Gifted Personality From 3 Perspectives

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slides: http://www.rfwp.com Shelagh Gallagher downloads
They say that every snowflake is different.
If that were true, ...
How could we ever recover from the wonder of it?
Jeanette Winterson
My Journey’s Beginning
Are Gifted Students Qualitatively Different?

Are the Differences Important?

How do the Differences Relate to our Goals?
Five Factor Model

Agreeableness  Cold/Unkind ------ Friendly/Compassionate

Conscientiousness  Efficient/Organized ------ Easy Going/Careless

Neuroticism  Sensitive/Nervous ------ Secure/Comfortable

Extraversion  Solitary/Reserved ------ Outgoing/Energetic

Openness to Experience  Consistent/Cautious ---- Inventive/Curious
Agreeableness

Conscientiousness

Neuroticism/Stable

Extraversion

Openness to Experience
Intraversion  -  Extraversion

Energized by the INNER world

Energized by the OUTER world
Intraversion-Extraversion

Inconsistent findings, slight tendency for EXTRAVERSION to be positively correlated with IQ

- elementary v. high school
- speed
- verbal v. nonverbal

Facets:
- Activity, Excitement Seeking = positive correlation with intelligence
- Gregariousness = negative correlation with intelligence
Introversion-Extraversion
Myers-Briggs Type Indicator

Big Five  \hspace{1cm} r = .59 \hspace{1cm} MBTI
# Extraversion-Introversion among Gifted Students

<table>
<thead>
<tr>
<th>Study</th>
<th>Sample</th>
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<th>Introversion</th>
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<tr>
<td>Normative Group</td>
<td>9,320</td>
<td>64.8</td>
<td>35.2</td>
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<td>Sak, 2004</td>
<td>5,834</td>
<td>51.3</td>
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<td>Cross et al., 2007</td>
<td>931 gifted high school students</td>
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<td>Folger et al., 2003</td>
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<td>55</td>
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<td>124 gifted youth and adults</td>
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Proportionally, more gifted students than typical students are likely to be Introverted because the typical population is somewhat predisposed towards Extraversion.
Agreeableness
Conscientiousness
Neuroticism/Stable
Extraversion
Openness to Experience
Openness to Experience

the active seeking and appreciation of experiences for their own sake

Facets:

Idea: intellectual curiosity
Value: readiness to re-examine own values and those of authority figures
Fantasy: receptivity to the inner world of imagination
Aesthetics: appreciation of art and beauty
Feelings: openness to inner feelings and emotions
Actions: openness to new experiences on a practical level
OPENNESS to Experience

Creativity

Ideas
Values
Action
Fantasy
Feeling
Aesthetics

Creative scientists and artists score higher on Openness than their less creative counterparts (Feist, 1998)
OPENNESS to Experience

Creativity

Moral Reasoning

Idea
Values
Action
Fantasy
Feeling
Aesthetics

97 gifted high school students had higher scores on both Openness to Experience and moral reasoning than 140 college students.

Regression analysis demonstrated that a *preference for complexity* explained more of the variance in moral reasoning scores than ACT scores.
OPENNESS to Experience

Creativity
Moral Reasoning
Absorption

Ideas
Values
Action
Fantasy
Feeling
Aesthetics
Absorption or Flow

the tendency to sink into a task or experience with an intense, exclusive focus is correlated with Openness to Experience
OPENNESS to Experience

- Ideas
- Values
- Action
- Fantasy
- Feeling
- Aesthetics

Creativity
Moral Reasoning
Absorption
Emotional Awareness
“Openness was most strongly associated with positive emotion experienced during complex gathering and manipulation of information, although it also strongly predicted compassion … and significantly predicted joy and love”

(Shiota, Keltner, & John, 2006, p. 67-68).
Relationship with Intelligence?

