

Nurturing Hope: The Foundation for Talent Development

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**Dear TEA,
I am
respectfully
cancelling my
subscription to
the STAAR
testing program.**



ZQ = Zest Quotient

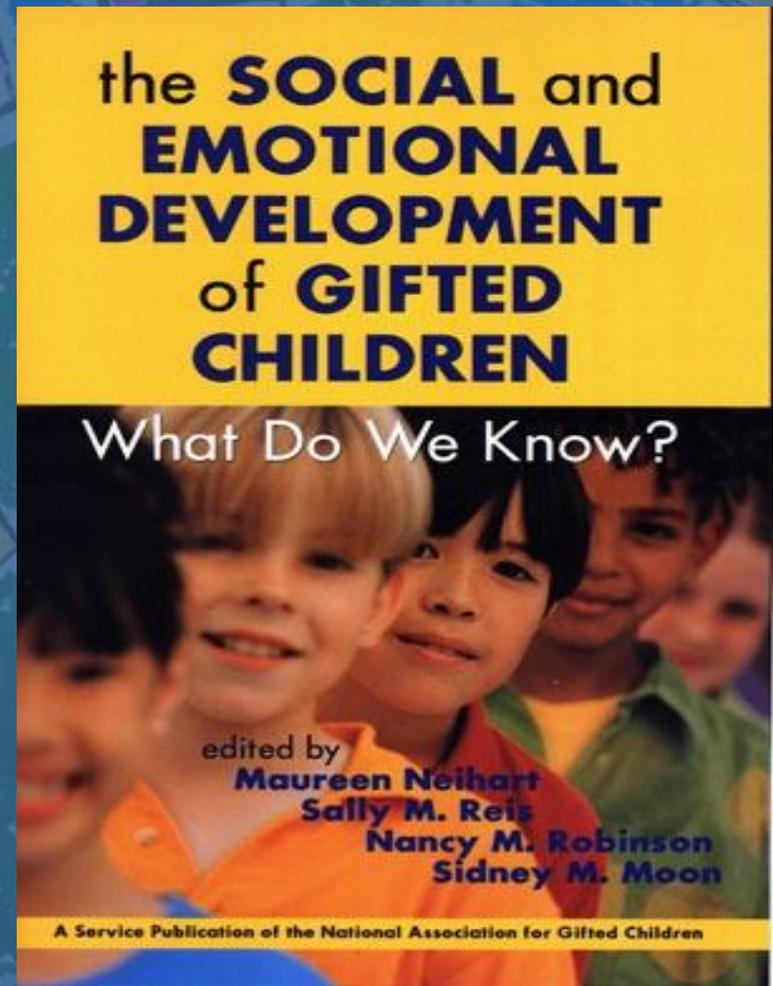
In one or more areas of human pursuit,
the individual could demonstrate:

- Orientation toward goals
- Positive expectations
- Confidence
- Resilience
- Self-discipline
- Pride in accomplishments
- Academic proficiency
- Courage



What We Know About the Social and Emotional Needs of Gifted and Talented Children

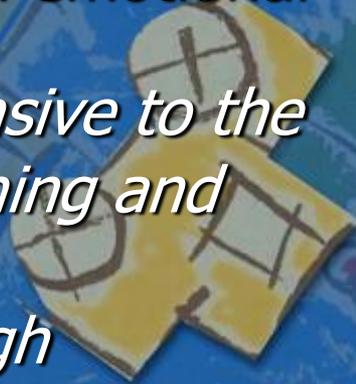
Neihart, M., Reis, S.M., Robinson, N.M., and Moon, S.M. (Eds.) (2002). *The social and emotional development of gifted children: What do we know?* Waco, TX: Prufrock Press.



