Supporting Gifted Students' Social and Emotional Learning

by Improving Parental Self-Efficacy

by

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ABSTRACT

Parents of gifted adolescents often face unique challenges in supporting their children's social and emotional learning (SEL). The purpose of this mixed methods action research study was to examine (1) As a result of a SEL parent workshop series, what changes were observed in: (a) Parental knowledge of SEL? (b) Parental self-efficacy in supporting their gifted child's SEL needs? (2) What did parents perceive as the most useful aspects of the SEL parent workshop series? The intervention took the form of a flexible five-session virtual workshop series and was delivered via a combination of asynchronous and synchronous instruction. The workshop series was designed to provide families with key information on giftedness in adolescence to help them better understand how characteristics of giftedness impacted their own child's socio-emotional development. Results from this study showed a statistically significant increase in parent knowledge of SEL concepts, and a mean increase in parental self-efficacy. While participants rated all aspects of the intervention workshop as useful, limited participant engagement shifted the workshop model from a collaborative model to a highly individualized one. As a result of the study, it is clear that parents do benefit from additional information on SEL support strategies, but continued research is needed to develop an intervention where the content and format best support participant needs.

DEDICATION

To…

my mom who taught me that education is an ethical enterprise,

my dad who showed me the profound power of empathy and connection,

my husband whose steadfast support and love have guided me through this journey, and

Roo, my darling love, I'm better for and because of you.

Thank you all for lighting my way forever and always.

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CHAPTER 1

INTRODUCTION

The term social and emotional learning (SEL) is a relatively new one, but the earliest foundation of SEL can be dated back to Aristotle who questioned whether education was an intellectual or ethical enterprise. However, it was not until two millennia later that John Dewey's (1960) experiential educational philosophy arrived to expand on Aristotle's musings. Dewey viewed education as intellectual, social, and collaborative in nature (Dewey, 1935a), and his approach to education prioritized both the cognitive and affective development of students.

Through education, he sought to improve the social connection between teacher and student, for when a "teacher enters into the child's world of problems, and teaches the child with all these problems in mind, to that degree social distance between teacher and pupil is shortened" (Bogardus, 1929, pp. 497-498). Dewey's (1935a; Dewey, 1935b) contributions ushered in a commitment to social responsibility and a prioritization of whole child development. Dewey believed academic achievement must be partnered with a child's mental and physical wellbeing and contextualized within the society in which the child is situated (Dewey, 1935a; Dewey, 1935b).

Although the importance of whole child development and social responsibility have long been recognized as important, incorporating these elements into an academic curriculum were not made a priority until the latter half of the twentieth century. In 1968, James Comer put a program into practice that focused specifically on the benefits of whole child development in two public Connecticut schools (Comer, 1989). Comer's program resulted in the superintendent of New Haven Public Schools launching a district-

wide focus on social and emotional development in the 1980's (Comer, 1989).

Programming for the New Haven district was developed by Timothy Shriver and Roger

P. Weissberg, who together created a curriculum to meet the SEL needs of students in

grades K-12. Several years later, Shriver and Weissberg would meet with other like-

minded individuals to address the need for SEL. In 1994, Daniel Goleman, Mark T.

Greenberg, Eileen R. Growald, Linda Lantieri, Timothy P. Shriver, and David J. Sluyter

met to discuss the greater need for whole child development in education. The

Collaborative for Academic, Social, and Emotional Learning (CASEL) was borne from

their meeting as well as the term SEL itself (Our History, n.d.).

Three years after CASEL's inception, the Association for Supervision and

Curriculum Development (ASCD) partnered with CASEL to bring greater awareness to

the importance of SEL and has continued to do so into the twenty-first century. In 2007,

the ASCD put forth an agenda that prioritized student-centered learning which focused on

both the affective and academic needs of students (ASCD, 2007). In 2020, they renewed

their commitment to the education of the whole child, calling

> for challenging students and engaging them in learning experiences that will
>
> prepare them for the future of work and societal changes; creating healthy and
>
> safe environments where students feel physically and emotionally nourished,
>
> respected, and treated with dignity; and caring for each student by supporting
>
> their unique academic, social, and emotional needs (ASCD, 2020, p. 13).

The creation of CASEL has helped illuminate the need for a comprehensive approach

designed to support students' affective needs. CASEL's framework has been used in

guiding a number of evidence-based programs and has spawned research, initiatives, and

curriculum to address students' SEL needs (Taylor et al., 2017). Since the 1990's, SEL has become not only a school priority, but a state and national priority as well (Children's Mental Health Act, 2003).

Larger Context

The state of Illinois was one of the earliest adopters of SEL standards and developed an advisory council in 2002 to advocate for and promote the importance of SEL within schools. With the passage of the Children's Mental Health Act of 2003, Illinois became the first state to adopt SEL standards for all K-12 students. The Illinois State Board of Education, Children's Mental Health Partnership, and CASEL established three overarching goals for students' social and emotional development, and focused on (a) the development of "self-awareness and self-management skills to achieve school and life success," (b) the use of "social-awareness and interpersonal skills to establish and maintain positive relationships," and (c) the demonstration of "decision-making skills and responsible behaviors in personal, school and community contexts" (Illinois Social/Emotional Learning Standards, 2004, paras. 4-6). Consistent with the Children's Mental Health Act of 2003, Illinois schools have set forth a clear trajectory to address the ongoing need of social and emotional development across grade levels. Although many schools may have a clear plan for student social emotional growth and development, there are fewer resources and programs catering to the specific needs of a gifted population and no peer-reviewed programs that incorporate parent education into the development of gifted students' SEL (Morawaska & Sanders, 2009).

Giftedness and SEL. The need for affective support in gifted education is well recognized; however, how or if gifted children's needs differ from their peers has been a

subject of debate since early pioneers in gifted education first tackled the issue. In the mid-1920's, Lewis Terman (1925) proposed that gifted children experienced fewer issues than their non-gifted peers, and Leta Hollingworth (1926) countered by suggesting that gifted children experienced greater issues than their non-gifted peers. To this day, there is no clear consensus as to whether gifted students are more (Czeschlik & Rost, 1993; Freeman, 1994; Kwan, 1992) or less (Baker, 1995; Barnett & Fiscella, 1985; Gust-Brey & Cross, 1999; Neihart, 2002; Parker, 1996; Preuss & Dubow, 2004) likely to experience mental health and social and emotional issues than their non-gifted peers. Vialle et al. (2007) suggest that it is not a question of whether there is a difference, but rather the degree of difference between gifted students and their non-gifted peers. The focus on the unique social and emotional challenges students with asynchronous development (uneven skill development) face is supported by the National Association of Gifted Children's (NAGC) position statement, which asserts that "as the level of difference increases, social difficulties can also increase" (NAGC, 2009, p. 1).

Specific challenges that may be more prominent within a gifted population include: asynchronous development, introversion, anxiety/stress, perfectionism, underachievement, overexcitabilities, emotional intensity, labeling, and identity formation (Morawska & Sanders, 2009; Mula et al., n.d.; Reis & Renzulli, 2004; Fornia & Frame, 2001). Regardless of whether gifted children are more prone to social and emotional challenges or whether they are just as likely to experience them as their non-gifted peers, research demonstrates a benefit in supporting families as they help students navigate the challenges of adolescence ((Martinez-Pons, 2002; (Robinson et al., 2006;

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Hill & Tyson, 2009). Although many schools may have a clear plan for student SEL growth and development, not all programs include parents in the learning process.

Parents of gifted children often face unique parenting challenges as these children are more developmentally advanced than their peers in at least one dimension, but they may also present with heightened sensitivities of their psychomotor, sensual, intellectual, imaginational, or emotional abilities, which can add an additional complication to typical adolescent relationship development (O'Connor, 2002; Silverman, 2002). Unfortunately for parents of gifted children, there is both a lack of research on the unique challenges of parenting a gifted child as well as "a lack of empirically supported parenting strategies to help parents in parenting their gifted child" (Morawska & Sanders, 2009, p. 163). Parents of gifted children in particular, may need additional support in meeting their child's academic and emotional needs. In Dangel and Walker's (1991) study, parents prioritized learning more about motivation, responsibility, and responding to unique behavioral challenges over their child's academic needs, illustrating the important role SEL plays in a gifted child's development. However, most parents lack confidence in responding to their child's behavioral and social and emotional needs, which may be due to the fact that families don't have a clear "framework for understanding the developmental issues affecting a gifted child" (Morawska & Sanders, 2009, p. 165).

Parental Knowledge and Self-Efficacy. Parents are foundational in developing, supporting, and strengthening students' SEL skills; thus, a comprehensive and inclusive SEL program must partner student and parent SEL curricular supports in order to best support the developmental needs of students (Christenson & Havsey, 2004; Epstein, 2010; Patrikakou & Weissberg, 2007). Patrikakou & Weissberg (2007) assert that "the

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best SEL practices involve students, parents, community members and educators as partners in program planning, implementation and evaluation" (p. 53). It is through this bidirectional involvement and education that parents are able to help support student application of "SEL skills to daily problems and challenges at school and home, as well as socially competent communication and interaction among family members" (Patrikakou & Weissberg, 2007, p. 58).

The role of parents in education has undergone several significant changes since the earliest schools were first established in the seventeenth century. While parental involvement was surprisingly strong when the first schools were conceived, over the next several centuries, parental knowledge and involvement in education diminished. In fact, it was not until the dawn of the twentieth century that a partnership between school and home resurfaced (Hiatt-Michael, 1994). Research conducted by Bogardus (1929) proposed a partnership between teacher and home as "a greater understanding takes place when the teacher is invited to or contacts the home" (p. 498). This collaboration and connection between home and school fostered "mutual understanding and support between the school and home, as interdependent not independent entities" (Hiatt-Michael, 1994, p. 257).

Contemporary research confirms that parents are deeply invested and concerned with their child's social and emotional welfare, and they play a critical role in supporting the academic and affective development of children (Wang & Sheikh-Kalil, 2013; Hill & Tyson, 2009). When parents nurture their child's SEL skills, they help them to "become self-aware of their strengths and weaknesses, and help them set goals inside and outside the school environment" (Roy & Giraldo-García, 2018, p. 36). Research suggests a

positive connection between parental knowledge and the development of students' SEL and self-regulatory skills (El Nokali, 2010; Dotterer & Wehrspann, 2016; Roy & Giraldo-García, 2018; Thomas, 2019). Although the vast majority of parents recognize the importance of developing students' SEL skills (Miller et al., 2018), many struggle to understand how to implement these skills within the context of their own homes (Miller et al., 2018).

Parents play a central role in their child's socio-emotional development, because SEL skills are developed from explicit teaching opportunities as well as through authentic learning experiences. Authentic learning is often a spontaneous event in reaction to a situation or emotional event and such situations are "among the most challenging and complex issues for any caregiver, but can, if done with care and skill, increase a child's ability to face discomfort and internalize SEL lessons" (Miller et al., 2018, p. 16). In addition, research establishes both academic and behavioral benefits when schools create opportunities for establishing effective school-family partnerships for promoting and modeling SEL skills (Garbacz et al., 2015; Albright & Weissberg, 2010).

Problem of Practice

Currently, there are a number of evidenced-based SEL parenting programs designed to provide families with strategies to support student and parent social and emotional competence (Sanders et al. 2014; McGilloway et al., 2012). However, only Morawska and Sanders' (2009) pilot program has been studied and applied to a gifted population of students. Additionally, there is no additional research evaluating the effectiveness of Morawska and Sanders' initial study. Several key themes emerged from Morawska and Sanders study to include a focus on students' emotional development and

adjustment, strategies for handling challenging student behavior, and the inclusion of emotional coping strategies for parents themselves. Collectively, these themes demonstrate a clear need for parental programming that is specifically designed to meet the needs of gifted families.

One avenue for additional socio-emotional support is through the organization, Supporting Emotional Needs of Gifted (SENG), which offers families a loose support structure and information on the intersections of giftedness and SEL. However, there is a clear need for focused family interventions designed to meet the social and emotional needs of a gifted and talented population (Fornia & Frame, 2001). Thus, despite the demonstrable need for unique programming for gifted families, at the time of this research, no commercially available and evidence-based program exists to support the unique needs of a gifted population.

Local Context

This research is situated within the context of a private, not-for-profit, gifted school located in the suburbs of Chicago, Illinois. Brookfield Academy's mission places equal weight on students' academic and social and emotional development; however, in recent years, stakeholders have indicated that SEL programming has not done enough to support the gifted population's needs. In 2014, the Independent Schools Association of Central States (ISACS) conducted a school-wide survey, which revealed an overall decline in stakeholders' satisfaction with SEL programming, and a follow-up ISACS survey administered in 2017 echoed similar concerns as well as an uptick in student stress levels. Following the 2017 survey, the school participated in a self-study, which further highlighted SEL curricular deficiencies.

To address these school wide deficiencies, a SEL scope and sequence was developed for students in kindergarten through eighth grade. Faculty participated in ongoing SEL specific professional development led by the school social worker and gifted coordinator, which provided faculty members with additional resources and information to better address the social and emotional needs of the student body. Additionally, the school social worker and gifted coordinator also arranged for a monthly meeting with families where parents could address SEL-specific questions or concerns. However, strategic efforts to include parents in the SEL education process were limited to these monthly meetings. While these meetings offer families an additional touchpoint on SEL related challenges, they are not driven by a specific curriculum or focus, rather the meetings serve as an opportunity for parents to raise questions and concerns about SEL and school-related concerns. Beginning with the 2022-2023 school year, more targeted resources were made available to families including a Gifted Ed podcast and family speaker series, both of which explore the intersections between giftedness and SEL. While more robust resources and supports were created this past year to support families, there is always an opportunity to provide greater access and supports to families. As the Middle School Head at Brookfield Academy, the researcher is uniquely situated to provide additional support for families regarding their child's SEL development.

Cycle 1 Data—Results and Interpretation

The purpose of the cycle 1 action research was to better understand how a workshop series that provided a parent population with focused strategies for supporting their adolescent's self-management and SEL skills would affect participants' perceptions

of self-management and SEL as well as what role the school and parents played in supporting these skills.

