)

A synthesis of the various developmental levels and stages of the aforementioned theories, particularly the higher levels of each, will be used in tandem with Daniel Goleman's (2006) theory of Emotional Intelligence (EI) as the conceptual framework and support of CASEL's foundation for the integration of SEL in a universal school setting. This symbiotic relationship with EI is crucial for gifted students because Goleman (2006) *postulates* that a

person's level of self-control, passion, perseverance, and propensity to be intrinsically motivated coalesce into a foundation that allows an individual to reach his or her *true level of potential*. Although the theory is young in comparison to the much longer established area of individual intelligence, generally identified as IQ, research has shown that it serves as a "threshold variable" whose effects are more crucial and visible among highly able and performing people — such as the gifted (Nettelback & Wilson, 2005, p. 621). Moreover, studies show that elevated levels of emotional intelligence not only leave students "feeling in control of their lives" but this finding has also previously translated into quantitative evidence of a positive correlation between increased emotional intelligence and higher academic performance (Bellamy, Gore, & Sturgis, 2005, p. 68). However, despite these positive accolades, the research discerning the level of connection between emotional intelligence and cognitive intelligence has prompted Goleman and his colleagues to clarify their stance, stating that they felt IQ was better at helping students focus on which skill areas are their strongest, but that EI was fundamentally more powerful in determining which gifted people within a specific industry or organization had the potential to emerge as top leaders and performers (Cherniss, Extein, Goleman, & Weissberg, 2006). Essentially, they state that emotional intelligence does not predict or enhance giftedness, but it allows giftedness to flourish to exceptional levels of leadership that are essential for gifted adults to have in order to facilitate transformational change in society (Cherniss et al., 2006; Bellamy, Gore, & Sturgis, 2005). Interestingly, while his original theory focused primarily on enhancing emotional intelligence for leadership potential in the corporate and business world, Goleman has recently teamed up with organizational leadership theorist Peter Senge to specifically address infusion of his emotional intelligence theory in the school system.

Goleman and Senge (2014) now assert that schools who infuse social-emotional learning in their daily approach see positive behaviors and overall student enjoyment of school increase by about 10% while negative behaviors, such as violence and bullying decreased by the same amount; more critically, academic achievement in the same schools increased by a total of 11% for the aggregate. A key facet in their review of meta-analyses and empirical data was the fact that schools with the highest success rate of social-emotional learning were those that extended the curriculum over many years, rather than just in isolation or fractured, pre-packaged units. Typical skills focused on within these successful schools were self-awareness, self-management, empathy, social skill, and good decision-making (Goleman & Senge, 2014). However, in continued discussion, the authors reflect on the need for a well-planned and easy to implement social-emotional curriculum alongside systematic and administrative support structures that honor and value the core tenets and constructs that the curriculum is built upon; moreover, support systems to train and educate teachers on the need for an affective curriculum as well as continuous support facilitation in delivering the curriculum in an authentic way are crucial to the success of an infused academic and affective curriculum (Goleman & Senge, 2014). This is what is lacking with regard to affective curriculum in the vast majority of present day classrooms. Various skills, such as empathy and interpersonal ability have begun regular infusion in many classrooms, but there is no clear progression of where a child's level of affective curriculum should begin and end nor the order with which these skills are best presented for optimal holistic development. If well-intended social-emotional programs are able to elicit 10% increases in both positive behavior as well as academic performance with rather loose structure and limited theoretical foundation, a framework that takes into consideration the progression of a child's development through moral and emotional growth alongside specific strategies to couple these

affective skills within all aspects of the academic curriculum could yield exponentially larger results — particularly for gifted learners whose capacity to thrive in the harmony of cognitive and affective growth is so incredibly apparent.

Through application of the proposed taxonomy of affective curriculum, it is asserted that students of all ages will move from simply acting on their intuition and/or impulses to actually considering the plausibility and social implication of their ideas as well as examining the theoretical implications of their actions on others in order to make a clear decision based on sound moral principles from within themselves rather from artificial, external laws or pressures (Mayer, et al., 2001). Through this development of emotional intelligence, gifted students who may have once been confused by their superior levels of justice in elementary school may grow to feel empowered by these same feelings not because they have changed all that much, but because they better understand how to cope and resolve them. For this reason, within the reciprocal relationship between the various theories of moral, psychosocial, and emotional development as well as the theory of emotional intelligence, the following sixteen affective constructs will serve as the basis for the proposed framework: cooperation, respect, self-image, responsibility, self-regulation, self-esteem, empathy, self-efficacy, divergent thinking, curiosity, intrinsic motivation, grit (perseverance), growth from failure, acceptance of ambiguity, goal attainment, and passion.

Dissertation Plan

As proposed by Tirri & Nokelainen (2007), the use of an affective curriculum for gifted learners should include a "deliberative process" that elicits stronger interpersonal relationship building ability as well as enhances gifted students' abilities to find answers to overarching life

questions, such as "Who am I? Where do I belong? What is my purpose? [and] To whom or what am I connected or responsible?" (p. 599). The answers to these questions are an essential step toward healthy student affective development and should not be addressed superficially or merely off-the-cuff via unplanned discussions; rather, they should gradually be answered and refined as students build their social-emotional capacity synergistically along side their cognitive development. Sternberg (2012) relayed that *virtually all* gifted students have the ability to develop high levels of ethical giftedness and that the nurturing of wisdom and affective development are essential in developing gifted adults who are capable of leaving a lasting mark on humanity through willingness to act on ethical dilemmas as well as directing their talents toward the common good rather than toward self-aggrandizement or other acts of vice and antagonism. As such, this framework aims to: (1) clarify the essential affective constructs that are most critical to gifted students' overall growth, (2) place these constructs in an order that is both developmentally appropriate as well as foundationally sound, and (3) provide teachers with ideas on how to infuse the proposed affective curriculum into their core academic framework.

The proposed framework represents a taxonomy of affective development that is divided into four stages based on developmental age and ability (see Figure 6). Given that gifted students generally advance quicker than their peers both academically and emotionally (Clark, 2008; Karnes & Stephens, 2008), the stages are based on individual development within approximate age ranges, but should not be considered restrictive. Essentially, students should move through the taxonomy at their own pace while teachers consistently monitor their mastery of previous affective skills as well as scaffold their continued moral development and emotional intelligence. Given that tenet, the first level focuses on students in kindergarten and first grade. To support the pre-conventional stage of moral development, as well as the impetus for healthy emotional

intelligence, the affective foci at this level of the framework will center on cooperation, respect, self-image, and responsibility. By choosing targeted reading selections, examining real world problems in science and social studies, and creating authentic representations of solutions to math questions, students will internalize the concepts of obedience as well as work toward the practice of accepting multiple points of view — all of which are required factors for students to move into level two of the moral stages of development in the primary grades (Kohlberg, 1981). Additionally, in order to avert the possible stigma of the gifted label, which causes a significant majority of gifted students to shun their identification later in development (Rimm, 2002), class discussions, teacher readings, and class projects will focus on the development of a positive self-image for all students — including those who are intellectually or creatively talented.

Building on this critical baseline, students will move into the second level of moral development during grades two through four while fostering the manifestation of self-regulation, self-esteem, and empathy. As students will be moving toward the mastery of interpersonal relationships as well as the understanding of their contributions toward positive social order, it will be imperative that they are able to regulate their own learning, which is a skill referred to as task-commitment in Renzulli's (1984) three-ring conception of giftedness. By acquiring the ability to manage one's time and overall effectiveness in the completion of work, students' self-esteem will rise due to the connection between their perceived value of the task as well as an honest view on their ability to complete it effectively or not (Delisle & Galbraith, 2002). Lastly, it is during this stage of the taxonomy that the modeling and development of empathy must take center stage. In order to develop highly effective interpersonal relationships as well as reflect on the value one's self and others have toward the promotion of social order, students must develop the ability to think from another's point of view, be willing to hear perspectives contrary to their

own, and internalize the feelings and consequences of their actions and choices not only for themselves, but through the lenses of others (Goleman, 2006).

Approximately near the beginning of fifth grade, students will transition from developing levels one and two of the stages of moral development to actually applying them in practice toward the refinement and continuous evolution of their emotional intelligence. This occurs in two phases, which are categorized into fifth through eighth grade and ninth through twelfth grade. The first phase represents the core skills that Goleman (2006) outlined as critical to the fulfillment of one's true leadership and intellectual prowess: self-efficacy, divergent thinking, curiosity, intrinsic motivation, and perseverance (hereinafter referred to as grit). The last phase of the taxonomy is highly fluid and comes with the understanding that, given the breadth of development and potential among gifted learners, students will embrace the constructs at varying intensities — with some shunning them completely. Much like the top-tier of Kohlberg's (1981) stages of moral development, not all people are capable of reaching the top echelons of emotional intelligence; however, for teachers of the gifted, the framework provides the structure to take students as far as they can possibly strive without ever feeling restrained. Given that precept, the top affective skills center on growth from failure, acceptance of ambiguity, goal attainment, and passion because these skills are highly adaptable to an exponential level of situations across academic, professional, and social settings. For the students who are able to navigate these higher order affective skills in adulthood, their solidified emotional intelligence will support the manifestation of the third stage of moral development, post-conventional morality, which hones in on individual rights and universal principles (Kohlberg, 1981). While this last stage is not part of the framework itself, it does allow teachers of the gifted to

understand how their legacy could have an impact on their students well beyond the time spent within their classroom.

It is anticipated that application of this framework will help gifted students balance their learning both academically and affectively. This approach should result in a lower frequency of gifted underachievement because, as previous studies have shown, gifted students with a solid foundation of social-emotional development and support are able to attain higher levels of achievement and personal satisfaction (Hebert, 2010; Rinn, Plucker & Stocking, 2010; VanTassel-Baska et al., 2009; Neihart, 2006). Moreover, while teachers and students have shown prior willingness to infuse affective curriculum into the school experience, it has often been in fragmented units that do not directly connect with the core curriculum (Peterson & Lorimer, 2012, 2011; Franks & Dolan, 1982). This framework serves to make affective learning an innate part of the teaching and learning relationship — ultimately yielding students who are not only intellectually stimulated, but who also depart the educational system with a solid foundation of moral development and emotional intelligence. Given the need for flexible application based on students' needs and the context of the organization implementing the curriculum, as well as a need for further research to examine the developmental appropriateness of the suggested constructs, the term "framework" is specifically used in lieu of "model." However, as a pilot study and future research continue to inform possible connections to the academic curriculum, as well as begin to validate the developmental appropriateness of the suggested affective constructs, the framework could potentially solidify into a model of affective curriculum for gifted learners. Moreover, as illustrated in figure 6, the proposed framework is designed as a developmental taxonomy, with each level requiring basic mastery of the one below it in order to support the increased rigor and complexity of the affective skills above them as students continue to develop

and become more complex individuals.

In order to enhance the initial validity of these constructs within the context of universal application of SEL in the K-12 classroom, this Dissertation in Practice will include qualitative survey and focus group data from a purposive sample of teachers of the gifted in grades kindergarten through twelve. Exploration of how the affective constructs within the proposed framework are defined as well as the developmental order with which they are placed within the taxonomy are explored in chapter three. In addition, implementation and evaluation plans for a proposed pilot study are also presented in chapter three.

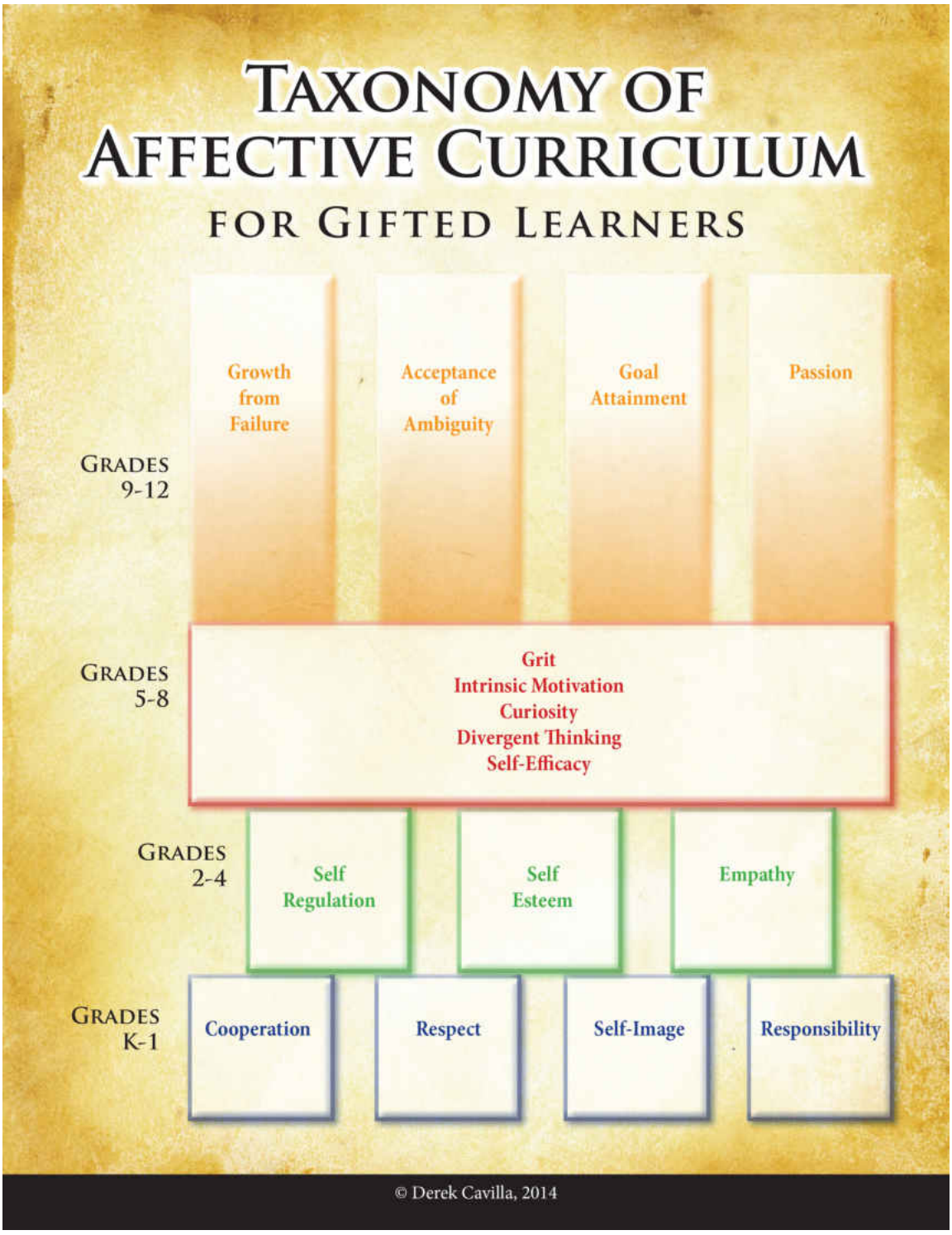

Figure 6: Proposed Taxonomy of Affective Curriculum for Gifted Learners

DESIGN-BASED RESEARCH

Definition and Description of Affective Constructs within the Taxonomy

In order to support continuous SEL for gifted students throughout their school experience, the proposed taxonomy consists of sixteen affective constructs that build upon one another, reciprocate the positive effects of the skills working in tandem, and ultimately build toward maximizing potential in adulthood — potentially fueling career aspirations, personal fulfillment, and self-actualization. As suggested by Greenburg et al. (2003), the taxonomy of affective curriculum is designed to be a "planned, ongoing, systematic, and coordinated SEL instruction [that] begin[s] in preschool and continue[s] through high school" (p. 468). Moreover, the affective curriculum presented within the framework is intended to be delivered in the classroom, by teachers, in an ongoing, symbiotic manner with the academic curriculum, which was evidenced to be the most effective manner of delivery in a meta-analysis of universally implemented SEL programs conducted by Durlak et al. (2011). Considering the potentially contextual or varied definitions of the affective constructs within the framework, as well as the fact that prior research indicates a general weakness among teachers to identify and implement the requisite affective curriculum critical to gifted learners' optimized development (Gallagher, Smith & Merrotsy, 2011; Pierre & Oughton, 2007; Porath, 1996), the first half of this chapter will use academic literature to clearly define each construct in its relation to the taxonomy within the context of gifted education. The second half of the chapter will focus on the rationale behind the grouping and ordering of the affective constructs within the framework, provide insight and connections to the theories of affective, psychosocial, and moral development discussed in the previous chapter, as well as show connections to the tenets of gifted theory that help to validate their effective placement with regard to the optimal development of the gifted learner.

Cooperation

Cooperation is a core affective ability that spans back to the emergence of our species. In their overview of human reciprocity and its evolution, Bowles and Gintis (2011) defined cooperation as "contributing to the success of a joint project for the benefit of one's group" and asserted that cooperation "evokes feelings of satisfaction, pride, and even elation [while] failing to do so is often a source of shame or guilt" (p. 1). In our willingness to cooperate with members of our species, some of whom, such as strangers, are not closely related to us, we have flourished and grown both cognitively and social-emotionally compared to other species (Bowles & Gintis, 2011). In the context of education, cooperation has been deemed a hallmark of early childhood education, both for its social ramifications as well as its impact on learning and healthy affective development. McClelland and Morrison (2003) identified cooperation as a key interpersonal skill as a foundational component of more complex skills developed in later childhood, such as self-regulation, social prowess, and mastery toward learning. However, while cooperation may be an affective skill directly linked to the human species' success, it is not inherent or automatically developed. In a research study focused on issues in early childhood education, Rimm-Kaufmann, Pianta, and Cox (2000) relayed that many kindergarten teachers felt that up to 50% of their students entered the classroom without the core social skills needed to be successful. For teachers of the gifted, issues of prior mastery of subject matter, advanced processing as compared to same age peers, and perfectionist tendencies may cause gifted students to prefer working in isolation or to show signs of distress or frustration when assimilating the requisite interpersonal skills for collaborative projects or tasks. Therefore, teachers with students across the ability spectrum must be prepared to foster the development of collaborative strategies as well as to model and imbue coping mechanisms for those students who may be reticent to reach

a goal with the help of others because they feel that their individual approach is all that is needed to garner success.

