

## **Immersing Socio-Affective Instruction within the Constructs of the Academic Curriculum: A Study of Gifted and Talented Programs**

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**Abstract :** This research study examined more than 340 gifted and talented students enrolled in various gifted and talented programs in a large southeastern United States metropolitan area (creative arts, urban charters, suburban public schools) for socio-affective psychological development and whether a particular curriculum encouraged developmental growth. This study focused on students receiving distinctive gifted and talented curricula (creative arts, arts-integrated, and academic acceleration) and analyzed for (1) socio-affective development levels and (2) whether a particular curriculum encouraged developmental growth. Research questions guiding the study: (1) How do academically and artistically gifted 10th and 11th grade students perform on psychological scales of social and emotional intelligence? (2) Do adolescents receiving distinctive gifted and talented curriculum differ in their socio-affective developmental profiles? Students' performances on psychometric scales were compared over time and by curriculum type. Over the first semester of the academic year, participants took pre- and post-tests assessing socio-affective intelligence (BarOn EQ-I: YV). Differences in growth on these psychological scales (individuals and programs) were examined. Program artifacts provided insight for curriculum correlation.

**Keywords :** gifted and talented curriculum, social and emotional development, moral development, socio-affective curriculum

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