The qualitative data from this first cycle of research showed a shift in participant perception regarding the role the school and parents should play in supporting children's SEL needs, which was represented through a focus group interview wherein participants reflected on the need for outside support in helping students develop SEL skills. One participant noted that as a parent of an adolescent, their advice carried limited weight, but "if we can parrot some of the, you know, suggestions and thoughts and directives that we could maybe help, uh, solidify it in their brains" (Focus Group Interview, 2021).

A new theme to emerge from the qualitative data was the need for greater parental fellowship and collaboration. The workshop series not only helped to expand participants' understanding of SEL and self-management, but it also helped families to feel less isolated and alone in their struggle to support their child's unique learning needs. Participants genuinely appreciated the opportunity to engage in authentic discussions, learn about SEL, and collaborate with one another throughout the workshop.

The quantitative analysis was completed after the qualitative analysis, and shared items between the pre- and post-intervention surveys were analyzed using inferential statistics while items unique to the post-test were analyzed using descriptive statistics. For questions on the efficacy of the intervention, the mean score for each question was greater than or equal to 4.5 on a scale of 1-5, indicating participants found the workshop series beneficial in improving their understanding of SEL and self-management.

The quantitative data also revealed a shift in participant perception regarding the role the school and parents should play in supporting children's social and emotional

development. The post-intervention survey results indicated that participants should partner with the school to support student SEL, and that neither the school nor parents should occupy a dominant role. The survey results showed a gain in participant confidence in their ability to understand and support their child's self-management and social and emotional skills after they participated in the workshop. The results also indicated that the workshop served to support parental knowledge and exploration of SEL and also fostered a greater sense of community, shared responsibility, and understanding.

Focus and Research Questions

Research has shown parental knowledge and self-efficacy can positively affect student motivation and SEL development among adolescents (Pomernatz et al., 2012; Hill & Tyson, 2009; Thomas, 2019); however, there is limited research and no current SEL programming that targets families of gifted adolescents. The purpose of this participatory action research study was to provide families with focused SEL support through a self-paced workshop series and to examine how Parental Self-Efficacy (PSE) and knowledge shifted over the course of the intervention. This study locally impacted parental knowledge of SEL and provided families with responsive strategies designed to support their child's developmental SEL needs. Two research questions guided the conduct of the study.

1. As a result of the SEL parent workshop series, what changes were observed in:
    a. Parental knowledge of SEL?
    b. PSE in supporting their gifted child's SEL needs?

2. What did parents perceive as the most useful aspects of the SEL parent

   workshop series?

CHAPTER 2

REVIEW OF THE LITERATURE

The aim of this chapter is to provide an overview of the theory and concepts that

will guide this research. The literature discussed will serve as the foundation for both the

content and process of the intervention. There are four central topics and theories which

will be reviewed in this chapter: (a) giftedness — definitions, models, critiques, and

characteristics of giftedness, (b) SEL — definition, application, and connection to

parental self-efficacy (PSE) and giftedness, (c) Social Cognitive Theory (SCT) —

definition, core attributes, and how it can be used to support SEL development, and (d)

PSE — definition and how PSE can be used to support gifted students' SEL needs. The

purpose of the research was to develop a conceptual and theoretical foundation for the

content and pedagogical approach of the intervention. Thus, the content of the

intervention was grounded in the intersections between giftedness, SCT, and SEL

whereas PSE underpinned the instructional method of the intervention. Parental

knowledge of SEL and PSE pre- and post-intervention were used to determine the

success of the intervention.

Giftedness

The earliest identification and support for gifted education dates back to 1868

when William Torrey Harris first developed a system of early promotion for students

who excelled academically (Jolly, 2004; Jolly, 2009). However, the true study of gifted

education did not begin in earnest until the 1920's when Leta Hollingworth and Lewis

Terman first established traits of gifted behavior and conceived early definitions of

giftedness and research-based academic recommendations for schools (Jolly, 2009).

Over the course of the twentieth century, research on giftedness has continued to evolve, as have different conceptions of giftedness. Today, there is no singularly agreed upon definition of giftedness; rather, there are a multitude of different definitions ranging from the federal government's characterization of giftedness to the NAGC's definition.

The federal government describes gifted students as those "who give evidence of high achievement capability in areas such 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" (No Child Left Behind, 2002). This definition focuses predominantly on cognitive and creative differences of gifted students and the relationship between student and school. Whereas, the NAGC defines gifted and talented students as 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) (NAGC, para. 1).

The federal and NAGC definitions of giftedness focus heavily on characterizing the abilities of students; however, a conference held in Columbus, Ohio in 1991 identified giftedness differently. The group of individuals who gathered together (hereafter referred to as the Columbus Group) recognized the inherent asynchrony of giftedness and emphasized the joint role that the school and family have in supporting gifted students.

> Giftedness is the *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 higher

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 (Columbus Group, 1991 as cited in NAGC,

n.d.).

All three definitions are joined by their collective focus on cognitive and creative

differences that require educational modifications to best meet the needs of the student,

and just as there are differing definitions of giftedness, so are there different models for

identifying and supporting students' gifts. The most common models of giftedness are

attributed to Joseph Renzulli (1978), Robert Sternberg (2003), Froncoys Gagné (2004),

and Dixon and Moon (2021) and while each theorist's model approaches giftedness

differently, all have been used in different contexts to identify and support the learning of

gifted students.

At Brookfield Academy, these four models of giftedness are embedded within the

school's admissions process, the mission, and this study's intervention itself. Gagné's

developmental approach to giftedness recognizes giftedness as an innate ability whereas

Renzulli and Sternberg's systematic approaches see giftedness as a manifestation of

behavior rather than as an innate ability. The intervention itself was most closely aligned

with Dixon & Moon's (2021) integrated approach, which examines the interrelationship

between social, cognitive, and affective dimensions. Collectively, the interrelated

elements of the four models were used to identify, understand, and support gifted

learners.

Renzulli's Model of Giftedness. Renzulli's (1978) Three Ring Conception of
Giftedness characterizes giftedness as a product of "above-average general abilities, high
levels of task commitment, and high levels of creativity" (p. 87). The three traits are
representative of cognitive, motivational, and creative dimensions, and Renzulli's model
of giftedness focuses on the overlap and interconnectivity of these traits in a systematic
manner. Renzulli's model of giftedness is flexible rather than fixed and distinguishes
between two types of gifted performance: schoolhouse giftedness (those whose giftedness
is often demonstrated through test scores and academic performance) and creative-
productive giftedness (those whose giftedness is realized through innovation and ideas
within a specific field or interest) (Sousa, 2009). Unlike other models that are highly
reliant on intelligence and test scores, Renzulli's model focuses on defining and
characterizing gifted behaviors rather than gifted individuals (Renzulli, 2002, p. 69). As a
systematic model, Renzulli's approach proposes tiered intervention to best develop the
talent of promising students. Renzulli's model does not rely on a specific IQ to measure
giftedness, but rather engages the top 15-20% of the student population (Dixon & Moon,
2021).

Critiques of this model of giftedness suggest that Renzulli's (1978) focus on task-
commitment and creativity are in actuality representations of talent and not a
characteristic of giftedness (VanTassel-Baska, 2005); this model also fails to engage
students who may be unmotivated or uninterested in developing their talents.
Additionally, by Renzulli's own admission, his model does not directly address social
and emotional development. As Renzulli continued to examine personality and
environmental influences, he realized that he was "dealing with an almost infinite number

of interactions in the making of giftedness" (Renzulli, 1999, p. 15) and in the end, decided that he was "confident enough with the three rings to go ahead in more practical directions and leave further contributions to trait theory to others" (Renzulli, 1999, pp 15-16).

Sternberg's Model of Giftedness. Similar to Renzulli's model of giftedness, Sternberg's (2003) WICS model of giftedness is an integrated model, which is a synthesis of an individual's wisdom, intelligence, and creativity; he posits that together, these traits differentiate successful individuals from gifted individuals. Sternberg's characterization of intelligence is not based on IQ, but rather focuses on an individual's ability to set and achieve goals, recognize and adjust for individual strengths and weaknesses, and adapt to new environments "through a combination of analytical, creative, and practical abilities" (Sternberg, 2005, p. 328). Creativity is not only about generating novel and innovative ideas, but also an individual's ability to persuade others to adopt these new ideas; "creative work requires applying and balancing the three intellectual abilities — creative, analytic, and practical" (Sternberg, 2005, p. 330). Wisdom is "defined as the application of intelligence and creativity as mediated by values toward the achievement of a common good through a balance among (a) intrapersonal, (b) interpersonal, and (c) extrapersonal interests" (Sternberg, 2005, p. 334) over time.

Sternberg's (2003) model also does not directly address an affective dimension. Kaufman and Baer's (2003) critique of this model cautions against its exclusionary attributes, noting that this model is predominantly driven by the potential for success. Thus, this model may exclude troubled or fragile individuals from gifted programs where they could learn to better manage both the positive and negative attributes of giftedness.

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Gagné's Model of Giftedness. Gagné's (2004) Differentiated Model of

Giftedness and Talent is a developmental model rather than systematic or process driven

model and suggests giftedness can change and evolve with time. Gagné's model

examines the interconnectivity between environment, motivation, temperament, and

training, which "transform basic, genetically determined 'gifts' (intellectual, creative,

sensorimotor, etc.) into specific talents (language, science, mathematics, art, music

leadership, etc)" (Kaufman & Sternberg, 2008, p. 78). This model suggests that gifted

individuals will perform within "the top 10% in a specific aptitude area, and the top 10%

of peers with comparable learning opportunities should be considered talented" (Dixon &

Moon, 2021, p.12). The four domains addressed in Gagné's (2004) model are provided

below.

> Intellectual - verbal, spatial, fluid reasoning, memory, metacognition, observation,
>
> and judgment,
>
> Creative - imagination, originality, problem-solving, and fluency,
>
> Socioaffective - perceptiveness, empathy, leadership, and persuasion, and
>
> Sensorimotor - five senses, strength, coordination, reflexes, and endurance
>
> (Sousa, 2009; Gagné, 2004; Gagné, 2007).

Gagné's (2004) model posits that talent is a product of honing specific aptitudes, and

through training and learning, these natural aptitudes can be cultivated into focused

talents. Like Renzulli (1978), Gagné also believes motivation and self-management play

a central role in an individual's growth and ability to develop specific aptitudes (Dixon &

Moon, 2021). Similar to critiques leveled against Sternberg's (2003) model, Gagné's

model is also success oriented and tends to exclude students struggling with socio-

emotional and psychological issues; it also associates high achievement with giftedness (Wellisch & Brown, 2011).

Regardless of the model used to identify gifted students, all models agree that students classified as gifted are more developmentally advanced than their peers in at least one dimension. Collectively, the models provide a comprehensive list of domains of giftedness and discussion regarding talent development, but the socio-emotional dimensions addressed in each of the above models is limited to specific SEL competencies rather than a holistic framework that embeds SEL within the gifted model itself. Both Renzulli's (1978) and Sternberg's (2003) models tangentially address the SEL competency of self-management; however, out of the three theorists, Gagné (2004) is the only theorist to explicitly include reference to socio-emotional attributes in his model of giftedness through the incorporation of the socioaffective dimension.

Dixon and Moon's Model of Giftedness. The above models prioritize the asynchronous cognitive, creative, and physical dimensions of giftedness. However, while all have a tertiary connection to the asynchronous social and emotional development of gifted children, the topic is not given equal weight in any of the above models. Dixon and Moon (2021) recognized this deficit and developed a holistic framework specific to giftedness in adolescence that incorporates cognitive, social, and personal components.

Figure 1

Dixon and Moon's Model of Giftedness (Dixon & Moon, 2021, p. 21).

Cognitive

The Cognitive Dimension
- Develops superior abilities in the areas of giftedness that become more domain specific with maturity
- Nurtures aptitude as they become well differentiated in adolescence, both in type (i.e., verbal, quantitative) and in level of talent (how advanced it is)

The Social Dimension
- Facilitates or inhibits talent development
- Involves peer relationships in achievement-oriented activities
- Fosters empathy and perspective in understanding peers

Adolescent

Personal

Social

The Personal Dimension
- Fosters growth in identity and personal talent
- Scaffolds increased ability to self-regulate
- Enhances psychological growth, promoting well-being
- Reconciles moral and ethical issues

Dixon and Moon's (2021) model of giftedness (see Figure 1) is a synthesis of other models and seeks to meet the unique affective and intellectual needs of gifted adolescents. This model specifically caters to a population of gifted adolescents and accounts for the high degree of differentiation in talent profiles within a population. However, unlike the other models which have undergone intensive study and review, Dixon and Moon's (2021) model, which was first put forth in 2015, has limited critiques

and evaluations at this point. Thus, Dixon and Moon's (2021) model is promising in its ability to address the unique needs of gifted adolescents but appears to be untested in application.

The collection of gifted models underscore the important and often underrepresented role affective development plays in giftedness. Ultimately, understanding the nature and characteristics of giftedness in adolescence is instrumental in supporting gifted students' academic and social and emotional needs and understanding how gifted students' needs diverge from their peer-aged group.

Characteristics of Gifted Students. Although some of the above models of giftedness speak to a student's asynchronous development, the models do not fully address the physiological, cognitive, emotional, and developmental disparities that exist within these students nor do the models address how asynchrony manifests in adolescence (Sousa, 2009; Silverman, 2020; Rakow, 2005). Thus, a twelve-year-old gifted child may have the cognitive ability of a sixteen-year-old, the physiological development of a twelve-year-old, and the emotional development of an eleven-year-old. These issues with asynchrony are often magnified during adolescence with the onset of puberty, which when coupled with advanced intellectual capabilities, belie the fact that these children are still struggling with the emotional and social challenges of adolescence (Rakow, 2005). Despite these differences, gifted adolescents still seek to establish meaningful relationships; traits of giftedness may just add a new layer of complexity and require additional support to help these students navigate adolescence.