OPENNESS to Experience
- Ideas
- Values
- Action
- Fantasy
- Feeling
- Aesthetics

Creativity
- Moral Reasoning
- Absorption
- Emotional Awareness

Strongly correlated with IQ
Correlation between Openness and Measures of Intelligence

0.30

‘Moderate’ or ‘Moderate to Large’
Comparison of 374 gifted and 478 typical high school students

Gifted significantly higher on Openness to Experience

Zeidner & Shani-Zinovich, 2011
230 gifted students
2,748 typically developing
gifted students 0.5 standard deviations difference

“At age 12, [gifted students] have already reached the level of [Openness to Experience] characteristic of [typical] 15-year-olds”

McCrae et al., 2002, p. 1463
Strongly correlated with IQ

Enhances intelligence
Openness contributes to crystallized intelligence and somewhat to fluid and general intelligence.
Strongly correlated with IQ

Enhances intelligence

Substantially heritable
Observable from Early Childhood

Children who are more Open take more from their environment

High IQ children retain their childlike capacity of soaking up information
Strongly correlated with IQ

Enhances intelligence

Substantially heritable

CONSCIENTIOUSNESS

Not consistently related to school achievement
Openness is related to college GPA, not high school GPA

High IQ may negate the need for Conscientiousness?

Openness related to slower processing speed (reflective)
OPENNESS to Experience

Intelligence

Creativity
Moral Reasoning
Beliefs
Emotional Awareness

Ideas
Values
Action
Fantasy
Feeling
Aesthetics

**Openness to Experience**

- Heritable
- Intelligence
- Creativity/Originality
- Moral Reasoning
- Curiosity
- Absorption/Intensity
- Emotional Awareness

- Academic
- Achievement
A Definition of OPENESS TO EXPERIENCE

Individuals who are high in openness to experience tend to have an *active imagination, aesthetic sensitivity, attentiveness to inner feelings*, preference for variety, *intellectual curiosity*, and independence of judgment. Open individuals are *curious about both inner and outer worlds*, and their lives are experientially richer than those of closed individuals. They are willing to entertain *novel ideas and unconventional values*, and they *experience both positive and negative emotions more keenly*....Open individuals are willing to question authority and are prepared to *entertain new ethical, social and political ideas*.
Dabrowski

Developmental Potential
Overexcitabilities Associated with Giftedness

Imaginational
- Frequent use of image and metaphor
- Invention
- Fantasy
- Detailed visualization
- Imaginary companions

Emotional
- Extremes of emotion
- Complex emotions and feelings
- Awareness of a whole range
- Physical expressions of emotion
- Strong affective memory

Intellectual
- Curiosity
- Concentration
- Avid reading
- Keen observation
- Detailed visual recall
- Detailed planning
- Theory and analysis
- Logic
- Moral thinking
- Conceptual and intuitive integration

Dabrowski
Developmental Potential

Bouchet & Falk, 2001
Daniels & Piechowski, 2008
Gallagher, 1985
Mendaglio & Tiller, 2006
Piechowski, Silverman, & Falk, 1985
Individuals who are high in openness to experience tend to have an *active imagination*, *aesthetic sensitivity*, *attentiveness to inner feelings*, preference for variety, *intellectual curiosity*, and independence of judgment. Open individuals are *curious about both inner and outer worlds*, and their lives are experientially richer than those of closed individuals. They are willing to entertain *novel ideas and unconventional values*, and they *experience both positive and negative emotions more keenly*. Open individuals are willing to question authority and are prepared to entertain *new ethical, social and political ideas*.
Big Five trait

Openness to Experience

Heritable
Intelligence
Creativity/Originality
Moral Reasoning
Curiosity
Absorption/Intensity
Emotional Awareness

Academic Achievement

Psychomotor Sensual

Dabrowski Developmental Potential
MBTI
type
Myers-Briggs Type Indicator
Four Scales

Extraversion (E) - Introversion (I)

Sensing (S) - Intuition (N)

Thinking (T) - Feeling (F)

Judging (J) - Perceiving (P)
Sensing-Intuition

Sensing (S)
Sensing refers to how people process data. Sensing people focus on the present, they are "here and now" people, who are factual and process information through the five senses. They see things as they are, they are concrete thinkers.