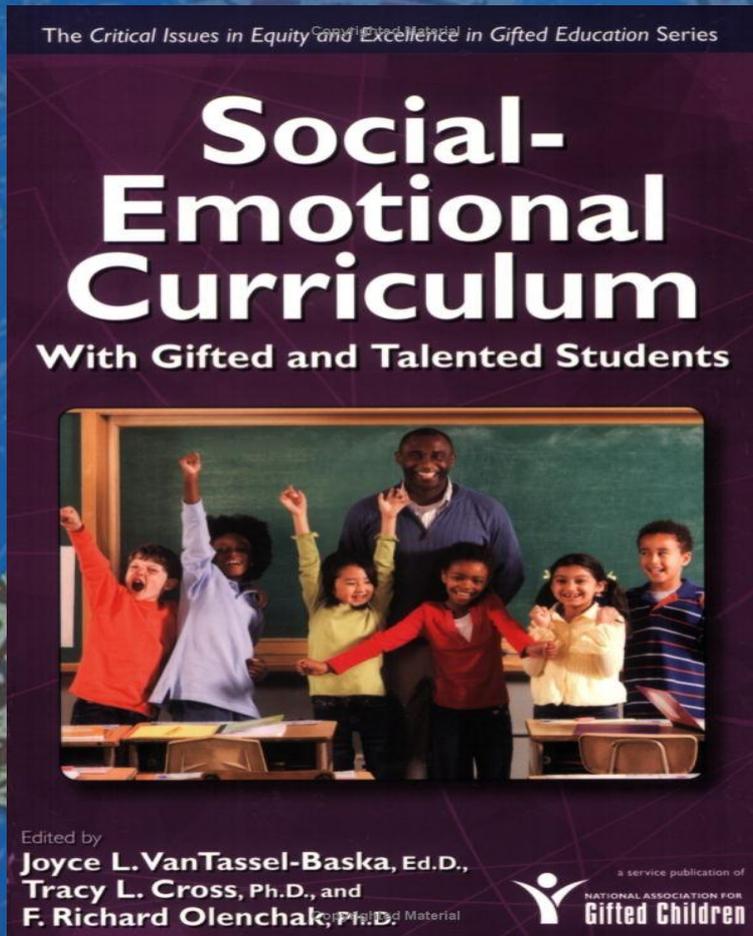


General Conclusions

- Typically, G/T students are at least as well adjusted as other groups of youngsters.
- However, they face risks to their social and emotional development:
 - *mismatch with classrooms not responsive to the pace and level of gifted students' learning and thinking*
 - *inappropriate accommodations for high creativity, energy, intensity, and aspirations*
 - *few if any adaptations to their internal asynchronous development (ex – maturity versus immaturity depending on the domain)*
 - *inadequate support to deal with peer pressures to be "like everyone else"*



What We Know about Social and Emotional Curriculum for Gifted and Talented Students



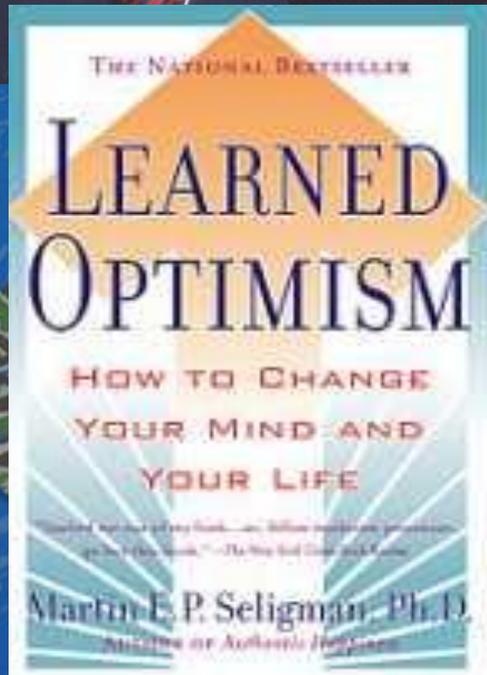
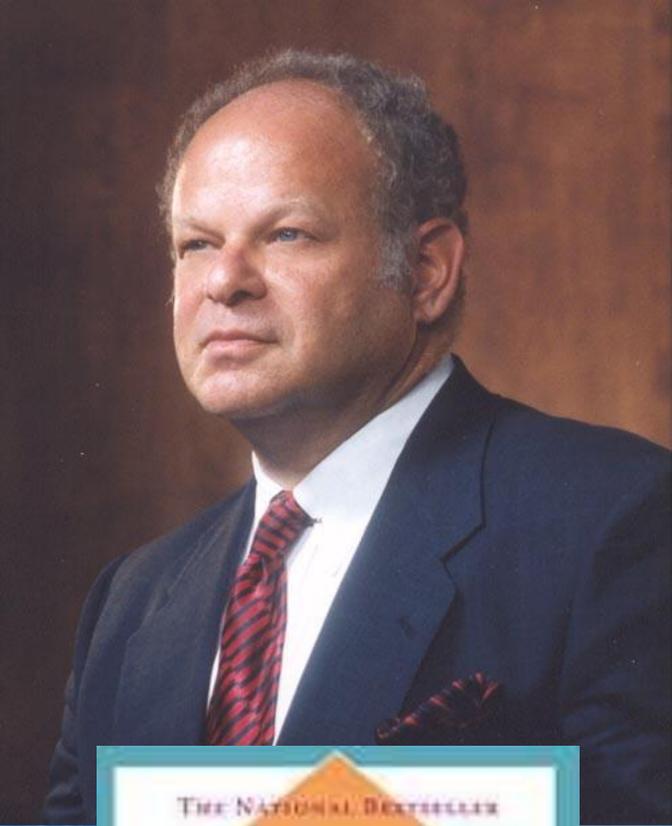
VanTassel-Baska, J.L., Cross, T.L., and Olenchak, F.R. (Eds.) (2009). *Social-emotional curriculum with gifted and talented children*. Waco, TX: Prufrock Press.