Another way in which gifted students' needs tend to differ from their non-gifted classmates takes the form of overexcitabilities (OEs). Overexcitabilities were first

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introduced through Dąbrowski's theory of Positive Disintegration (1964), which unlike other developmental theories, does not view development as occurring in stages, but rather "emphasizes the role of inner conflict, moral sensitivity, compassion, and self-judgment in personal growth" (Piechowski & Chucker, 2011, p. 202). Dąbrowski developed five OEs (psychomotor, sensual, intellectual, imaginational, and emotional) as components of an individual's development potential. OEs can be experienced in both positive and negative ways, which means "individuals with elevated overexcitabilities are more susceptible to being misunderstood and alienated by those who don't share or understand their unique personality traits" (O'Connor, 2002, pp. 55-56).

OEs may make it more challenging for some gifted students to build relationships with their peers and may serve to further differentiate gifted students from a non-gifted population (Siu, 2010). Winkler & Voight (2016) caution that despite their prevalence within the gifted community, OEs should not be used to characterize the gifted population as a whole and exist as part of the continuum of giftedness. By helping parents better understand and support their child's asynchronous development and unique OEs throughout adolescence, it will help both parent and child employ strategies to better support their unique gifts and developmental needs.

Social Emotional Learning

Fostering students' social and emotional growth is of particular importance for a gifted population as "academic intelligence has little to do with emotional life. The brightest among us can founder (sic.) on the shoals of unbridled passions and unruly impulses; people with high IQs can be stunningly poor pilots of their private lives" (Goleman, 2012, p. 29). Apart from Goleman's assertions, there is considerable research

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identifying the importance of SEL to the development of gifted students (Fornia &
Frame, 2001; Dixon & Moon, 2021; Neihart et al., 2002; Reis & Renzulli, 2004). As
gifted students grow, priority should be paid to the development of students' socialization
skills "because teamwork, empathy, humanistic perception and respect for differences are
critical traits for their future leadership development" (Ogurlu et al., 2016, p. 78).

   History of Social and Emotional Learning. SEL is rooted in John Dewey's
(1935) student-centric approach to education that focuses on educating the whole child.
However, no focused exploration of affective curriculum occurred until James Comer's
work in the 1960s when he designed a program:

> to create a school environment where children feel comfortable, valued, and
> secure. In this environment, children will form positive emotional bonds with
> school staff and parents and a positive attitude toward the school program, which
> promotes the children's overall development and, in turn, facilitates academic
> learning (Coulter, 1993, para. 3).

Comer's (1989) work paved the pathway for embedding affective curriculum in
education; however, it was not until Daniel Goleman's 1995 publication, *Emotional
Intelligence: Why it Matters More Than IQ* (Goleman, 2012) that affective curriculum
truly began to take hold in education. Goleman (2012), a founding member of CASEL,
identified four central domains of Emotional Intelligence (EI) in his text: self-awareness,
self-management, social awareness, and relationship management. These domains were
adopted by CASEL in the creation of their core SEL competencies with the added ethical
domain of responsible decision-making ("What is the CASEL Framework?", 2021).
Goleman's four domains are illustrated in Figure 2 as well as their subset of

competencies nested within each domain, providing the basis from which CASEL's

competencies were developed.

Figure 2

Daniel Goleman's Model of Emotional Intelligence (Goleman, 2012, p. xiv).
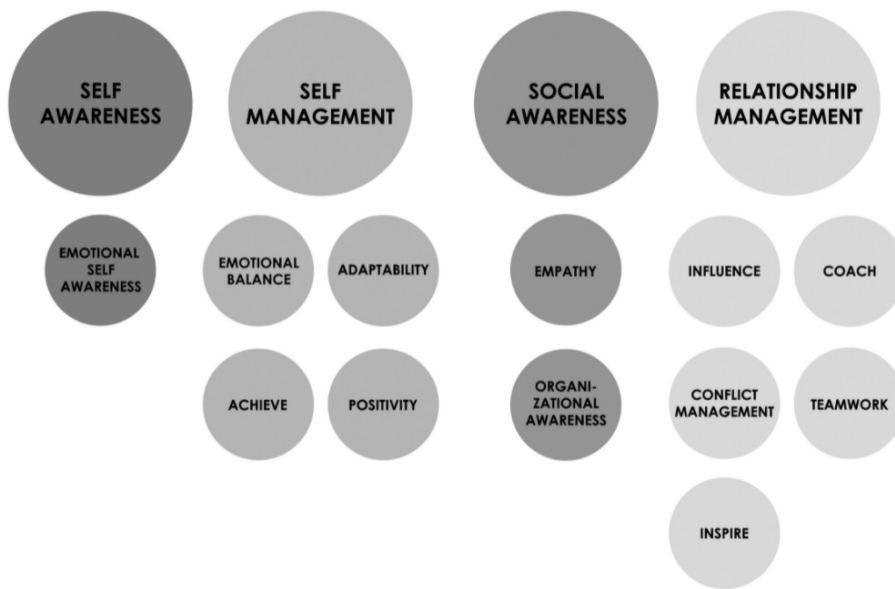
CASEL was borne out of a desire to create a coordinated approach to address the

affective needs of learners. First established in 1994, CASEL was started by a group of

individuals invested in youth development who met to address the lack of local

coordination with positive youth programming. With time, the group and its reach have

expanded, but the mission has remained the same and focuses on supporting students'

SEL growth by helping educators, parents, and students recognize the value and

application of SEL in their scholastic journeys. CASEL seeks to advance "educational

equity and excellence through authentic school-family-community partnerships to

establish learning environments and experiences that feature trusting and collaborative

relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation" ("Fundamentals of SEL", 2021, para. 2).

CASEL Competencies. In conjunction with its definition, CASEL has established five central and interconnected competencies for promoting and developing students' SEL skills. Descriptions of the five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making are provided below ("What is the CASEL Framework?", 2021).

The competency of self-awareness helps students identify their emotions as well as their respective strengths and weaknesses. It also helps individuals better understand and recognize their goals and values. Self-awareness is grounded in self-efficacy and fostered through the cultivation of a growth mindset. This competency also helps individuals recognize the interconnectivity of one's feelings, values, and thoughts to establish integrated personal and social identities.

Self-management focuses on an individuals' ability to engage in emotional and behavioral regulation, demonstrate impulse control, delay gratification, and exhibit perseverance. Individuals with strong self-management capabilities are capable of setting, organizing, and achieving their goals.

Social awareness is fundamentally about empathy and cultivating empathy through perspective taking. Social awareness fosters compassion and gratitude; it enables individuals to understand and adapt to social norms in diverse settings.

Relationship skills highlight elements of both self- and social-awareness through a focus on developing and maintaining supportive relationships and being able to navigate diverse settings with unique social and cultural demands. Individuals with strong

relationship skills are able to engage in active listening, conflict resolution, and productive collaboration as well as act as upstanders (individuals who speak up on behalf of someone being attacked or harassed). These individuals are also able to communicate clearly and exhibit leadership traits that enable them to resist peer pressure, negative interactions, and seek help when needed.

Responsible decision-making focuses on helping students engage in ethical problem-solving and evaluating the effects of the choices one makes. Individuals who possess strong responsible decision-making skills are able to generate solutions for personal and social struggles, engage in self-reflection on how their decisions impact others, and make fact-based and data-driven decisions.

These five core SEL competencies are designed to foster positive outcomes in both academic and social and emotional realms. Results from research indicate that students who engage in an SEL curriculum strengthened specific SEL competencies and also demonstrated an overall improved sense of self and academic performance (Durlak et al., 2011; Osher et al., 2016; Sklad, et al., 2012). Results from a meta-analysis by Durlak et. al (2011) "add to a growing body of research indicating that SEL programming enhances students' connection to school, classroom behavior, and academic achievement" (Durlak et al., 2011, p. 13).

SEL has been shown to play a critical role within the development of gifted learners (Fornia & Frame, 2001; Dixon & Moon, 2021; Neihart et al., 2002; Reis & Renzulli, 2004). Moreover, SEL for gifted students has helped them to "understand their own exceptionality, their intensity and sensitivity of feelings, and their need for coping strategies to help them deal with their own perfectionism and vulnerability" (VanTassel-

Baska, 2009, p. 130). Reis and Renzulli's (2004) research on SEL development among gifted students also suggested the need for refining students' "conflict resolution, decision-making, and leadership" skills (p. 124), and Oppong et al. (2019) suggested that students' self- and social awareness are developed through social interactions where students engage in perspective taking and reflection. The research into the benefits of SEL for gifted students is plentiful, and although organizations like the NAGC and SENG recognize and offer supports for the unique affective needs of gifted students, there is still a lack of empirically reviewed curriculum designed to meet the needs of this specific population of students.

Social Cognitive Theory

Elements of Albert Bandura's Social Cognitive Theory (SCT) were embedded within the workshop series to support parental knowledge and application of different SEL skills during the intervention. SCT posits that human behavior and learning are shaped through observation, experience, and the environment in which someone is situated. The theory is underpinned by three central constructs: reciprocal determinism, agency, and self-efficacy, all of which are closely connected to CASEL's core SEL competencies.

Reciprocal determinism focuses on understanding the connection between intrapersonal, behavioral, and environmental determinants (Bandura, 2012), and it is the interaction between these three determinants that shapes and enforces behaviors. Reciprocal determinism is about understanding that sociocultural context and environment influence "people whether they like it or not. They do not have much control over its presence, but they do have leeway in how they construe it and react to it"

(Bandura, 2005, p. 18). It is not about controlling one's environment but rather understanding the reciprocity that exists between the different elements. Strategies for supporting families and students to navigate different environments and contexts will be embedded within the intervention itself. Understanding the interactions between the three determinants has the potential to strengthen all five SEL competencies. The construct of agency describes an individual's ability to influence their own actions and the actions of others. Agency, in its three forms: personal, proxy, and collective, is closely tied to all five of the SEL competencies as the three forms of agency require reflection on an individual's thoughts, actions and decisions. Personal agency focuses on exercising agency over what an individual can control, whereas proxy agency refers to an individual's ability to influence others to achieve a desired outcome. The last form of agency, collective agency, is a cooperative model where a group of individuals comes together to work toward a communal goal or desire. The intervention focused primarily on personal and proxy agency.

Lastly, self-efficacy acts as an extension of agency and concentrates on a person's ability to persevere in the face of challenge and exercise control over their own person. Improving students' self-efficacy skills was directly addressed by providing families with opportunities to engage in and learn from the researcher through social modeling as well as positive feedback. Self-efficacy is linked to the competencies of self-management and self-awareness and is representative of an individual's determination and willpower to achieve success (Bandura, 1997).

SCT examines the reflexivity that exists between observation, experience, and environment. For parents, examining the link between SCT constructs and SEL skills

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may help families further strengthen their understanding of SEL skills and consider new ways to support SEL skills within their individual households. Elements of SCT's three constructs were incorporated into the intervention and are also closely linked to PSE, the pedagogical approach used to deliver the content of the intervention.

Parental Self-Efficacy

PSE shares many similarities with SCT's construct of self-efficacy; however, while SCT's construct of self-efficacy is a manifestation of one's agency through a person's ability to persevere in the face of challenge and exercise control over their own person, PSE's agentic approach concentrates on a parent's confidence in their own parenting abilities and beliefs (Bandura, 2012; Montigny & Lacharité, 2005; Nicolas et al., 2020). Unlike SCT, which was linked to the content of the intervention, PSE is tied to the pedagogical approach of the intervention.

PSE is grounded in the same four sources as SCT's self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states (Bandura, 1997; Montigny & Lacharité, 2005). Mastery experiences are gained through successfully tackling a challenge to prove an individual's capabilities, and while success can strengthen an individual's perceived self-efficacy, failures or setbacks can stunt the development of PSE (Bandura, 1997; Montigny & Lacharité, 2005). Vicarious experiences offer opportunities for social modeling where individuals use others' ideas and experiences to examine their own parenting approach. To this extent, parent education and training programs can help to further strengthen parental perceptions of self-efficacy (Bandura, 1997; Montigny & Lacharité, 2005). Verbal persuasion refers to the influential power of positive feedback and belief in an individual's capabilities.

Providing others with encouraging feedback has been shown to positively affect attitude and performance. However, the power and efficacy of verbal persuasion can be undermined or enhanced by an individual's physiology, which refers to their emotional, psychological, and physical well-being. Thus, individuals struggling with depression, anxiety, stress, or other physical challenges may struggle to develop strong PSE skills (Montigny & Lacharité, 2005; Nicolas et al., 2020).

Parental development shifts as a child grows, and research suggests that parents feel most capable during early childhood and experience a dip in PSE at the onset of adolescence (Ballenski & Cook, 1982; Glatz & Buchanan, 2015a). As parents help their children navigate the physical, social, and behavioral changes of adolescence, they may feel "less able to assist with homework or provide activities and experiences that increase their adolescents' knowledge" (Hill & Tyson, 2009, p. 741). A number of studies (de Haan et al., 2009, Glatz & Buchanan 2015a, Glatz & Buchanan, 2015b, Slagt et al., 2012, Wittkowski et al., 2017) have linked higher levels of PSE with positive parenting practices and lower levels of PSE with negative parenting practices (Wittkowski et al., 2017). Thus, since PSE has been shown to be "a strong predictor of parenting functioning" additional programming designed to support PSE amongst parents of adolescents could help to strengthen PSE levels within families (Wittkowski et al., 2017). Working with families to help foster stronger SEL skills and improve PSE may in turn help parents better recognize and manage their gifted child's asynchrony through engaging in continuous reflection.

SEL is intrinsic to a child's academic learning and performance, motivation to achieve, psychological development and well-being, and social relationships. However,

SEL is not designed to be delivered in isolation by schools. Truly successful SEL programming must be supported by parents in order to enable gifted students to "realize their potential and to emerge as confident, positive leaders and problem solvers" (Reis & Renzulli, 2004, p. 128). Hill & Tyson's (2009) research sheds light on the importance of parental communication and support in strengthening students' potential for motivation and achievement. Thus, helping foster higher PSE skills among families is paramount in developing students' SEL skills.

