



Social and Emotional Needs of Gifted Students

Waddell Language Academy Auditorium

Thursday, March 20, 2014

6:30PM-8:30PM

TIP-ical Kids? Examining the Social and Emotional Aspects of High Ability Children and Youth

Duke University's Talent Identification Program (Duke TIP) has provided programs and support to gifted students for well over thirty years. Throughout these years of working with gifted students – especially in summer residential programs -- it has been observed that there are traits and behaviors that are highly characteristic of students in this population. Educators responsible for meeting the needs of gifted children/youth as well as the children's parents are well-advised to be able to recognize that giftedness generally comes with characteristics and traits that are good news regarding their growth and development. These are attributes that usually lead to smooth sailing at home and in the classroom. However, the same characteristics sometimes have a "shadow side," a negative aspect that can cause rough seas, as well. This session will present the cognitive and affective characteristics of gifted and talented students, as well as examine the implications for parenting at home and teaching and learning in the classroom and beyond.



Speaker: Dr. Rick D. Courtright, PhD.

Dr. Richard D. Courtright is Gifted Education Specialist for the Talent Identification Program (TIP) at Duke University in Durham, NC. He also holds the position of lecturing fellow in the Duke University Program in Education, and is an adjunct assistant professor in the School of Education at Elon University. A lifelong educator with more than forty years of experience, Rick has been an elementary and middle school classroom teacher, a gifted program teacher, and a gifted program administrator in the Chapel Hill-Carrboro City Schools and the Winston-Salem/Forsyth County Schools in North Carolina. He completed his studies in intermediate education at the University of North Carolina at Chapel Hill, earning his Bachelor of Arts degree in 1972 and a Master of Education degree in 1973. After ten years of teaching, he went back to UNC to earn a Ph.D. in special education leadership, with an emphasis in gifted and talented education.