General Conclusions

- Due to the reality that G/T persons, as well as persons with G/T potential, have unique psychosocial needs, they require explicit attention through curriculum and instruction targeting their social and emotional development.
- Without direct attention to their social and emotional development, it is quite possible that each G/T student will not be able to develop their talents fully.
- Talent development is of course reliant on cognitive development but each of those is inseparable from affective (social and emotional development).





By instilling hope, we teach our kids that they're not merely passive recipients of everything that happens. Modern psychology and education have been too preoccupied with repairing damage when our focus should be on building strength and resilience, especially in children.

- Dr. Martin E.P. Seligman
psychologist and author of
Learned Optimism. 1998



Research Background

- A meta-analysis of 225 empirical studies revealed that success in personal pursuits does not yield happiness but that actually the converse is more true: that happiness – or positive affect – produces success. Students who hold positive affect are likely to experience success in school, while those who hold negative feelings are less likely to succeed (Lyubormisky, King, & Diener, 2005).



American
Psychological
Association

Research Background

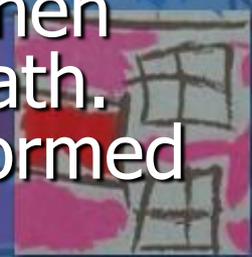
- Neurobiological evidence suggests that the types of cognition most heavily courted in schools – **learning, attention, memory, decision making, and social functioning** – are not only profoundly affected by but are subsumed within the mental processes of emotion (Immordino-Yang, 2009; Immordino-Yang & Damasio, 2007).