Although research demonstrates a clear benefit for parent training to support students' SEL skills, there are currently no empirically supported parent training programs designed to meet the specific needs of families of gifted students (Morawaska & Sanders, 2009). Both the NAGC and SENG offer familial support materials to better understand the intersections of giftedness and SEL; however, neither organization has programming targeted to meet the needs of gifted families. It is critical that schools work with families to build partnerships and develop plans "that center on building communication skills, sharing information about the nature and needs of gifted children, and experiencing the viewpoints of others" (Robinson et al., 2006, p. 10). The lack of programming designed to support the needs of gifted families demonstrates an apparent need for programming that targets the unique needs of gifted families.

Implications

The research on giftedness, SEL, SCT, and PSE illustrate a clear need for programming designed to meet the unique SEL needs of gifted families. Although CASEL's core SEL competencies do not differentiate between gifted and non-gifted students, the competencies themselves are universal. The difference arises in how the

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competencies are applied, and how an understanding of giftedness can better assist schools and families in meeting the unique affective needs of their child. Helping families understand the interconnectivity between giftedness, SCT, and SEL will help them to better support their gifted child's socio-affective needs. Ultimately, understanding the reciprocity that exists between all areas is key in developing parental knowledge and self-efficacy in supporting their gifted child's SEL development. The aim of this research study was to explore the connections between concepts and theory to better support the SEL needs of gifted families.

CHAPTER 3

METHODS

Chapter 3 outlines the methods and procedures of this practical action research study. Practical action research examines local practices and focuses on a specific situation with the aim of improving local practice (Creswell & Guetterman, 2019). Most action research is characterized by its participatory, reflective, and cyclical nature, as it is a research practice driven by practitioners (teachers, administrators, and other school-site personnel) versus scholars. Practical action research is a systematic approach conducted by those "with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn" (Mertler, 2019, p. 5). It's a process wherein the researcher identifies a problem within their local context, collects data, analyzes the data, develops a plan of action, and then most often repeats this process. However, given the small sample size and specific context, action research is not a process that is meant to be reproducible, rather it is designed to address a localized problem (Herr & Anderson, 2005).

For the purpose of this study, a concurrent Quan + Qual mixed methods action research (MMAR) design was used. This design "combines the advantages of each form of data; that is, quantitative data provide generalizability, whereas qualitative data offer information about the context or setting" (Creswell & Guetterman, 2019, p. 553). A concurrent Quan + Qual MMAR design uses both quantitative and qualitative data to interpret the efficacy of a specific study's interventions and equally prioritizes quantitative and qualitative data collection and analysis; when taken together, these data

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sources provide greater depth as well as offer corroboration for both the quantitative and qualitative results (Ivankova, 2015).

This model allows the researcher to explore the benefits of action research within a local setting and conduct this type of study within a limited timeframe in a local context. However, this design also comes with certain challenges in merging data and determining what to do if the results diverge from what is expected. In the context of this study, merging results was a matter of using qualitative data to support or disaffirm the quantitative results.

Setting

Brookfield Academy is an independent day school for gifted students located in the suburbs of Chicago, Illinois. The school was originally founded around the turn of the twentieth century and was influenced by John Dewey's progressivism. In the 1960's the school's educational model shifted from a progressive model to a gifted model, and although the school is still rooted in elements of progressivism, the school's mission seeks to elevate "high-achieving and gifted learners through immersion in a mutually talented community where intellect, curiosity, and creativity are enhanced by optimal challenge" (At a Glance - Brookfield Academy).

The school serves a population of 331 gifted students, aged 3-14, and of the total population, there are 134 students enrolled in middle school (35 in fifth grade, 31 in sixth grade, and 34 in seventh grade and 34 in eighth grade). SEL support for families and students is a well-established need for Brookfield Academy dating back to 2014 when a school-wide survey formally identified SEL as a priority area of need. While students have received socio-emotional instruction through their advisory classes and coursework

that is embedded within the curriculum itself, families have received limited direct school support to help them better understand the SEL needs of their gifted child.

Participants

This research study used opportunistic sampling, which is a selection method that prioritizes research subject availability, accessibility, and willingness to participate in the study (Etikan et al., 2016). Although this sampling method is undoubtedly convenient, there is inherent bias in the selection process, meaning that the results cannot be generalized to a larger population (Robson, 1993). The sample was composed of six parents and guardians in grades five through eight; the participants were parents of students interested in developing their SEL knowledge and ability to support their gifted learner's unique socio-emotional needs. In order to track and compare pre- and post-innovation survey data, study participants created unique identifiers to preserve their anonymity while allowing for the comparison of data over time.

Intervention

The intervention was designed to help parents and guardians better understand and navigate the socio-emotional needs of their child. The intervention, a flexible five-session virtual workshop series, was delivered via a combination of asynchronous and synchronous instruction. Each participant experienced an individualized workshop experience, and all six participants attended one of two initial Zoom meetings. While the workshop series was designed to use Slack as the primary method of participant collaboration, only one participant used Slack as was initially outlined in the first workshop session. Participants were asked on two subsequent occasions to join the Slack platform, but when no additional participants joined, the researcher pivoted and offered

Zoom meetings to accommodate individual schedules and preference. Over the course of the workshop series, each participant required individualized meetings and correspondence to ensure their participation in the study. Of the six participants, one participant corresponded exclusively via email, one participant used both Slack and email to provide feedback and connect over the workshop content, and four participants preferred to meet via Zoom to discuss the workshop content.

The facilitation and instructional methodology of the workshop was grounded in the constructs of PSE; however, the shift to an individualized workshop model also changed how participants strengthened their PSE. The modifications to the workshop series still allowed participants an opportunity to experience social modeling through vicarious experiences as well as engage in verbal persuasion through receiving positive feedback. However, the structural changes of the workshop meant that these experiences occurred solely with the researcher in a one-on-one format instead of with other participants. Throughout the intervention, participants engaged in self-reflection on the potential efficacy and application of different SEL strategies provided. Additionally, mastery experiences were extended beyond the context of the workshop series as participants were asked to employ the strategies learned during the workshop series within their own households.

The workshop series was designed to provide families with key information on giftedness in adolescence to help them better understand how characteristics of giftedness impact their own child's socio-emotional development. Targeted topics included 1) understanding how asynchronous development manifests in adolescence, 2) supporting CASEL's core SEL competencies through SCT constructs, and 3) understanding how the

CASEL framework connects to and supports gifted development. Additionally, the entire workshop series was framed and facilitated through the lens of PSE. A summary of topics covered throughout the intervention is provided in Appendix A, and all supplemental handouts provided to participants during the intervention are in Appendix B.

The workshop series began with a synchronous learning session where participants had the opportunity to share experiences with one another in regard to their child's individual SEL needs and discuss the manifestation of overexcitabilities in their children. Following this initial session, participants then watched one or two asynchronous recordings and then met/discussed their feedback on the content of the recording with the researcher via email, Slack, or a Zoom meeting. A brief synopsis of the five workshop sessions are outlined in Table 1 below.

Table 1

Intervention Synopsis

Workshop Session	Session Format
Session #1	Synchronous discussion via Zoom (workshop overview and introduction)
Session #2	Asynchronous recorded workshop session (participants were asked to watch one or both recordings provided on self-awareness and relationship skills)
Session #3	Asynchronous recorded workshop session (participants were asked to watch one or both recordings provided on perfectionism and executive functioning)
Session #4	Asynchronous recorded workshop session (participants were asked to watch the one recording provided on friendship and conflict)
Session #5	Synchronous discussion via Zoom or asynchronous feedback via email or Slack

The first workshop session, held over Zoom, provided an introduction to giftedness and SEL. It offered an overview of the workshop format and also created an opportunity for participants to discuss what they were most interested in learning about in regard to SEL. This initial workshop session allowed the researcher to capitalize on the participants' experiences and establish a shared problem-centered focus for the asynchronous learning workshop sessions. After the initial workshop session, participants participated in three asynchronous workshop sessions, which were delivered via a recorded Google Slides presentation and accessible to participants for the duration of the workshop series. The content of each session was designed based on preliminary participant interest as indicated in the pre-workshop survey. Participants were individually emailed when each asynchronous workshop session became available and were given a specific timeframe to watch the recorded presentation.

In response to participant engagement, participants were given the flexibility to follow-up with the researcher in a manner that was most meaningful to them. Participant preference ranged from asynchronous follow-up via email or Slack, an online messaging application, to individual conversations via Zoom. Participants self-reported which recorded presentations they accessed during the workshop series on the post-workshop survey.

Role of the Researcher

As an administrator and leader of the study, the researcher's role was that of a participant observer. It was particularly critical that the researcher was able to adapt the role to best meet the needs of study context (Creswell & Guetterman, 2019). PSE is reflected in the instructional methodology and also grounds the researcher's

understanding as well as supports the researcher's collaborative role as a participant observer. As the Middle School Head, the researcher was neither exclusively an insider nor an outsider within the context of the study (Herr & Anderson, 2005), and it was this flexibility in roles that offered the researcher a unique perspective, which facilitated reflection, a central component of action research (Butin, 2010.

Measures

This study used a mixed methods, convergent design to simultaneously compare quantitative and qualitative data. This research design was "based on the core assumption that qualitative data (open-ended data) and quantitative data (close-ended data) provide different results in a study and can be used as a check for one another" (Creswell & Guetterman, 2019, p. 551). The use and connection of the two data approaches is central to the design of an MMAR study, and the rationale for using an MMAR design is that neither qualitative nor quantitative data alone can fully capture a nuanced and complete understanding of the data. Moreover, use of this approach also allowed for data triangulation, offering "a more comprehensive view of the topic being investigated" (Mertler, 2020, p. 197). Data was collected via a pre- and post-intervention survey, recorded Zoom synchronous discussions, Slack contributions, email, and researcher field notes.

Pre- and Post-Intervention Surveys. A six-point web-based Likert-type survey was administered before and after the intervention to examine what changes were observed in parental knowledge of SEL and PSE in supporting their gifted child's SEL needs. Ruel, Wagner, & Gillespie (2018) state that "Likert scales are particularly helpful when measuring respondents' attitudes and opinions about particular topics, people,

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ideas, or experiences" (p. 59). Because this study focuses on parental knowledge and strengthening PSE regarding SEL and giftedness, a Likert-type survey offered a way to directly connect individual attitudes and behaviors to the five SEL competencies, giftedness, and PSE. The survey targeted parental understanding of their gifted child's self-awareness, self-management, social awareness, relationship management, and responsible decision-making skills as well as their confidence in supporting these skills. Table 2 illustrates the number of survey items corresponding to each research question below and all questions are included in Appendix C.

Table 2

Research Questions and Corresponding Survey Items

Research Questions	Survey Items
RQ 1: As a result of the SEL parent workshop series, what changes will be observed in:	Pre-Intervention Survey: Six Likert-style questions on SEL knowledge
A. Parental knowledge of SEL?	Post-Intervention Survey: Seven Likert-style questions on SEL knowledge
RQ 1: As a result of the SEL parent workshop series, what changes will be observed in:	Pre-Intervention Survey: Six Likert-style questions on SEL confidence
B. Parental self-efficacy in supporting their gifted child's SEL needs?	Post-Intervention Survey: Seven Likert-style questions on SEL confidence
RQ 2: What do parents perceive as the most useful aspects of the SEL parent workshop series?	Post-Intervention Survey: Two Likert-style questions on the usefulness of different aspects of the workshop

The post-intervention survey also included five open-response items. The post-intervention open-response items asked participants to examine whether their knowledge and confidence in supporting their gifted child's social and emotional development grew as a result of the workshop series, what aspects of the workshop were most useful, and also asked participants to identify any barriers to their participation in the workshop series. Additionally, both the pre- and post-intervention surveys included an open response item asking participants if there was anything else they would like to share with the researcher. Time was built into the initial synchronous meeting to allow participants time to respond to the given survey questions; however, due to the highly individualized nature of the workshop series, the post-workshop surveys were taken by each participant independently.

Slack and Email. Both Slack and email are online messaging platforms that offered participants asynchronous opportunities for discussion and feedback. These text-based mediums allowed the participants to engage with the researcher throughout the asynchronous portion of the workshop series. Participants were asked for feedback on the workshop series and data from both Slack and email communication were used to answer research questions 1a, 1b, and 2.

Zoom Synchronous Discussions. The workshop series provided participants with two opportunities to engage in synchronous conversations over Zoom, a video conferencing platform, with the initial small group meeting and then through an individualized follow-up meeting where participants could connect directly with the researcher, ask questions, and collaborate in real time. All synchronous Zoom sessions were recorded, transcribed, and coded for the themes related to PSE and SEL knowledge.

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Field Notes. As a participant observer, the researcher recorded descriptive and reflective field notes after each synchronous Zoom discussion to provide an in-the-moment description of what happened. The field notes reflected the researcher's own ideas and emerging themes that developed during the synchronous workshop sessions. These notes were coded with attention to themes related to PSE and SEL content knowledge.

Data Analysis Procedures

Grounded Theory strategies and inductive analysis informed the coding and qualitative analysis of the Slack channel comments, emails, workshop session transcripts, and field notes collected during the synchronous workshop sessions. For this study, all qualitative materials were coded using HyperRESEARCH software (HyperRESEARCH, 4.5.2, 2021). Grounded Theory is a systematic approach to data analysis that employs flexible guidelines for collecting and analyzing qualitative data to construct theories from the data themselves" (Charmaz, 2014, p. 1). At its core, Grounded Theory is an iterative process that derives meaning through its examination and analysis of a data set's actions and processes. Codes and themes are not constructed, but they emerge from the data itself. The researcher employed several Grounded Theory strategies, including: (a) comparison, (b) the analysis of actions and processes, and (c) the use of data to derive new conceptual categories.The approach did not incorporate theoretical sampling nor was theory wholly derived from the data itself, rather theory was used to undergird and inform aspects of the data analysis process. Thus, the researcher's approach contains elements of a Grounded study, but it does not rely on some of the core theoretical elements (Charmaz, 2014).