Respect

In its most basic form, respect involves making a voluntary choice to either give reverence to one's self or others or to willingly abide by self-imposed or externally based rules (Bird, 2004). Early childhood research by McClelland and Morrison (2003) examined the necessity for young children to practice and refine their interpersonal skills in their first years of school, claiming that learning-related social skills and behaviors, such as respect for other students as well as a willingness to accept and abide by school rules and protocols, are critical factors that facilitate adjustment to navigating the school experience as well as fuel academic success and upward mobility in the primary and intermediate school years. In particular, the authors found that once factors such as IQ and family learning environment were controlled, successful mastery of learning-related skills such as respect and cooperation were directly linked to literacy outcomes; conversely, those students who struggled with concepts such as respect for teacher authority and willingness to abide by developmentally appropriate behavior standards remained "statistically significantly behind their peers in reading and math between kindergarten and sixth grade" (McClelland & Morrison, 2003, p. 209). However, for teachers of the gifted, the idea of self-respect is also critical for healthy affective development. In his examination of how individuals value themselves, Dillon (1997) asserted that self-respect is the most crucial component of determining a sense of belonging and worth among our species and that failure to internalize a positive sense of self-respect may cause people to falsely view themselves as unworthy of success or happiness. Therefore, given the tenet that many gifted students may feel inherently different compared to their same-aged peers due to their advanced ability and

asynchronous social-emotional development, it is critical that teachers of precocious children help to foster a healthy, balanced, and positive sense of self-respect so that the young gifted learner may evolve into an empowered, optimistic, and solidly-grounded individual who respects not only others and their diverse beliefs, but also someone who feels true value in him or herself based on his or her unique qualities, such as advanced ability, creativity, or aptitude for moral development.

Self-Image

For purposes of the taxonomy, the term self-image will also correspond to the closely related term of self-concept, deemed by Bracken and Howell (1991) to be synonymous. In their review of empirical studies and metaanalyses on research related to self-concept, Bracken and Lamprecht (2003) determined that "a positive self image […] seems a reasonable goal for all people" (p. 103). In their model of global self-concept, Bracken and Howell (1991) include six main components: academic, social, affect, competence, physical, and family; of these, the affective realm is deemed critical for gifted students due to the possible feelings of isolation or stigmatization from feeling developmentally different from their peers, most often due to advanced cognitive ability or asynchronous social-emotional development. The authors asserted that self-image, or how one views his or her value and competence, is informed from more focused, domain specific self-concepts that are determined by how people in the environment act toward us or by how they may respond to our actions (Bracken and Lamprecht, 2003). This is critical for teachers of the gifted because they have within their purview the power to ensure that their responses to student behavior, as well as their support of peer interactions within the classroom, are geared toward supporting the development of a positive self image based on advanced intellectual or moral development.

Responsibility

A final learning-related skill needed for successful early childhood development and readiness for academic success is responsibility (McClelland & Morrison, 2003). In describing the goals of early childhood education and curriculum, Schweinhart and Weikart (1998) examined the non-academic factors that are critical to successful cognitive and affective development in young learners, such as "helping children learn to make decisions, solve problems, and get along with others" (p. 59-60). In their research, only 6% of students from schools who infused the early childhood classroom with equal focus on these social and emotional attributes required future intervention for emotional distress or maladaptive affective development as opposed to 47% who required such support when exposed solely to direct instruction in the earliest grade levels (Schweinhart & Weikart, 1998). This correlates well with a Swedish study that examined the impact of infusing courage, integrity, critical thinking, and responsibility into early childhood curriculum and determined that building a sense of community and shared responsibility among peers not only enhanced the learning of the individual student, but left them better prepared to thrive in a global society (Hägglund & Samuelsson, 2009). In this sense, with the innate proclivity for gifted students to develop the highest levels of emotional intelligence and leadership potential, teachers of the gifted should support not just the development of the responsible young student for the sake of high achievement and success in school, but for the future development and acceptance of the socially, ethically, and morally responsible role that he or she may play in the future — perhaps when attempting to allay real-world crises, revolutionalize the products and services of the next generation through innovative and creative thinking, or in his or her future capacity as a transformational leader with the power to create lasting change for our society.

Self Regulation

Self-regulation, originally theorized by Bandura (1991) as well as reviewed and updated by Ryan and Deci (2000) as part of their self-determination theory, is defined as "how people take in social values and extrinsic contingencies and progressively transform them into personal values and self-motivation" (Ryan & Deci, 2000, p. 69). In his original theory, Bandura (1991) claimed that people are not solely directed by their environment, but rather that they use reflective thinking and evaluation of their behavior to determine how it aligns with their personal standards or vision of their personal goals and identity. He claims that these internal processes must be developed so that the developing child displays the requisite "fidelity, consistency, and temporal proximity of self-monitoring" in order to "mobilize for self-directed change" (Bandura, 1991, p. 249-250). This is critical for teachers of the gifted because, in order for students to have an accurate mental representation of their effectiveness and progress toward positive change and mastery, clear and specific feedback must be provided to validate, enhance, or challenge the student's perspective. This scaffolding through feedback alignment and analysis will eventually allow the gifted learner to more effectively self-assess his or her actions in comparison to the challenges and tasks placed before them. Ryan and Deci (2000) built upon this when they relayed the three critical components for enhanced motivation in students: autonomy, competence, and relatedness. Therefore, in attempting to develop self-regulation skills in students, teachers must relinquish some aspects of control while concurrently helping students to develop a sense of connectedness between peers and the curriculum in order to help them internalize and synthesize the rationale between the learning goals presented to them and the benefit of their accomplishment. In doing this, students will become less dependent on teachers

for validating their efforts or requiring explicit instructions on how to assess progress toward attaining a goal or completing a task.

Self Esteem

When considering the construct of self-esteem, Rosenberg, Schooler, Schoenbach, and Rosenberg (1995) discuss the critical difference between global self-esteem and specific self-esteem. The authors defined global self-esteem as "the individual's positive or negative attitude toward the self as a totality" while specific self-esteem was described as one's feeling about him or herself in a particular area, such as academics, musical or artistic ability, or physical beauty (Rosenberg et al., 1995, p. 141). For purposes of this taxonomy, only specific self-esteem will be considered as the affective construct due to its potential to positively influence behavior as well as have a significantly powerful effect on global self-esteem — 0.21 effect size versus 0.11 for vice versa (Rosenberg et al., 1995). This is of particular consideration for gifted students because higher intelligence or ability tends to cause elevated levels of global self esteem, which may inadvertently cause some gifted learners to either shun their weaknesses or to overestimate their ability in specific areas of the curriculum or social-emotional development. Therefore, by helping students find value in specific tasks or areas of potential talent, teachers of the gifted can help support students' ability to honor their efforts and growth in specific contexts over time, thus solidifying specific self-esteem while simultaneously increasing global self-esteem — the combination of which has both cognitive and affective advantages (Rosenberg, 1995).

Empathy

Empathy plays a central role in Goleman's (2006) Theory of Emotional Intelligence. He defines this affective construct as "understanding how people feel and how they think about the

world" (Goleman & Senge, 2014, p. 29). The construct was broken down further into the following three components:

1. Cognitive empathy: understanding how other people see the world and how they think about it, and understanding their perspectives and mental models.
2. Emotional empathy: a brain-to-brain linkage that gives us an instant inner sense of how the other person feels — sensing their emotions from moment to moment.
3. Empathic concern: which naturally leads to empathic action, […] based in the ancient mammalian circuitry for caring and parenting. (Goleman & Senge, 2014, p. 31-32).

The interplay between these three facets of empathy develop into what Goleman and Senge (2014) call the "caring classroom" where teachers model empathetic behavior toward his or her students in order for students to learn vicariously how to develop compassion for one another's feelings and actions (p. 32). Silverman (1993) added specific validity and necessity for teachers of the gifted not only to develop empathy among students, but also to recognize and manage it. In her book regarding counseling of the gifted, she shared that "sensitive and compassionate gifted children are highly empathetic. They seem not only to know what others feel, but also to actually feel the feelings within themselves. This is particularly true of intense and negative feelings" (Silverman, 1993, p. 39). Therefore, in order to fully support optimized affective development, teachers of the gifted must balance the development of empathy for his or her classroom community as well as manage and provide outlets for those whose feelings of intensity from the actions of others may impede learning or present as behavioral issues that require reactive consequences rather than proactive support for the processing of feelings.

Grit

In their longitudinal study of gifted students, Terman and Oden (1947) concluded that ability, or IQ, alone could not account for the accomplishments of the most eminent or successful

individuals; in fact, they determined that the most successful gifted adults had IQ scores only five points above the lowest performers in the study. Given this tenet, the authors attested that "perseverance, self-confidence, and integration toward goals" were factors that were more predictive of IQ with regard to eminent accomplishment (Terman & Oden, 1947, p. 351). Modern research has built upon this notion and, in the educational arena, has appropriated the term grit, defined by Duckworth, Peterson, Matthews, and Kelly (2007) as:

> Perseverance and passion for long-term goals. Grit entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. […] The gritty individual not only finishes tasks at hand but pursues a given aim over years (p. 1087-1089).

Duckworth et al. (2007) mirrored the same claim that Terman had in the generation before, asserting that grit "may be as essential as IQ to high achievement" (p. 1089). This claim is due to the gritty student's ability to exhibit remarkable stamina and task commitment in the pursuit of goals or mastery on learning new material, which is an affective ability not inherent or ever-present in the gifted community. While it is generally accepted that approximately two percent of the population is gifted, not all of these individuals have the grit to push themselves to their true limits, thus preventing them from reaching elevated levels of potential and success. Therefore, teachers of the gifted must consider how to foster long-term stamina for continuous improvement and learning, which may often involve numerous failed attempts or feelings of uncertainty from exposure to novel concepts, as opposed to simply asking highly able students to complete tasks in exchange for grades or short-term feelings of accomplishment.

Intrinsic Motivation

Intrinsic motivation has become a noteworthy term in the field of education due to its positive connotation in support of student learning. Ryan and Deci (2000) define this construct as

the "prototypic manifestation of the human tendency toward learning and creativity" and asserted that intrinsically motivated individuals attempt completion of tasks with more authenticity as well as display elevated levels of "excitement and confidence, which in turn manifests as enhanced performance, persistence, and creativity" (p. 69). Ironically, this much sought-after trait is essentially an innate part of the human psyche. In their seminal discussion of intrinsic motivation, Ryan and Deci (2000) concurred:

> The fullest representation of humanity show[s] people to be curious, vital, and self-motivated. At their best, they are agentic and inspired, striving to learn; extend themselves; master new skills; and apply their talents responsibly. That most people show considerable effort, agency, and commitment in their lives appears, in fact, to be more normative than exceptional, suggesting some very positive and persistent features of human nature (p. 68).

From this perspective, intrinsic motivation is not a holy grail that must be found or uncovered; rather, it is a core component inside of students that is already manifesting or that has thrived in the past but may be currently stifled due to inopportune environmental stimuli or less than optimal levels of cognitive or affective engagement. This is of critical importance to gifted students whose high level of natural ability and processing speed thrive when met with levels of authentic, contextually meaningful motivation. Therefore, educators of the gifted must consider ways to provide experiences to students that foster the ongoing development of intrinsic motivation by creating novel and rigorous challenges for students to explore, providing specific, positive feedback on learning goals, and creating an environment that honors feelings of autonomy, competence, and relatedness (Ryan and Deci, 2010). By taking this initiative, teachers of the gifted are helping students to develop a crucial trait that is already a natural part of their persona and that will continue to flourish into stronger aspects of SEL in their adult lives.

Curiosity

The construct of curiosity has existed since man first began to become aware of his surroundings and ancient scholars, such as Plato and Aristotle, felt that humans displayed an innate desire to make sense of the world around them through inquiry. Piaget (1969) also integrated the concept of curiosity in his theory of cognitive development, claiming that children learn from experiencing a state of disequilibrium and then integrating their exposure to new situations or information by comparing it to existing knowledge. In modern research, Loewenstein (1994) conducted a comprehensive literature review and reinterpretation in an effort to define curiosity as well as provide insight into its underlying cause and humans' proclivity to exhibit this behavior. This review examined the many waves and existing theories of curiosity and determined that curiosity is best defined as a desire to fill information gaps in areas of understanding. In his discussion, Loewenstein (1994) relayed:

> Curiosity aris[es] when attention becomes focused on a gap in one's knowledge. Such information gaps produce the feeling of deprivation labeled *curiosity*. The curious individual is motivated to obtain the missing information to reduce or eliminate the feeling of deprivation (p. 87).

This definition is critical for gifted students due to their ability to assimilate information so quickly and to show mastery with greater ease than their peers. If curiosity represents the knowledge we do not possess, then teachers of the gifted must help students acquire the requisite skills needed to monitor their own knowledge as well as focus their inquiry on identifying areas of cognitive deprivation and filling them with new knowledge and connections. As described by Lowenstein (1994), "as information is acquired, […] a qualitative shift of attention is likely to occur from a focus on what is known to one on what is not known" (p. 89). Facilitating this focus and preparing gifted students to consistently examine their gaps in knowledge are core affective

components of reaching optimized potential. Simply asking students to answer rote questions or to provide responses based on what they already know will not stimulate curiosity. Instead, teachers can help gifted learners realize that curiosity should drive their continued development and that feelings of deprivation from gaps in knowledge should increase the more they learn rather than decrease or become eliminated entirely.

Divergent Thinking

In his quest to define the structure of intelligence, Guilford (1959) provided a synthesized definition for divergent thinking. Foremost, he relayed that divergent thinking is about developing numerous or varied responses to a problem, as opposed to convergent thinking which hones in on a specific facet of information. In discussing the various methods that represent the ability of divergent thinking, Guilford (1959) focused on the following specific terms as core components that define this construct: ideational fluency and adaptive flexibility. Ideational fluency represents a learner's ability to come up with several different variations to solve a problem or associate with a concept while adaptive flexibility reflects the learner's ability to offer novel solutions to a problem as opposed to those more commonly expected, such as using a "brick as a paper weight […] or drown[ing] a cat" as opposed to "build[ing] a house" (Guilford, 1959, p. 473). Therefore, for teachers of the gifted, this construct demands not only stimulation for enhanced production of numerous ideas, but training in creative thinking that stimulates students' ability to conceptualize innovative approaches to solving existing problems or to connect prior learning that may provide insight previously not considered in a specific context.

Self-Efficacy

Bandura (1977) described self-efficacy as a person's belief that he or she actually has the skills needed to complete a required task and relayed that "expectations of personal mastery

affect both initiation and persistence of coping behavior. The strength of people's convictions in their own effectiveness is likely to affect whether they will even try to cope with given situations" (p. 193). This is integral in learning because, in order to feel motivated to complete a task, a person must feel that he or she is capable of at least attempting it; otherwise, the person will either avoid the task altogether or only make a superficial attempt because he or she does not believe that they can successfully complete it in the first place. The concept of self-efficacy itself is rooted in the three areas of motivation discussed by Rueda (2011): active choice, persistence, and effort. As relayed by Bandura (1986) in Usher & Pajares (2008), "self-efficacy beliefs help determine the choices people make, the effort they put forth, the persistence and performance they display in the face of difficulties, and the degree of anxiety or serenity they experience as they engage the myriad tasks that comprise their life" (p. 751). Therefore, if teachers and parents want to support gifted students' motivation to attempt rigorous intellectual and affective learning, they can look toward support and enhancement of self-efficacy beliefs as well as help students to understand that the nature of intelligence is not fixed and crystallized, but rather ever-evolving and capable of growth and change over time.

Growth from Failure

The idea of viewing failure as an opportunity for continued learning and development has been conceptualized by Dweck (2006) as growth mindset; conversely, she theorized that people who view their intelligence as an innate, unchanging ability exhibit a fixed mindset. In her continued research, Dweck (2010) relayed that development of a growth mindset requires helping students embrace challenges and supporting their resiliency through rigorous tasks that may result in numerous efforts or failure on the first attempt. With specific regard to supporting gifted students' progression toward a growth mindset, Dweck (2010) offered teachers the

following suggestions: (1) emphasize challenge, (2) give a sense of progress, and (3) grade for growth (p. 19-20). Supporting gifted students in redefining how they view failure also supports averting neurotic, dysfunctional perfectionism in preference for a mastery-minded, striving for excellence type of healthy perfectionism (Neumeister, 2007). It is critical for gifted students to receive the requisite support in working toward the acceptance and eventual embracement of failure as an opportunity to continue learning — not only in the secondary school setting, but in the professional arena as well. If gifted students are to be the innovative thinkers or transformative leaders of their generation, it is crucial that they embrace a "mistake orientation," not only so they learn from their errors, but also so they avoid repetition of similar errors in the future as well as glean pertinent information from a mistake made that can inform a complex problem (Hartels, Bauer, & Gruber, 2008, p. 224). Failure, while certainly inevitable at almost every level, is not inherently bad; reasons for failure in the academic and professional world can include critical components such as hypothesis testing, experimentation, clarification of the impact of future events, and introduction of novel processes in a complex task (Edmondson, 2011). Therefore, when supporting gifted students' development of a growth mindset for enhanced mastery, consider Edmondson's (2011) positive connotation of an "intelligent failure" that provides the learner or worker in question with "valuable new knowledge that can help an [individual or an] organization leap ahead of the competition and ensure its future growth" (p. 50).

Acceptance of Ambiguity

Ambiguity, defined as the possibility of numerous or unclear outcomes, is an inherent part of life and spans across both the cognitive and affective domains. Young gifted learners may be averse to ambiguous situations or problems due to their lack of experience or wisdom in a

specific content area or in life in general. Sternberg (1990) asserted that people with elevated levels of wisdom and experience are more comfortable with ambiguity because they see it as "something to be understood, appreciated, and treated as fundamental to the nature of things" as opposed to "something to be resolved" (p. 155). This may be challenging for gifted students for various reasons: foremost their lack of real-world experience in solving problems in the context of society or a career as opposed to abstract learning within the school curriculum. While this skill may develop naturally with age, it is critical for teachers of the gifted to provide opportunities where students are exposed to ambiguity and guided through the benefits of not only accepting it as a natural, ongoing phenomenon, but as a potential benefit to enhancing creativity. As part of his Components Model of Creativity, Urban (2014) conveyed that an openness and tolerance of ambiguity is a crucial aspect of creative thinking because it supports learners with the readiness to take risks as well as promotes playfulness and willingness to experiment when solving complex or novel problems. While facing ambiguous situations may cause temporary discomfort from confronting the unknown, the wisdom gained from facilitating gifted students' willingness to postpone quick solutions in favor of applying creative thinking toward the development of innovative, multifaceted approaches to solving problems is a critical step in their optimized affective development (Urban, 2014; Sternberg 1990).

