

Newsletter: August 2022

Welcome to the August edition of the monthly **Jasneath Education** newsletter. If you missed any previous issues, they are available for FREE download at <https://jasneatheducation.com/newsletters> I continue to be thrilled to see the number of Subscribers increasing and more people accessing the resources on the website: both the monthly article on which the 'Insights from the Literature' is based, as well as some other offerings. If you'd like to subscribe, please head to <https://jasneatheducation.com> and scroll to the bottom of the home page, where you'll be able to input your preferred email address.

This month's article summary (page 2 of this newsletter) examines a paper by Mofield & Parker Peters discussing the interactions between psychosocial competencies and talent development. I hope you find it interesting! If you'd like to read more, please head to the website and follow the access instructions.

The much-anticipated Asia-Pacific Conference has now wrapped up and certainly did not disappoint. There was a great variety of presentations, and of course fabulous key-notes. We were also witness to some awesome student performances. Bravo! They are to be commended.

AAEGT Virtual Conference: 21-22 October 2022

The Australian Association for the Education of the Gifted & Talented (AAEGT) have announced dates for their 2022 virtual Conference and also Professor Robert Sternberg as Keynote!! Keep an eye out for further information and presenter lists. Abstract submission closed on the 15th of July, with presenters to be announced this month. For further information please see https://www.aaegt.net.au/whats_on

Other Conferences:

The European Council for High Ability (ECHA) are holding their conference shortly: Aug 31–Sep 3, 2022, at The Hague. Further information is available at: echa2022.org. Also, the American National Association for the Gifted's (NAGC) conference is in November, with more information available at: nagc.org. These are both in-person. If anyone is interested in a virtual conference, the Missouri Conference on Gifted Edtn is in the planning stages. See: mogam.org/conference for more info.



Don't forget, if there are other items that you'd find useful, please let me know, as this newsletter is about providing a service and information, so I would love to be able to respond to your interests and needs. If you have any ideas or requests, please email me at jasneath.education@outlook.com

Dr Amanda J. Harper

Insights from the Literature:

Mofield, E. L., & Parker Peters, M. (2022). Understanding the interplay of psychosocial competencies in talent development: Typologies and differences for gifted students. *Roeper Review*, 44(3), 144-156. <https://doi.org/10.1080/02783193.2022.2071368>

This article begins with the authors outlining varying psychosocial skills and why these are important for gifted learners. The skills listed include “developing goal-setting strategies, emotional regulation, motivation, and positive achievement attitudes...Many of these skills relate to developing resilience, positive coping strategies, and stress management” (p. 144). Fundamental to the author’s rationale is the malleability of abilities, that these can develop through opportunity and relevant psychosocial support. In their study, Mofield and Parker Peters adopt the construct of Emotional Intelligence as a point of measurement, as defined by Bar-On (2006, 2007), noting that his “conception of EI is positively related to cognitive intelligence,...problem solving,...and academic performance” (p. 145). They also reference the work of Dweck on Growth Mindset. Interestingly, the authors note that optimism can impact problem solving. Further,

Seligman (2006) specifically conceptualized ‘learned optimism’ as the thought process associated with recognizing and challenging negative thoughts, allowing individuals to reframe perceived failure. Such reframing can serve as a positive coping mechanism for mitigating stressors associated with high performance (p. 145).

Mofield and Parker Peters also referred to their own 2019 study of gifted adolescents where underachievers showed higher fixed mindset beliefs, lower motivation, and lower academic self-perception of their abilities when compared to gifted achievers. Further, adopting fixed mindset beliefs about general intelligence was a significant predictor for underachievement status within the study (pp. 146-147).

To balance the academic equation the authors also note that some researchers disagree with this stance and their article delves more deeply into these differences. To move their discussion forward, the authors reflect on the Achievement-Oriented Model (AOM), developed by Siegle et al. (2017), where self-efficacy, perception of support within one’s own environment, and goal valuation interact and then influence self-regulation which in turn, facilitates achievement. In order to further understand the AOM, Mofield and Parker Peters consider if mindset influences self-regulated learning, particularly as it relates to the aforementioned psychosocial skills; and also whether there is the possibility of enhancing the development of other noncognitive factors, especially stress and life’s set-backs. They outline the purpose of this exploratory study as being to:

(a) examine the relationships between mindset beliefs about intelligence and emotional intelligence, (b) compare emotional intelligence competencies of gifted students to a normative sample, and (c) explore typologies of emotional intelligence and mindset among gifted students (p. 148).

Eighty-one gifted middle school students participated in the study and they undertook a “daily gifted education class focused on critical thinking, research, and problem solving...All participants completed” the MindSet Assessment Profile and the Emotional Quotient Inventory-Youth Version (p. 148). The authors found that “high-growth mindset beliefs related to adaptability (reality testing, flexibility, and problem solving) general mood (optimism and happiness), and overall emotional intelligence” (p. 150). Their findings also supported the association between the self-efficacy and self-regulation aspects of the AOM. Findings were less clear regarding whether gifted learners were more adaptable when compared to the normative sample. Mofield and Parker Peters “found that gifted students had lower scores for intrapersonal emotional intelligence (self regard, self-awareness, self-acceptance, and assertiveness). Lower scores were also noted for general mood (i.e., showing a positive outlook and feeling content) as well as interpersonal intelligence (i.e., relating well to others)” (p. 151). The authors highlighted the importance of considering within-group differences and also noted that the results clustered into three groups: those with lower scores, a mixed group, and those with higher scores.

Mofield and Parker Peters conclude that their study’s results suggest “that mindset beliefs are linked to adaptability, general mood, and to a small degree overall emotional intelligence... [The authors also suggest that] growth mindset beliefs relate to flexibility, an overall ability to adapt to circumstances, take new tasks and challenges, and respond with resilience in the face of demanding situations... [Mofield and Parker Peters also stress that] developing social-emotional skills such as assertive communication, self-motivation, reframing failure, and self-awareness are especially important to prepare gifted students for clearly articulating and advocating for innovative ideas even when confronted with criticism as they move toward higher levels of performance (pp. 151—152).