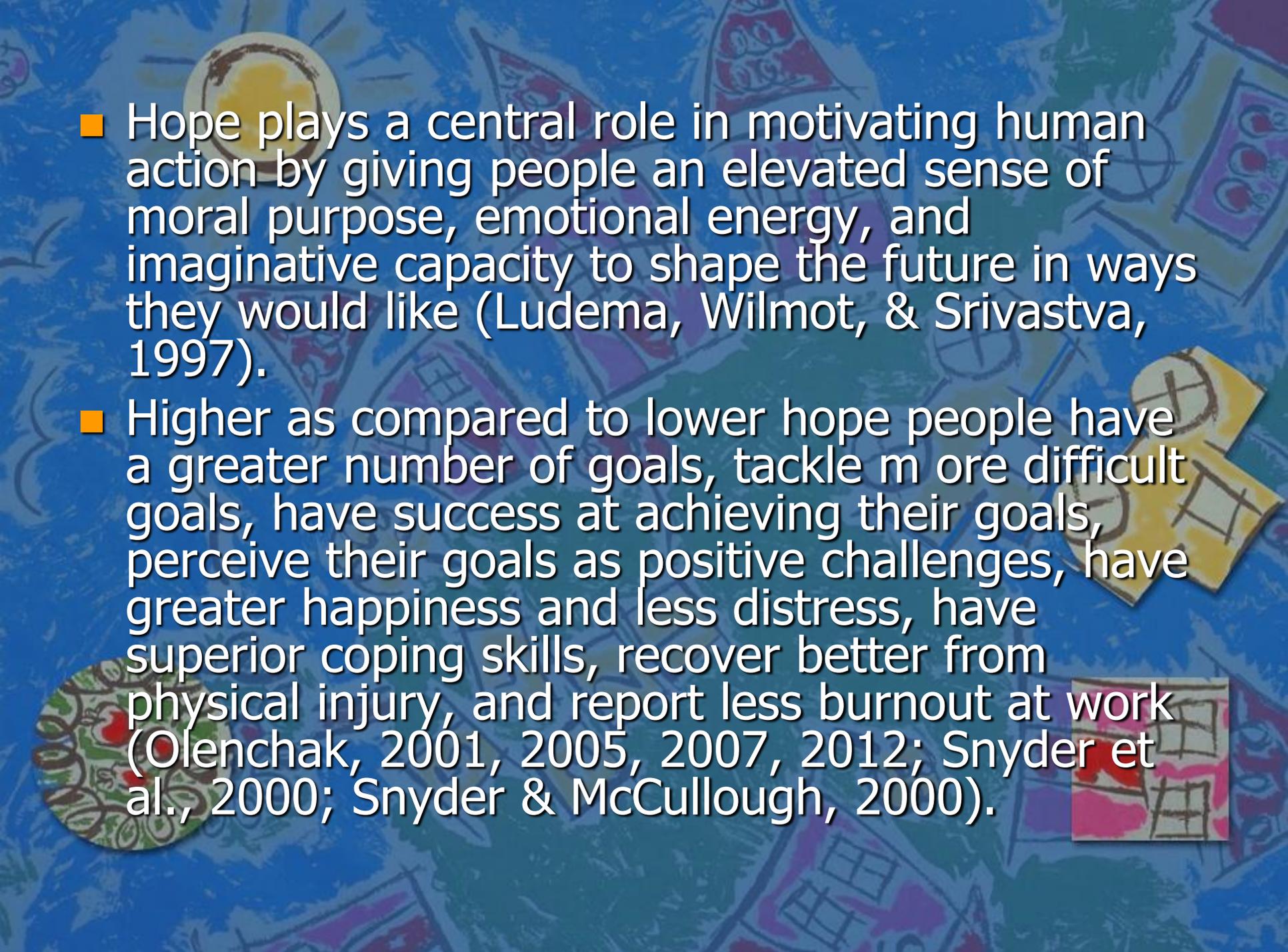




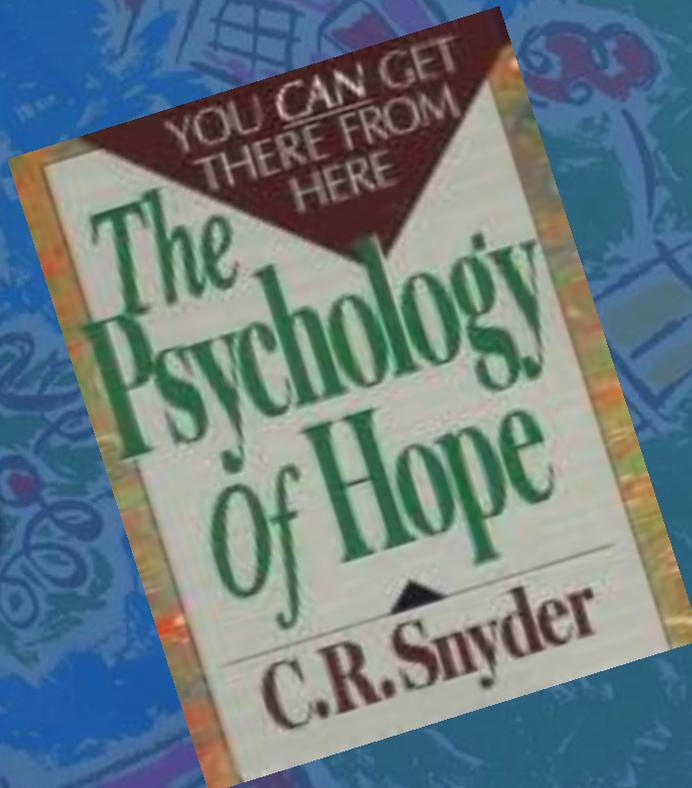
Hope Research

- Hopeful college students receive higher grades than unhopeful ones, regardless of IQ scores (Scheier & Carver, 1993).
- At the University of Kansas, more than 200 freshmen were tested for hopefulness. Over six years, it was learned that high-hope students had better grade point averages and were more likely to complete their degrees (Snyder, 1994).
- A research team measured hope in nearly 400 4th-, 5th-, and 6th-graders in Edmond, OK, then tracked their test scores in reading and math. The results: children with more hope performed better (Snyder, 2001).