Goal Attainment

The construct of goal attainment is firmly rooted in the motivational and affective literature. Dweck (1986) described how students display either mastery or performance attainment to approach successful completion of a goal. For students with performance orientation, perceived high ability often yields a willingness to engage in tasks that students feel will have a successful outcome, thus validating their perception; however, when these same

students have a low perception of their ability, they may shun challenging tasks for fear of failure and ridicule of their ability (Dweck, 1986). Conversely, students with mastery orientation toward problem solving display a willingness to exert extra effort, even in the face of failure or obstacle, in order to increase their acumen and wisdom in the requisite areas needed to fulfill a goal (Dweck, 1986). In her theory, Dweck (1986) concluded that students with mastery orientation toward goal attainment had "significantly higher scores" on transfer of learning and "produced about 50% more work on their transfer tests, suggesting that they were more active in the transfer process" (p. 1043). For gifted students this construct is critical because, with significantly elevated aptitude as compared to their same age peers, as well as the tendency to internalize perfectionistic tendencies throughout their development, performance orientation may appear to be a more attractive option for students who fear being judged or valued for their intellectual prowess as opposed to their long-term ability to achieve goals and learn through gradual mastery. By helping students naturally vary their approaches to problem solving, as well as maintain or increase their effort toward goal attainment over time, teachers of the gifted can foster the internalization of mastery orientation as opposed to allowing performance orientation to create a superficial veneer of excellence that may limit gifted students from taking the risks needed to reach their optimal potential.

Passion

The construct of passion is the most crucial in the taxonomy, representing the ultimate quality for optimal development in gifted students if internalized and applied effectively. Vallerand, Blanchard, Mageau, Koestner, Ratelle, Léonard, & Marsolais (2003) noted that "passion can fuel motivation, enhance well-being, and provide meaning in everyday life" and that it also has the potential to make people's lives "most worth living" (p. 756, 766). In their

seminal research on defining the concept of passion, they begin with an overarching definition: "a strong inclination toward an activity that people like, that they find important, and in which they invest time and energy" (Vallerand et al., 2003, p. 757). However, from this umbrella term, the researchers broke down the construct into two distinct parts: harmonious passion and obsessive passion. They relayed that obsessive passion derives from an individual's desire for social acceptance or from uncontrollable feelings of excitement from participating in an activity — possibly creating conflict between commitments or goals outside of the obsessive passionate activity; conversely, harmonious passion stems from "autonomous internalization of the activity into the person's identity" (Vallerand et al., 2003, p. 757). For purposes of this taxonomy, harmonious passion will be used as the definition for this integral affective construct.

Vallerand et al. (2003) claimed that harmonious passion increases positive SEL both during completion of a task or problem solving as well as after the task is completed; essentially, just thinking of engaging in the task brings the person feelings of satisfaction and excitement. Moreover, a student with harmonious versus obsessive passion is able to monitor and control their level of engagement with the preferred activity so that he or she can balance other aspects of his or her life, such as tasks in other curricular areas or, in young adulthood, balancing continuous learning with career and family obligations. This is critical for gifted students who may ether shun less preferred activities due to fear of failure or unhealthy perfectionism or who may exhibit hyperfocus for activities that they find highly pleasurable or interesting. In follow-up research on the topic of passion, Stoeber, Childs, Hayward, and Feast (2011) presented empirical data showing positive correlations between harmonious passion and academic engagement as well as negative correlations between harmonious passion and academic burnout; additionally, the authors indicated a positive correlation between harmonious passion and autonomous

motivation for studying. If gifted students are to exit secondary education with the academic and affective strength to complete advanced degrees and emerge as leaders in their chosen fields, it is incumbent upon their teachers to facilitate the development of harmonious passion. By supporting the SEL of gifted students at this level, educators can feel confident that they have given their best effort at helping gifted students maximize their potential not only in the classroom, but for the rest of their lives.

Affective Construct	Applied Definition within the Taxonomy of Affective Curriculum
Cooperation	Contribution to the success of a joint project for the benefit of one's group (Bowles & Gintis, 2011)
Respect	A voluntary choice to either give reverence to one's self or others or to willingly abide by self-imposed or externally based rules (Bird, 2004)
Self-Image	How one views his or her value and competence (Bracken & Lamprecht, 2003)
Responsibility	Development and acceptance of the social, ethical, and moral roles expected in the present and in the future (Hägglund & Samuelsson, 2009)
Self Regulation	Taking in social values and extrinsic contingencies and progressively transforming them into personal values and self-motivation (Ryan & Deci, 2000)
Self Esteem	One's feelings about him or her self in a specific area (Rosenberg et al., 1995)
Empathy	Understanding how people feel and how they think about the world (Goleman & Senge, 2014)
Grit	Perseverance and passion for long-term goals; working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress (Duckworth et al., 2007)
Intrinsic Motivation	Manifestation of the human tendency toward learning and creativity; enhanced performance, persistence, and creativity through elevated levels of excitement and confidence (Ryan & Deci, 2000)
Curiosity	An information gap produced by the feeling of deprivation (Loewenstein, 1994)
Divergent Thinking	Development of numerous or varied responses to a problem with ideational fluency and adaptive flexibility (Guilford, 1959)
Self-Efficacy	Expectations for personal mastery in a specific task (Bandura, 1977)
Growth from Failure	Mastery mindset orientation for viewing failure as continued learning opportunities (Dweck, 2006)
Acceptance of Ambiguity	Promoting playfulness and willingness to experiment when solving complex or novel problems in a creative way (Urban, 2014)
Goal Attainment	Mastery orientation toward reaching a goal through continuous effort and persistence in the face of obstacle or challenge (Dweck, 1986)
Passion	Autonomous internalization of an activity into a person's identity due to feelings of satisfaction and excitement (Vallerand et al., 2003)

Figure 7: Definition of Affective Constructs within the Taxonomy

Description of the Taxonomy and Connections to Core Theories

Level One: Kindergarten through Grade One

When young gifted learners first enter school, they not only bring with them a range of existing abilities and interests based on early environmental exposure and parental support but also a need for learning the structures, expectations, and social protocols necessary for a successful school experience. For this reason, much of the learning in kindergarten and first grade focuses on building affective and social skills in addition to creating the foundations for literacy, number sense, and scientific inquiry (McClelland & Morrison, 2003). Therefore, the core affective skills of cooperation and responsibility are appropriate for these grade levels as they serve to enhance students' interpersonal relationships through whole group and small group learning as well as begin to internalize the rationale for schooling and begin to accept the responsibilities incumbent upon a successful learner (Hägglund & Samuelsson, 2009; Payton et al., 2008; Schweinhart & Weikart, 1998). Of course, the successful transition from home to school environment varies widely from student to student; however, gifted students who may feel that the rules they are more familiar with or the procedures they are used to at home or with their parents are preferable to the expectations given in the classroom may struggle with conforming to or abiding by new protocols. For this reason, the construct of respect serves two purposes: it helps young gifted learners to realize that different settings, such as the classroom versus the home, have different expectations and, in order to successfully navigate each experience, one must give deference to the system or people running the environment in order to be a successful participant. Another aspect of respect that has interplay at this stage is respecting the rights, ideas, and property of others. At this developmental stage, young gifted learners are quickly determining the boundaries of acceptable behavior as well as gauging how others

respond to their actions and are quickly formulating an internal concept of how they chose to behave, whose responses to their actions hold the most value, and what actions are deemed positive and which ones garner undesirable responses.

While cooperation, respect, and responsibility serve to ensure success within the school environment and ignite the beginning stages of successful interpersonal relationships, the construct of self-image holds a different, and critical, meaning for young gifted students. While the NAGC (n.d.) contends that giftedness may stem from the top 10% of the population, research and individualized assessments of intelligence generally relay that only approximately 2% of the population is gifted — or two standard deviations above the norm on an individual intelligence test. Given this tenet, young students with emerging levels of exceptional ability are bound to feel different from their peers (Silverman, 1997). The construct of asynchronous development essentially defines giftedness as having a mismatch between physical age and psychological age, a state that can cause the young gifted child to feel stigmatized or isolated due to perceptions of disconnectedness from their same-age peers (Silverman, 1997, 1993). For this reason, it is essential for teachers of the young gifted to ensure that the trait of giftedness itself is internalized and accepted as a positive one. This may manifest in multiple ways, such as the teacher embracing the gifted student's talents and providing specific positive feedback or creating a classroom culture that is accepting and celebratory of all types of ability and interests, even those that are academically or morally advanced for students of normal developmental ability. By including giftedness as one of the positive characteristics of the classroom community, the young gifted learner will thrive and evolve in a setting where, rather than feeling stigmatized by his or her giftedness, he or she will feel like an essential part of the social fabric who can positively

contribute to the success of the class as well as solidify his or her own personal ability through application of creative and critical thinking and connections to higher level thinking.

The affective constructs of cooperation, respect, self-image, and responsibility represent skills and behaviors that support CASEL's framework of person-centered SEL competencies and are also representative across the range of psychosocial, moral, and affective theories of development as well as correlate with many facets of the Asset Model of Giftedness (see Figure 8).

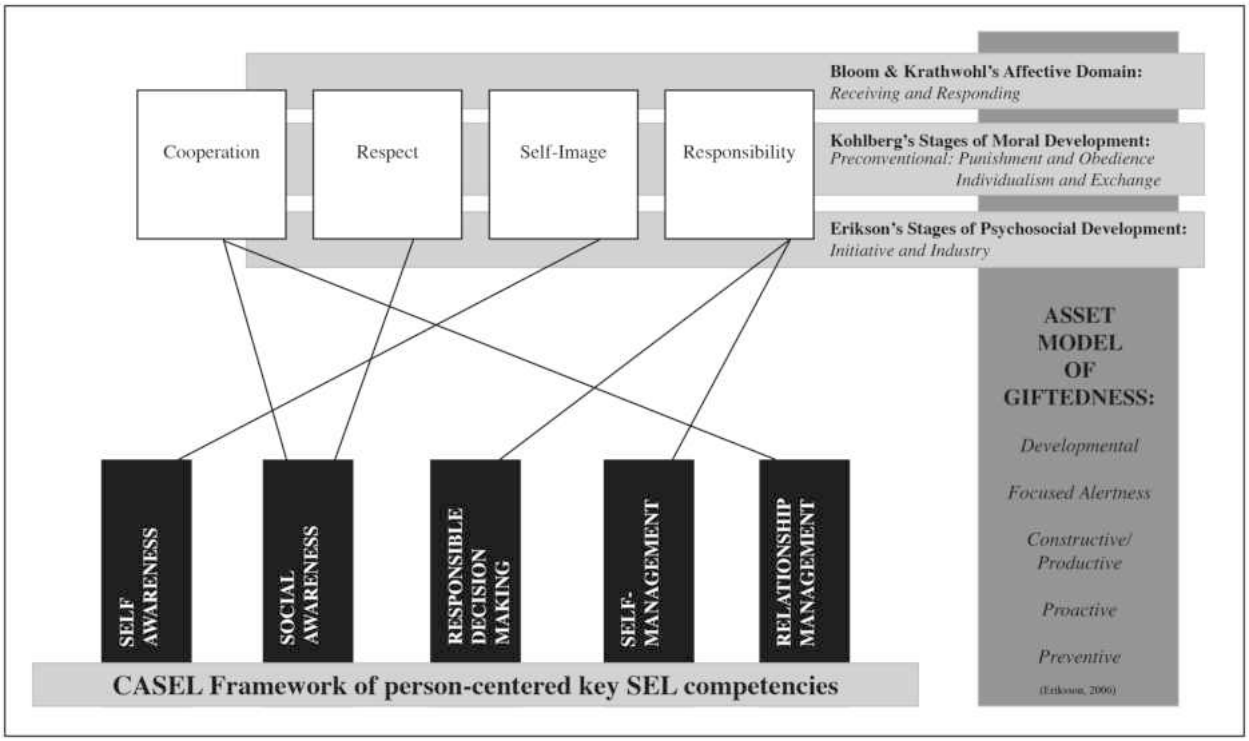

Figure 8: Theoretical Connections from Level One of the Taxonomy of Affective Curriculum for Gifted Learners

With regard to CASEL's core SEL competencies, the affective construct of self-image is directly rooted in the pillar of self-awareness. By developing a positive sense of self through acceptance and validation of one's innate abilities, which for gifted students may include a

natural aptitude for accelerated processing as well as other common gifted traits such as advanced verbal skills, elevated sense of humor, and a heightened sense of justice and emotional intensity, gifted students in the primary grades will feel empowered and unique rather than stigmatized and isolated. The construct of respect correlates with the social awareness pillar. By being aware of the external expectations of the teacher, school, and peers, young gifted learners internalize the various perspectives needed to evolve into an intellectually and affectively successful student. Through a display of willingness to accept and abide by the social norms and expectations presented in the classroom, young gifted learners begin to realize how their choices and decisions affect the types of outcomes and responses received in the learning experience. Cooperation is also linked to the pillar of social awareness because, in order to be successful, the gifted student must discern the common goal that he or she is working toward achieving with his or her peers as well as take into consideration the various strengths, weaknesses, and perspectives of the others in the group in order to minimize conflict and maximize performance. Of course, cooperation is not solely isolated to peers; cooperating with the teacher and school rules is also an essential component of being socially aware of the norms and expectations of the classroom learning environment. Given this tenet, cooperation is also directly linked to the fifth pillar of CASEL's framework: relationship management. In learning to cooperate with others as well as with the external rules and internal expectations for performance, young gifted learners are taking the first step in evaluating their interpersonal effectiveness and modifying their approach based on reactions from peers and adults. Lastly, the affective construct of responsibility connects to both the third and fourth pillar of the CASEL framework: responsible decision making and self-management. Through the identification of the various tasks and problems presented to them in the context of intellectual and social development, gifted students

begin to internalize their role as a successful participant within the developmental process. Through this, motivation blooms and discipline may shift from external, reactive responses to more internalized forms of self-control, evaluation, and reflection.

In addition to supporting all five components of the CASEL framework for person-centered SEL, the first level of affective constructs within the taxonomy of affective curriculum also support the behaviors and developmental milestones of the lower stages of Erikson's, Kohlberg's, and Bloom and Krathwohl's theories. At the time of entry into the school setting, young learners should be facing the initiative versus guilt stage of Erikson's model; however, given the asynchronous development of most gifted students, many may already show successful initiative toward academic and social learning and require support in resolving the industry versus inferiority stage. Within the range of these two stages of psychosocial development, the internalization of rules and norms that manifest as respect and responsibility are critical in supporting an industrious student who values his or her initiative and feels pride as a result of his or her actions rather than guilt or shame for failure to positively demonstrate these skills. Similarly, effective cooperation and a positive view of one's self as a valuable, crucial component across the educational and home communities serve to further enhance the young learner's feelings of initiative and industry. Corresponding to the preconventional levels of Kohlberg's stages of moral development, gifted learners in the primary grades may quickly master the punishment and obedience stage through rapid learning of respect and responsibility. Moreover, effective cooperation serves to support the concept of exchange while a positive self-image solidifies Kohlberg's idea of individualism. Given the natural proclivity for gifted students to attain higher levels of moral development, even students in kindergarten and first grade may exhibit early successes among interpersonal relationships — both with peers and adults — in an

effort to maintain harmony and social order as well as maximize learning potential for themselves and others. These aforementioned connections also dovetail nicely with Bloom and Krathwohl's first two levels of learning in the affective domain: receiving and responding, which require the student to learn through the actions and expectations of others as well as maintain their role as willing and successful participants in both individual and collaborative learning activities.

The interplay between the CASEL frameworks as well as the connections to the basic levels of psychosocial, moral, and affective development culminates in critical components of the Asset Model for Giftedness. By being proactive in their approach to help students learn the core affective skills of cooperation, respect, self-image, and responsibility, teachers are setting the foundation for upper-level skills that develop in the intermediate and secondary grades. This proactive approach to modeling effective examples of social behavior as well as providing students with purposeful and ongoing SEL provides a preventive approach to supporting gifted students as opposed to constantly managing crises that may arise from refusal to abide by rules, questioning of authority, or confusion about the role of the student and expectations for learning and application of knowledge skills. However, while the primary classroom does generally focus on the implementation of routines and social responsibility, it is critical for teachers of the young gifted to help students focus their alertness on the individual development of each affective skill and then help them apply them in constructive and productive ways so that they can slowly begin to synthesize the importance of applying them at varying levels under different contextual circumstances. By looking at the special abilities and talents presented by the young gifted learner, teachers can support a healthy, developmentally appropriate trajectory based on the unique needs of the gifted mind. As a result, gifted students who exit first grade with a solid

foundation of interpersonal skills, a positive self-concept that accepts and upholds their unique abilities, and an internal acceptance of the roles and responsibilities of a superior student will be fully prepared not only to face the advanced levels of cognitive development in the intermediate grades, but also the next set of affective skills required to form a continually developing foundation for healthy and elevated social-emotional learning.

Level Two: Grade Two through Four

With the foundational affective skills of level one of the taxonomy in place, young gifted learners are ready to develop more complex affective skills that will support their continued academic and social growth. From the basic skill of responsibility, students migrate from mere acceptance of roles and duties as a learner to actually managing their behavior, impulse control, and time management in order to work towards effective self-regulation — a skill that takes many years to develop and perfect, but is immensely powerful in supporting successful endeavors in later years of development (Ryan & Deci, 2000). From having a solid image and acceptance of one's giftedness, gifted students at this developmental age will move past global self esteem in order to honor and celebrate areas of strength while not defining themselves by areas of weakness. By having a solid perception of their overall ability, the goal is for gifted learners to face their areas of challenge with tenacity and effective planning so that they can compensate their areas of weakness or intellectual imbalance with their areas of strength and vitality. Through honing in on areas of specific self esteem, gifted students can slowly begin to realize that their ability and impact on their peers and the classroom community is multifaceted and fluid — changing over time depending on the level of effort and focus given to each area. Lastly the initial affective skills of cooperation and respect converge into the critical affective

construct of empathy, hailed by Goleman (2006) as one of the hallmark skills needed for elevated levels of emotional intelligence.

While the three constructs in level two of the taxonomy touch all five of the CASEL pillars of person-centered SEL, with students continuing to refine their personal and social awareness as well as continue to manage their own behaviors, the primary foci of this level center on responsible decision making, primarily through a combination of self-regulation and empathy, and on managing relationships, both with peers and teachers, through all three affective skills proposed at this level (see Figure 9).