An inductive approach to data analysis is grounded in observation before moving to pattern identification and eventually belief and understanding (Mertler, 2020). Inductive analysis can be distilled to a three-step process: "organization, description, and interpretation" (Mertler, 2020, p. 173). The first step, organizing the data, involves developing a coding scheme for the data, which is established by looking for patterns, categories, and emergent themes within the data. With inductive analysis, it is critical that during the organization of data that information is not oversimplified, misrepresented, or distorted. Following the development of a coding scheme, the next step is "to *describe* the main features or characteristics of the categories resulting from the coding of the data" (Mertler, 2020, p. 175, italicized in original). During this process, connections between the codes and categories were linked back to the central research questions wherein any contradictions or conflicts between the coding scheme and research questions were noted. The last step, the interpretative process, is when the researcher collectively examines all that has been coded and described to fully connect and develop answers to the study's research questions.

In conjunction with the qualitative analysis, a paired samples *t*-test was used to evaluate the quantitative results from the pre- and post-intervention survey items. Additionally, a composite score for all relevant items addressing research question 1a and 1b was calculated, providing an overall picture of participant reflections on SEL and PSE growth over the course of the study. For post-intervention survey items related to research question 2, descriptive statistics were used to examine participant perceptions of the usefulness of the Zoom sessions and asynchronous recordings. Results from the quantitative data were analyzed simultaneously with the qualitative analysis of session

recordings, email content, field notes, and Slack messages. An overview of the data

analysis procedures is provided in table 3.

Table 3

Data Analysis Procedures

Research Questions	Data Source	Analysis Strategies

RQ 1: As a result of the SEL parent workshop series, what changes were observed in
  a) Parental knowledge of SEL?
  b) Parental self-efficacy in supporting their gifted child's SEL needs?
	Pre-post intervention survey	Likert-style questions on SEL knowledge and self-efficacy:
		Paired samples *t*-test will be used to compare questions in these two areas.

	Pre- and post-survey open ended questions Session Zoom recordings Slack messages Email Field Notes	Open response questions: Grounded Theory strategies and coding with inductive analysis.
RQ 2: What did parents perceive as the most useful aspects of the SEL parent workshop series?	Post-intervention survey	Descriptive statistics were used to examine the means of Likert-type responses.
	Post-survey open ended question Session Zoom recordings Slack messages Email Field Notes	Open response questions: Grounded Theory strategies and coding with inductive analysis.

Ethical Considerations

Participation in this study was entirely voluntary; participants could withdraw

from the study at any point in time without worry of penalty. The Zoom discussions were

recorded with video and audio for transcription purposes. All participants were asked to

sign consent to participate and were made aware that Zoom conversations would be recorded and all other data collected for use in the study. Lastly, IRB approval was obtained prior to the implementation of the intervention; the IRB approval is located in Appendix D.

The study's timeline and procedures are outlined in table 4 below.

Table 4

Timeline and Procedures of the Study

Time Frame	Actions	Procedures
July-August	Prepared intervention resources Obtained IRB approval	Designed and fully prepared all materials for the intervention.
August	Reviewed implementation schedule	Reviewed resources and workshop plans.
September	Recruited study volunteers	Invited parents to participate in a workshop series focused on SEL strategies for gifted students via email. Offered the opportunity to participate in the study and explained the format of the workshop: three asynchronous sessions and two synchronous workshop sessions. Provided consent form and set initial synchronous workshop series date. Families were offered two different initial workshop times to best accommodate their schedules.

October-December *One participant was unable to complete the workshop series on the specified timeline and watched the asynchronous recordings in February when she followed up with the researcher. Her data was added to analyses with the other participants at that time.	Intervention implementation	Conducted initial synchronous workshop; parents completed pre-intervention survey during the initial workshop session. A proposed timetable and expectations for the workshop were established and later modified to meet participant needs. Provided links to asynchronous sessions, emailed participants for feedback via email, Slack or Zoom.
December - February	Data Analysis and Interpretation	Conducted qualitative and quantitative analyses.

CHAPTER 4

DATA ANALYSIS AND RESULTS

Chapter 4 presents an analysis of the qualitative and quantitative data collected during the implementation of this study's intervention and findings to the research questions.

RQ 1: As a result of the SEL parent workshop series, what changes were observed in:

A. Parental knowledge of SEL?

B. Parental self-efficacy in supporting their gifted child's SEL needs?

RQ 2: What did parents perceive as the most useful aspects of the SEL parent workshop series?

The intervention took place during October through December of 2022; however, one participant required additional time to complete the workshop series and was unable to fulfill the workshop requirements until February, 2023. Qualitative data was collected over the duration of the intervention, which included transcripts from Zoom meetings, email correspondence, Slack responses, field notes, and open-response items from the pre- and post-intervention survey. Quantitative data was also collected from a pre- and post-intervention survey, which included Likert-style questions identifying changes in perceived parental knowledge and confidence of SEL before and after a workshop series as well as the usefulness of specific aspects of the workshop series.

For research question 1a and 1b, a paired samples t-test from the pre- and post-survey data was used to measure changes in participants' perceptions of SEL knowledge and PSE from the initial workshop session to the conclusion of the workshop; the

findings were then supported and contextualized through the themes and codes derived from various qualitative data sources. Research question two was answered using descriptive statistics from the post-workshop survey and contextualized further with the qualitative data. All qualitative data was coded using HyperResearch software and triangulation was used to validate the data.

Research Question 1a: Changes in Parental Knowledge of SEL

       Pre-Intervention Data from the Initial Zoom Meeting. The workshop series consisted of an initial synchronous Zoom meeting where participants joined the researcher for an overview of giftedness and SEL and to learn about the structure of the workshop series. Participants completed a pre-workshop survey during this initial meeting, indicating their level of confidence and understanding of SEL. They also indicated which areas of SEL they were most interested in focusing on over the course of the workshop; these results are provided in table 5 below.

Table 5

Pre-Workshop SEL Areas of Interest

Pre-Workshop SEL Areas of Interest
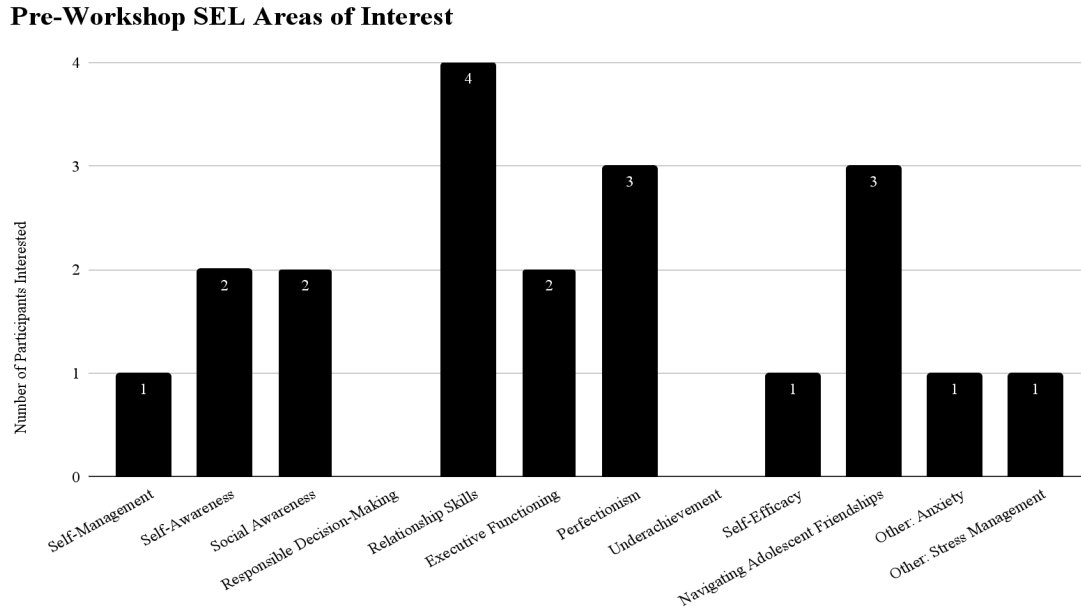
Three asynchronous sessions followed the initial Zoom session; a total of five recordings were provided, and participants were asked watch a minimum of three of the five recordings. The content for the recordings was chosen based on the results of Table 5 above, and included the following topics and competencies: relationship skills, self-awareness skills, perfectionism, self-management, executive functioning, and friendship and conflict. See Appendix A for an overview of each recording.

Grounded Theory strategies and inductive analysis informed the coding and qualitative analysis of the Slack channel comments, emails, workshop session transcripts, and field notes collected during the workshop. Initial coding was conducted with the aim of remaining "open to exploring whatever theoretical possibilities we can discern in the data" (Charmaz, 2014, p. 116). In the initial coding of the data, In Vivo, process, and

descriptive codes were generated in an effort to focus on actions and to "stick closely to the data" (Charmaz, 2014, p. 116). In the second cycle of coding, Focused Coding was used to derive themes from the data as it allowed the researcher "to compare newly constructed codes during this cycle across other participants' data to assess comparability and transferability" (Saldaña, 2021, p. 307).

The pre-intervention Zoom session offered participants an opportunity to discuss areas of SEL interest and growth, as well as an opportunity to reflect on their child's gifted SEL profile. Two central themes emerged from the pre-workshop data "impact of giftedness" and "supporting the needs of gifted adolescents" from which the researcher formed the assertion that parents were seeking ways to better understand and support their gifted adolescents. Themes and corresponding sample codes are provided in table 6.

Table 6

Pre-Intervention Workshop Data

Theme	Sample Codes	Sample Code Examples
Impact of giftedness	impact of giftedness on adolescents	"Makes her anxious, and we, we can see it, uh, daily, like whenever she's going to have an exam, she's very stressed and she wants to do her best and so."
		"He predicts things that probably shouldn't hurt him so much, hurt him very deeply. Um, getting scolded, especially if it's not his fault, is like, it's, it's a much stronger reaction than I think many children would have."
		"Just because they are always, they always felt like they're smart. I mean, that's what they felt like and all of a sudden, like you said, they have to

	impact of giftedness on parents	work a little harder, whether socially or academically."
		"That kind of stuff has always been, um, challenging as a parent to overcome because, um, parental reasoning doesn't always, is not always effective in, um, trying to calm them down."
Supporting needs of gifted adolescents	parent- recognizing gifted characteristics	"It's also coupled with all these pretty, um, difficult challenges, um, emotionally."
		"The emotional is probably the biggest one at the moment. Um, where she definitely has an overreaction to a lot of emotional stimuli. Um, that's sort of always been present."
	parent - resource request	"We have big feelings in our house. So, um, you know, especially with my middle guy. He's just, it's very, um, he thinks deeply and it's hard."
		"That's actually really, um, helpful. Is it, will you be sending out, um, can we have access to the slides? I'd like, I'd love to have some of that sort of, to refer to."

Quantitative Pre-Post Survey Results. The study included six participants; a husband and wife of a student in fifth grade, two parents of students in sixth grade, and two parents of students in eighth grade. Of the six initial participants, two participants, the parents of a fifth grade student, are part of the same household and collaboratively completed both the pre- and post-intervention surveys.

Table 7

SEL Knowledge Paired Samples t-test

Pre/Post Survey Items on SEL Knowledge	Pre-Intervention M(SD)	Post-Intervention M(SD)	Significance
I understand what social and emotional learning is.	5.60 (0.55)	6.00 (0.00)	NS
I understand how to support my gifted child(ren)'s self-awareness skills.	3.80 (0.84)	4.80 (0.84)	$p = 0.017$
I understand how to support my gifted child(ren)'s self-management skills.	3.60 (0.89)	4.80 (0.84)	$p = 0.016$
I understand how to support my gifted child(ren)'s social awareness skills.	3.60 (0.89)	4.80 (0.84)	$p = 0.016$
I understand how to support my gifted child(ren)'s responsible decision-making skills	4.80 (0.45)	4.80 (0.84)	NS
I understand how to support my gifted child(ren)'s relationship skills.	3.80 (1.48)	5.00 (0.71)	$p = 0.035$
Overall parental knowledge	25.20 (4.44)	30.20 (3.96)	$p = 0.0007$

Note: $N = 5$.

The pre- and post-surveys each contained six items that asked participants to rate their knowledge and understanding of SEL. The changes in participant knowledge of SEL from pre- to post-intervention were examined through a series of paired samples *t*-tests comparing pre- and post-intervention survey responses. Participants showed a statistically significant increase in overall knowledge ($t(4) = 7.91$, $p < 0.001$) from pre- ($M = 25.20$, SD $= 4.44$) to post-intervention ($M = 30.20$, SD $= 3.96$) with the largest mean increase seen in the area of relationship skills from pre-intervention ($M = 3.80$,

SD = 1.48) to post-intervention (M = 5.00, SD = 0.71). The survey items that pertained to the areas of self-awareness, self-management, social awareness, and relationship skills also all showed significant improvement from pre- to post-intervention. Participants' understanding of self-awareness significantly increased from pre- (M = 3.80, SD = 0.84) to post-intervention (M = 4.80, SD = 0.84; t(df) = 4, p = 0.017). Identical increases in the areas of social awareness and self-management were also observed, both of which increased from (M = 3.60, SD = 0.89) pre-intervention to (M = 4.80, SD = 0.84) post-intervention (t(df) = 4, p = 0.016). Lastly, there were statistically significant improvements in knowledge of relationship skills from before (M = 3.80, SD = 1.48) to after the intervention (M = 5.00, SD = 0.71; t(4) = 2.449, p = 0.035). However, there was no observed change in the area of responsible decision-making and a limited increase in participants' understanding of SEL from pre- to post-workshop.

Qualitative Comments throughout the Intervention. Grounded Theory strategies and inductive analysis informed all qualitative data analysis throughout the study. Qualitative data collected during the intervention indicated that the workshop series helped participants develop an understanding of SCT through learning about the reciprocity between intrapersonal, behavioral, and environmental determinants. Participants were able to apply strategies that fostered growth and development of their adolescent's self-efficacy and personal agency. Descriptive and In Vivo codes were derived from the initial coding cycle, which was followed by a second cycle of Focused Coding. The theme "improved understanding" emerged from the coding process and provided the foundation for the assertion that parents strengthened their understanding of

SEL skills through the workshop series. A sampling of codes that support the identified

theme and assertion are provided in table 8.