- 
- Hope plays a central role in motivating human action by giving people an elevated sense of moral purpose, emotional energy, and imaginative capacity to shape the future in ways they would like (Ludema, Wilmot, & Srivastva, 1997).
 - Higher as compared to lower hope people have a greater number of goals, tackle more difficult goals, have success at achieving their goals, perceive their goals as positive challenges, have greater happiness and less distress, have superior coping skills, recover better from physical injury, and report less burnout at work (Olenchak, 2001, 2005, 2007, 2012; Snyder et al., 2000; Snyder & McCullough, 2000).

Hope = willpower + waypower



C.R. Snyder, Ph.D. (1945-2007)
Professor of Psychology
Director of Clinical Psychology
University of Kansas
The Psychology of Hope, 1994

Four Steps for Helping Children Enhance Waypower

1. Be an analyzer:

- **EXPLAIN** how cause and effect works.
- **LISTEN** to explanations for events.
- **SHOW** ways to break goals down.
- **TEACH** problem solving systems, including setting priorities.

Four Steps for Helping Children Enhance Waypower

2. Be a mentor:

- **DEVELOP** recipes for handling similar situations.
- **ATTRIBUTE** failure to ineffective strategies and not to self or others.
- **DISCUSS** ideas and plans for reaching goals.
- **MODEL** your own strategies for pursuing paths toward goals.

Four Steps for Helping Children Enhance Waypower

3. Be a cheerleader:

- **PRAISE** the child's positive effort.
- **MODEL** upbeat self-talk.
- **ENJOY** victory; learn from defeat.
- **CELEBRATE** each small gain – not just the outcome.



Four Steps for Helping Children Enhance Waypower

4. Be a realist:

- **EXPECT** roadblocks as part of life.
- **SHARE** your own life experiences.
- **FRAME** roadblocks as challenges.
- **REMINDE** them of handling earlier barriers.
- **SHOW** them and emphasize your own patience.
- **MODEL** ways both for maintaining a positive outlook and for mentally recharging.



Three Steps for Helping Children Handle Goals

1. Be a detective:
 - STOP your own activities.
 - LOOK at what the child is doing.
 - LISTEN to what the child is saying.



Three Steps for Helping Children Handle Goals

2. Be a goal stretcher:

- **CLARIFY** previous performance.
- **BASE** new goals on the child's own previous performance.
- **MODEL** goal stretching yourself.



Three Steps for Helping Children Handle Goals

3. Be a mediator:

- POINT OUT conflicting goals.
- POINT OUT goal conflicts that society promulgates.
- POINT OUT talents and interests and match them with the child's goals.



The Eight Stages for Developing Hope

- Stage 1: Formulate a goal
 - Something you want to do
 - Doing something each day that gets you closer to what you want
 - Casting an “I wish” statement – a good beginning
 - Making time your friend