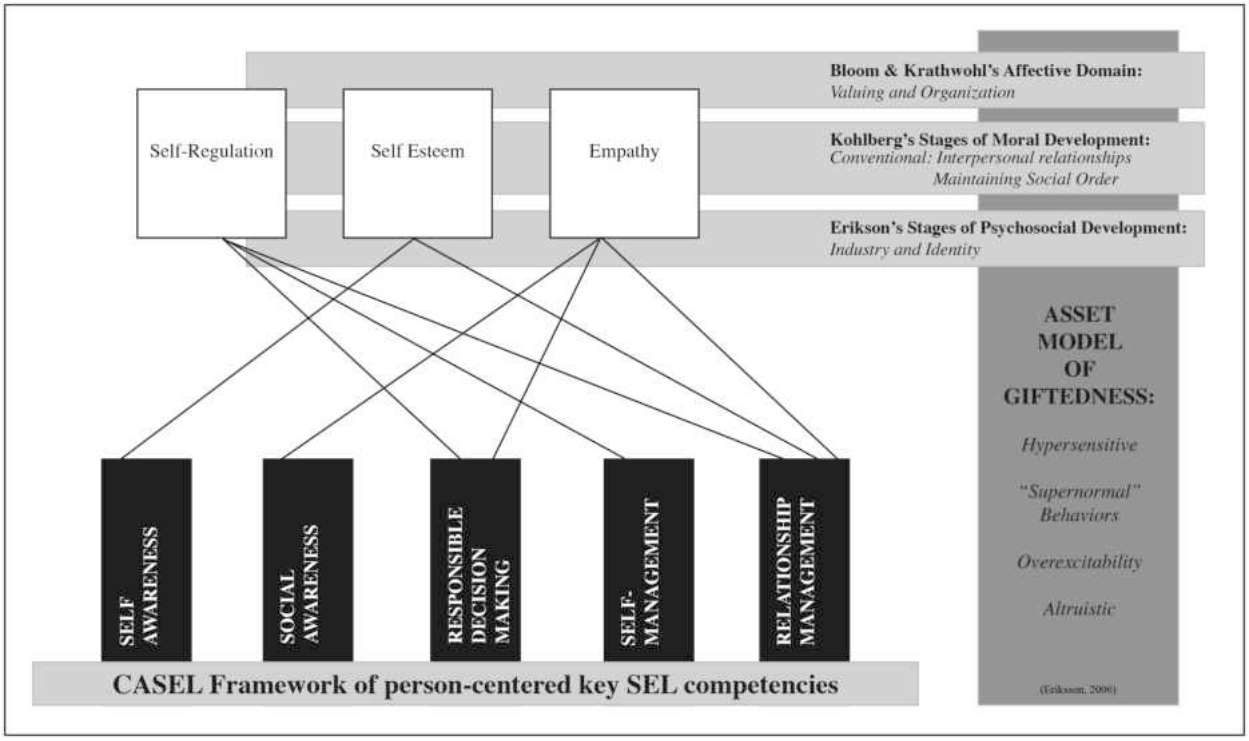

Figure 9: Theoretical Connections from Level Two of the Taxonomy of Affective Curriculum for Gifted Learners

In order to support the first pillar of CASEL's SEL framework, gifted students will learn to delineate between their global self-esteem, which is directly related to their internalized vision of

self-concept and their specific self-esteems, which vary and can include academic self-esteem, social self-esteem, and so forth. Social awareness is also blossoming at this time as students begin to empathize and attempt to better understand the reasons why other people feel and respond to their actions and the various situations and discussions that arise in class. For young gifted learners at this stage, acute levels of empathy may already be present (Silverman, 1997); therefore, this affective skill is also connected to the CASEL standards of responsible decision making and social awareness. By taking into consideration the possible feelings and perspectives of others, gifted students in the intermediate grades are refining their personal decision making and actions based on the consideration of their peers, which is a critical step in the continued development of interpersonal relationships — another hallmark of effective emotional intelligence (Goleman, 2006). However, while empathy certainly plays a role in fostering positive peer relations, it is also a critical element in responsible decision-making. Without taking into account the possible ramifications of one's actions and the potential responses from others, students are not widening their focus enough to create multifaceted approaches to solving complex problems. Even if they do not agree or understand why others respond differently than themselves to situations or problems, taking these alternate viewpoints will only serve to enhance the ethical and considerate decision-making needed to thrive in today's multicultural and globally networked society. Moreover, responsible decision-making is also influenced by the effective understanding of one's specific self-esteem. In planning and implementing actions for task completion, gifted students must be aware of their strengths and weaknesses in order to better determine how to solve a problem independently or collaboratively and to ascertain which areas of the problem-solving activity may require additional scaffolding or support from another individual with strengths in those areas — the essence of learning. Lastly, the continued

development of self-regulation certainly serves to support the pillar of self-management with students slowly beginning to become more independent in their choices of approaching learning as well as their initiative to approach learning for the sake of learning rather than view it as an unnecessary task only to be completed for a grade or recognition.

While continuing to support the CASEL frameworks for continued SEL, the second level of the taxonomy also facilitates gifted students' growth into the middle levels of psychosocial, moral, and affective development. In Erikson's stages, students at this developmental age and ability level are centered in the industry and identity phase; they are beginning to realize and accept their talents while also making clear and effective decisions regarding how to accomplish tasks. Through clear perceptions of specific self esteem, gifted students in the intermediate elementary grades are not only clarifying their self-worth, but are refining the skills it will take to be successful in the future through improved self-regulation. In Kohlberg's stages, students are firmly rooted in the conventional levels with interpersonal relationship building taking center stage with a strong focus on the development and management of empathy. Moreover, taking into consideration the feelings and perspectives of others, properly validating and acknowledging one's own ability in specific areas, as well as tempering impulse control and implementing strategies for effective time management and organization all serve to support maintaining social order and creating feelings of satisfaction rather than guilt or shame. Within Bloom and Krathwohl's affective domain, gifted learners at this level move from mastery of the valuing stage to the early stages of organization due to their enhanced ability to associate their personal and collective values with continued experience as well as their early efforts at prioritization and structuring of their value systems in relation to both self-regulation and empathy.

The interplay between the CASEL frameworks as well as Erickson's, Kohlberg's, and Bloom and Krathwohl's theories also continue to build upon components of the Asset Model for Giftedness. While level two of the proposed taxonomy continues to be proactive and preventive in developing gifted students affective skills, it adds the complexity of hypersensitivity, overexcitabilities, supernormal behaviors, and altruism. After the transition from primary grades, gifted students may begin to exhibit hyperfocus in areas of extreme interest or display heightened excitement in various areas such as the psychomotor, intellectual, or sensual domain (Piechowski, 2006). Moreover, empathy may not to be so much developed as it is managed for some gifted students who display extreme levels of sensitivity to justice and ethics (Silverman, 1997) — areas that can be supported through channeling student feelings into acts of altruism in projects or curriculum. As previously discussed, these hypersensitive and supernormal behaviors may sometimes be interpreted as disabilities or behavioral concerns rather than as assets that can be channeled into powerful capabilities both intellectually and social-emotionally. Therefore, by ensuring empathy is a dual channel, meaning that the teacher of the gifted also empathizes with the gifted student's asynchronous development, infusing the affective skills of self-regulation, empathy, and specific self-esteem can not only help to manage these intense behaviors or reactions, but actually help students manage them in ways that positively influence their lives and the experiences of their peers and classroom community as well.

Level Three: Grade Five through Eight

The third level of the taxonomy begins specifically at fifth grade in order to allow gifted learners a full year of practice and refinement of the complex skills needed to fully master the advanced curriculum and social strains of middle school. At this level, self-regulation continues to develop and morph into application of grit and the eventual ignition of intrinsic motivation.

Moreover, empathy, which allows the gifted learner to consider problems and situations beyond their own context, fuels the ability to think divergently. Lastly, accurate representations of specific self-esteem allow the gifted student to delve into the most crucial of the "self" skills — self-efficacy, described by Ryan and Deci (2000) as the key to highly effective self-regulation and intrinsic motivation. In addition, a desire to help others through intrinsic motivation as well as the ability to accurately determine areas of strength and weakness will fuel the construct of curiosity. As with the two levels before it, the affective skills within stage three of the taxonomy do touch all five of the CASEL frameworks; however, the major shift at this stage is from relationship management to self-management and self-awareness as students enter adolescence (see Figure 10).

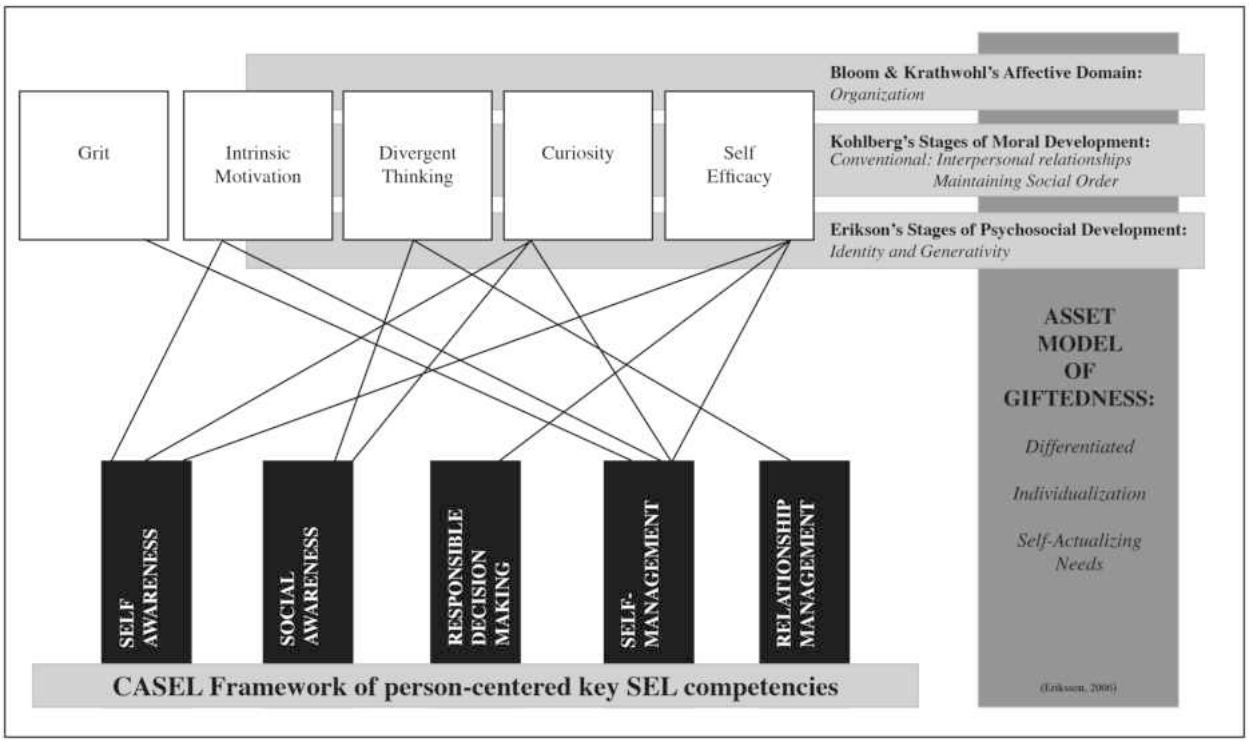

Figure 10: Theoretical Connections from Level Three of the Taxonomy of Affective Curriculum for Gifted Learners

As gifted students prepare to enter the secondary grades, the affective focus shifts from external to internal, with the CASEL standards of self-awareness and self-management taking center stage. Of utmost importance to the strengthening of self-regulation is grit. As academic and social-emotional tasks continue to intensify and gain complexity, the ability to persevere and commit the requisite time needed to solve complex problems is vital. At this level of gifted education, the onus of learning is often placed more directly on the student with the teacher acting as a coach rather than a delivery agent of information. As such, the gifted student at this stage must develop grit in order to defeat the obstacles, confusion, and frustration that may arise from periods of independent research, completion of projects that require synthesis from multiple subject areas, and exposure to advanced curricular content and leadership opportunities that are designed to take the gifted learner out of his or her independent learning zone and into his or her actual level of learning ability. Of course, being able to determine areas that require extra exertion of effort and adherence to time management also require gifted students' ability to be able to effectively judge his or her ability to complete a task, which is the core definition of self-efficacy.

At this level of development, gifted students are firmly centered at mastering the central levels of psychosocial, moral, and affective development. With a continued focus on identity through clarification of self-worth and ability as well as refined ability to set and master goals, asynchronous development also allows gifted students at this stage to enter the generativity phase of Erikson's theory. While outlined as being appropriate for people age 40-64, it is conceivable that highly able students with advanced capacity for emotional intelligence could surely sow the seeds of applying their talents to areas such as social justice or creative productivity. Moreover, gifted students in middle school may have a strong enough identity to

begin contemplating how they want to be remembered by their peers and teachers in the present as well as their colleagues and society in the future. This pondering of impact on others also correlates with the conventional stage of Kohlberg's theory as this is the phase when gifted students are examining the laws and protocols of a culture or society and beginning to ruminate on how they choose to react and interpret them based on their continued cognitive and social-emotional development. Finally, from a Bloom and Krathwohlian perspective, gifted students in the early secondary grades are quickly refining and implementing stronger executive functioning skills and mastering the organization phase that requires focus on structure, prioritization, and reconciling their values systems with those of others, both from external forces such as school rules and those of their peers that may be more socially or morally based.

Within the continued complexity of the CASEL frameworks and the middle levels of psychosocial, moral, and affective development, the aspects of the Asset Model continue to flourish. Due to the incredibly varied nature of gifted students' abilities across the intellectual, social-emotional, and leadership domains, it is imperative at this level that teachers focus on differentiation and individualization so that gifted students are continually challenged, maintain a mastery mindset, and receive instruction and scaffolding that supports their actual ability. By fostering students' abilities to think divergently and uncover gaps in knowledge that inspire them to continually learn and fuel intrinsic motivation, teachers of the gifted are subsequently fueling the self-actualizing needs of their gifted students. At this point, many of the affective skills begin to work in tandem in order to fuel gifted students' awareness of their potential destiny as well as the actions required to get there. Upon the germination of self-actualizing facets of development, grit may intensify due to stronger will to succeed and refined levels of self-efficacy will only

continue to fuel more efficient and rigorous levels of self-regulation and determination (Ryan and Deci, 2000).

Level Four: Grade Nine through Twelve

At the top of the proposed framework lie the four constructs that will take gifted learners not only through high school, but enhance their performance in higher education and set the tone for high levels of leadership, altruism, and self-fulfillment in their adult lives. From divergent thinking fueled by empathy to the continued growth of intrinsic motivation, the construct of harmonious passion takes root and has the potential to guide gifted students toward career choices and talents that have the potential to enhance society through innovative and novel thinking. Moreover, the ability to apply grit in the face of obstacles or challenges grows into a willingness to accept and embrace failure as the ultimate learning opportunity — cementing the growth mindset that is so critical at the highest levels of cognitive performance as well as so valued in the professional arena. Additionally at this phase, curiosity and divergent thinking provide a foundation for the acceptance of ambiguity, thus allowing gifted learners to use the combination of their intellectual and affective ability to confront problems and situations with either no clear solution or multiple solutions that must be analyzed and synthesized in order to produce the most ideal result. Lastly, the skill of self-efficacy, in combination with strengthened self-regulation, facilitates young gifted adults' ability to set and attain purposeful and meaningful goals in order to move toward optimal development and personal fulfillment across the educational, career, and social spectrums.

At this level of taxonomy, the affective constructs have elevated in complexity to the point that each of the four skills, growth from failure, goal attainment, acceptance of ambiguity, and passion, touch all five of the CASEL frameworks (see Figure 11). For example, in order to

view and accept mistakes and failure as opportunities for growth or continued mastery, students must have the requisite self-awareness to know that they are capable of mastery as well as be able to delineate what parts of their cognitive or affective self must be modified in order to attain greater success in subsequent attempts at resolving a problem, which is directly linked to self-management. Moreover, gifted young adults must use their interpersonal and self-regulation skills in order to more effectively collaborate with peers and professionals who can help to inform their refined approaches to problem solving as well as create timeframes and structures that allow for gradual progression to examination and analysis of the problem at hand.

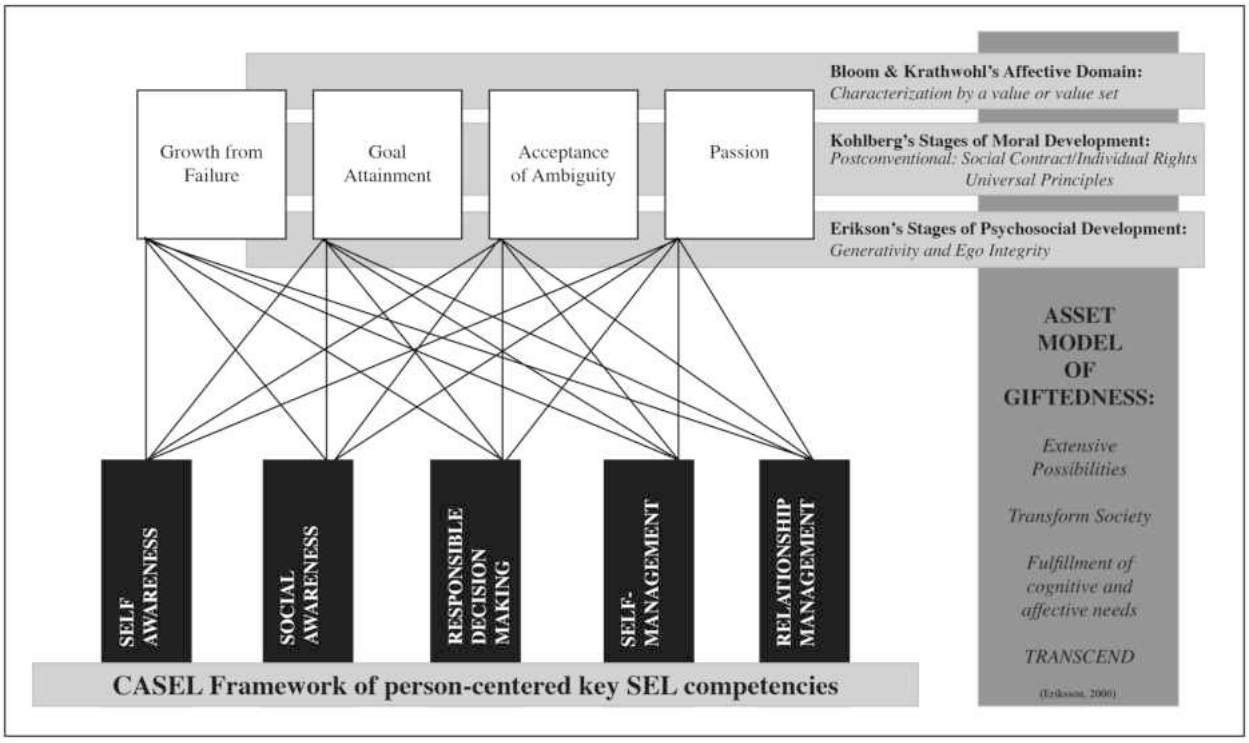

Figure 11: Theoretical Connections from Level Four of the Taxonomy of Affective Curriculum for Gifted Learners

Similarly, goal attainment rests firmly not only on the ability to manage one's self and make responsible decisions, but also within the self so that goals are set which are meaningful in the

context of the young gifted learner's life as well as purposeful in their connection to creative and altruistic desires to reach one's optimal potential in life and society. Moreover, it is a strong connection to social awareness, relationships, and an inner desire to help the greater good that fuel gifted learners' willingness to accept ambiguous situations and outcomes. With their intense levels of empathy and inner desire to continually refine their knowledge, young gifted adults may give more credence to the *potential* for a solution than they do to the fear of not knowing what an exact outcome may be. Lastly, while the fuel for passion most certainly lies within the self and one's awareness of the activities and knowledge that truly excites them, relationships and social awareness certainly play a role in the discovery of passions that help others in society as well as through the external feedback one receives as motivation to continue focusing and building upon these areas of interest. In addition, the gifted learner must learn to manage not only how much time he or she spends on a preferred activity, but also how he or she will apply the knowledge, resources, and potential impact of his or her passion to his or her field of study, organization, or society at large.