Table 8

Post-Intervention Workshop Data—Knowledge

Theme	Sample Codes	Sample Code Examples
Improved understanding of SEL	parent - learning about SEL	"As I saw some ways of what grade specific self management looks like, I now realize that there is a few of those skills that have helped my child manage his perfectionistic view."
		"The self-awareness one, I was very interested in the, um, self-reflective tool. That you mentioned. Um, I thought the ABC guide was great in the self-awareness one."
		"I especially liked your slide on 'active listening.' It was clear, gave good thoughts on what not to do even if it's a natural reaction."
		"I particularly appreciated learning the differences between maladaptive and adaptive perfectionism and how self management can help with creating adaptive habits."
	parent - questioning to clarify understanding	"I think you suggested towards the end demonstrating demonstrative, demonstrating active listening, so, if you're meant to, to just be sort of listening and, and saying like, I understand what you're saying, kind of thing. Rather than giving advice, how do you follow up with them?"
	parent - testing support strategies	"I have been working on active listening and modeling how to respond to setbacks with my child."

	"I am also going to share the Eisenhower Matrix of prioritizing with both my sons as I feel it will help them visualize something that I have been trying to teach them."
parental self-awareness and reflection	"There was a lot of that gut punch moment of like, ooh, gosh, yeah, I, I definitely have done that with myself. I definitely see that reflected. You know, all the things you wanna prevent your kid from experiencing that you went through and you realize how much less power you have than you think."

As a group, participants strengthened their knowledge of SEL and SCT, however, not every participant found that the strategies provided had the same potential for application. While one participant reflected on finding a breathing strategy that helped support their child in moments of anxiety, another expressed concern that environmental determinants mitigate the potential for success of the strategies provided, noting:

> I do believe it important to take into account the factors we cannot control, which is primarily how other people react to gifted children. These are kids who have grown up "impressing" friends, neighbors, teachers, grandparents, cousins, etc. with their incredible wealth of knowledge at such an early age and constantly.
>
> Discussions on growth mindset will do little to combat the effects of that pressure.

While not all participants found the strategies provided to be universally applicable, they were all able to speak with specificity about different SEL concepts as illustrated in the code "parent - learning about SEL." They also demonstrated understanding an understanding of SEL through their interest and discussion of strategy application as well as questions they asked to clarify their own understanding of content, which are reflected

in the codes: "parent - questioning to clarify understanding" and "parent - testing support strategies." Additionally, participants were able to engage in self-reflection through the intervention as well as illustrated through the code "parental self-awareness and reflection." Collectively, the codes indicated a growth in conceptual understanding of SEL skills. A complete listing of codes is provided in Appendix E.

Research Question 1b: Changes in Parental Self-Efficacy

Quantitative Pre-Post Survey Results. The pre- and post-survey contained six items that asked participants to rate their confidence in supporting their gifted child's SEL needs. Changes in participant confidence from pre- to post-intervention were examined using a series of paired samples t-tests comparing pre- and post-survey responses.

Table 9

PSE Paired Samples t-test

Pre/Post Survey Items on PSE	Pre-Survey M(SD)	Post-Survey M(SD)	Significance One-Tailed Test (0.05)
I feel confident in helping my gifted child(ren) improve their social and emotional skills.	4.00 (0.71)	5.00 (0.71)	NS
I feel confident in identifying my gifted child(ren)'s social and emotional strengths.	4.40 (1.14)	5.00 (1.00)	NS
I feel confident in identifying my gifted child(ren)'s social and emotional weaknesses.	4.60 (1.67)	4.80 (1.10)	NS
I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of self-awareness	4.00 (0.71)	4.60 (1.14)	$p = 0.035$

I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of self-management	3.40 (1.14)	4.40 (0.89)	NS
I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of responsible decision-making	4.40 (0.89)	4.60 (0.89)	NS
I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of relationship skills	3.60 (1.14)	4.80 (0.45)	$p = 0.035$
Overall PSE	28.60 (4.83)	32.80 (6.10)	NS

The results indicated two areas of statistically significant growth over the course of the intervention. Participants significantly increased their confidence in their own self-awareness from before ($M = 4.00$, SD = 0.71) to after the intervention ($M = 4.60$, SD = 1.14; $t(4) = 2.449$, $p = 0.035$). Participants also increased their confidence in relationship skills from before ($M = 3.60$, SD = 1.14) to after the intervention ($M = 4.80$, SD = 0.45; $t(4) = 2.449$, $p = 0.035$). While there were no additional areas of statistically significant growth, participant confidence increased a full point in regard to participants' confidence in helping to improve their child's overall SEL skills as well as in the specific area of self-management. These areas of growth in participant confidence are also reflected in the post-intervention survey question that asked participants to rate their agreement with the statement: the workshop series helped me feel more confident in supporting my child's SEL needs. Four participants agreed with the statement and one participant slightly disagreed with the statement.

Qualitative Comments throughout the Intervention. While parental knowledge increased over the course of the workshop series, PSE was not as clearly supported through the workshop series as parental knowledge. Themes such as "building confidence" and "challenges to application" laid the foundation for the assertion that parental confidence was fostered through successful strategy application but undermined by perceived challenges. This encapsulates how participants' reflections on parenting challenges influenced their perceived PSE. Table 10 identifies the codes that relate to PSE from the post-intervention workshop data.

Table 10

Post-Intervention Workshop Data—PSE

Theme	Sample Codes	Sample Code Examples
Building Confidence	adolescent - building confidence	"Actively listening to him gives him a safe place to share his feelings and then letting him know that it's okay to sit with those uncomfortable feelings has been helping him. He eventually comes up with his own way of dealing with the situation or just coming to terms with it. This also builds his self esteem and confidence - that he is capable of handling tough situations and that he will persevere through them."
	adolescent - vicarious experiences	Participant 1 "Sheldon is at a different level and so on. But, uh, I think that is, I am hoping, like helping, um, maybe to…" Participant 2: "normalize it, like some of the difficulties."
	parent - mutual trust in relationship	"I do believe that the most effective method of getting through any of these skills is building a trusting relationship with your adolescent. This is why I like your "active listening" slide in particular. Many parents are itching to give advice and interject their

		thoughts, but listening is so important and developing a 2 way system of trust."
Challenges to Application	adolescent - struggle with perspective taking	"As you mentioned, this level also requires the child/adolescent to be vulnerable which again, is difficult to do when one feels wronged or can't empathize with what the conflict is about."
	adolescent independence	"Usually she's so independent, she doesn't want, um, even if she's frustrated, even if she's in a like cycle of perfectionism, she doesn't want, uh, us, like she doesn't come us for help."
		"Many of these children may give the appearance that they listen to reason and logic when speaking to teachers or other adults of authority, but this is just not the case with their own parents. And with gifted children more so, they are able to rationalize the opposite of your reason and logic fairly effectively, at least to themselves. So, the ideas of growth mindset, executive functioning and coping skills are inherently important, but significantly easier said than done."

Throughout the workshop series, all five participants shared different challenges they faced as parents, and of those six, four participants were able to discuss these challenges directly with the researcher while the two other participants preferred to share their feedback via email or Slack. Discussions during the individualized Zoom sessions helped clarify parent understanding and develop individualized and responsive strategies for participants. Aside from providing opportunities to directly address questions, the individualization of the Zoom sessions also allowed for participants to affirm their perspectives and approaches:

Exactly. Yeah. Yeah. So that, that's, I, that's what I was thinking is maybe role, role play a, a conversation with her where she sort of says, look, you know, I had fun with that other person on this occasion. Um, how would you feel, given we've only got six months left, you know, how would you feel if we started to try and do some more with, with them?

Participants who did not meet via Zoom sessions did not have the same opportunities for individualized feedback; instead, these participants approached the content through a more reflective and reflexive role where they considered their own roles and practices without direct discussion. For example, one participant asserted that it is

important to take in account the factors we cannot control, which is primarily how other people react to gifted children. These are kids who have grown up 'impressing' friends, neighbors, teachers, grandparents, cousins, etc. with their incredible wealth of knowledge at such an early age and constantly. Discussions on growth mindset will do little to combat the effects of that pressure.

Collectively, the codes illustrate the unique challenges parents of gifted adolescents face when fostering SEL growth and building confidence. Participants were able to articulate ways that they believed they helped strengthen their adolescent's skillset and in turn their own confidence in supporting them. Parents felt that they were able to connect with their adolescent through active listening, and built trust with them by having these open conversations normalizing their skills and differences.

Participants also discussed struggles with implementation, such as difficulties in their adolescent being able to take a perspective other than their own, wanting to be

independent and not listen to their parent (e.g. "adolescent - struggle with perspective-taking," "adolescent independence," and "parent - hard to apply strategies"). Taken together, the codes illustrate how challenging it can be for both parents and children to strengthen their confidence in regard to SEL skill development.

Research Question 2: Most Useful Aspects of the SEL Parent Workshop Series

Quantitative Pre-Post Survey Results. To examine the usefulness of the workshop's asynchronous recordings and Zoom sessions, participants were asked to rate the overall usefulness of each feature on the post-intervention survey on a scale of 1 (not at all useful) to 4 (very useful). Four workshop participants attended the initial Zoom session and then also attended an individualized Zoom session during the workshop series while two other participants communicated and provided feedback solely via email or Slack and only attended the initial introductory Zoom workshop session. Results indicating the participants' perceived usefulness of Zoom and the asynchronous recordings are captured in Table 11.

Table 11

Usefulness of Workshop Format

Post Survey Items on Usefulness	Post-Survey M(SD)
How would you rate the usefulness of the workshop's Zoom session(s)?	3.60 (0.89)/4.0
How would you rate the usefulness of the workshop's use of recordings?	3.60 (0.54)/4.0

Four of five participants rated the usefulness of the workshop's Zoom sessions as very useful (4) while one participant rated the Zoom sessions as only slightly useful (2). As

not all participants opted to attend an individualized Zoom session, this could account for the difference in perception. Two of the five participants rated the usefulness of the recordings as moderately useful (3) and the other three participants rated the recordings as very useful (4). Overall, the quantitative data suggests participants found both the Zoom sessions and asynchronous recordings were perceived as useful.

Qualitative Comments throughout the Intervention. Throughout the workshop series, participants identified content from the workshop series that they perceived to be particularly useful. While each familial situation was unique, independently, five of the six participants explicitly identified active listening as a particularly useful strategy in both strengthening relationship skills between parent and child and also fostering greater self-awareness for both parent and child. One participant expressed the value of active listening stating, "I think the most useful and the, the thing we remember the most from what we watched and tried is the one about listening, how we can improve our listening skills and like how we can reflect back. And I think that, um, it changes the conversation a lot."
Aside from the group's near unanimous appreciation of active listening, two participants also expressly identified the ABC guide as useful and several participants commented on the value of having clear explanations to support conceptual understanding.

In regard to the format of the workshop, participants primarily concentrated on how the asynchronous recordings supported their learning. While the workshop was designed to provide a collaborative space for participants to test out new strategies and share their results with the group via Slack, only one participant logged into Slack during the workshop series to provide feedback and share their experiences. Participants also

proved less likely to respond to group email messages than individual communication. It was at this point that the workshop format was adjusted, and participants were contacted individually to find out how they would like to engage with the workshop content. Direct links to the video content were also provided in these emails in response to the low participant engagement. Thus, the limited participant engagement necessitated a shift from a group model to a highly individualized model, which responded directly to participant preference and needs. During the intervention, participant participation was as follows: one participant engaged with the asynchronous sessions via Slack and email communication, one participant engaged exclusively via email, and the other four participants engaged via individualized Zoom sessions. Each of the Zoom sessions were recorded and transcribed with researcher field notes to further contextualize the participants' perceptions of the workshop content.

The qualitative data collected helped generate the three central themes "value in content of workshop," "value in format of workshop," and "areas of future focus." Participant data from the post-intervention survey, emails, and Zoom transcripts indicated that participants appreciated the workshop series and also identified useful content and strategies from the intervention to apply in their households. This is reflected in the codes "parent - useful support strategies" and "parent - appreciation of information." Participants' commentary on the format of the workshop predominantly focused on the value of the asynchronous video and a shared appreciation for the flexibility it provided in allowing participants to watch the videos at a time that worked best for them (e.g. "appropriate video length" and "usefulness of asynchronous video"). Participants were also able to reflect on areas where they would like to delve more deeply into the content,

which was the basis for the theme "areas for future workshop focus." Parents commented on the potential value of being able to provide resources that delved more deeply into specific content; they also indicated a desire to have the content application strategies divided into age bands to best meet the needs of the students.

The above codes and themes generated two central assertions. First, parents found that specific strategies such as active listening and the ABC guide were useful in supporting their knowledge and application of SEL. Second, the workshop's recordings and content supported participant understanding and application of SEL skills; however, participants would like to delve more deeply into the content in future workshop series. A sampling of codes and corresponding themes are provided below in table 12 and the complete codebook is provided in Appendix E.

Table 12

Post-Intervention Workshop Data—Usefulness

Theme	Sample Codes	Sample Code Examples
Areas for future workshop focus	parent - interest in learning more	"Growth mindset is really something like when actually we were watching a, a Ted Talk the other day and it was also mentioned there, so it is really something we see the value of in it. And we would like to learn more and how we can improve it, and so on."
		"I think really doing a deep dive into the, like specifically how do we help, how do we help them develop those skills and recognize it so that they're building more responsibility for themselves over time."
	differentiating content by age	"So perhaps adjust it for age groups, because I was getting sort where that slide ended up. I was kind of looking for something on the next slide that would give me some examples of everyday scenarios they come across and how a pillar might respond. Um and instead it went to the star breathing, which I felt was, you know, really great for like the elementary school kids, but you know, um, not so much, um, I mean, it's still helpful for the older kids, but it, it felt a little young for the older kids."
Value in content of workshop	parent - useful support strategies	"I thought the ABC guide was great in the self-awareness one, and the, the analogies were great, especially the pizza analogy of like, you know, pizza doesn't have to look perfect to be really delicious."
		"Specific strategies such as ABC/ACB."
		"The most useful aspect of the workshop series was to learn pillar concepts of social

		emotional learning for gifted children."
		"I think the most useful and the, the thing we remember the most from what we watched and tried is the one about listening, how we can improve our listening skills and like how we can reflect back."
	parent - appreciation of information	"Oh, we appreciate your time for doing this. So we enjoy it and we learn."
		"So I think it's, yeah, yeah. What we hear in the workshops are helping us. "
Value in structure of workshop	appropriate video length	"First of all, generally I thought they were all excellent and I liked the sort of roughly 10, 11 minute timeframe. Made them very digestible."
	usefulness of asynchronous video	"I mean, I think recorded videos are good. Yes. Because we can do it at our own pace."
		"The recorded video works best for me and I can share my thoughts on whatever format works best for you."