Sensing Characteristics
¥ Concrete
¥ Realistic
¥ Lives in the present
¥ Aware of surroundings
¥ Notices details
¥ Practical
¥ Goes by senses
¥ Factual

Intuition (N)
Intuition refers to how people process data. Intuitive people focus on the future and the possibilities. They process information through patterns and impressions. They read between the lines, they are abstract thinkers.

Intuitive Characteristics
¥ Future-focused
¥ Sees possibilities
¥ Inventive
¥ Imaginative
¥ Deep
¥ Abstract
¥ Idealistic
¥ Complicated
¥ Theoretical
The world (full of objects)

Sensing

Intuition
Intelligence

MBTI Intuition

Creativity

Moral Reasoning

Emotional Awareness
Openness to Experience

Sensing-Intuition

Open

Intuitive

.72 general population

.31 Talent Search adolescents
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<td>McCaulley, 1976</td>
<td>1001 National Merit Finalists</td>
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<td>MacKinnon, 1978</td>
<td>120 (approx) creative scientists, mathematicians, architects, writers</td>
<td>4</td>
<td>96</td>
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War of 1812 → Andrew Jackson → Popular Elections

Teacher

INTP Student

It's called thinking for yourself.

War of 1812

1812 Overture → Cannons → Charge of the Light Brigade

Popular Elections

Was Tennyson alive during 1812?

Didn't they use cavalry in WWI?

When did cavalry finally go out of date?

What about Teddy Roosevelt's Rough Riders?
Creative Productive Adults

Logical and Ingenious

Knowledge is important
For its own sake

Enthusiastic and Insightful

Knowledge is important
For Creating Change
Adult Expertise/Genius

“The case studies we have reviewed are consistent with the idea that Openness to Experience is a key feature of the psychology of genius.

Perhaps genius is a quality of the mind...an approach that takes in much of life experience, processes it deeply and discovers new possibilities.” (p. 237)

Are Gifted Students Qualitatively Different?

Are the Differences Important?

How do the Differences Relate to our Goals?
What is Giftedness?
Gifted Student v. Disciplined High Achiever

“...I started ninth grade when I was twelve—and...there was another girl a couple of months older than me who was also starting the ninth grade....the main difference between us is that she was working really, really hard to maintain good grades at the ninth grade level at age 12. She was having a real struggle, she was constantly having to do homework, she had to put a ton of effort in. Whereas, I was sitting in all my classes daydreaming because I still wasn’t being challenged—because the way traditional curriculum is taught doesn’t hold my attention, so I always thought there was an extreme difference between [us], ...seeing this girl’s experience compared to mine when we were the same age in the same grade, ....I didn’t really understand much about giftedness, but even at that point I thought, “This doesn’t really seem like the same situation!”

(Gatto-Walden & Tolan, 2012)
Are Gifted Students **Qualitatively** Different?

Are the Differences Important?

How do the Differences Relate to our Goals?
• reality of differentiation?

• can we increase openness in those who are not? Not the way we teach now

• new ways of thinking about school…Will Richardson

• what are the implications of an ‘open’ environment on non-gifted kids?

• connects to different theories of pedagogy
Philosophy begins in wonder. And, at the end, when philosophic thought has done its best, the wonder remains. Alfred North Whitehead
The larger the island of knowledge, the longer the shoreline of wonder. Ralph W. Sockman
He who can no longer pause to wonder and stand rapt in awe, is as good as dead; his eyes are closed. Albert Einstein
In the last few millennia we have made the most astonishing and unexpected discoveries .... They remind us that humans have evolved to wonder, that understanding is a joy....   Carl Sagan
Wonder rather than doubt is the root of all knowledge.

Rabbi Abraham Joshua Heschel
The feeling of awed wonder that science can give us is one of the highest experiences of which the human psyche is capable. ...It is truly one of the things that make life worth living. Richard Dawkins
The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction.”  Rachel Carson
They say that every snowflake is different.
If that were true, ...
How could we ever recover from the wonder of it?
Jeanette Winterson
...LET'S GO EXPLORING!