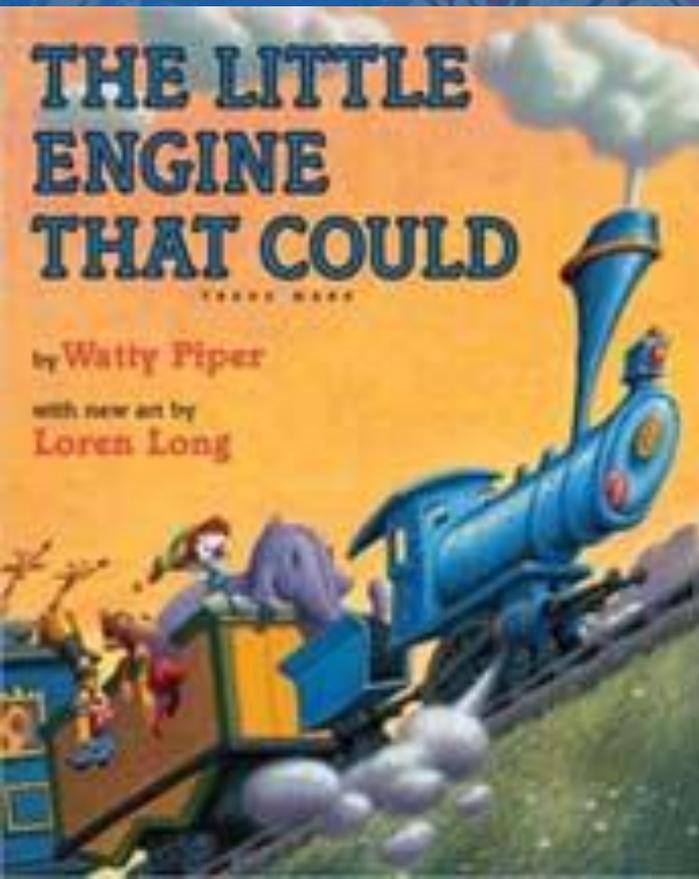
■ Stage 2: Consider multiple paths

- Determining what paths and outcomes are available, selecting the most viable path, and trying/evaluating it
- If one pathway or outcome becomes blocked or frustrated, trying again
- Continuing the process of selecting, trying, and evaluating until you have reached *your* acceptable outcome



■ Stage 3: Be willing to try

- Retaining an openness to doing your part, even if your “part” is to disengage from the goals after due consideration
- *Little Engine that Could* mentality



■ Stage 4: Put forth the effort but open to adjustments

- Acting on your plan, even if you find that you need to readjust later; overplanning = paralysis
- Finding yourself paralyzed and unable to act, review the goal itself – setting a goal too high defeats us before we begin



WARNING



**CHALLENGES
AHEAD**

- Stage 5: Anticipate challenges
 - Counting on the unexpected to appear at some point
 - Keeping open to multiple, alternative routes *and* outcomes

■ Stage 6: Think positively

- Giving yourself permission to succeed
- Keeping the goals simple at first until you strengthen your ability to persevere





■ Stage 7: Engage or disengage the goal

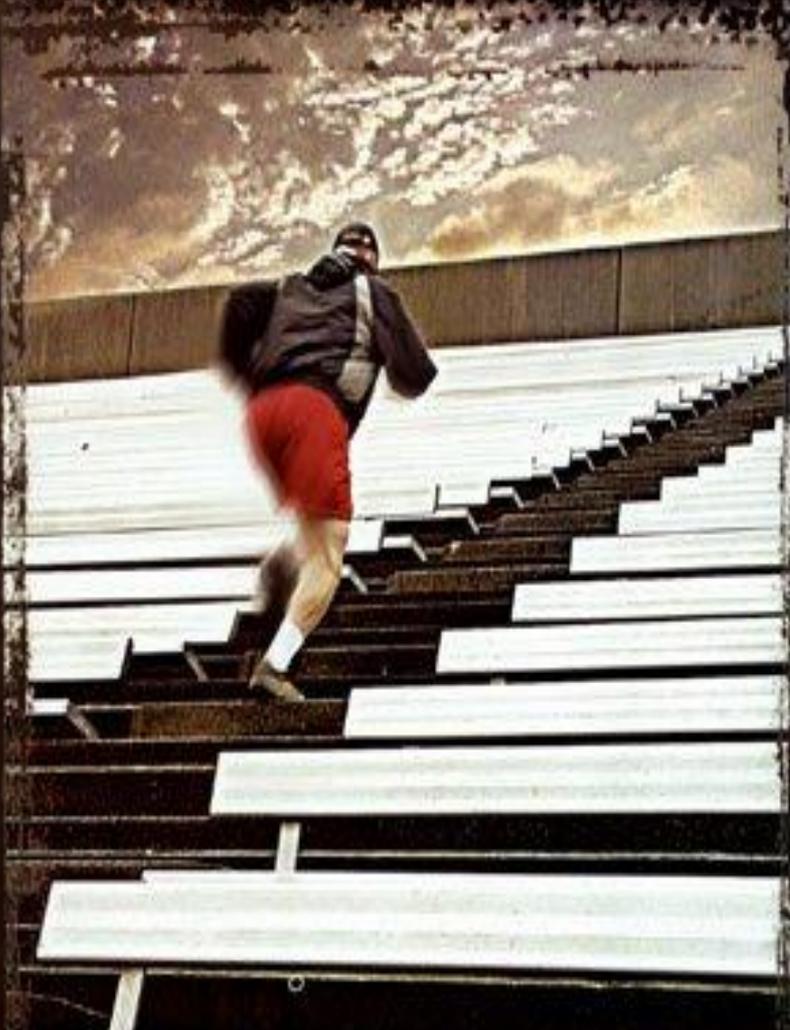
- Remaining open and adaptable

- May not always be able to attain your most desired outcome

- Enhancing our probability of success through openness about the outcomes



-PERSISTENCE-



There is no GIANT step that does it.
It's a lot of LITTLE steps.