With their innate capacity for heightened levels of emotional intelligence, combined with the purposeful exposure to and continuous learning of the affective constructs in the lower three levels of the taxonomy, gifted students at this age are now cognitively and affectively balanced enough to enter the upper levels of the psychosocial, moral, and affective theories of development. In Erikson's model, generativity continues to develop as gifted students in high school and higher education continue to refine and focus how they want to apply their talents, insights, and passions toward supporting the improvement of society and humanity through a legacy of excellence. Additionally, it is not unreasonable for students flourishing at the highest levels of affective development to have interplay within the last of Erikson's stages, ego-

integrity. As their SEL continues to develop and enhance learning through mastery and achievement of more complex goals, gifted adults use reflection on their accomplishments as well as motivation from their successes to help validate the reasons and desires for their continued growth and self-actualization. In addition, their moral development most likely will enter Kohlberg's postconventional phase, as evidenced by gifted adults who act on their personal convictions based on their interpretation of universal truths and societal needs rather than based on the external laws and norms of their peer group or society. Even in the face of abject opposition, the gifted individual may persevere and fight for what he or she feels is right for the betterment of an individual or an entire population, even if the majority does not share the sentiment or if the battle must be fought alone. This correlates very well with Bloom and Krathwohl's top level of affective development: characterization by a value or value set. It is the interplay between the top levels of these theories, fueled by the continued refinement and mastery of the affective skills within the proposed taxonomy, which may truly begin to define how educators and advocates of the gifted may define reaching their *full* potential.

When the complex connections forged at the highest levels of social-emotional development meet the increased cognitive ability of the gifted young adult, the most critical aspects of the Asset Model of Giftedness truly come to fruition. It is here, within the interplay of all sixteen constructs working in tandem with continuous intellectual development, that extensive possibilities for transforming society and reaching self-actualization — or beyond — manifest and solidify. By entering higher education and the global marketplace with such a firm foundation and balance of intellect and affect, gifted individuals not only fulfill their cognitive and social-emotional needs through access and application of higher order thinking activities, but they transcend the boundaries set forth by the educational and societal systems themselves. At

this point, the gifted individual makes his or her own decisions for enhancing his or her own life based not on what others dictate they should represent or accomplish, but based on what their inner desire and talents propel them toward. The idea of positive disintegration in the face of challenge or obstacle becomes a pleasure to overcome and integrate into the self and, as the person continues to develop with harmony between academic and social-emotional learning, they help to leave an indelible mark on society as well as bask in the feeling of truly reaching his or her potential in life.

As illustrated in figures twelve through fifteen below, the proposed taxonomy was designed with specific affective constructs that build upon one another as the gifted student develops and progresses through primary and secondary school, ultimately culminating in optimal development and fulfillment of both cognitive and affective development over the course of the twelve years between kindergarten and graduation from high school.

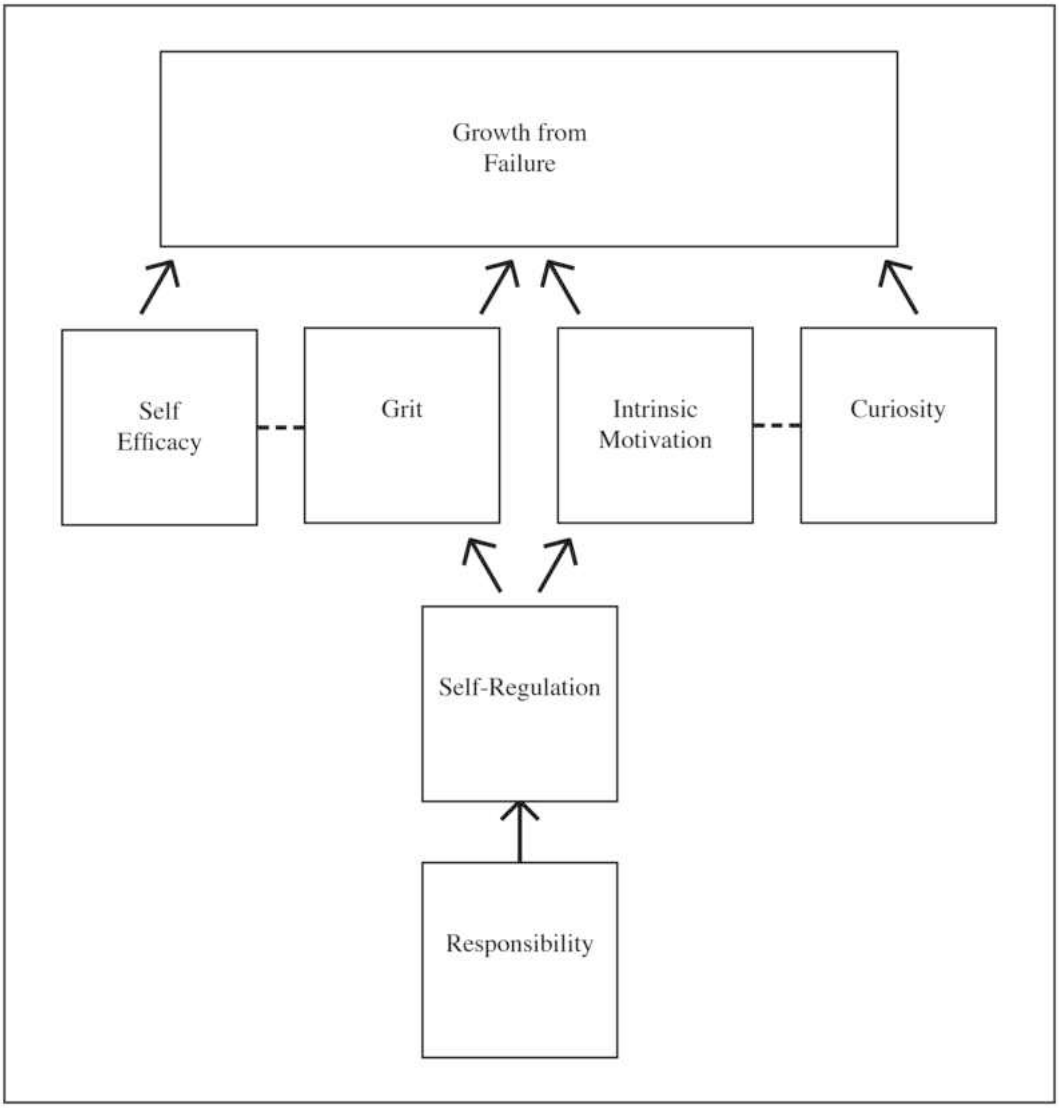

Figure 12: Proposed Development of Growth from Failure

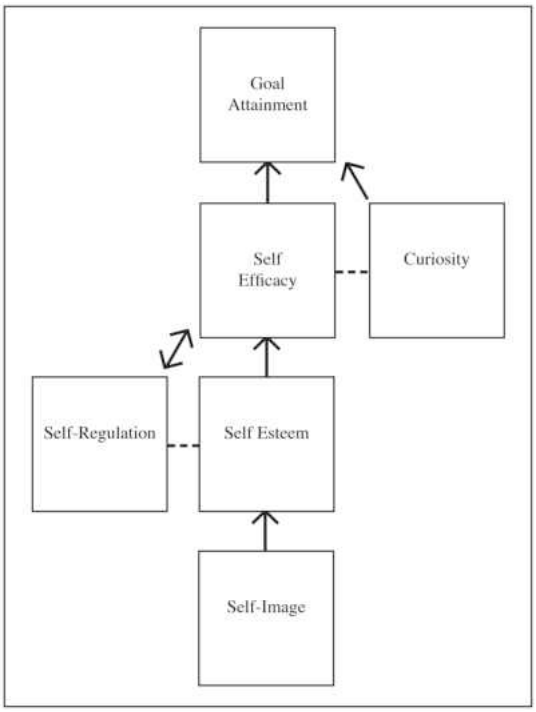

Figure 13: Proposed Development of Goal Attainment

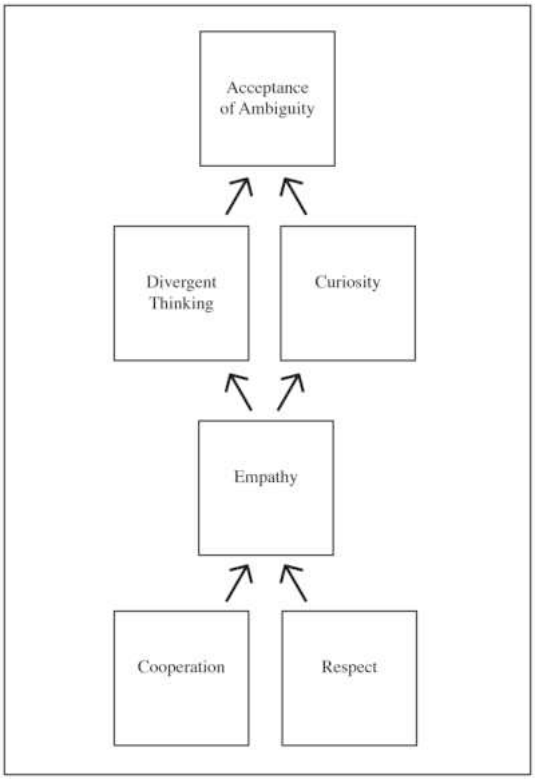

Figure 14: Proposed Development of Acceptance of Ambiguity

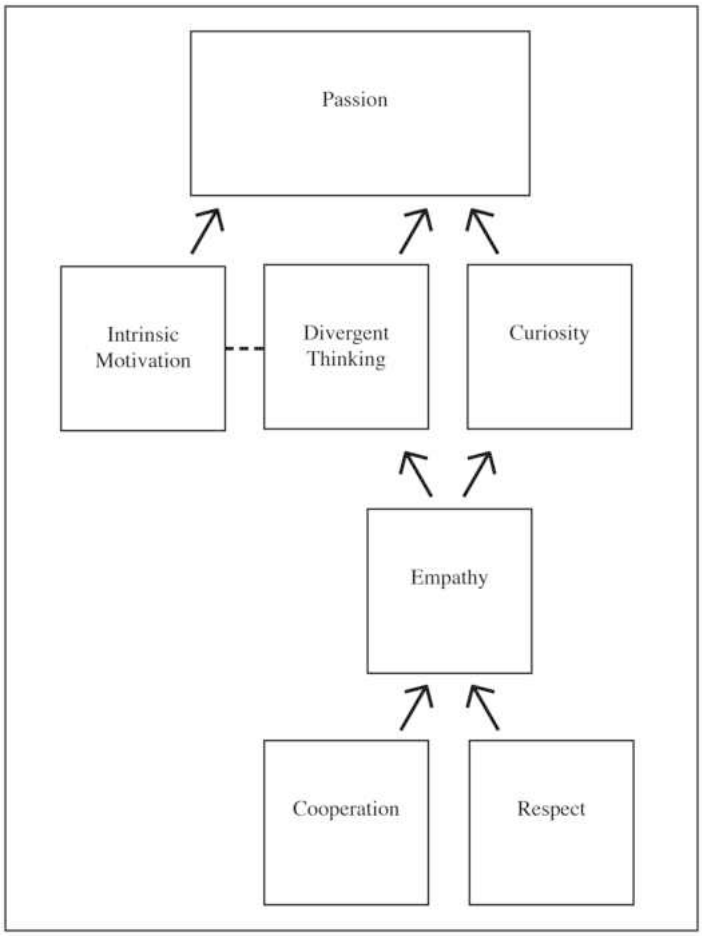

Figure 15: Proposed Development of Passion

While the progression toward each of the top constructs may appear ideal, it must be accepted that the overall approach to eventual mastery of these skills must remain fluid. Some gifted students may enter the classroom with a complete lack of one skill that is causing weakness or misapplication of a higher skill. In this case, the lower skill must be supported and embraced before modification and refinement of the upper skills are attempted. Moreover, each gifted student is highly individualized both cognitively and affectively, so teachers must use their intuition and professional skill to determine the most appropriate integration and implementation

of the proposed framework within the context of their classrooms, school culture, and community that they serve. However, armed with the framework and suggested ordering of the affective skills most critical to the optimal development of gifted learners, teachers will be more prepared to guide gifted learners along a continuous path of SEL in order to move them toward fulfillment of their innate capacity to become agents of change and innovation by virtue of their talents, both intellectual and social-emotionally.

POTENTIAL IMPACT OF THE TAXONOMY

Teacher Perceptions of the Affective Constructs and Taxonomy

In an effort to better inform the validity of the constructs included within the affective curriculum, to analyze the developmental sequencing of these skills across the taxonomy, as well as to provide insight into possible areas of future research, a purposive sample of twenty-four teachers were invited to take part in focus groups in order to glean qualitative themes from the practitioner perspective (see Appendix A for demographics of sample and focus group interview protocols). The average length of teaching experience among the members of the focus groups was just over ten years; additionally, 38% of the teachers had completed their gifted endorsement certification in the state of Florida and 100% of the teacher sample had prior experience with gifted students at some point in their educational career in grades kindergarten through twelve.

Kindergarten through Grade One

In discussing the social-emotional skills perceived as most needed for students' successful transition into the school setting, primary grade teachers cited personal responsibility as critical for building the more complex affective skills needed to support learning and social development in the early school years. Teachers felt that a standard of respect and responsibility within the classroom must be set from the very first days of school so that students not only learn and adhere to school rules, but also begin to practice concepts such as body awareness when lining up and consciousness of the outside world. Cooperation was also a significantly over-arching theme for this group of teachers, with the unanimous conclusion that, in order to maximize success both cognitively and affectively at this stage of development, students must practice and refine their ability to work with other children for the purpose of completing an activity, resolve minor conflicts without the intervention of an adult, and share resources with

other peers when working collaboratively. Some strategies that teachers currently use to support the development of responsibility and cooperation include coaching students to use "I" statements when attempting to resolve conflicts, facilitating students' ability to identify and articulate the meaning of their feelings, and taking ownership of negative behavior. Use of literature and social stories were cited as the most authentic manner to teach these skills in the context of everyday learning.

While the aforementioned skills were seen as essential for all students, there were foci of specific importance to precocious students in the primary grades. Foremost, teachers indicated that young gifted students often struggled with hearing the opinions of others as well as showing a willingness to incorporate ideas not reflective of their own beliefs. Additionally, a majority of teachers relayed that the gifted students in their class often sought higher levels of approval than their more average peers and that a significant amount of their time was spent supporting these students' initiative to take risks, to evaluate their own performance, and to have sufficient levels of self-confidence in order to not require constant approval from the teacher. To create this type of classroom culture, teachers championed the use of natural consequences for both positive and negative behavior, thus allowing gifted students to internalize the benefits of applying respect, responsibility, and cooperation as well as the potentially negative ramifications of choosing to ignore them. Teachers in this group universally agreed that successful cooperation for task completion enhanced student efficiency as well as lessened the possibility for negative classroom behavior and described the "ideal" gifted student exiting first grade as one who is able to independently complete tasks, follow instructions, and use their time appropriately — all of which are skills related to respect, responsibility, and cooperation. Moreover, they described an essential need for gifted students leaving first grade to be able to self-advocate based on their

individual needs, actively listen to the ideas of others without interruption or disregard, and to have a general awareness beyond themselves, such as for their peers, the school community, or even society in general. Having the ability to predict consequences in order to regulate their own behavior as well as having the confidence to follow procedures and take risks without constant reassurance were also indicated as skills that would significantly benefit a highly able student entering the second grade.

With regard to self-image, teachers in this group were divided on whether or not gifted students at this age should be made aware of their giftedness given the developmental stage of the students as well as their proclivity for heightened levels of emotion. However, all of the teachers concurred that a positive sense of self was crucial for development of full potential and suggested that personal empowerment and the universal celebration of abilities, differences, and talents of everyone in the classroom could mitigate gifted students' potential feelings of stigmatization or isolation. Teachers with the most experience in this group signified that focusing on growth and encouraging choice were both ways of enhancing self-image among highly able students, also noting the importance to push students to their limits so that they are challenged. A suggestion to enhance the self-image of both gifted and non-gifted learners in these grades was to equalize the time offered for recognition of ability and talent and individualizing the specific facets of student recognition based on each one's ability level. Therefore, while one student may be congratulated for mastering ending letter sounds, another may be celebrated for writing an entire paragraph. Teachers felt that taking this approach empowered young gifted learners to try new skills and concepts, both academically and affectively, and also to take greater risks — not necessarily because they knew they were gifted, but because they felt like they were an integral part of a safe, caring, and collaborative classroom

family.

Grade Two through Four

Teachers in the intermediate grades of second through fourth felt that, while it would be ideal for students to have fully mastered the skills of responsibility, respect, and cooperation, these social-emotional skills are still developing for most students at these ages, gifted included. However, the group concurred that these essential skills should be approximately 80% developed upon entrance to their classrooms and that scaffolding students toward full, consistent implementation these skills is a normal part of their classroom management plans. Given the significant use of small group work in these grades, particularly for differentiated reading and mathematics instruction for highly able students, teachers felt that if cooperation was not a solidly mastered skill that students in these grades would suffer academically and socially. Teachers also indicated that a significant lack of these baseline skills would result in "chaos" in their classroom with little to no time allotted for cognitive development due to the need to constantly focus on regulating student behavior. However, with these skills present, teachers felt that a natural progression toward self-regulation was perfectly acceptable, and expected for all students, especially gifted students because they are often tasked with completing independent research or enrichment projects that require heightened levels of time management, prioritization, and evaluation as compared to their same-age, non-gifted peers. Moreover, teachers felt that self-regulation among students took multiple years to develop and that affective aspects, such as resolving conflict and facing new challenges with confidence and calm, rather than frustration and anxiety, were critical factors for potential development and success at the highest levels of academic and affective development.