Summary

Research question 1a and 1b sought to determine what changes were observed in parental knowledge of SEL and PSE in supporting their gifted child's SEL needs. The study's combined qualitative and quantitative data reflected growth in participants' SEL knowledge over the course of the workshop series. The quantitative results showed growth in participants' overall knowledge of SEL skills as well as in the specific SEL competencies of self-management, self-awareness, social awareness, and relationship skills; however, participant knowledge of responsible decision-making remained unchanged over the course of the intervention. In regard to PSE, the observed growth was

less defined than the changes in SEL knowledge; however, there were statistically significant gains made in supporting the competencies of self-awareness and relationship skills.

Research question two sought to understand what the most useful aspects of the workshop were for participants. There were two post-intervention survey questions that asked participants to evaluate the usefulness of the asynchronous recordings and Zoom sessions. The data collected yielded identical mean scores of (3.60/4.00) for each question demonstrating the perceived value of both of these workshop structures, however, this also suggests that as a group, participants did not find one more useful than the other. However, it's also important to note that the qualitative data collected focused less on the format of the workshop series and more on the content provided, with five of six participants explicitly addressing active listening as a particularly useful tool in supporting their gifted child's SEL needs. Collectively, the data indicates that the workshop series proved beneficial in supporting parents' understanding and confidence in supporting their gifted child's SEL skills.

CHAPTER 5

DISCUSSION

This mixed methods action research study sought to better support the parent population of gifted adolescents in understanding and supporting their children's specific SEL needs. The purpose of the study was to respond to a demonstrable need for greater SEL support for families within the school community. The research questions guiding this study were as follows:

RQ 1: As a result of the SEL parent workshop series, what changes were observed in:

A. Parental knowledge of SEL?

B. Parental self-efficacy in supporting their gifted child's SEL needs?

RQ 2: What did parents perceive as the most useful aspects of the SEL parent workshop series?

The intervention was implemented in an entirely remote environment and included five asynchronous recordings and one to two synchronous Zoom sessions, depending on each participant's preferred communication method. The content of the workshop series was guided by initial participant input, which heavily influenced the focus of the five asynchronous recordings. Participant input proved equally influential in guiding participant-researcher conversations in the individualized Zoom sessions where participants' expressed needs and interests guided the conversation. Elements of SCT (Bandura, 2012) were embedded within the workshop series' content to support parent learning and application of the SEL concepts while PSE was used as a pedagogical approach for the workshop series.

Discussion of Findings

Social and Emotional Learning. VanTassel-Baska (2009) suggests that SEL plays an integral role in helping gifted students make sense of their experiences and better understand their intensities, sensitivities, and exceptionality. The study focused on equipping parents with SEL strategies to support their gifted child's SEL development, and partnering the CASEL competencies with gifted characteristics to help parents better understand how to support their gifted child's growth and development. The contents of the asynchronous sessions explicitly addressed the SEL competencies of self-awareness, social awareness, self-management, and relationship skills. The competency of responsible decision-making was embedded within the intervention but not explicitly addressed. Additionally, participants learned about characteristics common to gifted students such as overexcitabilities and perfectionism and how these characteristics impact a child's SEL skills. Over the course of the study, the participants showed growth in all but one CASEL competency, responsible decision-making, which could be attributed to the fact that this competency was not explicitly addressed during the intervention due to a lack of interest per the initial pre-workshop survey. Aside from this one area, gains in knowledge were reflected in both the qualitative and quantitative data, which demonstrated an overall improvement in parental knowledge of SEL from pre- to post-intervention.

Gifted Characteristics. While every child experiences giftedness differently, most models of giftedness focus predominantly on the cognitive dimensions of giftedness with little attention to the socio-affective impact. This study's intervention was designed to provide participants with supportive strategies to help them better understand and

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support their gifted child's SEL skills. The qualitative data collected throughout the intervention suggests that the study helped families better understand and incorporate strategies to support their child's needs. In the initial workshop session, participants discussed the concept of overexcitabilities and all participants identified at least one overexcitability that seemed to characterize their child's gifted experience. While several participants identified emotional overexcitability, not all did, which is illustrative of the variability in the gifted experience. However, each participant did reflect on at least one strategy they found helpful in supporting their gifted child's needs with the majority of participants characterizing active listening as the most useful strategy provided in addressing an array of their child's needs from perfectionism to building a growth mindset. Active listening seemed to have the broadest potential for application. However, other strategies were also identified as supports for gifted characteristics as well, for example, for one participant the priority matrix seemed to best be able to help manage their child's perfectionistic tendencies. Because each child, situation, and family existed in different environmental and cultural contexts, most families found benefit in having different strategies to choose from. The fact that there was no singular best fit in regard to strategy application or a singular profile of a gifted learner is consistent with the literature and shows the importance of providing families with diverse and responsive strategies for their individual contexts.

Social Cognitive Theory. Bandura's SCT (2012) suggests that behavior and learning are shaped by observation, experience, and environment. This theory's three central constructs of reciprocal determinism, agency, and self-efficacy are closely linked to the five CASEL competencies, which were incorporated into the content of

intervention's asynchronous sessions. Evidence of how SCT's constructs of reciprocal determinism, agency, and self-efficacy impacted participants' knowledge and application of the content was communicated exclusively through the qualitative data wherein participants reflected on tools and strategies that they could apply in their households to support different elements of SCT.

Reciprocal determinism is about understanding the interaction between individual and environment and knowing that individuals can only control their reactions to situations and setbacks, not the environment or others involved necessarily. While not all participants had a chance to apply the strategies from the workshop during the course of the intervention, they did discuss how various strategies could be used to help navigate different experiences. Additionally, while not all strategies resonated with all participants, most participants found at least one strategy provided to have some value and potential application. For example, two participants from the same household found breathing exercises to be useful in helping their child channel emotions and control one's reactions to different situations. Another participant believed the adverse event, beliefs, and consequences (ABC/ACB) strategy (Reivich & Shatté, 2002) to be most applicable for their child and noted that she liked "having like a specific strategy to try to put into, into practice."

The construct of agency in its three forms: personal, proxy, and collective are closely tied to all five of the SEL competencies. Personal agency focuses on exercising agency over what an individual can control, and in this regard, it is also closely linked to reciprocal determinism (Bandura, 2012). While understanding how to support and grow personal agency looks different for each person, one participant found the information

shared on "maladaptive and adaptive perfectionism and how self-management can help with creating adaptive habits" useful in helping develop greater agency. This participant also shared that the Eisenhower matrix provided in the intervention may help her children "visualize something that I have been trying to teach them" and support her child's personal agency and autonomy by providing a focused approach to organizing priorities. Proxy agency, which refers to an individual's ability to influence others, was primarily realized through the encouragement of social modeling, however, the potential impact of social modeling could not be measured within the intervention (Bandura, 2012). Rather, at least one participant indicated that they were able to model responding to setbacks with their child by talking "through my process when I'm in that situation so my child knows my process."

In many ways, self-efficacy is an extension of agency and concentrates on a person's ability to persevere in the face of challenges. The primary way this was addressed in the intervention was through encouraging social modeling when applicable, and providing positive feedback to the participants. The individualized Zoom sessions provided an additional opportunity to independently connect with four of the six participants to discuss strategies and offer encouraging feedback.

Parental Self-Efficacy. PSE focuses on a parent's confidence in their own parenting abilities and beliefs (Montigny & Lacharité, 2005; Nicolas et al., 2020) and was intended to be incorporated through the pedagogical approach to the content. However, due to a lack of participant engagement via Slack and differing preferences in terms of preferred workshop discussion format and availability, a highly individualized approach to the intervention was adopted in lieu of the collaborative Slack channel communication.

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Participants were able to choose how to engage with the researcher and share feedback and insight either via Slack, email, or a Zoom meeting. Four of the six participants requested to meet individually via Zoom while the remaining two participants elected to provide feedback via email. This change in format did not provide the same opportunities for the participants to truly engage in vicarious learning experiences as due to the change in format, they now were limited to vicarious learning with the researcher only. Some participants were still able to participate in mastery experiences, however, the structure of the workshop itself limited the extent to which participants could truly benefit. This was likely influenced by the brief duration of the workshop series, breadth of content coverage, and highly individualized learning structure. Likely due to these limitations, participants did not demonstrate a significant growth in PSE. For future studies, it is imperative to focus on strengthening cooperative structures, providing greater content depth, and better aligning participant schedules to further encourage collaboration and participation.

Limitations

Despite the researcher's efforts to mitigate limitations, there were three central limitations that impacted this action research study: recruitment and participant engagement, intervention format and timetable, and social desirability. The first limitation pertained to the recruitment process and intervention implementation timetable as the recruitment and implementation of the intervention began while the researcher was away from campus on maternity leave. Due to the researcher's lack of campus and community engagement prior to the recruitment process, this may have affected potential participant engagement and participant recruitment. Additionally, while the intervention

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was designed to be implemented over approximately six-weeks, a lack of participant engagement resulted in extending the intervention to meet individual participant needs. For five of the six participants, the intervention ran from October to December, 2022; however, one participant was unable to complete the asynchronous workshop series prior to February, 2023.

The second limitation came in the form of the intervention format itself, participants were not all willing to access the asynchronous videos via EdPuzzle and five of the six participants never used Slack to share their experiences in testing out different strategies from the intervention. Based on the lack of engagement, the asynchronous recordings were made available to participants directly via email and participants were given alternate options for providing feedback on the intervention; choosing from Zoom or email. This shift in structure was responsive to participant needs, but the intervention's design shift limited opportunities for vicarious experiences between participants and receiving positive feedback from peers. Additionally, the change in structure also impacted the interpretation of the qualitative data in particular, because while data triangulation was used, the interpretation and validity of the data could have been further strengthened through member checking. However, due to the consistent struggle to retain participant participation throughout the intervention, member checking was not employed.

The third limitation took the form of social desirability, which refers to the possible influence the researcher had on those participating in the study. While care was taken to provide participants with unique identifiers for the quantitative data collection, the qualitative data collection was not anonymized, which could have impacted

participant responses. Participants were reassured throughout the intervention that the researcher was seeking open and honest opinions and feedback, which specifically targeted this limitation within the study; however, despite the researcher's best efforts, there is still a possibility that some degree of social desirability impacted the qualitative data.

Implications for Future Research

The results from the study suggested several key implications for future research, including a) expanding upon the connections between SCT, gifted characteristics, and SEL, (b) creating participant groupings by preferred format (to foster PSE), and (c) further research into programmatic approaches to parental gifted SEL development.

The SCT constructs of self-efficacy, reciprocal determinism, and agency were embedded within the content of the intervention and linked to gifted characteristics and SEL. SCT has natural intersections with all five SEL competencies and can be used to specifically support and contextualize the competencies as well as gifted characteristics such as overexcitabilities and asynchronous behavior. Expanding the content bank of recordings by providing explicit teaching on SCT and its connection to gifted characteristics and SEL competencies could strengthen participant understanding and application of content, which could in turn support PSE.

Present research does not indicate there are peer-reviewed SEL programs targeted for parents of gifted children at this time. Further research is necessary to determine whether existing SEL parent education programs prioritizing PSE could potentially meet the needs of gifted families or whether these programs would need to be modified to best address the asynchronous needs of gifted adolescents.

Implications for Practice

Availability and format preference heavily impacted the collaborative aim of the intervention and served as a significant barrier to fostering PSE. While the content of the intervention was responsive to participant areas of interest, the format of the intervention itself was not designed based on participant interest. For future workshops, offering different options for workshop delivery based on participant interest could help foster greater engagement. For example, for some families, offering workshop sessions that are entirely asynchronous (recordings and discussion board posts) might prove most accessible while others might prefer a mix of live and pre-recorded content (recordings and Zoom sessions for collaboration) and others still might benefit from entirely live (content delivery and collaboration occur live via Zoom or in-person instruction). Allowing participants ownership over not only the content focus for the workshop, but the format itself could help increase engagement and collaboration, which in turn could improve PSE.

Aside from the format of the workshop itself, participants also indicated that certain content was better suited to different adolescent age groups. For example, one participant reflected on the breathing exercises discussed as being more applicable for early middle school students. Thus, being able to provide specific strategies for different age bands of participants could prove helpful in increasing the value and application of the content. Specifically, creating content and strategies geared toward a fifth and sixth grade audience and other content focused on a seventh and eighth grade audience may help foster greater engagement and application.

During the intervention, participants also indicated an interest in diving more deeply into the content, which was reflected in the qualitative data. One participant suggested "really doing a deep dive" into the content and focusing on depth over breadth for future workshops. Additionally, due to the individualization of the workshop series, opportunities to clarify or explore thinking were limited to conversations with the researcher. By creating workshop sessions with participant groups based on preferred format as well as focusing on depth over breadth, there could be better opportunities for participant collaboration.

Additionally, providing time for participants to practice and apply SEL strategies is foundational in offering opportunities for vicarious and mastery experiences, which in turn, can strengthen PSE. Each workshop session should conclude with a strategy takeaway assignment that participants are asked to test out at home. Not only can homework encourage accountability, but ideally, it would also help the participants engage in vicarious and mastery experiences and support their confidence as parents.