© Peter A. Cook

- Stage 8: Persevere in the process
 - Continuing the process until you have satisfied the goal
 - Continuing the process automatically as long as you remain engaged
 - If disengaging from the goal, then select another goal and repeat the process



How Hopeful and Unhopeful People See the World

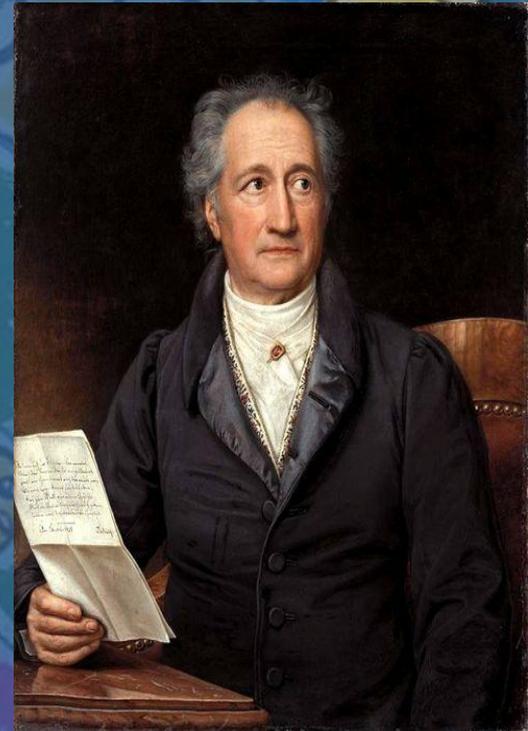
	Pessimistic explanation	Optimistic explanation
Personal vs. Impersonal	<p>I wasn't picked because <i>nobody likes me.</i></p> <p>I did bad on the test because <i>I'm stupid.</i></p>	<p>I wasn't picked because <i>I'm not so good at soccer.</i></p> <p>I did bad on the test because <i>I did not study.</i></p>
Permanent vs. Temporary	<p>I'll never have any friends at Sunnyside School.</p> <p>My mom is the crabbiest mom <i>in the whole world.</i></p>	<p><i>It takes time</i> to make new friend in a new place.</p> <p>My mom is in a really <i>bad mood today.</i></p>
Pervasive vs. Specific	<p>Teachers are unfair.</p> <p>Struck out again; <i>I'm just no good.</i></p>	<p><i>Mrs. Smith</i> is unfair.</p> <p><i>My batting</i> needs some help.</p>

Teaching Hope

	Pessimistic (don't say this)	Optimistic (say this instead)
Permanent vs. Temporary	<p>Tammy, what's the matter with you – you are <i>always</i> such a pain.</p> <p>Jose, you aren't following directions. Why don't you <i>ever</i> do what you are told?</p>	<p>Tammy, you really are misbehaving <i>today</i>. You are making things difficult for all of us.</p> <p>Jose, you haven't done what you were asked <i>yet</i>. Why not?</p>
Pervasive vs. Specific	<p>You <i>are</i> such a bad girl.</p> <p>She <i>will never</i> get up in front to make a report; she's so shy.</p>	<p>You <i>need to stop</i> trying to use other people's materials.</p> <p><i>It's very hard</i> for her to speak before the group.</p>
Personal vs. Impersonal	<p>This room is a pig sty; you <i>are</i> such a slob.</p> <p>You lost again. You guys just <i>aren't</i> very good.</p>	<p>This room is a pig sty. You <i>must clean it up</i>.</p> <p>Another loss. You <i>will have to work harder</i> on the basic drills.</p>

“Things that matter
most must never be
placed at the mercy of
things that matter
least.”

-- Johann Wolfgang von Goethe





*Thank you for caring enough to
spend your time with me!*

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Talent
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Houston**