Unlike their primary counterparts, the teachers at the intermediate level felt that

disclosure and understanding of the nature of their advanced ability was critical to the success of gifted students because they felt that acceptance and internalization of their unique abilities often manifested into higher expectations for themselves. However, teachers were also quick to note that over-expectation or a false sense of ability in all areas (i.e: global self esteem) were factors that could reverse performance, sometimes resulting in students who struggle with friendships as a result of overconfidence or who fail to complete tasks due to internal stress and pressure to be perfect. In discussing specific self-esteem, teachers felt that students at this age could certainly identify their individual strengths and weaknesses; however, they noted that while students were generally celebratory and empowered through their strengths, they tended to shun and avoid any aspects of their weaknesses. Rather than use the identification of their areas of weakness as an impetus to strive harder and close their gaps in understanding, the teachers in this group said that an over-focus on areas of struggle often resulted in lowered student motivation and an increase in task avoidance, particularly for gifted students because they often felt that any area of weakness served as a judgment of their overall ability as well as a potential detriment to their gifted identification. To mitigate these feelings, the teachers relayed the importance of focusing on highly specific micro-facets of students' areas of weakness as well as working to empower gifted learners through the creation of activities that allow for small, continuous growth and slowly evolving feelings of success in previously challenging areas.

The discussion surrounding the skill of empathy was quite lively, with teachers relaying that students in these grades generally lack this affective skill, which often results in high levels of infighting, lack of cooperation in small group projects, and distractions that take away from cognitive development. Teachers indicated a significant correlation between the development of empathy and increased academic engaged time for students as well as refined levels of empathy

often resulting in higher levels of curiosity and an expanded desire to learn. Specifically regarding the gifted, teachers made two critical points: first, gifted students tend to develop empathy much faster than their same-age peers, often serving as role-models within small or whole group discussions and activities and using their heightened awareness of the feelings of others to solve interpersonal problems; second, it was noted that a small proportion of gifted students have such heightened levels of empathy that their sensitivity toward others and the world can cause intense emotional outbursts as well as an inability to make firm decisions for fear of hurting the feelings of a peer or the teacher. Despite this last notation, teachers universally concurred that having too much empathy was not a significant problem as compared to students who lacked this critical skill. All in all, teachers in these grades indicated that a consistent focus on acknowledging and accepting the feelings of others was pivotal in students' ability to reach their full potential both academically and socially and that those who displayed this skill were much more likely than others to be active listeners, leaders within the classroom, and more self-regulated in both their performance and behavior.

Grade Five through Eight

Teachers at this level attested that students entering middle school would be most efficacious if they were successful in practicing adequate discourse, active listening, and independence in small group or individual task completion. They concurred that following directions, cooperation with peers, resolving conflict, and providing rational responses were all prerequisites to elevated levels of academic and affective success at these grade levels. Interestingly, teachers at this level noted that a vast majority of students had well-developed levels of empathy and that this was not a skill they generally focused on in the classroom; however, they noted that students with the most refined senses of empathy were often those who

excelled at classroom discourse as well as divergent thinking — often offering ideas from perspectives or possibilities that their peers may not have considered. When asked to reflect on students who struggled with the development of empathy, the subpopulation most referenced by the teachers were twice-exceptional students, who were also noted as struggling with proper self-efficacy. A need for individualized affective support was universally acknowledged as critical for twice-exceptional learners' optimal development and that resource personnel or specialists in the affective domain were often required to support teachers' efforts to support this development. With regard to self-efficacy in general, teachers indicated that most students at these stages of development were generally able to gauge their ability to complete a task, but they relayed that gifted students often underestimated their actual ability while non-gifted students tended to overestimate.

Teachers saw a significant connection between two of the proposed constructs at this level of the taxonomy: grit and intrinsic motivation. They unanimously felt that grit should be taught directly and built into the everyday classroom culture, with opportunities to enhance or deepen assignments after their initial assessment as well as the ongoing use of high expectations for performance on tasks. Teachers felt that the more grit a student developed, the more likely he or she would deepen his or her level of intrinsic motivation. Additionally, teachers felt that grit was an essential core skill for gifted students' ability to follow through with large, complex tasks that may involve multiple attempts at success or exposure to previously unknown or challenging material. Without grit, teachers felt that students may choose to "let it go" when they face failure or adversity and, as a result, would not be able to enhance their self-efficacy due to lack of empowerment from stretching their known or accepted ability levels. Conversely, while the group felt that grit should be directly taught, they felt that it was nearly impossible to "teach"

intrinsic motivation, instead claiming that this is a skill that develops over time due to the complex interplay of other cognitive and affective skills, including grit as well as self-efficacy and goal attainment. However, while they felt that intrinsic motivation couldn't be taught directly to students, they did feel that this was the proper stage of development to scaffold and support the natural development of this skill, also noting that gifted students generally tended to display elevated levels of intrinsic motivation as opposed to their non-gifted counterparts. Once again, teachers claimed that students with the most difficulty moving from extrinsic rewards to intrinsic desire to learn and self-motivate were those in the twice-exceptional population. Teachers felt that these students often required a structured, extrinsically-based system to motivate them in areas of non-interest or less preferred activities.

Teachers also saw a connection between curiosity and divergent thinking and felt that both of these skills were paramount in helping students to rise to new heights. Regarding curiosity, teachers believed that exposing gaps in knowledge was highly effective pedagogy because many students, even the gifted, "do not understand what they do not know" and that guiding them through examination of these knowledge gaps was a potent method to ignite passion for new knowledge acquisition. In this vein, teachers noted the importance of focusing curiosity on areas of student interest and claimed that exposure of knowledge gaps was much more powerful in promoting growth in areas of strength and interest but not as practical in areas of weakness or needed intervention. By helping gifted students to become more inquiry minded, teachers attested that they would be more apt to move beyond their known limits, or simply avoid being "good enough," in order to become more aware of complex, higher level concepts. Similarly, teachers concluded that promotion of divergent thought was a necessary skill for both academic and social-emotional success. The group noted that a majority of their gifted students

frequently gave novel perspectives that were creative and that they were also adept at picking up on nuances in both academic and social situations, both of which elevated gifted students' levels of creativity in task completion as well as depth of insight in class discussions and peer discourse. In order to promote the ongoing development of these skills, teachers suggested the continuous use of student-centered, inquiry-based instruction in all subject areas. By giving snippets of background information, sharing existing knowledge, and then making connections between what is known and what is yet to be discovered, teachers felt that highly able students at this age became less dependent on others to guide their learning and grew more independent in their quest to create and achieve their individualized goals.

Grade Nine through Twelve

In examining the top levels of the proposed taxonomy, careful consideration was given to choose teachers with a breadth of experience across all subject areas and with extensive interaction among the gifted population; as such, the average teaching experience among this final group was twenty-two years in subjects ranging from psychology and language arts to several levels of math and science instruction. Interestingly, with regard to facing failure, the teachers indicated that a majority of students often find alternate ways to complete tasks as a result of building this practice within the curriculum itself — particularly in Advanced Placement (AP) courses where examination of multiple approaches and test/re-test methods are not only encouraged, but required. However, the group concurred that the most able students often completed tasks or assignments at levels far below their actual ability, citing less than 10% of their gifted population as truly evidencing results at what they felt was their "actual" level of ability; therefore, in a sense, these students are avoiding failure by willingly choosing to complete tasks adequately rather than taking risks in order to show novelty or elevated

understanding. Teachers also attributed this tendency to students' lack of time to show their true ability, often due to being overwhelmed by extracurricular activities, part-time jobs, and family responsibilities. A similar effect on goal attainment was noted. Teachers indicated that while their gifted students were fully capable of setting and attaining goals, the goals that they set without guidance were generally far below the types of accomplishments they could actually achieve if they strove to do so. These teachers indicated that students at this age continue to seek validation of their goals and enjoy affirmation of their strategies to reach them; however, even with prompting to increase the rigor or complexity of their goals, based on what the teachers feel would better represent their actual ability, they noted that an increase in effort or quality only occurred about 20% of the time.

When exploring the concept of ambiguity, teachers felt that their students did not embrace it and that the more gifted the student, the more he or she despised the unknown. The group stated that a majority of their students preferred structured parameters and clear instructions and that frustration and anxiety often accompanied learning situations where multiple solutions were possible or unknown influences could affect the learning outcomes. It was unanimous among these educators that a greater level of exposure to ambiguity, as well as helping students understand the inherent presence of unknown possibilities in learning, would go far in supporting students' overall level of academic, emotional, and moral development. In fact, they noted that students who were more open to accepting ambiguous situations were often the ones who showed more passion for deepening their knowledge and potentially leading into career choices as a result of exploring facets of the unknown or the various solutions to solving complex problems in society. They acknowledged that this ignition of passion generally resulted in greater levels of reading and research as well as a more intense focus on goal attainment in

order to either set higher goals or allow for more flexibility in free time to explore areas of personal interest and passion. When comparing their gifted students to their same-age counterparts at these upper grades, the teachers in this group relayed that the gifted learners were often less emotionally irrational in class discussions and activities as well as more introspective than their peers. However, they claimed that this elevated level of emotional intelligence did not automatically translate into leadership roles or status as a role-model. Instead, the teachers stated that many gifted students were reluctant to serve as leaders in their classes for fear of social ostracism and that most were often more comfortable with the teacher maintaining the role of leader in the classroom. This attribute is in direct contrast with how these teachers described the most optimally developed gifted student: one with perseverance to complete tasks with critical thinking, one who goes beyond the basics and makes novel and creative connections based on independent thought, one who willingly takes on the role of a leader for the betterment of society, and one who has an accurate self-perception based on their own goals and passions. Teachers felt that the vast majority of their gifted students failed to reach this level of ideal development for two reasons: an over-focus on academic content and lack of family and social support systems that empowered them to accept and exponentially grow their giftedness.

Expert Perceptions of the Affective Constructs and Taxonomy

To further enhance the validity of the affective constructs included within the proposed framework, as well as the developmental appropriateness for their sequencing, a group of fifteen experts in the field of gifted education were asked to preview the framework and provide feedback (see interview protocol in Appendix A). Of these fifteen experts, three agreed to provide their professional insight: Dr. Salvatore Mendaglio, a professor at the University of

Calgary whose area of expertise is in the psychology of giftedness; Dr. Scott Barry Kaufman, a professor in the psychology department at the University of Pennsylvania as well as a renowned author in the fields of giftedness, creativity, and imagination; and a third source, whose specific expertise lies within the field of affective development of gifted learners, who wished to remain anonymous.

Regarding the affective constructs themselves, the experts unanimously agreed on the inclusion of fifteen of the sixteen proposed components, with divergent thinking emerging as the only construct in question from the anonymous expert because he felt that it was more of a cognitive skill rather than a social-emotional one. However, in his interview, Dr. Kaufman rebutted this claim and relayed that he felt divergent thinking was both cognitive and affective in nature, with the affective component coming into play when gifted students are required, or willingly choose, to invent highly creative or imaginative options to a proposed problem or existing solution. He also related the skill of divergent thinking to two other affective-based psychological constructs that are not included in the proposed framework: perspective taking and openness to new experiences — both of which he felt deserve focus in future research and further development of the proposed taxonomy. Therefore, while the constructs included in the framework gained nearly universal approval from experts in the field of gifted education, there were suggestions for possible future additions as well as discussions surrounding the potential combination or reordering of some of the affective skills included in the taxonomy.

When examining the personal identity skills of self-image, self esteem, and self-efficacy, Dr. Kaufman commented on the similarity between these skills and proposed that future research in the framework's development could consider clustering these skills together at one level; however, in hearing the intent behind their specific developmental sequencing, he also did not

see any specific barrier to focusing on them in their current iteration. A possible consideration proposed was to combine all of these skills into a single construct called Identity Development, which could be a valid consideration after the completion of a pilot study and future empirical research. Self-image also arose as a specific point from Dr. Mendaglio, who relayed that the ongoing development of this skill, particularly when leading toward effective goal attainment, is highly influenced by how parents and teachers respond to the student in question's goal itself — thus placing an external influence on the potential strength of this construct, which may in turn require ongoing focus not only of its development but its *stability* long after the elementary school years. Dr. Mendaglio made a similar comment regarding growth from failure, noting that without support from significant people in a student's life, the response may be the opposite of growth from failure, resulting in task avoidance and devastation instead. These comments clearly identify the need for ongoing SEL in the classroom, but also through parent advocacy and communication that will extend these skills beyond the student-teacher relationship. Lastly, both Dr. Mendaglio and Dr. Kaufman provided perceptions into the construct of acceptance of ambiguity. Dr. Mendaglio noted that this skill would signify a highly developed individual and is not something he would expect from students at this age range, which relates back to the fact that the top tier skills in the taxonomy are intended to be goals of ongoing intensity and development well beyond the end of secondary school — with some gifted learners reaching significantly higher levels of various affective skills than others depending on their personal levels of cognitive ability, environmental support, past experiences, and magnitude of their overall social-emotional development. Dr. Kaufman felt that the construct was appropriate for the framework and noted that its alternative moniker, tolerance of ambiguity, as it is referred to in the field of psychology, was a skill that he felt would facilitate gifted learners' development of a higher

capacity for imaginative thought as well as possibly enhance their ideational fluency.

Implementation and Evaluation Plan for Proposed Pilot Study

In order to further examine the validity of the proposed taxonomy as well as begin to understand the methods most successful in the successful integration of universal SEL in the classroom, the proposed affective constructs will be closely monitored and examined through a pilot study during the 2016-2017 school year at a public charter school whose curriculum and instruction is aligned with gifted learning strategies in grades kindergarten through eight (see Appendix B for management and evaluation plans). In the context of one school year, an on-site facilitator will have been trained to conduct a series of ten professional development sessions as well as facilitate data collection for the evaluation process through previously established organizational procedures, such as classroom observations and monthly coaching sessions surrounding student progress and data analysis. All classroom teachers are expected to participate in the program and input from administrators, students, and parents will also be considered in the data collection, analysis, and interpretation of the evaluation results. The program's goals include: (1) support of teachers' understanding of the specific affective constructs within the social-emotional curriculum, (2) training in how to connect the affective curriculum with core academic subject areas, and (3) improve teachers' confidence in their ability to enhance student achievement through the integration of an affective curriculum within a gifted learning environment. Over the course of the school year, teachers will work as a collective team as well as in small groups to familiarize themselves with the tenets of affective curriculum as well as the procedures and skills needed to effectively integrate the approach in the context of a public school setting across all grade levels. It is assumed that any school who chooses to integrate the affective curriculum wishes for it to succeed and is committed to student

development; therefore, the evaluation for this program is formative in nature — aiming to provide insight to school administrators and teachers as to the level of understanding and ability of the staff to properly implement the program as well as determine teachers' level of confidence with its integration in the classroom.

In working through the divergent stage of designing the evaluation questions for this professional development program, the following inquiries emerged:

1. Do teachers understand the difference between academic and affective development?
2. Do teachers understand the connection between affective curriculum and student achievement?
3. How will teacher mastery of affective constructs be measured?
4. How will the affective and academic curriculum be integrated?
5. What evidence will be examined to determine program use and fidelity?
6. Are teachers willing to implement an affective curriculum?
7. Do teachers feel empowered or frustrated with the program? Why or why not?
8. What do teachers need to understand in order to implement the program most effectively?
9. What materials and resources will be needed to support the program?
10. How will the evaluation results be used to maximize future performance?
11. How will teachers' growth in ability as well as its potential impact on students and parents be measured, collected, and disseminated?

From these ideas, the following evaluation questions were developed during the convergent phase of planning:

1. Do teachers understand the meaning of the affective constructs they are to teach?
2. Are teachers implementing their respective affective constructs in their lesson plans and in classroom instruction on a regular and continuous basis?
3. Do teachers feel confident in their ability to combine affective and academic instruction?

After collecting the initial inquiries, the ideas were grouped with regard to how they supported the overall program goals. From there, the three main evaluation questions were developed so that measurable data could be collected and analyzed in order to assess the

program's effectiveness as well as provide insight and support for the program's ongoing success after the evaluation period has ended. Question one focuses on the requisite knowledge teachers will need to craft their integrated lessons as well as to explain the rationale of the program to parents, students, and colleagues. Question two focuses on the procedures and methods teachers will use to actually deliver the program to students while question three was developed to measure teachers' confidence in their ability to deliver the program effectively. Thus, the evaluator will use these three questions to drive the study and provide feedback to the client with regard to the program's success.

The multiple approaches used to develop this evaluation include empowerment evaluation, program-oriented evaluation, and decision-oriented evaluation. The overall goal of the program is to help teachers internalize the need for an affective curriculum as well as the process needed to implement it with fidelity and cohesion. Also, the evaluation of the program should be ongoing to provide for continuous formative assessment and reflection for staff well after the official evaluator has concluded the study. As such, the evaluator and his or her team would work to empower the school administrators and teachers to continually reflect and evaluate their growth in the program based on student achievement and evolving contexts of the school and its population over time so that the program and its evaluation components can be replicated in the future with new staff and for progress monitoring. As the professional development program is ultimately being evaluated to determine effectiveness of program implementation, the program itself would drive the evaluation, its interpretation, and its recommendations for improvement and growth. Moreover, the formative evaluation will help building administrators and teachers to make decisions based on what components work well, where additional support may be needed, and how the affective curriculum affects decisions

made regarding personnel choices, curriculum purchases, pedagogy and culture of the school environment, and strategic planning for potential school growth.

The criteria and standard for question one is fairly absolute: do teachers understand the meaning of the affective constructs they are teaching? In order to examine this, the evaluator will distribute a survey to teachers at the beginning and end of the program. The results of these surveys will be anonymous and allow teachers to express their beliefs with regard to their understanding of the affective curriculum in an honest and non-threatening manner. Interviews with teachers in the context of their monthly coaching sessions or data meetings will also serve to establish themes and reveal participants' level of understanding of the affective curriculum as the program progresses, thus providing the evaluator with key information that can be used to make program decisions and inform stakeholders in a formative manner.

The criteria and standard for question two is also very concrete: are teachers including purposeful components of the affective curriculum in their lesson plans? To answer this question, the evaluator will implement a standardized observation instrument (see Appendix B) as well as work with school administrators to develop a tracking system to notate which teachers are including affective curriculum in their plans and which continue to require additional support. In addition to the tracking mechanism and observations, the evaluator will also conduct a one-time web based survey for students as well as conduct a focus group with parents in order to gain perspective from the beneficiaries' point of view with regard to the potential impact of the affective curriculum on student growth and cognitive development.

The criteria and standard for question three is fairly subjective, but still measureable. With regard to increased confidence, the teacher surveys will be examined for statistically

significant changes in attitude and the interviews and focus groups will also allow the evaluator to gauge and determine participants' level of confidence with regard to program implementation.