Conclusion

This study demonstrates an ongoing need for parent education on the unique SEL needs for gifted adolescents. The intervention showed that while participants benefited from the workshop, there was not a linear pathway to supporting families in strengthening gifted students' SEL skills. While it was relatively easy to increase participant knowledge about SEL for gifted adolescents from pre- to post-intervention, nurturing participants' confidence in applying the learning proved to be more challenging. Since the workshop was adapted to meet the unique needs of each

participant, the high degree of individualization limited opportunities for collaboration, vicarious experiences, and peer-based positive feedback.

Strengthening participant PSE likely requires a more time intensive and collaborative approach to an intervention where participants can meet to discuss their learning and conceptual application in a medium that is most reflective of their individual needs and preference. As a result of the study, continued research is needed to develop an intervention where the content and format are most reflective of participant needs so as to better engage and support parents on their SEL learning journeys with their gifted adolescents.

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APPENDIX A

WORKSHOP CONTENT SUMMARY

Initial Synchronous Zoom Presentation: Giftedness and SEL
- Definition of giftedness
- Common characteristics of giftedness
- Defining social and emotional learning
- CASEL framework and core competencies
- Intersections of giftedness and SEL

Recording 1: Fostering Self-Awareness in Gifted Adolescents
- Defining self-awareness
- Understanding how personality characteristics such as extroversion and introversion impact self-awareness
- Understanding overexcitabilities
- Parental strategies to help strengthen adolescent self-awareness skills:
    - Self-efficacy
    - Growth mindset
    - ABC/ACB Strategy (adverse event, beliefs, consequences)
    - Guided meditation
- Benefits of cultivating self-awareness

Recording 2: Strengthening Relationship Skills
- Adolescent brain development
- Active listening
- Problem-solving
Conflict resolution

Recording 3: Perfectionism and Self-Management
- Maladaptive and adaptive perfectionism
- Definition of self-management
- Developmental self-management expectations
- Strategies for self-management support:
    - SMART goals
    - Growth mindset
    - Challenge negative self-talk
    - Understanding difference between excellence and perfection
    - Avoiding dichotomous word choice

Recording 4: Executive Functioning in Gifted Students
- How self-management and self-awareness support executive functioning skills
- Benefits of executive functioning skills
- Task prioritization and persistence:
    - Eisenhower matrix
    - Priority matrix
    - Study plan
- Strategies for managing distraction and discomfort:
    - Naming one's emotions

- Brainstorming ways to make a task more tolerable
- Setting reasonable expectations
- Scheduling breaks
- Getting enough sleep, food, and water

Recording 5: Conflict and Friendships
- Influence of friends and family
- Relationship skills and social awareness
- Conflict reactions: bulldozer, doormat, doormat with spikes, pillar
- Breathing strategies
- Steps to help your adolescent navigate conflict

APPENDIX B

SUPPLEMENTAL RESOURCES

SMART Goals

Part 1: Creating a SMART Goal. What is your goal?

Specific. What is one very specific thing you want to do?

_____

Measurable: How will you measure success? Be as specific as possible, and ensure the outcome is in your control and does not involve someone else—for example, earning an 'A' on something is not a measurable goal but completing all biology notes would be.

_____

Actionable. Is this something you can physically do?

_____

Realistic. Is this something you can realistically do (while still challenging yourself)?

_____

Time-bound. When is your target goal completion date?

_____

Part 2: Creating a plan. How will you get there?
Write your end goal on the last line. Then, work backward to write down each step that needs to be accomplished before the next step. Use additional paper if necessary.

Steps	✓

Part 3: Plan Ahead. What will stop you from accomplishing your goal? Brainstorm all the obstacles that might get in your way.

_____

_____

_____

_____

_____

For each obstacle listed above, think of an action you can take to overcome each one.

_____

_____

_____

_____

Backwards Planning to Achieve My SMART Goal

My SMART GOAL:

_____
_____
_____

Activity necessary for me to achieve my goal	How long do I think it will take?	Date I started this step:	Date I completed this step:	How did it go? Did it take more time or less time than you thought? Why?
1.				
2.				
3.				
4.				
5.				
6.				

How to Create a Study Plan

Step 1: Determine how much time you have to study.
        My quiz/test is in _____ days.

Step 2: Determine the resources you have that will help you study. Circle all the resources you will have for your test.

Homework   Study Guide   Class Notes   Textbook
        Videos
Different resource: _____

Step 3: Use a Study Plan Template to plan what time you will study and what study resource you will use each day. You can use the list below to help brainstorm study ideas.

Notes
o Annotate the text
o Verbalize and visualize your notes
o Make connections in your notes
o Highlight key ideas
o Review past homework
o Reread material
o Focus on mistakes on past quizzes/tests

Study Groups
o Quiz each other
o Teach the material to someone else

Develop
o Flashcards
o Possible test questions
o Pictures of concepts
o Graphic organizers
o Questions to ask your teacher

Study Plan Template

	Monday	Tuesday	Wednesday	Thursday	Friday
Study Hall					
4:00 – 4:30					
4:30 – 5:00					
5:00 – 5:30					
5:30 – 6:00					
6:00 – 6:30					
6:30 – 7:00					
7:00 – 7:30					
7:30 – 8:00					

8:00 – 8:30					
8:30 – 9:00					
9:00 – 9:30					
9:30 – 10:00					

Study Plan Template Exemplar

	Monday	Tuesday	Wednesday **Essay Due!**	Thursday **Bio Quiz!**	Friday **Social Studies Quiz!** **Math Quiz!**
Study Hall	Start math homework Work on essay (due Wed.)	Do vocabulary assignment (due Thurs.) Read and annotate ch. 2		Finish lab report Start math homework	Make and review quizlet for social studies quiz Start math homework
4:00 – 4:30 4:30 – 5:00	Extra-curricular activity	Extra-curricular activity	Extra-curricular activity	Extra-curricular activity	Extra-curricular activity
5:00 – 5:30					
5:30 – 6:00	Finish math homework	Finish math homework	Math homework	Math homework Write discussion question for English	
6:00 – 6:30 6:30 – 7:00	Dinner	Dinner	Dinner	Dinner	Dinner

7:00 – 7:30	Social studies assignment Bio notes review for quiz (Quiz Thurs.)	Work on essay (due tomorrow!)	Study for bio quiz Read and annotate ch. 3	Study for social studies quiz Study for math quiz	
7:30 – 8:00			Make social studies quizlet Review corrections and math homework for quiz Friday		
8:00 – 8:30					
8:30 – 9:00					
9:00 – 9:30					
9:30 – 10:00					

APPENDIX C

PRE- AND POST-INTERVENTION SURVEYS

Pre-Intervention Survey

To protect your confidentiality, please create a unique identifier known only to you. To create this unique code, please record the first three letters of your mother's first name and the last four digits of your phone number. Thus, for example, if your mother's name was Sarah and your phone number was (630) 543-6789, your code would be Sar6789. The unique identifier will allow me to match your pre-workshop survey responses and your post-workshop responses when I analyze the data.

1. My unique identifier is:

2. Please check as many boxes as applicable. My child(ren) are in grade(s):
   a) 5
   b) 6
   c) 7
   d) 8

For the following questions, please indicate your level of agreement with each of these statements regarding your perceptions on social and emotional learning and giftedness based on a six-point Likert-style scale: 1 = Strongly disagree, 2 = Disagree, 3 = Slightly disagree, 4 = Slightly agree, 5 = Agree, and 6 = Strongly Agree.

3. I understand what social and emotional learning is.

4. I understand how to support my gifted child(ren)'s self-management skills.

5. I understand how to support my gifted child(ren)'s self-awareness skills.

6. I understand how to support my gifted child(ren)'s social awareness skills.

7. I understand how to support my gifted child(ren)'s responsible decision-making skills.

8. I understand how to support my gifted child(ren)'s relationship skills. (1A)

9. I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of self-management.

10. I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of responsible decision-making.

11. I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of relationship skills.

12. I feel confident in identifying my gifted child(ren)'s social and emotional strengths.

13. I feel confident in identifying my gifted child(ren)'s social and emotional weaknesses.

14. I feel confident in helping my gifted child(ren) improve their social and emotional skills.

15. Please check as many boxes as applicable. During the workshop series I would like to learn more about…
    - Self-management
    - Self-awareness
    - Social awareness
    - Responsible decision-making
    - Relationship skills
    - Executive functioning
    - Perfectionism
    - Underachievement
    - Self-efficacy
    - Supporting and navigating adolescent friendships
    - Other…

16. Is there anything else you would like to share?

Post-Intervention Survey

To protect your confidentiality, please create a unique identifier known only to you. To create this unique code, please record the first three letters of your mother's first name and the last four digits of your phone number. Thus, for example, if your mother's name was Sarah and your phone number was (630) 543-6789, your code would be Sar6789. The unique identifier will allow me to match your pre-workshop survey responses and your post-workshop responses when I analyze the data.

1. My unique identifier is:

2. Please check as many boxes as applicable. My Brookfield Academy children are in grades:
    a. 5
    b. 6
    c. 7
    d. 8

Please place a checkmark next to any of the videos you watched fully below. If you only watched a portion of the video, please indicate what video(s) you watched part of in the "other..." section.
- Strengthening relationship skills
- Executive functioning
- Developing self-awareness skills
- Perfectionism and self-management
- Conflict and friendship
- Other…

For the following questions, please indicate your level of agreement with each of these statements regarding your perceptions on social and emotional learning and giftedness based on a six-point Likert-style scale: 1 = Strongly disagree, 2 = Disagree, 3 = Slightly disagree, 4 = Slightly agree, 5 = Agree, and 6 = Strongly Agree.

3. I understand what social and emotional learning is.

4. I understand how to support my gifted child(ren)'s self-management skills.

5. I understand how to support my gifted child(ren)'s self-awareness skills.

6. I understand how to support my gifted child(ren)'s social awareness skills.

7. I understand how to support my gifted child(ren)'s responsible decision-making skills.

8. I understand how to support my gifted child(ren)'s relationship skills.

9. This workshop helped me better understand what social and emotional learning is.

10. I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of self-management.

11. I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of responsible decision-making.

12. I feel confident in supporting my gifted child(ren)'s social and emotional needs in the area of relationship skills.

13. I feel confident in identifying my gifted child(ren)'s social and emotional strengths.

14. I feel confident in identifying my gifted child(ren)'s social and emotional weaknesses.

15. I feel confident in helping my gifted child(ren) improve their social and emotional skills.

16. This workshop helped me feel more confident in supporting my gifted child(ren)'s social and emotional needs.

For questions 17 and 18, please indicate how useful you found each aspect of the workshop series based on a four-point Likert-style scale: 1 = Not Useful at All, 2 = Slightly Useful, 3 = Useful, 4 = Incredibly Useful.

17. How would you rate the usefulness of the workshop's Zoom session(s)?

18. How would you rate the usefulness of the workshop's recordings?

19. What was the most useful aspect of the workshop series?

20. Do you feel the workshop series helped strengthen your knowledge of how to support your gifted child(ren)'s social and emotional development? Please explain below.

21. Do you feel the workshop series helped strengthen your confidence in supporting your gifted child(ren)'s social and emotional development? Please explain below.

22. Were there any barriers to your participation in the workshop series? Please explain below.

23. Is there anything else you would like to share?

APPENDIX D

IRB APPROVAL

ASU Knowledge Enterprise
Development

EXEMPTION GRANTED

Erin Rotheram-Fuller
Division of Educational Leadership and Innovation - Tempe
-
erf@asu.edu

Dear Erin Rotheram-Fuller:

On 8/3/2022 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Supporting Gifted Students' Social and Emotional Learning by Improving Parental Knowledge and Self-Efficacy
Investigator:	Erin Rotheram-Fuller
IRB ID:	STUDY00016267
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Erin Rotheram-Fuller CITI Certificate, Category: Other; • IRB Social Behavioral GCooper 8-2-2022.docx, Category: IRB Protocol; • Modifications Letter GCooper 8-2-2022.pdf, Category: Other; • Recruitment Methods GCooper 8-2-2022.pdf, Category: Recruitment Materials; • Study Consent GCooper 8-2-2022.pdf, Category: Consent Form; • Supervisor Approval GCooper 8-2-2022.pdf, Category: Off-site authorizations (school permission, other IRB approvals, Tribal permission etc); • Supporting Documents GCooper 8-2-2022.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2) Tests, surveys, interviews, or observation on 8/1/2022.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

If any changes are made to the study, the IRB must be notified at research.integrity@asu.edu to determine if additional reviews/approvals are required. Changes may include but not limited to revisions to data collection, survey and/or interview questions, and vulnerable populations, etc.

REMINDER - - Effective January 12, 2022, in-person interactions with human subjects require adherence to all current policies for ASU faculty, staff, students and visitors. Up-to-date information regarding ASU's COVID-19 Management Strategy can be found here. IRB approval is related to the research activity involving human subjects, all other protocols related to COVID-19 management including face coverings, health checks, facility access, etc. are governed by current ASU policy.

Sincerely,

IRB Administrator

cc: Gwendolyn Cooper

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APPENDIX E

QUALITATIVE CODEBOOK

hR Code Book

Edit Code ▼	Apply Code

26 Codes, 8 Groups

▼ All Codes
 ▼ Areas of Future Focus
  differentiating content by age
  parent - interest in learning more
  parent - seeking support strategies
 ▼ Building Confidence
  adolescent - building confidence
  adolescent - vicarious experiences
  parent - mutual trust in relationship
 ▼ Challenges to Application
  adolescent - struggle with perspective-taking
  adolescent independence
  parent - hard to apply strategies
  parent - struggle with perspective-taking
 ▼ Improved Understanding
  parent - learning about SEL
  parent - questioning to clarify understanding
  parent - testing support strategies
  parent - understanding the impact of environment
  parent modeling
  parental self-awareness and reflection
 ▼ Pre-Workshop
  adolescent - fostering growth mindset
  impact of giftedness on adolescent
  impact of giftedness on parent
  parent - recognizing gifted characteristics
  parent - resource request
 ▼ Value in Content of Workshop
  parent - appreciation of information
  parent - useful support strategies
 ▼ Value in Structure of Workshop
  appropriate video length
  preference for Zoom check-in
  usefulness of asynchronous video