Limitations and Cautions for Framework Implementation

The proposed framework is intended to *enhance* the optimal development of gifted students from kindergarten through grade twelve. However, it is critical to note that its implementation may be beneficial for *all* students and should not be taught in isolation or in lieu of an academic curriculum. As noted in the historical overview, the most effective way to implement a universal SEL program is in symbiosis with the core academic curriculum, with teachers being allowed the freedom and creativity to infuse these affective skills in the context of their lessons, their students' interests, and the culture of their community. Additionally, while the affective skills in question are presented in a specific order, it is critical to note that there is no body of research to currently support this sequence. Therefore, those who chose to integrate the proposed framework in the context of their classroom or school should use it as a guide to support the overall affective development of their students, with the freedom to move throughout the taxonomy based on individual student strengths and needs rather than apply it with rigidity. Above all else, the constructs included in the proposed framework are certainly not exhaustive of what the ideal or optimally developed gifted student must master or exhibit in order to reach his or her full potential nor does it imply that they may not develop naturally without teacher support; they are merely suggestions of what may represent the most critical skills that could be reasonably integrated into the primary and secondary school experience throughout a gifted child's overall cognitive, affective, and social development.

IMPLICATIONS AND RECOMMENDATIONS

The Taxonomy for Nurturing and Development Towards Internal Locus of Control

A potential implication of the interplay between the affective constructs within the taxonomy is gifted students' development of greater internal locus of control. Defined by Weiss and Sherman (1973), students with internal locus of control view success and goal attainment as products of their own behavior, skills, and effort as opposed to students with external locus of control, who may view failure to reach a goal as bad luck or as the result of another person's action or inaction. This is not necessarily a single skill that can be taught in isolation nor is it a skill that manifests quickly; however, with a continuous model of SEL, teachers of the gifted may see greater levels of internal locus of control exhibited by their students as the depth and complexity of their emotional intelligence and moral development deepens over time. Additionally, students with internal motivation often exhibit a desire to learn for the sake of learning as well as enhancing their personal knowledge base as opposed to externally motivated students who may merely complete tasks for extrinsic rewards such as grades, praise, or monetary gain. Given this premise, development and continued solidification of an internal locus of control may exponentially impact the optimized development of gifted learners because, as their passions, curiosities, motivations, and goal attainment continued to be scaffolded by concepts such as acceptance of ambiguity, growth from failure, and self-regulation, their overall continually-refined internal locus of control will support their continued grit toward consistently setting more rigorous and meaningful goals — factors that are crucial for gifted students as they develop into leaders in the secondary school grades, higher education, and the highly competitive and intricate global marketplace. In that sense, the continued growth of the top affective skills in the framework clearly extend beyond high school graduation and may need to be supported in

higher education or through professional growth until the gifted young adult has taken firm control of his or her independent ability to apply these skills in all aspects of his or her life.

In addition to attributing success to their own efforts and skills, gifted students with internal locus of control also tend to better identify their specific talents (Bonner, 2005), which is a critical facet of accurately describing self-efficacy. As a result, gifted students who can both clearly and precisely identify their specific strengths and weaknesses may be better suited to setting goals that are not only rigorous and meaningful, but actually attainable based on their own assessment of current ability. This, in turn, stimulates gifted students' motivation to continually adapt and refine their knowledge base across the intellectual, affective, and social realms in order to continually set higher and more personally meaningful goals (Bonner, 2005) — ultimately maximizing their overall potential by never ceasing the goal setting and attaining cycle. Of course, the development of internal motivation also has a symbiotic relationship with ethical acuity. For example, a study by Rinn and Boazman (2014) examined the relationship between highly able students, locus of control, and academic dishonesty in higher education settings. The authors' finding support the notion that students with lower beliefs in their academic ability often display higher levels of academic dishonesty in college than their peers with higher perceptions of their academic self-concept and ability to control their own intellectual outcomes. Therefore, while their study did not find a statistically significant relationship between internal locus of control and academic dishonesty among highly able students, it did support prior studies that relayed a connection between internal locus of control and positive academic self-concept, which has been connected to lower level of academic dishonesty among gifted college students (Rinn & Boazman, 2014). This example of the complex reciprocity of high level cognitive, affective, and ethical skills illustrates how gifted

students can truly maximize their potential as they transition from the world of education into the professional arena, thus allowing them not only to capitalize on their elevated levels of emotional intelligence as they emerge as leaders among society, but also to continue developing their acumen in business, scientific, and innovative settings that have the potential to cultivate an enhanced global society.

Nevertheless, while leaving an indelible mark on society — or humanity for that matter — is an honorable part of being a gifted individual, refining one's emotional intelligence and solidifying an internal locus of control certainly hone in on maximizing personal potential to its most ideal state, which may turn out to be a never-ending cycle of goal setting and attainment that fuels one's harmonious passions and zeal for intellectual, affective, moral, and social growth. Given that, job performance and career fulfillment among gifted adults may be a natural segue from the realm of secondary and higher education. In a meta-analysis regarding the relationship of self-evaluative traits within the workforce, Judge and Bono (2001) determined a significant correlation between internal locus of control and adults' job satisfaction and performance. This stems from findings that indicated people high in internal motivation are willing to depart jobs they find less satisfying as well as enhanced levels of success among people who view their performance as within the confines of their own efforts and control rather than based on external environmental aspects or the actions of their superiors (Judge & Bono, 2001). This is a significant implication in that, after college, gifted adults will most likely spend the rest of their lives focused on two things: family and career. Therefore, if their internal locus of control is developed and strengthened through continuous SEL in grades K-12, they should be more likely not only to choose careers that are more satisfying to them, but also rise to high levels of leadership due to their balance of intellectual and affective prowess.

Clarifying the Roles and Responsibilities of Teacher versus Counselor of the Gifted

While the proposed framework clearly places the onus of creating and maintaining continuous SEL on the shoulders of the teacher of the gifted, it is critical to also consider the role of the counselor of the gifted as well as examine how educators and counselors must work together in order to help maximize the potential of gifted students. Foremost, critical psychosocial issues, such as depression, suicide, self-injurious behaviors, truancy, or any other acute case that may require referral to an outside resource or the organization of an administrative team should certainly be referred to the school counselor. While supporting the overall affective development within the classroom is a reasonable expectation for teachers of the gifted, teachers do not have the requisite training to deal with some of these sensitive issues that may arise. That said, teachers, and any other staff interacting with gifted children, should be prepared to act in a limited counseling capacity due to the asynchronous nature of giftedness and the affective and social issues that may arise throughout gifted students' development (Silverman, 1993; VanTassel-Baska, 1990). As discussed in her handbook for counseling the gifted, VanTassel-Baska (1990) explained,

> The counselor-teacher validates the child's feelings, helping the child to see that the[ir] emotions are healthy. […] This frees the energy that is being used in self-doubt and self-deprecation, and makes it available for the development of coping mechanisms (p. 25).

This assertion clearly illustrates that teachers of the gifted must focus on more than intellectual development of their students' precocious minds, which dovetails well with the established research stating that affective curriculum is best delivered by classroom teachers in the context of their day-to-day lessons as opposed to isolated character education units delivered by school counselors or outside personnel. Nevertheless, the role of the school counselor remains vital beyond crisis management. From career counseling and establishment of mentorships to the

management of the identification process and ensuring that proper curricular options are available based on ability, the school counselor must work in tandem with teachers of the gifted in order to provide an optimal setting for holistic development across the cognitive and affective spectrums (Silverman, 1993; VanTassel-Baska, 1990).

Much like quality instruction for gifted students must be differentiated based on their intellectual ability, so should their counseling experience based on their individual needs. In a study of best practices among counselors of the gifted, Wood (2010a) ascertained that most school counselors lack the training required to support the gifted population — much like the lack of training discussed previously among regular education teachers. In her study, nearly half of the student participants felt that their school counselor did not understand them and that their concerns were often dismissed (Wood, 2010a, 2010b). Given the student to teacher ratio versus the counselor to student ratio, as well as the significantly vaster amount of time spent with students in the classroom, this finding implies that teachers of the gifted must serve as advocates and conduits of information to school counselors so that counselors can better understand the students they are serving as well as decrease feelings of dismissal from the gifted population. With both sides often lacking in formal training in gifted theory or strategies to support this population, teachers and counselors must bridge the information gap in order to better serve both the academic and affective goals of our most able students. In a separate study focused on the perspective of the counselors themselves, Wood (2010b) also determined that the most successful counselors of the gifted were those who took the time to understand the gifted individual's needs — often based on asynchronous developments or sessions focusing on emotional regulation and career aspirations. In addition, counselors of the gifted noted the importance of helping gifted learners find the proper balance of rigor and engagement in their

coursework as well as facilitate parent interactions to better help families understand how to support gifted youth in the home environment (Wood, 2010b). From this perspective, it seems that although the teacher and counselor of the gifted each have unique responsibilities to uphold on their own, there is clearly a need for crossover and advocacy in both directions in order to fully maximize both the cognitive and affective development of gifted students. By taking a team approach, teachers of the gifted can help counselors better understand the specific needs of the students they serve so that they feel better understood, accepted, and empowered by all of the educators dedicated to their well-being.

Connections to the Florida Frameworks for Gifted Education

As education is funded and legislated from the state level, each state has a different manner for supporting and enhancing the lives of the gifted students they serve. For example, in Florida, the Florida Frameworks for K-12 Gifted Learners represent an array of skills that support students' overall cognitive, social-emotional, and social development in the following seven categories: complex knowledge, questioning, research, creative and critical thinking, leadership, affective, and product development (Florida Department of Education, 2013). Across these seven categories, there are twenty-one objectives with sixty-three identified traits that the Florida Department of Education (2013) suggests students in K-12 are exposed to throughout their education with the expectation that teachers and gifted specialists monitor students' progress toward mastery based on the individual strengths and specific areas of potential. Taking into consideration the four levels of rigor within each trait (i.e., Know, Understand, Perform, and Accomplish), there are a total of 252 identified skills that Florida has identified as beneficial for gifted learners; interestingly, of these 252 goals, 109 — nearly 50% — involve some type of

affective skill that is connected to the proposed framework. Therefore, considering the universal implementation of an SEL program specifically designed for gifted students, the proposed taxonomy could naturally support and enhance many of the proposed skills already identified by the Florida Department of Education and perhaps — given future research — the skills additionally identified by other states and countries vested in equalizing the balance between their academic and affective curricula.

While the social-emotional connections run across all of the major goals of the Florida Framework for K-12 Gifted Learners (2013), the highlight is on goal number six, the affective domain. Within this goal, teachers and advocates of the gifted student facilitate and guide students through skills such as metacognition, of thinking about how and why one thinks, slowly building students' acceptance of challenge, scaffolding students' ability to evaluate their prior performances and refine new attempts at mastery, and monitoring students' ability to set, prioritize, and motivate themselves toward attaining goals. While the traits and skills within this goal are admirable, and certainly reflective of the critical need for continuous SEL, many teachers are neither aware of how to integrate these skills into the classroom nor adept in how to necessarily monitor student progress toward achievement. Therefore, a significant implication is that the implementation of the proposed framework may be that its structure and focus on various developmentally-based skills at various grade levels may better allow teachers of the gifted to deepen their understanding not only of the terms used in the goals themselves — some of which may be foreign to teachers not formally training in gifted education or the psychology of asynchronous development — but also in how to monitor and document how they manifest in students' development and trajectory toward their utmost potential.

However, as previously mentioned, the social-emotional connection traverses the other

six goals as well. For example, the notion of challenging an existing body of work or research, a recurring theme in the complex knowledge goal, is clearly a skill that may require a combination of solid self-image, self-esteem, self-efficacy, divergent thinking, acceptance of failure, and passion. Without these skills, students may be reticent to question or propose an alternate theory or approach to a well-established body of knowledge regardless of how much content they have mastered or how quickly they can process information. The interplay between the affective skills in the proposed framework coalesce to provide students with the courage and tenacity to attempt some of the more rigorous skills within the Florida Frameworks. This trend occurs over and over again in each goal. Consider the objective of questioning, the term divergent thinking comes up numerous times in an effort to promote the importance of gifted students' ideational fluency when crafting the types of questions that drive cognitive growth and help to close the information gaps that result in student curiosity. In the research goal, positive interpersonal skills are paramount in the successful navigation of cooperative projects and inquiry and often require elevated levels of empathy and self-regulation to manage melding the ideas of many and focusing them into answers and information that address the problem or question at hand. Moreover, ambiguity is referenced many times throughout the established objectives as is the importance of divergently producing novel ideas and also working toward accepting the ideas of others as relevant or supportive of solving multiple facets of a complex problem. Not surprisingly, the leadership goal is rife with descriptions including the terms respect and responsibility as well as an overarching theme of the need for emerging gifted leaders to have distinct levels of empathy, self-awareness, and self-management — all of which are hallmarks of both CASEL's framework for continuous SEL as well as Goleman's (2006) notion of Emotional Intelligence. Given the near equal infusion of affective development throughout the already

established goals for gifted learners in Florida, it is evident that SEL become an equal counterpart to academic and cognitive development in the classroom — not simply because it fulfills the goals established by the state, but because the symbiotic interplay between them will work to actuate gifted students toward realizing the true immensity of their potential.

Maximizing the Developmental Potential of Gifted Learners

The impetus for development of the proposed framework was to redefine the requisite elements of optimal development among gifted learners. Given the multi-generational and ongoing, international focus on the affective development of highly-able learners, it is evident that a significant part of the equation for empowering gifted students is a continuous SEL that is infused as part of the day-to-day classroom experience by the people who know these students best: the teachers of the gifted. As evidenced through the collective frameworks developed by CASEL, the theoretical underpinnings of Goleman's (2006) Emotional Intelligence, and the corresponding implications of the pioneering theories of psychosocial and emotional development, a recommendation to implement a structured and developmentally sound curriculum of affective skills is crucial for facilitating gifted learners' transcendence beyond self-actualization and toward their own concept of personal and professional satisfaction. As contemporary research illustrates, universal implementation of SEL increases students' academic performance, lowers behavioral issues in the classroom, and also enhances students' view of themselves (Payton, et al., 2008). While these are clearly positive assets for all students, the potentially beneficial impact for gifted students is even greater given their innate proclivity for superior levels of emotional and moral development (Tirri, 2010; Derryberry & Barger, 2008; Woitaszewski & Aalsma, 2004; Mayer, Perkins, Caruso, & Salovey, 2001; Narváez, 1993) and

their potential for struggles due to asynchronous development, which is often misdiagnosed as a potential disability rather than as a discrepancy between psychological and chronological age (Silverman, 1997). Ongoing research continues to support these precepts, such as a study by Yuen and Fong (2012) that called for recognizing the individual needs of gifted learners both academically and social-emotionally as well as adjured educators of the gifted to give equal deference to students' affective development as compared to their academic and cognitive growth.

As with any student population, the gifted have subpopulations that may benefit even more due to their acute need for affective and academic balance; foremost may be the twice-exceptional student, who presents with high-ability as well as a disability of some type (Clark, 2008) as well as the gifted underachiever, who is a student that exhibits a distinct discrepancy between his or her known potential and his or her actual performance (Reis & McCoach, 2000). As clearly established in the literature, gifted underachievement is a paradox that must be considered and supported on an individual basis given the highly intricate academic, affective, social, and motivational components that may comingle to yield performance that is unrepresentative of a gifted student's actual ability (Reis & McCoach, 2000). Therefore, while the proposed taxonomy should not be considered an intervention for the reversal of underachievement, a viable implication is that its proactive and continuous use from the first days of school could result in much fewer instances of this confounding enigma. Very recent research out of Australia supports this notion once again:

> There is a strong relationship between high levels of social-emotional wellbeing and high school performance. There is also a correlation between poor social-emotional wellbeing and underachievement. Research indicates that self-concept, self-regulation, academic self-perception, and self-esteem all contribute to an individual's schooling success (Blaas, 2014, p. 247).

Not surprisingly, many instances of gifted underachievement present in students who are twice-exceptional, often due to greater focus on a student's disability rather than his or her ability in areas of strength. The interplay between giftedness and a disability requires even more focused attention on the individual needs of the student, though intervention in support of the disability or areas of weakness should not be the only consideration. As discussed by Dole (2000), development of twice-exceptional students' social-emotional growth nurture resilience toward challenging academic and social events, which may abet enhanced levels of self-image and self-efficacy among this subgroup of students. Consequently, a recommended use of the proposed framework is to implement it with fluidity and flexibility depending on the student in question's most acute need at his or her present level of development.

Given the significant probability of gifted students' development of high emotional intelligence, a recommendation for educators of these students is to be aware of concepts at the pinnacles of affective development, namely entelechy and the personality ideal. Lovecky (1992) defined *entelechy* as:

> A particular type of motivation, need for self-determination, and an inner strength and vital force directing life and growth to become all one is capable of being. Gifted adults with this trait are involved in making their own destinies, believe in themselves, and continue on despite obstacles. Because of their tremendous personal courage, they may inspire and sometimes shame others. (p. 24)

In and of itself, the definition sounds so ideal that many may consider it unobtainable; however, if the top affective skills of the proposed framework — growth from failure, acceptance of ambiguity, goal attainment, and passion — are fully developed and interwoven at ever increasing levels, it seems that manifestation of entelechy is certainly plausible or, if the trait is already present in a highly gifted student, these refined social-emotional skills may enhance it to even

greater levels. A prodigious aspect of entelechy is that it not only serves as inner fuel for the self, but its exhibition often inspires those around a person with this trait to strive to better themselves, thus encouraging others to move toward self-actualizing behaviors (Lovecky, 1986). Similar in its potential to derive from within the individual, as well as potentially affect society and humanity in profound ways, is Rogers' (1959) notion of the personality ideal. Moving beyond self-actualization, Rogers proposed that a person reaches his or her ideal self when his or her self-image significantly overlaps his or her actual life experience; moreover, he attested that adults who reach this level have intense levels of satisfaction in their personal and professional lives because they feel that the goals they set are not only reflective of their values and beliefs, but also that their fulfillment has meaning based on their internalized life purpose. In that sense, an implication is that highly refined emotional intelligence may ignite or intensify entelechy among gifted learners in early adulthood and thrust them toward the personality ideal as they navigate career paths and potentially position themselves as leaders in their respective local, national, or global community. As evidenced by these types of notable affective development, the ongoing SEL of gifted learners extends well beyond the final day of high school; therefore, part of the charge for educators of the gifted is not only to support students' development of the proposed affective skills, but also to embolden these students to continually reach for deeper, and further-reaching, aspirations that will stimulate an ongoing balance of cognitive and affective development throughout adulthood.

A call for the inclusion of SEL in the classroom, particularly for gifted learners, has been ongoing for decades — from Alpren (1974), Buscaglia (1978) and Vare (1979) to contemporary researchers such as Hebert (2010), Sternberg (2012), and Belfield, Bowden, Klapp, Levin, Shand, and Zander (2015), with a plethora of small and large research studies across the globe

(Tirri & Kuusisto, 2013; Bate, Clark, & Riley, 2012; Peterson & Lorimer, 2012; Wang & Ku, 2010; Payton et al., 2008; Zins et al., 2007; Lee & Olszewski-Kubilius, 2006; Greenberg et al., 2003; Schultz, 2002a; Peterson, 2001; Henley & Long, 1999) indicating the power of affective education. The founders of CASEL have asserted that a continuous program of SEL via a universal implementation is vital for all students to reach their full potential (Payton et al., 2008; Zins et al., 2007); moreover, meta-analysis indicated that schools with a universally-implemented SEL program saw academic performance improve by 11% (Durlak et al., 2011). In addition, nascent research attested that SEL actually has economic impact as well, with a cost benefit analysis of multiple SEL programs indicating an average return of 11% on every dollar invested as well as an average lifetime salary increase of nearly $46,000 for individuals with refined levels of social-emotional development (Belfield et al., 2015). Therefore, the accountability and economic impact of SEL should make it an attractive area of research and development for legislators and policy makers in education — particularly among the gifted population where vulnerability in the affective realm is implied due to asynchronous social-emotional development (Silverman, 1997). However, while high test scores, report card grades, and dollar signs may fuel the increasing call for SEL, educators and researchers in this field should not lose focus of the ultimate benefactor: the student him or herself. Research has illustrated the inherent proclivity for gifted students to develop the utmost in emotional and moral intelligence when properly guided and these affective skills are also championed as those most desired by modern corporations and organizations — with emotional intelligence theorist Daniel Goleman (2006) ranking them higher than academic aptitude and intellectual ability.

Perhaps it is the mere conception of giftedness that should evolve so that the natural relationship between cognitive and affective development is represented in how we define

giftedness as well as support its potential development. In their examination of the current state of gifted education, Matthews and Dai (2014) asserted that the field of gifted education itself is "pioneering investigations of optimal human development and provides a vehicle for increasing social equity" (p. 335). The authors claimed that gifted students could best be served through individualized programs that consider both academic and affective development, which is the purpose behind the creation of the proposed framework for affective curriculum presented here. Which leads to the ultimate question: what is "optimal human development" — not only for gifted learners, but for any individual? Any type of ceiling that implies *completion* of development or *limitation* of continued growth is inherently inequitable, particularly for a population whose innate talent and disposition for developing the ultimate tiers of social-emotional learning are at levels proven higher than the general population. Given this tenet, a new definition of giftedness is offered here, one that takes into consideration not only the balanced development of intellectual and affective development based on individual context, but also the impact one would expect from a person functioning with significant levels of emotional intelligence, thus implying impact well beyond the individual him or herself:

> To be gifted is to exhibit a natural ability to think critically in order to solve problems within one's own context, to do so with vigor and passion for the sake of learning and personal growth, and to use this newfound aptitude to enhance one's own life as well as uphold society in general — with no limits or boundaries — by exhibiting qualities of personal leadership, empathy, respect, and an appreciation for both humanity and the world that we share.

The growth-minded connotation of this definition honors the exigent need for researchers and educators to help gifted students reach beyond what they think is possible and to continually refine their approach and desire to be the best they can be, not only for themselves, but for the sake of society and humanity. To have the ultimate impact on the world we all share, as well as

enjoy the personal reverie of feeling fully accomplished in one's skin, we must remove the limits and obliterate the artificial ceilings placed on our most able learners. There is no *reaching* one's full potential. There is only the redefinition of what that potential may be for any given period in our lives and then having the combined cognitive and affective skills required to strive even harder, to reach even higher, and to impact the world in ways that may have only lied in obscurity until we gained the wisdom and competence needed to realize our true and ever evolving capacity.

APPENDIX A —

QUALITATIVE RESEARCH:

IRB APPROVAL AND INSTRUMENTATION

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Derek Cavilla**

Date: **December 18, 2015**

Dear Researcher:

On 12/18/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	Taxonomy of Affective Curriculum for Gifted Learners
Investigator:	Derek Cavilla
IRB Number:	SBE-15-11853
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 12/18/2015 03:42:40 PM EST

IRB Manager

Purposive Sample Demographics for Teacher Focus Groups:

Participant Number	Gender	Years of Experience	Gifted Endorsed?	Current Grade Assignment
1	F	6	N	K
2	F	1	N	K
3	F	5	Y	K
4	F	14	Y	1
5	F	3	Y	1
6	M	6	N	1
7	F	13	Y	2
8	M	5	N	2
9	F	1	N	2
10	F	4	N	3
11	F	15	N	3
12	F	9	N	4
13	F	32	N	4
14	F	7	N	4
15	F	1	N	5
16	F	4	Y	5
17	F	4	Y	Middle School
18	F	14	N	Middle School
19	F	3	Y	Middle School
20	F	15	N	Middle School
21	F	30	Y	High School
22	F	19	N	High School
23	F	18	N	High School
24	M	20	Y	High School

Focus Group Interview Protocol:

Grade Level Group	Questions	Prompts/Elicitations
K-1	**What social-emotional skills do you feel are critical for successful integration into the school setting?** **What social-emotional skills most help students grow academically at this age?** **Do you feel it is important for gifted (or potentially gifted) students to understand the nature of giftedness?** **Do you feel that gifted students and their peers should celebrate or somehow acknowledge their advanced ability?**	Basic interpersonal skill development Management systems to foster adherence to rules and procedures Types of behaviors associated with precocious children and how to manage Describe ideal student exiting primary grades

Grade Level Group	Questions	Prompts/Elicitations
2-4	**Do you feel that gifted children at this age should have mastered the skills of cooperation, respect, and responsibility?** **How would lack of the aforementioned skills impact gifted students' potential for success at your grade level?** **Does identifying as gifted help students empower themselves to reach their potential?** **Can being gifted act as a detriment either academically or socially?** **Is a shift toward self-regulation critical at these grade levels? If so, why?** **How does empathy impact your students' learning and development?** **Is helping students focus on their specific strengths and weaknesses feasible at this age?**	Emotional sensitivity and sense of justice versus development of empathy for proactive reasons Scenarios of the negative and positive impacts of the gifted label Emergence of executive functioning and support through more independent control of materials and organization Self esteem as a positive or negative concept

Grade Level Group	Questions	Prompts/Elicitations
5-8	**Do you feel that gifted students should be able to accurately assess their ability to complete a specific task at this age?** **Do you think a continual focus on grit would help gifted students to better reach their goals in your classroom?** **Do you feel that gifted students at this age are capable of developing intrinsic motivation?** **What skills do you feel are most critical for gifted students to master prior to entering middle school?** **What types of social-emotional skills do you feel your gifted middle school students are lacking?** **Do you feel that exposing gaps in knowledge and inspiring students to learn the needed information to close them is an effective practice?** **In what ways do you support discourse and interpersonal/collaborative experiences in your classroom?** **Do you see a need for students to examine multiple solutions or approaches to a problem or scenario?**	How students elaborate ideas either verbally or in writing Use of extrinsic rewards and grades for gifted students Examples of when students seem most interested to learn Perseverance in rigorous content or extended projects Shift toward personal goal setting and accomplishment Developmental issues with social strain of middle school — what would make it better

Grade Level Group	Questions	Prompts/Elicitations
9-12	**How do your students deal with failure or obstacle?** **How would you define learning for gifted learners?** **Do you feel that your gifted students embrace ambiguity or fear it?** **What do you see as the result of deep passion for a specific topic or theme among your gifted learners?** **How do you support students' selection and movement toward goal completion at this age?** **How would you describe your gifted students' emotional intelligence or moral development as compared to their same-age peers?** **What skills do you feel make the most optimally developed gifted student?**	Fixed versus mastery mindset Grades as a motivator versus personal goal attainment Examples of ambiguous outcomes or projects with multiple pathways Detection and support of passionate interests and how that manifests in learning and leadership Gifted students as emotional or moral/social role models or leaders in collaborative settings What aspects are lacking for gifted underachievers

Expert Group Email Questionnaire Protocol:

Question 1:
How do you believe that a continuum of responsibility through growth from failure could represent a meaningful facet of the optimal social-emotional development of a gifted student from kindergarten through grade 12?

Question 2:
How do you believe that a continuum of self-image through goal attainment could represent a meaningful facet of the optimal social-emotional development of a gifted student from kindergarten through grade 12?

Question 3:
How do you believe that a continuum of cooperation and respect through harmonious passion could represent a meaningful facet of the optimal social-emotional development of a gifted student from kindergarten through grade 12?

Question 4:
How do you believe that a continuum of cooperation and respect through acceptance of ambiguity could represent a meaningful facet of the optimal social-emotional development of a gifted student from kindergarten through grade 12?

Question 5:
Based on the 16 affective constructs included in the proposed framework, do you feel any are unnecessary or are inappropriately placed? Do you feel any essential aspects of social-emotional development for gifted learners are omitted? If so, which ones and why?

APPENDIX B —

IMPLEMENTATION/EVALUATION PLAN

AND INSTRUMENTATION FOR

PROPOSED PILOT STUDY

Management Plan for Proposed Pilot Study:

Evaluation Questions	Evaluation Tasks	Evaluation Timeframe	Personnel Involved	Estimated Costs	Other Resources Needed	Total Task Cost
Do teachers understand the meaning of the affective constructs they are to teach?	1a. Work with program deliverer to ensure effective understanding of affective curriculum constructs 1b. Create survey and work with administrator to develop a plan for distribution 1c. Review interview protocols with key stakeholders who will collect data	1a. Prior to professional development implementation 1b. Baseline survey distribution in August/September and post-program data collection in March/April 1c. Review prior to semester break (November/ December) and conduct interviews during February coaching sessions	1a. Lead evaluator; 3 days 1b. Evaluation staff (1); 2 days 1c. Lead evaluator; 2.5 days; Evaluation staff (1) 1.5 days	1a. $3000 1b. $1000 1c. $3250	1a. Textbook or collection of literature/ research articles for site staff as well as two-day training for program deliverer, $5000 1b. None 1c. None	$12,250
Are teachers implementing their respective affective constructs in their lesson plans and in classroom instruction on a regular and continuous basis?	2a. Create checklist and rating scale instrument for lesson plan review and train program deliverer for use 2b. Train program deliverer and evaluation staff on implementation of observational data collection 2c. Create student survey for use in classrooms 2d. Use teacher and student surveys to create and conduct parent focus groups	2a. Within one month of professional development sessions beginning (September) 2b. Within two months of professional development sessions beginning (October) 2c. Prior to semester break (November/ December) 2d. Prior to Spring Break (March)	2a. Lead evaluator; 1 day 2b. Evaluation staff (1); 1 day 2c. Lead evaluator; 0.5 day 2d. Lead evaluator; 1.5 days	2a. $1000 2b. $500 2c. $500 2d. $1500	2a. None 2b. None 2c. None 2d. Refreshments and printed literature/ flyers, $500	$4000
Do teachers feel confident in their ability to combine affective and	3a. Create survey and work with administrator to develop a plan for distribution	3a. Prior to professional development implementation; baseline survey	3a. Evaluation staff (1); 2 days 3b. Lead	3a. $1000 3b. $3250 3c. $3000	3a. None 3b. None 2d.	$7750

academic instruction?	3b. Review interview protocols with key stakeholders who will collect data 3c. Use interview and survey data to prepare for grade level focus groups; have teachers prepare questions and concerns with regard to their specific classroom implementation	distribution in August/September and post-program data collection in March/April 3b. Review prior to semester break (November/December) and conduct interviews during February coaching sessions 3c. Conduct during March/April to allow time for qualitative analysis and inclusion in final report	evaluator; 2.5 days; Evaluation staff (1) 1.5 days 3c. Lead evaluator, 1.5 days; Evaluation staff (1), 3 days		Refreshments and printed literature/flyers, $500	

Evaluation Plan for Proposed Pilot Study:

Evaluation Questions	Information Required	Information Source	Method for Collection	Collection Procedures	Analysis Procedures	Interpretation Procedures	Reporting of Information
Do teachers understand the meaning of the affective constructs they are to teach?	Ability to define affective constructs Knowledge of the connection between affective construct and cognitive development	Teachers	Anonymous survey Interviews	Electronic survey sent through email to all teachers Interviews of all teachers during monthly coaching sessions	Descriptive statistics for survey Theme analysis for interviews and open-end survey questions	Can teachers accurately define and describe the affective constructs they are to teach?	Whole group discussion with all teachers Written report to administrators
Are teachers implementing their respective affective constructs in their lesson plans and in classroom instruction on a regular and continuous basis?	Lesson creation and delivery that integrates affective curriculum with academic content areas Student activities that include affective curriculum and assessment	Administrators (designee for lesson plan review) Teachers Students Parents	Review of lesson plans Observation of classroom lessons Student survey Parent focus groups	Anecdotal records based on bi-weekly lesson plan review for all teachers Standardized observation instrument for key affective activities for all instructors Web based	Checklists and quality rating for lesson plan content Checklist and descriptive statistics for observations based on instrument data collection Descriptive statistics for	Do teachers understand how to use academic content as the vehicle for affective curriculum? Is the affective curriculum infused continuously or in isolation? Can students or parents explain any impact of	Formative reports to administrators Individualized feedback to teachers on monthly basis Summative report to teachers and administrators describing school-wide trends/progress Presentation

	Student and parent feedback on the affective curriculum, their perception of it's effectiveness, and its overall relevance			student survey administered in all classes Purposive sample during parent workshop night	student survey Theme analysis of parent input	the affective curriculum?	during parent workshops
Do teachers feel confident in their ability to combine affective and academic instruction?	Teacher fidelity and willingness to implement affective curriculum Teachers' insight into their ability to craft lessons infused with affective curriculum Reflection on key facets that teachers feel are effective and what they feel are less effective for their particular grade level	Teachers	Anonymous survey Interviews Focus groups	Electronic survey sent through email to all teachers Interviews for all teachers during monthly coaching sessions Focus group discussions for each range of teachers: (1) K-2; (2) 3-5, and (3) 6-8 grades	Descriptive statistics for survey T-test to measure any difference in confidence before and after the program delivery Thematic analysis of interviews and focus groups to describe trends	Has confidence level decreased, remained the same, or increased? What factors have impacted teachers' confidence the most? Which have been least helpful? Do particular grade levels have more ease or difficulty implementing the affective curriculum? If so, why?	Whole group discussion with all teachers Written report to administrators Individualized feedback and discussion during follow-up coaching sessions

Teacher Survey (for pre and post program delivery):
Evaluation of a Professional Development Program to Integrate an Affective Curriculum

Evaluation Question	Survey Questions
Do teachers understand the meaning of the affective constructs they are to teach?	**1. I fully understand the rationale for integrating an affective curriculum.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **2. I can identify the affective constructs I have been asked to teach.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **3. I can explain the meaning of the affective constructs I will be teaching.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **4. How will the affective curriculum you are teaching impact student development?** Open/short answer response

Are teachers implementing their respective affective constructs in their lesson plans and in classroom instruction on a regular and continuous basis?	**5. I take affective constructs into consideration when planning my lessons.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **6. I am able to integrate affective curriculum into all subjects that I teach.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **7. The affective curriculum supports my academic instruction.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **8. I incorporate the affective curriculum on an ongoing, regular basis for my students.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **9. How would you describe your level of ease or difficulty in planning and delivering the affective curriculum?** Open/short answer response
Do teachers feel confident in their ability to combine affective and academic instruction?	**10. I feel confident in my ability to combine affective and academic instruction.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **11. I have the support I need to effectively infuse the affective curriculum.** Strongly agree/Agree/Neither Agree or Disagree/Disagree/Strongly Disagree **12. What resources or support do you need to better implement the affective curriculum?** Open/short answer response

Interview Protocol:
Evaluation of a Professional Development Program to Integrate an Affective Curriculum

Evaluation Question	Interview Questions	Prompts/Elicitations
Do teachers understand the meaning of the affective constructs they are to teach?	**What is the difference between the affective curriculum and the academic curriculum?** **What affective constructs are you responsible for teaching?** **How would you define those constructs to a parent? Another teacher?** **Why are you being asked to teach them?**	Review key constructs from affective curriculum taxonomy Relate affective curriculum to previously established character education routines and lessons Relate prior experience to the new, more methodical approach

Are teachers implementing their respective affective constructs in their lesson plans and in classroom instruction on a regular and continuous basis?	**How are you including the affective curriculum in your lessons?** **In what subjects does the affective curriculum best fit?** **In which subject areas is it more of a challenge?** **Describe how you deliver the affective curriculum to students. Is it spoken about overtly or are you infusing it holistically as part of the lesson? Can you provide an example?** **Has the affective curriculum affected student development either academically or behaviorally?**	Discuss impact of group planning and practice time during professional development series Determine the effects and quality of the feedback from administrator who reviews lesson plans Inquire about whether lessons with infused affective curriculum feel natural or contrived Inquire as to whether the curriculum serves to support or detract from prior methods of teaching content and processes
Do teachers feel confident in their ability to combine affective and academic instruction?	**Do you feel confident in your ability to create and deliver the affective curriculum?** **How has the infusion of the affective curriculum impacted the quality of your teaching content and academic standards?**	Relation between affective curriculum to student achievement Frequency/intensity of student behavior issues Self-efficacy in implementing curriculum versus effectiveness

Observation Checklist for Affective Curriculum

Date/Time:

_____

Observed By:

_____

Teacher Observed:

_____

Grade Level:

_____

Subject Area Observed:

_____

Were affective constructs included in lesson plans? ❒ Yes ❒ No

If yes, which were planned for?

❒ Cooperation
❒ Self-Image
❒ Self Regulation
❒ Empathy
❒ Intrinsic Motivation
❒ Divergent Thinking
❒ Growth from Failure
❒ Goal Attainment
❒ Respect
❒ Responsibility
❒ Self Esteem
❒ Grit
❒ Curiosity
❒ Self-Efficacy
❒ Acceptance of Ambiguity
❒ Passion

Were affective constructs included in lesson delivery? ❒ Yes ❒ No

If yes, which were observed?

❒ Cooperation
❒ Self-Image
❒ Self Regulation
❒ Empathy
❒ Intrinsic Motivation
❒ Divergent Thinking
❒ Growth from Failure
❒ Goal Attainment
❒ Respect
❒ Responsibility
❒ Self Esteem
❒ Grit
❒ Curiosity
❒ Self-Efficacy
❒ Acceptance of Ambiguity
❒ Passion

Were students engaged with the affective curriculum in an authentic manner? ❒ Yes ❒ No

Details:_____

_____

_____

Was the affective curriculum effectively infused with the academic content? ❒ Yes ❒ No

Details: _____

_____

_____

Did the teacher appear confident with teaching the affective aspects of the lesson? ❒ Yes ❒ No

Details:_____

_____

_____

Feedback for continued success or improvement:_____

_____

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